

**IMPROVING THE SPEAKING SKILLS THROUGH THE USE OF
COOPERATIVE LANGUAGE LEARNING FOR THE SEVENTH GRADE
STUDENTS OF SMPN 4 YOGYAKARTA IN THE ACADEMIC YEAR OF
2013/2014**

A Thesis

Presented as a Partial Fulfillment of the Requirements for the Attainment of
a *Sarjana Pendidikan* Degree in English Language Education



Anisa Nur Pratiwi

NIM 10202244087

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

APPROVAL PAGE

**IMPROVING THE SPEAKING SKILLS THROUGH COOPERATIVE
LANGUAGE LEARNING FOR THE SEVENTH GRADE STUDENTS OF SMPN
4 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014**

A Thesis



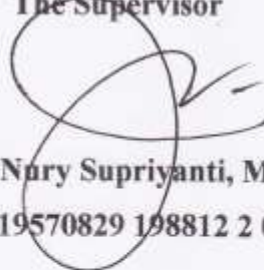
By:

Anisa Nur Pratiwi

10202244087

Approved on October 21st, 2014

The Supervisor



Dra. Nury Supriyanti, M.A

NIP 19570829 198812 2 001

RATIFICATION

IMPROVING THE SPEAKING SKILLS THROUGH THE USE OF COOPERATIVE LANGUAGE LEARNING FOR THE SEVENTH GRADE STUDENTS OF SMPN 4 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014

A Thesis

Anisa Nur Pratiwi

10202244087

Accepted by the Board of Examiners of Faculty of Languages and Arts,
Yogyakarta State University on October 24th, 2014 and declared to have fulfilled
the requirements to attain a Sarjana Pendidikan Degree

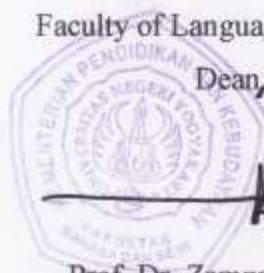
Board of Examiners

Chairperson : Siti Sudartini, M.A.
Secretary : Siti Mahripah, M.App.Ling
First Examiner : Dra. Jamilah, M.Pd.
Second Examiner : Nury Supriyanti, M.A.



Yogyakarta, October 27th, 2014

Faculty of Languages and Arts



Dean,

Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1 001

PERNYATAAN

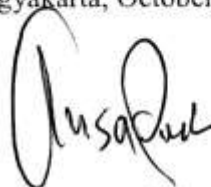
Yang bertanda tangan di bawahini:

Nama : Anisa Nur Pratiwi
NIM : 10202244087
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi :

IMPROVING THE SPEAKING SKILLS THROUGH COOPERATIVE LANGUAGE
LEARNING FOR THE SEVENTH GRADE STUDENTS OF SMPN 4
YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014

Dengan ini saya menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri, dan sepanjang pengetahuan saya tidak berisi materi yang ditulis orang lain atau telah dipergunakan sebagai persyaratan penyelesaian *study* di Perguruan Tinggi lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila terbukti bahwa pernyataan ini tidak benar, hal ini sepenuhnya menjadi tanggungjawab saya.

Yogyakarta, October 2014



Anisa Nur Pratiwi

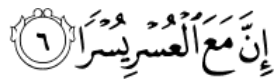
NIM 10202244087

DEDICATION

To the six most important people in my life:

Bapak, Ibu, Adit, Ivan, Arum, Abi. Thank you for every countless love.

MOTTOS



“Indeed, with hardship [will be] ease.”

(QS. Al Insyiraah: 6)

“The one who would have the worst position in God's sight on the Day of Resurrection would be a learned man who did not profit from his learning.”

(Darimi)

“To understand is hard. Once one understands, action is easy.”

(Sun Yat Sen)

“Every day that you don’t practice is a day you're getting worse.”

(Amy Chua, Battle Hymn of the Tiger Mother)

ACKNOWLEDGMENTS

In the name of Allah SWT, the most Gracious and the most Merciful. Praise and thanks are due to Allah, Who has given me strength and guidance without which I would not have been able to get done the thesis. I wish to thank a number of people who have made this thesis possible.

Nury Supriyanti M.A, thank you for her guidance, direction, and encouragement throughout the last one year. Being supervised by her has been an incredible pleasure for me, and I am grateful for many learning opportunities, advice, insight, and love she had provided me.

I acknowledge with gratitude to all lecturers in English Education Department of Yogyakarta State University for the knowledge and skills that I have got while undertaking my undergraduate degree.

This research could not have been accomplished without the permission given by SMPN4 Yogyakarta. I am grateful that I was allowed to share my concern, thoughts, and knowledge with VIID students of SMP N 4 Yogyakarta in the academic year of 2013/2014, and got much love from them in return. The kids had inspired me to be the true teacher.

I thank all my friends in Yogyakarta State University for the moments and experiences we have shared. Special thanks are to Tegar Raharsenaya Hutami who showed me the meaning of everlasting friendship, Endah Tri Wahyuni and Amalia Izzati Nur Shabrina for the endless love, laughs, and support which will stay forever in my heart. Thank you for the reassurance to never stop pursuing the dream about studying in USA.

Finally, I would like to thank my parents. Thanks for being my tiger parents. During my lifetime, I owe everything to you.

Yogyakarta, October 2014

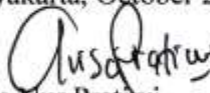

Anisa Nur Pratiwi

TABLE OF CONTENTS

TITLE	i
APPROVAL SHEET.....	ii
RATIFICATION	iii
PERNYATAAN	iv
DEDICATION.....	v
MOTTOS.....	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF FIGURES.....	xii
ABSTRACT.....	xiii

CHAPTER I: INRODUCTION

A. Background of the Problems	1
B. The Identification of the Problems	3
C. Limitation of the Problems	5
D. Formulation of the Problems	5
E. Objective of the Study	5
F. Significances of the Study	5

CHAPTER II: LITERATURE REVIEW

A. Literature Review	
1. Teaching English to Teenagers	
a. Teenagers Characteristics	7
b. Principles of Teaching English to Teenagers	7
2. Teaching Speaking	
a. The Nature of Speaking	9
b. Speaking in a Lesson	11

c. The Goal of Teaching Speaking	14
d. Principles of Teaching Speaking	17
e. Speaking Activities	19
f. Roles of a Teacher in Teaching Speaking	22
g. Teacher- Student Interaction	25
h. Assessing Speaking	27
3. Cooperative Language Learning	
a. Definition of Cooperative Language Learning	28
b. Cooperative Language Learning in Language Teaching.....	29
c. Benefits of Cooperative Language Learning	31
B. Related Studies	34
C. Conceptual Framework	36
CHAPTER III: RESEARCH METHOD	
A. Research Design	38
B. Research Setting	39
C. Research Subjects.....	39
D. Data Collection	
1. Types of Data	40
2. Data Collection Techniques	40
3. Instruments	41
E. Data Analysis Techniques	43
F. Validity and Reliability	44
G. Research Procedure	46
CHAPTER IV: RESEARCH FINDINGS AND DISCUSSIONS	
A. Diagnosing Problems	49
B. Implementation of Cycle 1	
1. Planning Actions.....	58
2. Taking Actions	63
3. Evaluating Actions	80

C. Implementation of Cycle 2	
1. Planning Actions.....	85
2. Taking Actions	88
3. Evaluating Actions	100
CHAPTER V: CONCLUSION, IMPLICATIONS, AND SUGGESTIONS	
A. Conclusions	105
B. Implications	108
C. Suggestions	109
REFERENCES	112
APPENDICES	123
1. Appendix A (Field Note).....	124
2. Appendix B (Interview Transcripts)	145
3. Appendix C (Course Grid)	164
4. Appendix D (Lesson Plans).....	171
5. Appendix E (Speaking Rubric).....	206
6. Appendix F (Students' Speaking Scores)	211
7. Appendix G (Interview Guideline).....	213
8. Appendix H (Observation Checklist)	215
9. Appendix I (Results of Questionnaires)	217
10. Appendix J (Photographs)	220
11. Appendix K (Permit Letters)	222

LIST OF TABLES

Table 1: Schedule of the Research	43
Table 2: The Field Problems and Categories	59
Table 3: The Field Problems and Causes	62
Table 4: Course Grid Format	64
Table 5: The Field Problems and Actions	67
Table 6: The Results of Students' Questionnaire in Cycle 1	78
Table 7: The Reports of Cycle 1	84
Table 8: The Field Problems and Actions in Cycle 2	85
Table 9: The Results of Students' Questionnaire about Working with Cooperative Language Learning	89
Table 10: The Result of Students' Questionnaire in Cycle 2	98
Table 11: The Reports of Cycle 2	102
Table 12: The Comparisons of Situations during Cycle 1 and Cycle 2	103
Table 13: The Changes (Before and After the Implementation)	107

LIST OF FIGURES

Figure 1: The Conceptual Framework of the Research	40
Figure 2: Action Research Cycles by Cohglan and Brannick	42

**IMPROVING THE SPEAKING SKILLS THROUGH THE USE OF
COOPERATIVE LANGUAGE LEARNING FOR THE SEVENTH GRADE
STUDENTS OF SMPN 4 YOGYAKARTA IN THE ACADEMIC YEAR OF
2013/2014**

**Anisa Nur Pratiwi
10202244087**

ABSTRACT

This study was aimed at improving the seventh grade students' speaking skills through the use of cooperative language learning in SMPN 4 Yogyakarta in the academic year of 2013/2014.

The study was action research. It was conducted in two cycles involving cooperative language learning activities such as timed pair share, quiz-quiz trade, showdown captain, fun and pick, numbered head together, team stand and share, and stand up-hand up- pair up as the main activities. The main activities were accompanied by other actions such as listening and vocabulary tasks, pronunciation practices, designing materials handouts and using media. The participants were 33 students of VII D class of SMPN 4 Yogyakarta. The research was done from March to April 2014. It was done through four steps including diagnosing problems, planning actions, taking actions, and evaluating actions. The data that were obtained were categorized into qualitative and quantitative data. The qualitative data were gathered through classroom observations, teacher's interviews, and students' interviews. The quantitative data were gained through speaking tests and questionnaires. The qualitative data were analyzed using five steps of data analysis including assembling the data, coding the data, comparing the data, building interpretation and reporting the outcomes. The quantitative data were analyzed by comparing the students' speaking scores in each meeting and gaining the percentage of questionnaires' results. The validity of the data was obtained by applying democratic validity, process validity, outcome validity, catalytic validity and dialogic validity. To check the trustworthiness, the researcher applied time triangulation and investigator triangulation.

Cooperative language learning activities provided the students with a lot of speaking practices. They practiced substitution and repetition drills, and monologue descriptive texts in pairs and teams that were consisted of high and low achiever students. High achiever students served as tutors for low achiever students therefore low achievers students got help, feedback, and guidance. They motivated each other to complete speaking tasks. This learning atmosphere affected their speaking skills that resulted in fluency, pronunciation, accuracy and vocabulary improvements. The finding was supported by the students' speaking mean scores that increased gradually from 26, 67 in cycle 1 to 29, 87 in cycle 2. In addition, they always asked questions to the teacher when they did not understand materials, and answered the teacher's questions and compliments. Thus, their participation increased in the class.

CHAPTER ONE

INTRODUCTION

A. Background of the Research

The ability to speak in English is required to communicate with foreigners or people who speak English. Speaking is seen as one of the parameters of someone's success in learning a target language. If someone can speak fluently, they are called competent speakers because they have mastered one of the most difficult language skills. A competent speaker is able to express ideas through speaking and comprehend the meaning of the speaker's point through listening.

This requirement also goes to junior high school students. Based on the National Education Ministerial Regulations No. 23/2006 about speaking graduate competence standards of English for junior high school students known as Standar Kompetensi Lulusan (SKL), junior high school students are expected to be able to express the meaning of spoken language for interpersonal and transactional purposes formally and informally to interact in social contexts in the form of recount, narrative, procedure, descriptive, and report. The teaching of speaking is directed to achieve communicative competence that had four competences. They are grammatical, discourse, strategic and sociocultural competences. All the components have each essential contribution to the success of teaching speaking.

Unfortunately, teaching progress of English speaking in Indonesia is still far from its goal. Speaking is considered as the most complex skill to be mastered by students. Richards and Renandya (2002:204) argue that speaking in a foreign

language really expects learners to know more than its grammatical and semantic rules. They need to go over how native speakers use the language in context. Specifically, learners are required to use an appropriate language in social interactions as well as understand paralinguistic elements and non-linguistics elements. Paralinguistic elements include stress, pitch and intonation, while non-linguistics elements cover gestures, body language/posture, and facial expressions. Many students fail in meeting those characteristics.

In many speaking classes, teachers still apply traditional teaching method such as GTM and audio-lingual method. Those teaching methods are no longer match for the goal of teaching speaking. Teaching activities do not promote interactive sessions which are likely to improve students' skills to speak English fluently. Teachers prefer to have a one-way interaction as opposed to two-way interactions. Those activities include reading aloud, memorizing the dialogues, and in some cases doing multiple choices. Students spent a large amount of time in learning expressions and little in pronunciation and speaking practices. As a result, they are good at memorizing expressions but are lack of abilities to pronounce words and speak effectively.

In addition, a mixed ability class is found in speaking classes. A mixed ability class is defined as a class whose students' proficiency is heterogeneous. They come from different background. They have different ability, cultures, and behavior which indirectly affect their level of understanding and performance. Nevertheless, teachers often ignore this fact. Students are considered to be having same kinds of needs and qualities.

The similar situations were found in SMPN 4 Yogyakarta. The teaching of English speaking did not seem satisfactory. There were problems that impeded it. The researcher thought that there should be efforts to improve students' speaking skills. A picture of a speaking class in SMPN 4 Yogyakarta is described in the next part.

B. Identification of the Problems

To investigate the problems, the researcher observed the seventh grade English speaking class in SMP N 4 Yogyakarta and interviewed the English teacher and the students. The interviews were done after the classroom observation. From those actions, the problems during the speaking class were affected by five major categories. They were students' speaking skills, students' English proficiency level, speaking activities, students' attitudes toward the speaking class, and media.

Students' speaking skills and the students' English proficiency level were strongly correlated. Basically, the students in the class were divided into two groups: high achiever students and low achiever students. The high achiever students were defined as the students who did not have serious problems with speaking English, but it did not mean that they did not need to be taught with intensive English. They still needed it to improve their speaking skills. In contrast, the low achiever students who were defined as the students who were struggling with pronunciation, vocabulary, self-belief, and self—anxiety needed more help and guidance in speaking.

Speaking activities in the class did not promote the use of maximal English. Besides, they did not encourage the students to have more speaking practices. In fact, regarding the students' speaking achievements, the students really needed more opportunities to practice speaking. The number of pronunciation practice was small whereas pronunciation was very substantial in speaking. Vocabulary tasks in which could support the students' speaking achievement was not designed. In fact, the students consider those two speaking elements as the most difficult speaking problems.

Students' attitudes in the class were partly responsible for the success of a speaking class. The students did not exhibit positive attitudes toward the teaching learning process. They did not get involved in the class, did not respond to teacher's questions and compliment, did not ask questions, and did not care about the teacher's explanation.

Media were not optimally used. The teacher did not employ an LCD that was served in the class to present materials. There was no use of interesting media such as pictures to support the teaching and learning process.

In conclusion, the teaching of speaking was insufficient to promote communicative competence. The number of communicative activities was low. The students were not exposed with comprehensible input and encouraging activities. The existence of a mixed ability class affected their speaking skills. Thus, the low achiever students' speaking skills were categorized as poor.

C. Limitation of The Problems

Based on the identification of problems, there are many problems that emerge in the teaching and learning process of speaking. This research focuses on improving the students' speaking skills through the use of cooperative language learning. Cooperative language learning is chosen because this technique is suitable for a mixed-ability class. Its activities provide the students with pair and team work activities that emphasize high interaction among team members.

VIID students of SMP Negeri 4 Yogyakarta were the participants of the research. The students studied speaking using cooperative language learning for one month in the academic year of 2013/2014.

D. Formulation of the Problems

The research aims at answering the following research question "How can cooperative language learning improve the seventh grade students' speaking skills?"

E. Objective of the Research

The prime objective of this research is to improve the seventh grade students' speaking skills through the use of cooperative language learning.

F. Significances of the Study

The results of this study are expected to offer significances for the following parties:

1. Seventh grade English teachers

They can use the results as sources of information to apply cooperative language learning in their speaking class.

2. School principals

They can take the results of this research to facilitate students with equipment that supports English teaching. Besides, the results can be taken into account to create school policies that promote the use of cooperative language learning.

3. Material developers

The results can serve as pictures of the success of cooperative language learning in a speaking class so material developers can create more activities that insert cooperative language learning values.

4. English Education Department

The results of this research can provide data and information as references for the development of English language teaching.

5. Other researchers

The results can be used as references for the next research about the teaching of speaking and the use of cooperative language learning in the teaching of speaking.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Teaching English to Teenagers

a. Teenagers Characteristics

Teenagers are different from children and adult in the age and characteristics. Teenagers are young person between 13 and 19 years old. They are in the transition period between childhood and young adult. They haven't been categorized as adults and are no longer children.

In the transition period, they are facing crisis of identity as a result of some life development. According to Hughes (2010), the developments are intellectual and social. In the intellectual development, they shift from concrete thought to abstract thought. They start to question their own thought process and personality characteristics, to analyze feeling, to understand the meaning of life and things like that. Their need is abstract conceptualization. In the social development, the need to be accepted is the main priority. They begin to find their group and create the rules of friendship. They are not allowed to behave like a child and try to make future planning like adult.

b. Principles of teaching English to teenagers

Teaching English for teenagers is different from teaching English for children and adults because teenagers have different characteristics. To meet their

characteristics, the principles of teaching English to teenagers should be different from those principles that are used to teach English for children and adult. Moreover, in the transition period, teenagers absolutely need different treatments. Harmer (2007: 83) says that teaching teenagers will be challenging. Teenagers are bound with passionate and high curiosity in learning. They start to understand the need for learning and its goal, and can be responsible for the task they are doing. However, they are also seen as trouble students based on their relative success as language learners.

Unfortunately, there are not many principles of teaching English for teenagers that are suggested by English language teaching proponents. In line with what Harmer has said about teaching teenagers, Brown (2001:92) asserts that teaching teenagers requires careful consideration as teenagers are in the transition time. Perhaps due to the enigma of teaching teenagers, little attention is paid to design a set of principles to teach English for teenagers.

As a respond to this phenomenon, Moran (2003) proposes three recommendations based on the transition period that teenagers are experiencing. The first recommendation is interest is the key. She tells that once students are engaged with the exciting activities, they will get involved. The teacher may start the class by taking survey about their interest in particular thing such as hobby, idol, favorite game and the like. The second recommendation is creating comfortable classroom atmosphere for learning. Teenagers are overwhelming with empathy. The teacher must be aware of activities in the class that do not create self-conscious. The last recommendation is building a strong rapport with

students. A simple question or greeting them is a good start. Teenagers will feel happy by this way. Building a close connection with teenagers will make them easier to communicate many things especially the barriers they have in learning. Besides, this connection impacts on easier class management.

It is important that teachers should realize the characteristics of teenagers. That they are special is true. They need to be accepted by people in their surroundings, to be valued and to be understood. Teachers can take of all the characteristics into account. They should provoke their learning engagement by providing them with interesting and stimulating materials, tasks and activities that can develop their understanding.

2. Teaching Speaking

a. The Nature of Speaking

Speaking means that there is a speaker who produces utterances to convey meaning to the listener. According to Lado (1971: 32), there must be motivation that decides the person to speak. The motivation then is transformed into some content. Through association of this content with the expressions of the language, sentences are constructed.

From the definition of speaking above, it can be concluded that speaking has a purpose that is reflected through the speaker's motivation. The purpose is various yet different. According to Richards (2008: 21) the functions of speaking is divided into three groups: talk as interaction, talk as transaction and talk as performance.

Talk as interaction relates to the conversation that is built between two people. The importance relies on the way they present themselves to be friendly and cooperative with another speaker rather than the content of the talk. To be able to talk interactively, the speakers are required to know how to open and close a conversation, choose topics, make a small talk- joke, recount personal incidents and experiences, do turn taking, use adjacency pairs, interrupt, react and use an appropriate style of speaking. In addition, Bygate (1987) in Nunan (1989: 30) highlights that learners also need to develop the negotiation meaning skill. Negotiation of meaning is defined as the skill of making sure the all the participants have understood the message of each talking.

Talk as transaction focuses on the exchange of information rather than maintaining social relationship. The speakers are in attempt to make each other understand the message. Accuracy is not the main issue as long as the information is successfully delivered and understood. To perform talk as interaction, speakers need to acquire the skill of explaining a need or orientation, describe something, ask question, ask for clarification, confirm information, justify an opinion, make suggestions, clarify understanding, make a comparison, agree and disagree.

Talk as a performance alludes to public talk. The examples are giving speech, presentation and announcement. The talk generally serves as a monologue that uses complex grammar because it is used in formal occasions. Talk as performance is evaluated according to its impact on the listeners. The skills that the speakers have to gain in this function are the skill of using an appropriate format, presenting information in an appropriate sequence, maintaining audience

engagement, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary, using an appropriate opening and closing.

Language learners need to realize that in order to deliver meaningful, concise and effective speaking, they must recognize that speaking involves knowledge. Bashir (2011) divides the speaking knowledge into three areas: mechanics, functions, social and cultural rules and norms. Mechanics knowledge deals with pronunciation, grammar and vocabulary. Functions knowledge deals with the functions of speaking. Socio cultural rules and norms deals with turn taking, rate of speech, length of pauses between speakers, relative roles of participants.

In brief, speaking is an attempt to communicate a message through producing utterances. There is a purpose behind speaking that determines the speaking function. There are two people that are involved namely the speaker and the listener. To speak effectively in order to make the listener understand the message, the speaker needs to equip themselves with mechanics, functions, social and cultural rules and norms.

b. Speaking in a Lesson

A speaking class is a class where students experience the language through speaking. They need also to be taught with knowledge and skill in speaking. However, it does not imply that to test the students' speaking comprehension, the class should focus on doing multiple choice or fill in the blank activities. Riddell (2001:120) rightly defines what speaking in a class is not. It is not reading aloud

(pronunciation). It is not reading the answers to a grammar question (accuracy). It is not reading the answer to a reading/listening question (comprehension).

Harmer (1998: 26) introduces the notion of activate as one of the elements of a successful language learning in classrooms together with engage and study. The teachings of speaking deals with activate activities that afford the students to practice the language freely and communicatively with less control of a using a specific bit of a language such as the grammar and vocabulary. The purpose is to let the students experience the language. It may result in mistakes sometimes so the role of the teacher is very crucial.

Attention to what to teach in speaking needs to be paid. Teaching speaking is not only about product based oriented but also teaching the micro skill of a language. Micro skills of a language such as vocabulary, grammar and pronunciation are elements that support speaking. Vocabulary and grammar give meaning to a language as well as pronunciation.

Vocabulary can be presented in the form of dialogue or text. It is also a good idea to ask the student to consult the dictionary to get the meaning of a word or to get the English words. The point of introducing vocabulary is that the vocabulary brought to the student in contexts. As Richards in Nunan (1991: 119) suggest, the vocabulary in the language teaching is not a matter of frequency but a matter of coverage. It provides a range of contexts in which the word is encountered. Similarly, Nunan (1991: 121) suggests that the vocabulary and context is like a coin. It cannot be separated. The implication in the teaching of

speaking is that the vocabulary that is learned refers to the context (situations) in which the speaking activity will take places.

Grammar in the teaching of speaking does not follow traditional method that emphasizes on memorization. Grammar therefore must be inserted in the context of speaking activities and tasks. It may be attached in dialogues or short texts. Nunan (1989: 154) suggest that grammar is taught using top down approach which begins with whole texts and work down or in other words from context to sentence.

Pronunciation deals with sounds and sounds are the necessary element in speaking. Speaking activities or example dialogues can be the source to teach pronunciation. The student can practice to pronounce the word from those sources with the teacher or cassette serves as the model. Lewis and Hill (2002: 66-67) highlight that the teacher not to distort when giving the student model. Rather than slowing down the speed, it is better to repeat the model several times in a natural speed and pronunciation. The teacher can use choral pronunciation technique by involving the student in the class to repeat after the model or back chaining by breaking down the sentence into small pieces and builds up toward a complete sentence.

Similarly, Stevick, cited by Nunan (1991: 104-105) suggest some tips teacher can use to maintain students' interest in practicing fluency and rhythm in pronunciation. The tips are as follows:

1. Repetition by the whole class versus repetition by groups or rows versus individual repetition.

2. Calling on students (or groups) in fixed order versus calling on them in random order.
3. Students' books closed versus students' books open.
4. Two or three repetitions per student (or group) versus only one repetition before going on to the next student (or group).
5. Slow tempo versus fast tempo.
6. Tone of voice: neutral versus mysterious or mischievous versus triumphant or emphatic.
7. Loudness: barely audible versus normal versus oratorical.

Finally, successful teaching speaking covers many aspects that are taught interconnected. A research by Solcova (2011) illustrates the unsuccessful teaching speaking that gives more attention toward grammar and vocabulary rather than speaking opportunities does not improve students' speaking skills. Students, who hear less English in the class, use fewer authentic materials and are always corrected in practicing English, will not learn better rather than students who are given a lot of chances in experiencing the language. This researcher eventually gives a picture of how the teacher should teach speaking in the class.

c. The goal of Teaching Speaking

Speaking skill has been forgotten in classroom for many years. Even in methods that stress the language production, such as Audiolingualism, and Silent way, students' speech is carefully ruled by structure, content, and correction. But with the development of communicative competence that was introduced by

Hymes, the teaching of speaking receives special attention. Teaching speaking does not refer to grammar teaching only, but to a sociocultural activity. Teachers are expected to balance fluency and accuracy practice in the classroom. Also, teaching multiple skills is suggested whenever it is possible. Teachers may include the element of pronunciation and listening (Murcia, 2001: 103-104).

Communicative competence is pointed as the goal of the teaching speaking. As it has been introduced in advance, students are not totally exposed with grammar. Students are required to achieve the four competences that compound communicative competence. According to Hedge (2000:56), there are five competences that students need to achieve. They are linguistics competence, pragmatics competence, discourse competence, strategic competence, and fluency.

Linguistics competence is the ability to achieve accuracy in the grammatical forms of the language, to pronounce the forms accurately, to use stress, rhythm, and intonation to express meaning, to build a range of vocabulary, to learn the script and spelling rules, and to achieve accuracy in syntax and word formation.

The pragmatic competence is the ability to learn the relationship between grammatical forms and functions, to use stress and intonation to express attitude and emotion, to learn the scale of formality, to understand and use emotive tone, to use the pragmatic rules of language, to select language forms appropriate to topic, listener, etc.

The third component, discourse competence is the ability to take longer turns, use discourse markers, open and close conversations, to appreciate and be

able to produce contextualized written texts in a variety of genres, to be able to use cohesive devices in reading and writing texts, and to be able to cope with authentic texts.

The fourth component, strategic competence covers the ability to take risks in using both spoken and written language, to use a range of communication strategies, to learn a range of communication strategies, to learn the language needed to engage in some of these strategies.

The last component, fluency covers the ability to deal with the information gap in real discourse, to process language and respond appropriately with a degree of ease, and to respond with reasonable speed in 'real time.' When all components are successfully accomplished by language learners, they will finally perform the language appropriately.

The term fluency goes along with accuracy. Riddell (2001:118) points out that accuracy is the ability to use correct English with the right grammar and vocabulary. Accuracy tells learners to use the language appropriately with correct grammar, vocabulary and expression. Goh and Burns (2012:43) confirm that the focus of fluency is on meaning, while accuracy is in form. Fluency can be described as speech that is delivered with few pauses and hesitations and not difficult to be comprehended by the listener, while accuracy is speech where the message is communicated using correct grammar and pronunciation.

Both concepts are distinct but interrelated. Fluency without accuracy is not perfect vice versa. Take, for the examples, students who are very fluent in English speak as long as the listeners can get the meaning of the utterances to keep the

conversation going. But he produces errors very often. Another type of students is they who use the language very carefully in order to avoid error. Their language sometimes sounds bookish and formal. They take times to choose the fit language therefore the conversation sounds unnatural

Lewis and Hill (2003: 36) add knowledge about the error treatment in fluency and accuracy. They outline that in accuracy practices, all important mistakes will be corrected because these practices stress on the language learning. They may be not very exciting because students should be careful with the language they use, whereas fluency practices sound very interesting because errors are not considered as penalties. They encourage students to use their language to get the message across.

d. Principles of Teaching Speaking

Teaching speaking needs to be carried out carefully as it has many things to be prepared. As it has been explained above, teaching speaking involves several correlation aspects. Nunan (2003:54-45) highlights five principles of teaching speaking. They are be aware of the differences between second language and foreign language learning contexts, give students practice with both fluency and accuracy, provide opportunities for students to talk by using group work or pair work, and limiting teacher talk, plan speaking tasks that involve negotiation for meaning, design classroom activities that involve guidance and practice in both transactional and interactional speaking.

The principle number one discusses about how EFL and ESL context are different in nature. Learning speaking skills in foreign language context is difficult yet challenging because the students are less exposed with language input outside the classroom. In contrast, in second language context, learning English is much easier because English is easily found in the society.

The principle number two emphasizes on the balance of fluency and accuracy practices. For beginners, he suggests that the teacher should provide students with plenty and balance fluency and accuracy practices. The teacher is also advised to treat error as a natural part of learning a language therefore the students do not need to worry too much about their language ability.

The principle number three criticizes the teacher talking time. The teacher should manage their talk time appropriately in order to give students many times to practice their speaking. Group work/pair work is then the solution to give students amount of time to speak in the target language.

Principles number four and five share the same aim. They concern the focus on tasks and activities that promote negotiation on meaning and have transactional and interactional purposes. The reason of this attention is that speaking activities and tasks must reflect speaking activities that they have in their real time.

Another principle of teaching speaking is suggested by Davies (2000: 83). He urges the teacher to create a relaxed atmosphere so that the students are not frightened of speaking in front of the class. It is a good idea to put them in pairs and groups to avoid the rest of the class listening. They also have to be introduced

to pronounced speech so they can develop their pronunciation skill. He recommends the teacher to combine listening and speaking in real time, in natural interaction. Probably, the way to combine this is through the general use of classroom English.

The principles of teaching speaking emerge to serve as the outlines for the teacher to teach speaking effectively in the classroom so that the goal of teaching is able to be achieved. It is necessary to note that teaching speaking is not as easy as asking the students to continuously speak so that the teacher should take careful considerations to teach speaking.

e. Speaking Activities

Designing speaking activities is somewhat complicated because the activity has to meet students' need, required competence, fluency, accuracy and so forth. An activity is believed as the execution of planning. This brings a definition that an activity in the class is created based on the teacher' belief of language learning and is chosen because of its positive characteristics to develop the students' speaking skill. Because of that, the teacher needs to take into account some points in designing speaking activities. Richards (2008: 40) makes a list of questions to guide teachers in planning and designing speaking activities in the class as follows:

1. What will be the focus of the activity – talk as interaction, transaction, or performance?
2. How will the activity be modeled?
3. What stages will the activity be divided into?
4. What language support will be needed?
5. What resources will be needed?

6. What learning arrangements will be needed?
7. What level of performance is expected?
8. How and when will feedback be given?

The next question is how this activity is done and in what stages of the teaching. Spratt et al (2005: 35) argues that the activities in a speaking lesson have three phases: lead in, practice activities, and post task activities. Lead in activity includes warming up activities such as introducing topic. The new language is also introduced to students in order to make them familiar with the language. In practice activities, students have opportunities to use the new language. In post task activities students use the language freely and may ask the teacher's help to answer questions.

Murcia (2001: 106-110) points out several activities that promote oral skills in ESL/EL classroom. The activities are discussions, speeches, role plays, conversations, audiotaped oral dialogue journals, and other accuracy based-activities.

She outlines the steps to have discussions. First, discussions should be planned by grouping students. Consider students' age, gender, ethnicity, background, talkativeness etc. Second, give students specific responsibility in the group (time keeper, note taker, presenter, etc.) Finally, give student clear description about what they are to discuss, why they are discussing it, and what outcome is expected. In short, she advances that it is insufficient to just say to students, "Get in groups and discuss this topic." Teachers need to give guidelines beforehand and follow-up afterwards.

Speeches are classified into two activities: planned speech and impromptu speech. Planned speech is organized in advance. Topics vary, students have time to get prepared their performance, and other students are assigned responsibilities to evaluate. Impromptu speech in this way is done by its steps. First, students are told that using hesitation markers such as *um, eh, well, sort of, like* is allowed. Next, they have to practice pronunciation and intonation. Then, they are given a topic that they are likely to know little about. After they have understood the hesitation markers and the topics, they are given a strip of paper with the topic on it. Then, they are asked to give one minute speech with the hesitation markers without stop.

Role plays is believed as a suitable activities for practicing the sociocultural activities in speech act. Students can perform from prepared scripts, a set of prompts and expressions that they create, or written using and consolidating knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves.

Conversations are described as asking students to have conversations with a native speaker then the interaction is transcribed. Next, the result of the conversation is transferred into transcript. Together with the teacher, students study the transcript. Another variation of this activity is to ask students to tape record an interview with native speaker. The result of the interview is then reported to the class in the form of oral presentation.

Audiotaped oral dialogue journals are activities that foster fluency and accuracy. Students give an audiocassette tape to the teacher. The teacher then

gives suggestions about the topic or gives directions for the assignment. The tape is returned back to students to respond to the teacher prompt.

The last activity is activity that focuses on accuracy rather than fluency. It is 'Two Minute Conversations' in which students get familiar with each other by using the structure 'If I were (a/an) ____, I would be (a/an) ____ because ... '. Another activity is an interview in which students interview their classmates by using structure wh- questions/yes-no questions.

f. Roles of a Teacher in Teaching Speaking

The position of the teacher in the teaching of speaking is very big. The students learn how to speak from the teacher. They learn expressions, gestures, and many elements of speaking mainly from their teacher in the class. This way, the teacher plays as a resource and as a model. Sometimes, students are not sure with their performance in speaking and rely on their teacher to give them evaluation. This way the teacher plays as a feedback organizer. The fact that students consider the speaking skill as one of the difficult skills is in line with the number of mistakes they produce in the speaking class.

Experts propose the roles of the teacher in teaching speaking variously. Riddell (2001: 123-125) consider the role of the teacher in three stages: before, during and after. Before the lesson, the teacher should make lesson plan. The lesson plan consists of the goal of the teaching, the type of activities, instructions, class management and lesson fit. In brief, the teacher deals with designing the class and thinking of another planning when unexpected thing happened or

something out of the plan happened in sudden. The teacher has to prepare for them.

During the lesson, the teacher monitors the class. He/she goes around making sure that all students have understood, is speaking and using English. Also, the teacher encourages the shy students to participate and warn a group not to dominate the discussion. The teacher monitors the class in order to keep the class is on the right track not to join the discussion and to interrupt to correct the

In the end of the class, the teacher gives feedback on students' performances. The feedback is claimed as a potential power to motivate students to enhance their speaking by knowing the part of the language that they lack.

Harmer (2007:347-348) offers other teacher roles. He mentions three roles of the teacher in the teaching of speaking: prompter, participant, feedback organizer. The roles have a correlation with the goal of the teaching speaking that is to promote fluency.

As a prompter, the teacher is the inspiration and information center for their students. It means they help student to keep the speaking activities going. Sometimes students get lost in the middle of conversation, stuck with ideas, and struggle with translating the language into English. In this situation, the teacher can be someone whom students ask for help.

As a participant, the teacher is students' partner in practicing English. He/she can get involved in the conversation with their students. Actually, this is a good idea to give model and introduce information to students. But, if this role does not manage carefully, it will harm students. Students will feel that instead of

helping them to speak, the teacher dominates the conversation. The point is that the teacher should bear in mind that they should not drive the practice.

The last role, feedback organizer, the teacher serves as the evaluator in the class. It is important to notice that the feedback should not demotivate students. Feedback should be given in an appropriate way and time. In this way, he warns that feedback should not be given in the middle of the practice and should not be over.

