

**IMPROVING STUDENTS' SPEAKING SKILLS OF THE EIGHTH
GRADE STUDENTS OF SMP N 2 JETIS THROUGH GROUP
WORK IN THE ACADEMIC YEAR OF 2013/2014**

A THESIS

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



By:
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2014**

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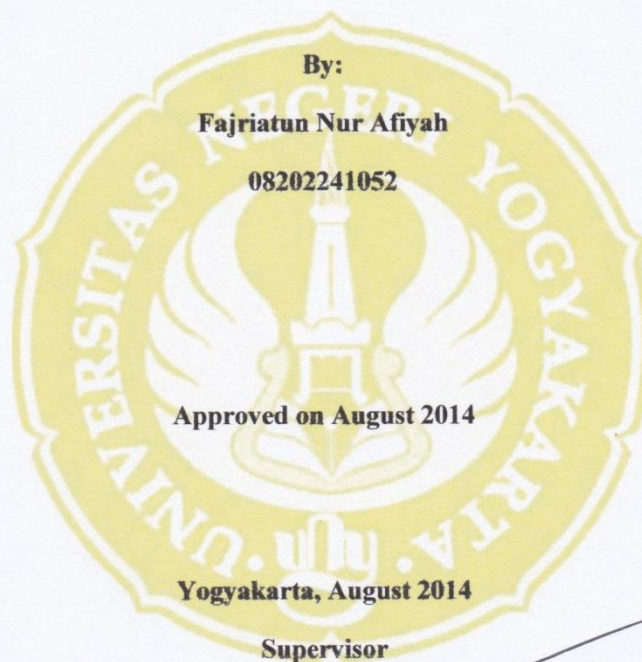
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APPROVAL SHEET

**IMPROVING STUDENTS' SPEAKING SKILLS OF THE EIGHTH
GRADE STUDENTS OF SMP N 2 JETIS THROUGH GROUP WORK IN
THE ACADEMIC YEAR OF 2013/2014**

A THESIS



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RATIFICATION

IMPROVING STUDENTS' SPEAKING SKILLS OF THE EIGHTH GRADE STUDENTS OF SMP N 2 JETIS THROUGH GROUP WORK IN THE ACADEMIC YEAR OF 2013/2014

A Thesis

By
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Accepted by the Board of Examiners of Faculty of Languages and Arts, State University of Yogyakarta on August, 2014 and Declared to Have Fulfilled the Requirements for the Attainment of the Degree of *Sarjana Pendidikan* in English Language Education Department

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PERNYATAAN

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menyatakan bahwa karya ilmiah saya ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis oleh orang 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, maka sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Agustus 2014

Penulis



Fajriatun Nur Afiyah

DEDICATIONS

I dedicate this thesis to:

1. My beloved parents: *Bapak* Sarban, S.Pd.I and *Ibu* Murtini,
2. The memories of my beloved sister and brother: *Mbak* Sulistyarini
and *Dek* Ibnu Bahtiyar,
3. My husband Hendra Yuni Fitriantoko,
4. My lovely baby Muhammad Fahri Ardhan Alhafizi, and
5. My friends

MOTTOS

So verily, with every difficulty there is relief.—Al-Inshirah (94:5)

"Optimism is the faith that leads to achievement; nothing can be done without hope and confidence." -- Helen Keller

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.
~William Arthur Ward ~

The best way to get something done is to begin.—Unknown

You don't always need a plan. Sometimes you just need to breathe, trust, let go, and see what happens. —Mandy Hale

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Last but not least, I really thank my friends in *B18C* boarding house for the friendship, care, and help during my study year in Yogyakarta State University. Thanks for being close friends and family for me.

I realize that this thesis is far from being perfect. Therefore, criticisms, suggestions and opinions are expected from the readers for the improvement of this thesis. Finally, I hope that this thesis will be useful for the readers.

Yogyakarta, August 2014

The writer,

Fajriatun Nur Afiah

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
RATIFICATION SHEET.....	iii
PERNYATAAN	iv
DEDICATIONS	v
MOTTOS	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xii
LIST OF FIGURES	xiii
ABSTRACT	xiv
CHAPTER I: INTRODUCTION	1
A. Background of the Problem	1
B. Identification of the Problem	3
C. Delimitation of the Problem	4
D. Formulation of the Problem	4
E. Objectives of the Research	4
F. Significance of the Research	5
CHAPTER II: LITERATURE REVIEW	6
A. Theoretical Description	6
1. The Nature of Speaking	6
a. The Definition of Speaking	6
b. Micro- and Macro-skills of Speaking	7
c. Types of Classroom Speaking Performance	9
d. Principles for Designing Speaking Techniques.....	11
e. Assessing Speaking Performance.....	14
2. Teaching Speaking in Junior High School.....	15
a. Characteristic of Junior High School Students	15
b. Teaching Speaking for Junior High School Students.....	15
c. Characteristic of successful speaking activity.....	18

3. Group Work.....	18
a. The Definition of Group Work.....	18
b. The advantages of using group work.....	19
c. Kinds of group work activities.....	22
d. The organization of group work.....	25
B. Conceptual Framework	25
CHAPTER III: RESEARCH METHOD	27
A. Type of the Research	27
B. Setting of the Research	28
C. Member of the Research	29
D. Data Collection Techniques	29
E. Data Analysis Techniques	31
F. Validity and Reliability of the Data.....	33
G. Research Procedure	35
CHAPTER IV: RESEARCH FINDINGS AND DISCUSSIONS ...	37
A. Reconnaissance	37
1. Identification of the Field Problems	37
2. Identification of the Most Urgent and Feasible Problems to be Solved.....	39
3. Determining the Actions to Solve the Problems	40
4. The Relationship between the Field Problems and the Actions ...	41
B. The Implementation of the Actions.....	42
1. The Report of Cycle 1	42
a. Planning	42
b. Action and Observation	44
c. Reflection	46
2. The Report of Cycle 2	51
a. Planning	51
b. Action and Observation	54
c. Reflection	58
C. Findings and Discussion	64

CHAPTER V: CONCLUSIONS, IMPLICATIONS, AND	
SUGGESTIONS	71
A. Conclusions	71
B. Implications	72
C. Suggestions	74
REFERENCES	76
APPENDICES	78
A. Field Notes	
B. Interview Transcripts	
C. Lesson Plans	
D. Course Grid	
E. Interview Guidelines	
F. Observation Sheets	
G. Speaking Test	
H. Students' Speaking Test	
I. Attendance List	
J. Photographs	
K. Letters	

LIST OF TABLES

Table 1: The Scoring Rubrics.....	14
Table 2: Standard of Competence and Basic Competence of Speaking Skills for Junior High School Students Grade VIII Semester 1.....	16
Table 3 : The Data Collection Techniques and Research Instruments.....	30
Table 4 : The Field Problems in Class VIII D of SMPN 2 Jetis.....	38
Table 5: The Most Urgent Problems to be Solved.....	39
Table 6: The Most Feasible Problems to be Solved.....	40
Table 7: The Relationship between the Field Problems and the Actions	41
Table 8: The Schedule of Cycle I	42
Table 9: The Schedule of Cycle II	51
Table 10: The Summary of Changes in the Action Research Cycle.....	67
Table 11: The Data of the Students' Speaking Test.....	68

LIST OF FIGURES

Figure 1: The Action Research Cycle.....	28
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IN THE ACADEMIC YEAR OF 2013/2014**

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ABSTRACT

This study was aimed at improving students' speaking skills of the class VIII D students of SMPN 2 Jetis in the academic year 2013/2014 by using group work.

This research was action research which consisted of two cycles with three meetings in each cycle. The subjects of this research were the researcher, the students of class VIII D which consisted of 28 students and the English teacher. The data collection techniques were observations, interviews, and tests. The data were in the form of qualitative data and quantitative data. The qualitative data were obtained from the field notes and interview transcripts. These data were analyzed using five steps i.e. assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. Meanwhile, the quantitative data were obtained from the pre-test and the post-test scores. These data were analyzed by comparing the mean scores of the pre-test and the post-test.

The results of the research show that the use of group work with accompanying actions, such as using media, giving handouts, asking the students to always bring their dictionary, using classroom English, giving feedback and rewards, could improve the students' speaking skills. From the group work activities, the students could build their cooperation and improve their participation. They were really useful in terms of encouraging the students to speak English. The use of media was effective to engage the students' attention. The implementation of using classroom English was useful to familiarize the students with English. The implementation of asking students to bring dictionary was effective in minimizing the students' difficulty in searching the meaning of a word. The implementation of giving handouts was effective to manage the time allocation. The implementation of giving feedback and rewards was effective to increase the students' motivation. The improvement of students' speaking skills was also measured quantitatively by considering the result of the pre-test and the post-test. It was found that the students' mean score increased from 8, 19 to 13, 84. From the data above, it can be concluded that the use of group work can improve students' speaking skills.

CHAPTER 1

INTRODUCTION

A. Background of the Problem

Speaking is one of the four English major skills besides listening, reading and writing. Speaking is considered as a very crucial skill because it is one of the basic keys of communication. By mastering speaking skills, people can carry out communication, express ideas, purpose, and persuade to other people. Everyone needs speaking skills in order to take an active part in communication process and also to develop their knowledge.

According to School Based Curriculum for junior high schools, after the English teaching and learning process, the students are expected to master the four language skills i.e. listening, speaking, reading and writing and also to have the ability to communicate both in written and oral language. Since one of the functions of English is as a means of communication, speaking seems to be an important skill that a learner should acquire.

In the teaching and learning process, there are some components or factors that make the teaching of speaking successful. They are the teacher, the material, and the media. Those components are essential and should be inter-correlated.

However, the fact shows that the students' English speaking ability or performance was low. Many students still had difficulties in communicating in English orally although they had been learning English for years. There are many factors that make students not want to speak in English. They think that

English is a difficult subject because English is not their mother tongue, so that they have no confidence to speak English.

In class, teachers often find the students can hardly communicate with English even in the simple form or find the students who are able answer the questions but they cannot explain their reason because they are afraid of making mistakes. Besides that, generally, learning English in Junior High School is only focused for preparing the National examination. In this case, teachers are only focused in reading, listening and writing, so that speaking skill is often neglected.

The other problem is, the activities provide by teachers cannot facilitate the students to speak more in English. The form of the task is more often individual rather than in groups. Students are lack of opportunity in practicing or communicate in English in the classroom. They are often less motivated and also tend to be passive learners. When the teacher asked students about the topics discussed, the students are also just quiet so that the learning process becomes less exciting.

The similar problems as stated above also happened in SMP N 2 Jetis. Therefore, the researcher conducted an action research study in SMP N 2 Jetis. This study tries to improve the students' speaking skills at VIII D Class of SMP N 2 Jetis by using group work. The researcher uses group work because group work is often considered an essential feature of communicative language teaching. In addition, group work can promote students' practice, the quality of their talk, their motivation, and positive classroom atmosphere. Moreover group work also helps increase students' confidence.

B. Identification of the Problem

To identify the problems, the observation to the class has done to know the real condition of the English teaching and learning process of speaking. Besides the observation, the interview was also conducted both to the teacher and the students. Based on the observation and the interviews done to the teacher and the students, the researcher found some problems related to the teaching and learning process of speaking. The problems that occur can be identified as follow.

The first problem is related to students' motivation. Students' motivation in speaking among the students of class VIII D of SMP N 2 Jetis was low. Many students think that there is no use to learn speaking. They do not need English for communication. They live in Java and they communicate with Javanese. Besides that, they believe that English is very difficult so it makes them lazy and unmotivated to learn English.

The second problem is the students' lack of confidence to communicate in English. In this case, the students often felt insecure to communicate in English. This might occur because of the psychological aspects. They were easily embarrassed and afraid if their friends will laugh at them when they made mistakes.

The third problem is related to the students' speaking ability. From the interview with the students, it was found that the students had difficulties in pronouncing the words and they were lack of vocabulary.

The fourth problem is related to the teaching and learning media. The teaching and learning activities lacked the use of media, whereas the learning media was important to support the teaching and learning process of speaking.

The fifth problem is related to the teaching activities. The teaching activities in teaching and learning process of speaking lacked of variation. The activities mostly focused on book. After getting the explanation, the students were asked to read dialogue in sequence or complete the exercise.

