AN ANALYSIS OF THE IMPLEMENTATION OF “SPEAK UP OR STAND UP” TECHNIQUE IN TEACHING ENGLISH AT SECOND GRADE OF SMP N 1 SALATIGA

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

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Abstract
To overcome passive students to speak up their voice in the target language, a teacher created a teaching technique called “Speak up or Stand up” that can develop the students’ confidence to speak using English in the classroom. This research describes the implementation of “Speak up or Stand up” teaching technique in the teaching learning process in the classroom. The data was analyzed qualitatively using observation and the video recordings were transcribed. The result shows that “Speak up or Stand up” technique was implemented in four kinds of activities. First, warming-up the students’ knowledge through an ice breaker activity; second, checking the students’ understanding by giving a task and doing a simple quiz; third, summarizing the lesson, and last, checking the students’ homework.

Key Words: teaching technique, actively participate, implementation.
INTRODUCTION

Teacher faces many problems in teaching a foreign language in the classroom. A common problem faced is when the teacher tries to make the students confident in speaking the target language in the classroom and then give them an opportunity to do it, yet, some of them remain silent. Actually, there are some factors that influence the unwillingness of the students to speak the target language. Tsiplakides (2009) stated that the unwillingness happens because the students believe that they are not good at speaking. Moreover Tsiplakides (2009) finds that this belief makes them worried that their fellow students would evaluate them negatively if they make a mistake in speaking the target language. Actually, the personal characteristic of the students themselves that makes the students feel anxious, when they have to speak using the target language. In his research, Tsiplakides (2009) finds that these anxious students feared that mistakes in speaking activities would destroy their social image as students. When students make mistakes, others will sometimes mock or even laugh at him or her. Thus, this negative evaluation from peers really affects the students’ willingness to speak using the target language.

There is also another factor that comes from the environment of the students that influences the students to become unwilling to speak up in front of the class. It is found out that our Indonesian culture especially Javanese custom is still influenced by ‘ewuh-pekeuwuh’ custom. This ‘ewuh-pekeuwuh’ refers to the hesitant feeling in doing something. Indirectly, this could influence the students to become unwilling to speak in front of the class.

Understanding this case, one of the English teachers in the State Junior High School 1 in Salatiga (SMP N 1 Salatiga) created “Speak up or Stand up” technique in teaching English in order to enhance students participation to speak in front of the class. Based on this finding also,
the following research question was addressed: How does the teacher implement “Speak up or Stand up” technique in teaching English in the classroom?

The main purpose of this study is to describe the implementation of “Speak up or Stand up” teaching technique that is created in order to make students actively participate in the teaching learning process in the classroom. Since the teacher creates the teaching technique “Speak up or Stand up” by herself, knowing how well it works and how it is implemented in the teaching learning process is important. From this study, this teaching technique can be used as a reference for the teacher to make a class active that enhances the students to become active in speaking in front of the class. Further, the implementation of this teaching technique can make the students who have personal characteristic which is ‘shy’or even hesitate to speak using the target language become more active and confident when they speak in front of the class.
LITERATURE REVIEW

In the lecturing process, the main person that plays an essential role is the teacher. Choudhury (2011) stated that the role of the teacher in the classroom is of paramount significance because it is central to the way in which the classroom environment evolves. According to Anthony (1963) cited in Richard & Renandya (2002), techniques are specific classroom activities consistent with a method, and therefore in harmony with an approach as well. Thus, based on this definition, a teaching technique is an activity that is used by the teacher in delivering the lesson that works based on an approach and a methodology.

Furthermore, examining about teaching technique is so important since according to Kharat (2012), an English teacher must use many techniques of teaching to make his teaching interesting and fun. Then, it is clear that a technique of teaching plays an essential role toward students’ interest in the teaching learning process. Further, Biggs (2003, p. 79) cited in Kirkland & Riordan (2010) says; ‘Being active while learning is better than being inactive’. The function of interesting and fun teaching technique is actually to enhance students’ participation in class through speak up more the target language in the classroom. Therefore, a teacher has to be creative in creating fun and interesting teaching techniques since they can enhance students’ participation in the classroom by using the target language.

The phenomenon where students mostly being passive at class or even uneager to participate in the classroom is a common problem. It is proved by some research findings toward the learners’ characteristics, especially Asian and Indonesian students. This finding is made by five Australian teachers that conduct a research about the learner characteristics of ‘Asian’ English as Foreign Language (EFL) secondary school and college students in Central Java. Exley (2005) stated that it is conceded that Indonesian students also show signs of these more
passive, obedient and unreflective learner characteristics. Further, the study also examined why these Indonesian students tend to show these particular learner characteristics over all other sample of the study. One of the Australian researchers in Exley’s journal report (2005) stated that the Javanese students really have the Javanese personality in their learner characteristic like dominance of passive, shy, obedient and quiet learner characteristics. Exley (2005) also revealed that even though the students have learned English for more than 5 years at school, their speaking is not good and they’re not confident at speaking. Exley (2005) stated also that they’re scared that they’re going to offend the native teacher by saying the wrong thing, like miss spelling or wrong pronunciation. Actually their wrong concept about speaking makes them unable to develop. Exley (2005) added also that Javanese people do not have a concept that from mistakes you can learn more and you can improve.

Actually people are influenced by a lot of aspects when they learn a foreign language or a second language. Bedell (1993) cited in Hung & Chen (2012) stated that ethnicity and/or nationality have a strong influence on the language learning strategy that is used. Further, it is also influenced by the personality of each individual. According to Pervin and John’s (2001) cited in Dörnyei (2005) generally, personality represents those characteristics of the person that “account for consistent patterns of feeling, thinking, and behaving” (p. 4). Carrell, Prince, and Astika (1996) cited also in Hung & Chen (2012) indicated that the success of second language learners is affected by both cognitive factors such as language aptitude, (Carrol, 1990) affect, personality, and motivation, and by demographic factors, such as age, gender, and ethnicity.

Knowing the aspects above, it clearly explains that those aspects can influence the student willingness to speak in front of the class. Toward students’ willingness to communicate MacIntyre et al. (1998) cited in Dörnyei (2005) argued that L2 WTC (willingness to
communicate) needs to be conceptualized as a situated construct that includes both state and trait
characteristics, and have defined the concept as the individual’s “readiness to enter into discourse
at a particular time with a specific person or persons, using a L2” (p. 547). Thus, it is clear that
the influence of those aspects above like ethnicity and or nationality and also the personality of
each individual toward the willingness to communicate using the target language are really
significant. Therefore, it is important for a teacher to create and implemented a fun and
interesting teaching learning process in the classroom through their teaching technique so that it
can stimulate the students to become more active and eager to speak using the target language.

One technique for “Speak up or Stand up” is in a form of a game and an ice breaker. The
rule of this technique is ‘You speak up or You stand up’. The rule in playing this technique is
that students have to do the task or answer the question of the teacher by stating it orally in a
short time in 3-5 seconds. However, if in the range of time given students cannot answer the
question or cannot do the task, that person has to stand up as their punishment.

Actually this technique is also based on the concept of applying a teaching technique which
is fun and interesting through a game. Rixon (1981) cited in Zhu (2012), stated that a game is an
activity carried out by co-operating or competing decision-makers, seeking to achieve, within a
set of rules, their objectives. Through games students also can be more active in participating in
the classroom. Cited in Zhu (2012), Cruickshank & Telfer (2001) also agreed that games
promote transfer because they require student participation and active involvement with the
material within a rich context. Moreover, Kumar & Lightner (2007) also argued that substantial
body of literature indicates that the use of non-traditional interventions, such as games,
simulations, multimedia instruction and interactive activities are valuable teaching methods.
Thus, the use of games that can attract students’ motivation and encourage them to participate in
the classroom surely can become a creative teaching technique used by the teacher. Hubbard (1987) cited in Zhu’s journal (2012) also stated that Games can increase motivation to learn the language as students, especially the weaker ones, feel a real sense of achievement when they manipulate a game. Zhu also added that by using games, students also can strengthen certain fields in learning language that is used inside the games.

Moreover, Wright, Betteridge and Buckby (2006) as cited in Zhu (2012, p.802) said, "Games can be found to give practice in all the skills, in all the stages of the teaching and learning and for many types of communication". Here, it clearly explains that rather than using traditional teaching techniques, teacher can help the students to communicate in the target language and mastery the structure of a language in order to increase the students’ confidence to speak up the target language by using games. Thus, by practicing the target language used in games, learners can easily understand about the use of the target language. Furthermore, games can be used at any stage in a lesson: at the beginning to diagnose whether the students can or cannot do; during the lesson for language practice purposes; or at the end as reinforcement and reward (Zhu, 2012).