However, Gebhard (1996:190) believes that feedback can be given directly while students are performing the language but in not obvious ways. This following example shows how the teacher is treating the student's error:

Anna	: I have no brother.
Teacher	: Two sisters? (using rising intonations)
Anna	: Because my mother she dead when I was three years old.
Teacher	: She died when you were three?
Anna	: Yes. She died when I was three years old.

Further, he argues that it is also a good idea to show to students that the errors are being treated. The ways can be by involving students in a discrimination exercise and by classification. Discrimination exercise can be shown by providing the correct answer as the following example presents:

Maria	: I have thirty years.
Teacher	: Which is correct: "I have thirty years" or I am thirty years old?
Maria	: I am thirty years old.

Below is the example of classification activities. The activity is done by writing the correct answer on the white board.

<i>Correct</i>	<i>Incorrect</i>
I slept late	I sleep late
I am thirty years old	I have thirty years old
I am going to study	I going to study

In another hand, Nunan (1991: 195-196) believes that positive feedback such as praising is more effective in changing students' behavior than negative feedback because it can motivate students. Positive feedback shows that students have performed correctly.

All ways in giving feedback has its positive and negative side. The choice is up to the teacher. The thing to consider is that the choice should be measured in the effectiveness of the feedback impact to students.

In conclusion the teacher can play a number of different roles during the speaking class. Each role brings different specifications. The teacher should understand that the roles that they are playing determine the running of the class. The most crucial rule must be as a feedback organizer because it has two sides. If it is carried out appropriately, it will serve as an input for students to learn the language better. In another hand, if it does not carry out carefully, it will demotivate students. Therefore, the way the teacher gives feedback is very crucial.

g. Teacher- Student Interaction

The issue of teacher-student interaction in the class becomes crucial as the teacher is teaching speaking in the class. Teachers by their ways are dominating the class. They explain too much, ask questions very often, or control too much student's discussion. As a result, students have a few opportunities to speak in the class though the activities are in advance designed for giving them times to practice speaking.

Similarly, the teacher does not know where the right time to speak is. When students are producing errors, the teacher wants to stop them and give feedback but he/she is afraid of making students uncomfortable being corrected. When materials are too much the teacher wants to deliver them to students by all the times but he/she is afraid of not giving students time to practice the language. This dilemma raises leads into either minimum teacher talking time and over teacher talking time.

It is important therefore that teacher-student interaction in the class should give more chances to students to speak rather than the teacher. Mercer, cited by Creese (2005: 68-69) argues that the teacher talks to do three things:

- (1) Elicit relevant knowledge from students, so that they can see what students already know and understand and so that the knowledge is seen to be 'owned' by students as well as teachers. Teachers elicit knowledge through the use of cued and direct elicitations.
- (2) Respond to things that students say, not only so that students get feedback on their attempts but also so that the teacher can incorporate what students say into the flow of the discourse and gather students' contributions together to construct more generalized meanings. Teachers respond to what students say through the use of confirmations, rejections, repetitions, elaborations and reformulations.
- (3) Describe the classroom experiences that they share with students in such a way that the educational significance of those joint experiences is revealed and emphasized. Teachers achieve this through the following means: 'We' statements, literal recaps and reconstructive recaps.

In attempting to describe the good model of teacher-student interaction, Harmer (1998:4) points out that that the best lessons are where the student talking time is maximized and the teacher is not afraid to join students' discussion and explain something in certain moments using their common sense and balance. In short, the teacher by looking at situations and using common sense, experience

and predictions knows rightly and exactly when they have to speak more and restrict talking in the class.

h. Assessing Speaking

Thornbury (2005: 124-125) stresses the character of speaking assessment that differs from other assessments such as grammar and writing assessment. Speaking assessments demand the students to speak in the class. If teachers ask students to do multiple choices that concern on grammar, then it does not belong to speaking assessment. Further, he adds “Since the activities designed to test speaking are generally the same as the kinds of activities designed to practice speaking, there need be no disruption.”

From the above explanation, it can be seen that teachers should be very careful in assessing speakings. It may be a critic to the type of speaking asseesment for exams that asks students to choose the best answer from available choices. It means that what is assesed is what is taught. If they teach many expressions in the class then ask students to perform them, the test shoud be so. For designing the suitable speaking assessment, teachers should identify the principles of assesing speaking. Goh and Burns (2012: 259) set out the principles as follows:

1. Students should be informed when they are being assessed.
2. Students should be informed how they will be assessed.
3. Teachers should make the criteria for assessment explicit to the students.
4. The ratings, scores, marks, or grades attached to the criteria should be explained to students.

The message of those principles is that there are few points to consider. These involve making sure that the assessment is clear what is assessed so that students can prepare before the turn. Another point is that explaining how teachers will assess the student's performance is acute to avoid misunderstanding jealousy in the class because students while they are performing make self-evaluation. Generally, they evaluate their classmates' performances as well.

3. Cooperative Language Learning

a. Definition of Cooperative Language Learning

Cooperative Language Learning can be defined as an approach in language teaching that goes under the notion of cooperation o among students. As the name implies, cooperative language learning promotes the use of pair work and group learning in the class. More than that, cooperative language learning has the following key features (Arends, 2009):

- Students work in teams to master learning goals.
- Teams are made up of high, average, and low achieving students.
- Whenever possible, teams include a racial, cultural, and gender mix.
- Reward systems are oriented to the group as well as the individual.

Olsen and Kagan, cited by Richards and Rodgers (2001: 192) define cooperative learning as follows:

Cooperative Learning is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

Slavin (1983) points out that “what characterizes these methods is that students spend much of their class time working in small, heterogeneous learning groups, in which they are expected to help one another learn.”

According to Gillies and Ashman (2003:1), the theory of cooperative language learning has been advocated by the theory of learning in which introduced by John Dewey. He believes that learning should sounds students center and promotes social interactions. Schools are responsible for developing students’ interest in social environment by encouraging interpersonal communication and group involvement.

The implementation of cooperative language learning in the class is in line with character education in language teaching. As it is announced by the government, education in Indonesia also aims to establish and internalize character education to students.

b. Cooperative Language Learning in Language Teaching

Several researches had been carried out to investigate the effectiveness of cooperative language learning to teach a language in foreign language context. Generally, the results of the research are positive. Flynn and Hill (2006:9) outline three generalizations from those researchers and summarized them as follows:

1. Organizing groups by ability level should be done sparingly. Although homogeneous grouping in general is more effective than no grouping, research has shown that students of lower ability perform worse in homogeneous groups, while students of high ability perform only slightly better. Only

students of medium ability show a significant increase in achievement when placed in groups with students of similar ability.

2. Cooperative groups should be small—three to four members per group is ideal.
3. Cooperative learning techniques are most effective when used consistently and systematically; they work best when used at least once a week. Teachers should ensure, however, that students still have time to practice skills independently.

Those generalizations can play as consideration points to design a cooperative language learning class. The class definitely has goals that combine the goal of language teaching and cooperative language learning. Specifically, Richards and Rodgers (2001:193) point out four e goals of cooperative language learning in language teaching:

1. To provide teachers with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings (e.g., content-based, foreign language classrooms; mainstreaming)
2. To enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks
3. To provide opportunities for learners to develop successful learning and communication strategies
4. To enhance learner motivation and reduce learner stress and to create a positive affective classroom climate.

Further, Richards and Rodgers (2001:195-196) point out that CLL does not assume any particular form of language syllabus, since activities from a wide

variety of curriculum orientations can be taught via cooperative learning. Thus, we find CLL used in teaching content classes, ESP, the four skills, grammar, pronunciation, and vocabulary. What defines CLL is the systematic and carefully planned use of group-based procedures in teaching as an alternative to teacher-fronted teaching.

c. The Benefits of Cooperative Language Learning

There are various benefits that are offered by cooperative language learning. Arends (2009: 351-352) points out that students will get the benefits of academic achievement, tolerance and acceptance of diversity, and social skills.

The first benefit of cooperative language learning is students will eventually accomplish the academic tasks that mean they have achieved the goal of learning. For the high achievers, it may be easy to come to the goal of teaching so do the intermediate students. Unfortunately, the low achievers may not feel the same way. The good point is that by working in a heterogonous group, all type of students will be profited from this learning approach. The higher achievers serve as a tutor for lower achievers, and lower achievers have special helps in learning. In the process, high achievers gain academically because serving as a tutor needs extra efforts and high thinking to deepen the learning materials. Finally, this cycle will result in finishing the academic tasks.

How cooperative learning work in improving achievement is revealed by some experts. Johnson and Johnson, cited by Gillies and Ashman (2003:2) demonstrate the impact of cooperative learning in higher achievement and the

feeling of togetherness among students that results in high-quality cognitive strategies, the constructive management of controversy and debate, time on task, elaborate sharing and processing of information, peer encouragement of efforts, active peer group involvement in learning, interaction between students of different achievement levels, perceptions of psychological support, positive attitudes towards subject areas, and perceptions of fairness in grading. The result shows that cooperative learning can be used in any academic task. It works to any kind of the tasks because students work hand in hand to complete the task since the demand of the task is to be finished.

Another research about how cooperative learning works in language learning is carried out by Slavin (1985). Slavin argues that cooperative learning can increase the students' achievement. He comes into this conclusion by reviewing 46 studies of achievement effects in implementing cooperative learning to teach various subjects including English. The result of the studies present 29 studies (63%) out of 46 demonstrates significantly positive effects on student achievement, 15 (53%) found no differences, and 2 (4%) found significantly higher achievement for a control group than for a cooperative treatment. For secondary level (grades 6-12) the positive effect gains 70 %. He also argue that the use of group reward and task specialization support the positive achievement.

The second benefit has something to do with the idea of respect. In a heterogeneous group, the students learn tolerate and appreciate differences. Despite this benefit does not sound academic, it is necessary to teach students moral values in classroom. A classroom is a miniature of life that consists of

many differences in many terms, so that it has to deliver the values in everyday life.

The last benefit is a very obvious benefit, developing social skills. Through cooperative language learning, the students learn cooperation and collaboration. These are skills that the students will surely use in socializing with others outside the classroom. In fact, many youth and adults are lack of these skills. Hence, cooperative language learning is a good experience to develop students' social skills and interpersonal intelligence. Moreover, those belong to one of the multiple intelligence type.

In addition, Cooperative language learning also provides the students with experiential learning in which the students get involved in. Experiential learning gives the students insight, understanding and technique that are difficult to describe to other students who do not have the same experiences. In the process, the students who have experiential learning encounter discussion, debate, sharing, and problem solving that take them into understanding the concept. Oxford, cited by Brown (2001: 21) shows that cooperative learning encourages intrinsic motivation, self-esteem, create care and altruistic motivation and low anxiety and prejudice.

In line with Arends and Oxford, McGroarty cited by Richards and Rodgers (2001:195) lists six learning advantages for ESL students in CLL classrooms:

1. Increased frequency and variety of second language practice through different types of interaction

2. Possibility for development or use of language in ways that support cognitive development and increased language skills
3. Opportunities to integrate language with content-based instruction
4. Opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning
5. Freedom for teachers to master a new professional skills, particularly those emphasizing communication
6. Opportunities for students to act as resources for each other, thus assuming a more active role in their learning.

Overall, cooperative language learning covers not only academic matter but also social skill matter. Relate to the social skills, cooperative language learning is a good way to establish character education. Character is taught in integration with the activity so that the students experience it directly. It is more effective rather than telling the theory of character to the students all the times.

B. Related Studies

Cooperative language learning has been investigated by many educators to figure out its effectiveness in improving student's achievement. The results showed that cooperative language learning successfully improved the students' skill in learning English. Fauzia (2012) carried out a Quasi-Experimental with nonequivalent pretest posttest design and quantitative method to find out the effect of cooperative learning to improve the seventh grade students' speaking skill. Forty students were divided into experimental group and control group. The

students were taught using cooperative learning by working in team to attain the speaking goal. There were no structure activities and sctructure job desks in the team. The results of study showed that the experimental group that was taught using cooperative language learning demonstrated better speaking improvement than the control group.

Liang (2012) has conducted a research to investigate the effects of cooperative learning on EFL junior high school learners' language learning, motivation toward learning English as a foreign language, and the high- and low-achievers' academic achievements in a heterogeneous language proficiency group. A pretest-posttest group research design was used. There were totally 70 students involved in this study. The experimental group was taught in cooperative learning for one semester with the methods of Three-Step-Interview, Learning Together, Talk Pair, Inside-Outside Circle, and Student-Teams-Achievement Division. The control group was taught in the traditional method of Grammar Translation with some of the Audio-Lingual approach.

The results of the study showed that the experimental group outperformed the control group significantly ($p < .05$) in the measurement of oral communicative competence and the motivational questionnaire. The results of the students' scores on the school monthly examination showed that the academic achievements of the experimental group were comparable to those of the control group.

C. Conceptual Framework

This research was carried out because the researcher found problems in the teaching of speaking for seventh grade students that affected their speaking performance. Based on the classroom observation in the field, the speaking activities in the class did not encourage the students to express their ideas and to speak. Thus, they tended to be passive in the class. The class was a mixed ability class that consisted of high achiever and low achiever students. The high achiever students were described as the students who had had good speaking skills. They could speak confidently without producing long pauses. Speaking was not a serious problem for them. In the opposite, there were low achiever students who had poor English. Speaking was a big deal for them. They could not articulate the words and expressions correctly. They had problems with vocabulary mastery because they only memorized little vocabulary. They were not confident to speak English because they were afraid of being the object of ridicule by the high achiever students in the class. They spoke slowly and discontinuously. Some of them produced very low voice that could not be heard clearly. As a result of these class situations, the high achiever students outperformed the low achiever students.

Teaching speaking in a mixed ability class was not easy. It sounded complex and needed careful consideration. Thus, the researcher thought of a solution that could solve the speaking problems and the mixed ability class. Cooperative language learning was chosen as the main technique to overcome those problems because it enabled the students to work in a heterogeneous team.

The high achiever students served as the tutor for the low achievers, the low achiever students were provided with help and corrections to improve their speaking skills. Besides, cooperative language learning offered a lot of speaking practices in the team so that it was suitable for the speaking class. By implementing cooperative language learning, it was expected that the students' speaking skills could be improved. The conceptual framework of the study is described as follows:

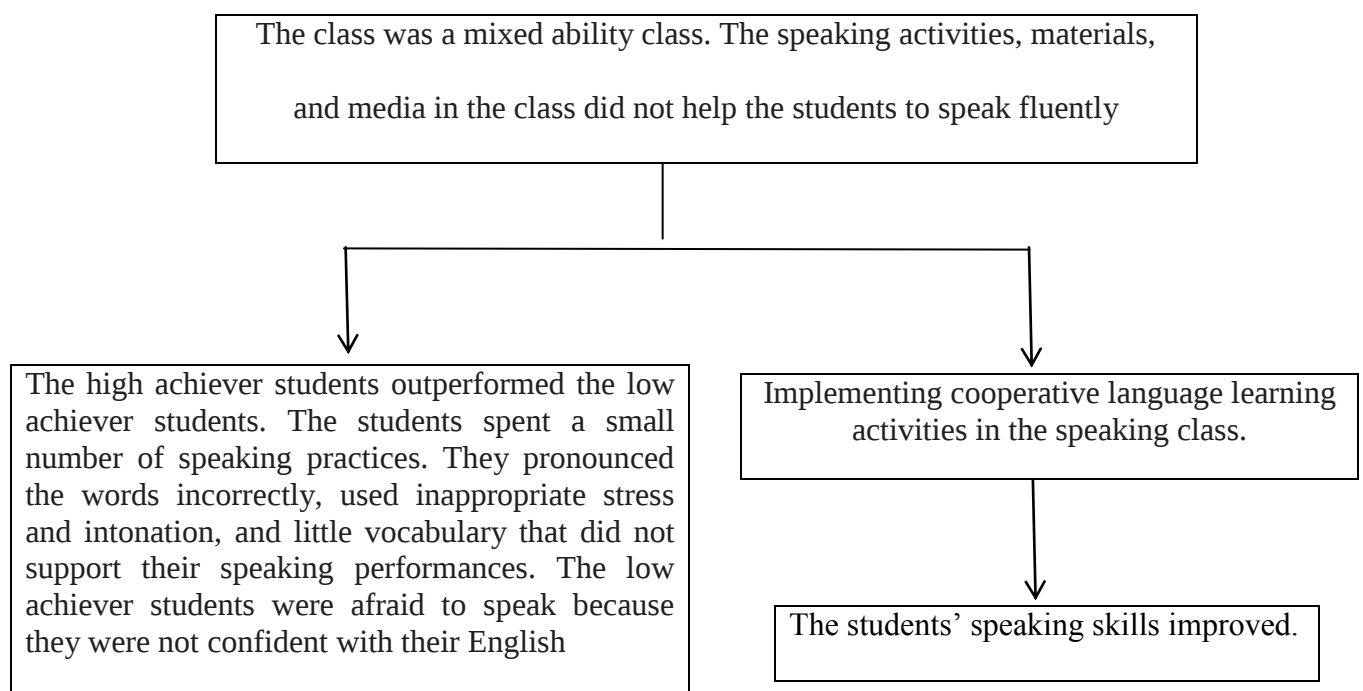


Figure 1: The Conceptual Framework of the Research

CHAPTER III

RESEARCH METHOD

A. Research Design

The study was action research. The researcher invited the English teacher as a research member. This research focused on the use of cooperative language learning to improve the students' speaking skills. Progress and changes during the research were rigorously observed.

The research design consisted of four steps. The first step is diagnosing step. It involves naming the issues. All the problems need to be recorded and articulated clearly. The second step is planning actions. It enables the researcher to formulate and develop possible actions to solve identified problems. Collaboration in planning action is highly emphasized. The third step is taking actions. It is the step where plans are put into practice. The last step is evaluating actions whereby outcomes of actions are analyzed. Below is the figure of the model:

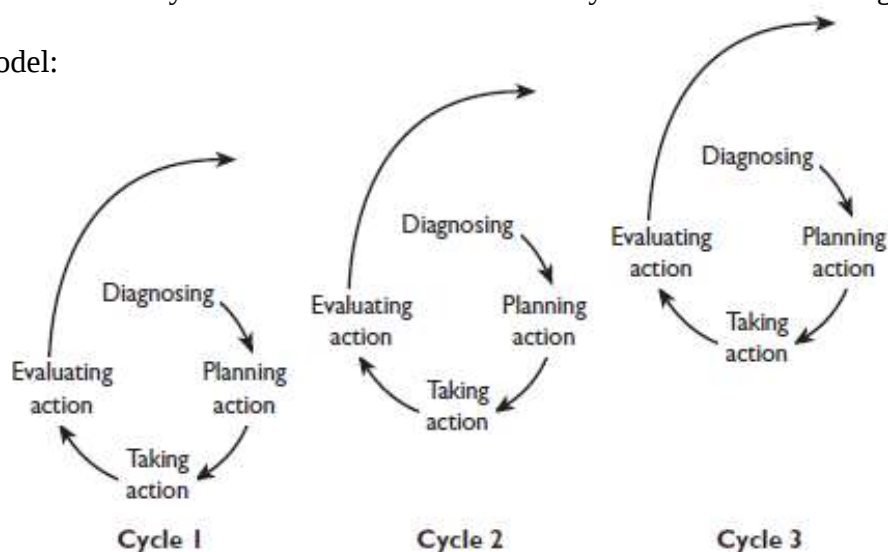


Figure 2: Action Research Cycle (Cohglan and Brannick, 2005:22)

B. Research Setting

This research took place in SMP N 4 Yogyakarta which is located at Hayam Wuruk Street 18, Yogyakarta. The school is a public school that has fifteen classes with five classes for each grade. The school provides students with complete facilities. The research was conducted for one month, from March 2014 to April 2014. The schedule of the teaching learning process was presented in the following table:

Table 1: The Schedule of the Research

	Day and Date
Meeting 1	Monday, March 10 th 2014
Meeting 2	Thursday, March 13 th 2014
Meeting 3	Monday, March 17 th 2014
Meeting 4	Thursday, March 20 th 2014
Meeting 5	Thursday, April 3 rd 2014
Meeting 6	Friday, April 4 th 2014

C. Research Subjects

The participants in this research were VII D students of SMP N 4 Yogyakarta. There were thirty three students. They were twenty girls and thirteen boys. They were thirteen years old. The class was selected as the subjects of the research because it met the criterion of being a mixed ability class. The students were heterogeneous in the term of English language proficiency level. All students participated fully in diagnosing step, and taking the actions.

D. Data Collection

1. Types of Data

The data that were gained in this research were classified into two groups. They were qualitative and quantitative data. The data that were obtained through interview and observation belonged to qualitative data. Meanwhile, the students' speaking score and questionnaire belonged to quantitative data.

2. Data Collection Techniques

The qualitative data in this research were in the form of field notes, photographs, and interview transcripts. Those data were gained from speaking classroom observation and interview. The quantitative data were in the form of speaking scores and results of questionnaires that were gained from speaking tests and questionnaires. The processes of collecting the data were explained as follows:

a. Observations

Observations in this research were speaking classroom observations that were carried out in the diagnosing step and taking actions step. The observer was given an observation guideline that consisted of teaching aspects to be checked. The data from the observation were transcribed into field notes to keep the valuable information such as the teacher's teaching performance, the students' attitude in the class, changes during the research, and the students' speaking improvements.

b. Interviews

Interviews were divided into two types: teacher's interviews and students' interviews. The interviewer was the researcher. Interviewees' admissions were noted and transcribed into interview transcripts. The process of interview was done in a relaxed atmosphere. The interviewees were free to express their ideas.

c. Speaking tests

Speaking tests in this research were held in the Through and Beyond teaching stage of each standard and basic competence. Speaking aspects that were assessed were fluency, accuracy, pronunciation, and vocabulary.

d. Questionnaires

Questionnaires were distributed to the students in the end of each research cycle. The first questionnaire that was distributed in the end of cycle 1 was used to obtain the students' responses and feelings toward the use of cooperative language learning. The second questionnaire that was distributed in the end cycle 2 was used to collect information about improvements that the students had made during working with cooperative language learning.

3. Instruments

There were five instruments that were administered in this research. They were interview guideline, observation sheet, speaking rubric, questionnaire, and photo-video camera. The complete form of the instruments with the results could be found in the appendices.

1. Observation sheet

The use of observation sheet helped the observer and the teacher to maintain the teaching learning process and the students' progress. It played an important role as a tool to record changes and interactions happened during the teaching learning process.

2. Interview guideline

Interview guideline helped the researcher to collect data and information from the interviewees. The data were important as the interviewees were the participants of the research.

3. Speaking rubric

To assess the students' speaking skills, a speaking rubric was used. It helped the researcher to examine the students' speaking achievement. The speaking rubric in this research was adopted from Gall et al (2003:571).

4. Photo-video-camera

A camera was used to take pictures of the teaching and learning process. It played a part in presenting the visual data to readers in order to present accurate data about the research.

5. Questionnaire

Questionnaires helped the researcher to gain information about teaching learning process from the class. It had a purpose to collect whole information from every student as it was impossible to conduct interviews with all students.

E. Data Analysis Technique

The data in this researcher were organized into qualitative data and quantitative data. Qualitative data analysis was utilized to analyze the qualitative data meanwhile descriptive analysis was used to analyze the quantitative data.

The qualitative data analysis followed the five steps of data analysis designed by Burns (1999: 156-160):

1. Assembling the data

In the first step, the data were compiled in many forms according to problems to overcome. During the process, any changes were recorded as an effort to get complete data. The researcher tried to discover boarder patterns that seemed to be the answers to the questions.

2. Coding the data

In this step, the data were arranged into more manageable categories in order to compress the large amount of data. The researcher made the data labeled as an attempt to organize the data into more specific patterns.

3. Comparing the data

After the data had been categorized, they were compared to see if the categorized patterns were frequently repeated or not. The patterns were compared to different forms of data (e.g. field note to interview).

4. Building interpretation

This step included raising questions, discussing the patterns, contemplating connections and developing explanations of the focus of the

research that were done repeatedly. All actions were aimed at building the comprehensive interpretation of the research.

5. Reporting the outcomes

As outcomes had been produced, they were presented to readers. The outcomes were supported by data and explanation.

For quantitative data, the researcher used mean. The mean was gained from every student's speaking performance. The mean was examined and compared to see improvements of the students' speaking skills. The questionnaires were analyzed using Microsoft excel to gain results' percentages.

F. Validity and Reliability

There are five types of validity for the action research according to Burns (1999:160-162). They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. This validity types were described as follows:

1. Democratic validity

The democratic validity gave chances to the parties that were involved in the research to express their opinions, ideas, thoughts, and feelings, to give comments, feedbacks, suggestion, and expectations. The students participated in some interviews and were required to complete the questionnaire. This participation had a purpose to listen to the students' point of views of the action implementation as well as their suggestion and expectations for the next action. The teacher participated in discussions and interview during the ongoing research.

2. Outcome validity

The outcome validity concerned with the results of the actions that were successful within the research context. The result showed that there was gradually improvement in the students' speaking skills. This researcher expected that this research would be the solution not only for a single problem but also to some problems that came out in the research. It was also expected to uncover problems that might lead into new questions and investigations.

3. Process validity

The process validity was accomplished by reflecting the data and customizing the strategies to answer the questions that emerged during the research. The researcher confirmed that the students would keep learning even though the research had finished. Other people were invited to tell their perspectives so the researcher could see the big picture of the research through some different perspectives.

4. Catalytic validity

The catalytic validity was related to the research processes that reoriented the participants' view of realities in order to change them. In the process of the research, the students and the research team that consisted of the English teacher and the researcher were given opportunities to learn more about realities in the speaking teaching and learning process.

5. Dialogic validity

This validity was fulfilled by conducting discussion with the English teacher to get information, critics, evaluation, and reflection about the implementation of the action.

The reliability of the data in this research was obtained from genuine data of field notes, interview transcripts, photographs, and the students' speaking scores. To check the trustworthiness of the data, triangulation technique that was adapted from Burns (1999: 164) was implemented. It was in forms of time triangulation and investigator triangulation.

The time triangulation allowed the research to collect the data over a period of time to identify what factors were involved during the process. During the implementation of actions, the teaching learning process was examined carefully. The result of observations and interviews led into discussions about what factors that affected the process.

The researcher invited the English teacher to be the collaborator to fulfill the investigator triangulation. This was intended to avoid observer bias and to obtain comprehensive and valid data from more than one point of view.

G. Procedure of the Research

a. Diagnosing Problems

In this step, the researcher conducted an observation in the speaking class. The observation was intended to get big pictures of teaching speaking in the class. The English teacher taught in front of the class, and the researcher sat at the back

and took some notes to record the class. In doing the observation, the students' speaking problems emerged. That initiated the researcher to interview the students about their problems in speaking. Teacher's interview was also done to discuss how the speaking class ran. Results of the diagnosing step served as the initial data to formulate solutions to problems.

b. Planning Actions

After discovering the problems, the research team thought of some possible solutions to the problems. Reviewing the literature that had same characteristics with the existence problems was taken in advance to enrich the researcher's insight about the problems. The English teacher was also invited to give ideas and opinions. As a result, Cooperative Language Learning was proposed as a technique to teach speaking. This main technique was accompanied by some actions to support the implementation of them. The actions were designed in forms of course grid and lesson plan. The process of designing the course grid and lesson plan was guided by the supervisor.

c. Taking Actions

In this step, planned actions were implemented. They were done in two cycles with three meetings in each cycle. The English teacher played as the collaborator. During the class, she sat at the back and noticed the class.

d. Evaluating Actions

Evaluating actions involves examining outcomes of actions. It was done after each meeting had finished. It checked if the actions had improved the

students' speaking skills. The collaborator contributed in doing this step by analyzing the data and discussing the outcomes. The evaluation was an ongoing process that was useful to see the effectiveness of the actions and thought of modifications and alternative solutions to the problems if they did not work properly.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Diagnosing Problems

The research was initiated by investigating the problems that appeared in the area of teaching speaking. The investigation included three actions that were taken in sequence: speaking class observation, teacher's interviews, and students' interviews. Here is the field note of the observation:

..... The ball had rang but the students had not prepared themselves to study. They turned their chairs, made a group of four, and chatted with their neighbors. Some of them were busily playing with their pen case. The teacher then opened the class by greeting the students and taking their attendance in English. She praised the students' attendance 'Thank you for your attendance, so you are a good class!' She noticed that the students did not listen to her and did not get ready to start the class. She confirmed it by asking 'Did you hear the bell? What does it mean?' asked the teacher. The students keep chatting. The teacher asked the next question 'What are you doing?' no students responded to her question.

She approached some students near her and offered some questions 'Can I have your book? Can I have your food? Can I have this notebook? Can I have this drink?' There was no answer from those students. She then moved to another student who was drinking cola 'Can I have your drink?' That student shook their head. The teacher said 'No? so you are mean.' The student looked puzzled with the word. 'What is mean?' asked the teacher. None of the students answered. 'Mean itu artinya pelit' explained the teacher. 'Oooooo,' yelled the students who sat in front of the class.

The teacher explained the objective of the meeting 'We will learn asking and giving something. Repeat after me please!' The students pronounced the sentences after the teacher. '*Lalu tujuannya apa?* (What is the aim?)' The students did not answer the question. They looked ignorant. '*Supaya siswa dapat mengungkapkan* asking for and giving something.(in order to make the students are able to use the expressions of asking for and giving something)'

(Field Note 1, Jan 21st, 2014)

From the field note above, it could be concluded thatthe students were apathetic and irresponsible to the teacher's questions. They neither answered her

questions nor showed good will to keep going the English communication. They made loud noise, chatted away with their neighbors, and daydreamed. For several times, the teacher asked them to keep silent and listen to her, but only a few students followed her instruction.

The students who did not answer the teacher's questions were interviewed. They said that they did not know what the question was about and how to respond to it in English. They did not even have goodwill to confirm the meaning of the question to the teacher because they could not speak English. It could be inferred from the following interview transcript:

R	: <i>Dzulfikar, kamu kok diem aja tadi ditanya Miss Nani?</i> (Dzulfikar, why did you not answer to Miss Nani's question?)
S10	: <i>Aku gak ngerti tadi ditanya apa.</i> (I didn't know what the question was)
R	: <i>Ya tanya dong.</i> (Why didn't you ask her?)
S10	: <i>Hla aku gak bisa bahasa Inggris Miss.</i> (I couldn't speak English, Miss)
(Interview Transcript 3)	

The interview was also carried out with the English teacher. She confronted with a serious problem about the students' attitude in the class. The students largely did not pay attention to her explanation. It happened on every meeting therefore she gave up on reducing the noise because the students' voice was louder than hers.

R	: <i>Kelasnya memang rame ya, Bu?</i> (The class sounds noisy, doesn't it Mam?)
ET	: <i>Ya begitu Mbak, saya sampai harus teriak biasanya karena suara saya kalah sama suara murid. Ora nggatekke Mbak kalo saya sedang menerangkan.</i> (Yes, it does. Sometimes I have to shout because the students make loud noise. They do not pay attention to my explanation)
R	: <i>Iya ya, Bu, sepertinya agak susah diatur kelasnya. Biasanya memang seperti ini Bu?</i>

(I think so, Mam. The class is hard to manage. Is it the general run of the class, Mam?)
 ET : *Ben dino Mbak.*
 (It happens every day)

(Interview Transcript 1)

The result of the interview indicated that the students did not have strong motivation and intention to participate in the class. The number of interactions between the teacher and the students was small. They did not participate in the class although the teacher had invited them to take turns. They never proposed questions, confirmed their understanding and asked the teacher's help. The reasons of why the students did not pay attention to the teacher's explanation were they disliked speaking activities which were boring, not fun, and monotonous. It could be inferred from the interview transcript below:

R : ... *Kok pas Miss Nani ngajar, kalian ribut sendiri?*
 (Why you all made noise while Miss Nani was explaining?)
 S8 : *Kelasnya emang ribut Miss. Berisik. Kasihan Miss Nani ngejelasin di kelas gak ada yang dengerin. Pembelajarannya ngebosenin sih Miss jadi banyak yang gak merhatiin.*
 (The class was noisy Miss. Poor Miss Nani! No students listened to her because the class was boring)
 S14 : *Kelasnya ngebosenin Miss.*
 (The class was boring Miss)
 R : *Ngebosenin gimana?*
 (What do you mean by boring?)
 S17 : *Gur mung moco dialog Miss. Bosen banget.*
 (Only reading aloud the dialogue, Miss which was so boring)
 S14 : *Masa kita disuruh nulis percakapan yang di papan tulis, banyak banget.*
 (We were asked to copy the dialogues which were many into our workbook)

(Interview Transcript 3)

The number of pronunciation practice was small. The teacher only practiced pronunciation after reading dialogues. The practice did not expand to group or individual practices whereas the students had difficulty pronouncing words. She did not encourage the students to open their mouth whereas they did

not produce the correct pronunciation. Some of the students only murmured. As a result, their pronunciations were incorrect, stresses and the intonations were inappropriate. It could be seen in the following filed note and interview transcript:

After all the students finished writing, the teacher explained the dialogues as well as the meaning in Bahasa. After that, she read the dialogues. All the students repeated after her. The students did not do this activity well. Several of them produced very low voice. Some of them only did murmured. In brief, the students' pronunciation sounded Javanese with some words were wrongly pronounced.

(Field Note 1, Jan 21st, 2014)

- R : *Kalau di kelas latihan pronunciation gak?*
(Does the speaking class have pronunciation practice?)
- S8 : *Enggak Miss. Paling cuman disuruh mbaca dialog.*
(No Miss. We only have reading aloud the dialogues)
- R : *Susah gak sih ngomong pake bahasa Inggris?*
(Is it difficult to speak English?)
- S2 : *Susah Miss.*
(Yes, Miss)
- R : *Susahnya gimana, Dita?*
(Where does the difficulty rely on?)
- S2 : *Ngomongnya itu loh, Miss, ribet. Aku gak PD juga.*
(The pronunciation Miss. It is complicated and I am not confident)
- R : *Ribet gimana maksudnya?*
(What do you mean by complicated?)
- S2 : *Gak tahu Miss aku susah aja lidahnya. Kok kayaknya susah gitu ngomongnya.*
(I don't know exactly Miss. It has something to do with the tongue. It seems so complex)

(Interview Transcript 3)

Attractive media were rarely used to support the teaching and learning process. The English teacher said that she got difficulties in finding appropriate media. So far, the students used a workbook (LKS) to study. She adapted materials from the workbook. Occasionally, she created dialogue examples by herself.

The students' interviews continued to the problems that they encountered in speaking. They considered pronunciation and self-anxiety as the major problems, not to mention vocabulary. Self-anxiety dealt with their inability to speak English. Because they could not speak English well, they were afraid of being an object of ridicule in the class. That some boy students would laugh at their English made them insecure. Vocabulary problems related to vocabulary mastery. Their vocabulary mastery was minimal. The teacher did not provide them with vocabulary activity whereas in fact they really needed it to develop their speaking skills.