C. Delimitation of the Problem

From the background of the problem and the identification of the problem, it was impossible to overcome all of the problems above. Besides, because of the limited time, finance, and ability, this research only focused on what learning activities which are able to improve the students' speaking skills.

D. Formulation of the Problem

From the limitation of the problem above, the problems can be formulated as follows: "How could group work be implemented to improve the students' speaking skills at VIII D Class of SMP N 2 Jetis?"

E. Objective of the Research

This research is aimed to improve the students' English speaking skills by implementing group work for teaching speaking at VIII D Class of SMP N 2 Jetis in the academic year of 2013/2014.

F. Significance of the Research

By conducting this research, the researcher wants to obtain new knowledge related to the teaching of speaking by using group work. Generally, the significance of the study can be divided into two parts.

1. Scientific Significance

The findings of this research hopefully can be used to improve the students English speaking skills in junior high schools.

2. Practical Significance

a. For English teacher

The result of teaching speaking using group work can be reference for English teacher in order to make variation in teaching speaking.

b. For the students

The result of learning using group work can be useful for the students in improving their speaking skills.

c. For the school

The result of this research is beneficial to the school to solve the problems found in the teaching and learning process of speaking in the class.

d. For other researchers

The result of teaching speaking using group work can be reference for other researchers in order to improve the students' English speaking skills

CHAPTER II

THEORETICAL REVIEW

This chapter presents the theories related to this research. The discussion in this chapter is divided into two parts: theoretical description and conceptual framework. In theoretical description, the researcher discusses the theories that are relevant to this research. In conceptual framework, the researcher draws the links between the theories and the study of the research.

A. Theoretical Description

1. The Nature of Speaking

a. The Definition of Speaking

Speaking as one of the language productive skills is commonly defined as the ability of using a language orally. Speaking skill is usually considered by language learners to be the most important goal in learning a language. In fact of all languages, speaking skill plays crucial role in learning and understanding the language.

There are some definitions about speaking proposed by some experts. Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goal through an interactive discourse with other language speaker.

According to Chaney in Kayi (2006), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts".

Furthermore, Nunan in Brown (2001: 251) divides the oral language into two part, monologue and dialogue. He states that in monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without interruption. On the other hand, the term dialogue involves two or more speakers and can be divided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional).

From the above definitions, it can be concluded that speaking is the basic competence and is aimed at transferring messages which needs both receptive and productive skill.

b. Micro-skills of Speaking

In teaching speaking, the teachers need to understand the micro skills of speaking. These aspects can be a set of criteria which can be used for the teachers to specify their speaking objectives. Followings are the micro-skills listed by Brown (2001: 272):

- 1) Produce chunks of language of different lengths.
- 2) Orally produce differences among the English phonemes and allophonic variants.

- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor your own oral production and use various strategic devices – pauses, fillers, self-correction, backtracking – to enhance the clarity of the message.
- 8) Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in spoken discourse.
- 12) Accomplish appropriately communicative functions according to situations, participants, and goals.
- 13) Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face to face conversations.
- 14) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 15) Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

16) Develop and use a battery of speaking strategies, such as emphasizing key words, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

The students should be taught to use those skills. Those skills are useful to develop the students' speaking skills.

c. Types of Classroom Speaking Performance

There are six types of speaking performance that students are expected to carry out in the classroom according to Brown (2001: 271). The six types of speaking performances in the classroom are presented as follows:

1) Imitative

In this type of performance, students are asked to repeat or imitate the teacher's speech or tape recorder. Imitation of this kind is carried out not for the purpose of meaningful interactive but for focusing on some particular elements of language form. In other words, this activity focuses more on form rather than on meaning. Such activity is also called "drilling". Drills offer students opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulties-either phonological or grammatical. They offer limited practice through repetition. Furthermore, Brown (2001: 272) says that drills can help to establish certain psychomotor patterns (to "loosen the tongue") and to associate selected grammatical forms with their appropriate context.

From the statements above, it can be interpreted that drilling is still important for teaching speaking, mainly pronunciation and intonation as long as it is not overused and students know why they are doing it.

2) Intensive

In this type of performance, students deal with their linguistic difficulties- either phonological or grammatical aspect of language. Brown (2001: 273) states that intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3) Responsive

In this type of performance, students may give short replies to teacher or even students have an initiative for asking questions or comments. Student's responses usually sufficient and do not extend into dialogues. However, such speech can be meaningful and authentic.

4) Transactional (dialogue)

In this type of performance, students are involved in exchanging specific information with their conversational partners. This activity is carried out for the purpose of conveying or exchanging specific information. In this case, Brown (2001: 273) says that transactional language is an extended form of responsive language. Conversations may have more of a negotiative nature to them than does responsive speech.

5) Interpersonal (dialogue)

In this type of performance, students actively participate in the authentic give and take of communicative interchange. This type of activity is carried out more for purpose of maintaining social relationships than for the transmission of fact and information. These conversations are a little trickier for learners because they can involve some or all the following factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert “agenda”.

6) Extensive (monologue)

In this type of performance, students are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. This performance is to develop students’ global oral ability of producing spoken language which is more formal and deliberate. These monologues can be planned or impromptu.

d. Principles for Designing Speaking Techniques

According to Brown (2001: 275), there are some principles in designing teaching speaking techniques.

- 1) Techniques should cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency.

It is suggested that when the teacher does a jigsaw group technique, play games or discuss solutions to the environment crisis, he has to be sure that his task include techniques designed to help students to perceive and use the building

blocks of language. So, it is obvious that in speaking class, teacher should not only teach students “what to say” but also “how to say” which mainly includes grammatical knowledge, vocabulary building and proper pronunciation. It is also stated that at the same time the teacher should not bore the students to deal with lifeless, repetitious drills. It means that if the teacher wants to focus on fluency and he needs to drill students, he should be able to make any drilling he does as meaningful as possible.

2) Techniques should be intrinsically motivating

What happens in the field, often students do not know or understand why their teacher asks them to do certain activities. They merely do whatever their teacher asks them to without knowing the benefits they can get from the activities they have done. Consequently, many students become passive and unmotivated. Good teachers should motivate students by helping them to see how the activities will benefit them.

3) Techniques should encourage the use of authentic language in meaningful contexts

It is stated that it is not easy to keep coming up with meaningful interaction. The teacher succumbs to the temptation to do, says, disconnected little grammar exercises where he goes around the room calling on student one by one to pick the right answer. It takes energy and creativity to device authentic context and meaningful interaction, but with the help of quite a store house of teacher resource material, it can be done, even drills can be structured to provide a sense of authenticity.

- 4) Techniques should provide appropriate feedback and correction.

In this case, Brown (2001: 275) states that in most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. It is important to take advantage of teacher's knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

- 5) Techniques should capitalize on the natural link between speaking and listening.

According to Brown (2001: 275), many interactive techniques that involve speaking will also of course include listening. He also suggests that the teacher should not lose out on opportunities to integrate these two skills. Further, he states that as the teacher is perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

- 6) Techniques should give the students opportunities to initiate oral communication.

It is asserted that a good deal of typical classroom interaction is characterized by teacher initiation of language. We ask questions, give directions, provide information, and students have been conditioned only "to speak when spoken to". Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject. He also suggests that as we design and use speaking techniques, we should ask ourselves if we have allowed students to initiate language.

7) Techniques should encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes (Brown, 2001: 276).

e. Assessing Speaking Performance

The students' oral performance covers some components of ability such as pronunciation, grammar, vocabulary, fluency, and language function. The descriptions of five components as well as the range of the scores can be seen in the following scoring rubrics.

Table 1: **The Scoring Rubrics**

FLUENCY	
Speak in fast rate without a lot of hesitation	3
Speak in acceptable rate with rare hesitation	2
Speak in a slow rate with a lot of hesitation	1
GRAMMAR	
Errors in grammar are quite rare, use complex structure	3
Errors in grammar quite rare, use simple structure	2
Errors in grammar frequent, use incorrect structure	1
PRONUNCIATION	
Errors in pronunciation are quite rare	3
Errors in pronunciation are frequent	2
Use incorrect pronunciation	1
VOCABULARY	
Use rich and proper words	3
Use standard and proper words	2
Use limited and unacceptable words	1
LANGUAGE FUNCTION	
Function performed properly , correct target form	3
Function performed properly, partially correct	2
Function performed not properly, incorrect	1

2. Teaching Speaking in Junior High School

a. Characteristics of Junior High School Students

Brown (2001: 92) says that the teens are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. He also adds that teens are in the position between childhood and adulthood so that the teacher needs to consider this factor when teaching them.

According to Harmer (2002: 38), teenagers if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. Adolescents are in the phase when they are still looking for an individual identity, so it is necessary for the teachers to think about their inner potentials, to give them more guidance, and to be motivated in learning process. Harmer added that some teenage students particularly may be disruptive in the class. This can be caused by the needs of self esteem and peer approval that may provoke them for being disruptive. Additionally it can also be caused by the boredom affected by many problems outside the class. Nevertheless this is determined by the position of the teachers. The students will be happy if the teachers manage to control them and help them solving their problems with supportive and constructive ways rather than shouting or scolding them.

b. Teaching speaking for Junior High School Students

In Indonesia, English is taught as a compulsory subject in Junior High School. Generally, the purpose of learning English for junior high school students is to develop communication skills in spoken or written forms to attain a

functional literacy level. To reach this purpose, the language teaching focuses on the teaching of four skills i.e. listening, speaking, reading, and writing. In teaching speaking to junior high school, the teacher should reflect on the standard of competence and basic competence of junior high schools grade VIII of speaking skill like presented below.

Table 2: Standard of Competence and Basic Competence of Speaking Skills for Junior High School Students Grade VIII Semester 1

Standard of Competence	Basic Competence
<p>3. <i>Mengungkap kan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar</i> (To express meaning of short simple transactional and interpersonal conversation, orally to interact with the closest environment.)</p>	<p>3.1 <i>Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta,memberi,menolak jasa meminta, memberi, menolak barang, mengakui,mengingkari fakta, dan meminta dan memberi pendapat</i> (To express meaning in transactional (to get things done) and interpersonal (to socialize) dialogue orally, accurately, fluently, and appropriately to interact with the closest environment involving the expressions of: asking for, giving, rejecting help, asking for, giving and rejecting items, admitting, denying facts, and asking for and giving opinions.)</p> <p>3.2 <i>Memahami dan merespon percakapan transaksional (to get things done) dan Interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan</i></p>

<p>4. <i>Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar</i> (To express meaning of functional oral text and short simple monologue in the form of descriptive and recount texts to interact with the closest environment.)</p>	<p><i>secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat</i> (To understand and respond transactional (to get things done) and interpersonal (to socialize) dialogue orally, accurately, fluently, and appropriately to interact with the closest environment involving the expressions of: inviting someone, accepting and rejecting an invitation, agreeing/disagreeing, complimenting and congratulating someone.)</p> <p>4.1. <i>Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</i> (To express meaning of short simple functional oral text, orally, accurately, fluently, and appropriately to interact with the closest environment.)</p> <p>4.2. <i>Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount</i> (To express meaning of short simple monologue orally, accurately, fluently, and appropriately in the form of descriptive and recount texts.)</p>
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c. Characteristics of successful speaking activity

According to Ur (1999: 120), it is said that the characteristics of a successful speaking activity are as follows: Firstly, learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learners talk. This may seem obvious, but often most time is taken up with teacher talk or pauses. Secondly, participation is even. Classroom discussion is not determined by a minority of talkative participants; all get chance to speak, and contributions are fairly evenly distributed. Thirdly, motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective. The last, language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language.

3. Group Work

a. The Definition of Group Work

Bright and McGregor in Soraya (2010: 17) stated that a group work is a classroom situation where students are working within smaller units or groups. Through interacting with each other in groups, students can be given the opportunity to oral exchange. The aim is to get the students involved in oral interaction: asking and answering questions, agreeing and disagreeing certain points of the tasks. Indeed, it is through this kind of tasks that researchers believe many aspects of both linguistic and communicative competence are developed.