An ice breaker as a part of a game can enhance students’ participation in class. Like what Chlup & Collin (2010) stated that the implementation of ice breakers and re-energizers in the classroom might well contribute to improve students’ participation, increase students’ persistence, and ultimately enhance students’ learning. Chlup & Collin (2010) also added that we use both ice breakers and re-energizers as needed at various times throughout a course. Re-energizers can be used when energy is low and class morale is lagging, when everyone is not participating, or after a break to re-focus a group. From Eison’s research (2010), Eison stated that there is one of so many active learning instructional strategies to produce enthusiasm and
enhance the learning that is ‘brief get-acquainted icebreaker activities and/or subject matter warm-ups’. Eison (2010) added that the frequent use of social icebreakers at the start of each new term, as well as the periodic use of course-relevant brief warm-up activities in the opening minutes of class sessions, can have a great positive impact on reducing this formidable obstacle to in-class discussion. Based on Virgil and Varvel (2002), ice breakers are activities or modes of discussion used to help individuals ease into a group setting. Virgil and Varvel (2002) added also that some ice breakers are done in groups and some can be individually completed. They stated also that usually an ice breaker was used at the beginning of a session or course in order to let everyone in the course get to know one another. An ice breaker activity itself could be served for many purposes from facilitating introductions, to prior knowledge assessment, or to several other reasons (Virgil and Varvel, 2002, p.1). These two researchers also explain about the purpose of using an ice breaker within the teaching learning process. Based on Virgil and Varvel there are six uses of an ice breaker in the teaching learning process:

1. **Facilitating Introductions** - Ice breakers can be used to create familiarity within the group and ease everyone into the group process.

2. **Prior Knowledge Assessment** – It provides the instructor an opportunity to assess student prior knowledge. They can then lead to the identification of individual needs within the group while also introducing everyone and helping to create a healthy group environment as with facilitating introductions.

3. **Environment Creation / Fostering Group Unity** - A primary purpose of ice breakers can be to help create an open environment in which all participants are willing to open up and participate. Participants need to be encouraged to open up to one another and relax.
The introduction and the method by which the ice breaker is carried out can also be designed to encourage a breakdown of status/race/gender/etc.

4. **Topic Introduction** - When starting a new topic, ice-breakers can be created to introduce the topic.

5. **Preparation of Participants** - By structuring the ice breaking activity into the learning environment or course management system, students can get to know one another while getting to know the course delivery method.

6. **Energizers** - Some ice breakers are designed simply to energize the group of participants.

   It is very useful in face-to-face workshop environments for second day/morning activities to help wake up everyone. (p.1)

Thus, all those researcher arguments could support the discussion about how the teacher implements “Speak up or Stand up” technique and describes deeper about the way this “Speak up or Stand up” technique could make the students actively participate in the teaching learning process in the classroom.
THE STUDY

I. Context of the Study

The study aimed to describe the implementation of using “Speak Up or Stand Up” technique in teaching English in the second grade of SMP N 1 Salatiga. The study used qualitative description. A qualitative descriptive research is a research which provides descriptions of phenomena that occur naturally without the intervention of an experiment or an artificially contrived treatment (McKay, 2006, p.6 cited by Zacharias, 2012). The reason of the researcher for choosing SMP N 1 Salatiga as the setting of doing the research was that the technique of ‘Speak Up or Stand Up’ was only applied in SMP N 1 Salatiga.

II. Participants

The participants of the study were all second grade students of SMP N 1 Salatiga in academic year 2014/2015. The Second Grade Junior High School students were chosen because the implementation of the teaching technique “Speak up or Stand up” was often implemented in these second grade students. Therefore, by choosing these participants it really helped the researcher a lot in getting the data.

III. Instrument

The data were collected through observation. In order to help the observation process, the researcher used video recorder to record the teaching learning process especially when the “Speak up or Stand up” technique was implemented. To capture the observational data, the researcher used observational protocol which was event-sampling protocol to record the implementation of “Speak up or Stand up” technique. One example of event-sampling protocol
below is adapted from Yucel’s (2000) in Research method’s course book by Zacharias (2012) to investigate active learning techniques in teaching grammar as written in table 3.1 below.

Table 3.1 An event-sampling protocol for ‘Speak up or Stand up’ technique.

<table>
<thead>
<tr>
<th>NO</th>
<th>“Speak up or Stand up” implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In the beginning of the lesson</td>
</tr>
<tr>
<td></td>
<td>In the middle of the lesson</td>
</tr>
<tr>
<td></td>
<td>In the end of the lesson</td>
</tr>
</tbody>
</table>

IV. Data Collection

In the data collection, the real time observations were done 8 times, 2 hours each, in the teaching learning process in the classroom. Each observation took forty minutes so the total time was 640 minutes. When collecting the data through the video recording, the researcher recorded the classroom situation for 80 minutes. Although the researcher recorded for the whole time of the learning process in the classroom, the transcription only recorded the process of “Speak up or Stand up” activities because the researcher only needed the data that were related to the implementation of “Speak up or Stand up” teaching technique.
V. Data Analysis

To analyze the data, the research transcribed the video recording using the table of observation event sampling protocol. After that the researcher did the coding process. Here, the researcher coded the occurrence of “Speak up or Stand up” technique in four types of activities. They were warming up using an ice breaker, checking the students’ understanding in a form of giving a task and a simple quiz, summarizing the lesson, and checking the students’ homework. Later, the researcher classified the data based on the coding process. Finally, the researcher interpreted the data and concluded the result of the study.

FINDINGS AND DISCUSSION

It had been explained in the previous chapter that the data were collected through observation. This chapter describes the analysis of the data collection that the researcher got through transcribing the video recording. The analysis describes the implementation of “Speak up or Stand up” technique that is implemented in four kinds of activities.

A. Warming-up using an ice breaker activity

Having an aim to warm-up the students’ knowledge, “Speak up or Stand up” technique was implemented in the form of an ice breaker activity. The warming-up session usually happened at the beginning of the lesson. Based on Virgil and Varvel (2002), they stated that usually an ice breaker was also used at the beginning of a session or course in order to let everyone in the course get to know one another. However, it should be noted that in this case, an ice breaker activity which was “Speak up or Stand up” was not meant for making everyone know one another but rather for warming-up the students’ knowledge before learning a certain topic.
Actually, in the 1st, 2nd, 3rd, 4th, and 8th observations the teacher always implemented the “Speak up or Stand up” technique at the beginning of the lesson too.

According to Virgil and Varvel (2002), ice breakers are activities or modes of discussion used to help individuals ease into a group setting. They stated also that some ice breakers are done in groups and some can be individually completed. Here, mostly the implementation of an ice breaker activity using “Speak up or Stand up” technique was done in a form of an individual activity and used to make the class atmosphere more relaxing when speaking the target language. Actually, there are six purposes of an ice breaker in the teaching learning process based on Virgil and Varvel (2002, p.01). However, from the 6 purposes only 4 are related with the use of “Speak up or Stand up” in form of an ice breaker.

1. Facilitating an Introduction

“Speak up or Stand up” technique was used for facilitating an introduction in a form of an ice breaker. This technique was done at the beginning of the lesson, directly after the teacher greeted the students.

Transcription 1.1
Teacher : Students, which do you choose “Stand up” or “keep Standing up”?
Students : “Stand up”
Teacher : “Speak up or Stand up”?
Students : “Speak up”
Teacher : Or..”Speak up”.... ya“Stand up” or “keep Standing up”ya..
Students : gimana tu Bu..
Teacher : oh “Stand up” or “keep Standing up”…?
Students : gak mau itu Bu..
Teacher : “Speak up or Stand up”?
Students : ya…ya!!
Teacher: Oke “Speak up or Stand up”. You have learned some new words yesterday about Mahatma Gandhi. You have learned some new vocabularies about Mahatma Gandhi. Don’t opened your book! Oke “Speak up or Stand up”.

Student 1: Fictive
Teacher: that’s right. Good!
Student 2: Emperor
Teacher: that’s right

... 

In the transcription of the 1st observation above, after the teacher greeted the students she gave them an offer, “Students, which do you choose ‘Speak up or keep Standing up’.” Then of course the answer of the students was “Speak up”. Directly the teacher said “Oke ‘Speak Up or Stand Up’.....” and after the teacher stated her command to mention some vocabularies word, she began to apply the “Speak up or Stand up” technique as an ice breaker activity in the classroom. All of the students stood up and each of them mentioned the vocabulary that they knew about Mohandas Gandhi. By implementing “Speak up or Stand up” technique just like the example above, it could make the students be more aware toward the other students and prepared to the lesson. It was because this technique happened at the beginning of the lesson where usually students did not have big interest to interact with other students especially in discussing a lesson and could not focus to start the lesson.

Based on Virgil and Varvel (2002) an ice breaker activity was used for facilitating an introduction where it had an aim for creating familiarity within the group and easing everyone into the group process. It meant that the ice breaker activity could be used for bridging the atmosphere in the classroom so that the process of continuing to the main topic of discussion in the teaching learning process happened in a pleasing atmosphere. It was proved that the “Speak up or Stand up” technique that was usually applied at the beginning of the lesson had this first
purpose. From the description of the transcription above it showed that through applying the “Speak up or Stand up” technique at the beginning of the lesson, it could create familiarity within the other students in the classroom and ease each of the students into the teaching learning process. Thus, by implementing “Speak up or Stand up” technique as ‘facilitating an introduction’ at the beginning of the lesson, it made the students more pleasant when they started the lesson.