- | | |
|-----|--|
| R | : <i>Kalau gak PD kenapa emang?</i>
(Why are you not confident?) |
| S2 | : <i>Yo karena gak bisa itu Miss. Kadang sering diketawain itu loh Miss sama anak-anak boyband.</i>
(Because I can't speak English, Miss. The boy band students very often laugh at me) |
| S17 | : <i>Iya Miss, gak cuman mereka juga sih, beberapa anak cowok juga sering ngejek gitu.</i>
(That's true Miss. Not only the boy band students but also other boy students look down on us) |
| S17 | : <i>Sama kosakata Miss.</i>
(Vocabulary Miss) |
| R | : <i>Kosakata gimana maksudnya?</i>
(What do you mean by vocabulary?) |
| S17 | : <i>Aku kosakatanya masih dikit Miss jadi gak tahu mau ngomong apa.</i>
(I have a few vocabulary list so I don't know what should I say) |
| R | : <i>Emang gak pernah dikasih latihan kosakata?</i>
(Does your teacher give you vocabulary task?) |
| S17 | : <i>Enggak Miss. Makanya kadang kita karena gak tahu bahasa Inggrisnya apa jadi gak tahu mau ngomongnya gimana.</i>
(No, Miss. That's why we don't take turns in the class because we don't know how to say it in English) |

(Interview Transcript 3)

To gain complete data from various points of views, the teacher's interview was carried out. The teacher told to the researcher her problems in

teaching speaking and the students' speaking achievements during a semester. According to her, problems in teaching speaking closely related to the students' attitude in the class. She believed that none of her students was poor at speaking. They were just reluctant to get involved. She added that the class was a mixed ability class. Some of the students have already acquired good English therefore their speaking achievement was good. The rest of the students were poor. Some were very poor. It could be seen in the following interview transcript:

R	: <i>Begini Bu, apa kesulitannya dalam mengajar speaking dibandingkan dengan ketiga skill yang lainnya?</i> (What is the problem with teaching speaking, Mam?)
ET	: <i>Nek speaking kui yo angele di anak-anak Mbak. Mereka pemalu dan takut salah, jadi ngomongnya dikit kalau di kelas. Tapi kalau suruh ribut baru keras. Kalau gak tahu kadang gak mau nanya Mbak, jadi pas maju sering salah.</i> (The problem relies on the students. They are mousy and afraid of making mistakes in the class, so they only speak few words. In contrast, they are very good at making noise in the class. They never tell me the problems in learning, so when the turn to show comes, they produce many mistakes).
R	: <i>Oh begitu Bu. Menurut Ibu, bagaimana kemampuan siswa siswi dalam speaking? Apa kesulitan yang mereka hadapi?</i> (Oh, I see Mam. How about the students' speaking achievement and problems?)
ET	: <i>Kalau kesulitan paling masalah kosakata, Mbak..Anak-anak sebenarnya gak bodoh, ya tapi itu podo ra konsentrasi nek sinau ditambah kalau di rumah gak mau mengulangi materi yang dipelajari. Saya perhatikan kayak Putri itu, sebenarnya dia gak bodoh, tapi males latihan.</i> (The problem is vocabulary. The students actually are not bad at speaking; they just do not focus and do not want to practice the exercises at home. Take for an example, Putri. She is not that bad, she is just reluctant to practice)
R	: <i>Kalau secara umum, kemampuan speaking anak-anak bagaimana, Bu?</i> (In general, how about their speaking achievement Mam?)
ET	: <i>Kalau itu bervariasi, Mbak. Kaya Dafa, Fahira, Zaki, Fuji memang pintar. Tapi yang lainnya masih kurang. Masih ada yang malu-malu, malah kadang gak ada suaranya.</i> (It is mixed. The students like Dafa, Fahira, Zaki, and Fuji are top

students. But the others are not. Some students are very shy, some of them even never speak)

(Interview Transcript 2)

Based on the result of the teacher's interview, high achiever students were interviewed to collect the data about their opinions towards speaking. High achiever students were described as students who demonstrated good English. They said that they were confident to speak English and did not have serious problems with pronunciation, grammar and vocabulary. Speaking English was not a big deal for them. They took an English course after school in which had developed their speaking skills.

R : Speaking in English susah gak sih, Fa?

(Is speaking English difficult for you, Dafa?)

S8 : Mmm, kalau aku sih biasa aja Miss. Tapi ya kadang pengucapanku yang kadang salah, apalagi kalau kata-katanya baru. Sama ini Miss, kadang kalo gak dipraktekin sering lupa.

(Not really, Miss. But sometimes I mispronounce some words especially the new words. I forget the expressions if I don't practice them)

R : Oh gitu, ya kalau mau lancar emang harus sering dipraktekin.

(Oh I see. You have to take a lot of practices to be fluent)

S8 : Yoi Miss, Make English habit kata guruku di EF.

(I agree with you Miss. My EF teacher says makes English habit)

R : Nah itu pinter. Kalau PD, PD lah ya?

(Good! are you confident to speak English?)

S8 : PD PD aja sih Miss. Justru aku gak takut kalo maju, kalo aku salah kan jadi tahu salahnya.

(Confident Miss. I am not afraid to perform. If I get wrong, I can know where the mistake is)

R : Fahira susah gak kalo speaking?

(Fahira, is speaking English difficult for you?)

S13 : Biasa aja sih Miss. Aku gak ngomong aku udah pinter ya Miss. Tapi yabisalah.

(Not really Miss. I am not saying that I am good at it Miss. I just think it is not really difficult for me).

R : Berarti gak nemuin kendala ya kalau ngomong?

(So you don't have any problems with speaking, do you?)

S13 : Mmm, ya gitu Miss.

(I think so Miss)

(Interview Transcript 5)

After gathering data from observation and interviews, the problems of teaching speaking were revealed. The similar problems were put into some categories. Details of the problems were presented as follows:

Table 2: The Field Problems and Categories

No	Field Problems	Categories
1	The students were hesitant to speak English	The students' speaking skills
2	The students lacked the right pronunciation	The students' speaking skills
3	The students were not confident with their English	The students' speaking skills
4	The students lacked vocabulary mastery	The students' speaking skills
5	The class was a mixed ability class based on the students' speaking achievement in the class.	The students' English proficiency level
6	The high achiever students outperformed the low achiever students.	The students' English proficiency level
7	The number of speaking practice was small.	The speaking activities
8	The number of pronunciation practices was small	The speaking activities
9	The speaking activities did not motivate the students to speak English in the class.	The speaking activities
10	There was no vocabulary task	The speaking activities
11	Classroom English was not used frequently	The speaking activities
12	The whiteboard was used to present the dialogues	The speaking activities
13	The students did not listen to the teacher's explanation.	The students' attitude
14	The students did not answer the teacher's questions.	The students' attitude
15	The students made loud noise while the teacher was presenting the materials.	The students' attitude
16	The students did not care about the teaching and learning process.	The students' attitude
17	The students neither asked questions nor confirmed their understanding when they did not understand the materials.	The students' attitude
18	The students did not follow the teacher's instruction.	The students' attitude
19	The attractive media were rarely used.	The use of media

After identifying the field problems, the researcher filtered emergency problems to be overcome. The amount of time and the researcher's ability to conduct the research were considered in selecting the possible problems. The results of the feasible problems with the possible causes were summarized in the table below:

Table 3: The Field Problems and Causes

No	Problems	Possible Causes	Sources
1	The teacher did not design adequate number of pronunciation and vocabulary activities.	The teacher thought that pronunciation and vocabulary practices in the class were sufficient therefore there was no need to have special time to train the students with them. She argued that the students themselves had no strong willingness and intention to pronounce words correctly and to enrich their vocabulary.	Classroom observation, teacher's interview.
3	The teacher did not use classroom English frequently.	The students did not answer teacher's questions in English as it was expected by the teacher. That made the teacher stopped using English.	Classroom observation, teacher's interview, students' interviews.
4	The class was a mixed ability class that consisted of high achiever and low achiever students. The high achiever students outperformed the low achiever students that resulted in speaking achievement gap in the class.	The high achiever students had been introduced to English since they were in elementary school. They had confidence and good English. In the class, although they did not actively take turns, they could achieve the lesson goal. In contrast, the low achiever students who did not have good English felt that their English was poor that made them nervous to participate in the class. This class situation affected their speaking performance. The class atmosphere that did not promote cooperation among the high and	Classroom observation, students' interview, teacher's interview.

		low achiever students was also another cause that made speaking achievement gap in the class was obvious.	
5	The students lacked the correct pronunciation, vocabulary mastery and self-confidence.	Because they had poor English, they doubt their ability to speak English. There was no total support from activities in the class in forms of pronunciation and vocabulary exercises. In fact, they needed that kind of support and activities to improve their speaking skill. The teacher only gave brief pronunciation practices during modeling dialogues.	Classroom observation, students' interviews, teacher's interview.
6	The students did not pay attention to the teacher's explanation.	The topic did not sound thrilling for the students to get involved. Media such as pictures, videos and the like to attract the students' interest and participation were not utilized by the teacher. That might make the students were reluctant to join the class. Teenagers by nature love interesting topics.	Classroom observation, students' interviews.
7	The students did not respond to the teacher's compliments and questions.		

B. Cycle 1

1. Planning Actions

Planning actions was begun by reading literature reviews of the problems and their typical solutions. It resulted in some solutions with their implementation and suggestion. The solutions were discussed with the English teacher. After discussing the solutions, course grid and lesson plans were developed to map the solutions into practice. Materials to deliver were assigned by the English teacher.

The making of course grid and lesson plans was guided by the research supervisor. The full version of them was attached to appendices. The supervisor

gave comments, corrections, and suggestions. Speaking activities that were selected had to promote a lot of speaking practices. The use of media and materials should be optimized to support the teaching and learning process. The format of the course grid was designed in the following table:

Table 4: Couse Grid Format

Topic	Indicators	Learning Materials		Activities Using Cooperative Language Learning	Media
		Text and Functions	Grammar and Vocabulary		

The research team that consisted of the English teacher and the researcher agreed to apply cooperative language learning as a main solution to the problems. Some other actions were also formulated to support the goal of the research, to improve the students' speaking skills. The details of each action were explained as follows:

a. Applying cooperative language learning activities

Cooperative language learning was applied by adapting the idea of a mixed ability class.. There would be some cooperative language learning activities in cycle 1 that were selected based on their procedure that suited the learning goal. They were Timed Pair Share, Quiz-Quiz Trade, Inside Outside Circle, Showdown, Fan-N-Pick and Mixed Pair and Share. Timed Pair Share, Quiz-Quiz Trade and Inside Outside Circle would be implemented in meeting 1 and 2. Showdown, Fan-N-Pick and Mixed Pair and Share would be implemented in the next meeting, meeting 3.

The class would be grouped into pairs and teams that consisted of high achiever and low achiever students. The high achiever students served as tutors for the low achievers. This technique was meant to solve the low achiever students' pronunciation, comprehension and vocabulary problems. To avoid over power by the high achiever students, cooperative language learning activities were designed with job desks. The students would act as a listener, speaker, feedback organizer, checker, and tutor.

b. Applying classroom English

Classroom English was chosen based on the belief that the students would be challenged to speak English if they had an English speaker in the class. Classroom English offered genuine interaction between a speaker and an addressee in functional situations. Classroom English was also a good idea to introduce pronunciation, new expressions, and new vocabulary.

Considering the fact that the students were beginners in English, English was used only for greeting, initiating discussion, praising, clarifying, encouraging, and closing. However, the research team planned to use English in the class intensively when the students were fine with it. As English was regularly used in the class, the students were expected to try to speak English.

c. Giving listening and vocabulary tasks

Listening activity was a warming up activity before main speaking activities. The students would listen to recordings about some dialogues that a topic was being studied today. They benefited from recordings by learning

expressions, situations where expressions uttered, pronunciation, and related new vocabulary.

The listening activity was followed by a vocabulary task and pronunciation practices. The vocabulary task asked the students to circle words that they heard in dialogues. This activity was aimed at enriching the students' vocabulary that were related to the topic so that they would have sufficient vocabulary list in the performing stage. Then, together with the teacher, the students would discuss them.

d. Giving pronunciation practices

The vocabulary task was accompanied by pronunciation practices. As the students finished the vocabulary task, they would practice pronouncing the vocabulary. Pronunciation practices were very important actions to take due to the lack of the students' success in pronunciation. Expressions that have been explained by the teacher would also be pronounced by the students gradually to familiarize the students with them. The pronunciation model would be the teacher and the dialogues. All students should open their mouth and gave themselves a try to practice pronunciation.

e. Distributing materials handouts

Distributing materials handouts were a solution to save the teaching time. Materials were compiled in a handout that was distributed to the students as they started the class so they did not need to write down expressions, materials and tasks on their work book. The teacher could focus more often on other activities.

f. Using media

Media were used to attract the students' attention to study. They were in forms of pictures or other forms to introduce the students to a topic and to help them learn materials. To summarize, the solutions were summarized in the following table:

Table 5: The Field Problems and Actions

No	Actions	Field Problems
1	Applying cooperative language learning	- The class was a mixed ability class that consisted of high achiever and low achiever students. High achiever students outperformed the low achiever students. - The students lacked the pronunciation, vocabulary mastery and self-confidence.
2	Applying classroom English	The class did not maximize the use of classroom English in which spoken English should be more practiced in the speaking class.
3	Designing listening and vocabulary tasks	The students lacked pronunciation and vocabulary practices.
4	Designing pronunciation practices	The students lacked pronunciation.
5	Designing material handouts	A lot of time was spent to write the dialogue examples on the whiteboard.
6	Using media	The attractive media were rarely used.

In cycle 1, the actions were intended to meet the requirements of being a real speaking class that promoted activities to challenge the students to communicate in English frequently. In brief, the actions were meant to attain the following goals:

1. Creating English atmosphere in the class that urged the use of English.
2. Improving the students' speaking skills in the term of fluency, pronunciation, accuracy, and vocabulary.
3. Decreasing the students' fear to participate in the class.

2. Taking Actions

Cycle 1 was conducted in three meetings with two basic competencies taught. The report and the effect of the action implementation were described completely in the following discussion:

a. Applying Cooperative Language Learning technique

Generally, the use of cooperative language learning in cycle 1 successfully motivated the students to speak. They challenged themselves to dare to speak English in order to attain the speaking goal. The number of the students who spoke increased, largely all of the students spoke. Their speaking skills in the term of fluency, pronunciation, accuracy and vocabulary progressed from meeting to meeting. That achievement indicated that their speaking skills started to grow.

The students obtained higher score in the next meeting than in the previous meeting. The progress covered all aspects in which led into a conclusion that the four speaking aspects being assessed gradually elevated by cooperative language learning. The fluency progress could be described as the students moved to speak with less hesitation and discontinuously. The pronunciation progress was described as the students moved to less pronunciation mistakes, and less inappropriate stress and intonation. The accuracy progress was described as the students moved to rarely make grammatical mistakes, and the vocabulary progress was described as the students used proper and various vocabulary. The implementation of each cooperative language learning activity was reported as follows

1) Timed Pair Share

Timed Pair Share was the activity where the students listened to dialogues that served as the model. They felt enthusiastic listening to the dialogues because the speakers were English native speakers. They never had this kind of listening activity before. They listened carefully to the dialogues, and asked them to be played twice. They warned other students who made noise at the back to be quiet.

It was found in the field note below:

After doing the discussion, the students listened to the recording about hobbies carefully without making any noise. They focused on the recording. Their faces were full of curiosity. Some of them who have found the answer immediately crossed the answer. They put smile on their face. After the recording ended, one student raised his hand. 'Sudah, Miss.' 'Sudah, Aldi? Are you sure?' confirmed me. 'Yes, Miss' he nodded his head confidently. 'Oo, that is good. Let me check your answer.' Other students who have not finished doing the task asked for two times playing the recording. 'Miss, lagi Miss.' 'Iya Miss, lagi, kurang satu lagi ini, Miss.' 'Ulangi lagi, Miss.' I replayed the recording. 'Ssstt.' warned some students to a group of boy students who raised the roof. The recording was played three times.

(Field Note 2, March 10th, 2014)

After listening activity, the students took turns sharing the answer using a guideline. The students showed a positive response toward the activity by taking it more seriously. They rotated the role of the speaker and the listener. As they used expressions of asking answer, they practiced pronunciation. The low achievers said that the activity was helpful because there was a teacher assistant who guided them in checking answers. That teacher assistant was the high achiever student. It could be inferred in the following interview transcript:

R : *Lili, gimana tadi kelasnya?*
(Lili, how was the class?)
S20 : *Seneng Miss.*
(It was interesting, Miss)
R : *Paling seneng pas activity yang mana?*
(What was your favorite activity?)

S20 : *Semuanya Miss.*
(Everything Miss)
R : *Cerita dong, senengnya gimana?*
(Tell me how it interested you)
S20 : *Kalo yang ndengerin dialog, seneng aja karena bisa ngedengerin orang ngomong bahasa Inggris. Terussss, tadi pas ngecek juga bareng bareng sama Fahira. Aku ada yang gak mudeng terus dibantuin Fahira.*
(About the listening activity, I am happy because I could listen to the native speakers' way of speaking English. And then, about the checking the answer, Fahira and I did it together. She helped me when I found problems)

(Interview Transcript 6)

However, some students did not really follow the instructions. They did not pay attention to the instructions. They straightly checked the answer without using the expressions or they did sharing in Bahasa.

After that, the students had to correct the answer with their partner who sat next to them. They did the correction using the guideline that was written on the handout. They did the activity by using the guideline. However, some pairs did not really pay attention to the activity. They did not use the guideline but showed the answers to the partner. They spoke in Bahasa or Javanese to ask their partner' answer like '*Nggonmu jawabane opo? Nomer satu jawabannya apa?*' (What is your answer, what is your answer to the questions number 1?)

(Field Note 2, March 10th, 2014)

2) Quiz-Quiz Trade

Quiz-Quiz Trade was an activity where the students performed a situational card in front of other students. The class was dynamic as the students showed enthusiasm to participate in the activity. They actively asked the teacher what was the meanings of certain words and situational cards that they did not understand. They also asked the teacher to reinforce their pronunciation skill by pronouncing expressions and vocabulary to make sure that they used the right expressions and pronunciations.

The activity created cooperation and interaction between the students. The teacher noticed that through the interaction, the students gained more understanding about the materials, were well provided with information exchange that focused on form, meaning and little bit fluency. Another important result of that interaction was the students were facilitated with a large amount of speaking practices. The cooperative learning activities enabled the students to use the language frequently with their team members. They practiced fifteen cards in which indirectly they worked with repetition drill and substitution drill.

Those drills required selecting appropriate words and sentences according to the social setting, and correct pronunciation so the addressee could get the message across. A student spoke, another listened and took turn. They did peer tutoring and checking. The drill resulted in more expertness of uttering the expressions. It could be inferred from interview transcript:

- | | |
|----|--|
| R | : <i>Kalo activity yang Quiz-Quiz Trade gimana?</i>
(How is the Quiz-Quiz Trade activity?) |
| S5 | : <i>Maksudnya Miss?</i>
(Pardon!) |
| R | : <i>Activity nya ngebantu Arka buat ngomong pake bahasa Inggris gak?</i>
(Did the activity motivate you to speak English?) |
| S5 | : <i>Heem, tadi latihan semua kartunya sebelum maju</i>
(Yes. We did a lot of practices before performing the cards) |
| R | : <i>Nah, berarti tadi banyak latihan speaking dong sebelum maju?</i>
(So you did a lot of speaking practices, didn't you?) |
| S5 | : <i>Iya Miss.</i>
(Yes, Miss) |
| R | : <i>Dan itu ngebantu memperlancar speaking nya Arka pas maju ke depan gak?</i>
(Did it help you to speak fluent?) |
| S5 | : <i>Iya Miss.</i>
(Yes, Miss) |
| R | : <i>Tapi gak diapalin kan?</i>
(Did you memorize them?) |
| S5 | : <i>Yo enggak Miss. Uakeh e limolas.</i>
(Of course no, Miss. There were many cards, fifteen). |

- R : *Gimana aktifitas Quiz Quiz Trade di kelas speaking tadi, Rum?*
(How's the Quiz Quiz Trade activity, Rum?)
- S6 : *Bagus Miss.*
(It was good Miss)
- R : *Bagusnya gimana?*
(Please tell me!)
- S6 : *Lebih santai aja rasanya Miss karena ngerjainnya bareng-bareng.*
(It is more relaxed Miss because we do the task together)
- R : *Oh gtu. Tadi sekelompok sama Endaa yah? Kalian saling bantu gak sih tadi pas buat dialog.*
(Oh I see. Did you work with Endah? Did you both work together?)
- S6 : *Iya Miss. Endah bantuin.*
(Iya Miss. Endah gave help)
- R : *Bantuin apa?*
(In what way?)
- S6 : *Ya mbuatnya bareng-bareng, terus dipraktekin sampe bener ngomongnya.*
(We created the dialogues together and practiced them until we were good at pronouncing them)
- R : *Brarti tadi sering latihan dong sebelum maju?*
(So you had a lot of speaking practices before performing, didn't you?)
- S6 : *Iya Miss, buat jaga-jaga dapet kartu nomer berapa.*
(Yes Miss as a preparation because the cards were random)

(Interview Transcript 6)

Overall, students' speaking achievements started to elevate. The cooperation and interaction between them resulted in self-confidence and clear pronunciation. The vocabulary and the grammar that they used were proper. The English teacher who observed the teaching and learning process at the back of the class confirmed that result. She said that the students were more active and brave to speak English. It could be seen in the following interview transcript:

- R : *Bagaimana kelas hari ini menurut Ibu? Apakah sudah sesuai dengan rencana?*
(How is the today's class, Mam? Did it run according to the plan?)
- ET : *Ya sudah lumayan bagus Mbak. Anak-anak tadi saya lihat sudah mau ngomong walaupun beberapa ada yang gur meneng. Tadi saya lihat anak-anak yo podo gelem bareng-bareng nggawe dialog. Biasanya susah. Pas maju juga saya lihat speaking nya sudah lumayan bagus, walaupun ada yang belum bagus. Tadi saya lihat Putri yang biasanya gak mau ngomong, sudah berani ngomong. Tapi ya masih perlu ditingkatkan karena beberapa anak juga masih kurang bagus speaking nya. Tadi juga*

saya lihat mereka latihan dulu sebelum maju, Biasanya angel Mbak nek disuruh latihan.

(It is good. The students dared to speak although some of them remained silent. Unlike before, they created the dialogues together. When they performed the dialogues, they could make it although some couldn't. I also noticed that Putri who was typical of passive student had encouraged to speak English. But, their speaking skills still needed to be improved because some students got poor score. I also witnessed that they wanted to practice the cards before performing. Beforehand, they were reluctant to do that)

(Interview Transcript 7)

However, there were some students who remained silent while performing a dialogue. They produced very low voice that could not be heard clearly although had been encouraged by the teacher. They told that they could not speak English and feared that their English would sound funny. The following interview transcript was the proof:

R : *Lina, tadi kok kayaknya masih malu-malu gitu ngomongnya?*
(Lina, why were you shy at performing the dialogues?)

S17 : *Hehehe, soale aku gak bisa bahasa Inggris Miss.*
(*laughing* because I can't speak English, Miss)

R : *Nah kalau belum bisa makanya belajar, jangan malu gitu.*
(If you can't, you have to study hard. Don't be shy!)

S17 : *Susah Miss, ngomongnya susah. Aku malu.*
(It is difficult Miss, I am not confident)

(Interview Transcript 7)

3) Showdown Captain

In this activity, the students were divided into teams. The teams consisted of high achiever and low achiever students, boy and girl students. The students refused the team because they did not like the team members. They wanted the team to be created by themselves. The teacher did not grant it because the team might not be a heterogeneous team. Even though the team was rejected by the students, it did not really affect their performance.

The Showdown Captain activity was alive. The students listened carefully to the dialogues about asking and giving directions. The class was crowded when they were busy selecting the showdown captain. The high achievers by voting were pointed as the captain. The students were excited in listening and checking the answer. They requested the recording to be played more than one time. They celebrated the true same answer with their teammates. However, there were teams that did not do the activity using the instruction. The captain did not say 'show me the answer'.

The recording was played twice. The captain leaded the checking by saying 'Show me the answer,' the captains in the team were the high achiever students. The class was crowded because the students celebrated the right answer. Their face showed happy and satisfied face. However, I noticed that some team members in some teams did not pay attention to the role. They showed the answer before the captain asked them to do.

(Field Note 4, March 17th, 2014)

4) Fan-N-Pick

The students in their team were assigned with asking and giving directions of two maps. There was student A whose job was to hold the cards and said 'Pick a card, any card!' student B whose job was to pick the card and asked the direction, student C who told the directions, and student D who praised and coached if necessary.

Generally, the teams did the activity following the instruction. Their cooperation became solid because they really motivated the teammates who could not speak to speak. They worked collaboratively to attain speaking goals. The low achiever students also contributed to attain speaking goals using their capability

and skills. That result could be inferred from the following field note and interview transcript:

...For the example was Fuji's team. Her team repeated the activity several times. Zaky and Fuji were the high achiever students. Intan and Lutfi in the team would ask Zaki if they did not know what to say. They asked Zaki and Fuji to firstly model the activity by being the students B and C. Other teammates paid attention and listen carefully to what they said. After that, each team members experienced being student A, B, C, and D. Those two high achiever students without being insisted voluntarily assisted their friends. They showed the right answer to the wrong answer, modeled the correct pronunciation to the incorrect pronunciation, and correct the incorrect grammar patterns. Other teams did so such as Fahira's team and Jacinda's team. In Jacinda's team, Sulton who considered as the low achievers enthusiastically helped Cahyo with some English vocabulary that he was not familiar with. Jacinda several times was spotted was tutoring Cahyo and Lili the map. She showed where the certain places were located and told the ways to go there.

(Field Note 4, March 17, 2014)

R : Tadi *activity* yang *Fan-N-Pick* gimana?
(How's the Fun-N-Pick activity?)
S27 : *Oh itu. Mmm, nyenengin kok Miss. Aku tadi sebenarnya gak terlalu paham materinya karena banyak banget. Tapi tadi dibantu sama temen-temen, disemangatin juga sampe aku bisa ngomong hehehe.*
(Mm, it was fun Miss. I actually did not really understand the materials because they were too many. But my friends helped me, encouraged me to speak.)
R : *Itu bagus. Kalau Intan sendiri mbantu temen-temen gak tadi?*
(That's good! did you also help your friend, Intan?)
S27 : *Mbantu Miss. Zaki tadi gak mudeng Miss Nisa nyuruh ngapain terus aku jelasin.*
(Yes, Miss. I helped Zaki who did not understand the instruction).
R : *Berarti saling bantu ya? Good job!*
(So you worked together, didn't you? Good job!)
S27 : *Iya, Miss.*
(Yes, Miss)

(Interview Transcript 8)

The students felt happy about this activity because it was relaxed and supportive. The high achiever students tutored the low achiever students and they felt happy about it because by tutoring they could enrich and sharpen their speaking skills. For the low achievers, they benefited from the high achiever by getting clearer understanding about the materials. They also received feedback

from other team members that could reinforce their speaking skills. It could be inferred from the following interview transcript:

- R : *Gimana tadi belajarnya? Menyenangkan gak?*
(How's the class? was that fun?)
- S13 : *Seneng, Miss.*
(Yes, it was, Miss)
- R : *Cerita dong!*
(Tell me then!)
- S13 : *Tempat yang ditanyain kan beda-beda jadi lebih banyak latihan speaking nya.*
(The places to go were various so I practiced more often)
- R : *Team nya gimana? Saling bantu gak sih tadi?*
(How's the team? Did you work together?)
- S13 : *Team nya anaknya asyik asyik Miss.*
(The team was fun, Miss)
- R : *Jadi lebih enak belajar in a team ya?*
(So, do you like learning in team?)
- S13 : *Iya, Miss kalau aku. Kalau temen temen ada yang gak paham biasanya nanya aku. Aku jadi ikut belajar lagi dan lebih paham pelajaran bahasa Inggris.*
(Yes, Miss. If other teammates did not understand, they asked me. I indirectly learned again the materials, it could deepen my understanding)
- R : *Gimana rasanya belajar speaking di kelompok?*
(How's it learning in the team?)
- S21 : *Enak, Miss.*
(It was good, Miss)
- R : *Enaknya gimana?*
(What do you mean by good?)
- S21 : *Karena dapat menambah pengetahuan bahasa Inggris Miss.*
(Because it could enrich my English knowledge)
- R : *Pengetahuan yang kayak gimana tuh maksudnya?*
(What's that knowledge?)
- S21 : *Ya tentang arah tadi Miss. Jujur kosakata aku gak banyak tahu.*
(About the materials we had just learned Miss. I was lack of the vocabulary)
- R : *Oh gitu, jadi dibantu in ya ama temen-temennya.*
(I see. So, your teammates helped you)
- S21 : *Iya Miss.*
(Yes, Miss)
- R : *Kalau pengucapannya gimana? Afri udah bisa atau belum?*
(How is the pronunciation? Do you master it?)
- S21 : *Ya dikit dikit Miss. Tapi aku ngerasa sekarang lebih bisa sih ngomongnya.*
(Little, Miss. But I think I made progress with my speaking)

(Interview Transcript 8)

According to most of students, working in team brought more benefit than working individually. It could improve their speaking skills because of cooperation among the team members. This result was justified by results of aquestionnaire that was distributed to obtain the students' opinion about working with cooperative language learning. Among 30 respondents, half of them agreed that working with cooperative language learning advanced steadily their speaking skill. About 26% respondents agreed that cooperative language learning strongly affected their speaking skills. The results of the questionnaire were presented in the following table:

Table 6: The Result of Students' Questionnaire in Cycle 1

No	Questions	Options	Results	
			Students' Choice	Percentage
1	Does cooperative language learning help you to improve your speaking skills?	Strongly help	8	26,67
		Help	16	53,33
		Not really help	5	16,67
		Less Help	0	0
		No help	1	3,33

However, not all teams demonstrated cooperation. Some teams who rejected the team members showed less cooperation. They did not care about other team members' problems therefore only the high achiever students who gained great speaking score. It could be seen in the following field note:

The other teams, although did not show significant progress of the activity, they could finish the activity with some weaknesses. They did tutoring but did not work together. For example was Rifqi's team. His team ran the activity to the finish line, however he and Dzulfikar did not motivate Nando and Lina to take turns. Another team was Arum's team. Only Arum and Daffa took turns actively. Dafa was captured was encouraging Hesti and Tinta to dare to speak because they remained silent, but ut resulted in vain.

(Field Note 4, March 17th , 2014)

Teams who did not show cooperation were interviewed. The students said team members were uncooperative and selfish. They worked independently and never did the activity cooperatively. The students proposed a solution to create the team by themselves. It was inferred from the following interview transcript:

R	: <i>Gimana tadi kegiatan di kelas?</i> (How's the class?)
S6	: <i>Ya lumayan suka Miss.</i> (I didn't really like it, Miss)
R	: <i>Kok gitu? Tell me why?</i> (Why? Tell me!)
S6	: <i>Di kelompokku ada yang egois dan mau menang sendiri Miss.</i> (There were selfish teammates Miss!)
R	: <i>Oh gitu.</i> (Oh)
S6	: <i>Kerjanya juga sendiri-sendiri Miss.</i> (The team was uncooperative)
R	: <i>Gimana tadi kegiatan di kelas?</i> (How's the class?)
S09	: <i>Mmm, mmm, lumayan Miss.</i> (Mm, not so bad Miss)
R	: <i>Lumayan gimana maksudnya?</i> (What do you mean by that?)
S09	: <i>Kerjasamanya kurang Miss, lebih enak belajar sendiri. Mungkin lebih baik kalau kelompoknya milih sendiri Miss.</i> (The cooperation was poor, Miss. It was more enjoyable to learn individually. Perhaps it is better if we can choose our own teammates)
(Interview Transcript 8)	

b. Applying Classroom English

English was always used to greet the students and checked their condition. The students could respond to expressions using appropriate answers and followed by asking the teacher's condition 'I am fine, thank you, and you?' even though some students especially the low achiever students did not respond to the greeting. English was also used at the beginning of the meeting to activate the

students' background knowledge. The students could keep conversations going by responding to the teacher's question and showed a positive response by asking the teacher the words that they did not understand. It was seen in the following field note:

'Hobbies. This is what we are going to talk about today. What is your hobby Arka?' Arka thought for a while and then said 'Sleep, Miss.' The other students laughed at his answer. 'Sleeping? Sleeping is not a hobby, Arka. Hobby is something you love to do.' 'Yo aku suka tidur, Miss.' 'Mmm, hobby is something you love to do in your free time.' 'Free time itu apa Miss?' asked Arka. 'Free time is waktu luang.' 'Ooo, play PS, Miss.' 'Only playing PS?' asked me then. 'Iya, Miss.'

I asked the same question to another student. 'AnisaAyu, what is your hobby?' She vigorously answered with a smile. 'Cycle, Miss.' 'Cycling' corrected Fahira. 'Only cycling, Anisa?' asked me further. 'Mmm' she searched for another hobby. 'Swimming Miss.' 'How often do you go swimming?' she were clueless about the question.

(Field Note 1, Jan 21st, 2014)

English was also used by the teacher to give command like 'work in pairs, listen carefully to the dialogue, louder please, look at page ..., and repeat after me'. The students showed responses by saying 'ok, Miss' or nodding their head. It was seen that they understood the command. Besides command, English was used to confirm. Expressions like 'do you get the point? Are you ready? Can you understand that? Any questions?' were used in the class. The students said 'Yes, Miss'. That English interaction could be found in the following field note:

The first activity was Showdown. 'Now, look at page 1 part 1!' instructed me to the students. I described the activity until the students got the point. 'Do you get the points?' confirmed me. 'Yes, Miss.' some of the students nodded their head. The students then selected one team member who would be the captain. 'Choose the best student in your team to be the captain.' The class was crowded as they were busy doing the captain election. 'Are you ready?' 'Yes, Miss.' Then the activity began.

(Field Note 4, March 17th, 2014)

Whenever there was time to speak English, English was used to interact with the students. When they needed the teacher's help, the teacher tried to build

English conversation with them. When they did not know how to say it in English, they asked his friends especially the high achiever students to help them. This positive interdependence resulted in knowledge exchange that brought good for both of them. The cooperation could be seen in the following field note:

I distributed the handout of the next activity to the students. Sulton said in Bahasa that he has not got the handout. I did not accept Bahasa to ask handout. I ordered him to ask Zaky. Zaky tutored Sulton. 'Can I have the paper, Miss?' asked Sulton. 'Sure!' I gave him the handout. Suddenly, Cahyo also asked the handout because he has not received one. Zaky did tutoring to Cahyo.

'Miss!' shouted a group of the students at the corner. 'What can I do for you?' 'Sawah bahasa Inggrisnya apa, Miss?' (What is sawah in English?) 'In English, please!' 'Aduh piye, aku ra iso.' (Oh My God. I can't say that) 'Try!' 'English nya sawah what Miss?' 'O, what is the English of sawah?' 'Iya itu maksudnya, Miss.' (Yes, that's what I mean) 'In English please. Ikuti tadi kalimatnya Miss Nisa.' (Please repeat my sentence) 'Piye cah waraih.' (Guys, please help me) 'Luthfi asked his friends' help. His friend tutored him the question. 'What is the English of sawah, Miss?' asked Luthfi imitating his friends. 'Rice field.' 'Tulisannya gimana, Miss?' (how do you spell that Miss?) asked him again. 'English pleaseeeeeeeeeeeeeee!' Suddenly Sulton helped Luthfi spell rice field.

(Field Note 2, March 10th, 2014)

The high and low achiever students were interviewed about using classroom English. The high achiever students said classroom English challenged them to speak English because there was a partner who initiated speaking in English. It could be inferred from the interview transcript below:

- R : Zaky, suka gak kalau Miss Nisa ngomong pakai bahasa Inggris di kelas?
(Zaky, do you like if Miss Nisa uses English in the class?)
- S33 : Suka Miss, tapi jangan kecepeten.
(I like it, but please don't speak too fast!)
- R : Sukanya gimana?
(Why?)
- S33 : Karena ada yang ngomong pake bahasa Inggris, jadi aku njawabnya juga pake bahasa Inggris.
(Because I have a pratner who speaks English, so I answer in English)

(Interview Transcript 8)

The low achiever students said that they got a problem in using classroom English in the class in a term of how they reacted to it. Some expressions were understood by them, and some others were not. They proposed the use of bilingual classroom. For every expression in English, the teacher should translate it into Bahasa. It could be seen in the interview transcript below:

R	: <i>Ohya, Miss Nisa kan sering pakai bahasa Inggris di kelas. Kalian paham gak?</i> (Do you understand if I use English in the class?)
S22	: <i>Ada yang paham ada yang enggak Miss. Mbok pake bahasa Indonesia aja Miss.</i> (I understand some, some are not. Why don't you use only Bahasa Miss?)
R	: <i>Kan kelas bahasa Inggris bukan bahasa Indonesia.</i> (It is an English class, not Bahasa class)
S22	: <i>Ya udah di translate aja Miss.</i> (It is better to translate it Miss)

(Interview Transcript 8)

c. Giving listening and vocabulary tasks

The speaking activity was opened by a listening activity. In this activity, the students did well in listening comprehension by almost answering the right answer. The teacher reiterated the students to listen carefully to expressions that being uttered by speakers. The listening and vocabulary tasks successfully served as inputs in the class.