Killen (2009: 159) stated that group work occurs when two or more students are working together. In group work, students work together without

direct intervention from the teacher, for at least some of the time. But, this does mean that students are left to their own devices to learn whatever they like. It means that the teacher have to structure the learning environment so that the students can interact productively under the teacher indirect guidance as they work towards achieving particular learning outcomes.

Brown (2001: 177) stated that group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. It is also important to note that group work usually implies “small”-group work that is students in groups of perhaps six or fewer. Large groupings defeat one of the major purposes for doing group work: giving students more opportunities to speak.

Oral interaction, in group, is based on a real attempt to find a collective solution to problems. Group work is a meaningful activity because the students need to focus on meaningful negotiation and information exchange. For this reason, students should be familiar with the discussion topic. The main concern of the teacher is, of course to get the students to talk and to stimulate their interest and imagination.

b. The advantages of using group work

Killen (2009: 159) mentions some advantages of group work and some particular reasons for using it as follows:

- 1) Group work shifts the focus from students being passive recipients of information to being active learners. This can enhance students’ achievement and retention.

- 2) Group work is a useful way of activating students' prior knowledge and helping them to reconstruct their understanding of the subject matter.
- 3) Group work can be a useful way of giving students an opportunity to work on realistic task that is too complex or too large to be undertaken by individuals.
- 4) Group work encourages the students to verbalize their ideas and feelings and this can help them to understand the subject matter.
- 5) Some students will be very effective at explaining ideas to others, in language that they find easy to understand. This can help both the explainer and the other group members to master the content.
- 6) Forcing learners to concentrate on communicating clearly with others in their group enhances their metacognition; they learn to think better and with more self-awareness.
- 7) Group work can improve students' problem-solving skills and have them discover that there are multi solutions to problems. This helps to increase students' depth of understanding and increases the possibility that they will look at the future problems from several perspectives.
- 8) Group work can improve students' oral communication skills at the same time as they learn the curriculum content.
- 9) Group work can encourage co-operation among students. It helps them to learn respect for one another's' strengths and limitations.
- 10) Group work can be a fun way to learn, thus motivating students and increasing their active participation in learning.

- 11) Group work allows the teacher to temporarily concentrate his teaching efforts on a small group of students while the other students engage actively in learning.
- 12) When equipments or facilities are limited, rotation of groups allows all students to use the equipment that is available.
- 13) Group work teaches students to be less reliant on the teacher and more reliant on their own ability to think and to seek information from other sources.
- 14) Group work allow the teacher to vary the learning tasks for different groups of students, thus adapting to students' needs, interests, and abilities without making these differences too obvious to other students.
- 15) Group work gives all students an opportunity to contribute ideas and to try to master the content in a non-threatening environment. Often one group member's answer or idea can trigger another group member to think of something else.
- 16) Group work allows students to experience roles as leaders, peers, and subordinates and to experience a range of social contacts.
- 17) Group work gives the teacher a chance to circulate and check individual students' understanding, without placing the students in a testing situation.
- 18) When group tasks require students to solve complex problems they provide rich opportunities for assessing students' initiative, creativity, flexibility, tolerance and communication skills.
- 19) Group tasks can reduce the teachers' assessment load.

According to Brown (2001: 178), group work has these following advantages:

- 1) Group work generates interactive language.
- 2) Group work offers an embracing affective climate.
- 3) Group work promotes learner responsibility and autonomy.
- 4) Group work is a step toward individualizing instruction.

To conclude, group work involving communicative tasks is essential to develop oral proficiency because it demands maximum student's participation in an orally purposeful activity.

c. Kinds of group work activities

Brown (2001: 183) listed some of typical group task as follows:

1) Games

A game could be any activity that formalizes a technique into units that can be scored in some way. Guessing games are common language classroom activities.

2) Role-play and simulations

Role-play minimally involves giving a role to one or more members of a group and assigning an objective or purpose that participants must accomplish. Students pretend they are in various social contexts and have a variety of social roles. In role play activities, the teacher gives information to the learners such as who they are and what they think or feel.

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. Simulations usually

involve a more complex structure and often larger groups where the entire group is working through an imaginary situation as a social unit, the object of which is to solve some specific problem. In simulations, students can bring items to the class to create a realistic environment.

3) Drama

Drama is more formalized form of role-play or simulation, with a pre-planned story line and script.

4) Projects

5) Interview

Interviews are useful at all levels of proficiency. Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

6) Brainstorming

Brainstorming is a technique whose purpose is to initiate some sort of thinking process. On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of

brainstorming is that the students are not criticized for their ideas so students will be open to share new ideas.

7) Information gap

Information gap activities include a tremendous variety of techniques in which the objective is to convey or to request information. In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

8) Jigsaw

Jigsaw techniques are a special form of information gap in which each member of a group is given some specific information and the goal is to pool all information to achieve some objective.

9) Problem solving and decision making

Problem-solving group techniques focus on the group's solution of a specified problem. Decision-making techniques are simply one kind of problem solving where the ultimate goal is for students to make a decision.

10) Opinion exchange

d. The organization of group work

Killen (2009: 173) suggests before implementing group, the teacher can start by pairing the students. That is a useful way to help learners to develop their listening skills and their ability to express their ideas clearly and concisely.

Once, when the teachers have selected an appropriate type of activity, then the planning phase should include the followings seven “rules” for implementing group work, as proposed by Brown (2001: 187).

- 1) Introduce the technique
- 2) Justify the use of small groups for the technique
- 3) Model the technique
- 4) Give explicit detailed instructions
- 5) Divide the class into groups.
- 6) Check for clarification
- 7) Set the task in motion.

B. Conceptual Framework

As discusses in the previous chapter, teaching activities is one of the most important elements affecting the English teaching and learning process including in teaching speaking. The applications of appropriate teaching activities are very essential in determining the success of the English teaching and learning process. In speaking, the appropriate activities can influence students’ performance.

There are some characteristics of effective speaking class which should be considered before applying particular teaching activities. One of them is

considering the fact that in speaking class students are expected to talk a lot, have high motivation, and actively participate in the class activity.

Group work is designed to be implemented in the English teaching and learning, including in speaking. The concept of group work which gives priority to students' involvement and cooperation during learning process give benefits for them to improve their learning motivation, confidence and social skills. Group work can create an enjoyable learning atmosphere which can maximize the effectiveness of teaching learning process. Therefore, conducting group work can be an appropriate activity to improve students' speaking ability.

CHAPTER III

RESEARCH METHODS

This chapter discusses the research methods that are used in this research. This chapter consists of the type of the research, the setting of the research, the members of the research, the technique of data collection, the technique of data analysis, the validity and reliability of the data, and the procedure of the research.

A. Type of the Research

This research can be classified as action research. Action research is a kind of research in which the teacher can engage in, in order to improve some aspects of their teaching or to evaluate the success or appropriateness of particular techniques or procedures (Harmer: 2002).

The research was conducted based on the preliminary observations of the teaching and learning process, and the interviews done to the English teacher and some students.

The research was conducted collaboratively with the English teacher and the students of VIII D at SMP N 2 Jetis. The procedures of the research consist of formulating the problems happened during the English teaching and learning, planning the actions, implementing the actions, observing the implementation of the actions, and making reflections from the actions. The action research was conducted following the steps proposed by Kemmis and Mc Taggart (1988) in Burns (1999).

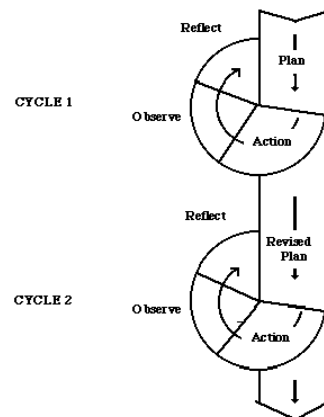


Figure 1: **The Action Research Cycles**

B. Setting of the Research

1. Place of the Research

The research was conducted in SMP N 2 Jetis which is located in Plembutan, Canden, Jetis , Bantul. This school was selected for the research setting because the researcher was interested in solving the problems related to the teaching and learning process which were found in the school. The research was conducted in class VIII D at SMP N 2 Jetis in the academic year of 2013/2014.

2. Schedule of the Research

The research was done in the first semester in the academic year of 2013/2014. It was conducted from October to November 2013. In conducting the research, the researcher followed the schedule of the English subject of Class VIII D in SMP N 2 Jetis because the research was conducted in this class.

3. Learning setting

The English teaching and learning activities in class VIII D were carried out 3 times a week. The English class was held every Wednesday, Friday, and

Saturday. Each meeting was 80 minutes, except Friday which was only 40 minutes.

C. Member of the Research

The members who took part in the research were the English teacher; the students of class VIII D in SMP N 2 Jetis, and the researcher herself. The researcher chose this class after having a discussion with the English teacher. The teacher recommended this class because students' ability of class VIII D was average.

The students of class VIII D consisted of 27 students (15 boys and 12 girls). The researcher worked collaboratively with the English teacher of class VIII D to solve the problems related to the teaching of speaking and the students' speaking skills. They cooperated in doing the steps of action research. Those steps were identifying the problems happened during the activities in the class, collecting the data, planning the solutions, doing the actions in the class, and evaluating and making reflections of the actions.

D. Data Collection Technique

The research data were collected in the forms of qualitative data which were supported by quantitative data. The qualitative data were acquired through observations and interviews. The researcher collected the opinions and comments about the actions from the research participants. They were asked about their expectations toward the research as well. The data were to describe about the learning process using group work and to know the changes or impacts after conducting the actions.

Meanwhile, the quantitative data were obtained from the students' scores in pre-test and post-test. It aimed to know about the students' result after the actions had been conducted.

The types of the data, the research instruments, and the data collection techniques are presented in the table below.

Table 3: The Data Collection Techniques and Research Instruments

No.	Data	Instruments	Collection Techniques
1.	Pre-test and post-test scores	Test	Pre-test and post-test
2.	Field notes	Observation sheets	Observation
3.	Interview transcripts	Interview guidelines	Interview

1. Observation

The observations were conducted to monitor the teaching and learning process in class VIII D while the researcher was implementing the actions. The data were collected by observing the learning process in the class. During the observation, the collaborator was sitting at the back, observing, and taking notes about the activities. The results of the observation were reported in the form of field notes.

2. Interviews

The researcher held the interviews to some students and the English teacher about the activities in the teaching and learning process before and after the implementation of the actions. The researcher developed some questions as

the guideline in the interviews but she will allow for some flexibility according to how the students and the teacher respond. It means that the interview questions were planned but if there were some unexpected responses from the students and the teacher, the researcher allowed it to get more detail data. The information was recorded in interview transcripts.

3. Pre-test and Post-test

The pre-test was conducted before the actions were implemented, while the post-test was done after the actions. The pre-test and the post-test were in the form of speaking tests. The assessment technique was a speaking performance form. They were used to compare the students' speaking skills before and after taught by using group work. It showed whether there will be improvement of students' speaking ability or not by the implementation of the actions. The data of the pre-test and the post-test were collected in the form of students' scores. The mean score of the post-test would be calculated and compared with the mean score of the pre-test.

E. Data Analysis Techniques

After conducting the research, the researcher analyzed the data from the observation sheets, field notes, interview transcripts, and the results of the pre-test and the post-test. The researcher also compared the data from the observations, the interviews, and the pre-test and the post-test. The researcher collected the data from all of the research members.

In analyzing the qualitative data, the researcher used the process of analyzing data proposed by Burns (2010: 104-105) as presented below.

1. Assembling the data

The researcher collected the data from the observations, the interviews, the pre-test and the post-test, including the reflections that were made after conducting the actions. In this step, broad patterns and ideas were needed.

2. Coding the data

The broad descriptions that had been developed in the first step are refined into the more specific categories. Then, the researcher divided the data that can be decoded qualitatively i.e. field notes and interview transcripts, and quantitatively i.e. pre-test and post-test scores.

3. Comparing the data

After the data had been categorized, the researcher needed to compare the data from different sources of data, for example the interviews compared with the observations and the pre-test and the post-test scores. This aimed to see whether the data showed the same conclusion or the contrasts.

4. Building meanings and interpretation

The researcher needed to think deeply about the data and explored for more detailed aspects from the data. It was necessary to develop questions, making connection, and making further explanation of the data. Then, the researcher refined her own “personal theories” about the findings of the research.