2. Creating an Open Environment.

Actually for the second function of an ice breaker activity, all of the implementations of “Speak up or Stand up” technique in the 1st, 2nd, 3rd, 4th, and 8th observations functioned to create an open environment. The example below is the transcription of the 2nd observation.

Transcription 2.1

Teacher : Good morning
Students : Good morning
Teacher : How are you today?
Students : I’m fine thank you....luar biasa
Teacher : What do you say luar biasa in English?
Students : Great.
Teacher : Great. Amazing or I’m wonderful. Who is absent today?
... 
Teacher : ... Today we will try to talk about recount text. You have learnt about recount text, about embarrassing experience, biography. But today we will talk about holiday. I think you have gone to one or many places. Can you mention?
Students : Mountain
Teacher : Mountain. That’s right. What else?
Students : Beach
Teacher : Beach

Students 1: pool
Teacher: pool
Student 2: temple
Teacher: temple
Student 3: lake
Teacher: lake

From the transcription above, it was clear that the teacher used “Speak up or Stand up” technique as a way to make the student actively participate using the target language. Here, by giving a question that warmed-up their knowledge about some places for holiday indirectly students should respond the question by answering it. Actually, it was the way of the teacher to make the students participate using the target language which is by answering a question. Virgil and Varvel (2002) stated that, a primary purpose of ice breakers is to help to create an open environment which all the participants were willing to open up and participate in the classroom. Virgil and Varvel (2002) added also that participants needed to be encouraged to open up to one another and relax. In essence, in this occurrence when the teacher was implementing “Speak up or Stand up” technique, she made a question as a starting point to start the “Speak up or Stand up”. Thus, a question functions as a tool to encourage the students to participate using the target language. Besides, that “Speak up or Stand up” technique also acts as a way to create a relaxing atmosphere so that when the students participate using the target language they could be more confident.
3. **Introducing Topics**

It was shown in the 3rd video recording where the topic being discussed was a Recount Text. Firstly the teacher implemented “Speak up or Stand up” technique before the teacher explained about the main topic which was a Recount Text.

Transcription 3.1

Teacher : We will discuss about a biography which is a recount text. It is about Mohandas Gandhi. Prepare your note if it is needed according to you. If you think that you don’t need or it is not important to you, do not prepare it.

(Students read the text on the power point)

Teacher : Any difficult words?

Students : (Keep Silent)

Teacher : No difficult words ya… ok, then I will ask you.

(00:07:59)

Teacher : No question about vocabulary?

Students : (keep silent)

Teacher : Oke Ten, Nine, eight, seven, six, five, four, three, two one. Everybody “Stand up”! Oke Good. Do not raise up your hand but I will appoint you. We have our first reading skill here, to refresh your mind. I have asked you and you said that there is no difficult words. So the first one I want to ask you, how do you say people or person from England? Try to find it in the text.

Student 1 : British

Teacher : one hundred years has the same meaning with the word?

Student 2 : a century

…

As the warming-up session to introduce the students to the topic was being discussed, the teacher asked the students to read a recount text about Mohandas Gandhi on the power point
slide. “We will discuss about a biography which is a recount text. It is about Mohandas Gandhi. Prepare your note if it is needed according to you. If you think that you don’t need or it is not important to you, do not prepare it.” After the students read the text the teacher started to play the ‘Speak up or Stand up’ technique by stating “Oke Ten, Nine, eight, seven, six, five, four, three, two, one. Everybody ‘Stand up’! .... So the first one I want to ask you, how do you say people or a person from England? Try to find it in the text.” then the “Speak up or Stand up” technique began to be used.

Virgil and Varvel (2002) stated that when starting a new topic, an ice breaker could be created to introduce the topic. It had been explained above that the teacher used “Speak up or Stand up” as a way to introduce the main topic that would be discussed. By implementing “Speak up or Stand up” technique as a topic introduction it made the students eager to learn the new topic and more over it also helped the teacher in measuring the students’ prior knowledge about the new topic.

4. Energizers

This last function actually was applied in the 1st, 2nd, 3rd, 4th, and 8th observations. From all the process of implementing “Speak up or Stand up” technique in the classroom, they had the aim to energize the students so that they keep on getting the spirit to start the lesson. For example in the 8th observation,

Transcription 8.1

Teacher : Oke, listen to me! Students listen to me!. “You are prohibited to cheat in the examination” “You are not allowed to wear a colored shoes in the school”. Now, everybody please “Stand up”. Your Job is trying to compose a sentence, sentence incaution, obligatory or rule in your school or around school area. Each student must compose one sentence. If you
want to sit down you must compose one sentence. The sentence must be concerned with the school area, understand? Oke now rise up your hand.

Student1 : We are not allowed to bring a cell phone
Teacher : Yap oke.
Student 2 : You must wear your school uniform.
Teacher : Oke
Student3 : You must wear white socks
Teacher : Oke
Student 4 : You must use black shoes
Teacher : Oke Good

It described that the teacher gave a warming up through “Speak up or Stand up” in order to re-energize the students’ spirit before starting the main lesson. At the beginning of the class, the teacher directly gave a command to make a sentence about “Caution” or “Prohibition” that probably the students have ever learned before. So, the teacher only needed to present one until two examples of sentences before the students produced the same model of sentence which is “Caution” or “Prohibition”. It is stated that “You are prohibited to cheat in the examination. You are not allowed to wear colored shoes in the school”. Both sentences were part of the teacher presentation that could recall the students’ knowledge about the previous lesson so that it was easier for the students to imitate the sentence then produced their own sentences. Further, this ‘recall section’ could be meant as a warming up session at the beginning of the lesson in order to energize the students’ spirit like stated before.

This fact was supported by the statement of Virgil and Varvel (2002) that an ice breaker could be used for energizing the group of participants where it was very useful to help wake up everyone when it was at the noon class session or even at the morning session. It was supported also by Chlup & Collin’s (2010) statement which said that the implementation of ice breakers
and re-energizers in the classroom might well contribute to improve student participation, increase student persistence, and ultimately enhance student learning. In fact, it was clear that through the use of “Speak up or Stand up” technique as ‘an energizer tool’ could absolutely increase the students’ participation and enhance their learning. It could be seen when the teacher gave an order “Speak up or Stand up”, the students indirectly should participate in that activity. Chlup & Collin (2010) also added that some people use both ice breakers and re-energizers as needed at various times throughout a course. Thus, the use of “Speak up or Stand up” technique where it happened at the beginning of the lesson and used for energizing the students spirit to start the learning process where it made the students’ participation increased was really suitable with the last purpose of an ice breaker.

Moreover, since in this point the “Speak up or Stand up” technique was done through an ice breaker activity, it was in line that some active learning strategies also were done in a form of an ice breaker or warm up activity. Based on Eison’s research (2010), Eison stated that there is one of so many active learning instructional strategies to produce enthusiasm and enhance the learning that is ‘brief get-acquainted icebreaker activities and/or subject matter warm-ups’. Finally, from the brief explanation above, it could be seen that “Speak up or Stand up” included as one of an active learning instructional strategies which could enhance the students involvement in the classroom. The students indirectly were stimulated to be active through “Speak up or Stand up”. Further, in this point the teacher used this technique in a form of an ice breaker for warming-up the students’ enthusiasm and prior knowledge at the beginning of the lesson. Eison (2010) also added that the frequent use of social icebreakers at the start of each new term, as well as the periodic use of course-relevant brief warm-up activities in the opening minutes of class sessions, can have a great positive impact on reducing this formidable obstacle.
to in-class discussion. Overall, the use of “Speak up or Stand up” technique for warming up the student knowledge through an ice breaker activity was proved as an effective way for making the students enthusiastic and active in the learning process.

**B. For checking the students’ understanding**

To check the students’ understanding, it was found that the teacher implemented “Speak up or Stand up” in two ways.

1. By giving a task

   Here, ‘Speak up or Stand up’ technique could be used for checking the students’ understanding by giving a task. This was implemented in the 2\(^{nd}\) and 5\(^{th}\) observations that were done at the middle of the lesson.

   **Transcription 2.2 and 5.1**

   **The implementation of Speak up or Stand up in the middle of the lesson**

<table>
<thead>
<tr>
<th>The 2(^{nd}) observation</th>
<th>The 5(^{th}) observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher: last holiday. That’s right. Ok this is an example of a recount text of spending holiday. Now it’s time for you to compose not in writing compose but to keep in your mind. I’ll give you four minutes to think. You will make only the first sentence; you can ask your friends. Now better for you to “Stand up”. All of you...</td>
<td>Teacher: Now your task is you have to make a permission or prohibition for your friend. For example, I regard Ms. Ema and Ms. Sesaare my friends, I would say like, Ms. Ema is prohibited to fall in love with my boyfriend. It is your task to compose a sentence it may in form of prohibition or permission. I give you five minutes. Please write down in your book and you will try to...</td>
</tr>
</tbody>
</table>
“Stand up”. Ready? If you have ready to “Speak up”, just raise your hand. “Speak up or just keep Standing up”.