Through listening, the students obtained grammar, vocabulary, pronunciation including stress and intonation, what things were said in specific contexts, rate of pause, and turn taking.. It could be seen in the following interview transcript:

R	: <i>Nah, dari dialog yang diperdengarkan tadi, apa yang bisa kamu pelajari untuk membantu speaking?</i> (What did you learn from the listening activity to your speaking skill?)
---	--

- S34 : *Mm, apa ya Miss. Menurutku sih dari rekaman tadi yang diputer kita bisa belajar cara ngomong yang bener kayak orang sana. Jadi kalo kita ngomongnya salah gitu kita tahu karena gak sesuai sama tadi yang didenger di rekaman.*
 (Mmm I learned the pronunciation Miss, so if I made pronunciation mistakes I could realize it because it did not sound like in the recording)
- S 29 : *Mm, jadi lebih sering denger sih cara orang bule ngomong. Dari situ kan kita bisa belajar Miss ngomong yang bener yang kayak mereka gimana. Jadi kalo ngomong gak aneh gitu Miss, masa bahasa Inggris kedengerannya kayak medok gitu.*
 (I was accustomed to listen to the way native speakers spoke. From that, I learned the right pronunciation and tried to produce English like it should be spoken)
- (Interview Transcript 8)

A vocabulary task that was taken after listening activity also brought good to the students. The good of this activity was the students had a vocabulary list about what to say that helped their ideas boosted. As a result, they used correct vocabulary in performing the expected competency. It could be seen in the following interview transcript:

- R : *Dita, apakah latihan kosakata yang Miss Nisa kasih menambah penguasaan kosakata bahasa Inggris Dita?*
 (Dhita, did the vocabulary task enhance your vocabulary mastery?)
- S2 : *Iya Miss, jadi aku gak usah bingung kalau mau nyari kata. Kebanyakan udah dikasih tahu Miss Nisa diawal.*
 (Yes, Miss. I was not upset to look for the words I want to say. Most of them were provided by Miss Nisa)
- (Interview Transcript 8)

d. Giving pronunciation practices

The pronunciation practices were done after the students listened to the dialogues and when the teacher modeled materials. First, they listened to the dialogues and perceived the right pronunciation by native speakers. Second, together with the teacher, the students had pronunciation practices of the expressions and vocabulary related to the topic. At the beginning, most of the

students produced low voice that indicated their uncertain pronunciation. They heavily opened their mouth. The teacher urged them to sharpen their mouth and not to fear of producing wrong pronunciation. The students should sharpen their mouth and were not allowed to just mimic. It could be found in the following field note:

But then, some students were shy to pronounce the words. 'Now, please repeat after me. Look at my mouth saying the words.' The teacher pronounced each word then was followed by the students. Some of them hardly open their mouth. I encouraged them to open their mouth. 'Alivia, please open your mouth. Don't be shy. Kalau ini lucu, maka semuanya juga terlihat funny (If it is funny, everyone is doing silly thing). Come on! Putri juga!'

(Field Note 2, March 10th, 2014)

In cycle 1, the students' pronunciation score increased from meeting to meeting. It occurred because pronunciation was seriously stressed out in the class. The teacher repeated words or expression pronunciation several times to ensure all the students had accurately pronounced them. According to the students, pronunciation practice was very helpful. It could be inferred from the following interview transcript:

R : Menurut April, latihan pengucapan tadi gimana? Membantu gak dalam mengucapkan kata dalam bahasa Inggris secara benar atau malah nambah susah?

(April, what do you think about the pronunciation practice? Does it help you to speak better or worse English?)

S3 : Membantu kok Miss, ya walau aku ngomongnya agak susah.

(It works Miss although for me it is still difficult)

R : Membantu gimana maksudnya?

(In what way does it work?)

S3 : Miss Nisa jelas ngomongnya jadi aku tahu cara ngomongnya hehehe.

(You gave clear pronunciation model so I know the right pronunciation)

(Interview Transcript 8)

e. Distributing material handouts

Handouts that served as guidelines of the teaching learning process were effective to save the teaching and learning process. The students said that they could learn more effective without copying dialogues into their workbook that had spent a lot of time. There was a lot of time remained to practice speaking. By compiling the materials and tasks in a handout, the class seemed more manageable. The students focused on the activity they were in and could see what next activities they would have. It could be seen in the interview transcript below:

R	: <i>Fuji, tadi Miss Nisa udah kasih handout buat belajar. Gimana menurut Fuji?</i> (Fuji, I distributed handout to learn. What do you think?)
S14	: <i>Iya Miss kayak gitu aja, biar gak usah nyatet. Nyatet itu capek loh Miss.</i> (It is a good idea, Miss that we don't need to write down the dialogues that is so tiring.)

(Interview Transcript 6)

f. Using media

Media in cycle 1 had ultimate goals to catch the students' attention and to help the students internalized the materials. Therefore, they were presented in attractive forms such as pictures. The pictures included photographs and maps. In general, the use of media in cycle 1 was a good way to invite the students to participate in the class.

For an example, the use of picture at the beginning of a meeting fostered a topic on the students' mind. The topic without being explained in a long time drew students' attention because of the picture. As a result, the students managed to grasp the materials. It could be found in the field note below:

I presented a hobby picture on the LCD. All the students looked at the picture seriously. They thought of what the picture was about. I have not asked any question yet when Fahira made a guess 'Hobby!' 'Good, Fahira!' praised me. All the students then guessed each hobby on the picture. 'Singing, ndengerin music... Itulagi main bola, yang itumasak.' 'Yes, that's true. What is this?' I pointed at a dancing picture. 'Dancing, Miss!' 'Good!' I then wrote down the topic on the whiteboard. The students looked enthusiasm and could not hold their breath to mention sort of hobbies.

(Field Note 2, March 10th 2014)

3. Evaluating Actions

After completing the cycle 1, the research team took an evaluation to see how far the action implementations brought changes. The changes included the students' speaking achievement, their attitude in the class, and their participation. The data from the observations, interviews, a questionnaire and speaking tests were analyzed. The details of the evaluation were reported as follows:

a. Applying cooperative language learning

Cooperative language learning activities encouraged the students to take a lot of speaking practices. Pairs and teams that consisted of high and low achiever students stood as cooperative teams. The high achiever students served as the tutors for the low achiever students, and the low achievers also contributed to the team by doing what they were capable of. The cooperation resulted in attaining the speaking goals. The students dared to speak English, and they spoke with little hesitation, good pronunciation and correct grammar. They also used correct vocabulary.

The insecure feeling in the class fed away as there was no students who laughed at them but helped them to solve their problems. The students' participation went along with their speaking achievements. The students raised

questions very often when they did not understand clearly what was meant. They also asked the teacher to check and give feedback on their pronunciation and work. As a result, the class was alive and busy. Although it seemed hard to manage, the crowd was happened in a positive way.

However, some students disliked the team because of the team members. The team members did not show cooperation among them. They were selfish and uncooperative. There were also students who although had been encouraged by team members to speak up still demonstrated poor English and low participation. Regarding many of the good effects brought by the students, the research team would continue working with cooperative language learning in the speaking class. There would be some modification in the next cycle in respond to problems occurred in the cycle 1.

b. Applying classroom English

The use of classroom English during cycle 1 was effective to encourage the students to speak English since there was two-way communication between the teacher and the students. The students answered the teacher's questions, command or praise in English. They also showed gesture such as nodding head to show that they understood what the teacher said. The high achiever students did not have problems with the classroom English because they could easily adjust themselves. In another hand, the low achiever students needed translation for the words.

Besides to improve the students' speaking skills in the class, cooperative language learning also supported the use of classroom English. The teacher in

every situation where it was possible urged the students to speak in English. The low achiever students who could not say the sentences or questions in English straightly asked the high achiever's help. This cooperation was really valued in the class and brought positive interdependence among the students.

c. Giving listening and vocabulary tasks

The listening activity successfully served as a model for the students. Through dialogues, the students acquired pronunciation, vocabulary, and setting when they particularly took places. The students were very excited in listening to dialogues. They admitted that they did not encounter problems while listening. A vocabulary task that followed the listening activity was really helpful. The students gained vocabulary lists from the recording that were used in speaking activities.

d. Giving pronunciation practices

Pronunciation practices were meant to introduce and accustom the students to the correct pronunciation. Because their pronunciation was considered poor, the teacher employed choral, group and individual pronunciation practices. Those practices resulted in correct pronunciation, stress and intonation. The students in cycle 1 were insisted to sharpen their mouth and tongue imitating the way native speakers and the teacher pronounced words. Although some students grudgingly opened their mouth at the beginning and did not have confidence, the teacher kept pushing them. The pronunciation practice was planned to be sustained in the next cycle because of its good effect on the students' pronunciation.

e. Distributing material handouts

The handouts were the materials compilations and tasks that the students would do in a meeting. The use of the handout saved the time. The students did not need to write down the materials and tasks as they were written on the handout. The teacher also benefited from the handouts by having time to be allocated to other activities. In this way, speaking practices were given a great deal of time.

f. Using media

Media in the cycle 1 were in the form of pictures, situational cards and maps. The pictures were displayed at the beginning of the meeting. They successfully engaged the students to follow the class. When the pictures were brought to them, they made a guess without being asked. The situational cards were cards about instructions that they had to do with their partner. A map was intended to give them the places that they would find in the city.

The cards and the map were successful to help the students understand the situations where the expressions usually uttered. Besides, the students were exposed with many situations on the cards and maps that made them deal with many speaking situations.

Overall, the implementation of cycle 1 demonstrated good result as the indication of great learning progress. The evaluation of cycle 1 was summarized in the following table with the goals of the cycle as the indicators:

Table 7: The Report of Cycle 1

No	Goal	Report
1	Creating English atmosphere in the class that urged the use of English.	This goal had been achieved even though it was not successfully achieved. In the process, the teacher encouraged the students to speak English by interacting with them in English. English was used between the teacher and the students for simple instructions (e.g. Listen to the dialogue carefully, look at page 1 task 1, follow me, repeat after me, please work with your team, please turn your chair, please ask your teammates), simple questions (e.g. What date is today? What are your hobbies? Do you get the points? Any questions?), and simple interactions (e.g. How are you? How are you doing what are you doing?). English was used among the students to thank others, considering that they were beginner in English. This action succeeded for the high achiever and some low achiever students. The high achievers were not hesitant to answer and follow the instructions. In contrast, the low achievers still needed some assistance to adjust themselves with English. Considering the good start of classroom English, the research team concurred that the English atmosphere was created through the use of classroom English and therefore classroom English would be continued in cycle 2.
2	Improving the students' speaking skills in the term of fluency, pronunciation, accuracy, and vocabulary.	The students' fluency, pronunciation, accuracy and vocabulary elevated from meeting to meeting. It was proven by the result of their speaking score as the instrument to assess their speaking skills. The result went along with the result of the teacher observation, questionnaire, and the students interviews. The teacher observation informed that the students' pronunciation had sharpened, their understanding about the materials were higher. The result of the questionnaire and the students' interviews spoke about cooperative language learning had helped them in speaking English. However, many low achiever students still demonstrated poor English.
3	Decreasing the students' fear to participate in the class.	The students' participation in the class had been a concern in this research as this issue was crucial. In the speaking classroom observation, the students were passive. They tended to remain silent, did not answer the teacher's questions, did not raise any questions, and did not have the courage to practice the dialogues. During the implementation of the cycle 1, the students' fear decreased as they unveiled their

		worry. They always answered the teacher's questions, followed the instructions, and asked whenever they needed hand and feedback. However, it was dominated by the high achiever students. Many low achiever students did not pay attention to the teacher's explanation and questions.
--	--	---

C. Cycle II

1. Planning Actions

Based on the evaluation of actions, the researcher found that the actions had not totally improved the students' speaking skills. In cycle 2, the focus of the research had not been changed. The actions in cycle 1 would be continued in cycle 2. Cycle 2 was expected to result in better improvement of the students' speaking skills. After actions were formulated, a course grid and lesson plans were designed that were guided by the research supervisor. The actions were described in the following table:

Table 8: The Field Problems and Actions in Cycle 2

No	Actions	Field Problems
1	Applying cooperative language learning in the class.	Although the students' fluency, accuracy and vocabulary had improved, the level was not categorized as great yet. The low achievers still produced incorrect grammar, spoke hesitantly and slowly, and had low comprehension about the materials. While the high achievers had demonstrated clearly good speaking result
2	Applying classroom English during the teaching learning process that emphasized on the low achievers' interaction in English.	The number of the students who spoke English to communicate in the class was small. The participation was dominated by the high achievers because they had already equipped themselves with good English.
3	Giving listening and vocabulary tasks	In the term of pronunciation, the students still found problems about

4	Giving pronunciation practices	sharpening mouth and using incorrect stress and intonation.
5	Distributing material handouts	
6	Using media	

Goals of a speaking class that were expected to be realized in cycle 2 were:

1. Creating English atmosphere in the class that urged the use of English.
2. Improving the students' speaking skills in the term of fluency, pronunciation, accuracy, and vocabulary.
3. Sustaining and improving the students' participation in the class.

a. Applying Cooperative Language Learning

The results of the students' fluency, pronunciation, accuracy and vocabulary in the cycle 1 demonstrated a good start. The result led into a tentative conclusion that the implementation of cooperative language learning in cycle 1 had successfully brought positive change into the students' speaking skills. For that reason, the research team agreed to keep at cooperative language learning in cycle 2.

Despite that good result, not all students exhibited that good start especially the low achievers students. There were some students who made tiny improvements from meeting to meeting in cycle 1. There were still some teams that were unenthusiastic and unwilling to work together with their teammates.

As a solution to the unwilling cooperation in the team, teams in cycle 2 were formed by the students with one condition that the team should consist of high achiever and low achiever students. This solution was for decreasing the

number of the students whose speaking achievements were low. By permitting them to create the team by themselves, it was expected that the teams could encourage them to have more speaking discussions and practices.

Cooperative language learning activities that would be applied in the cycle 2 were Numbered Head Together, Team Stand N Share and Stand Up-Hand Up and Pair Up. Two activities, Numbered Head Together and Team Stand N Share would be done in team, while Stand Up-Hand Up- Pair Up would be done employing the whole class.

b. Applying classroom English

Results of the classroom English in cycle1 had good impact on the students' interaction in English. They responded to the teacher's instructions by doing what were instructed. They answered the teacher's questions in English and they gave a try to themselves to practice speaking English. Thus, the research team would keep implementing classroom English as a way to introduce English and stimulate the students to speak English.

There were no changes of classroom English in cycle 2. However, the research team planned to interact with the students in English as much as possible in any English potential situation. The use of English was enlarged not only for small areas of teaching, but also for ongoing conversations with the students.

c. Giving pronunciation practices

An aim of having pronunciation practice in cycle 2 was to familiarize the students with the right pronunciation. The amount of pronunciation time was

increased as the students were still shy to pronounce the right words and sentences.

The other three actions that had been implemented in the cycle 1 were also carried out in the cycle 2 without any modification. They were: giving listening and vocabulary tasks, distributing materials handouts and using media.

2. Taking Actions

Cycle 2 was done in three meetings with one basic competency taught. Reports and effects of the action implementations were described completely in the following discussions:

a. Applying Cooperative Language Learning

The use of cooperative language learning in cycle 2 had improved the students' speaking skills. The students' speaking scores in cycle 2 was better than in cycle 1. The improvements were described as their speed of speaking increased, their pronunciation were correct, their vocabulary increased, their hesitations decreased and their grammatical error decreased as well.

The results of speaking tesst were supported by results of aquestionnaire. The student queried whether during working with cooperative language learning had improved their speaking skills. The results showed that the majority of students agreed that cooperative language learning had helped them elevated their speaking skills. No students fulfilled that cooperative language learning did not help them to speak English. The results of the questionnaire were presented in the table below:

Table 9: The Result of Students' Questionnaire about working with cooperative language learning

Question	Options	Results	
		Students' Choice	Percentage
How are your speaking skills after learning with cooperative language learning?	Improved a lot	6	18,75
	Improved	24	75,00
	Do not really improved	0	0
	Do not improve	0	0

The implementation and effects of cooperative language learning activities were reported completely as follows:

a) Numbered Heads Together

This activity was in the form of listening activity in which the students listened to a monologue and did listening comprehension afterwards, discussed answers together, and showed the answers to the whole class. They felt happy and excited playing the activity. They could not resist their temptation to show the answers. It could be found in the following field note:

The monologue was played twice. After that, the students played Numbered Head Together. They displayed excitement toward the activity by really getting involved. They snatched showing the answer. The students' answers were all true, and it led into indication that they had good listening skill. However, the focus of the listening is not to develop their listening skill, but to introduce the language. So, I opened the discussion about the materials by offering a question 'Now, from the monologue we have just listened, can you describe your friends?' The students did not answer to my questions. But I could read their face that they said yes but still not sure how to put the ideas into the right order.

(Field Note 5, March 20, 20014)

The students were interviewed about this activity. They told that they loved playing it because it was fun. They discussed the answers together so that they could really understand the monologue. It could be inferred from the interview transcript below:

R : *Gimana tadi activity Numbered Head Together nya?*
(How's the Numbered Head Together activity?)

S19 : *Seru, Miss!*
 (Fun, Miss!)

R : *Tadi jawabannya di diskusikan gak sama temen-temen?*
 (Did you discuss the answer?)

S19 : *Iya Miss, itu mbuat aku lebih paham rekamannya.*
 (Yes, Miss. It made me better in understanding the recording)
 (Interview Transcript 8, Appendix B)

b) Team Stand N Share

Team Stand N Share was a speaking activity in which the students in their team made a spoken monologue descriptive text of a public figure. They made the monologue in the team and reported results in front of the class in turn. The students showed high enthusiasm and cooperation for playing the activity. Without being often alarmed, the students worked collaboratively. All teams were captured doing discussion with other teammates. They constructed the text together. They collected and organized information, discussed the correct description, managing the students' arrangement to perform, and practiced the text in turn in the team. It was found in the following field note:

I shouted 'let's play Team Stand N Share, and the students started working on the activity. I wrote on the white board the name of the activity. The team was captured busy and alive. They observed the photograph and tried to identify what items should be described. The discussion was on. First, they collected the information about the photo. They exchanged information, did brainstorming about making the sentences and had a little of debate. Second, they wrote down the information. One student became the note taker whose job was to note down the sentences.

(Field Note 5, March 20, 20014)

The students' interaction among teams in the class emerged. They called on their neighbor teams more often than the teacher to help them in working. The teacher at that time was busy counseling a team when almost all teams asked help. Suddenly without being commanded, they turned to another team to get help. It

seemed that the students were accustomed to cooperation. It could be seen in the following field note:

I was surprised by the students' cooperation. When I was checking a team work, the other teams that on waiting list consulted their work to another team. They did team tutoring without being warned by me.
(Field Note 5, March 20, 20014)

The students were interviewed about the activity. They said that the activity was fun. They worked together and supported each other in the team. By working in a team, the students could get more ideas and more help. They also said that they preferred the current team to the previous team. The current team was more alive and full of supportive energy. It could be inferred in the following interview transcript:

R : *Anisa Ayu, gimana tadi Team Stand N Share activity nya?*
(Anisa Ayu, how's the Team Stand N Share?)

S3 : *Seru Miss. Tapi tadi agak grogi juga sih hehe.*
(Fun Miss, but I felt a little bit nervous)

R : *Serunya gimana?*
(What do you mean by fun?)

S3 : *Ya kan tadi kelompokan, jadi lebih banyak ide, lebih banyak yang bantuin juga. Jadi gak cuman satu orang aja yang kerja.*
(We were put in a team so we gained more ideas and more people who got involved. All the team members worked together)

R : *Oh gitu, kompak dong team nya. Eh tadi Miss Nisa lihat Tinta sudah PD loh ngomongnya pas maju.*
(Oh I see, it was a solid team. I saw that Tinta was more confident)

S3 : *Tadi sebelum maju kita sepakat kalau masing-masing harus berani ngomong biar nilai kita bagus Miss.*
(Before performing the monologue, we agreed that everyone should speak so as to get the good score)

R : *Sama team yang kemarin asyik mana?*
(Compare to the previous team, which team is better?)

S21 : *Yang ini Miss. Mending kayak gini aja Miss, cowok cowok cewek cewek. Biar bisa lebih kompak.*
(The current team, Miss. I prefer this team that boys go with boys and girls go with girls to the previous team. It is more solid)

R : *Oh gitu. Tapi kalau belajarnya lebih mudah mana? Kelompok yg sekarang apa yg dulu?*

(Oh I see. In term of learning, which team do you prefer to study with?
 S21 : *Yang sekarang lah Miss.*
 (The current team Miss)

(Interview Transcript 8)

c) Stand Up- Hand Up and Pair Up

The students described their own favorite star individually when they played Stand Up-Hand Up and Pair Up. All students shared their descriptive text with three different partners. The teacher advised them to take the closest partner. They looked very happy when they handed up and looked round the class to look for a partner to share.

A text that the students created was not checked by the teacher. They made it at home as homework. The teacher and the collaborator visited each pair to assess their speaking skill. In the first sharing, the student spoke slowly and hesitantly. They were very careful at picking the words and putting them into sentences. In the second sharing, their errors of using verbs decreased. They could correct the mistakes produced by themselves. Some pairs that had high achievers did peer tutoring. They could speak less hesitant and more confident. In the third sharing, the students performed better than the previous one. Their grammatical errors were fewer, their pronunciation were correct, and their fluency increased.

The students then were interviewed to listen to their opinion about the activity. Both, high achiever and the low achiever students told that they loved the activity. It was more enjoyable and relaxed. They could speak confidently without being worried. It could be inferred from the following students' interview transcript:

- R : *J, gimana tadi kelasnya? Was it fun?*
(J, how's the class? was it fun?)
- S16 : *Yes Miss, fun banget.*
(Yes, Miss it was tottaly fun.)
- R : *Fun nya gimana?*
(Where was the fun?)
- S16 : *Lebih PD aja sih Miss kan karena cuman berdua.*
(I was more confident Miss because we spoke in pairs)
- R : *Gitu aja nih?*
(Just it?)
- S16 : *Kalau dibandingin sama yang kemarin sih lebih seneng yang sekarang ini.*
(Compare to the previous activities, this was my favorite)
- R : *Oh gitu, bagus deh! Kalau sekarang kemampuan speaking J gimana? Nambah atau sama aja?*
(Happy to hear that! How's your speaking skill now? Does it increase or decrease?)
- S16 : *Nambah Miss, nambah pengetahuan yang jelas, nambah PD juga, sama nambah lancar apa ya Miss.*
(It increases Miss. My knowedg, confidence and fluency increase)
- R : *Eva, gimana tadi kelasnya?*
(Eva, how's the class?)
- S12 : *Asyik Miss! Hehe*
(Fun, Miss)
- R : *Asyiknya gimana?*
(What do you mean by fun?)
- S12 : *Gak malu Miss ngomongnya sama lebih santai aja hehe.*
(I was not shy to speak. It was more relaxed)
- R : *Oh gitu. Kalau sekarang kemampuan speaking Eva gimana nih?*
(Oh, how's your speaking skill now? Does it increase or decrease?)
- S12 : *Udah lebih bagus Miss. Kalau speaking, mending gini terus aja Miss.*
(It increases Miss. It is a good idea to always have this activity in the speaking class)
- R : *Tapi 10 kali ya sharing nya gimana, mau?*
(10 times sharing, is that ok?)
- S12 : *OkMiss!*
(Ok Missssssss!)

(Interview Transcript 8)

b. Applying Classroom English

Classroom English in cycle 2 was better than in cycle 1. The students now always used English to greet, ask condition, respond to commands, and ask help.

The students were familiar with simple and common English expressions to confirm, request, and give command. They chorally replied with 'yes' or 'no'. The students' English became rich as the teacher used English frequently in the class.

The example was English for greeting. The students could reply the greeting correctly. After general greeting, the teacher pointed some low achiever students who did not pay attention to it. They could answer the greeting correctly and confidently. This fact indicated that the students were confident to use English in the class. The situation was described in the following field note:

I greeted the students, checked their condition and called the rolls. Nobody was absent. 'Good morning, Students.' 'Good morning, Miss!' 'How are you doing?'
 'I am fine, thank you. And you?'
 'I am very good. Is everybody here?'
 'Yes, Miss.' answered the students chorally. I approached Dzulfikar who is talking with his neighbor and asked his condition.
 'How are you doing, Dzulfikar?'
 'I am fine, Miss.'

(Field Note 5, March 20, 2014)

The students' enthusiasm in using English rose. They asked what the teacher was talking about when they could not grasp conversations. When the students inquired about some difficult vocabulary, the teacher used the time to introduce English to them. Bahasa Indonesia was not accepted, but the teacher would guide the students if they did not have knowledge about words that should be used.

Their reaction was incredibly positive. They seriously listened to the teacher and imitated the expressions. This reaction suggested that the students were fine with classroom English and showed positive responses toward it. The situation of that classroom English was found in the following field note:

‘Miss, lesung pipi bahasa Inggrisnya apa?’ asked Zara. ‘In English, pleaseeee!’ ‘Miss, gimana?’ she asked with serious and curious face. ‘You mean, what is the English word of lesung pipi?’ ‘Yes Miss.’ ‘Repeat pertanyaan Miss Nisa tadi’ ‘What is the English word of lesung pipi?’ ‘Dimple. It is dim.pl. Repeat after Miss Nisa. dim.pl’ ‘The students pronounced the word. I left the team when they successfully pronounced the word. ‘Thank you Miss.’ ‘You are welcome.’

I noticed that all the students who had been encouraged and motivated by me thanked me for helping them. They said ‘thank you, Miss. Thank you so much, Miss.’ I approached Fuji’s team to listen to her opinion about the team. ‘Hey, Fuji! How is your team?’

‘Mmm, apa maksudnya Miss?’ ‘Do you like this team?’ ‘Yes Miss.’

(Field Note 5, March 20, 20014)

Unlike in cycle 1, in cycle 2 the students used English to open conversations. They bravely initiated to speak English with the teacher. It implied that the students’ English awareness in the class grew. They were not asked to speak English but they did it. It could be found in the field note below:

I arrived in the class with the collaborator and immediately set the teaching equipment. Two students approached me to offer help as there was a problem with turning on the LCD.

‘Miss, may I help you?’ ‘Please help me to switch on the LCD, Aldi. ‘Ok Miss.’ The LCD was on finally. ‘Thank you Aldi’ ‘You are welcome, Miss!

(Field Note 5, March 20, 20014)

To introduce a topic with the students, questions were usually offered to the students in English. In cycle 2, the students who got the first turn were the high achiever students. The low achiever students followed. That action was intended to give models for the low achiever students. It resulted in a great outcome. The low achievers copied the models and delivered answers confidently. It could be inferred from the field note below:

I asked the high achiever students to give model to the low achiever students. ‘Ok, I can hear your voice. Aldi, who is your favorite star?’ ‘Michael Jordan.’ ‘What is he?’ ‘Basketball player, Miss.’ ‘What does he look like?’ ‘Mmm...’ Aldi did not answer the questions. I moved to the next student. That was the low achiever students. ‘Luthfi, who is your favorite star?’ ‘Mmm, Christiano Ronaldo Miss.’ ‘What is he?’ ‘Football player, Miss. ‘What does he

look like?' Luthfi remained silent and did not answer my questions. 'Dhita, who is your favorite star?' 'Mario Maurer Miss.' 'What is he?' 'Artist Miss.' 'What does he look like?' Dhita showed the same respond as Aldi and Luthfi. All the students stop at the third question. I then said that the third question was the question of asking for somebody's physical appearances.

(Field Note 5, March 20, 20014)

The students were interviewed about the implementation of classroom English in the class. They said that they felt very cool to speak it. The more they listened to English, the more they were encouraged to speak English. They also said that it was a good idea to apply classroom English frequently in the class. It could be seen from the interview transcript below:

- | | |
|-----|---|
| R | : <i>Hi, Aldi! Gimana kalau English class ngomongnya pakai English terus?</i>
(Hi, Aldi. How about using classroom English as many as possible in the class?) |
| S29 | : <i>Hahaha, gak papa Miss.</i>
(*laughing* It is ok, Miss) |
| R | : <i>Serius?</i>
(Are you serious?) |
| S29 | : <i>Iya Miss, kalau gak tahu kan bisa tanya Miss Nisa.</i>
(yes Miss, if I don't understand, I will rely on your hand) |
| R | : <i>Ok. Gimana nih menurut Aldi penggunaan bahasa Inggris di kelas selama belajar</i>
<i>Kemarin? Apa manfaatnya buat Aldi?</i>
(Fine! What do you think of the use of classroom English during the class? what is the benefit?) |
| S29 | : <i>Jadi lebih sering denger sih Miss, awalnya aku cuman dengerin doang</i>
<i>Miss Nisa ngomong, aku mudeng, lama-lama jadi pengen ngomong pake</i>
<i>bahasa Inggris juga.</i>
(It makes me very often listen to English Miss. At the beginning I only pay attention to what you are talking. I understand. But then, it challenges and stimulates me to speak English) |
| R | : <i>Dita, sekarang udah PD nih kayaknya ngomong pake bahasa Inggris.</i>
(Dita, you look so confident to speak English now) |
| S2 | : <i>Makasih Miss. Kalau ngomong pakai bahasa Inggris keren ya Miss hehe.</i>
(Thank you, Miss. I feel very cool to speak English) |
| R | : <i>Oh iya dong.</i>
(Certainly!) |
| S2 | : <i>Jadi gak papa ya kalau pake bahasa Inggris terus?</i>
(Is it ok to apply classroom English frequently in the class?) |
| R | : <i>Mmm, gak papa sih Miss asal aku muden, kalau gak translate. Jangan</i> |

kecepeten Miss.

(Mmm, it is ok Miss, as long as I can understand that. If I can't understand, translate Please! Don't be so fast speaking English, Miss!)

(Interview Transcript 8)

c. Giving pronunciation practices

Pronunciation practices in cycle 2 had no difference with pronunciation practices in cycle 1. The students had choral, group and individual pronunciations. Because the low achiever students were still shy to sharpen their mouth, the teacher emphasized pronunciation practicea on them. They were pushed to pronounce words and sentences until they got the correct forms. Pronunciation practices were enlarged to every situation where it was possible to do them. This way had a positive impact on the students' pronunciation as their mouth had been familiarized with pronunciation. It could be inferred from the following field note:

I drilled the students with the pronunciation practices. First, the students did choral pronunciation, then group pronunciation and finally individual pronunciation. I moved my hand as a sign to point the groups. The same way went to the sentences as well. Right after I explained the materials, I pressed the students to open their mouth widely and pronounce the right pronunciation.

'No, it is incorrect. Repeat after Miss Nisa, please! pɔm.tɪd nouz'

The students could not pronounce the phoneme d after t.

'pɔm.tɪd nouz. hi: həz ɛɪ pɔm.tɪd nouz'

I praised their effort and result. 'That's good! One more time please repeat the sentence!'

I don't stop drilling the pronunciation until all the students got the right pronunciation.

'Nando, please'

'Alivia, please.'

I also replayed the monologue as a model to strengthen their pronunciation. This way was workable as all the students loudly and correctly pronounced the words and expressions.

‘What is the English word of lesung pipi?’
 ‘Dimple. It is dim.pl. Repeat after Miss Nisa. dim.pl ‘
 The students pronounced the word. I left the team when they successfully pronounced the word.
 ‘Thank you Miss.’
 ‘You are welcome.’

(Field Note 5, March 20, 20014)

To measure the effectiveness of pronunciation practices to enhance the students’ pronunciation, a questionnaire was designed and distributed to the students. Thirty two students participated in fulfilling the questionnaire. All students agreed that pronunciation practices had elevated their pronunciation skill. This result suggested that regular and intensive pronunciation practice successfully helped students to pronounce correctly. The results of the questionnaire were presented in the table below:

Table 12: The Result of Students’ Questionnaire in Cycle 2

Questions	Options	Results	
		Students’ Choice	Percentage
Does your pronunciation improve after having pronunciation drill?	Improve a lot	5	15,63
	Improve	22	68,75
	Improve a few	5	15,63
	No improvement	0	0

d. Giving listening and vocabulary tasks

Listening activity that was carried out in cycle 2 resulted in the same as in cycle 1. The students reacted positively to the activity. They said that through the activity they could imitate pronunciation and expressions. They did not mind if the activity became a regular activity in the speaking class. It could be seen in the following interview transcript:

- R : *Gimana tadi listening activity nya?*
(How's the listening activity?)
- S24 : *Seru Miss, buat contoh juga kalau mau ngomong.*
(It's fun Miss. It also serves as the speaking model)
- R : *Kalau gitu, tiap kelas speaking pakai listening gimana?*
(So, do you agree if the speaking class is initiated by listening?)
- S24 : *Gpp, malah sekalian praktek kan Miss.*
(Yes, I do. We also can practice it at that time)
- (Interview Transcript 8, Appendix B)

e. Distributing material handouts

Handouts that were distributed in the cycle 2 were compilations of materials and tasks in each meeting. The use of the handout met the goal of using it. It was to manage the teaching and learning process in the class. Using handouts, the students could look at what the activity they were in now. If they did not understand a task, they could look at it on handouts. They did not need to write down the materials because all of them were written on the handouts.

f. Using media

Media that were used in cycle 2 were in the form of pictures. The first picture was displayed in the Into stage where the students were taught about descriptive text. The second picture was used as a model of descriptive text that had to be described by the students. Through pictures, they could understand the materials clearer because there were examples. It could be seen in the following field note:

I showed the pictures of physical appearance to visualize the vocabulary with their pictures.
'Nah, gitu Miss ada gambarnya jadi tahu!' said some of the students. I caught the sign of better understanding by using pictures to explain the materials.
(Field Note 5, March 20, 20014)

The collaborator said that pictures were effective to help the students learn the materials. The students did not only imagine the pictures but seen the real examples of them. It could be inferred from the following interview transcript:

ET	: <i>Mbak, kalau pakai gambar bagus juga ya untuk menjelaskan ke anak.</i> (Using pictures to explain the materials was a good idea)
R	: <i>Iya Bu, makanya saya pakai media tersebut.</i> (I think so Mam, that's why I use it)
ET	: <i>Anak-anak saya lihat lebih paham karena melihat langsung contohnya. Saya bisa minta gambarnya gak Mbak buat saya jadikan bahan mengajar.</i> (The students could understand the materials better because they saw the pictures. Could I have the pictures? I want to use them to teach)
R	: <i>Tentu boleh, Bu.</i> (Sure, Mam)

(Interview Transcript 8, Appendix B)

3. Evaluating Actions

After taking the actions step finished, the research team discussed and evaluated the actions. The data that had been obtained in the cycle 2 were used. Both the English teacher and the researcher were free to deliver their opinions. They agreed to stop the research because of the time and the researcher's capability, but would continue using the possible actions that had been implemented in the next meetings to come. The results of the evaluation were described in the following discussion:

a. Applying Cooperative Language Learning

The use of cooperative language learning in the cycle 2 had met its goal, to improve the students' speaking skills. The students' speaking scores increased from meeting to meeting. It was described as the students who were treated with cooperative language learning in the speaking class performed better than before.

Besides, the students were familiarized with cooperation as the nature of cooperative language learning. They loved the team and demonstrated rapid and excellent progress during working in teams.

b. Applying Classroom English

The use of classroom English in cycle 2 progressed rapidly. Not only the high achiever students but also the low achiever students got involved. Now, they were not hesitant to respond to English in the class, and could answer the expressions uttered by the teacher in correct ways. The class shifted to the real English class by using English more often in the class.

c. Giving pronunciation practices

Pronunciation had been the most problematic aspect of speaking. Most of the students especially the low achiever students failed at this aspect because they could not make the mouth movement correctly. Pronunciation was difficult. In cycle 2, pronunciation drilling was effective to cope with the pronunciation problems. The students in cycle 2 showed better pronunciation than before. They opened their mouth and gave themselves a try to do pronunciation. Their hesitation decreased and their motivation lifted.

d. Giving listening and vocabulary tasks

Like in the cycle 1, the listening activity successfully served as the model in the class. Through the monologue example that was played, the students learned materials including ways to present them. They did not encounter any serious problem in doing the activity. In fact, they loved it that was proven by their participation and enthusiasm.

e. Distributing material handouts

Handouts were distributed to the students in advance to give them quick overlook about the activities in the class. They served as guidelines. They contained materials and tasks that would be done during the class. Like in the cycle 1, the use of them could guide the class according to the plan and save the teaching learning process period.

f. Using media

Media that were used were pictures. They were used to help explaining the materials and to serve as the task. They received good attention from the students because through pictures that were displayed they could understand materials clearer. The evaluation of cycle 2 was summarized in the following table with the goals of the cycle 2 as indicators:

Table 11: Reports of Cycle 2

No	Goal	Report
1	Creating English atmosphere in the class that urged the use of English.	This goal had been accomplished. English was frequently used in the class by the teacher and the students. The low achiever students showed their participation in using English in the class. Generally speaking, the students showed positive respond toward classroom English by responding to it through gesture or expressions.
2	Improving the students' speaking skills in the term of fluency, pronunciation, accuracy, and vocabulary.	The students' fluency, pronunciation, accuracy and vocabulary had improved in cycle 2. It was proven by the result of their speaking score, observation, questionnaire, and the students' interviews. The students told that their speaking skills had improved during learning with cooperative language learning.
3	Sustaining and improving the students' participation in the class.	The students' participation in cycle 2 was better than in cycle 1. The students answered the questions, raised questions, and asked feedback very often. It was implied that their level of participation increased in the class.