5. Reporting the outcomes

The last step was reporting the main process and the outcomes of the research that were well supported by the data.

Meanwhile, the quantitative data (the students' speaking scores) were analyzed by calculating the mean scores of the pre-test and the post-test. The mean scores of each test were compared. The increase of the mean scores indicated that the students' speaking skills were improved.

F. Validity and Reliability of the Data

To obtain the research validity, the researcher applied the criteria of validity proposed by Anderson et al. in Burns (1999:161-162). There were five types of validity. They were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

1. Democratic validity

It is related to the extent in which the research is truly conducted collaboratively and allows for the inclusion of multiple voices. It means that in the process of action research, the researcher collaborated with all parties which become the members of the research such as the teacher and the students, to discuss about the process of implementation of group work. To gain the democratic validity the researcher conducted the interviews with the research members. This aimed to know their comments or opinions about the research.

2. Outcome validity

This validity is related to the notions of actions leading to outcomes that are 'successful' within the research context. This was obtained from the reflections in every meeting and the students' scores of speaking pre-test and post-test.

3. Process validity

It is related to the ‘dependability’ and ‘competency’ of the research. It means that the worth of the research took on the process not merely on the results of the research. So, the process was done systematically in order to get the complete information to describe the process in implementing group work. The researcher did an observation during the implementation by using observation sheets and interviews after the implementation.

4. Catalytic validity

It is related to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. This was done by making the reflections of students’ attitudes toward the actions and also interviewing the participants.

5. Dialogic validity

This validity parallels the process of peer review which are commonly used in academic research. It means that in conducting the action research when the researcher wants to take a decision, the researcher consulted others or other members of the research, the expert or even to the researcher herself in order to consider the action or to get a conclusion. To gain this validity, the researcher conducted some discussion with the English teacher.

To obtain the trustworthiness, the researcher used a triangulation technique (Burns, 1999: 163-164). Burns (1999: 164) proposed four types of triangulation. They are time triangulation, space triangulation, investigator triangulation and theoretical triangulation. However, in this research the researcher only used three

forms of triangulations, i.e. time triangulation, investigator triangulation, and theoretical triangulation.

First, the researcher used time triangulation. Time triangulation means that the data were collected over a period of time. In this research, the researcher did the action from October to November 2013.

Besides time triangulation, the researcher also used investigator triangulation. Investigator triangulation means that more than one observer used in the same research setting. This aimed to avoid a bias observation in the research.

In addition to time triangulation and investigator triangulation, theoretical triangulation was also used in this research. Theoretical triangulation means that the data were analyzed from more than one perspective from some theoretical reviews. In this research, the researcher reviewed the theories from some experts in some books.

In this study, the researcher compared the data collected from the observation, the interviews, and the results of pre-test and post-test. The data being compared were the observation data in the form of field notes, the interview data in the form of interview transcripts, and the pre-test and the post-test data in the form of speaking scores.

G. Research Procedures

To conduct action research, the researcher followed some steps. There are four broad phase in a cycle of action research as proposed by Kemmis and McTaggart (1988) in Burns (2010: 7-8). They are planning, action, observation and reflection. The procedure is explained as follows.

1. Planning.

In this step, the researcher collected much information from the observations and the interviews done to the teacher and the students. The researcher observed the English classroom teaching and learning process in class VIII D of SMPN 2 Jetis. This aimed to identify the problems which happened during the teaching and learning process. After that, the researcher made plan of actions to be implemented to improve the students' speaking skills.

2. Action.

After planning the actions, the researcher implemented the actions. The actions were conducted in two cycles. Each cycle was done in three meetings. During the actions, the researcher and collaborators observed the process.

3. Observation.

While the action was being implemented, the researcher with the help of the collaborator observed the process of teaching and learning of speaking. The researcher, then, wrote notes about everything that happened in the class during the action. This aimed to find out the weakness and the positive aspects that were needed to be fixed up and developed.

4. Reflection.

After doing the observation, the researcher reflected to the actions that had been implemented. Then, the researcher discussed the problems and the achievement during the implementation of the action with the English teacher. From the discussion, the researcher made an evaluation so that the researcher could do better in the next cycle.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter is divided into three sections. The first section is the reconnaissance. The second section is the implementation of the actions and the last section is the discussion of the findings. In the reconnaissance, the steps of sharpening the research problems and the actions that would be implemented were presented. Next, in the implementation of the actions, the results of observation and interview about the actions implemented in two cycles were elaborated. Finally, in the last section, the general findings were discussed. The discussion presented those findings that were related to the theories.

A. Reconnaissance

In this step, some activities were conducted by the researcher. First, observations were done to know the real condition related to the English teaching and learning process of speaking at VIII D Class of SMPN 2 Jetis. Second, interviews were also conducted to get some information about the teaching and learning process of speaking from the different points of view, i.e. from the English teacher and the students. Third, the pre-test was carried out to get the data of the students' speaking ability before the action was implemented.

1. Identification of the Field Problems

Based on the observation, interviews, discussions, and the pre-test, there were several problems found during the teaching and learning process. The field problems which occurred during the teaching and learning process can be seen in the table below.

Table 4: The Field Problems in Class VIII D of SMPN 2 Jetis

No.	Problems	Code
1.	When the teacher came, the students were noisy and some of them were still outside.	S
2.	The students were not interested in studying English	S
3.	Some students did not pay attention to the teacher's explanation	S
4.	The students often made noise during the lesson	S
5.	The learning activities focused on using the textbook.	TLP
6.	The students lacked vocabulary.	S
7.	The students got difficulties in pronouncing the English words	S
8.	The activities were often done individually, rarely in groups.	TLP
9.	The students had low motivation to learn and speak English	S
10.	The students had problems in fluency.	S
11.	The students rarely bring their dictionary.	S
12.	The teaching and learning process lacked use of media.	TLP
13.	The learning activities were still monotonous	TLP
14.	The teacher gave less opportunity to the students to practice English orally.	T
15.	The students were shy and unconfident to speak in English	S
16.	Classroom English was rarely used during the lesson.	TLP
17.	The students had low mastery of grammar	S
18.	The students were lazy to study	S
19.	The students thought that English was a difficult subject	S
20.	The students were passive	S

S: Students T: Teacher TLP: teaching and learning process

2. Identification of the Most Urgent and Feasible Problems to be Solved

After identifying the field problems, the researcher had a discussion with the English teacher to weigh the problems based on the urgency level. It was done in order to find her opinions in categorizing the problems identified. There were 20 problems identified based on the result of observation, interview and the pre-test. The most urgent problems are presented in Table 5.

Table 5: The Most Urgent Problems Concerning on the Teaching and Learning Process of Speaking at Class VIII D of SMPN 2 Jetis

No.	Problems	Code
1.	The students lacked vocabulary.	S
2.	The students got difficulties in pronouncing the English words	S
3.	The students had low motivation to learn and speak English	S
4.	The students had problems in fluency.	TLP
5.	The students rarely bring their dictionary.	S
6.	The teaching and learning process lacked use of media.	TLP
7.	The teacher gave less opportunity to the students to practice English orally.	T
8.	The students were shy and unconfident to speak in English	S
9.	Classroom English was rarely used during the lesson	TLP
10.	The students had low mastery of grammar	S
11.	The students were passive	S

After weighing the field problems based on the urgency level, then the researcher had a discussion with the English teacher to determine the most important problems to be solved. By considering the time, fund, and energy, they selected the most important problems in the teaching and learning process of

speaking that were feasible to be solved. The following table shows those problems.

Table 6: The Most Feasible Problems Concerning the Teaching and Learning Process of Speaking at Class VIII D of SMPN 2 Jetis

No.	Problems	Code
1.	The students lacked vocabulary.	S
2.	The students got difficulties in pronouncing the English words	S
3.	The students had low motivation to learn and speak English	S
4.	The students had problems in fluency.	TLP
5.	The students rarely bring their dictionary.	S
6.	The teaching and learning process lacked use of media.	TLP
7.	The teacher gave less opportunity to the students to practice English orally.	T
8.	The students were shy and unconfident to speak in English	S
9.	Classroom English was rarely used during the lesson.	TLP
10.	The students were passive	S

3. Determining the Actions to Solve the Problems

After identifying the field problems that were urgent and feasible to be overcome, the researcher and the teacher formulated some action plans to solve the problems. There were some actions which were planned based on the discussion.

- a. applying the group work activity for teaching speaking in the classroom.
- b. using media to gain students' interest and to give clearer explanation.
- c. giving handouts containing materials, vocabulary and pronunciation to make students easier to understand the lesson.

- d. asking the students to always bring their dictionary.
- e. using classroom English effectively.
- f. giving feedback and rewards to motivate the students.

4. The Relationship between the Field Problems and the Actions

In reference to the field problems which were categorized based on the urgency and feasibility, the relationship between the field problems and the actions were drawn to describe the ways in which the problems could be solved. The following table shows the relationship between the field problems and the actions.

Table 7: The Relationship between the Field Problems and the Actions

No.	Problems	Actions
1.	The students lacked vocabulary.	a. Using media b. Giving handouts containing materials, vocabulary and pronunciation to make students easier to understand the lesson c. Asking the students to always bring their dictionary
2.	The students got difficulties in pronouncing the English words	Giving handouts containing materials, vocabulary and pronunciation to make students easier to understand the lesson
3.	The activities were often done individually, rarely in groups.	Applying the group work activity for teaching speaking in the classroom.
4.	The students had low motivation to learn and speak English	a. Applying the group work activity for teaching speaking in the classroom. b. Giving feedback
5.	The students had problems in fluency.	a. Applying the group work activity for teaching speaking in the classroom b. Giving feedback
6.	The students rarely bring a dictionary.	Asking the students to always bring their dictionary.
7.	The teaching and learning process lacked the use of media.	Using media

(continued)

(continued)

8.	The teacher gave less opportunity to the students to practice English orally.	Applying the group work activity for teaching speaking in the classroom.
9.	The students were shy and unconfident to speak in English	Applying the group work activity for teaching speaking in the classroom.
10.	Classroom English was rarely used during the lesson.	Using classroom English.
11.	The students were passive	Applying the group work activity for teaching speaking in the classroom.

B. The Implementation of the Actions

1. The Report of Cycle I

a. Planning

In Cycle I, the actions were carried out in three meetings. The teaching and learning schedule was presented in the table below.

Table 8: The Schedule of Cycle I

No.	Day/Date	Material
1.	Friday, October 18 th 2013	Invitation
2.	Saturday, October 19 th 2013	
3.	Wednesday, October 23 rd 2013	Asking for and giving opinions.

Based on the discussion with the English teacher as the collaborator, some actions were planned for Cycle I. They are discussed as follows.

The first action was applying the group work activity. It would be implemented in the activities in each meeting. It was aimed at increasing the students' participation in the speaking activities. The researcher made variation in the activities in the form of making conversation and then practicing it in front of the class.

The second action was using media in the process of teaching and learning of speaking. It was aimed at gaining students' interest and giving clearer explanation about the materials being learned. The use of various media was also expected to solve the problems of students' difficulties in vocabulary.

The third action was giving students a handout containing materials, a list of vocabulary and pronunciation. It was aimed to make students understand the lesson and make them follow the instruction of class activity easily. Through implementing this action, it was also expected that the students will improve their vocabulary and their pronunciation. Besides, it saves the time.

The fourth action was asking the students to always bring their dictionary. It was aimed at increasing the students' vocabulary. By applying this, it was expected that the students will be independent and will not depend on the teacher. When they did not know the meaning of a word, they could directly look in their dictionary.

The fifth action was using classroom English. It was aimed to familiarize the students with English. By applying this, it was also expected that the students could be motivated to speak English in the class.

The sixth action was giving feedback. It was aimed to motivate students. The feedback would be on the students' performance and students' pronunciation. By giving feedback, students will be used to the right pronunciation and will be motivated to perform their best. Through implementing this action, it was also expected that the students could get involved actively in the speaking learning process.