Student 1 : Last holiday I went to Jogja
Teacher : Ya, last holiday I went to Jogja
Student 2 : Last holiday, my friend and I went to Payung Mountain
Teacher : Yaa you can sit down. Don’t always use ‘last holiday’ you can use another words. Ok?
Student3 : Last month my family….
Teacher : Don’t read, ok?
Student3 : Last month my family and I went to kudus. …. 

(7 minutes later)

Teacher :Oke students, you may not read your sentence and you have to memorize your sentence. Oke students all of you “Stand up”. Oke ready? Raised up your hand.

Student 1 : If you are my friend you must not bring my boyfriend’s photo.
Teacher: Good.

Student 2 : If you are my friend you must not take my girlfriend. …. 

Generally, when applying this technique at the middle of the teaching process, the teacher gave the “Speak up or Stand up” as a way to make the students focus to the lesson. In the 2nd observation the teacher gave “Speak up or Stand up” activity by asking the students to read a recount text in the power point slides in 10 minutes then gave them a task where they should make a sentence that contained the words “last holiday….”. Actually, the teacher only gave the students 4 minutes to think about their first sentence before they spoke up their sentence in “Speak up or Stand up” activity. After the teacher stated these sentences, “Now it’s better for you
to stand up. All of you ‘Stand up’. Ready? If you are ready to ‘Speak up’, just raise your hand. ‘Speak up or just keep Standing up’.” all of the students stood up and raised their hand then actively spoke up their sentence one by one. In this part the teacher checked the students understanding by giving a simple task which was “to make a sentence using the words ‘last holiday..’”. This was to check the students’ language practice purpose. Language practice purpose was a language that was used for a certain purpose. Here, the language itself referred to the use of words “last holiday” that was for retelling a story in the past.

Besides, in the 5th observation the teacher gave a task with a different topic. Here, the teacher asked the students to arrange a sentence about “Caution” and “Prohibition”. After starting the lesson for thirty five minutes, the teacher tried to check the students understanding by giving them a task (the underlined sentence in the transcription above). The teacher gave an example about ‘Caution and Prohibition’ first, and then she asked the students to make a sentence just like the example.

Thus, through ‘Speak up or Stand up’ activity that was implemented in the middle of the lesson, it made the students keep focused to the lesson, re-energized their spirit to start the lesson and avoided their sleepy condition. Chlup and Collin (2010) supported also that re-energizers could be used when energy was low and class morale was lagging, when everyone was not participating, or after a break to re-focus a group. Indeed, by implementing “Speak up or Stand up” technique that in a form of fun and interesting activity just like games, it could make the students understand the lesson more and at the same time the teacher could check their understanding through this activity.
2. By giving a simple quiz

The implementation of “Speak up or Stand up” technique in this point was aimed to check the students understanding in a form of a simple quiz. This technique was formed in a simple quiz because when doing this “Speak up or Stand up” activity the teacher did it at the end of the lesson and through the task that is given by the teacher, the students who want to get more point and go out from the class earlier should do the teacher’s task first.

Transcription 2.3

Teacher : 

Ok. You have made your first sentence and try to write in your book the next sentences of story about your holiday. Write down. I will go for 10 minutes. And you need to write at least 50 words. At least itu paling sedikit. Ok try to make it. Telling about your own experience so don’t ask your friends because it your own experience

Teacher : who has finished? 

Janti please stand up. Tell your friend about your experience, everybody just listen to her. Put off your pen first and you can continue it in your home. Janti please take a look at your friend. Listen carefully.

Student (janti) : I went to Magelang with my big family. We went to Grand Artoz hotel. In Grand Artoz Hotel we celebrated my uncle’s birthday, Uncle Agung. I usually call home “Om Koko”.why we celebrate his birthday in Grand Artoz Hotel? Because he studies in Taruna Nusantara Magelang. I went to Magelang not only with my big family but with Mr. Hais. I didn’t know who is he, but Mr. Haiz is my uncle’s friend business. In my opinion my uncle’s birthday was not special because it only yellow rice cooked by my grandmother.

Teacher : thank you. Give big applause for Janti. You have done with your recount text. And you can try to tell more at your house. But if you want to have a break, you have to “Stand up”. Now everybody please “Stand up”. You have listened to Janti’s story. Janti you can sit down. If you want to have a break, you have
to mention one word and if not all of your friend mention it, you cannot go to the outside. Ready?

Student 1 : went
Teacher : good
Student 2 : study
Teacher : study
Student 3 : hotel ... 

It was shown in the 2nd observation above that the teacher gave a task which is a command to the students to make a Recount Text of their own. It is stated that “Ok. You have made your first sentence and try to write in your book the next sentences of story about your holiday. Write down. I will go for 10 minutes. And you need to write at least 50 words”. After the time to do the task was finished, the teacher asked one of the students, named Janti to read her story in front of the class. Without giving any clue that after Janti read her story the teacher gave a command to mention one word related to Janti’s story. Then the teacher asked the students to stand up which meant that ‘Speak up or Stand up’ technique was begun. So all of the students stood up and the teacher stated that “if you want to have a break, you have to stand up... You have listened to Janti’s story. Janti you can sit down. If you want to have a break, you have mentioned one word and if not all of your friend mention it, you cannot go to the outside”. Thus, the command of the teacher was clear, anyone that could mention one word related to Janti’s story, they could go outside the class earlier and get more point. Eventhough the teacher did not state that she would give more poin to each of the students, in the video recording it was shown that the teacher made a note while she was implementing “Speak up or Stand up”. The note was about the name of the students who had answered it.

It clearly shows how the teacher that plays an essential role in the teaching learning process worked as she should be. Choudhury (2011) stated that the role of the teacher in the
classroom is of paramount significance because it is central to the way in which the classroom environment evolves. Supported by this theory, the teacher who implemented “Speak up or Stand up” activity did not only use it as an ice breaker activity yet in this case the teacher used the “Speak up or Stand up” technique as a way to make the students interested in the lesson and active in finishing the class. Moreover, Kumar & Lightner (2007) also argued that substantial body of literature indicates that the use of non-traditional interventions, such as games, simulations, multimedia instruction and interactive activities were valuable teaching methods. “Speak up or Stand up” technique could be implemented in any ways but still in the atmosphere of fun and interesting just like games. Hubbard (1987) cited in Zhu’s journal (2012) also stated that games could increase motivation to learn the language as students, especially the weaker ones, feel a real sense of achievement when they manipulate a game. Thus, the implementation of “Speak up or Stand up” technique was simply like a game, it was truly useful to involve the students in their learning process especially when speaking the target language.

Overall in this second purpose, there were two ways of implementing “Speak up or Stand up” technique. They were through giving a task and a simple quiz. Based on the description above, it proved that “Speak up or Stand up” technique could be implemented in different ways, either at the beginning or at the end and in a form of a simple quiz or simply just a task. Zhu (2012) stated that games could be used at any stage in a lesson: at the beginning to diagnose what the students could or could not do; during the lesson for language practice purposes; or at the end as reinforcement and reward. It was similar to the “Speak up or Stand up” implementation that was nearly like a games, it could be used for giving a reward like when it was applied in a form of simple quiz or just to check their language practice purpose when it was applied in a form of giving a task. Indirectly, it also influenced their skill when the teacher used “Speak up or Stand
“Speak up or Stand up” technique through a simple quiz, their listening skill was applied more. Wright, Betteridge and Buckby (2006) as cited in Zhu (2012, p. 802) said, “Games can be found to give practice in all the skills, in all the stages of the teaching and learning and for many types of communication”. So, again it proved more that this “Speak up or Stand up” technique could be implemented at any stage, for practicing any skill, and for any purpose.

C. For summarizing the lesson

In this point, “Speak up or Stand up” technique was used to summarize the lesson. So this technique was done at the end of the lesson. It happened when the teacher ended the lesson and she asked the students to be involved in summarizing the lesson through “Speak up or Stand up”, by answering the question related to summarizing,

Transcription 6.1

Teacher : So today we can conclude that the word “Must” has the same meaning as the word “have to” or “obligate”. The word “banned” can also say in the word? …. Bagas?
Student 1 : (say nothing)
Teacher : one… two… three..oke “Stand up” first. Ragil?
Student 2 : (say nothing)
...
Teacher : “Stand up” please… Shinta?
Student 5 : Must not
Teacher : Yes that’s right, ‘Must not’ … or the word?
Student 6 : (say nothing)
Teacher : Oke rizal “Stand up” please
Student 7 : Prohibited
Teacher : Yes, or the word?
Student 8 : (say nothing)
Teacher : Oke please “Stand up”…
Student 9 : Not allowed to…
Teacher : Yes, or?
Student 10 : Restricted
Teacher : That’s right. Now listen to me carefully. The word ‘can’…you can say also?
Student 4 : May
Teacher : Yes. ”Sit down” please. Or?
Student 1 : Able
Teacher : Yes, everybody who “Stand up”… you can sit down… Oke thank you for your creativity, you are so active today. You can have your break.