Table 12: The comparisons of situations during cycle 1 and cycle 2

No	Actions	Cycle 1	Cycle 2
1	Applying cooperative language learning	The students enjoyed learning with cooperative language learning. They showed enthusiasm, motivation and cooperation between the team members. Their fluency, accuracy, pronunciation, and vocabulary started to grow. However, some of them still demonstrated poor English. Some teams also did not show cooperation so that only the high achiever students who demonstrated good progress and the low achiever students were left behind.	The students more enjoyed the cooperative language learning activities. The new teams that were formed by them were accepted. They showed high enthusiasm and cooperation in the team. They worked together to attain the speaking goals. The high and low achiever students' fluency, accuracy, pronunciation, and vocabulary demonstrated good progress.
2	Applying classroom English	The students could respond to the English uttered by the teacher, but it was dominated by some high achiever students. The low achiever students only gave small participation.	Both the high and low achiever participated in applying classroom English in the class. The students felt excited in answering the questions in English. They were not hesitant anymore.
3	Designing listening activity with vocabulary task	The dialogues that were played served as the input for students' grammar, vocabulary, pronunciation, expressions, setting and turn taking knowledge. The students enjoyed getting involved in the activity. They were happy that they could be introduced to the way the native speakers spoke English.	
4	Designing pronunciation practice	The students' pronunciation got better than before. Pronunciation practice was followed by all the students. However, the low achievers students still hesitantly took parts and produced low voice with some words were wrongly pronounced.	All the students joined the pronunciation practice. The teacher urged the low achievers to open their mouth to get the correct tongue movement. The students' pronunciation progressed better than in

			cycle 1. They were no longer shy to pronounce the words/sentences. Pronunciation practice took place very often in the class. It was expanded to any situation where it was possible to drill the students with pronunciation.
5	Designing material handouts	The handout successfully managed the teaching learning process. It was the compilation of the materials and the tasks that gave benefit to the students. It saved the writing materials and task time so that the teacher could allocate more time on speaking activities.	
6	Using media	The use of media was very helpful. It stimulated the students' knowledge about the materials.	The use of media was very supportive. It helped the students to understand the materials clearly.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

This research was aimed at improving the seventh grade students' speaking skills through cooperative language learning. The cooperative language learning activities that were implemented in this research were Timed Pair Share, Quiz-Quiz Trade, Showdown Captain, Fan-N-Pick, Numbered Head Together, Team Stand-N-Share, and Stand Up-Hand Up- and Pair Up. Based upon the findings, five conclusions are drawn as follows:

1. The students' fluency, accuracy, pronunciation and vocabulary improved. The improvement was gained from the students' speaking scores that increased gradually in two cycles. The fluency improvement was described as the students shift from speaking slowly and hesitantly to speaking confidently and less hesitantly. The accuracy improvement was described as they can speak using the correct grammar. The pronunciation improvement was described as they used correct pronunciation, stress and intonation. The vocabulary improvement was described as they use various and proper vocabulary.
2. CLL encourages the students to speak English and develop their speaking skills. They have to work collaboratively to complete the speaking task. No one wants to get a bad score therefore they try to create a cohesive

team. They urge other team members to speak English and produce good English.

3. The students are given plenty of speaking opportunities in the class. They deal with communicative activities that emphasize on substitution drills. It results in high number of speaking practices. During the practices, the students get inputs of the language and correction from other team members that develop their speaking skills. The more they practice speaking, the more fluent they became.
4. CLL is effective to be implemented in a mixed ability class. Peer tutoring that exists in pairs and teams helps the students to understand the materials, especially the low achiever students. Through peer tutoring, they get helps and guidance from the high achiever students. The high achiever students also benefit from the tutoring by sharpening their understanding about the materials and their speaking skills. In brief, cooperative language learning brings good effect for the two types of students.
5. Teaming up the students according to their own choice by considering the heterogeneity results in more cohesive team than teaming up the students according to the teacher's choice. The students feel more comfortable working with the students whom they have got along well. In this group, they feel more motivated and happy to study. To summarize, the changes in this research are presented in the table below:

Table 13: The changes (before and after the implementation)

Before the actions were conducted	After the actions were conducted	
	Cycle 1	Cycle 2
The students did not respond to the teacher's compliments and questions.	The students spoke in English in the class. They answered the teacher's questions and compliments in English. But, the participation was dominated by the high achiever students. The low achiever students were still unsure with their English.	Both, the high and low achiever students spoke in English in the class. They were no longer hesitant to speak. Their communication in English increased.
The students lacked the right pronunciation.	Their pronunciation started to grow. They followed the teacher's instruction to practice the pronunciation so that their pronunciation was clear. However, not all the students demonstrated good pronunciation. The low achiever students were caught hesitantly practiced the pronunciation; therefore their pronunciation was still poor.	Their pronunciation got better. Not only the high achiever students but also the low achiever students could pronounce the words and expressions correctly. They no longer assumed that pronunciation was strange.
The students lacked the vocabulary mastery.	They had enough vocabulary materials that related to the topic. They used the vocabulary to perform the dialogues so their vocabulary were proper and appropriate.	They had enough vocabulary materials to be used to perform the monologue. Their vocabulary were appropriate and various.
The students were hesitant and not confident to speak English.	Their hesitation and self-anxiety decreased. As they worked in pairs and teams, they got help, guidance, and self-encouragement from other team members. However, some students	The students' confidence in speaking English increased. Their hesitation decreased as well as their self-anxiety. They could produce the spoken language confidently and correctly.

	remained silent and shy to speak and express their ideas so they still produced low voice and incorrect pronunciation.	
The high achiever students outperformed the low achiever students.	The low achiever students' speaking scores started to grow. They demonstrated good progress in pronunciation, vocabulary mastery, and participation. However, some of them still demonstrated poor progress.	The low achiever students' speaking skills improved. It was described as they could produce the correct pronunciation, used proper vocabulary and correct grammar pattern. They were no longer left behind.

B. Implications

Based on the research conclusions, there are four implications arising from this study. They are explained as follows:

1. The use of CLL can improve the seventh grade students' speaking skills. It boosts the students' fluency, pronunciation, accuracy and vocabulary. It implies that CLL is suitable for speaking class.
2. In pairs or teams, the students must accomplish the speaking skill that requires cooperation among them. They realize that they can complete the goal if they work collaboratively. It implies that the teacher has to team up the students in the speaking class and encourage them to work collaboratively in order to complete the speaking goal.
3. A lot of speaking practices were offered by CLL. The students drill in speaking practices that familiarize them with the language. It implies that the teacher has to design as much as possible cooperative language

learning activities to sharpen the students' speaking skills. By providing the students with many speaking practices, their speaking skills enhance as the students attain a lot of inputs and correction from other teammates.

4. The high and low achiever students get benefit from the use of CLL. The low achiever students get helps, guidance, and feedback from the high achiever students that can improve their speaking skills. In return, the high achievers are able to deepen their understanding about the materials and sharpen their speaking skills. It implies that the teacher has to implement cooperative language learning in a mixed ability class. The phenomenon of a mixed ability class is commonly found in a class and the teacher does not take distinctive treatment to this class. In fact, this kind of the class is a special class that has to be managed by embracing its heterogeneity. Cooperative language learning comes as the solution.
5. The students show higher cooperation in the team that is created by themselves than the teacher's team. It implies that the teacher has to involve the students in the team formation. It is necessary to invite them to participate in creating the team because the team contributes toward their speaking skills. The role of the teacher is to make sure that the team formation is heterogeneous.

C. Suggestion

Based on the conclusions and implications above, some suggestions are addressed to the seventh grade English teacher, materials developers, English education department students, course book designers, and English course.

1. The seventh grade English teachers

First, she has to improve her awareness of a mixed ability class. This kind of class needs special treatment because of its characteristic that has heterogeneous students. Cooperative language learning is a good solution to be implemented in a mixed ability class. Second, she has to design speaking activities that engage the students' interest and motivation to speak. Fun and various activities would be better to be designed in the speaking class as the students love them.

2. Seventh grade students of junior high school materials developers

The characteristic of cooperative language learning that emphasizes cooperation in the team is in line with communicative activities. Communicative activities are highly promoted to be implemented in the class as they provide the students with opportunities to practice the language effectively. Therefore, it seems possible to design materials and activities that have cooperative language learning.

3. The students of English Education Department

This research still needs further supportive researches to figure out the use of cooperative language learning to improve the students' speaking skills. Therefore, other English education department students can elaborate this research by conducting the research on the same field. This research can also serve as the reference

It is recommended to carry out the research for one semester or more to build the cooperation among the students and see the stability and effectiveness of this technique.

4. Seventh grade students of junior high school course book designers

Cooperative language learning offers many activities that emphasizes on cooperation and practices. Therefore it is recommended to design the materials and activities that have those cooperative language learning characteristics. It is in line with the character education value.

5. Seventh grade students of junior high school English course

The English course should design cooperative language learning activities in the class, especially the mixed ability class. The activities are various, fun, and beneficial for the students. The students should work in a heterogeneous team so that they can help each other.

REFERENCES

- Arends, R. I. 2009. *Learning to Teach* (8th Ed.). New York: McGraw-Hill International Edition
- Badan Standar Nasional Pendidikan (BSNP). 2006. *Standar Kompetensi dan Kompetensi Dasar SMP*. Jakarta: Depdikbud
- Bashir, Mariam et al. 2011. Factor Effecting Students' English Speaking Skill. *British Journal of Arts and Social Sciences*. Vol.2, No, 1.
- Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd Ed.) New York: Longman
- Burns, Anne. 1999. *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press
- Cohglan, D., and Brannick, T. 2005. *Doing Action Research in Your Own Organization* (2nd Ed.) London: The Cromwell Press Ltd
- Creese. Angela. 2005. *Teacher Collaboration and Talk in Multilingual Classrooms*. Clevedon: Multilingual Matters Ltd
- Davies, P. 2000. *Success in English Teaching*. New York: Oxford University Press
- Fauzia. 2012. *Teaching Speaking Using Cooperative Learning Strategy at Seventh Class Students of MTS Al-Luthfah Cililin*. Sarjana Pendidikan Degree, Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Siliwangi Bandung
- Flynn, K., and Hill, J. 2006. *Classroom Instruction that works with English language learners*. Virginia: ASCD Publications
- Gall, M.D., Gall, J.P., and Borg, W.R. 2003. *Educational Research: An Introduction* (7th Ed.). Boston: Pearson Education
- Gebhard, J. 1996. *Teaching English as a Foreign or Second Language*. Michigan: The University of Michigan Press
- Gillies, R., and Ashman, A. 2003. *Co-operative Learning: The social and Intellectual outcomes of learning in groups*. New York: Routledge Falmer
- Goh, C., and Burns, Anne. 2012. *Teaching Speaking: A Holistic Approach*. New York: Cambridge University Press

- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. Longman
- _____. 1998. *How to Teach English*. Longman
- Hedge, Tricia. 2000. *Teaching and Learning in the Language Classroom*. Oxford University Press
- Hughes, F.P. 2010. General Characteristics of the Adolescents. Retrieved from <http://www.education.com/reference/article/general-characteristics-adolescent/> (Accessed January 8, 2014).
- Kagan, S., and Kagan, M. 2009. *Kagan Cooperative Learning*. CA: Kagan Publishing
- Lado, R. 1971. *Language Teaching: A Scientific Approach*. New York: McGrawHill
- Lewis, M. and Hill, J. 2002. *Practical Techniques for Language Teaching*. Thomson Heinle
- Liang, T. 2012. *Implementing Cooperative Learning in EFL Teaching: Process and Effects*. Ph.D, National Taiwan Normal University.
- Moran, Andrea. 2013. Teaching English Abroad to Children vs. Adult. Retrieved from <http://www.gooverseas.com/blog/teaching-english-abroad-children-vs-adults> (Accessed January 8, 2014).
- Murcia, M. 2001. *Teaching English as a Second or Foreign Language*. 3rd edition. Boston: Heinle & Heinle
- Nunan, David. 2003. *Practical English Language Teaching*. New York: McGraw Hill
- _____. 1991. *Language Teaching Methodology: A textbook for teacher*. Norwich: Prentice Hall International
- _____. 1989. *Designing Tasks for the Communicative Classroom*. Glasgow: Press Syndicate of the University of Cambridge
- Richards, Jack C. 2008. *Teaching Listening & Speaking*. New York: Cambridge University Press

- Richards, Jack C., and Renandya, Willy A. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press
- Richards, J., and Rodger, T. 2001. *Approaches and Methods in Language Teaching*. New York: Cambridge University Press
- Riddell, D. 2001. *Teach Yourself : Teaching English as a Foreign/ Second Language*. Hodder Headline
- Savignon, S. 2002. *Interpreting Communicative Language Teaching*: Yale University
- Slavin, R. 1983. When Does Cooperative Language Learning Increase Student Achievement. *Psychological Bulletin*, Vol 94, No 3, 431.
- Solcova, B. 2011. *Teaching Speaking Skills*. Master's Diploma, Masaryk University.
- Spratt et al. 2005. *The TKT Course*. Cambridge: Cambridge University Press
- Thornbury, S. 2005. *How to Teach Speaking*. Harlow, England: Longman.

APPENDICES

FIELD NOTES

Field Note 1

Classroom Observation

Date/Time : January, 21st 2014 / 08:20-09:40

The students had just finished the flag ceremony. They were pouring with sweat. The teacher and I came to the class. The bell had rung but the students had not prepared themselves to study. They turned their chairs, made a group of four, and chatted with their neighbors. Some of them were busily playing with their pen case. The teacher then opened the class by greeting the students and taking their attendance in English. She praised the students' attendance 'Thank you for your attendance, so you are a good class!' She noticed that the students did not listen to her and did not get ready to start the class. She confirmed it by asking 'Did you hear the bell? What does it mean?' asked the teacher. The students keep chatting. The teacher asked the next question 'What are you doing?' no students responded to her question.

She approached some students near her and offered some questions 'Can I have your book? Can I have your food? Can I have this notebook? Can I have this drink?' There was no answer from those students. She then moved to another student who was drinking cola 'Can I have your drink?' That student shook their head. The teacher said 'No? so you are mean.' The student looked puzzled with the word. 'What is mean?' asked the teacher. None of the students answered. 'Mean itu artinya pelit' explained the teacher. 'Oooooo,' yelled the students who sat in front of the class.

The teacher explained the objective of the meeting 'We will learn asking and giving something. Repeat after me please!' The students pronounced the sentences after the teacher. '*Lalu tujuannya apa?* (What is the aim?)' The students did not answer the question. They looked ignorant. '*Supaya siswa dapat*

mengungkapkan asking for and giving something.(in order to make the students are able to use the expressions of asking for and giving something)’

The activity continued to the modeling stage. The teacher wrote three dialogues on the white board and asked the students to copy them on their book. ‘Tulis dulu, nanti saya jelaskan.’ The teacher had finished with writing the examples but the students even did not start writing. As a result, it was time consuming to write the examples.

The teacher walked round the class to offer help. After all the students finished writing, the teacher explained the dialogues as well as the meaning in Bahasa. After that, she read the dialogues. All the students repeated after her. The students did not do this activity well. Several of them produced very low voice. Some of them only did murmured. In brief, the students’ pronunciation sounded Javanese with some words were wrongly pronounced.

Next, she invited any students who wanted to perform the dialogues in front of the class. ‘Can you help me to read the dialogue?’ The students did not react to the offering positively. The teacher motivates the students ‘*Ayok ayok! Rak ono ki sing gelem? Gur moco moso mesti ditunjuk.*’ No student raised their hands. Finally, the teacher pointed the smartest student in the class to model the dialogue with the teacher. ‘*Fahira, kamu jadi Ani, saya jadi Yeni.*’ After performing the dialogue, the teacher confirmed the students’ comprehension. ‘Any questions so far?’ The students kept silent. ‘*Kalo gak ada, kita lanjut ke exercise. Take one and pass the others. Work in pairs!*’ instructed the teacher while distributing the exercise sheet. The exercise asked the students to make a dialogue based on a certain situation. ‘*Ada kata kata yang sulit? Kalo ada tanyakan. Dialogue dibuat di buku masing-masing, 10 menit. Le naggawe bareng-bareng, namanya masing-masing, contohnya kayak di contoh, pendek gak panjang*’ explained the teacher. Almost all the students did not immediately make the dialogues. ‘*Yok segera cekat-ceket!*’ motivated the teacher. She visited the students’ desks to check their work.

Some students approached me and asked help. ‘*Miss, kalau mau ngomong ini, gimana ya? Miss, ini Bahasa Inggrisnya apa?*’ ‘*Miss, ini bener gak kalo gini?*’

In fact, some students did not work as a team. Only a student in some peers who did the assignment and the other just accompanied. After the students finished creating the dialogues, they did not practice them in pairs even though the teacher insisted them to practice. The teacher then had a discussion with me at the back of the class. She said that the students took much times to copy the dialogues and create the dialogues. She sometimes used LCD to help her explained the materials. But this time, she had not prepared the slide. Besides, she told that the class was a mixed ability class. The high achievers had had good ability in learning English. In contrast, the low achievers needed extra help to learn English. They were also reluctant to participate.

Then, it came to the performing stage where the students should perform the dialogue in front of the class. The teacher used a flash card. The students picked a card and performed the dialogues based on the situation written on the card. After that, the teacher gave general feedback to the student and ended the class.

Field Note 2

Meeting 1

Date/Time : Sunday, March 10th, 2014 /08:25-09:40

The class started at 08:25. I greeted the students and asked their condition. I called the roll. Three students were absent as they joined A NAPZA competition .I presented a hobby picture on the LCD. All the students looked at the picture seriously. They thought of what the picture was about. I have not asked any question yet when Fahira made a guess ‘Hobby!’ ‘Good, Fahira!’ praised me. All the students then guessed each hobby on the picture. ‘Singing, ndengerin music...Itulagi main bola, yang itumasak..’ ‘Yes, that’s true. What is this?’ I pointed at a dancing picture. ‘Dancing, Miss!’ ‘Good!’ I then wrote down the topic on the whiteboard. The students looked enthusiasm and could not hold their breath to mention sort of hobbies.

‘Hobbies. This is what we are going to talk about today. What is your hobby Arka?’ Arka thought for a while and then said ‘Sleep, Miss.’ The other students laughed at his answer. ‘Sleeping? Sleeping is not a hobby, Arka. Hobby is something you love to do.’ ‘Yo aku suka tidur, Miss.’ ‘Mmm, hobby is something you love to do in your free time.’ ‘Free time itu apa Miss?’ asked Arka. ‘Free time is waktu luang.’ ‘Ooo, play PS, Miss.’ ‘Only playing PS?’ asked me then. ‘Iya, Miss.’

I asked the same question to another student. ‘AnisaAyu, what I your hobby?’ She vigorously answered with a smile. ‘Cycle, Miss.’ ‘Cycling’ corrected Fahira. ‘Only cycling, Anisa?’ asked me further. ‘Mmm’ she searched for another hoby. ‘Swimming... Swimming aja Miss.’ ‘How often do you go swimming?’ she were clueless about the question. Suddenly, Zaky helped her to translate the meaning of the question. ‘Maksudnya, seberapa sering kamu berenang?’ ‘Yes, good, Zaki.’ I praised Zaki. ‘How often do you go swimming, Anisa?’ ‘Seminggu sekali, Mis.’ ‘What is seminggu sekali, Zaki?’ asked me to Zaky. ‘Once a week.’ ‘Dua kali seminggu?’ ‘Twice a week.’ ‘Tiga kali seminggu?’ Zaky could not answer the question so did other students. ‘Three times a week. Kalo empat kali four times a week. Begitu seterusnya tinggal ditambahin times.’ I then explained the use of gerund. ‘Oya, untuk hobby, tidak boleh bilang cycle, sing, play football, play basketball. Say cycling, singing, playing football, playing basketball. Alright, now, repeat after Miss Nisa ya.’

Next activity was Timed Pair Activity. The students worked in pairs. I distributed the handout and asked the students to discuss what the questions were about and to find out the words that they did not understand in the questions. However, some of the students did not do the instruction. They read the questions by themselves. I encouraged them to work in pairs. ‘Discuss with your partner, please!’ they then turned their chairs.

After doing the discussion, the students listened to the recording about hobbies carefully without making any noise. They focused on the recording. Their faces were full of curiosity. Some of them who have found the answer immediately crossed the answer. They put smile on their face. After the recording

ended, one student raised his hand. ‘Sudah, Miss.’ ‘Sudah, Aldi? Are you sure?’ confirmed me. ‘Yes, Miss’ he nodded his head confidently. ‘Oo, that is good. Let me check your answer.’ Other students who have not finished doing the task asked for two times playing the recording. ‘Miss, lagi Miss.’ ‘Iya Miss, lagi, kurang satu lagi ini, Miss.’ ‘Ulangi lagi, Miss.’ I replayed the recording. ‘Sssttt.’ warned some students to a group of boy students who raised the roof. The recording was played three times.

After that, the students had to correct the answer with their partner who sat next to them. They did the correction using the guideline that was written on the handout. They did the activity by using the guideline. However, some pairs did not really pay attention to the activity. They did not use the guideline but showed the answers to the partner. They spoke in Bahasa or Javanese to ask their partner’ answer like ‘*Nggonmu jawabane opo? Nomer 1 jawabannya apa?*’

Beforehand, the instruction had been explained. After finishing correction, the vocabularies that the students heard in the dialogue were discussed and practiced. All the students already knew almost all vocabularies. The teacher served as a pronunciation model. The students imitated the pronunciation impassionedly. The pronunciation practice was done chorally. But then, some students were shy to pronounce the words. ‘Now, please repeat after me. Look at my mouth saying the words.’ The teacher pronounced each word then was followed by the students. Some of them hardly open their mouth. I encouraged them to open their mouth. ‘Alivia, please open your mouth. Don’t be shy. Kalau ini lucu, maka semuanya juga terlihat funny. Come on! Putri juga!’ The expressions of like and dislike in the dialogue was discussed and pronounced. I added another expressions of like and dislike. The students seemed getting the picture of the materials. They did not look flustered.

I distributed the handout of the next activity to the students. Sulton said in Bahasa that he has not got the handout. I did not accept Bahasa to ask handout. I ordered him to ask Zaky. Zaky tutored Sulton. ‘Can I have the paper, Miss?’ asked Sulton. ‘Sure!’ I gave him the handout. Suddenly, Cahyo also asked the handout because he have not received one. Zaky did tutoring to Cahyo.

The students were going to play Quiz-Quiz Trade. There were fifteen situational cards about asking someone's hobbies. They had to get the information whether they partner loved doing the activity or not by asking him/her. Each student got one card and should ask the questions written on the card in turn. All the students understood each card. The cards had been discussed in advance. Two students were called to come in front to model the dialogue. 'Ok. The rule is no asking help from me. Satu satunya orang yang bisa dimintai bantuan adalah temans ebangku. Jadi, kalau kalian tidak bisa, tanyalah teman sebangku kalian. Jangan tanya Miss Nisa, ya. I won't help you. Jadilah team yang kompak!'

The students nodded their heads then practiced the cards. They practiced each card in turn. 'Miss, nanti boleh bawa buku gak?' asked a student. ' I am sorry, you are not allowed to bring your book.' 'Artinya gak boleh, Miss?' 'Yes, tidak boleh. Attention, please! Nanti pas maju tidak boleh bawabuku, ya!' The students reacted to the rule calmly. Some of them showed disappointed face. 'Nah, makanya, harus banyak berlatih dengan partner kalian. Kalau tidak tahu, tanya Miss Nisa. ' Because of that role, the students really practiced the 15 cards. They were afraid if they could not perform the dialogues because they would pick random cards. They made sure that their partner really used the right grammar, pronunciation and vocabulary. I insisted them not to memorize the dialogues but to understand the materials. While the students were practicing the dialogues, I visited their desk to offer help and give feedback about students' pronunciation, stress and intonation.

The next activity was performing the card. There were fifteen cards. The students who would like to perform picked one card. They were given time to construct the questions. Only five groups performed the dialogue because the time was up. The rest of the students would take their turns in the next meeting. I summarized the lesson and motivated the students to always keep practicing the language. The class ended at 09:40.

Field Note 3

Meeting 2

Date/Time : Sunday, March 10th, 2014 /08:25-09:40

I arrived at school at quarter to seven. I went to the teacher room to meet the English teacher. The classroom moved to VIII D because VII D was used to XI grade TPM test. The class started at 07:05. Today's lesson goal was continuing Quiz Quiz Trade activity. I greeted the students, asked their condition and called the roll. One student was absent.

'Good morning, Students!'

'Good morning, Miss!'

'How are you doing?'

'I am fine, thank you, and you?'

'I am very good.'

I told the goal of the lesson. Some students required to re explain the materials because they have not internalized the materials. The researcher taught that it was a good idea to brush up the materials as it was suggested by the English teacher in the teacher room. '*Mbak, kemarin neranginnya kecepeten, nanti mungkin bisa dipelanin sedikit. Untuk memastikan saja kalau anak-anak sudah paham disuruh ngapain.*' I then re explained the material of expressing and like dislike, and the activity. The students also had choral, group and individual practice. They paid attention to me and sometimes looked the handout to practice the pronunciation individually. I asked them if they needed preparation time.

'How much time do you need to prepare the cards?'

'Thirty minutes, Miss!'

'It is too long Zaky.'

'Twenty minutes.' said Sulton.

'No!'

'Ten minutes?' said Rifqi.

'How about seven minutes? Is that OK?'

'Ok Miss!'

The students then practiced the cards with their partner. They took turns asking each other. One student became the speaker and the other was the listener. The class was a little bit noisy because of the students' loud voice. I looked round the class to check their work. They really tried the fifteen cards.

'Is it easy or difficult?'

'Ya ada yang easy ada yang susah Miss.'

'Apanya yang susah?'

'Ngomongnya Miss.'

'Nah, makanya harus banyak latihan sama temennya ya. Kalo temennya gak tahu, dikasih tahu. Kalo gak bisa, dibantu. Kalo dua-duanya gak tahu, boleh deh tanya Miss Nisa.'

'Ok, Miss!'

A group of the students asked my help. I came to them and explained the activity. Zara felt nervous '*Miss, kalau aku gak bisa gimana? 'It is J's job to help you. Kalau gak bisa, jangan tanya Miss Nisa, tapi tanya J ya. Makanya, kalian harus saling bantu.* You can do it, Zara!'

The preparation time is up. I offered a chance to the students to be a voluntary student. Nobody raised their hands. A group of boy students at the back pointed Ariq but he refused.

'Who will take the first turn?'

'Ariq Miss, ariq!'

'Ok kalau gak ada yang maju. What date is today?'

'Thursday.'

'What date is today?'

'13th Miss.'

The student whose students' number was mentioned came in front to perform the dialogues, and then followed by the next pairs. While they were performing the dialogues, the teacher and the collaborator assigned them. After they had finished the dialogue, I gave them high five and praised them for doing good job. '*It is good! Give me five!*' If the students produces mistakes, either grammatical or pronunciation, I immediately corrected them. For the examples

were Ariq and Aldi. Ariq mispronounced the word watching. The next word that was hiking was also mispronounced. Surprisingly, he noticed his mistake and suddenly corrected it by himself. Aldi produced incorrect grammatical mistakes by saying *'do you likes travelling?'*

The other students who had finished the activity played Inside Outside Circle. First they fulfilled the interest columns with things that they liked. The students asked me the English words of some Bahasa words. I urged them to speak in English.

'Miss!' shouted a group of the students at the corner.

'What can I do for you?'

'Sawah bahasa Inggrisnya apa, Miss?'

'In English, please!'

'Aduh piye, aku ra iso.'

'Try!'

'English nya sawah what Miss?'

'O, what is the English of sawah?'

'Iya itu maksudnya, Miss.'

'In English please. Ikuti tadi kalimatnya Miss Nisa.'

'Piye cah waraih.' Luthfi asked his friends' help. His friend tutored him the question.

'What is the English of sawah, Miss?' asked Luthfi imitating his friends.

'Rice field.'

'Tulisannya gimana, Miss?' asked him again.

'English pleaseeeeeeeeeeeeeeeee!'

Suddenly Sulton helped Luthfi spell rice field.

For the next activity, they had to wait all the students finished the dialogues. After all the students had performed the dialogues, they interviewed their classmates. Due to the class size, the plan activity to make a circle was cancelled and changed into interviewing the classmates near them. The result of the interview was noted on the class designed for it. Before the bell rang, I asked

them to finish the task in recess. I closed the meeting by asking them the material they had learnt today.

Meeting 3

Date/Time : Sunday, March 17th, 2014/ 08:20-09:40

At 08.10, I arrived in the class with the collaborator and prepared the teaching equipment. I led the prayer, greeted the students and checked their condition. I asked Nando's condition in English

'Good morning Nando?'

'Good morning Miss.'

'How are you?'

'I am fine Miss. Thank you.'

I told the objective of the lesson and gave some warming up questions.

'Today, we will learn about asking and giving directions. Kita akan belajar tentang memberi informasi tentang arah.'

'Hah?'

'Directions artinya apa Miss?'

'Arah. So, asking and giving direction mean?'

'Meminta dan memberi arah.'

'Good, for the example Miss Nisa now is in SMPN 4 Yogyakarta. Fahira, could you tell me the way to get to the Lempuyangan railway station?'

'Mmm.....hehehehe.'

'Now, could you mention any places that you find in the city?'

'Shop, house, school, toilet, school...' 'the students answered.

'What else?' 'Railway station Miss, airport, hospital, music store, bus station.'

'XXI kita bilang apa?'

'Cinema, Miss.'

I asked them much vocabulary related to the traffic signs. They could answer it correctly.

‘Kalau mau belok kanan bilanganya gimana?’ ‘Turn right, Miss.’ ‘Good.’ I asked the next question. ‘Belok kiri?’ ‘Turn left’ they answered together. ‘Good. Perempatan?’ no one knew. ‘It is intersection.’ I then gave them model how to pronounce all the words. They pronounced the words accurately although some of them did not open their mouth widely. ‘O, one more thing. Pertigaan?’ ‘Three junctions, Miss.’ All the students who knew the answers answered my questions. Their participation increased.

After that, I put them into teams. They rejected the teams that I created and offered a solution to select the team members by their selves. I did not grant it because their team was homogenous in the term of English speaking skill. I spoke in hushed tones that the team would be fun, that they had to mingle in the class was a fun activity. I assured that the team would help them learning English better by working hand in hand. Eventually, they said yes to the team.

The first activity was Showdown. ‘Now, look at page 1 part 1!’ instructed me to the students. I described the activity until the students understood. ‘Do you get the points?’ confirmed me. ‘Yes, Miss.’ some of the students nodded their head. The students then selected one team member who would be the captain. ‘Choose the best student in your team to be the captain.’ The class was crowded as they were busy doing the captain election. ‘Are you ready?’ ‘Yes, Miss.’ Then the activity begun.

The recording was played twice, but I found some students could do the questions in one time playing. The captain leaded the checking by saying ‘Show me the answer,’ the captains in the team were the high achiever students. The class was crowded because the students celebrated the right answer. Their face showed happy and satisfied face. However, I noticed that some team members in some teams did not pay attention to the role. They showed the answer before the captain asked them to do.

Together with the students, I discussed the expressions and vocabulary in the dialogues. I added some other expressions about asking and giving information. I also explained the use of prepositional of place using a city map as the source. I did choral and individual pronunciation to strengthen the students’

pronunciation. The students' pronunciation got better. Some of them made laugh of their pronunciation because they thought it was funny.

The students prepared for Fan-N-Pick activity. I explained the role in Bahasa and demonstrated the activity. Each team had had the cards and begun to select the student A, B,C, and D. Student A's job was to hold the cards and invited student B to pick any cards. Student B then asked the direction to go to certain places. Student C gave the directions. Student D praised student C if they successfully gave the correct directions, or tutored student C if they gave irrelevant directions.

When the students were playing Fan-N-Pick, I was visiting each team to check their work, did evaluation and assessment, and offered feedback. I noted down that some teams really did the activity. They rotated the roles and encouraged other teammates to speak in English. The low achievers consulted the high achievers when they were not sure with the answer and their English. For the example was Fuji's team. Her team repeated the activity several times. Zaky and Fuji were the high achiever students. Everybody in the team would ask Zaki if they did not know what to say. They asked Zaki and Fuji to firstly model the activity by being the students B and C. Other teammates paid attention and listen carefully to what they said. After that, each team members experienced being student A, B, C, and D. Those two high achiever students without being insisted voluntarily assisted their friends. They showed the right answer to the wrong answer, modeled the correct pronunciation to the incorrect pronunciation, and correct the incorrect grammar patterns. Other teams did so such as Fahira's team, and Jacinda' team. In Jacinda's team, Sulton who considered as the low achievers enthusiastically helped Cahyo with some English vocabulary that he was not familiar with. Jacinda several times was spotted was tutoring Cahyo and Lili the map. She showed where the certain places were located and told the ways to go there.

The other teams, although did not show significant progress of the activity, they could finish the activity with some weaknesses. They did tutoring but did not work together. For example was Rifqi's team. His team run the activity to the

finish, however he and Dzulfikar did not motivate Nando and Lina to take turns. Another team was Arum's team. Only Arum and Daffa took turns actively. Dafa was captured was encouraging Hesti and Tinta to dare to speak because they remained silent. I approached them and insisted them to speak. The class was so crowded. The students asked my hand very often to check if they were on the right activity. I did not notice the domination of high achievers as I worried about. I ended the meeting by summarizing the materials and encouraging them to practice their English at home.

Meeting 4

Date/Time : March 20, 20014/ 07.00-08.20

I arrived in the class with the collaborator and immediately set the teaching equipment. Two students approached me to offer help as there was a problem with turning on the LCD.

'Miss, may I help you?'

'Please help me to switch on the LCD, Aldi.'

'Ok Miss.'

The LCD was on finally.

'Thank you Aldi'

'You are welcome, Miss1'

I greeted the students, checked their condition and called the rolls. Nobody was absent.

'Good morning, Students.'

'Good morning, Miss!'

'How are you doing?'

'I am fine, thank you. And you?'

'I am very good. Is everybody here?'

'Yes, Miss.' answered the students chorally. I approached Dzulfikar who is talking with his neighbor and asked his condition.

'How are you doing, Dzulfikar?'

‘I am fine, Miss.’

I ordered the students to sit in their team they created by themselves. They made two major teams: girl teams in which all the team members were girls and boy teams with the boys. One girl team had a boy student with them. Although they had formed their own team which was expected that they would make quick move to form the team, they were still slow to move. I asserted them to be quick to save the time, but it resulted in vain. The class was really crowded as my voice could not be heard clearly. It was really time consuming.

I wrote on the white board Favorite Stars. The students tried to guess the topic, and suddenly Fahira said ‘*Idola ya Miss?*’ ‘Yes, your guess is correct Fahira. That’s the today’s topic.’ I informed the learning objective of the lesson and shifted to lead in questions. ‘Do you have a favorite star?’ the students were whispering the answer. The boy students mentioned football players, while the girl students mentioned Korean actors. I asked the high achiever students to give model to the low achiever students.

‘Ok, I can hear your voice. Aldi, who is your favorite star?’

‘Michael Jordan.’

‘What is he?’

‘Basketball player, Miss.’

‘What does he look like?’

‘Mmm...’ Aldi did not answer the questions. I moved to the next student. That was the low achiever students.

‘Luthfi, who is your favorite star?’

‘Mmm, Cristiano Ronaldo Miss.’

‘What is he?’