Besides preparing the actions that would be done, the researcher prepared the lesson plan and consulted it to the English teacher to meet with the school syllabus. In implementing the action, the researcher acted as the teacher and the English teacher acted as the observer. In connection with the reflection requirement, some interview guidelines were also prepared to collect the opinions and suggestions from students and the collaborator during Cycle I. An observation sheet was also provided to support the observation done by the observer. Then, a camera was also prepared to capture the condition during the teaching and learning process of speaking in Cycle I. In addition to a camera, a mobile phone was also provided to record the data related to the students' opinion and impression about the actions implemented.

b. Action and Observation

The actions were carried out in three meetings on October 18th, 19th, and 23rd, 2013. The actions were focused on implementing group work activity with accompanying actions as planned before to improve the students' speaking skills at Class VIII D of SMPN 2 Jetis. The data during the actions in Cycle I were obtained through classroom observations and interviews. The complete description is provided below.

1) Meeting I

The first meeting was held on Friday, October 18th, 2013. In the first meeting, the researcher taught about invitation, including expressions of inviting, accepting an invitation and declining an invitation. First, the teacher introduced the topic and the objective of the learning that would be achieved. Some pictures

related to the topic were presented to attract the students' attention. After having a discussion about the topic, the researcher distributed a handout to the students containing example of conversation of inviting, accepting and declining an invitation, a list of vocabulary, pronunciation and a list of expressions of inviting, accepting and declining an invitation.

Then, the researcher asked the students in pairs to read the dialogue and try to guess the content of the dialogue. Finishing reading, they were asked to identify some difficult words. After that, the researcher gave explanation about it. After that, the students in pairs were asked to identify the expressions of inviting, accepting and declining an invitation.

After explaining it, the researcher asked the students to look at their handout, and focused on the pronunciation corner. The researcher gave the example how to pronounce the word correctly and asked the students to repeat after her. After that, the researcher explained about the expressions of inviting, accepting and declining an invitation.

The actions could not be implemented completely in the first meeting, because of the limited time.

2) Meeting II

The second meeting was held on Saturday, October 19th, 2013. The researcher acted as the teacher and the teacher sat in the back and observed the teaching and learning process. In the second meeting, the researcher started the lesson of the day by greeting the students, asking the students' condition and

checking the students' attendance. Then the researcher reviewed and continued the material of the previous meeting.

Then, the researcher asked the students to make some groups consisting of four students. The researcher distributed a card consists of a different situation for each group and asked them to make a dialogue.

After they finished making their dialogue, the researcher asked them to practise it. After they finished practising their dialogue, the researcher asked them to memorize their dialogue and perform it in front of the class.

3) Meeting III

The third meeting of Cycle 1 was done on Wednesday, October 23rd, 2013. It was the last meeting in Cycle 1. The researcher did several activities. In the warming-up the researcher showed some pictures of Indonesian celebrities and the students were so excited about it.

In the group work activity, the researcher gave them a word search puzzle. The students had to find some words in the box and then arranged them to make expressions of asking for and giving opinions. The researcher walked around the classroom to observe the students' progress while working in groups.

After the word search activity, still with the same groups the students were asked to make a dialogue and then perform it in front of the class.

c. Reflection

After conducting the actions in Cycle 1, the researcher and the English teacher conducted some discussion. They discussed the data gathered and evaluated them to make some reflections for the implementation of the actions.

The reflections were conducted to find out whether the actions were successful or not so that the researcher could determine whether the actions would be sustained or modified. Besides, it was also to fulfill the democratic validity and the dialogic validity as mentioned in Chapter III. In the discussion, they analyzed the data from the observation during the teaching and learning process and the interviews with the students to evaluate the action conducted. Everyone was free to express his opinions, feelings and suggestions related to the actions implemented. The reflection of each action implemented was elaborated as follows.

1) Applying the group work activity

Applying group work was effective since it could create a good classroom interaction in which the students could interact actively with other students and the teacher. Besides, the students were more comfortable in learning speaking since they could cooperate to accomplish the tasks and help each other when they faced difficulties. The following interview transcripts give justifications.

- R : *Sukagakkerjakelompok?* (Do you like the group work?)
 S23 : *Suka* (I like it)
 R : *Sukanyakenapa?*(Why?)
 S23 : *Kanbarengsamatemen-temen...* (Because I can work together with my friends...)

(Appendix B/Interview 6)

Beside the students, the teacher also showed good interaction during the group work activity by helping the students who had difficulties. The field notes below gives the evidence about the teacher's activity during the group work.

P dan GBI berkelilingmemonitorsetiapkelompok.Ada satukelompok yang terlihatmalas-malasanuntukmengerjakan.Lalu P menghampirdanmendampingi.(The researcher and the teacher observed every group. There was a group that was lazily did the tasks. Then the researcher came and helped them.)

(Appendix A/Field Note 4)

However, there was still a weakness during the implementation of the group work. There was a group which did not show a good cooperation. The following interview transcripts give justifications.

- R : *Gimana dengankerja kelompoknyahari ini? Menurut kamu Lutfi..* (How was the group work activity today? What's your opinion Lutfi?)
 S14 : *Kurangsuka* (I don't like it.)
 R : *Kurangsukanya kenapa?* (Why?)
 S14 : *Yang ngerjain tugas semuanya gitu.. belumpunya tanggung jawab yang sepenuhnya gitu..* (Not all members of the groups did the tasks, they still don't have responsibility of it)
 R : *Hemm. Ok. Berarti kurang kompak ya di kelompokmu? Kurang kerjasamanya...* (Hm. Okay. The solidarity is low, right? Less cooperation...)
 S14 : *Iya.* (That's right)

(Appendix B/Interview 5)

2) Giving handouts

This action was successful in general. The students can focused on the researcher explanation without writing any notes because the material was given on the handout. They also can learn how to pronounce the word correctly and the list of difficult word can make the students understand the material easily. The interview transcript with a student below gives the justification of the successful action.

- R : *Kalau handoutnya membantu kalian belajarkah?* (How about the handout, Does it help you to study English?)
 Ss : *Membantu..* (Yes, it helps..)
 R : *Membantunya kenapa?* (How?)
 S16 : *Menambah kosa kata kata baru...* (It adds a new vocabulary..)
 S14 : *Iya, kosa kata nya jadi tambah, terus bisa tau cara membaca yang benar..* (Yes, it enriches our vocabularies and it helps us to know how to pronounce correctly)

(Appendix B/Interview 5)

3) Asking the students to bring their dictionary

In every meeting the researcher always reminds the students to bring their dictionary. But, still there were some students who do not bring the dictionary.

The following interview transcript gives justifications.

R : *Tadibawakamusgak?* (Did you bring your dictionary today?)

S18 : *Gakbawa Miss. Lupa.* (No, I didn't. I forgot.)

(Appendix B/Interview 9)

However, the researcher will keep asking them to bring their dictionary in the next cycle.

4) Using media

In every meeting the researcher always used varied pictures to gain students' interest. In the first meeting and the third meeting the researcher as a warming up used a picture to brainstorm the students about the material they are going to learn. It can be said that it was successful. The students were enthusiastically joining the question-answer section. The following transcript presents the teacher's opinion.

R : ... *Gimanadengankegiatan warming up memakai foto-foto artistadi Bu?* (How was the warming-up with the actor and actress photographs, Ma'am?)

T : *Bagus. Anak-anak sangat antusias tadi. Tadi gambarnya juga bagus, jelas, cukup besar. Sehingga semua anak bisa melihat.* (It was good. The students were enthusiastic. The pictures were good, clear and big enough. All of the students could see them.)

(Appendix B/Interview 8)

In the second meeting and the third meeting, the researcher also used cue cards containing pictures and a situation to make the students easily make dialogue. The following transcript inferred the positive result of the action.

R : *Gimanadengan situation cards yang Miss bagiin pas making dialogue*

tadi? Membantugak? (How was the situation cards I gave when making dialogue? Did it help?)

S18 : *Lumayanmembantu,* (Ya, it helped.)

S19 : *Yamembantu,* (Yes, it did)

(Appendix B/Interview 9)

5) Giving feedback

This action was successful. It helps the students improve their pronunciation and encourage the students to perform better and better in the next performance. Giving feedback makes the students can be serious to do their performance because they feel that the researcher was care about them. Students also can review their own performance and improved it in the next performance.

This following transcript presents the teacher's opinion.

R : *Kalau feedback yang sayaberikan untuksiswagimana Bu?* (How was the feedback I gave to the students, Ma'am?)

T : *Yabaguskanmbak, siswajadi tau salahnyadimana..Harapannyakansiswaterusbisalebihbaik lagi di pertemuan2 selanjutnyakan...* (It was good, the students knew their mistakes.. so hopefully the students can be better in the next meeting..)

(Appendix B/Interview 8)

6) Using classroom English

In every meeting the researcher always uses classroom English. It was expected to make the students be familiar with English. The English class was always started with routine expressions such as 'Good Morning, and 'How are you?'. Meanwhile, at the end of the lesson, expressions like 'Goodbye', 'See you', were used. Most of the students responded well since they were familiar with them but some students sometimes did not answer. So, the researcher often repeats those expressions several times until they all responded.

The researcher also introduced some simple instructions such as ‘Raise your hand’ when students want to answer a question; ‘Silent please’, when the students start to be noisy; *sit down, stand up, listen to me, repeat after me*, and *attention please*. The researcher always tried to make students speak English in class. The field notes below showed how the researcher makes the students used to speak English when they asked for permission when they wants to go to the toilet.

Saatituadaduasiswa yang memintaijinkebelakangmenggunakanbahasaIndonesia.Lalu P memintamerekauntukmemintaijindalambahasaInggris.Karenamerekatidaktahu,saatitujuga P memberitahucaramintaijindalambahasainggris. Excuse me Miss, May I wash my hands? Setelahitusiswamengulangidalambahasainggris.(Atthat time, there were two students who asked for permission to go to the toilet. So, the researcher asked them to use English. Because they did not know how to say it in English, the researcher told them how to say it. Excuse me Miss, May I wash my hands? After that, the students repeat it in English.)

(Appendix A/Field Note 1)

2. The Report of Cycle II

a. Planning

The actions in Cycle II were the same as the actions implemented in Cycle I. However, some modifications and additions were implemented to improve the results that had been reached in Cycle I. Cycle II was carried out in three meetings. The table below shows the schedule of the teaching and learning process of speaking in Cycle II.

Table 9: The Schedule of cycle II

No.	Day/Date	Material
1.	Friday, October 25 th 2013	Asking for and giving help
2.	Saturday, October 26 th 2013	
3.	Wednesday, October 30 th 2013	Asking for and giving items

Based on the discussion with the collaborator, the planned actions for Cycle II are presented below.

The first action was applying group work. There were still some problems of implementing group work in Cycle 1. First, some students could not cooperate well in the group work. This problem would be solved by giving more encouragement and attention. The encouragement given was related to the way the students did the tasks. The students would be asked to compete with other groups to be the best group. Then, there would be a reward for the best group. In addition, the researcher would give more attention to the groups which had the problem as mentioned previously. The second problem was they were still ashamed in asking questions to the teacher. Therefore, the researcher would encourage them so that they did not feel ashamed anymore.

The second action was using media. To improve the result that had been reached in Cycle 1, the researcher would give the pictures used to the students. It would make them happy and more enthusiastic to join the lesson. They can save them and used them every time they need them. Besides pictures, the researcher also used cue cards to be given to the students which help them in building new vocabulary; and also real objects in every meeting.

The third action was giving handout containing materials, vocabulary and pronunciation. In the implementation of this action in Cycle 1, there was still a lacking. The handout was plain so it less interesting. To improve the result that

had been reached in Cycle 1, the handout will be more varied and colourful. It was expected that the students would be interested to always study it.

The fourth action was asking the students to always bring their dictionary. In Cycle 1, there were still some students who do not bring their dictionary but they felt no matter about it. So, in Cycle 2 the researcher will keep reminds them to bring their dictionary in order to make them to not depend on the teacher's help. But the students who do not bring the dictionary would be punished by not getting rewards from the researcher.

The fifth action was using classroom English. There was still a problem of implementing this action in Cycle 1. Some students still did not understand of the researcher instructions. To improve the result that had been reached in Cycle 1, the researcher spoke more slowly and repeated it several times with gestures. The researcher also provided some pictures to make it clearer. It was expected that the more the chance of the students listen to English, the easier for them to speak.