From the data above, the teacher tried to give the summary of the lesson by asking the students to find the synonym of certain words related to the material that had been learnt before. Kharat (2012) stated that a teacher of English must use many techniques of teaching to make his teaching interesting and fun. The teacher summarized the section by using “Speak up or Stand up” technique, was really a fun way. Further, the atmosphere of ‘games’ within “Speak up or Stand up” activity also made the students involved in this technique feel more competitive but fun. Rixon (1981) cited in Zhu (2012), stated that a game was an activity carried out by co-operating or competing decision-makers, seeking to achieve, within a set of rules, their objectives. This theory supported how “Speak up or Stand up” was implemented, where there was rule, competitive situation, and everybody tried to seek an answer to achieve their own point. Moreover, the more important thing was the objective of ‘Speak up or Stand up’ technique that showed how the teacher as the creator wanted to show to the students that speaking the target language is not such a horrible thing but interesting and fun.
D. For checking the students’ homework

The last form of ‘Speak up or Stand up’ implementation was for checking the students’ homework. Here, at the beginning of the lesson, the teacher started the class by asking whether any of her students did not do the homework.

Transcription 7.1
Teacher : For anyone who does not bring the description text about a product. Please “Stand up”.
Students : Bu saya bawanya productnya bu, tidak saya print Bu.
Teacher : Let me see. Ya..oke?.
Students : Bu saya bawanya deskripsi tentang lampu Bu.
Teacher : You “keep Stand up” ya. Let me check the text that you bring .Oke, for you who want to “sit down”, please make a sentence uses a word “contain”. Ready?
Student 1 : The candies contain some sugar
Teacher : Oke
Student 2 : The necklace contains gold
Teacher : Ya, good.
Student 3 : The air contains oxygen
Teacher : That’s right.
...
Student 16 : The liquid contains sulfur
Teacher : Oke. All of you can sit down. Now you have a group work …

The data showed that the teacher tried to give a lesson about value, where being honest was really important. Besides, through implementing “Speak up or Stand up” the teacher achieved both her aim to check the students’ responsibility and another aim that was to keep the students being active and involve in the learning process through speaking the target language. “Speak up or Stand up” technique was simply implemented like a games. It was friendly, relaxed but also
strict. However, the teacher still get her aim which was to make students involved and active in speaking using the target language. Zhu (2012) added that by using games, students also could strengthen certain fields in learning language that was used inside the games. By this fact, it proved more that the implementation of games in the teaching learning process with clear guidance could help the students get more involved in the teaching learning process.

In essence, “Speak up or Stand up” technique was a technique created by the teacher, who was concerned in making students active to participate in class by being confident to speak up in front of the class. Through this technique the students were stimulated to speak up their voice in the target language bravely. This idea was good. Based on Biggs (2003, p. 79) cited in Kirkland & Riordan (2010) ‘Being active while learning is better than being inactive’. So, the implementation of “Speak up or Stand up” technique to stimulate the students to be active in the classroom was a good technique.

CONCLUSION

As the researcher has mentioned before, the research question of this study is “How does the teacher implement “Speak up or Stand up” technique in teaching English in the classroom?” In order to find the answer, the researcher conducted a research on the State Junior High School I which is SMP N 1 Salatiga. The researcher did the observation using video recorded along the teaching learning process for two hours in eight meetings. The researcher also transcribed the recordings in using event sampling protocol especially for obtaining more details about the way of “Speak up or Stand up” technique was implemented in the teaching learning process.

It was found out that the implementation of “Speak up or Stand up” technique could be categorized into four kinds of activities. First, warming-up the students’ knowledge through an
ice breaker activity; second, checking the students’ understanding in a form of giving a task and doing a simple quiz; third, summarizing the lesson, and last, checking the students’ homework. This classification is based on the coding process that shows the way of “Speak up or Stand up” is implemented in an activity.

An interesting fact is found that by implementing this “Speak up or Stand up” technique, the teacher makes the students more active. This is related with the term active learning instructional strategy where to produce enthusiasm and willingness to actively participate can be done through a teaching technique or even an activity. So practically, when the students do “Speak up or Stand up” activity, they become more active in using the target language. It is because the basic rule of doing “Speak up or Stand up” activity is being engaged through speaking up in the target language.

In conclusion, the researcher can say that the implementation of “Speak up or Stand up” technique within the learning process has its aim regarding the background of the teacher that created this technique. That is making the students active participating in class by being confident to speak up in front of the class using the target language. Even though there are some ways in implementing “Speak up or Stand up” technique, the main value of “Speak up or Stand up” technique remains the same, which is making the students active and confident in speaking the target language.

The technique used by the English teacher of State Junior High School 1 in Salatiga (SMP N 1 Salatiga), is useful for the students’ participation using the target language. It is a good technique as it can improve the students confidence to speak using the target language. This technique can be one of the recommended teaching techniques that can be used to enhance the students’ participation to speak in the target language or even as a way to create fun and
enjoyment atmosphere in the classroom. It can’t be denied that sometimes the students feel bored and even lose their concentration when doing the learning process. Thus, by implementing this technique it can energize more the students’ willingness to participate in the classroom.

This study has one thing that needs to be improved for the further research since this study only covers the implementation of “Speak up or Stand up”. For further research, the students’ perception toward the effect of implementing “Speak up or Stand up” technique and active learning instructional strategy may also be examined. It is important also to know the effect based on the students who are doing this activity and a method that becomes the base of this technique. At the end, it is hoped that this study could be useful for the teachers in finding a fun teaching technique that is suitable for the students’ needs or as one of the techniques that can arouse the students’ enthusiasm in speaking up the target language.
REFERENCES


APPENDIX

1st observation

| “Speak up or Stand up” implementation |
| In the beginning of the lesson | In the middle of the lesson | In the end of the lesson |
| Teacher : students, which do you choose stand up or keep standing up? | | |
| Students : Stand up | | |
| Teacher : Speak up or stand up? | | |
| Students : Speak up | | |
| Teacher : Or..speak up.... ya stand up or keep standing up ya.. | | |
| Students : gimana tu Bu.. | | |
| Teacher : oh stand up or keep standing up…? | | |
| Students : gak mau itu Bu.. | | |
| Teacher : speak up or stand up? | | |
| Students : ya…ya!! | | |
| ...... | | |
| Teacher : Oke Speak Up or Stand Up. You have learned some new words yesterday about Mahatma Gandhi . You have learned some new vocabularies about Mahatma Gandhi. Don’t opened your book! Oke Speak Up or Stand Up. | | |
Student 1: Fictive
Teacher: that’s right. Good!
Student 2: Emperor
Teacher: that’s right
Student 3: refused
Teacher: that’s right
Student 4: empire
Teacher: ya
Student 5: courage
Teacher: that’s right
Student 6: Violence
Teacher: correct
Student 7: Equal rights
Teacher: ya
Student 8: Chaos
Teacher: oke
Student 9: Law
Teacher: ya
Student 10: Denied
Teacher: that’s right
Student 11: Equal right
Teacher: equal rights? Sorry it has been mentioned
Student 12: struggle
Teacher: oke
Student 13: Followers
Teacher: that’s right
Student 14: Figure
Teacher: oke
Student 15: Chaos
Teacher: Chaos, it has been mentioned. Sorry.
| Student 16 | Effort |
| Teacher   | ya     |
| Student 17 | Urging |
| Teacher   | oke    |
| Student 18 | march  |
| Teacher   | that’s right |
| Student 19 | Rude   |
| Teacher   | ya     |
| Student 20 | Preach |
| Teacher   | oke, that’s right |
| Student 21 | organized |
| Teacher   | ya     |
| Student 22 | Law    |
| Teacher   | it has been mentioned. Please stand up who hasn’t mentioned. Yang belum mengungkapkan silahkan berdiri. Okerise up your hand. |
| Student 1  | denied |
| Teacher   | it has been mentioned? |
| Students  | yes. Udah udah. |
| Teacher   | you can choose another word in the text. |
| Student 2  | Rude   |
| Teacher   | it has been mentioned |
| Student3  | Courage |
| Teacher   | Courage ..it has been mentioned. |
| Students  | College bu.. College |
| Teacher   | ya..oke… |
| Student 4  | Followed |
| Teacher   | Followed?...initadi followers ya.. ini Followed… ya |
| Student 5 | Armed          |
| Teacher  | Armed ya..     |
| Student 1| Century        |
| Teacher  | that’s right century. Oke, five student so.. |
| Student  | bu..bu..Emperor bu.. |
| Teacher  | :ya..it has been mentioned |
| Students | uwis kui uwis… |
| Student 6| firm…         |
| Teacher  | :very good firmness. |
| Student 7| granted       |
| Teacher  | :ya..granted..that’s right.Oke..just one student. I’ll try to count until five if you cannot help him, all of you stand up. |
| Students | hihi….ya Allah Bu…. Equal right equal right… Aaa..British ..British… |
| Student 8| British..      |
| Teacher  | :ya..oke… Give applause for all of you. |