‘Football player, Miss.’

‘What does he look like?’ Luthfi remained silent and did not answer my questions.

‘Dhita, who is your favorite star?’

‘Mario Maurer Miss.’

‘What is he?’

‘Artist Miss.’

‘What does he look like?’ Dhita showed the same respond as Aldi and Luthfi.

All the students stop at the third question. I then said that the third question was the question of asking for somebody’s physical appearances. I did not straightly explain the answer but presented them a picture of Justin Bieber. The boy students spontaneously reacted negatively toward the picture because they don’t like him and considered him as a girl’s idol not theirs. Otherwise, some girl students shouted Justin name. I gave them a clue that today they will listen to someone describing Justin.

I distributed the handout to the students and asked them to turn to task 2 on page 1. ‘Please, pass the handout on to your friends behind you!’ ‘Ok, Miss!’ I then explained the instruction of the task and the number items in the task. The complex vocabulary that they were not familiar with was suggested to be asked.

‘Have you finished with reading the task?’ asked me.

‘Yes, Miss.’

I clarified the task to Hesti. ‘Hesti, have you finished with reading the task?’

‘Yes Miss.’

‘Any questions?’

‘No, Miss.’

‘Good!’

I then explained the role of the activity namely Numbered Head Together. There were 7 questions to answer. To check the answer, the student had to raise T card for true answer and F card for the false answer. Each student had to experience holding the cards, so they were given time before listening to discuss the students’ division.

The activity began. The students were to listen to a monologue descriptive text and take a note on some important points of the monologue. Also, they were demanded to listen carefully to the speaker’s pronunciation, stress, and intonation. ‘Please, listen to the monologue carefully!’ said me. As they got ready to start the activity, I played the monologue. The monologue was played twice. After that, the students played Numbered Head Together. They displayed excitement toward the

activity by really getting involved. The students' answers were all true, and it led into indication that they had good listening skill. However, the focus of the listening is not to develop their listening skill, but to introduce the language. So, I opened the discussion about the materials by offering a question 'Now, from the monologue we have just listened, can you describe your friends?' The students did not answer to my questions. But I could read their face that they said yes but still not sure how to put the ideas into the right order.

The activity then moved to vocabulary task and pronunciation tasks. The students listened to me carefully. They sometimes pointed their friends as having the kind of hair, nose, eyes, or face that was being explained.

'This is a spiky hair.'

'Wah, itu kayak rambutnya Zulfikar.'

'Fahira has straight hair. Rambut yang lurus itu kayak rambutnya Fahira.'

'Ooo.'

I showed the pictures of physical appearance to visualize the vocabulary with its picture.

'Nah, gitu Miss ada gambarnya jadi tahu!' said some of the students. I caught the sign of better understanding by using pictures to explain the materials.

I drilled the students with the pronunciation practices. First, the students did choral pronunciation, then group pronunciation and finally individual pronunciation. I moved my hand as a sign to point the groups. The same way went to the sentences as well. Right after I explained the materials, I pressed the students to open their mouth widely and pronounce the right pronunciation.

'No, it is incorrect. Repeat after Miss Nisa, please! pɔɪn.tɪd nouz'

The students could not pronounce the phoneme d after t.

'pɔɪn.tɪd nouz. hi: hæz eɪ pɔɪn.tɪd nouz'

I praised their effort and result. 'That's good! One more time please repeat the words!'

I don't stop drilling the pronunciation until all the students got the right pronunciation.

'Nando, please'

‘Alivia, please.’

I also replayed the monologue as a model to strengthen their pronunciation. This way was workable as all the students loudly and correctly pronounced the words and expressions. To give a descriptive model, I pointed Zaki to describe Afri.

I summarized the lesson and offered the corrective feedback. I encouraged them to study the materials at home. The class ended as the bell rang.

Meeting 5

Date/Time : March 20, 2014/ 07.00-08.20

I arrived in the class with the collaborator and immediately set the teaching equipment. I greeted the students, checked their conditions, and called the rolls. All the students were in the class. To habituate English in the class, I asked Dafa’s condition.

‘Good morning!’

‘Good morning, Miss!’

‘How are you?’

‘I am fine, thank you. And you?’

‘I am fine too, thank you.’

I told the objective of the meeting and reviewed the last materials. I brushed up simple present tense materials including subject and verb patterns. I confirmed the students’ understanding if they have any questions about the last materials. They did not raise any questions. It might indicate that they had already perceived the materials.

‘Ok, now! We will play Team Stand N Share! Please look at task 7!’ The students opened the task 7. To play the activity, they had to sit in the team.

‘Ok, please! Sit in your team!’

‘Yee!’ yelled them.

After they were with their team, I distributed each group a public figure photographs and descriptive guidance. Each group received one. Some of them

responded surprisingly to the photo. Some felt happy because they got their idol photo. Some were trying to figure out who is she/he.

‘Has every team got the photo?’ asked me.

‘Yes, Miss!’

‘Can you describe the people on the photo?’

‘Heemmm.’

The students observed the photo. They identified their face, hair, nose, special appearances, height, weight, professions and personality. I gave them a descriptive guidance about what things they might say about the people on the photo. More ideas about them were acceptable, highly acceptable and valuable. I then modeled the activity by inviting the high achievers students. The students nodded their head as a clue that they got the activity.

I shouted ‘let’s play Team Stand N Share, and the students started working on the activity. I wrote on the white board the name of the activity. The team was captured busy and alive. They observed the photograph and tried to identify what items should be described. The discussion was on. First, they collected the information about the photo. They exchanged information, did brainstorming about making the sentences and had a little of debate. Second, they wrote down the information. One student became the note taker whose job was to note down the sentences. That was no problem with writing the sentences as long as they did not try to remember them. That was the rule that I made. The students were active. They asked me to help them gather the information, share the vocabulary, and correct their sentences.

‘Miss, lesung pipi bahasa Inggrisnya apa?’ asked Zara.

‘In English, pleaseeee!’

‘Miss, gimana?’ she showed serious and curious face.

‘You mean, what is the English word of lesung pipi?’

‘Yes Miss.’

‘Repeat pertanyaan Miss Nisa tadi’

‘What is the English word of lesung pipi?’

‘Dimple. It is dim.pl. Repeat after Miss Nisa. dim.pl ‘

The students pronounced the word. I left the team when they successfully pronounced the word.

‘Thank you Miss.’

‘You are welcome.’

I observed that all the students who had been encouraged and motivated by me thanked me for helping them. They said ‘thank you, Miss. Thank you so much, Miss.’

I approached Fuji’s team to listen to her opinion about the team.

‘Hey, Fuji! How is your team?’

‘Mmm, apa maksudnya Miss?’

‘Do you like this team?’

‘Yes Miss.’

I was surprised by the students’ cooperation. When I was checking a team work, the other teams that on waiting list consulted their work to another team. They did team tutoring without being warned by me. Their curiosity and participation in the team showed improvement. I captured a moment when AnisaAyu’s team was asking help to Miss Endah the recorder.

‘Miss, kalau dia manis bahasa Inggrisnya apa?’

‘beautiful.’

‘beautiful kan cantik.’ Said Anisa Ayu.

‘Apa yah, tanya Miss Nisa deh.’

‘Kalau pemain sinteron apa Miss?’ asked Arum.

‘Actor apa actress?’

‘Actress.’

‘Pake c atau k?’ asked Anisa Ayu.

‘C’

I also offered feedback to their text. I asked the team to present the descriptive text in team before performing it in front of the class. I gave direct, corrective, affirmative feedback. Most of them made mistakes in the use of verb and to be. They said she is long hair instead of she has long hair.

After they all finished with preparing the materials, I invited one by one team to perform their text in front of the class. I gave them chance if they wanted to come first. No team raised their hand until Fahira's team. After Fahira's team had their turn. I gave direct feedback when they produced mistakes.

'He have spike hair' told Ariq

'He has' corrected me.

'He has spike hair.' said Ariq.

'He has spiky hair.'

Another mistake was produced by Anisa Ayu.

'His full name is Aluna Sgita Gutawa.' told her.

'His full name of her full name?' wondered me.

'her full name is Aluna Sagita Gutawa.

After all the students had performed their text, I ended the class. I summarized the lesson. I praised them for doing good job. I assigned them with homework to make a monologue descriptive text about their favorite idol. I said goodbye.

Meeting 6

Date/Time : Friday, April 4th 2014/ 08.00-08.40

I arrived in the class with the collaborator. I greeted the students, checked their condition, and called the rolls. All the students were in the class. I reviewed the last materials and brushed up the mistakes about the use of verb and be that they commonly made. I checked the students' homework. 'Have you done your homework?' asked me. 'Yes, Miss.' 'Good.' After that, I told the objective of today's lesson. That was playing Stand Up- Hand Up and Pair Up.

I demonstrated the activity. First, the students stood up and raised their hands. I called hand as a sign that they had to find a partner to share their descriptive text. After they had found one, they started sharing their favorite idol. Student A shared, student B listened, vice versa. I clapped hand for second time as a sign that the students should find another partner. They were not allowed to

share with the previous partner. I checked their understanding about the activity 'do you get the point?' 'Yes, Miss.!' They asked for preparation time. I gave them 5 minutes to prepare their monologue. Reading aloud was not the mean by this activity neither remembering the monologue. I asked them to really imagine their idol and then visualize them by saying. They were not permitted to bring any text.

The time for preparation is up. The students asked me to model the activity. I invited Fahira, Fuji, Sulton, Arka, Zaki, Arum, Dion, and Zaki to model the activity.

'Sulton, please come in front!'

'Oke, one more student, Zaki please!'

The class was crowded when the activity was played. The students followed my instruction. They really switched partners and did tell their idol. The collaborator and I looked round the class and assessed their speaking skills. Their speaking skills enhanced. The hesitation decreased, the vocabulary were various, the grammatical mistakes decreased, and their pronunciation were correct. The activity was played for three times. After the activity ended, I gave them general feedback and praised them for being cooperative and showed good progress in learning. I said goodbye to the students when the time is up.

INTERVIEW TRANSCRIPT

1. Teacher's Interview

Interviewee : Miss M.I. Sri Harnani (English teacher)

Date : January, 21th 2014

Place : VIID SMPN 4 Yogyakarta

R = Researcher

ET = English Teacher

R : Kelasnya memang rame ya, Bu?

ET : Ya begitu Mbak, saya sampai harus teriak biasanya karena suara saya kalah sama suara murid. *Ora nggatekke* Mbak kalo saya sedang menerangkan.

R : Iya ya, Bu, sepertinya agak susah diatur kelasnya. Biasanya memang seperti ini Bu?

ET : *Ben dino* Mbak.

ET : Ya kayak gini Mbak, anak-anak kalau disuruh mencatat *suwi*.

R : Iya yah Bu, kebanyakan mainnya. Kalau boleh saya usul, mungkin menggunakan LCD Bu untuk menghemat waktu.

ET : Biasanya saya juga begitu Mbak. Saya siapin power point nya dulu. Tapi ini saya gak buat karena lupa Mbak. Biasanya saya suruh anak saya yang buat.

ET : Ya gitu Mbak tadi anak-anaknya pas speaking. Ada yang sudah bagus dan lancar, ada yang belum dan malu-malu. Banyak juga malah yang gak ada suaranya.

R : Betul Bu, kemampuan anak-anak dalam *speaking* sepertinya beragam.

2. Teacher's Interview

Interviewee : Miss M.I. Sri Harnani (English teacher)

Date/Time : January, 21th 2014

Place : Teacher room SMP N 4 Yogyakarta

R = Researcher

ET = English Teacher

R : Selamat siang, Bu. Mohon maaf saya mengganggu. Kalau saya hendak bertanya tentang beberapa hal terkait teaching speaking, bisa tidak ya Bu?

ET : Iya Mbak Nisa, gimana?

R : Begini Bu, apa kesulitannya dalam mengajar speaking dibandingkan dengan ketiga skill yang lainnya, Bu?

ET : *Nek speaking kui yo angele* di anak-anak Mbak. Mereka pemalu dan takut salah, jadi ngomongnya dikit kalau di kelas. Tapi kalau suruh ribut baru keras. Kalau gak tahu kadang gak mau nanya Mbak, jadi pas maju sering salah.

R : Lalu bagaimana Ibu menyelesaikan masalah tersebut, Bu? Apakah Ibu mempunyai kiat khusus?

ET : Saya biasanya memotivasi anak-anak, Mbak, kayak tadi yang di kelas. Saya biasanya juga memberi contoh dialog yang mudah, jadi kalo anak-anak maju tinggal ngganti namanya. Kalo contohnya susah yo *tambah angel le ngomong, Mbak*. Saya juga biasanya nanya apa ada kosakata yang sulit atau gak tahu artinya.

R : O iya Bu. Menurut Ibu, bagaimana kemampuan siswa siswi dalam speaking? Apa kesulitan yang mereka hadapi?

ET : Kalau kesulitan paling masalah kosakata, Mbak..Anak-anak sebenarnya gak bodoh, ya tapi itu *podo ra konsentrasi nek sinau* ditambah kalau di rumah gak mau mengulangi materi yang dipelajari.

R : Gak mau latihan gitu ya, Bu?

ET : Iya, Mbak. Saya perhatikan kayak Putri itu, sebenarnya dia gak bodoh, tapi males latihan ngulangi di rumah.

R : Mmm, kalau secara umum, kemampuan speaking anak-anak bagaimana?

- ET : Kalau itu bervariasi, Mbak. Kaya Dafa, Fahira, Zaki, Fuji memang pintar. Tapi yang lainnya masih kurang.
- R : Nah, itu Bu. Saya juga mencatat beberapa siswa kemampuan speaking nya sudah bagus, sudah PD juga. Tapi yang lainnya masih kurang. Berdasar pengamatan Ibu, siswa siswa yang sudah bagus kemampuan speakingnya siapa saja, Bu?
- ET : Iya Mbak, memang begitu. 7D itu sebagian aktif sebagian pasif. Sebentar saya buka dulu catatan saya. Yang nilainya bagus itu Arka... Daffa... Endah... Fahira... Fuji... Dion.. Rizaldi.. Salma.. Zaki, dan Zara. Yang lainnya juga nilainya bagus, tapi tidak se bagus mereka.
- R : Iya Bu, mereka memang bagus speaking nya. Kalau mengajar di kelas, Ibu memakai metode apa Bu? Bagaimana cara Ibu menjelaskan kepada anak-anak?
- ET : Yang pertama saya arahkan materinya kepada anak-anak lewat *lead-in questions*. Saya kasih contoh lisan dulu bareng sama anak-anak. Setelah itu saya jelaskan tujuan pembelajarannya, hari ini kita akan belajar apa. Lalu saya kasih contoh dialog-dialog yang biasa dipakai sehari-hari. Dialognya pendek saja. Setelah itu anak-anak maju satu-satu ke depan untuk latihan ngomongnya Mbak. Saya kasih beberapa situasi lalu mereka praktek. Sebelum maju saya suruh mereka latihan dulu di kelompok biar gak malu kalau maju.
- R : Begitu ya Bu. Kalau untuk aktifitas speaking di kelas, biasanya ibu menggunakan apa?
- ET : Kalau saya ya itu Mbak, perform dialog, games. Games tapi jarang karena waktunya tidak cukup. Ungkapan-ungkapan juga saya kenalkan ke anak-anak dalam bentuk dialog. Saya juga sering kasih hadiah ke anak-anak. Kayak tadi saya kasih permen ke Fahira karena dialognya minta permen. Ben anak-anak gelem maju tho Mbak.
- R : Iya, Bu. Tadi anak-anak terlihat nyesel gak maju buat perform the dialog. Kalau di kelas, anak-anak sudah pernah belajar dalam kelompok belum ya, Bu?

- ET : Belum, Mbak.
- R : Nah, rencana saya ingin mengelompokan mereka kedalam beberapa kelompok, Bu. Satu kelompok terdiri dari anak yang tergolong high achievers dan low achievers. Maksud saya biar yang high bisa membantu yang low, Bu.
- ET : Oh itu bagus, Mbak. Nanti kelompoknya bisa saya pake.
- R : Siap, Bu.

3. Students' Interview

Interviewees : S2, S11, S14, S17, S15, S27, S34

Date/Time : January, 22nd 2014

Place : School yard

R = Researcher

S = Student

- R : Hallo students!
- Ss : Miss Nisaaaaaaaaaaaaaaaaaaaaaa. I miss you.
- R : I miss you too, peluk peluk sini. Miss Nisa boleh ngobrol bentar gak sama kalian?
- Ss : Boleh, Miss.
- R : Di situ aja ya yang ada tempat duduknya..... Gini nih, Miss Nisa mau nanya kok kalian ribut sendiri sih pas Miss Nani lagi ngejelasin? Pertanyaan Miss Nani juga gak dijawab.
- S2 : Hla wong gak tahu tadi nanya apa.
- R : Kenapa gak tanya maksunya ke Miss Nani?
- S2 : Males Miss.
- R : O gitu. Tapi lain kali jangan begitu ya. Kalau ditanya, sebisa mungkin dijawab. Kalau gak tahu, nanya. Miss Nani pasti bakal kasih tahu.
- S14 : Kelasnya ngebosenin Miss.
- R : Ngebosenin gimana?

- S17 : *Gur mung moco dialog* Miss. Bosen banget. Miss Nani sukanya marah-marah.
- S14 : Masa kita disuruh nulis percakapan yang di papan tulis, banyak banget Miss.
- R : Mm, yaitu biar kalian gak lupa percakapannya.
- S2 : *Mbok Miss Nisa* aja yang ngajar Miss.
- S34 : Iya Miss, ngajar disini lagi aja Miss.
- R : Hehehe, Miss Nisa kan belum lulus jadi belum bisa ngajar.
- S27 : Kelasnya ngebosenin Miss, gak seru, garing. Gitu-gitu doang.
- R : Oh gitu. Yang lain deh Miss Nisa mau nanya. Susah gak sih ngomong pake bahasa Inggris? Kemarin kayaknya masih banyak yang malu-malu. Yang gak ada suaranya gitu alias suaranya pelan banget.
- S14 : Biasa aja, Miss. Aku suka bahasa Inggris kok. Kemarin di ELTI pas tes vocabulary aku cuman salah satu. Aku salah nulis kata forbidden itu loh Miss, kurang d nya satu.
- R : Oo, keren Fuji. Kalau yang lainnya? Dita nih kemarin yang ribut gak ada suaranya.
- S2 : Susah Miss.
- R : Susahnya gimana, Dita?
- S2 : Ngomongnya itu loh, Miss, ribet. Aku gak PD juga, Miss.
- R : Ribet gimana maksudnya?
- S2 : Gak tahu Miss aku susah aja lidahnya. Kok kayaknya susah gitu ngomongnya.
- R : Kalau gak PD kenapa emang?
- S2 : Yo karena gak bisa itu Miss. Kadang sering diketawain itu loh Miss, apalagi sama anak-anak boyband.
- R : Boyband? Ada boyband di kelas?
- S11 : Itu loh Miss itu yang tadi barusan lewat.
- S17 : Iya Miss, gak cuman mereka juga sih, beberapa anak cowok juga sering ngejek gitu.

- R : Oh gitu. Justru kalau kalian gak pernah latihan ngomong, akan semakin susah ngomong pake bahasa Inggris. Jangan malu, tunjukkan kalau kalian juga bisa. Kalau yang lainnya gimana? Endah gimana?
- S11 : Sama Miss. Sama itu Miss, kadang aku suka gak bisa mbedain cara ngucapinnya. Kayak misal cheese keju sama cheers kalau mau foto itu Miss.
- R : Oh gitu.
- S17 : Sama kosakata Miss.
- R : Kosakata gimana maksudnya?
- S17 : Aku kosakatanya masih dikit Miss jadi gak tahu mau ngomong apa.
- R : Emang gak pernah dikasih latihan kosakata?
- S17 : Enggak Miss. Makanya kadang kita karena gak tahu bahasa Inggrisnya apa jadi gak tahu ngomong apa.
- R : Oh gitu. Berarti harus dikasih tahu dulu dong kosakata apa aja yang biasanya digunakan kalau mau ngomong?
- S17 : Kalau kayak gitu bagus, Miss.
- S11 : Betul Miss.
- R : Yang lainnya?
- S27 : Sama Miss.
- R : Zara gimana?
- S34 : Biasa aja sih, Miss.
- R : Berarti gak ada masalah ya?
- S34 : Hehehehe.
- R : Kalau di kelas biasanya *speaking* nya ngapain aja? Belajarnya asyik gak sih?
- R : Dzulfikar, kamu kok diem aja tadi ditanya Miss Nani?
- S10 : Aku gak ngerti tadi ditanya apa.
- R : Ya tanya dong.
- S10 : Hla aku gak bisa bahasa Inggris Miss.

4. Students' Interviews

Interviewee : S13, S5, S8, S24, S 19

Date/Time : January, 23rd 2014

Place : School yard

R = Researcher

S = Student

R : Fahira, are you in hurry? Miss Nisa mau nanya sesuatu boleh gak?

S13 : Bentar lagi dijemput sih, Miss. Ya gakpapa. Nanya apa Miss?

R : About speaking in English nih, Fahira susah gak kalo speaking?

S13 : Biasa aja sih Miss. Aku gak ngomong aku udah pinter ya Miss. Tapi ya bisalah.

R : Berarti gak nemuin kendala ya kalau ngomong?

S13 : Mmm, ya gitu Miss.

R : Kalau menurut Fahira, temen-temena di kelas gimana speaking nya?

S13 : Ya gimana yah Miss.

R : Tenang aja, Miss Nisa gak bakal bilang-bilang kok.

S13 : Ya beberapa ada yang udah bagus, sebagian ada yang belum.

R : Oh gitu, oke deh. Thank you for the time ya.

R : Hello Dafa!

S8 : Hello, Miss! How are you? Long time no see you.

R : I am very well, thank you. How about you? Yeah, been a while.

S8 : I am fine, Miss. Ngapain e Miss ke sekolah?

R : Nih, mau ketemu kalian, kangen Miss Nisa sama anak-anak SMP 4. Anyway, Miss Nisa boleh nanya gak?

S8 : Yoi Miss. Mau nanya apa?

R : Speaking in English susah gak sih, Fa?

S8 : Mmm, kalau aku sih biasa aja Miss. Tapi ya kadang pengucapanku yang kadang salah, apalagi kalau kata-katanya baru. Sama ini Miss, kadang kalo gak dipraktekin sering lupa.

- R : Oh gitu, ya kalau mau lancar emang harus sering dipraketkin.
- S8 : Yoi Miss, Make English habit kata guruku di EF.
- R : Nah itu pintar. Kalau PD, PD lah ya?
- S8 : PD PD aja sih Miss. Justru aku gak takut kalo maju, kalo aku salah kan jadi tahu salahnya.
- R : Good good! Kok pas Miss Nani ngajar, kalian rebut sendiri?
- S8 : Kelasnya emang ribut Miss. Berisik. Kasihan Miss Nani ngejelasin di kelas gak ada yang dengerin. Pembelajarannya ngebosenin sih Miss jadi banyak yang gak merhatiin.
- R : Gak boleh begitulah harusnya. Emang penginnya aktifitas seperti apa biar gak bosan?
- S8 : Yang fun aja Miss, yang gak terlalu kaku gitu, yang bisa main-main juga hehe.
- R : Kalau di kelas latihan pronunciation gak?
- S8 : Apa itu Miss pronunciation?
- R : Cara mengucapkan bahasa Inggris dengan benar.
- S8 : Enggak Miss. Paling cuman disuruh mbaca dialog. Miss Nani Inggris nya medok banget. Hehe.
- R : Arka, Arka... Miss Nisa boleh nanya sesuatu gak ke Arka?
- S5 : Apa itu Miss?
- R : Buat Arka, *speaking in English* susah gak?
- S5 : Enggak, Miss.
- R : PD dong kalo ngomong pake bahasa Inggris?
- S5 : Heem

5. Students' Interview about the first SK KD

Interviewee : VII D Students

Date : March 13th, 2014

Place : VIID SMPN 4 Yogyakarta, school yard

R = Researcher

S = Student

R : Gimana tadi kelasnya sama Miss Nisa?

S5 : Seru, Miss.

R : Seru gimana?

S5 : Gak ngebosenin, Miss.

R : Kalau dari materi paham gak?

S5 : Paham, Miss.

R : Kalo *activity* yang Quiz-Quiz Trade gimana?

S5 : Maksudnya Miss?

R : *Activity* nya ngebantu Arka buat ngomong pake bahasa Inggris gak?

S5 : Heem, tadi latihan semua kartunya sebelum maju.

R : Nah, berarti tadi banyak latihan *speaking* dong sebelum maju?

S5 : Iya Miss.

R : Dan itu ngebantu memperlancar *speaking* nya Arka pas maju ke depan gak?

S5 : Iya Miss.

R : Tapi gak diapalin kan?

S5 : *Yo enggak* Miss. *Uakeh e limolas*. Aku paham kok materinya jadi cuman latihan aja.

R : That's good Arka. Keep it up!

R : Lili, gimana tadi kelasnya?

S20 : Seneng Miss.

R : Paling seneng pas *activity* yang mana?

S20 : Semuanya Miss.

- R : Oh gitu. Cerita dong, senengnya gimana?
- S20 : Kalo yang ndengerin dialog, seneng aja karena bisa ngedengerin caranya ngomong bahasa Inggris. Terussss, tadi pas ngecek juga dibantuin sama Fahira. Pas maju dialog juga.
- R : Jadi senengnya karena dibantu Fahira nih?
- S20 : Ya maksudnya Fahira banyak bantuin aku yang kurang bisa Miss. Jadi aku lebih PD sih Miss.
- R : Oh gitu, Fahira mbantuinnnya gimana?
- S20 : Ya selain ngasih tahu jawaban yang bener sama alasannya, dia juga nyemangatin aku buat berani ngomong, ngasih tahu ngomongnya harusnya gimana, ngoreksi salahku juga, Miss.
- R : Yiayy! I am very happy to hear that.
-
- R : Lina, tadi kok kayaknya masih malu-malu gitu ngomongnya?
- S17 : Hehehe, soale aku gak bisa bahasa Inggris Miss hehehe.
- R : Nah kalau belum bisa makanya belajar, jangan malu gitu.
- S17 : Susah Miss, ngomongnya susah.
- R : Itu karena gak terbiasa.
-
- R : Gimana aktifitas *Quiz Quiz Trade* di kelas speaking tadi, Rum?
- S6 : Seneng Miss, aku suka.
- R : Sukanya gimana?
- S6 : Lebih santai aja rasanya Miss. Materinya juga bisa dipahami.
- R : Oh gtu. Tadi sekelompok sama Eva yah? Kalian saling bantu gak sih tadi pas buat dialog?
- S6 : Iya Miss. Eva bantuin.
- R : Bantuin apa?
- S6 : Ya mbuatnya bareng-bareng, terus dipraktikin sampe bener ngomongnya.
- R : Brarti tadi sering latihan dong sebelum maju?
- S6 : Iya Miss, buat jaga-jaga dapet kartu nomer berapa.

- R : Zaki, gimana pendapat Zaki tentang penggunaan bahasa Inggris yang dipake Miss Nisa di kelas?
- S33 : Maksudnya apa Miss?
- R : Miss Nisa kan tadi dikelas berusaha untuk selalu ngomong pake bahasa Inggris. Terutama kalau nanya kabar, nanya ada pertanyaan apa gak, memberi perintah, memuji dan sebagainya. Nah, menurut Zaki gimana?
- S33 : Oh, bagus Miss.
- R : Bagusnya gimana?
- S33 : Ya jadi aku njawabnya pake bahasa Inggris juga.
- R : Fuji, tadi Miss Nisa udah kasih handout buat belajar. Gimana menurut Fuji?
- S14 : Iya Miss kayak gitu aja, biar gak usah nyatet. Nyatet itu capek loh Miss.

6. Collaborator's Interview

Interviewee : Miss M.I. Sri Harnani
Date : March 10th, 2014
Place : VIID SMPN 4 Yogyakarta
R = Researcher
ET = English Teacher

- R : Bagaimana kelas hari ini menurut Ibu? Apakah sudah sesuai dengan rencana?
- ET : Ya sudah lumayan bagus Mbak. Anak-anak tadi saya lihat sudah mau ngomong walaupun beberapa ada yang *gur meneng*. Tadi saya lihat anak-anak *yo podo gelem bareng-bareng nggawe* dialog. Biasanya susah. Pas maju juga saya lihat *speaking* nya sudah lumayan bagus, walaupun ada yang belum bagus. Tadi saya lihat Putri yang biasanya gak mau ngomong, sudah berani ngomong. Tapi ya masih perlu ditingkatkan karena beberapa anak juga masih kurang bagus *speaking* nya

7. Students' Interviews about the second SK KD

Interviewee : VII D Students

Date : March 17rd, 2014

Place : VIID SMPN 4 Yogyakarta

R = Researcher

S = Student

R : Hira, tadi kelompoknya sama siapa aja?

S13 : Sama Dion, Alivia, Putri, Miss.

R : Gimana tadi belajarnya? Menyenangkan gak?

S13 : Seneng, Miss.

R : Cerita dong!

S13 : Tempat yang ditanyain kan beda-beda jadi lebih banyak latihan *speaking* nya Miss. Seru kok Miss. Aku jadi lebih paham materinya.

R : *Team* nya gimana? Saling bantu gak sih tadi?

S13 : *Team* nya anaknya asyik asyik Miss.

R : Jadi lebih enak belajar *in a team* ya?

S13 : Iya, Miss kalau aku. Kalau temen temen ada yang gak paham biasanya nanya aku. Aku jadi ikut belajar lagi dan lebih paham pelajaran bahasa Inggris.

R : Intan, gimana kelas hari ini sama Miss Nisa?

S27 : Seneng, Miss.

R : Senengnya gimana?

S27 : Seru sih Miss, asyik aja. Kelasnya rame gak kaku.

R : Tadi *activity* yang *Fan-N-Pick* gimana?

S27 : Oh itu. Mmm, nyenengin kok Miss. Aku tadi sebenarnya gak terlalu paham materinya karena banyak banget. Tapi tadi dibantu sama temen-temen, disemangatin juga sampe aku bisa ngomong hehehe. Seru lah Miss.

R : Itu bagus. Kalau Intan sendiri mbantu temen-temen gak tadi?

S27 : Mbantu Miss. Zaki tadi gak mudeng Miss Nisa nyuruh ngapain terus aku jelasin.

R : Berarti saling bantu ya? Good job!

S27 : Iya, Miss.

R : Afri, tadi belajar apa di kelompok?

S21 : Yo belajar arah *kui mau* Miss.

R : Mm yaiyalah kan itu materinya. Gimana rasanya belajar speakin di kelompok?

S21 : Enak

R : Enaknya gimana?

S21 : Karena dapat menambah pengetahuan bahasa Inggris Miss.

R : Pengetahuan yang kayak gimana tuh maksudnya?

S21 : Ya tentang arah tadi Miss. Jujur kosakata aku gak banyak tahu.

R : Oh gitu, jadi dibantu ya ama temen-temennya.

S21 : Iya Miss.

R : Kalau pengucapannya gimana? Afri udah bisa atau belum?

S21 : Ya dikit dikit Miss. Tapi aku ngerasa sekarang lebih bisa sih ngomongnya.

R : O gitu. Lebih bisa ngomongnya karena apa?

S21 : Ya karena diajarin Miss Nisa sama temen-temen di kelompok.

R : Oh gitu, bagus deh. Temen-temen kalau misal Afri salah ikut ngoreksi gak?

S21 : Iya, Miss. Dikoreksi kok.

R : Menurut April, latihan pengucapan tadi gimana? Membantu gak dalam mengucapkan kata dalam bahasa Inggris secara benar atau malah nambah susah?

S3 : Membantu kok Miss, ya walau aku ngomongnya agak susah.

R : Membantu gimana maksudnya?

S3 : Miss Nisa jelas ngomongnya jadi aku tahu cara ngomongnya hehehe.

- R : Menurut Nando, latihan pengucapan tadi gimana? Membantu gak dalam mengucapkan kata dalam bahasa Inggris secara benar atau malah nambah susah?
- S25 : Membantu, Miss.
- R : Tapi kok tadi Miss Nisa lihat Nando pelan banget suaranya?
- S25 : Aku emang pelan Miss kalo ngomong. Tapi tadi latihannya ngebantu kok Miss, jadi aku tahu cara ngomongnya. Ternyata bahasa Inggris asyik juga ya Miss.
- R : Zara, menurut Zara tadi *activity listening* di kelas gimana? Susah gak sih materinya?
- S34 : Enggak kok Miss.
- R : Nah, dari dialog yang diperdengarkan tadi, apa yang bisa Zara pelajari untuk membantu *Speaking* Zara?
- S34 : Mm, apa ya Miss. Menurutku sih dari rekaman tadi yang diputer kita bisa belajar cara ngomong yang bener kayak orang sana. Jadi kalo kita ngomongnya salah gitu kita tahu karena gak sesuai sama tadi yang didenger di rekaman.
- R : Aldi, Miss Nisa mau nanya nih.
- S29 : Apa, Miss.
- R : *Activity listening* nya susah gak sih?
- S29 : Enggak Miss.
- R : Nah, apa yang bisa Aldi pelajari dari dialog yang didengar tadi pas *listening* untuk membantu *speaking* Aldi?
- S29 : Mmm, jadi lebih sering denger sih cara orang bule ngomong. Dari situ kan kita bisa belajar Miss ngomong yang bener yang kayak mereka gimana. Jadi kalo ngomong gak aneh gitu Miss, masa bahasa Inggris kedengerannya kayak medok gitu.

- R : Dita, apakah latihan kosakata yang Miss Nisa kasih menambah penguasaan kosakata bahasa Inggris Dita?
- S2 : Iya Miss, jadi aku gak usah pinjem kamus kalau mau nyari kata. Kebanyakan udah dikasih tahu Miss Nisa diawal.
- R : Arum, gimana tadi kegiatan di kelas?
- S6 : Ya lumayan suka Miss.
- R : Kok gitu? Tell me why?
- S6 : Di kelompokku ada yang egois dan mau menang sendiri Miss.
- R : Oh gitu.
- S6 : Kerjanya juga sendiri-sendiri Miss.
- R : Desti, gimana tadi kegiatan di kelas?
- S09 : Mmm, mmm, lumayan Miss.
- R : Lumayan gimana maksudnya?
- S09 : Kerjasamanya kurang Miss, lebih enak belajar sendiri. Mungkin lebih baik kalau kelompoknya milih sendiri Miss.

8. Collaborator's Interview

Interviewee : Miss M.I. Sri Harnani

Date : March 13rd, 2014

Place : VIID SMPN 4 Yogyakarta

R = Researcher

ET = English Teacher

- R : Miss, bagaimana kelas hari ini menurut Miss Nani? Apakah sudah berjalan sesuai rencana?
- ET : Ya, sudah seperti yang di RPP. Perkenalan dan penjelasan materinya juga sudah bagus.
- Classroom management nya yang kurang tadi Mbak. Anak-anak masih ribut dan susah diatur.

- R : Memang Bu, saya juga kewalahan.. Tapi progress speaking mereka bagaimana dibandingkan meeting kemarin, Bu?
- ET : Meningkatkan.
- R : Meningkatkan bagaimana maksudnya, Bu?
- ET : Dari semua aspek yang dinilai ada peningkatan. Ya walau ada beberapa yang meningkatnya gak banyak. Karena saya lihat sudah banyak peningkatan, besok langsung ke materi selanjutnya saja Mbak. Descriptive ya Mbak?
- R : Iya, Bu.
- ET : Langsung ke materi descriptive saja karena materinya banyak.