The sixth action was giving feedback. In Cycle 1, feedback was only given by the researcher. But, in Cycle 2 the students themselves also gave comments to the other students. As a result, it was expected that the students would be more confident to speak English.

The seventh action was giving rewards. It was an addition action that was expected to make the students to be more active and give them higher motivation. The rewards were given to the group which actively participated in the teaching and learning process.

Besides preparing the actions that would be done, the researcher prepared the lesson plan. The lesson plan was consulted to the English teacher to meet with the school syllabus. The same as the previous cycle, the researcher also acted as the teacher and the English teacher acted as the observer. Before the implementation of the actions, an interview guideline was prepared to collect the opinions and suggestions from students as well as from the collaborator. Then, an observation sheet was also provided to support the observation that would be done by the observer. The last, a camera and a mobile phone were prepared to support the data collection during the research.

b. Action and Observation

Cycle II consisted of three meetings. The actions were carried out on October 25th, 26th and 30th 2013. The teaching and learning process is described below.

1) Meeting 1

The first meeting of Cycle 2 was conducted on Friday, October 25th, 2013. It began at 09.55 a.m. and finished at 10.35 a.m. In this meeting, the researcher taught about asking for and giving help. First, the researcher began the lesson by greeting the students, asking the students' condition, and checking the student's attendance.

After that, the researcher did the warming up. The researcher asked one of the students to clean the board. In this part, the researcher wanted the students to understand the use of expressions of asking for and giving help through the real

condition. It was expected that the students will be easily understood the use of it. The researcher then mentioned the learning objective of the day.

The researcher asked the other students to practice the same expressions to know whether he had understood or not. Afterwards, the researcher showed some pictures. The first picture was the picture of dirty floor and a broom. Then, the researcher tried to make the students create the right expressions of the picture. It continued until the students had made the right expressions for each picture.

After that, the researcher gave the handout to the students. The researcher asked the students to work in pairs and then identified the expressions of asking for and giving help in the dialog presented in the handout. Because of the limited time, the task was continued in the next meeting.

2) Meeting 2

The second meeting of Cycle 2 was held on Saturday, 26th 2013. It started from 08.20 a.m. to 09.55 a.m. The researcher opened the lesson by greeting the students, asking the students' condition and checking the students' attendance. After that, the researcher continued the last material which had not been finished yet due to the time.

Firstly, the researcher asked the students whether they brought their handout or not and together the students said yes. The researcher together with the students identified the expressions of asking for and giving help in the dialog presented in the handout. After that, the researcher asked the students to work in groups of four. As usual, they quickly made the group by themselves. Then, the researcher gave each group a set of pictures and the right expressions for each

picture. The students were asked to match them and stick them to the paper. The researcher told the students that it was a group competition, the fastest and the best group would be given a reward. The researcher asked the group who had finished their work to stick it to the whiteboard. The students work is shown in the figure below.

After that, still with the same groups the students were asked to make a dialogue and then perform it in front of the class. The detailed explanation about the activity was described in the following.

Sebelum ini saya akan membagikan beberapa gambar ke tiap kelompok. I'll give you 4 pictures for each group. 4 gambar untuk tiap kelompok. Setelah semua kelompok menerima gambar P menjelaskan apa yang harus siswa lakukan dengan gambar-gambar tersebut. Ok, please listen to me. Miss fajri ngak mau ngulang-ngulang terus. Jadi tolong diperhatikan, nanti jangan sampai ada yang belum jelas. Ok? Now, look at your pictures. Setiap siswa di tiap kelompok silahkan memilih gambar masing-masing. Jadi satu siswa pegang satu gambar. Di gambar ada yang bertanda tanya (?), centang (v) dan silang (x) kan? Coba dilihat semua. Yang memilih gambar bertanda tanya, please raise your hand.. nah kalian yang memilih gambar bertanda tanya mendapat bagian asking for help. jadi yang bertanya. Understand? Yes. Next, yang memilih bertanda centang berarti giving help. kalau yang bertanda silang berarti rejecting help.

(Each group of the students was given four pictures with a tick mark (v), a question mark (?) and a cross mark (x). Each student freely chose the pictures, one picture for each student. A question mark means that you get the role of asking for items. A tick mark means that you get the role of giving help, then a cross mark means that you get the role of rejecting help.)

(Appendix A/Field Note 7)

3) Meeting 3

The third meeting was conducted on Wednesday, October 30th, 2013. It started from 8.20 a.m. to 09.55 a.m. In this meeting, the researcher taught asking for and giving items. First, the researcher began the lesson by greeting the students, asking the students' condition, and checking the student's attendance.

After that the researcher did the warming-up. The researcher showed some pictures of food and drink to brainstorm the students about the vocabulary and materials they are going to learn. The students were so excited about it. After question and answer about the pictures for awhile, the researcher stated the learning objective of today's meeting. Afterwards, the researcher took some chocolate bars and some candies. The researcher led the students to practice the expressions of asking for, giving items by using real objects. Students, who could express correctly, would have got the food. Students felt motivated to practice the expressions.

In the group activity, the activity was in the form of game. The detailed explanation of the activity was described in the following.

Setiap kelompok diberi 2 gambar makanan/minuman. 1 gambar bertanda tanya (?) dan 1 gambar bertanda centang. Gambar yang bertanda tanya untuk expressions asking for items sedangkan yang bertanda centang untuk giving items. Mereka di undi menjadi grup A, B, C, D, E, F dan G. Mereka akan bertanya secara berurutan. Siapa yang paling cepat menemukan pasangan makanan yang ada di kelompoknya grup tersebut akan mendapatkan hadiah.

(Each group was given two different pictures of food/drink. One picture with a question mark (?) and one picture with a tick mark (v) on it. Picture with a question mark (?) on it means asking for items whereas pictures with a tick mark (v) on it mean giving items. The students were divided in A, B, C, D, E, F and G group. Each group will ask another group in a series. The quickest groups that find the same picture as they have in the other group, they win the game and get the prize.)

(Appendix A/Field Note 8)

The researcher checked the students' comprehension by asking them several questions. After the students finished the game, still with the same group, the researcher distributed some pictures and situation cards for each group. They were asked to make a dialogue and then performed it in front of the class. The

group with the best performance would have got the reward. The researcher walked around the classroom to monitor the students while working in groups. The students were given chance to ask if there were difficulties in doing the task.

After all of the students have performed their dialogues, the researcher gave feedback and then summarized the lesson. Then, the researcher greeted the students and said goodbye.

c. Reflection

The collaborator and the researcher did the reflection after all actions had been implemented in three meetings. Several problems found in Cycle II were discussed with the collaborator to fulfill the democratic validity and the dialogic validity. The results of the reflection were gained from the observations and the interviews done after each meeting finished.

1) Applying group work

Group work implementation was successful in Cycle II. The students liked the group work. The interaction of the students in the group had been better than before. They discussed the tasks actively in their group.

In Cycle II, the students also did the tasks seriously. They were also motivated because the teacher created a competitive atmosphere during the group work. The group which could finish the tasks earlier and get a good score would be given a reward. Therefore, the students were enthusiastic to cooperate actively in their groups so that their group could perform better than others.

- R : *Gimanadengan group worknyahariini?* (How about the group work?)
 T : *Saatsaya monitor udahpadakompak, apalagimaudapathadiah kaya tadi. Wah, langsungdhosemangatkanmbak. Semuasiswaterlibat. Gakada yang malas-malasan.* (WhenI observed them, the students were cooperatively

did the task, moreover they will get reward as you promised. They become very motivated Miss. All students involved. No students feel reluctant.)

(Appendix B/ Interview 12)

Through group work the students did not feel ashamed to perform in front of the class. It can be inferred from these interview transcripts.

- R : *Masihmalugakalaudisuruhmaju?*(Doyou feel ashamed to perform in front of the class?)
 Ss : *Ga...* (No)
 R : *Yakin? Kenapa?* (Are you sure?Why?)
 Ss : *Yakan bareng2...* (We perform it together)
 R : *Tambahpedegasekarangngomongpakebahasainggris?* (Are you confident to speak English now?)
 S6 : *Lumayan..*(It's pretty fair)
 S9 : *Iya, lumayan...*(Yes, it's pretty fair)

(Appendix B/Interview 13)

2) Giving handout

In Cycle 2 this action was also successfully implemented in the teaching and learning process. The students can focused on the researcher explanation without writing any notes because the material was given on the handout. They also can learn how to pronounce the word correctly and the list of difficult word can make the students understand the material easily. The interview transcript with a student below gives the justification of the successful action.

- R : *Hemm. Ok .Apalagiya..ohya, nah tiappertemuangitukanMiss Fajriselalumembagikan handout itumembantu kalian belajargak?*(Does the handout help you study English?)
 Ss : *Iya..tentu Miss. Jadikankitagakperlunyatetlagi..* (Yes, of course. We did not have to write anything about the materials.)

(Appendix B/ Interview 13)

3) Using media

It was helpful for the students to study/make a dialogue by using situation cards and pictures. They preferred the cards which contained pictures to the cards which contained words only. They could understand better from the pictures that were included in the cards. It was shown from the interview transcripts below.

R : *Kantadiudahdikasisgambarbuatbikin dialogue. Itumembantugasih?*(Does the pictures help you to make the dialogue?)

S : *Iya, membantu..* (Yes, it helped.)

s

R : *Membantugimana?*(How could?)

S : *Yajadigausahmikirmaubuatapa ... kankalau di bebasindisuruhbikin dialog gitu..kitamalahjadibingung..kalauadagambarkantinggallihatitugambarapat erusdibikin..jadigakelamaannyari ide gitu miss..*(We can make the dialogue according to the pictures, so we can quickly made the dialogue... we are not confused and we doesn't spent much time looking for the idea...)

(Appendix B/Interview 13)

R : *Kantadiudahdikasisgmbaerbuatbikin dialogue. Itumembantugasih?*(Does the pictures help you to make the dialogue?)

S10 : *Iya, membantu..apalagimakanannyaasligitu miss, wuihhlezizzpastinya...hahaha* (Yes, it did. Let alone it was real Miss..so, legit.. hahaha)

R : *Maunya...hehehe*(You wish..hehehe)

S4 : *Iya Miss, cobakalautadieskrimnyaasli, pizzanyaasli... mantaptu Miss..* (Agree, imagine if the ice cream and the pizza were real.. so legit Miss.)

(Appendix B/Interview 15)

The use of real objects also makes the students enthusiastic to practice speaking English.

R : *Gimanatadi pas Miss bagi2 coklattapipake expressions of asking for items?kamubisagak?*(How about practicing the expressions of asking for items by using chocolate? Can you?)

S10 : *Sayatadimauikutminta miss, tapiudahhabis..la miss fajribawanyakogcumasedikit..*(I was willing to join Miss, but the chocolate had been used up.. you just bring a few of it)

S4 : *Sayajugagakkbagian Miss..wah miss inigimana e...*(Me too..)

R : *Tapi candy nyadapetkan?*(But you got the candy right?)

- S10 : *Iyacumapermen, sayamaunyacoklat e Miss..* (Yes, I got the candy but I want the chocolate)
 S4 : *Iya miss..* (Mee too)
 R : *Hemm,, kapan2 lagi Miss bawaindeh..Senengyapelajaransambil maen2 kayak tadi?* (Next time, I will bring it for you. Are you happy studying like that?)
 Ss : *Iya. Senengbanget.* (Yes, of course)
 S10 : *Iya, seneng2 aja Miss,,besok Miss fajriaja yang ngajar terus...* (Yes, I feel happy Miss.. I want you to continue teaching here..)
 (Appendix B/Interview 15)

4) Asking the students to bring their dictionary

In every meeting the researcher always reminds the students to bring their dictionary. In cycle II, all of the students had been aware to bring their dictionary. The field note below gives the evidence about it.

The researcher ask the students, do your bring your dictionary? Yes. Who don't bring a dictionary? No one raise their hands. Ok good. All of you bring a dictionary.

(Appendix A/Field Note 8)

The students become less dependent to the teacher by bringing the dictionary. The interview transcript below gives the evidence.