The process of Speak up or Stand up takes six minutes and eleven seconds (00:06:11)
**2nd observation**

**Observational Protocol**

<table>
<thead>
<tr>
<th>Name of course: English</th>
<th>Name of Instructor: Ms. Laila</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration: 1 hour 40 minutes</td>
<td>Topic: Recount Text / Reading</td>
</tr>
<tr>
<td>Total number of students: 25</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>“Speak up or Stand up” implementation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NO</strong></td>
</tr>
<tr>
<td>Teacher: Good morning</td>
</tr>
<tr>
<td>Students: Good morning</td>
</tr>
<tr>
<td>Students: I’m fine thank you...luar biasa</td>
</tr>
<tr>
<td>Teacher: What do you say</td>
</tr>
<tr>
<td>Teacher: last holiday. That’s right. Ok this is an example of recount text of spending holiday.</td>
</tr>
<tr>
<td><strong>Student</strong></td>
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<tr>
<td>------------</td>
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<tr>
<td>suratijin in English?</td>
</tr>
<tr>
<td>Student : Mountain</td>
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<tr>
<td>Teacher : Beach</td>
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<tr>
<td>Teacher : Beach</td>
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<tr>
<td>Teacher</td>
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<td>---------</td>
</tr>
<tr>
<td>pool</td>
</tr>
<tr>
<td>Student 6:</td>
</tr>
</tbody>
</table>

Magelang. I went to Magelang not only with my big family but with Mr. Hais. I didn’t know who is he, but Mr. Haiz is my uncle’s friend business. In my opinion my uncle’s birthday was not special because it only yellow rice cooked by my grandmother.

Teacher: thank you. Give big applause for Janti. You have done with your recount text. And you can try to tell more at your house. But if you want to have a break, you have to stand up. Now everybody please stand up. You have listened to Janti’s story. Janti you can sit down. If you want to have a break, you have to mention one word.
| Student 17: church | Teacher: ok..church. | Student 14: my last holiday
I went to Jogja with my umm, my last holiday was very happy. |
| Student 18: River... | Teacher: oh..it has been mentioned, sorry. Ok now stand up, stand up. Ok | Teacher: oke you keep it first, we will move to another.. |
| Teacher: church | Student 20: cinema | Student 15: two weeks ago I went to Solo |
| Student 19: lake | Teacher: lake | Teacher: lake |
| Teacher: that's right. cinema | Student 21: market | Student 16: I went to Solo with my big family last month. |
| Teacher: yes market | Student 22: minimarket | Teacher: Oke |
| Teacher: yes minimarket | Student 22: Gletser | Student 17: (students laughed) Last week I went to Semirang with my family. You can look at bulela yaa |
| Teacher: Gletser | Teacher: ya..gletser ok.. | Teacher: Ya, with my Big family. You can look at bulela yaa |
| Teacher: restaurant ok good | Student 23: restaurant | Student 17: (students laughed) Last week I went to Semirang with my family. You can look at bulela yaa |
| Teacher: restaurant | Student 24: restaurant | Teacher: ya.. |
| Teacher: it has been mentioned... (wait for 3 second for the second chance) oke help your friends or all of you will stand up. | Teacher: three months ago, i... */mån(t)*th/ | Teacher: three months */mån(t)*th/ ? .. keep stand up please..(wrong) |
| Students: hotel hotel!! | Student 18: three months ago, i... */mån(t)*th/ | Teacher: three months */mån(t)*th/ ? .. keep stand up please..(wrong) |
| Student 24: hotel (sit down) | Teacher: three months */mån(t)*th/ ? .. keep stand up please..(wrong) | Teacher: three months */mån(t)*th/ ? .. keep stand up please..(wrong) |
| | and if not all of your friend mention it, you cannot go to the outside. Ready? | Student 1: went |
| | | Teacher: good |
| | | Student 2: study |
| | | Teacher: study |
| | | Student 3: hotel |
| | | Teacher: hotel |
| | | Student 4: birthday |
| | | Teacher: birthday |
| | | Student 5: uncle |
| | | Teacher: uncle |
| | | Student 6: cook |
| | | Teacher: cook |
| | | Student 7: my family |
| | | Teacher: My family |
| | | Student 8: business |
| | | Teacher: business |
| | | Student 9: celebrate |
| | | Teacher: celebrate |
| | | Student 10: mr.Agung |
| | | Teacher: mr.agung? Not the name |
| | | Student 11: special |
| | | Teacher: special.. |
| | | Student 12: because |
| | | Teacher: because |
| | | Student 13: nothing |
| | | Teacher: nothing |
| Teacher | Student 19: last holiday I visited my brother’s house in Solo. Teacher: ok. Students 20: three months ago I went to Jepara with my family. Teacher: ya.. Students 21: three years ago I went to Bali island. Teacher: oke.. Good Students 22: two months ago I went to Jepara with my mother and my father. Teacher: yaa .ok Student 23: last holiday I went to Jogja with my family. Teacher: aha.. Students 24: last night I went to dwiki’s homes with my family. Teacher: last night I went to dwiki’s homes? No..keep stand up up. Student 14: big pronunciation. Student 15: big Teacher: ok big. Student 16: holiday. Teacher: holiday. Student 17: grandmother, Teacher: grandmother Student 18: Special. Teacher: special, it has been mentioned. Sorry. Student 19: last week Teacher: last week okay. Student 20: with Teacher: with. Student 21: opinion Teacher: opinion. Very good Student 22: was Teacher: was not wash. Wash is mencuci. Was Student 23: were Teacher: were
Student 25: Yesterday, I went to jogja with my family.
Teacher: ya.
Student 26: two weeks ago I went to Telomoyomountain.
Teacher: yaa.
Student 27: I went to Jepara last month.
Teacher: oke
Student 28: I went to Bali last month.
Teacher: oke
Student 18: I went to East Java last month.
Teacher: ahh East Java. Okay
Student 7: one year ago I went to Jogja with my family.
Teacher: ya, one year
Student 14: last holiday I went to Jogja with my Mom.
Student 24: rumahitu house ap home bu?
Teacher: house
Student 24: house? I went to Dicky’s house
The process of Speak up or Stand up in the beginning of the lesson takes four minutes and twenty five second (00:04:25)

last night
Teacher: iyya. I went to Dicky’s house last night

The process of Speak up or Stand up in the middle of the lesson takes seven minutes and thirty seven seconds (00:07:37)

The process of Speak up and Stand up in the end of the lesson takes nine minutes. (00:09:00)

<table>
<thead>
<tr>
<th>3rd observation</th>
<th>Observational Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of course: English</td>
<td>Name of Instructor: Ms. Laila</td>
</tr>
<tr>
<td>Duration: 1 hour 40 minutes</td>
<td>Topic: Descriptive Text / Reading</td>
</tr>
<tr>
<td>Total number of students: 26</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NO</th>
<th>“Speak up or Stand up” implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In the beginning of the lesson</td>
</tr>
<tr>
<td>Teacher: we will discuss about biography which is recount text. It is bout Mohandas Gandi. Prepare your note if it is needed according to you. If you think that you don’t need or it is not important to you,</td>
<td></td>
</tr>
</tbody>
</table>
do not prepare it.

(Student read the text on the power point)
Teacher : any difficult words?
Students : (Keep Silent)
Teacher : No difficult words ya… ok, then I will ask you.

(00:07:59)
Teacher : No question about vocabulary?
Students : (keep silent)
Teacher : Oke Ten, Nine, eight, seven, six, five, four, three, two, one. Everybody stand up! Oke Good. Do not raise up your hand but I will appoint you. We have our first reading skill here, to refresh your mind. I have asked you and you said that there is no difficult words. So the first one I want to ask you, how do you say people or person from England? Try to find it in the text.
Student 1 : British
Teacher : one hundred years has the same meaning with the word?
Student 2 : a century
Teacher : ‘force’ can be also said … listen to this sentence: “Don’t force me to do that”. The word ‘force’ has the same meaning with what word in the text?
Students : (no correct answered)
Teacher : I’ll give you a clue. It is in the first paragraph
Student 3 : urging
Teacher: that’s right. Next question, High school is also called …..

Student 4: College

Teacher: it is all about regulation, it is all about ruled, so it is called ….

Student 5: Law

Teacher: very Good. Next question, it is not small; it is ….