9. Students' Interview about the Third SK KD

Interviewee : Students

Date/Time : April 10th, 2014

Place : VIID SMPN 4 Yogyakarta

R = Researcher

- R : Gimana tadi activity Numbered Head Together nya?
- S19 : Seru, Miss!
- R : Tadi jawabannya di diskusikan gak sama temen-temen?
- S19 : Iya Miss, itu mbuat aku lebih paham rekamannya.
- R : Anisa Ayu, gimana tadi *Team Stand N Share* activity nya?
- S3 : Seru Miss. Tapi tadi agak grogi juga sih hehe.
- R : Grogi kenapa?
- S3 : Takut gak bisa ngomong hehe.
- R : Oo, kan udah belajar materinya kemarin.
- S3 : Hehehe, iya sih Miss. Tapi kadang ya tetep grogi lah Miss.
- R : Tapi tadi Miss Nisa lihat biasa aja tuh gak kelihatan grogi, malah bagus speakingnya
- S3 : *Thank you Miss.*

- R : *You are welcome*. Eh gimana tadi, asik gimana kegiatannya? Cerita dong!
- S3 : Ya kan tadi kelompokan, jadi lebih banyak ide, lebih banyak yang bantuin juga. Jadi gak cuman satu orang aja yang kerja.
- R : Oh gitu, kompak dong *team* nya. Eh tadi Miss Nisa lihat Tinta sudah PD loh ngomongnya pas maju.
- S3 : Hehehe. Tadi sebelum maju kita sepakat kalau masing-masing harus berani ngomong biar nilai kita bagus Miss.
- R : Oh gitu. Bagus deh.
- R : Dzulfikar, Miss Nisa mau ngobrol sebentar boleh gak?
- S10 : Boleh-boleh aja Miss.
- R : Sebentar doing kok. Gini nih Miss Nisa mau nanya. Gimana pendapat Dzulfikar tentang belajar *speaking* kita hari ini?
- S10 : Bagus Miss.
- R : Bagus itu maksudnya gimana? Miss Nisa gak mudeng.
- S10 : Yo seru Miss.
- R : Oh gitu. Miss Nisa tadi lihat Dzulfikar kemampuan *speaking* nya meningkat loh dari pertemuan kemarin.
- S10 : Hehehe.
- R : Penasaran Miss Nisa. Tadi di kelompok kerjanya saling bantu gak?
- S10 : Oo yo jelas itu Miss. Aku lebih suka kelompokan kayak gitu Miss. Lebih asyik.
- R : Tapi kalian kerjasama gak? Apa cuman beberapa doing yang kerja?
- S10 : Kerja semua dong Miss. Aku terbantu Miss. Belajarnya kalau kelompok kan bisa nanya ke yang lain kalau gak tahu.
- R : Mm gitu. Tadi latihan *speaking* gak sebelum maju?
- S10 : Yo latihan *tho* Miss.
- R : Gimana tadi listening activity nya?
- S24 : Seru Miss, buat contoh juga kalau mau ngomong.
- R : Kalau gitu, tiap kelas *speaking* pakai listening gimana?

S24 : Gpp, malah sekalian praktek kan Miss.

R : Hi, Aldi! Gimana kalau English class ngomongnya pakai English terus?

S29 : Hahaha, gak papa Miss.

R : Serius?

S29 : Iya Miss, kalau gak tahu kan bisa tanya Miss Nisa.

R : Ok. Gimana nih menurut Aldi penggunaan bahasa Inggris di kelas selama belajar Kemarin? Apa manfaatnya buat Aldi?

S29 : Jadi lebih sering denger sih Miss, awalnya aku cuman dengerin doang Miss Nisa ngomong, aku mudeng, lama-lama jadi pengen ngomong pake bahasa Inggris juga.

R : Dita, sekarang udah PD nih kayaknya ngomong pake bahasa Inggris.

S2 : Makasih Miss. Kalau ngomong pakai bahasa Inggris keren ya Miss hehe.

R : Oh iya dong.

S2 : Jadi gak papa ya kalau pake bahasa Inggris terus?

R : Mmm, gak papa sih Miss asal aku muden, kalau gak translate. Jangan kecepeten Miss.

R : J, gimana tadi kelasnya? Was it fun?

S16 : Yes Miss, fun banget.

R : Fun nya gimana?

S16 : Lebih PD aja sih Miss kan karena cuman berdua.

R : Gitu aja nih?

S16 : Kalau dibandingin sama yang kemarin sih lebih seneng yang sekarang ini.

R : Oh gitu, bagus deh! Kalau sekarang kemampuan speaking J gimana? Nambah atau sama aja?

S16 : Nambah Miss, nambah pengetahuan yang jelas, nambah PD juga, sama nambah lancar apa ya Miss.

R : Eva, gimana tadi kelasnya?

S12 : Asyik Miss! Hehe

R : Asyiknya gimana?

S12 : Gak malu Miss ngomongnya sama lebih santai aja hehe.

R : Oh gitu. Kalau sekarang kemampuan speaking Eva gimana nih?

S12 : Udah lebih bagus Miss. Kalau speaking, mending gini terus aja Miss.

R : Tapi 10 kali ya sharing nya gimana, mau?

S12 : OkMiss!

**THE COURSE GRID OF IMPROVING THE SPEAKING SKILLS THROUGH COOPERATIVE LANGUAGE LEARNING FOR
THE SEVENTH GRADE STUDENTS OF SMP N 4 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014**

School : SMP N 4 Yogyakarta
Grade/ Academic Year : VII /2013/2014
Skill/ Semester : Speaking / 2

Cycle 1

SK : Expressing meaning of simple conversations for interpersonal and transactional purposes to interact in the closest social contexts.

KD : Expressing meaning of simple transactional and interpersonal conversations in accurate, fluent, and acceptable spoken language to interact in social contexts involving expressions for asking for and giving opinions; **showing like and dislike**, asking for clarification, and responding interpersonally.

Topic	Indicators	Learning Materials		Activities Using Cooperative Language Learning Lesson Design	Media
		<i>Text and Functions</i>	<i>Grammar and Vocabulary</i>		
Hobby	Students are able to: 1. Identify the expressions of like and dislike. 2. Respond to the expressions of like and dislike with the	Functions: Expressions of like and dislike. Joe: <u>What do you do in your free time?</u> Sue: <u>I like meeting friends and going shopping. I don't usually watch a lot of TV.</u>	Grammar: 1. Wh-questions with the answer. 2. Questions with do and the answer. 3. Object gerund in simple present tense.	Into 1. The students answer lead-in questions orally. 2. The students listen to the dialogues 3. The students do Timed Pair Share . Procedure: The students answer some comprehension questions and list the	Laptop, speakers.

	correct grammar, pronunciation, stress, and intonation. 3. Pronounce words and expressions of like and dislike with the correct stress and pronunciation. 4. Use the expressions of like and dislike based context with the correct grammar, pronunciation, stress, and intonation.	Sometimes I go to the movies on the weekend. Bob: <u>I like meeting friends, too.</u> We usually play computer game or sometimes we watch TV. <u>I don't like doing homework or reading comic books.</u> Emma: I usually meet friends in my free time too or sometimes we talk on the phone. Mark : <u>What are your hobbies, Jane?</u> Jane : <u>I like reading comics, shopping and dancing</u> but my favorite thing is shopping. Mark : How often do you go shopping? Jane : Every day. Mark : <u>Do you like watching movies?</u>	Vocabulary: 1. Hobbies reading books, listening to music, cooking, surfing the net, dancing, swimming, singing, shopping, meeting friends, watching TV, playing football, playing basketball 2. Free time, like, love.	words that they hear in the dialogue. After they have finished, they take turns sharing answer. 4. The students practice pronouncing the words. Through 5. The teacher provides models of expressing like and dislike. 6. The students do Quiz -Quiz –Trade. Procedure: The students work in pairs. Each student is given situational cards. Partner A quizzes B. partner B answer. Partner A praises or coaches. Partners switch roles. Beyond 7. The students do Inside-Outside Circle and Pair Interview. Procedure: The students are standing in the inside-outside circle. They do a pair interview with their face partner, each interviewing the other on hobbies. The	Situational cards. A questionnaire
--	--	--	--	--	--

		Jane : <u>No, I don't like it.</u>		teacher selects two adjacent pairs to team up to form a team of four and sits down as a team. 6. The students do Timed Round Robin. <i>When the students are seated as a team, they do a Timed Round Robin. Each introduces their partner by sharing what they learned in the Pair Interview.</i>	White board, board markers, a watch.
--	--	------------------------------------	--	---	--------------------------------------

SK : Expressing meaning of simple conversations for interpersonal and transactional purposes to interact in the closest social contexts.

KD : Expressing meaning of simple transactional and interpersonal conversations in accurate, fluent, and acceptable spoken language to interact in social contexts involving expressions for asking for and giving services, asking for and giving things, and **asking and giving fact**.

Topic	Indicators	Learning Materials		Activities Using Cooperative Language Learning Lesson Design	Media
		<i>Text and Functions</i>	<i>Grammar and Vocabulary</i>		
City Map	Students are able to: 1. Identify the expressions of asking and giving directions.	Functions: Expressions of asking and giving fact. Nial : Excuse me. <u>Can you show me the way to get to the supermarket?</u>	Grammar: 1. Imperative sentences. 2. Prepositions of place Vocabulary:	Into 1. The students answer lead-in questions orally. 2. The students play Showdown. Procedure: The teacher selects one	Laptop, Speakers,

	2. Respond to the expressions of asking and giving directions with the correct grammar, pronunciation, stress, and intonation. 3. Pronounce words and expressions of asking and giving directions with the correct stress and pronunciation. 4. Use the expressions of asking and giving directions based context with the correct grammar, pronunciation, stress, and intonation.	Harry : Yes, sure. <u>It is in Green Road on the left, opposite the petrol station.</u> Nial : Thank you. Harry : My pleasure! Zayn : Excuse me, is the cinema near here? Lulu : Yes, very near. <u>Go along this road, turn left and it's on the right.</u> It is <u>between</u> the bookshop and the drugstore. Zayn : Thank you very much. Lulu : You are welcome.	1. Places Supermarket, post office, cinema, music shop, drugstore, electronic shops, bookshop, park, school, petrol station, train station, clothes shop, bus stop, shoe shop. 2. Preposition of places Next to, on the opposite, between, near to, on the left, in front of, on the right, behind.	student to be the Showdown Captain. The students listen to the dialogues and individually answer the questions. When finished teammates signal they are ready. The Showdown Captain calls 'Showdown.' Teammates answer and discuss their answer. The Showdown Captain leads the checking. If correct, the team celebrates; if not, teammates tutor, then celebrates. 3. The students list the difficult words. 4. The students practice pronouncing the words and the expressions. Through 5. The teacher provides models of asking and giving directions. 6. The students do Fan-N-Pick. Procedure: The students work in their team. They are given city maps with many places marked. Student A holds place cards in a fan and says, 'Pick a card, any card!' Student B picks a card,	whiteboard, board markers. Laptop, speakers. Whiteboard, board markers, laptop, speakers. City maps, Question cards.
--	---	--	---	---	--

				ask the direction. Student C gives the direction. Student D responds to the answer by checking, praising and tutoring if necessary. The students rotate roles. Beyond 5. The students do Mix, Pair and Share. Procedure: The teacher gives a city map to the students. The students draw five places on the map. The students mix around the classroom. The teacher calls 'Pair'. The students pair up with the person closest to them and give high five. The students who haven't found a partner raise their hands to find each other. Student A tells student B the name of the place, but doesn't tell them where. So does the student B. The student quizzes each other where the places are, give directions and mark the new places on the map. When they have finished, they check the maps.	City maps.
--	--	--	--	---	------------

SK : Expressing meaning of simple monolog text in the form of descriptive and procedure to interact in the closest social contexts.

KD : Expressing meaning of simple monolog text in accurate, fluent, and acceptable spoken language to interact in social contexts in the form of **descriptive** and procedure text type.

Topic	Indicators	Learning Materials		Activities Using Cooperative Language Learning Lesson Design	Media
		Text and Functions	Grammar and Vocabulary		
Favorite Stars	Students are able to: 1. Find the meaning and information in the descriptive text. 2. Present a monologue descriptive text orally with the correct pronunciation, stress, intonation, and grammar.	A monologue descriptive text: Good afternoon, my friend. I would like to tell you about my favorite star. <u>Justin Bieber is my favorite star.</u> He is very popular singer .He is 19 years old. He is the son of Jeremy Jack Bieber and Patricia Lynn Mallete. Justin has one younger sister and brother. <u>Justin has spiky blond hair, sharp nose, big brown eyes and white skin.</u> He is 170 cm tall. People say that he is handsome. He has a cheerful smile. It makes	Grammar Simple present tense Vocabulary 1. Professions Singer, dancer, actor, actress, presenter. 2. Physical appearances: tall, short, slim, fat, beautiful, handsome. 3. Type of hair: straight, wavy, curly, a crew-cut, bangs, spiky, blond.	Into 1. The students answer some lead-in questions orally 2. The students listen to the monologue. 3. The students do Numbered Heads Together. Procedure: The students sit in their team. The students number off. The students answer comprehension questions to be discussed. The teacher provides think time. Students stand up and put their heads together, showing answer, discussing, and teaching each other. Students sit down when everyone knows the answer. The teacher calls a number. The student with	Laptop, speakers. T/F cards.

		his fans being crazy when they meet him. Justin is a very talented musician. <u>He can sing and dance beautifully.</u> He can also play some music instruments like piano, drum, guitar, and saxophone. Justin is good star and I admire him so much.	4. Type of eyes: slanted, big, big, grey, brown. Nose: sharp, flat. Type of skin: white, brown, dark. 5. Personality Friendly, warm, talk active, talented, nice.	that number answers the questions. 4. The students list some difficult words in the monologue. 5. The students discuss the vocabulary from the text and practice pronouncing them. Through 6. The teacher explains the organization of a descriptive text and the language features. 7. The students do Team-Stand N-Share. Procedure: The students are given a star picture. They take turns describing the star in front of the class. Beyond 8. The students do Stand Up-Hand Up-Pair Up. Procedure: The students are assigned to perform a monologue descriptive. They prepare their own descriptive text individually. After they have finished with it, the students stand up, put their hands up, and quickly find a partner with whom to share the monologue.	Laptop, speakers. Pictures, LCD. Whiteboard, board markers. Artist pictures. .
--	--	--	--	---	---

LESSON PLAN

School	: SMP N 4 Yogyakarta
Grade/ semester	: VII/2
Subject	: English
Language skill	: Speaking
Time allotment	: 4 x 40 minutes (2 meetings)

A. STANDARD OF COMPETENCE

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. BASIC COMPETENCE

Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal.

C. LEARNING OBJECTIVES

In the end of the teaching-learning process, students are expected to be able to:

1. Identify the expressions of like and dislike.
2. Respond to the expressions of like and dislike with the correct grammar, pronunciation, stress, and intonation.
3. Pronounce words and expressions of like and dislike with the correct stress and pronunciation.
4. Use the expressions of like and dislike based context with the correct grammar, pronunciation, stress, and intonation.

D. INDICATORS

Students are able to:

1. Identify the expressions of like and dislike.
2. Respond to the expressions of like and dislike with the correct grammar, pronunciation, stress, and intonation.

3. Pronounce words and expressions of like and dislike with the correct stress and pronunciation.
4. Use the expressions of like and dislike based context with the correct grammar, pronunciation, stress, and intonation.

E. LEARNING MATERIALS

1. Dialogues using expressions of like and dislike.

Examples of the dialogues:

Dialogue 1

- Joe : What do you do in your free time?
- Sue : I like meeting friends and going shopping. I don't usually watch a lot of TV.
Sometimes I go to the movies on the weekend.
- Bob : I like meeting friends, too. We usually play computer game or sometimes we watch TV. I don't like doing homework or reading comic books.
- Emma : I usually meet friends in my free time too or sometimes we talk on the phone.

Dialogue 2

- Mark : What are your hobbies, Jane?
- Jane : I like reading comics, shopping and dancing but my favorite thing is shopping.
- Mark : How often do you go shopping?
- Jane : Every day.
- Mark : Do you like watching movies?
- Jane : No, I don't like it.

2. Grammar:

- Wh-questions with the answer.
- Questions with do and the answer.
- Object gerund in simple present tense.

3. Vocabulary

- Hobbies

- | | | |
|-------------------|----------------------|----------------------|
| - reading books | - listening to music | - cooking |
| - surfing the net | - dancing | - swimming |
| - singing | - shopping | - meeting friends |
| - watching TV | - playing football | - playing basketball |

- Free time, like, love.

G. TEACHING LEARNING METHOD

Cooperative Language Learning Lesson Design: Into-Through-Beyond.

H. TEACHING LEARNING ACTIVITIES

Meeting 1		
Stage	Activities	Media
Opening (5 minutes)	1. The teacher greets the students 2. The teacher calls the rolls. 3. The teacher informs the learning objectives and the scope of the lesson	A hobby picture, LCD, whiteboard, board markers.
Into 5 minutes 10 minutes 15 minutes	6. The students answer questions orally (see task 1) 7. The students listen to the dialogues 8. The students do <i>Timed Pair Share</i> (see task 2) The students answer some comprehension questions that they hear in the dialogue. After they have finished, they take turns sharing answer. 9. The students practice pronouncing the words.	Laptop, speakers.
Through 15 minutes 20 minutes	10. The teacher provides models of expressing like and dislike (see task 3). 11. The students do <i>Quiz -Quiz –Trade</i> (see task 4). The students work in pairs. Each student is given situational cards. Partner A quizzes B, partner B answer. Partner A praises or coaches. Partners switch roles.	Whiteboard, board markers. Laptop, speakers. Situational cards.
Closing (10 minutes)	12. The teacher provides overall feedback for the students' performances. 13. Together with the students, the teacher summarizes the lesson. 14. The teacher motivates the students to keep learning and	

	practicing their English. 15. The students pray. 16. The teacher says good bye.	
Meeting 2		
Opening (5 minutes)	1. The teacher greets the students 2. The teacher calls the rolls. 3. The teacher prepares the students to start the class. 4. The teacher reviews the previous lesson.	
Beyond (40 minutes)	5. The students do <i>Inside-Outside Circle and Pair Interview</i> (see task 5). Procedure: The students are standing in the inside-outside circle. They do a pair interview with their face partner, each interviewing the other on hobbies. The teacher selects two adjacent pairs to team up to form a team of four and sits down as a team.	A questionnaire
(30 minutes)	6. The students do <i>Timed Round Robin</i> . <i>When the students are seated as a team, they do a Timed Round Robin. Each introduces their partner by sharing what they learned in the Pair Interview.</i>	White board, board markers, a watch.
Closing (5 minutes)	7. The teacher provides overall feedback for the students' performances. 8. Together with the students, the teacher summarizes the lesson. 9. The teacher motivates the students to keep learning and practicing their English. 10. The students pray. 11. The teacher says good bye.	

I. LEARNING RESOURCES

Quinn, Robert et all. _____. Get Ahead Student Book1. _____.Oxford University Press.

Bates, Nina. 2005. Real Time: An Interactive English Course for Junior High School 1.

Jakarta: Erlangga.

Lindsey-Clark, Jeanette. Nindyarini, Agnes S. Sari, Rahma D. 2006.Flying Start 1B for

Junior High School Year VII Semester 2. Jakarta: Erlangga

Yogyakarta, February 2014

Researcher

Anisa Nur Pratiwi

10202244087

APPENDIX



Answer the questions orally based on your experience.

1. What is your hobby?

Listen to the dialogue and put a tick on the hobbies that Sue, Bob and Emma like.

Sue	Bob	Emma
☐ shopping	☐ doing homework	☐ watching TV
☐ dancing	☐ meeting friends	☐ swimming
☐ meeting friends	☐ playing computer games	☐ meeting friends
☐ watching TV	☐ reading comic	☐ talking on the phone with friends
☐ doing homework	☐ watching TV	☐ doing homework
☐ watching movies		

Circle the vocabulary that you hear in the dialogues.

free time

playing guitar

swimming

doing homework

playing computer games

dancing

shopping

hobbies

hiking

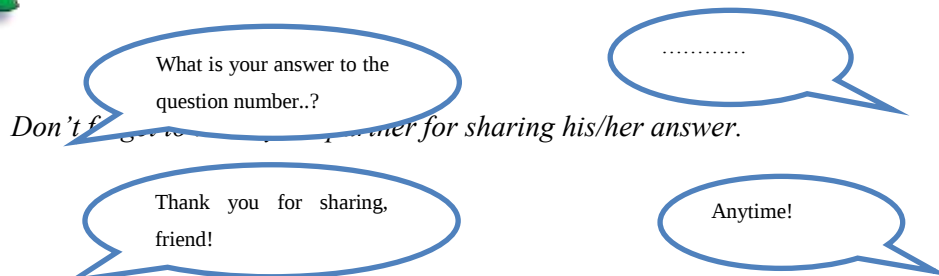
favorite

hanging out with friends

reading comic



When you have finished, check the answer with your partner using the following guideline.



3



Study the following explanation.

Asking and Giving Directions



In the dialogues, you hear the expressions to ask and express like and dislike.

Asking Like	Expressing like/dislike
- What do you do in your free time? *free time=spare time - What are your hobbies, Jane? - Do you like watching movies	- I like meeting friends and going shopping. I don't usually watch a lot of TV. Sometimes I go to the movies on the weekend. - I like reading comics, shopping and dancing. * You can also answer: My hobbies are reading comics, shopping and dancing. - No, I don't like it.



Pick a card and write down some questions based on the instruction on the card. Quiz your partner. You may coach him/her if necessary.

Ask your partner about
his/her hobbies.
You may add more
specific questions.

Ask your partner what
does she/he does in
his/her free time. You
may add more specific

Ask your partner whether
he/she likes camping, and
hiking and or not.

Ask your partner whether
he/she likes dancing, and
singing or not.

Ask your partner whether
he/she likes photography
or not.

Ask your partner whether
he/she likes drawing, and
listening to music or not.

Ask your partner whether
he/she likes reading
magazines and comics or
not.

Ask your partner whether
he/she likes playing
badminton and basketball
or not.

Ask your partner whether
he/she watching TV, and
movies or not.

Ask your partner whether
he/she likes surfing the
net and chatting or not.

Ask your partner whether
he/she likes travelling or
not.

Ask your partner whether
he/she likes playing
guitar, and singing or not.

Ask your partner whether
he/she likes doing
homework and reading
books or not.

Ask your partner whether
he/she likes jogging and
swimming or not.

Ask your partner whether
he/she likes playing
football and basketball or
not.

5



book.

First, work alone and write how you feel about the things below. Don't look at your partner's

What do you like?	Write your answers here	Name of the person who feels the same as you
a TV programme you really like		
Food you hate		
Food you love		
A place you like		
A drink you love		
The name of singer/band you like very much		
The name of a singer/band you don't like		



When everyone is ready, ask other people in the class. You may refer to the following guideline.

Do you like One Direction?

I love it. Do you like Justin Bieber?



When you find someone who likes the same as you, write their name in the second column. After that, sit in your group. Take turn telling the teammates what you found. Refer to the following guideline.

Opening
Good morning, friends. I'd like to report the result of my survey. I have asked everyone in the class about hobbies and many things that they like. This is the result.
Result
Dafa and I love listening to the music and playing football. Dafa doesn't like meatball and mineral water. He likes Bruno Mars.
Closing
This is the end of my report. Thank you.

LESSON PLAN

School	: SMP N 4 Yogyakarta
Grade/ semester	: VII/2
Subject	: English
Language skill	: Speaking
Time allotment	: 3 x 40 minutes (2 meetings)

A. STANDARD OF COMPETENCE

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. BASIC COMPETENCE

Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, **dan meminta dan memberi fakta.**

C. LEARNING OBJECTIVES

In the end of the teaching-learning process, students are expected to be able to:

1. Identify the expressions of asking and giving directions.
2. Respond to the expressions of asking and giving directions with the correct grammar, pronunciation, stress, and intonation.
3. Pronounce words and expressions of asking and giving directions with the correct stress and pronunciation.
4. Use the expressions of asking and giving directions based context with the correct grammar, pronunciation, stress, and intonation.

D. INDICATORS

In the end of the teaching-learning process, students are expected to be able to:

1. Identify the expressions of asking and giving directions.
2. Respond to the expressions of asking and giving directions with the correct grammar, pronunciation, stress, and intonation.

3. Pronounce words and expressions of asking and giving directions with the correct stress and pronunciation.
4. Use the expressions of asking and giving directions based context with the correct grammar, pronunciation, stress, and intonation.

E. LEARNING MATERIALS

1. Dialogues using expressions of asking and giving fact about profession:

Examples of the dialogues:

Nial : Excuse me. Can you show me the way to get to the supermarket?

Harry : Yes, sure. It is in Green Road on the left, opposite the petrol station.

Nial : Thank you.

Harry : My pleasure!

Zayn : Excuse me, is the cinema near here?

Lulu : Yes, very near. Go along this road, turn left and it's on the right. It is between the bookshop and the drugstore.

Zayn : Thank you very much.

Lulu : You are welcome.

2. Grammar:

- Imperative sentences
- Prepositions of place

3. Vocabulary

- Places

- | | |
|-----------------|--------------------|
| - supermarket | - post office |
| - cinema | - music shop |
| - drugstore | - electronic shops |
| - bookshop | - park |
| - school | - petrol station |
| - train station | - clothes shop |
| - bus stop | - shoe shop |

- Preposition of places

- | | |
|----------------|-------------------|
| - next to | - on the opposite |
| - between | - near to |
| - on the left | - in front of |
| - on the right | - behind |

Cooperative Language Learning Lesson Design: Into-Through-Beyond

Meeting 1		
Stage	Activities	Media
Opening 5 minutes	1. The teacher greets the students 2. The teacher calls the rolls. 3. The teacher informs the learning objectives and the scope of the lesson.	A city map, laptop, LCD.
Into 5 minutes 15 minutes 5 minutes 10 minutes	6. The students answer questions orally (see task 1) 7. The students play <i>Showdown</i> (see task 2). The teacher selects one student to be the Showdown Captain. The students listen to the dialogues and individually answer the questions. When finished teammates signal they are ready. The Showdown Captain calls ‘Showdown.’ Teammates answer and discuss their answer. The Showdown Captain leads the checking. If correct, the team celebrates; if not, teammates tutor, then celebrates. 8. The students list the difficult words. 9. The students practice pronouncing the words and the expressions.	Laptop, Speakers, Whiteboard, board markers.
Through 15 minutes 20 minutes	10. The teacher provides models of asking and giving directions (see task 3). 11. The students do <i>Fan-N-Pick</i> (see task 5). The students work in their team. They are given city maps with many places marked. Student A holds place cards and says, ‘Pick a card, any card!’ Student B picks a card, ask the direction. Student C gives the direction. Student D responds to the answer by checking, praising and tutoring if necessary. The students rotate roles.	Whiteboard, board markers. Laptop, speakers. City maps, Question cards.

Closing (5minutes)	12. The teacher provides overall feedback for the students' performances. 13. Together with the students, the teacher summarizes the lesson. 14. The teacher motivates the students to keep learning and practicing their English. 15. The students pray. 16. The teacher says good bye.	
Meeting 2		
Opening (5 minutes)	1. The teacher greets the students 2. The teacher calls the rolls. 3. The teacher prepares the students to start the class. 4. The teacher reviews the previous lesson. 5. The teacher links the previous lesson to the new one.	
Beyond (30 minutes)	Beyond 6. The students do <i>Mix, Pair and Share</i> (see task 6). The teacher gives a city map to the students. The students draw five places on the map. The students mix around the classroom. The teacher calls 'Pair'. The students pair up with the person closest to them and give high five. The students who haven't found a partner raise their hands to find each other. Student A tells student B the name of the place, but doesn't tell them where. So does the student B. The student quizzes each other where the places are, give directions and mark the new places on the map. When they have finished, they check the maps.	A city map.
Closing (5 minutes)	9. The teacher provides overall feedback for the students' performances. 10. Together with the students, the teacher summarizes the lesson. 11. The teacher motivates the students to keep learning and practicing their English. 12. The students pray. 13. The teacher says good bye.	

Lindsey-Clark, Jeanette. Nindyarini, Agnes S. Sari, Rahma D. 2006. Flying Start 1B for Junior High School Year VII Semester 2. Jakarta: Erlangga

Richards, Jack C. 2006. Person to Person: Communicative Speaking and Listening Skills: Third Edition. New York: Oxford University Press

Yogyakarta, February 2014

Researcher

Anisa Nur Pratiwi

10202244087

APPENDIX

1

**Answer the question orally.**

1. Can you mention any places in the city?

2

**Listen to the dialogues and put these statements in order.**

Destination:	Destination:
☐ The café is near to the bookshop.	☐ Turn right and go up.
☐ Go up Pahlawan Street.	☐ Go down Pahlwan Street.
☐ You are in Gajahmada Street.	☐ There is a hospital on your left.
☐ Turn right.	☐ The drugstore is behind the hospital.
Destination:	Destination:
☐ Go down Pahlawan street.	☐ Take the second intersection.
☐ Turn left.	☐ Turn left at the corner.
☐ Take the second intersection.	☐ Go up Pahlawan Street.
☐ The music shop is on the right	☐ The bus stop is opposite the post office.

**Circle the vocabulary that you hear in the dialogues.**

supermarket

airport

train station

butcher

petrol station

next to

drugstore

near to

park

jewelry shop

between

cinema

café

bookshop

turn right

music shop

turn left

hospital

3



Study the following explanation.

Asking and Giving Directions



In the dialogues, you hear the expressions to ask and give directions.

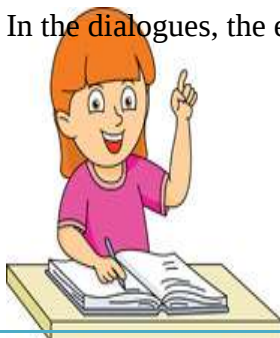
Asking directions	Giving directions
- Can you show me the way to get to the supermarket? - Is the cinema near here? - Can you tell me where the nearest train station is? - Where is the Pelita Bunga school? <i>* It is more polite to say excuse me in advance.</i>	- It is in Green Road on the left, opposite the petrol station. - Go along this road, turn left and it's on the right. It is between the bookshop and the drugstore. - It's a long way from here, in Sandy Lane. Go along this street to the three junctions and turn right. It's on the left, opposite the park. - Go along this street, turn right, and then turn left. It's the first building on the right.

To ask direction, you use request sentences. You ask people where a place is located. To give directions, you use imperative sentences.

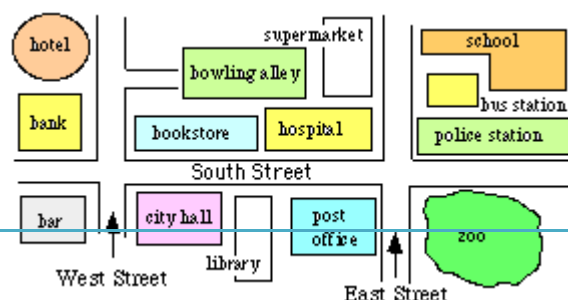
In the dialogues you hear the following imperative sentences:

- Go along this road.
- Turn right/turn left.
- Go up this street.
- Go down this street.

In the dialogues, the expressions to give directions have what is called Prepositions **of Place**.



Study the map and the explanation.



1. The hotel is next to the bank.
2. The zoo is opposite the police station.
3. The library is between the post office and the city hall.
4. The Zoo is on East Street.
5. The bar is on the corner of West Street and South Street.
6. City hall is in front of the bookstore.
7. The hospital is near the bus station.
8. The zoo is in front of the post office.
9. The bowling alley is behind the bookstore.
10. The bus station is between the police station and the school.

4



Work with your team and play Fan-N-Pick.

Steps of the activity:

1. Discuss with your teammates who will be the student A, student B, student C, and student D.
2. The teacher distributes 4 city maps with some places to be asked the directions.
3. Student A holds place cards in a fan and says, 'Pick a card, any card!'
 - Student B picks a card, ask the direction.
 - Student C gives the direction.
 - Student D responds to the answer by checking, praising and tutoring if necessary.
4. The students rotate roles.

City Map 1



City Map 2



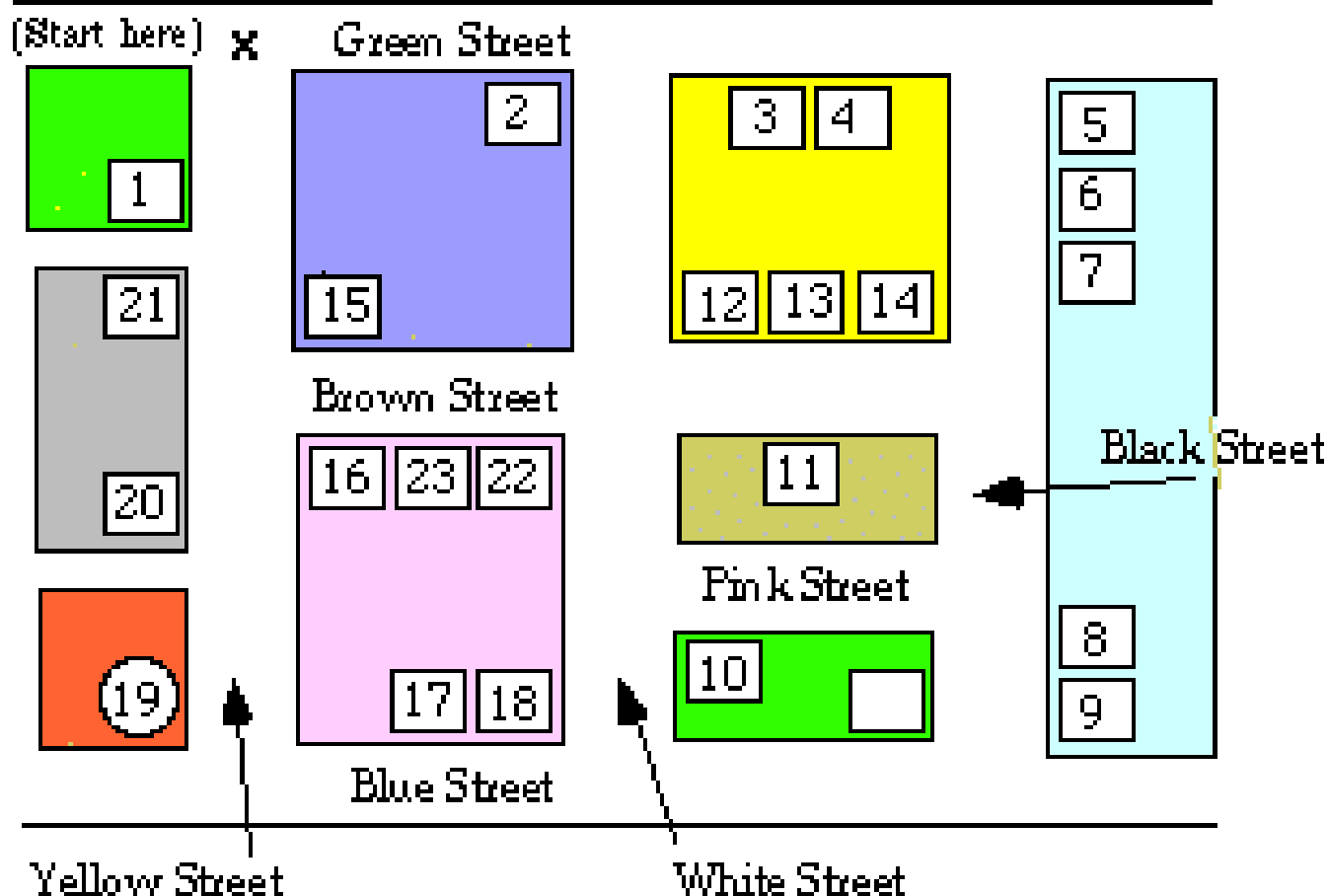
5



Ask your friend where a place is located by playing Mix, Pair, and Share.

Steps of the activity:

1. The teacher distributes a city map to the students.
2. Draw and name five places on the map.
3. Mix around the classroom.
4. When the teacher calls 'Pair', pair up with the person closest to you and gives high five.
5. Tell your partner the name of the places, but don't tell them where.
6. Ask each other where the places are, give direction and mark the new places on the map.
7. Starts from YOU ARE HERE.
8. When you have finished, check your maps. Are they the same?



Dialogue Transcripts

Dialogue 1

Nial : Excuse me. Can you show me the way to get to the supermarket?

Harry : Yes, sure, It is in Green Road on the left, opposite the petrol station.

Nial : Thank you.

Harry : My pleasure!

Dialogue 2

Zayn : Excuse me, is the cinema near here?

Lulu : Yes, very near. Go along this road, turn left and it's on the right. It is between the bookshop and the drugstore.

Zayn : Thank you very much.

Lulu : You are welcome.

Dialogue 3

Sophia : Excuse me, can you tell me where the nearest train station is?

Jed : Err, it's a long way from here, in Sandy Lane. Go along this street to the three junctions and turn right. It's on the left, opposite the park.

Sophia : Thank you.