- R : *Tadibawakamusgak?* (Do you bring your dictionary today?)
 S6 : *Bawa Miss.* (YesMiss.)
 S9 : *Kalauakuselalubawa Miss.* (I always bring the dictionary Miss)
 R : *Buatapakamusnyatadi?* (What the use of the dictionary?)
 S6 : *Yabuatnyari kata-kata sulit,,* (To look for the difficult words)
 R : *Wah, bagus-bagus. Di bawaterusya?* (Good. Always bring your dictionary, okay?)
 Ss : *Iya Miss.* (Yes, Miss.)

(Appendix B/Interview 13)

5) Using classroom English

As done in Cycle I, in Cycle II, the researcher also used classroom English effectively in every meeting. It was expected to make the students be familiar with English. The English class was always started with routine expressions such as

‘Good Morning, and ‘How are you?’. The researcher also check the students attendance with expressions ‘Who is absent today?’. Meanwhile, at the end of the lesson, expressions like ‘Goodbye’, ‘See you’, were used. All of the students responded well since they were familiar with them.

The researcher still also used the simple instructions same with the Cycle I such as “Raise your hand’ when students wants to answer a question; ‘Silent please’, when the students start to be noisy; *sit down, stand up, listen to me, repeat after me, and attention please*. The researcher always tried to make students speak English in class. The result was good, the students was become familiar with that and become used to it. The field note below gives the evidence about it.

Saatituada 2 siswamemintaijinuntukketoilet. Danmerekasudahlangsungmemakai expressions yang benardalambahasaInggris. Excuse me Miss, May I wash my hands? Sure, jawab P. (Atthat time, there were two students ask for permission to go to the toilet. They used the right expressions in English. Excuse me Miss, May I wash my hands? Sure, the researcher replied.

(Appendix A/Field Note 8)

6) Giving feedback

This action was successful in cycle II. It helps the students improve their pronunciation and encourage the students to perform better and better in the next performance. Giving feedback makes the students can be serious to do their performance because they feel that the researcher was care about them. Students also can review their own performance and improved it in the next performance.

This following field note gives the evidence about it.

Setiapadagrup yang selesaimenampil kandialognya, P memintakelompok lain untukbertepuktangan. “please, give applause for this group.” P memujisetiapkelompok yang telahmaju. Good Job. Setelahsemuakelompokmaju, P

memberikan feedback untuk tiap kelompok dan menyerahkan hadiah yang telah P janjikan untuk kelompok dengan performance terbaik. (When a group finished their performance, the researcher asked the other groups to give applause. 'please, give applause for this group.' the researcher gave a praise to the group. 'good job.' After all of the groups had performed their dialogue, the researcher gave feedback for each group and gave the reward to the best group.)

(Appendix A/Field note 8)

7) Giving rewards

This action was added to appreciate the students' participation in joining the teaching and learning process. It was also to give more motivation to the students. It can be said that this additional action was successful in cycle II. The students were enthusiastic to do the group work and finishing their work to be the best group and get the reward. The field note below gives the evidence about it.

P memberitahu bahwa akan ada hadiah buat grup yang menjawab benar dan cepat. Sehingga siswa sangat antusias untuk menjadi grup yang terbaik. GBI dan P berkeliling memonitor setiap grup. Hasil pekerjaan siswa di tempel ke papan tulis. Sekitar 10 menit kemudian P bertanya have you finished? Not yet miss. Siswa sangat aktif di dalam grupnya masing-masing. Kemudian 1 persiswa mulai menempel hasil pekerjaannya ke papan tulis. Setelah semua kelompok maju menempelkan hasilnya, P membahasnya. Hampir semua kelompok menjawab dengan benar. Hanya ada 2 kelompok yang salah 1. Akhirnya P memberihadiah kepada kelompok yang tercepat dan benar semua. (The researcher told the students that there would be a reward for the fastest group that get the whole answer correctly. So, the students want to be the best group enthusiastically. The teacher and the researcher walked around the classroom to observe the group. The students' works were stocked in the white board. Around ten minutes, the researcher checked whether the students had finished their work or not. The students were seemed very active in their own group. Then, one by one the students started to stick their work in the white board. After all groups done sticking their work, the researcher and the students discussed the result. Almost all groups answer correctly. There were only two groups which got one answer wrong. Finally, the researcher gave the prize to the fastest group which gets the whole answer correctly.)

(Appendix A/Field note 7)

The following interview transcript also gives the evidence about the successful action.

- R : *Yakin? Senenggaktadidapat reward dapatbuku? (Are you happy getting the rewards?)*
 S6 : *Yasenenglah... (Yes, I'm happy..)*
 S9 : *Senengbanget... (Yes, I'm very happy...)*

(Appendix B/Interview 13)

- R : *Oh gituya bu..oiabu, gimanadenganpemberiansemacam rewards sepertidiberibukutadi?(How about giving rewards like book as today?)*
 T : *O hoohmbak..iyo. bagusitubagus. Siswajaditambahsemangatgitutadi. Tetapisebenarnya reward gaharusbarangkogmbak. Applause dan feedback gitusayafikirudahbisajadi rewards buat anak2. Merekaaudahsenengkog.(It was good Miss. The students became motivated. But, actually reward was not only goods. Applause and feedback actually was enough as rewards for the students. they were happy.)*

(Appendix B/Interview 12)

C. Findings and Discussion

As stated previously, this study was began on October 18th , 2013 and ended on November 1st. It was aimed to improve the students' speaking skills at VIII D class of SMPN 2 Jetis through group work. All of the actions had been conducted successfully in two cycles.

Before the action research study was conducted, the process of teaching speaking encountered many problems. The students had low motivation. They were passive because the teacher gave less opportunity to speak. They also lacked of vocabulary, grammar, pronunciation and fluency. The students were lazy to bring dictionary. They were shy and lacked of confidence. The teaching and learning activities were lacked use of media. Classroom English were rarely used in the classroom.

After the action research study was conducted by implementing group work with its accompanying actions, there were some changes occurs in the students' speaking skills at VIII D class of SMPN 2 Jetis.

The application of group work was proven to be effective in improving the students' speaking skills. The interaction between the students and the teacher was good. The teacher did not dominate the teaching and learning process so it gave more chances to the students to speak English. The students were not ashamed anymore and be more confident. They actively are participating in the discussion. In group work, the students could cooperate together in accomplishing the tasks given by the teacher. Besides, they became motivated in learning speaking because group work facilitated them to help each other when they faced difficulties in every aspects of speaking such as vocabulary, grammar, pronunciation and fluency. So, their speaking skills can be improved little by little.

The action of giving handout as daily materials helped the students to enrich their vocabularies and make the students be familiar with the right pronunciation. It also helped the students to focus on the teaching and learning activities. By having handout, they did not have to write any notes in their books. The teaching and learning activities could flow smoothly without having any time wasted to wait the students writing the materials.

Meanwhile, asking the students to bring their dictionary was effective. In the beginning of the research, most of the students did not bring their dictionary. When they met difficult words and they did not know the meaning, they asked the teacher instead of searching in the dictionary. It made the class noisy and

uncontrolled because the teacher had to answer the students question one by one. So, by asking the students to bring their dictionary, it can minimize the students' difficulty in searching the meaning of a word and made them become less dependent on the teacher. It also makes them easier to understand and do the task given. It can be concluded that asking the students to bring dictionary can benefit students in enriching their vocabulary also.

In addition, giving feedback on the students' performance and pronunciation had given positive result. This allowed the students to increase their awareness of pronunciation which is an important part of learning speaking. By giving feedback, they became understand their mistakes and they would performed better and better in the next performance. By knowing their mistakes, they could correct their own pronunciation in the next performance. It also could build the students confidence if their performance were praise by the researcher. By giving feedback continuously, the students become used to use the right pronunciation in their each performance.

Giving rewards was effective in improving the students' motivation. The students' motivation could increase. The use of reward could support the passive students to be active participants. At the beginning, they were ashamed and reluctant to participate/involved in the discussion. After the researcher gave reward for them, they became more confident. The rewards also motivated them to have a good team-work during the group work activities.

In addition, the action of providing various media such as pictures and cards gave positive result. Various media prepared by the researcher were widely

accepted by the students. The students found that the media was interesting. The variation of the media could give positive influence to the students' interest in speaking. They were also facilitated in rehearsing their speaking skills through the media which were presented by the researcher. In addition, the media were appropriate for the students so that they did not feel frustrated in speaking. The use of pictures and cards both in presentation stage and group work activities made the students understand the materials and the tasks easily.

Last but not least, the application of using classroom English was effective. The implementation of using classroom English was useful to familiarize the students with English. By using classroom English in each meeting, the students would be used to listen to English words. It slowly affected on the students' attitude toward English. They became aware to always use English during the lesson. It made them used to speak English.

In reference to the discussion above, this following table shows the summary of changes related to the implementation of each action.

Table 10: The Summary of Changes in the Action Research Cycle

No.	Pre-Condition	Cycle I	Cycle II
1	The students lacked vocabulary.	The students' vocabulary had improved	The students' vocabulary had improved higher
2	The students got difficulties in pronouncing the words	The students' pronunciation had improved	The students' pronunciation had improved higher
3	The students had low motivation to learn and speak English	Most of the students were more motivated to learn and speak English	The students had higher motivation than before.

(continued)

(continued)

4	The students had problems in fluency.	Students' fluency had improved	Students' fluency had improved higher
5	The students rarely bring dictionary.	Most of the students bring dictionary	All of the students bring dictionary
6	The teaching and learning process lacked the use of media.	There were various media used in the teaching and learning process, such as pictures and cards	There were various media used in the teaching and learning process, such as pictures and cards
7	The teacher gave less opportunity to the students to practice English orally.	The students got more opportunity to speak English through group work activity	The students got more opportunity to speak English through group work activity
8	The students were shy and unconfident to speak in English	Most of the students were not shy and be more confident to speak English	All of the students were not shy and be more confident to speak English
9	Classroom English was rarely used during the lesson.	Classroom English was used effectively during the lesson	Classroom English was used maximally during the lesson
10	The students were passive	There were some students who actively participated in the discussion	Most of the students were actively participated in the discussion.

Furthermore, the improvement on the students' speaking skills can be seen from the result of the pre-test and post test in the table below.

Table 11: The Data of the Students' Speaking Test.

Test	Frequency	Mean
Pre-Test	26	8,19
Post-Test	26	13,84

Table 11 shows that the mean score of post-test is higher than the mean score of pre-test. The increase score of the students' speaking test is 5, 65 showing that there is an improvement of students' speaking skills.

In relation to the validity concept mentioned in Chapter III, this study had fulfilled the five validity criteria proposed by Anderson et al. in Burns (1999). In the reconnaissance step, the dialogic validity was fulfilled by conducting discussion between the researcher and the English teacher. This discussion included several activities such as identifying the field problems, identifying the urgent and feasible problems to be solved, and determining the actions for solving the problems. In the implementation of the actions, the democratic validity was fulfilled since the researcher also gave opportunity for the research members (the English teachers and the students) to express their feelings, opinions and suggestions related to the actions implemented. This was done through interviewing the English teacher and the students. Their response, opinion and suggestion were used to make a plan to improve the next action. In the reflection step, the outcome validity was fulfilled by looking at the result of the action done. The result of the actions covered some aspects such as the increase of the students' motivation, the increase of the students' participation and the improvement of students' speaking skills. Moreover, the catalytic validity was also met in this study since there were some changes occurred during the study. Lastly, the process validity was also met in this study since the data about the teaching and learning process were collected from the two points of view, namely from the English teacher as the collaborator and the students.

The reliability of the research was obtained by using three triangulation techniques mentioned by Burns (1999: 164). The researcher collected the data at one point in time (time triangulation). Besides, the researcher crosschecked the findings by using some genuine data such as the field notes, interview transcript and other records. Those data were obtained from different observers (investigator triangulation). Furthermore, the data were analyzed from more than one perspective (theoretical triangulation).

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. CONCLUSIONS

After all the actions in the research were conducted, there were some points emphasized for the findings. The essential findings of the research in the form of qualitative data were presented below.