Student 6: large

Teacher: Good. Next, it is a leader of a palace. It is a man who lead a palace. It is called ….

In the text there is no word palace but empire, so who is a man who lead an empire?

Students: (No answered)

Teacher: the answered is emperor. Oke, next question is it is not in the north but it is in the … opposite of direction

Student 7: South.

Teacher: that’s right. Refuse has the same meaning as a word …

‘I feel very sad because I am refused by my friend.’ look at here, in the second paragraph..

Student 8: denied

Teacher: in the fourth, the last paragraph, it is a cruel action of a …

Students: itu ketutupan bu

Teacher: oh I’m sorry I didn’t mean it. It is a person who hurt or die because of some cruel action, it is called…. 
Student 9: victim.
Teacher: that’s right. A cruel action is called… a cruel action. look at the last paragraph.
Student 10: violence
Teacher: that’s right. Three more questions ya.
   Try to do something. It is a try to do something, it is called … like in the sentence, I have so many ‘blablabla’ to do. It is in the last paragraph.
Student 11: effort.
Teacher: Oke, you can sit down. The main character of the film is called …. The word character has the same meaning as the word what in the text….
Student 12: figure.
Teacher: one more question after that you can sit down, if not all of you stand up. Ok so please help your friends. ‘Dislike’ has the same meaning with the word ….
Student 13: hate.
Teacher: that’s right. All of you can sit down.

The process of Speak up or Stand up takes eighteen minutes and nineteen seconds (00:18:19)
**4th observation**

<table>
<thead>
<tr>
<th>NO</th>
<th>“Speak up or Stand up” implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In the beginning of the lesson</td>
</tr>
<tr>
<td>(00:01:00)</td>
<td>Teacher : Good morning students. How are you today?</td>
</tr>
<tr>
<td></td>
<td>Teacher : I’m very well thank you too. Oke listen to me carefully, ‘You are allowed to across here.’ You can also say….. Raised up your hand!.</td>
</tr>
<tr>
<td></td>
<td>Teacher : ya, that’s right. You are permitted to across here. Or you can also say?.</td>
</tr>
<tr>
<td></td>
<td>Teacher : Ya ‘You can across here’. Now repeat after me. “You can across here”.</td>
</tr>
<tr>
<td></td>
<td>Teacher : “You must obey the school regulation”, you can also say?</td>
</tr>
<tr>
<td></td>
<td>Teacher : ya right “you have to obey the school</td>
</tr>
</tbody>
</table>
regulation”. Very Good. Now your task is to try to compose a sentence the prohibition around the school or a caution at your school first. Just one sentence and you have to give explanation where is the sentence placed. For example, in library or in LAB or in some places around this school. Understand and I give you five minutes to compose the sentence and if your sentence exactly the same with your friend sentence. You must change your sentence.

Student: oke Ma’am.

(Students do the worksheet)

Teacher: any difficult words?

Student: yes Ma’am, “Keset” apa Ma’am bahasa inggrisnya?

Teacher: Keset? Is there anyone know what is “keset” in English?

Student: “Welcome” Ma’am.

Teacher: No. I have guessed you will answer that. Not “welcome” of course. Let me write the difficult words on the whiteboard. Ok, is there any difficult word besides “Keset”?'

Student: “Mencoret” Ma’am.

Teacher: oke,

Student: “buang air kecil” Ma’am.

Teacher: oke, is there any difficult words again?

Student: “buang air besar” Ma’am

Teacher: oke. Anything else?
<table>
<thead>
<tr>
<th>Student</th>
<th>udah Ma’am.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>oke anyone knows how to write these words in English?</td>
</tr>
<tr>
<td>Student</td>
<td>Me Ma’am!</td>
</tr>
<tr>
<td>Teacher</td>
<td>oke, write on the whiteboard then. You can come forward.</td>
</tr>
<tr>
<td>Student</td>
<td>(write the English word of “Buang air kecil”)</td>
</tr>
<tr>
<td>Teacher</td>
<td>yes, that’s right “have a pee” ya. The other?</td>
</tr>
<tr>
<td>Student</td>
<td>(student comes forward and write the English word of “buang air besar”)</td>
</tr>
<tr>
<td>Teacher</td>
<td>oke, “have a poop”. “Keset” and “mencoret” is there anyone know the English of that words?</td>
</tr>
<tr>
<td>Student</td>
<td>(silent)</td>
</tr>
<tr>
<td>Teacher</td>
<td>oke “Keset” is “door mat” or “mattress” and “mencoret” is “scratching”</td>
</tr>
<tr>
<td>Student</td>
<td>(continuing do the task)</td>
</tr>
<tr>
<td>Teacher</td>
<td>anyway, it is better for you to say “may I go to the rest room” rather than “Ma’am, I wanna have a pee”. You get it?</td>
</tr>
<tr>
<td>Students</td>
<td>yes, Ma’am.</td>
</tr>
<tr>
<td>(00:18:48)</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>oke I’ll try to count until ten and all of you have to stand up. You have done with the task right?</td>
</tr>
<tr>
<td>Students</td>
<td>yes Ma’am.</td>
</tr>
<tr>
<td>Teacher</td>
<td>oke One two three four five six seven eight nine ten, oke all of you stand up. Now, raise up your hand.</td>
</tr>
</tbody>
</table>
Student 1: I warn you not to sleep in the classroom
Teacher: oke
Student 2: don’t smoke in the school area.
Teacher: oke, that’s right. Please do not look at your book
Student 3: do not bring matches in the laboratory
Teacher: ya, it can be. You can sit down
Student 4: you are prohibited to eat in the laboratory
Teacher: oke
Student 5: you are prohibited to cheat in the test
Teacher: that’s right
Student 6: you are prohibited to wear shoes in the classroom
Teacher: that’s right.
Student 7: the students are prohibited to use their motorcycle in the classroom
Teacher: ok it is a new regulation I think. You can sit down.
Student 8: you are prohibited to sing in the library.
Teacher: oke.
Student 9: you are prohibited to play games in the library
Teacher: :yaoke.
Student 10: you are prohibited to eat in the classroom when the class begin.
Teacher: oke
Student 11: you must wear socks in the classroom
Teacher: ya it can be, you may sit down.
Student 12: you are prohibited to steal in the canteen.
Teacher: :yaoke
Student 13: you must wear a gymnastic uniform in
| Teacher | Student 14 | Teacher | Student 15 | Teacher | Student 16 | Teacher | Student 17 | Teacher | Student 18 | Teacher | Student 19 | Teacher | Student 20 | Teacher | Student 21 | Teacher | Student 22 | Teacher | Student 23 | Teacher | Student 24 | Teacher | Student 25 | Teacher |
|---------|------------|---------|------------|---------|------------|---------|------------|---------|------------|---------|------------|---------|------------|---------|------------|---------|------------|---------|------------|---------|------------|---------|
|         | very good  |         | good       |         | really good|         | good       |         |          |         | prohibited to play football in the classroom. |         | you must use your stuff when do the test |         | you are prohibited to bring your pet at school |         | you are banned to shout in the library |         | prohibited to bring toys at school |         | the students must wear uniform at school |         | you are banned to bring cellphone at school |         | you are prohibited to wear colorful shoes |         | you must wear a grissa’s belt at school |         | prohibited to use jacket in the classroom |         | you are banned to eat in the library |         | oke |
|         | oke        |         | oke, good  |         | oke        |         | oke        |         | oke        |         | ya         |         | ya         |         | oke         |         | ya         |         | that’s right |         | oke         |         | oke         |         | oke         |         | oke         |         |
|         |            |         |            |         |            |         |            |         |            |         |            |         |            |         |            |         |            |         |            |         |            |         |            |         |            |         |            |         |            |         |            |         |            |         |
| Student 26: you must be quiet when the teacher explains the lesson. |
| Teacher: oke really good. Give applause for all of you. |

The process of Speak up or Stand up takes twenty four minutes and fifty two seconds (00:24:52)

### 5th observation

<table>
<thead>
<tr>
<th>Observational Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of course: English</td>
</tr>
<tr>
<td>Name of Instructor: Ms. Laila</td>
</tr>
<tr>
<td>Duration: 1 hour 40 minutes</td>
</tr>
<tr>
<td>Topic: Prohibition &amp; Permission</td>
</tr>
<tr>
<td>Total number of students: 28</td>
</tr>
<tr>
<td>Grammar &amp; Writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“Speak up or Stand up” implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the beginning of the lesson</td>
</tr>
<tr>
<td>In the middle of the lesson</td>
</tr>
<tr>
<td>In the end of the lesson</td>
</tr>
</tbody>
</table>

It starts after 00:35:28

Teacher: Now your task is you have to make a permission or prohibition for your friend. For example, I regard MsEma and MsSesaare my friends. I would say like, MsEma is prohibited to fall in love with my boyfriend. It is your task to compose a sentence it may in form of prohibition or permission. I give you five minutes. Please write down in your book and you will try to memorize your sentence than you’ll stand up. Just one sentence and please use your friend name to compose your sentence.
Teacher: Oke students, you may not read your sentence and you have to memorize your sentence. Oke students all of you stand up. Okeready? Raised up your hand.