Jed : Most welcome!

Dialogue 4

Mario : Excuse me, where is the Pelita Bunga school?

Alice : Oh, err. Go along this street, turn right, then turn left. It's the first building on the right.

Mario : Thank you very much

Alice : Alice.

Mario : I am Mario, thank you so much Alice.

Alice : My pleasure, Mario.

LESSON PLAN

School	: SMP N 4 Yogyakarta
Grade/ semester	: VII/2
Subject	: English
Language skill	: Speaking
Time allotment	: 5 x 40 minutes (3 meetings)

A. STANDARD OF COMPETENCE

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

B. BASIC COMPETENCE

Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*.

C. LEARNING OBJECTIVES

In the end of the teaching-learning process, students are expected to be able to:

5. Find the meaning and information in the descriptive text.
6. Present a monologue descriptive text orally with the correct pronunciation, stress, intonation, and grammar.

D. INDICATORS

Students are able to:

1. Find the meaning and information in the descriptive text.
2. Present a monologue descriptive text orally with the correct pronunciation, stress, intonation, and grammar.

E. LEARNING MATERIALS

4. A monologue descriptive text

An example:

Good afternoon, my friend. I would like to tell you about my favorite star.

Justin Bieber is my favorite star. He is very popular singer .He is 19 years old. He is the son of Jeremy Jack Bieber and Patricia Lynn Mallette. Justin has one younger sister and brother.

Justin has spiky blond hair, sharp nose, big brown eyes and white skin. He is 170 cm tall. People say that he is handsome. He has a cheerful smile. It makes his fans being crazy when they meet him.

Justin is a very talented musician. He can sing and dance beautifully. He can also play some music instruments like piano, drum, guitar, and saxophone.

Justin is good star and I admire him so much.

5. Grammar:

Simple present tense

6. Vocabulary

- Professions

singer, dancer, actor, actress, presenter.

- Appearances : tall, short, slim, fat, beautiful, handsome.

Hair: straight, wavy, curly, a crew-cut, bangs, spiky, blond.

Eyes: slanted, big, big, grey, brown.

Nose: sharp, flat.

Skin: white, brown, dark.

- Personality

Friendly, warm, talk active, talented, nice.

F. TEACHING LEARNING METHOD

Cooperative Language Learning Lesson Design: Into-Through-Beyon

G. TEACHING LEARNING ACTIVITIES

Meeting 1		
Stage	Activities	Media
Opening 10 minutes	1. The teacher greets the students 2. The teacher calls the rolls. 3. The teacher reviews the previous lesson. 4. The teacher links the previous lesson to the new one. 5. The teacher informs the learning objectives and the scope of the lesson.	
Into 5 minutes 15 minutes	6. The teacher writes on the board ‘My Favorite Star’ and presents a picture. 7. The students answer some questions orally (see task 1). 8. The students listen to the monologue. 9. The students do <i>Numbered Heads Together</i> (see task 2) The students sit in their team. They discuss the answer. The teacher calls a number. The student with that number answers the questions by showing T/F card. The student sits down when everyone knows the answer. 10. The students list some difficult words in the monologue. 11. The students discuss the vocabulary from the text and practice pronouncing them.	White board, board markers. Laptop, speakers. pictures, LCD.
Through 15 minutes	12. The teacher explains the organization of a descriptive text and the language features (see task 3).	Whiteboard, board markers.
Closing 10 minutes	13. The teacher provides overall feedback for the students’ performances. 14. Together with the students, the teacher summarizes the lesson.	

	15. The teacher motivates the students to keep learning and practicing their English. 16. The students pray. 117. The teacher says good bye.	
Meeting 2		
Opening (5 minutes)	1. The teacher greets the students 2. The teacher calls the rolls. 3. The teacher prepares the students to start the class. 4. The teacher reviews the previous lesson.	
Through (65 minutes)	5. The students do <i>Team-Stand N-Share</i>. (see task 4). The students are given a star picture. They take turns describing the star in front of the class.	Artist photographs
Closing (10 minutes)	6. The teacher provides overall feedback for the students' performances. 7. Together with the students, the teacher summarizes the lesson. 8. The teacher motivates the students to keep learning and practicing their English. 9. The students pray. 10. The teacher says good bye.	
Meeting 3		
Opening 5 minutes	1. The teacher greets the students 2. The teacher calls the rolls. 3. The teacher prepares the students to start the class. 4. The teacher reviews the previous lesson	
Beyond 30 minutes	Beyond 7. The students do <i>Stand Up-Hand Up-Pair Up</i> (see task5). The students are assigned to perform a monologue descriptive. They prepare their own descriptive text individually. After they have finished with it, the students stand up, put their hands up, and quickly find a partner with whom to share the monologue.	White board, board markers.

Closing 5 minutes	9. The teacher provides overall feedback for the students' performances. 10. Together with the students, the teacher summarizes the lesson. 11. The teacher motivates the students to keep learning and practicing their English. 12. The students pray. 13. The teacher says good bye.	
-----------------------------	---	--

H. LEARNING RESOURCES

www.wikipedia.org

www.biography.com

Yogyakarta, February 2014

Researcher

Anisa Nur Pratiwi

10202244087

APPENDIX

1



Answer the questions orally.

1. Do you have a favorite star? Who is she/he?
2. What is he/she? How old is he/she?
3. What does he/she look like?

2



Listen to the monologue. Write T if the statement is true and F if the statement is false. Correct the false statement. Look at the example.

No	Statements	T/F	Correction
1	Justin Bieber is 20 years old.	F	Justin Bieber is 19 years old.
2	Justin is the oldest child in his family.		
3	Justin has spiky blond hair.		
4	Justin has sharp nose.		
5	Justin has big grey eyes.		
6	Justin is 180 cm tall.		
7	Justin is a singer, dancer and song writer.		
8	Justin can play all music instruments		



Circle the vocabulary that you hear in the monologue.

sharp nose	spiky hair	blond hair	fat	bangs hair	crew-cut hair
slim	flat nose	tall	nice	talented	cute
wavy hair	singer	dancer	short	big eyes	brown skin
talented	talk active	dark skin	curly hair	slanted eyes	straight hair



Bangs Hair



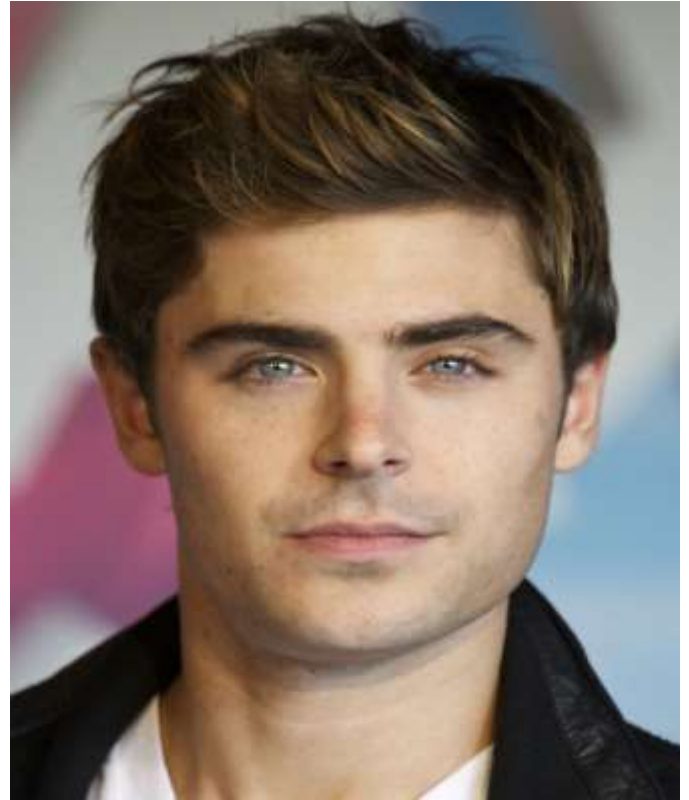
Blond Hair



Crew-cut Hair



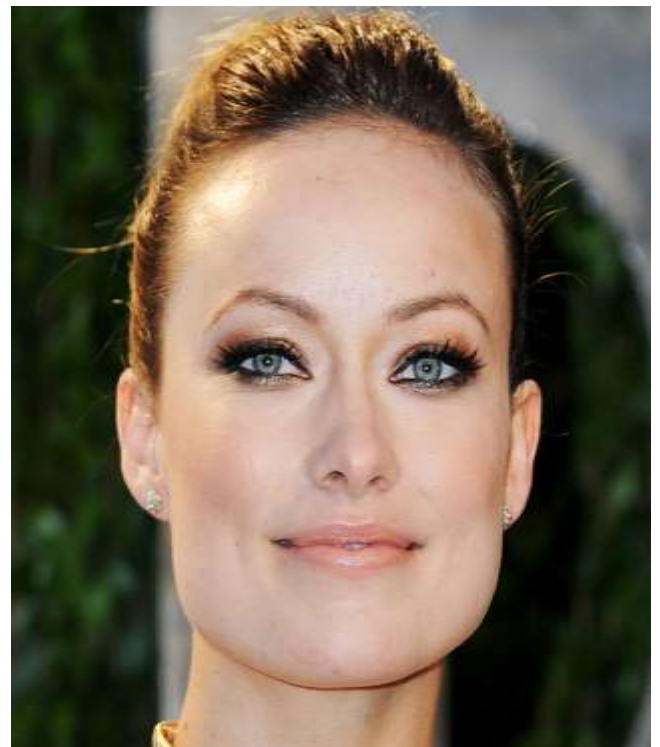
Curly Hair



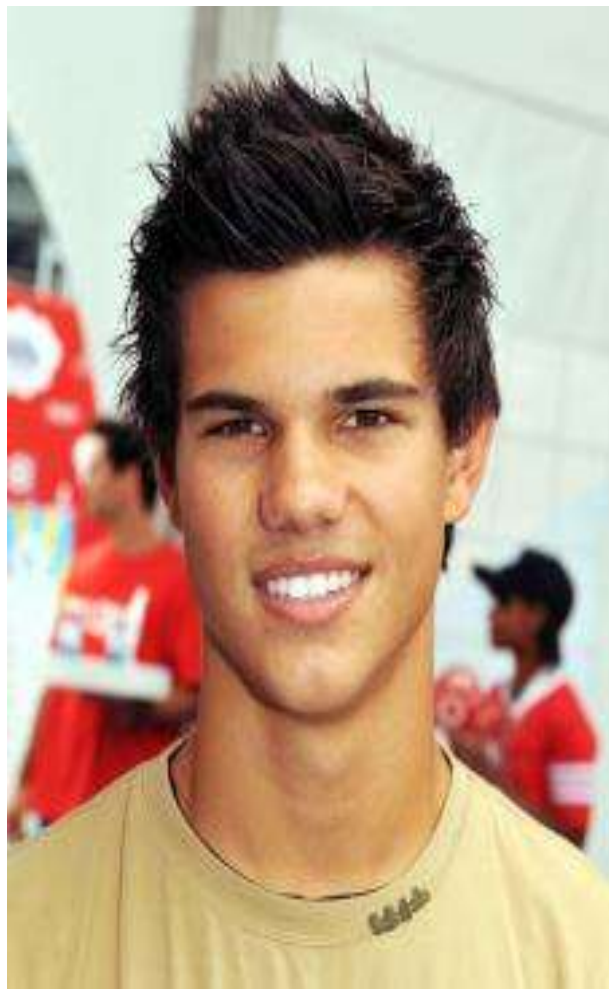
Oval Face



Round Face



Square Face

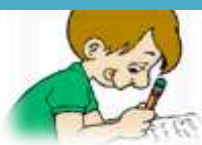


3



Study the following explanation.

Descriptive Text



*The monologue that you have just listened to is called a descriptive text.
Specifically, it is a person descriptive text.*

A descriptive text describes the characteristics of a specific thing, for example a specific person, animal or object. The monologue that

It has two main parts:

a) Identification

It gives general information about the topic. In the monologue, the introduction tells you about name, job, age and family.

b) Description

It describes the person in details. You may describe how he/she look like (face shape, nose, eyes, tall, slim). You may add the description about his/her personality and talent.

Sometimes a descriptive text has a general comment at the end, for example:
Justin is a good star and I admire him very much.



Language Features

Descriptive texts usually include simple present tense.

We use the simple present tense to talk about things in general. We use it to say that something happens all the time or repeatedly, or that something is true in general.

For example:

- I have a favorite star.
- Justin has one younger sister and brother.
- Justin has spiky blond hair.

- She has straight long hair.

*Remember that we say: he/she and name of the person-s. Don't forget the s.

- He is 19 years old.
- He is very talented musician.
- He is 170 cm tall.

* S + Verb (is/are) + Complement.

4



Work with your team and play Team Stand N Share.

Steps of the activity:

1. Sit in your team.
2. Collect the information about the star who will be described.
3. All the students stand near their teammates.
4. The teacher will call on the nearest standing student.
5. The selected student states one part of the description.
6. The students in each team continue the description.





5

Perform your own descriptive text by playing Stand Up- Hand Up- Pair Up.**Steps of the activity:**

1. Think of a star that you will describe.
2. Describe him/her by collecting the information that you know about him/her.
3. Ask the teacher for help and information.
4. When all the students have finished, stand up.
5. Keep one hand high in the air until you find a closest partner who is not your teammates.
6. Do a high five and put your hands down.
7. Take turn describing your favorite star.



Hello, (your partner name). I would like to tell you about my favorite star. (Continue with

Thank you for sharing, (your partner name). Now, it's my turn to tell you about my favorite star. (Continue with your description about your favorite star)

MONOLOGUE TRANSCRIPT

Justin Bieber is my favorite idol. He is very popular singer nowadays. He is 19 years old. He is the son of Jeremy Jack Bieber and Patricia Lynn Mallette. Justin has one younger sister and brother.

Justin has spiky blond hair, sharp nose, big brown eyes and white skin. He is 170 cm tall. People say that his face is cute. He has a cheerful smile. It makes his fans being crazy when they meet him.

Justin is a very talented musician. He can sing and dance beautifully. He can also play some music instruments like piano, drum, guitar, and saxophone.

Speaking Rubrics by Gall et al (2003:571)

Range	Fluency	Pronunciation	Accuracy	Vocabulary
10	The speaker very fluently in communication to perform the expected competency.	The speaker never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; all sounds are unambiguous and can be understood.	The speaker never makes any grammatical mistakes; both in basic grammatical structures (like phrases, simple and compound sentences) and in complex structure (like complex sentences).	The speaker uses so many vocabulary variations and makes no mistakes in word choices in performing the expected competency.
9	The speaker speaks fluently in communication to perform the expected competency, but there are natural hesitations.	The speaker almost never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; a few sounds are ambiguous but can be understood.	The speaker almost never makes any grammatical mistakes but makes very few mistakes in complex structure (like complex sentences), however those mistakes do not impede meaning.	The speaker uses many vocabulary variations and only makes very few mistakes in word choices in performing the expected competency.
8	The speaker speaks quite fluently although there are hesitations which are not quite natural	The speaker rarely makes pronunciation mistakes in performing the expected competency; intonation and stress	The speaker makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes few mistakes in	The speaker uses quite many vocabulary variations and makes few mistakes in word choices but those are sufficient and do not impede meaning in

	hesitations.	are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood.	complex structure (like complex sentences), in performing the expected competency so that they rather impede meaning.	performing the expected competency.
7	The speaker speaks quite fluently although there are often hesitations which are not quite natural.	The speaker sometimes makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood	The speaker rarely makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes some mistakes in complex structure (like complex sentences), so that they rather impede meaning.	The speaker uses few vocabulary variations and uses word choices which are not quite appropriate but sufficient to perform the expected competency, he/ she sometimes has to explain ideas to get the appropriate words.
6	The speaker speaks does not quite fluently; sometimes he / she is impeded by language problems so that he/ she speaks rather slowly and hesitantly; sometimes those problems disrupt performance.	The speaker often makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; some sounds are rather ambiguous and rather difficult to be understood.	The speaker sometimes makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), so that they rather impede meaning.	The speaker uses very few vocabulary variations and uses word choices which are not quite appropriate and not quite sufficient to perform the expected competency, he/ she needs to explain ideas to get the appropriate words.
5	The speaker does not speak quite fluently; speaks	The speaker makes pronunciation mistakes very often	The speaker often makes grammatical mistakes in basic grammatical structure	The speaker uses limited vocabulary variations and uses inappropriate

	slowly and hesitantly; those problems disrupt the performance.	in performing the expected competency; intonation and stress are inappropriate; many sounds are ambiguous and difficult to be understood.	(like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), so that they strongly impede meaning.	word choices, he/ she often explains ideas because of the insufficient vocabulary.
4	The speaker does not speak quite fluently; like repeating and searching for words so that he/she speaks hesitantly and sometimes pauses quite long; those problems strongly disrupt the performance.	The speaker almost always makes pronunciation mistakes in performing the expected competency; intonation and stress are very inappropriate; many sounds are ambiguous and difficult to be understood.	The speaker makes very often grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences) and makes so many mistakes in complex structure (like complex sentences), the mistakes strongly impede communication in performing the expected competency.	The speaker uses limited vocabulary variations and uses many inappropriate word choices, he/ she often explains ideas because of the insufficient vocabulary and sometimes asks the teacher to express certain idea.
3	The speaker speaks very slowly and discontinuously (like speaking per word with simple patterns). Even pauses very long in communication to perform the	The speaker always makes pronunciation mistakes in performing the expected competency; many sounds are ambiguous because pronunciation is not	The speaker almost always makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences); cannot use complex structure well, the mistakes disrupt communication in	The speaker uses limited vocabulary variations to perform the expected competency so that communication is rather difficult to understand, he/ she often asks the teacher to express the ideas.

	expected competency.	clear; speaks without considering intonation and stress.	performing the expected competency.	
2	The speaker speaks very slowly and often discontinuously (like speaking per word with simple patterns).even suddenly stops.	The speaker always makes pronunciation mistakes in performing the expected competency; such as many sounds are ambiguous because pronunciation is not clear.	The speaker always makes grammatical mistakes in most of the basic grammatical structure (like phrases, simple and compound sentences) and there is no effort to use complex structure well; the mistakes strongly disrupt communication in performing the expected competency.	The speaker uses very limited vocabulary variations to perform the expected competency so that communication is difficult to understand, he/ she often has to ask the teacher to express the ideas.
1	The speaker communicates very difficulty;he/she speaks very slowly and always discontinuously even stops.	The speaker cannot pronounce well at all.	The speaker has no mastery of grammar to perform the expected competency so that the grammatical structures are entirely incorrect.	The speaker has no vocabulary mastery to perform the expected competency so that communication is unclear and very difficult to understand, he/ she always asks the teacher to be able to express the ideas.

The Students' Speaking Scores in the Cycle 1

Ss	Meeting 2								Meeting 3							
	Rater 1				Rater 2				Rater 1				Rater 2			
	F	P	A	V	F	P	A	V	F	P	A	V	F	P	A	V
1	2	3	2	2	3	3	2	3	3	4	3	5	4	4	3	6
2	3	4	3	3	3	3	2	4	4	5	5	7	4	4	3	6
3	6	7	8	7	6	7	7	7	7	7	8	7	7	7	8	8
4	5	7	8	7	5	7	7	7	5	7	7	7	5	6	7	7
5	8	8	8	7	8	8	8	7	8	8	8	7	8	8	8	8
6	5	7	8	7	6	6	7	7	5	7	8	7	6	6	8	8
7	0	0	0	7	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	7	0	6	5	7	8	8	8	8	9	9	8	8
9	6	7	7	7	7	4	4	7	6	7	7	7	6	6	6	7
10	4	4	5	7	4	6	6	7	5	6	7	7	5	5	4	8
11	5	6	6	7	5	4	7	7	6	7	7	7	6	7	7	8
12	5	5	7	7	5	9	9	7	5	7	7	7	6	5	7	7
13	8	8	9	7	8	6	8	7	8	8	9	9	9	9	9	7
14	6	7	8	7	5	6	7	7	6	7	8	7	7	7	8	8
15	6	7	8	7	7	7	8	7	6	7	8	7	7	6	7	7
16	8	8	8	7	8	4	4	7	8	8	8	7	8	8	8	7
17	3	4	5	6	3	3	4	5	3	5	5	7	4	4	5	7
18	4	4	4	7	4	6	7	5	5	6	7	7	5	5	6	7
19	6	6	6	7	6	6	5	6	7	7	7	7	8	7	7	7
20	5	6	7	7	5	6	7	5	6	7	7	7	6	6	6	7
21	6	6	7	7	5	6	7	7	6	7	7	7	7	7	7	7
22	5	6	8	7	5	5	7	7	6	7	7	7	6	7	7	7
23	6	7	7	7	6	7	7	7	6	7	7	7	7	5	7	7
24	7	8	8	7	7	7	7	7	8	8	8	7	8	7	8	7
25	6	7	8	7	5	8	7	7	5	7	7	7	6	5	7	7
26	5	6	8	7	5	7	7	6	6	7	7	7	6	6	7	7
27	4	4	7	6	4	3	5	7	5	7	7	7	5	5	6	7
28	7	8	8	7	8	6	7	7	7	7	8	8	8	7	7	7
29	7	8	7	7	7	7	7	7	8	8	8	8	8	8	8	7
30	7	7	8	7	7	8	7	7	7	7	8	8	7	8	7	7
31	6	7	8	7	6	7	6	7	6	7	8	8	7	7	7	7
32	5	7	8	7	5	6	8	7	5	5	7	7	5	4	7	7
33	8	8	7	7	8	7	8	8	7	8	9	9	8	8	8	8
34	7	7	8	7	7	8	8	7	6	7	8	8	7	7	8	7
Total score	181	204	224	227	183	199	212	217	199	227	240	239	215	210	226	237
Mean	5.32	6	6.6	6.7	5.4	5.9	6.24	6.38	5.85	6.68	7.1	7.03	6.32	6.2	6.65	6.97

The Students' Speaking Scores in the Cycle 2

Students' Number	Meeting 5								Meeting 6							
	Rater 1				Rater 2				Rater 1				Rater 2			
	F	P	A	V	F	P	A	V	F	P	A	V	F	P	A	V
1	5	5	5	6	5	5	4	6	6	6	6	7	6	5	5	6
2	6	6	6	6	6	5	6	5	7	7	7	8	7	6	7	8
3	7	8	7	8	8	7	6	8	8	8	8	8	8	7	7	8
4	7	7	6	8	6	6	6	7	6	7	7	7	6	7	6	6
5	7	8	8	7	8	8	8	8	8	8	8	8	9	8	8	9
6	7	8	7	8	6	6	8	8	8	8	8	8	7	7	8	8
7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	8	8	8	9	8	9	9	9	8	8	8	8	9	9	9	9
9	7	7	7	8	6	7	5	7	7	7	7	8	7	7	6	8
10	7	8	8	8	6	7	7	8	7	8	7	8	6	6	7	8
11	7	8	8	8	6	7	8	8	7	8	8	8	7	7	8	8
12	7	8	7	7	6	7	6	7	7	7	7	8	7	7	7	8
13	8	9	9	8	6	9	9	8	9	9	9	8	9	7	9	9
14	7	8	7	8	9	7	8	8	8	8	8	9	8	9	8	8
15	7	7	7	8	8	7	6	7	7	7	7	8	7	8	7	8
16	8	9	9	8	7	9	7	8	9	9	9	8	8	7	8	8
17	6	7	7	8	8	5	5	7	6	7	6	8	6	9	6	8
18	6	6	6	8	5	5	6	8	6	7	6	8	6	5	7	8
19	8	8	8	8	8	8	7	8	8	8	8	8	8	5	8	8
20	7	7	8	8	7	6	7	7	8	8	8	8	8	8	7	8
21	8	8	8	8	8	7	8	8	7	8	7	8	8	7	8	8
22	6	7	6	8	6	7	7	8	7	7	7	8	7	7	8	8
23	7	7	7	7	7	6	7	7	7	7	7	8	7	7	7	8
24	7	8	8	8	8	8	8	8	8	8	8	8	8	7	8	8
25	7	8	7	7	7	6	6	8	8	8	7	8	7	8	7	8
26	7	7	6	7	7	6	7	8	7	7	7	8	7	7	8	8
27	6	7	7	8	6	6	6	7	7	7	7	8	6	7	7	8
28	8	8	8	8	8	7	8	8	8	8	8	8	8	7	8	8
29	8	8	8	8	8	8	8	8	8	8	8	8	8	7	8	8
30	6	7	8	8	8	8	7	8	7	8	8	8	8	8	8	8
31	7	7	7	8	6	7	8	8	7	8	8	8	7	8	8	8
32	7	7	6	8	7	7	6	8	7	7	7	8	6	7	7	8
33	8	8	8	8	8	8	8	8	9	9	9	9	8	8	8	9
34	7	7	8	8	7	8	8	8	8	8	8	8	8	8	8	8
TS	231	246	240	256	230	229	230	252	245	253	248	264	242	237	246	264
Mean	6.8	7.24	7.1	7.5	6.8	6.7	6.8	7.4	7.21	7.44	7.3	7.8	7.12	7	7.24	7.76

INTERVIEW GUIDELINE

In the Diagnosing Step

1. Teacher Interview

1. Apa kesulitannya dalam mengajar speaking dibandingkan dengan ketiga skill yang lainnya?
2. Bagaimana cara menyelesaikan masalah tersebut?
3. Bagaimana kemampuan siswa-siswi dalam speaking? Apa kesulitan yang mereka hadapi?
4. Aktivitas *speaking* apa yang biasanya diterapkan di kelas?

2. Student Interview

1. Apa kesulitan yang dihadapi ketika berbicara menggunakan bahasa Inggris?

In the Evaluating Action

1. Collaborator Interview

1. Bagaimana *teaching learning process* hari ini berjalan? Apakah berjalan sesuai dengan rencana?
2. Kalau belum, apa yang harus diperbaiki?
3. Bagaimana dengan penggunaan teknik *Cooperative Language Learning* di kelas? Apakah membantu siswa dalam *speaking*?
4. Bagaimana *progress* yang ditunjukan siswa selama belajar *speaking menggunakan teknik Cooperative Language Learning*?

2. Students Interview

1. Bagaimana pendapat kalian tentang kelas hari ini?
2. Bagaimana dengan penggunaan bahasa Inggris yang dipakai oleh guru? Apakah membuat kalian terpacu untuk berbicara menggunakan bahasa Inggris?
3. Bagaimana dengan aktivitas *listening* yang dipake di awal? Apakah membantu kalian dalam belajar?
4. Apakah kemampuan berbicara bahasa Inggris kalian meningkat setelah belajar menggunakan teknik *Cooperative Language Learning*?

5. Apakah latihan *vocabulary* memperkaya kosakata kalian ketika berbicara menggunakan bahasa Inggris?
6. Apakah latihan *pronunciation* membantu kalian dalam mengucapkan kata dan kalimat bahasa Inggris dengan benar?
7. Apakah *feedback* yang diberikan oleh guru selama di kelas membantu dan memotivasi kalian untuk belajar berbicara menggunakan bahasa Inggris?
8. Apakah teman kelompok kalian membantu kalian dalam belajar di kelompok tadi?
Dalam hal apa mereka membantu?

Observation Sheet

Meeting : _____

Date : _____

No	Observation Items	Yes	No
	Pre teaching		
1	The teacher greets the students.		
2	The students respond to the greeting.		
3	The teacher and the students say a prayer.		
3	The teacher calls the roles.		
4	The teacher explains the goal of the lesson.		
	Whilst teaching		
5	The students are ready to learn		
6	The teacher introduces the topic		
7	The teacher offers lead in questions.		
8	The students answer the lead in questions.		
9	The students do listening activity.		
10	The teacher explains the material.		
11	The teacher checks students' understanding.		
12	The students understand the materials.		
13	The students ask questions when they do not understand.		
14	The students show enthusiasm or motivation during the teaching learning process.		
15	The students try to speak English at the class.		
16	The students take parts in each class activity.		
17	The students enjoy the cooperative language learning activities.		
18	The students work hand in hand in their team.		
19	The time allotment is appropriate.		
20	The teacher gives enough time to practice speaking.		
21	The teacher's instruction is clear.		
22	The students follow the instruction.		
	Post teaching		
23	The teacher provides overall feedback for the students' performances.		
24	The teacher summarizes the lesson.		

25	The teacher motivates the students to keep learning and practicing their English.		
26	The teacher and the students say a prayer.		
27	The teacher says good bye.		

The Result of the Students' Questionnaire

No	Questions	Options	Results	
			Students' Choice	Percentage
1	Seberapa jauh pemahaman kamu terhadap materi yang diajarkan?	90 %	8	25,00 %
		75 %	21	65,63 %
		50%	2	6,25%
		<50%	1	3,12
2	Bagaimana kemampuan speaking kamu setelah belajar menggunakan teknik cooperative language learning?	Meningkat banyak	6	18,75
		Cukup meningkat	20	62,50
		Meningkat tetapi sedikit	6	18,75
		Tidak meningkat sama sekali	0	0
3	Apakah <i>pronunciation</i> mu (mengucapkan kata dan kalimat) meningkat setelah belajar dengan Miss Nisa?	Meningkat banyak	5	15,63
		Cukup meningkat	22	68,75
		Meningkat tetapi sedikit	5	15,63
		Tidak meningkat sama sekali	0	
4	Apakah materi <i>listening</i> dalam bentuk rekaman membantumu belajar bahasa Inggris?	Sangat membantu	9	28,16
		Cukup membantu	9	28,16
		Membantu tetapi hanya sedikit	13	40,63
		Tidak membantu sama sekali	1	3,13
5	Menurutmu, sejauh mana Miss Nisa mendorongmu untuk berbicara dalam bahasa Inggris?	Banyak latihan speaking	17	53,13
		Cukup latihan speaking	15	46,89
		Kurang latihan speaking	0	0
		Tidak ada latihan speaking	0	0
6	Apakah tingkat keaktifanmu di dalam kelas meningkat pada waktu diajar oleh Miss Nisa?	Meningkat banyak	5	15,63
		Cukup meningkat	24	75,00

		Meningkat tapi hanya sedikit	3	9,38
		Tidak meningkat sama sekali	0	0
7	Apakah cara mengajar Miss Nisa membantumu memahami materi?	Sangat membantu	12	37,50
		Cukup membantu	17	53,13
		Membantu tapi hanya sedikit	3	9,38
		Tidak membantu sama sekali	0	0
8	Apakah latihan kosakata yang diberikan oleh Miss Nisa menambah pengetahuan kosakata kalian?	Menambah sekali	13	40,63
		Cukup menambah	11	34,38
		Menambah tetapi sedikit	8	25,00
		Tidak menambah sama sekali	0	0
9	Apakah saran, masukan, dan kritik dari Miss Nisa membantumu dalam belajar?	Membantu sekali	13	40,63
		Cukup membantu	15	46,89
		Membantu tetapi sedikit	3	9,34
		Tidak membantu sama sekali	1	3,13
10	Apakah saran, masukan dan kritik dari Miss Nisa memotivasimu dalam belajar?	Sangat memotivasi	1	3,13
		Cukup memotivasi	22	68,75
		Memotivasi tetapi sedikit	2	6,25
		Tidak memotivasi sama sekali	0	0
11	Apakah penggunaan aktivitas cooperative language learning selama belajar speaking meningkatkan kemampuan bahasa Inggrismu?	Meningkat sekali	6	18,75
		Meningkat	24	75,00
		Meningkat tetapi hanya sedikit	0	0
		Tidak meningkat	0	0

PHOTOGRAPHS



The students listen to the recording



The teacher explains the materials



The teacher encourages a student to speak



The students play Fan N Pick



The students play Numbered Heads Together



The students were play Team Stand N Share



The students listen to the teacher's explanation



The students play
Stand Up Pair Up and Hand Up



UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 5482077 Fax. (0274) 5482077
<http://www.fbs.uny.ac.id/>

FRMFBS/33-01
10 Jan 2011

17 Maret 2014

Nomor : 0328a/UN.34.12/DT/III/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

Kepada Yth.
Walikota Yogyakarta
c.q. Kepala Dinas Perizinan Kota Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING SPEAKING SKILLS THROUGH COOPERATIVE LANGUAGE LEARNING FOR THE SEVENTH GRADE STUDENTS OF SMPN 4 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014

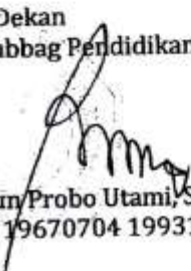
Mahasiswa dimaksud adalah :

Nama	: ANISA NUR PRATIWI
NIM	: 10202244087
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Waktu Pelaksanaan	: Maret – Mei 2014
Lokasi Penelitian	: SMPN 4 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,


Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
1. Kepala SMPN 4 Yogyakarta



PEMERINTAH KOTA YOGYAKARTA
DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta Kode Pos : 55165 Telp. (0274) 555241, 515865, 515866, 562682
Fax (0274) 555241
EMAIL : perizinan@jogjakota.go.id
HOT LINE SMS : 081227625000 HOT LINE EMAIL : upik@jogjakota.go.id
WEBSITE : www.perizinan.jogjakota.go.id

SURAT IZIN

NOMOR : 070/0902
1648/34

Membaca Surat : Dari Dekan Fak. Bahasa dan Seni - UNY
Nomor : 0328a/UN.34.12/DT/III/2014 Tanggal : 17/03/2014
Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Dijinkan Kepada : Nama : ANISA NUR PRATIWI NO MHS / NIM : 10202244087
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat : Karangmalang, Yogyakarta
Penanggungjawab : Dr. Widyastuti Purbani, M. A
Keperluan : Melakukan Penelitian dengan Judul Proposal : IMPROVING SPEAKING SKILLS THROUGH COOPERATIVE LANGUAGE LEARNING FOR THE SEVENTH GRADE STUDENTS OF SMP N 4 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014

Lokasi/Responden : Kota Yogyakarta
Waktu : 17/03/2014 Sampai 17/06/2014
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas
Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan
Pemegang Izin

ANISA NUR PRATIWI

Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Dinas Pendidikan Kota Yogyakarta
3. Kepala SMP Negeri 4 Yogyakarta
4. Dekan Fak. Bahasa dan Seni - UNY

Dikeluarkan di : Yogyakarta
pada Tanggal : 17-3-2014
An. Kepala Dinas Perizinan
Sekretaris
ENY RETNOWATI, SH
NIP. 196103031988032004



PEMERINTAH KOTA YOGYAKARTA
DINAS PENDIDIKAN
SMP NEGERI 4



JL. HAYAM WURUK 18 YOGYAKARTA Kode Pos : 55211 Telp (0274) 513079 Fax : (0274) 513079
EMAIL : smp-4-jogjakarta@yahoo.com
HOT LINE SMS : 08122780001 HOT LINE EMAIL : upik@jogjakota.go.id
WEBSITE : www.jogjakota.go.id

SURAT KETERANGAN
Nomor: 070 / 246 / 2014

Yang bertanda tangan di bawah ini :

Nama : **Yuniarti, S.Pd**
NIP : 19590616 198303 2 008
Pangkat/Gol. : Pembina, IV/b
Jabatan : Kepala Sekolah
Instansi : SMP Negeri 4 Yogyakarta
Alamat : Jalan Hayam Wuruk No. 18
Yogyakarta 55211

Dengan ini menerangkan bahwa :

Nama : **Anisa Nur Pratiwi**
NIM : 10202244087
Jurusan Prodi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Bahasa dan Seni
Universitas Negeri Yogyakarta
Alamat : Karangmalang, Yogyakarta 55281

Yang bersangkutan telah melaksanakan **Observasi atau Penelitian Data** guna Menyusun Tugas Akhir Skripsi (TAS) Tentang " **IMPROVING SPEAKING SKILLS THROUGH COOPERATIVE LANGUAGE LEARNING FOR THE SENTH GRADE STUDENTS OF SMP N 4 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013 / 2014**" di SMP Negeri 4 Yogyakarta terhitung mulai 17 Maret 2014 sampai 17 Juni 2014..

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



Yogyakarta, 18 Juni 2014
Kepala Sekolah

YUNIARTI, S.Pd
NIP. 19590616 198303 2 008



SEGORO AMARTO
SEMANGAT GOTONG ROYONG AGAWE MAJUNE NGAYOGYAKARTA
KEMANDIRIAN - KEDISIPLINAN - KEPEDULIAN - KEBERSAMAAN