Student 1: If you are my friend you must not bring my boyfriend’s photo.
Teacher: Good.

Student 2: If you are my friend you must not take my girlfriend.
Teacher: Oke, very good.

Student 3: If you are my friend you must not talk in class.
Teacher: Good

Student 4: Daniel must go away from me at radius 10 km
Teacher: Oke

Student 5: You must not leave when I see you.
Teacher: Good.

Student 6: If you are my friend you must keep silence in this classroom.
Teacher: Very good.

Student 7: Paul must smile at me if he meet me.
Teacher: Good

Student 8: You must come to the class on time
Teacher: yaoke.

Student 9: Krisna must wear a uniform in school
Teacher: Oke

Student 10: If you are my friend you must sit beside me.
Teacher : Very good
Student 11 : if you are my friend you must bring a lunch for me.
Teacher : oke
Student 12 : you are not permitted to bring a laptop in Computer laboratory
Teacher : oke
Student 13 : you are permitted to come in my house at night
Teacher : oke
Student 14 : you must keep silence when your parents angry.
Teacher : oke
Student 15 : you must lock the door when you leave the room.
Teacher : oke
Student 16 : You are permitted to bring dictionary in English class
Teacher : Very good.
Student 17 : Dani is permitted to take my lunch
Teacher : really? Can I take it too?
Student 17 : yes of course.
Student 18 : Belle is permitted to use my dictionary
Teacher : Good
Student 19 : if you are my friend you must not tell other about my secret
Teacher : very Good
Student 20 : Sunu is permitted to ‘pup’ in the class
Teacher : what?? Sunu is permitted or prohibited?
Student 20: permitted by
Teacher: oke
Student 21: you are prohibited to come late.
Teacher: oke
Student 22: if you are my girlfriend you are prohibited to walk near me.
Teacher: oke, because Daniel will tremble when she walk near him ya.
Student 23: Sunu is prohibited to run in my grandmother’s street.
Teacher: Good
Student 24: Jeri is prohibited to bully my girlfriend.

The process of Speak up or Stand up takes eighteen minutes and fifty two seconds (00:18:52)

6th observation

<table>
<thead>
<tr>
<th>NO</th>
<th>“Speak up or Stand up” implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In the beginning of the lesson</td>
</tr>
<tr>
<td></td>
<td>In the middle of the lesson</td>
</tr>
<tr>
<td></td>
<td>In the end of the lesson</td>
</tr>
<tr>
<td></td>
<td>01:25:37</td>
</tr>
<tr>
<td>Teacher: So today we can conclude that the word “Must” has the same meaning as the word “have to” or “are be obligate”. The word “banned’ can</td>
<td></td>
</tr>
</tbody>
</table>
also say in the word? …. Bagas?

Teacher: one… two… three..oke stand up first. Ragil?

Student 2: (say nothing)

Teacher: stand up please ..zidan?

Student 3: (say nothing)

Teacher: stand up please, rudi?

Student 4: (say nothing)

Teacher: stand up please… shinta?

Student 5: must not

Teacher: yes that’s right, ‘Must not’ … or the word?

Student 6: (say nothing)

Teacher: okerizal stand up please

Student 7: prohibited

Teacher: yes, or the word?

Student 8: (say nothing)

Teacher: oke please stand up…

Student 9: not allowed to…

Teacher: yes, or?

Student 10: restricted

Teacher: that’s right. Now listen to me carefully. The word ‘can’…you can say also?

Student 4: may

Teacher: yes ..sit down please. Or?

Student 1: able

Teacher: yes,, everybody who stand up… you can sit down… oke thank you for your creativity, you are so active
today. You can have your break.

The process of Speak up or Stand up takes fifteen minutes and twenty three seconds (00:15:23)

7th observation

<table>
<thead>
<tr>
<th>“Speak up or Stand up” implementation</th>
<th>In the beginning of the lesson</th>
<th>In the middle of the lesson</th>
<th>In the end of the lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO 1 (00:05:19)</td>
<td>Teacher: for anyone who does not bring the description text about a product. Please stand up.</td>
<td>Students: Bu saya bawanya product nyabu, tidak saya print Bu.</td>
<td>Teacher: let me see. Yaoke.</td>
</tr>
<tr>
<td></td>
<td>Students: Bu saya bawanya deskripsi tentang lampu Bu.</td>
<td>Teacher: You keep stand up ya. Let me check the text that you bring Oke, for you who want to sit down, please make a sentence use a word “contain”. Ready?</td>
<td>Student 1: the candies contain some sugar</td>
</tr>
<tr>
<td></td>
<td>Teacher: oke</td>
<td>Student 2: the necklace contains gold</td>
<td></td>
</tr>
</tbody>
</table>
Teacher: ya, good.
Student 3: the air contains oxygen
Teacher: that right.
Student 4: orange fruit contains vitamin C
Teacher: oke
Student 5: vegetables contain a lot of vitamin
Teacher: ya, oke
Student 6: the water contains sulfur so you can’t use it for your daily needs
Teacher: oke
Student 7: the cake contains a lot of sugar so do not eat it too much
Teacher: very good
Student 8: it contains fat
Teacher: oke
Student 9: milk contains calcium for our bone.
Teacher: Good
Student 10: green bean contains a lot of vitamin B
Teacher: oke thank you.
Student 11: it contains milk
Teacher: ya, oke
Student 12: the chocolate contains fat
Teacher: that’s right
Student 13: fruits contain vitamin
Teacher: oke
Student 14: peanut contains vitamin E
Teacher: oke
Student 15: it contains carbon dioxide
Teacher: oke
Student 16: the liquid contains sulfur
Teacher: oke. All of you have sat down. Now
The process of Speak up or Stand up takes twenty minutes and twenty three second (00:20:23)

8th observation

<table>
<thead>
<tr>
<th>NO</th>
<th>“Speak up or Stand up” implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In the beginning of the lesson</td>
</tr>
<tr>
<td>(00:00:02) Teacher:</td>
<td>Oke, listened to me! Students listened to me!. “You are prohibited to cheat in the examination” “You are not allowed to wear a colored shoes in the school”. Now, everybody please stand up. Your Job is trying to compose a sentence, sentence incaution, obligatory or rule in your school or around school area. Each student must compose one sentence. If you want to sit down you must compose one sentence. The sentence must be concern with the school area, understand?. Oke now rise up your hand.</td>
</tr>
<tr>
<td>Student 1:</td>
<td>we are not allowed to bring a cell phone</td>
</tr>
<tr>
<td>Teacher:</td>
<td>yap oke.</td>
</tr>
</tbody>
</table>
Student 2: you must wear your school uniform.
Teacher: oke
Student 3: You must wear white sock
Teacher: oke
Student 4: you must use black shoes
Teacher: oke Good
Student 5: You must do your homework
Teacher: yaoke
Student 6: you must not be noisy in the library
Teacher: very good
Student 7: you are not allowed to use jewelry at school.
Teacher: oke
Student 8: you must take off your shoes when you come to class
Teacher: ya
Student 9: you must tie up your hair at school.
Teacher: oke
Student 10: you must bring a dictionary in English class
Teacher: oke
Student 11: you are not allowed to eat in the classroom when the class is begun.
Teacher: very good.
Student 12: you are not allowed to bring your book in the examination
Teacher: oke. Good
Student 13: you are not allowed to throw your trash inside a class
Teacher: ya
Student 14: you must wear Grissa’s socks
Teacher: oke
Student 15: you must obey the school regulation
Teacher: oke
Student 16: you must in his class until the break time
Teacher: oke, that’s right
Student 17: you are not allowed to bring a dog to school
Teacher: ya, don’t bring a dog to school ya
Student 18: you must use your hat in the school ceremony
Teacher: oke
Student 19: you are not allowed to sleep in the class
Teacher: that’s right
Student 20: you are not allowed to eat in the library
Teacher: oke
Student 21: you must bring your book in every lesson
Teacher: oke
Student 22: you are not allowed to play music in the class
Teacher: that’s right
Student 23: you are not allowed to bring toy in the school
Teacher: oke
Student 24: you must use a Grissa’s belt
Teacher: oke
Student 25: you are not allowed to wear a jacket in the class
Teacher: oke
Student 26: you must be quiet when the teacher explains the lesson
Teacher: that’s right
Student 27 : you are not allowed to bring gadget in the school
Teacher : oke
Student 28 : you are prohibited to sleep in the library
Teacher : that’s right
Student 29 : you are prohibited to shout in the library
Teacher : oke, the last one
Student 30 : you must clean and make your classroom neat after the class over.
Teacher : that’s right..oke give applause for all of you. Now your job is make a group of four and ........

The process of Speak up or Stand up takes five minutes and thirty second (00:05:30)