1. The implementation of group work was effective. Group work had created a good situation for the students during the teaching and learning process since the students got the opportunity to interact both with the other students and with the teacher. The teacher-student and students-students interaction could run well during the activities. The interaction was beneficial for the students because by interaction the students could share and discuss the tasks together. As a result, the students felt more comfortable in learning because the group work could minimize their anxiety with the difficulties they found during the learning process. In line with that, it could be said that group work are believed to be effective to improve the students' speaking skills.
2. The implementation of giving handouts with vocabulary and pronunciation section was effective. It could facilitate the students to enrich their vocabularies and make the students be familiar with the right pronunciation. Besides, it saves the time.
3. The implementation of giving feedback and giving rewards were effective. The students' motivation was increased. By giving feedback the students felt that the researcher were care about what they are doing. By giving reward, the students could happily compete with the others and perform their best.

4. The use of media during the teaching and learning process of speaking was effective to engage the students' attention. Most of the students were interested more in speaking by guessing the pictures. It also could help the students learn more easily than before. It helps students remember the materials easily. The use of cue cards during the teaching and learning process of speaking was effective to help the students understand better. Cue cards help students easily did the task because it provides the context and the vocabulary they need to.
5. The implementation of using classroom English was useful to familiarize the students with English.
6. The implementation of asking students to bring dictionary was effective in minimizing the students' difficulty in searching the meaning of a word. It makes them easier to understand and do the task given.

In terms of quantitative data, the improvement of the students' speaking skills could be seen from the result of the pre-test and the post-test. Based on the results of the pre-test and the post-test, the mean score of the post-test was higher than the mean score of the pre-test. The mean scores increased from 8.19 to 13.84. It increased 5.65.

B. IMPLICATIONS

Based on the discussions in chapter IV and the conclusion which is stated in the previous subchapter, the implementations of the actions during the research have some implications. The implications of the research are presented below.

1. The results of this research show that group work can be one of teaching and learning activities for teaching speaking. Group work gives the students an opportunity to work in group so it gives students more opportunity to interact with others. It also provides different kinds of activities. It implies that group work can improve the students' participation, interaction, motivation and confidence during the teaching and learning process so that their speaking skills improve too.
2. Learning media used in the research are pictures and cue cards. The pictures are useful for the students to make a prediction about the materials they are learning and make them easier to remember the materials. It implies that pictures can help the students to understand better. The cards provide the students vocabulary and pictures which can help them dealing with the task given. It implies that cue cards also help the students to enrich their vocabulary.
3. The implementation of asking students to always bring their dictionary can make the students be independent and not depend on the teacher. It implies that the students are being active in the process of teaching and learning process of speaking.
4. The implementation of giving feedback and giving rewards can improve the students' participation in the classroom learning activities. It implies that attention from the teacher make students highly motivated to participate in the teaching and learning process.

5. The implementation of giving handouts helps the students to keep in mind the materials and help their vocabulary and also the pronunciation. It implies that students' vocabulary and pronunciation will be improved.
6. The implementation of using classroom English can make students be familiar with English. It implies that by used to listening to and speaking English daily, the students speaking skills will be improved.

C. SUGGESTIONS

Some suggestions are given to the participants who are closely related to this study. The suggestions are made based on the conclusions and implications of this study. They are presented as follows:

1. For the English teachers

In reference to the result of this research, group work is effective to improve students' speaking skills. Therefore, the English teachers are suggested to apply group work in the English teaching and learning process in order to improve the students' speaking skills. Moreover, the English teachers should enrich their creativity in teaching English speaking by applying many interesting and communicative activities to attract the students' interest and involvement.

2. For students

The implementation of group work is useful to improve students' interactions and their speaking skills. However, the students are suggested to implement the principles of group work in their daily learning in order to improve the better result of learning.

3. For other researchers

This research only focuses on implementing group work in the speaking teaching and learning process. This research concerns on improving the students' speaking skills by maximizing students' speaking performance during the teaching and learning activities. Therefore, the other researchers who are interested in the same field are recommended to continue and improve this action research in order to find out other efforts to improve students' speaking skills.

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APPENDICES

APPENDIX A
FIELD NOTES

Field Note 1

Observasi Awal

Hari/Tanggal : Jumat, 11 Oktober 2013

Place : Ruang kelas VIII D

Time : 09.55

P : Peneliti

GBI : Guru Bhs Inggris

S : Siswa

P dan GBI masuk ke ruang kelas VIII D pukul 10.00. Suasana kelas sedikit gaduh. Beberapa siswa masih bercanda dan mengobrol sebagian lain masih berada di luar kelas. Bahkan ada beberapa siswa dari kelas lain yang masuk kelas VIII D. Tetapi tidak lama kemudian siswa tersebut keluar dan semua siswa telah masuk dan mulai tenang meski masih ada siswa yang berbicara sendiri. GBI membuka pelajaran dengan salam dan mengecek kehadiran siswa. GBI menyampaikan pada siswa bahwa pada hari itu ada tamu mahasiswa UNY yakni P yang bermaksud mengamati KBM guna mendapatkan data untuk menyusun skripsinya. GBI memperkenalkan P kepada siswa yang nanti akan melakukan penelitian di kelas tersebut.

Selanjutnya, GBI bertanya kepada siswa tentang nilai ulangan pada pertemuan sebelumnya apakah sudah dimasukkan semua atau masih ada yang belum. Siswa ada yang menjawab sudah ada yang belum. Akhirnya GBI memanggil nama siswa yang belum dimasukkan nilainya.

GBI kemudian melanjutkan pelajaran dengan bertanya kepada siswa tentang materi yang dipelajari pada pertemuan sebelumnya. Setelah mereview materi tersebut lalu GBI meminta siswa untuk menyiapkan buku paket Bahasa Inggris English in Focus dan membuka pada halaman 34. GBI meminta siswa untuk memperhatikan bacaan yang ada. Tak lama setelah itu, GBI memulai penjelasan tentang ungkapan-ungkapan yang ada di halaman tersebut. Setelah itu GBI membacakan sebuah dialog yang ada pada halaman tersebut, dan siswa di minta untuk mendengarkan. GBI menegur siswa yang tidak memperhatikan. Kemudian GBI melanjutkan membaca. Sebagian siswa masih berbicara dengan teman sebangkunya. GBI memberi peringatan bagi siswa yang tidak memperhatikan akan disuruh maju. Guru mendatangi siswa yang tidak memperhatikan lalu duduk di depan. Ada satu siswa yang masih berbicara pada temannya. Setelah selesai membacakan dialog, selanjutnya GBI meminta siswa

membaca dialog tersebut secara urut.. Guru mendekati siswa yang membaca. Saat membaca, masih banyak siswa yang masih salah dalam pengucapan katanya. Tetapi oleh GBI ada yang dibenarkan dan ada yang tidak.. Saat ada yang membaca, siswa lain berbicara sendiri. Setelah semua siswa mendapat giliran membaca, GBI menanyakan beberapa hal terkait dengan isi dialog tersebut. Selanjutnya guru meminta siswa untuk maju menuliskan ungkapan-ungkapan yang digunakan di dalam dialog tersebut dan mengidentifikasinya/ dikelompokkan ke dalam ungkapan yang tepat di papan tulis. Setelah siswa menuliskan semua ungkapan, GBI membahasnya. Beberapa saat kemudian bel pulang sekolah berbunyi. GBI mengakhiri pelajaran pada hari itu dengan ucapan salam. GBI dan P keluar kelas.

Field Note 2

Pre-test

Hari/tanggal : Sabtu, 12 Oktober 2013

Place : Ruang Kelas VIII D

Time : 08.20

R : Researcher

T : Teacher

S : Student

R arrived at the school at 8.15 a.m. Then R met T at the teachers' room. T was busy doing something and said to R to wait. R went out of the room and waited in the lobby. After some times, T came out and said sorry. Then T and R entered class VIII D. T greeted the class then asked R to introduce herself. R came forth and introduced herself to Ss. Then, T informed Ss that at this day there would be a pre-test. Ss grumbled and complained to T because they were not ready with a test. After some explanation from T and R, Ss can understand. The test is in the form of performance test. R asked Ss to work in pairs. R gave five situations, and asked Ss to choose one of them to make a dialogue.

The total students who joined the pre-test were 27 students. In the beginning, some Ss did not want to do the task. But, after T and R helped them, they gradually did the task. At 9.00, there was break time. Some Ss came out yet

there was some Ss stayed in the class to do the task. At 9.15 the break time was over. Some Ss was still out of the class. T had to call them to come to the class.

At 9.25, R started calling them to perform in front of the class. After all Ss performed their work R said thanks to Ss for their cooperation. R greeted Ss and said goodbye.

Field Note 3

Pertemuan 1 cycle 1

Hari/tanggal : Jumat, 18 Oktober 2013

Place : Ruang kelas VIII D

Time : 09.55

P : Peneliti

GBI : Guru Bahasa Inggris

Ss : Siswa VIII D

Pukul 09.55 P dan GBI masuk ke dalam kelas. Suasana kelas masih sedikit gaduh karena pergantian pelajaran sebelumnya ke Bahasa Inggris. GBI menyapa para siswa dan memberitahukan bahwa untuk beberapa pertemuan ke depan, para siswa akan belajar Bahasa Inggris bersama P. Setelah itu GBI mempersilahkan P agar mulai meng-handle kelas dan GBI berjalan duduk di bagian belakang untuk mengamati proses KBM. P membuka pertemuan dengan mengucapkan “*Good morning, class?*” “*How are you today?*”. Siswa merespon “*Good morning?*”, “*I’m fine, thank you and you?*” P menjawab “*I’m fine too. Thank you.*” *who is absent today?* Siswa terlihat tidak mengerti. Lalu P mengulangi dalam bahasa Indonesia. Siapa yang tidak masuk hari ini? Bima Miss. *Why? Is he sick? Ga tau miss. Tadi ada tapi sekarang ngilang. Dia emang sering bolos Miss. Oh, gitu ya. Ok.* Lalu P memperkenalkan dirinya, “*Do you still remember me?*”, *What’s my name?*” sebagian siswa menyeletuk “artinya?”. Lalu P menjelaskan dengan bahasa Indonesia. P memberitahukan biodata diri secara singkat. P mengatakan bahwa di kelas VIII D, ia akan melakukan sebuah penelitian tindakan kelas dan berharap bahwa apa yang akan diberikan kepada siswa dalam pembelajaran Bahasa Inggris nanti akan dapat bermanfaat untuk meningkatkan kemampuan Bahasa Inggris siswa terutama pada *speaking skills*. P juga menjelaskan kepada

siswa tentang *group work activity* yang akan di terapkan selama pelajaran bahasa inggris berlangsung. P bertanya kepada siswa, *do you bring a dictionary?* Bawa kamus ga? Ada yang menjawab ya dan ada yang tidak. *Who don't bring a dictionary? Raise your hands.* Beberapa siswa mengacungkan tangannya. Selanjutnya, P mengingatkan siswa untuk selalu membawa kamus pada pertemuan selanjutnya. Setelah itu, P memulai brainstorming mengenai materi yang akan di ajarkan yaitu Invitation. Pertama-tama P menunjukkan gambar kepada siswa. P meminta siswa memperhatikan gambar dengan berkata, “*Have a look at this picture, please.*” Siswa memperhatikan gambar yang P pegang yang berupa gambar beberapa orang sedang ada dalam sebuah pesta ulang tahun. Lalu P bertanya kepada siswa “*Can you say something about this picture? What are they doing?*”. Siswa nampak memperhatikan gambar dan serius mendengarkan apa yang ditanyakan P. Kemudian beberapa siswa yang menjawab dengan bahasa Indonesia. “*Pesta ulang tahun* “. Namun P mengingatkan mereka untuk menggunakan Bahasa Inggris. P pun melanjutkan bertanya “*What is the English of pesta ulang tahun?*”. Beberapa siswa mencoba menjawab dalam bahasa Inggris kemudian menjawab, “*Birthday Party.*” P membenarkan jawaban siswa tersebut sambil memberikan pengucapan yang benar. Lalu P menunjukkan gambar berikutnya yaitu gambar kartu undangan sambil berkata, “*do you know what picture is it?*” beberapa siswa menjawab “*Invitation, Miss.*”. “*Ya, hampir betul.*”, jawab P. *Tepatnya, “Invitation Card”*. Selanjutnya, *Have you ever been in a party? Or celebrate a party? . pernah datang ke pesta? Atau pernah mengadakan pesta?* Para siswa menjawab, *pernah. Have you ever been invited to attend a party? Or inviting someone to go to your party? Pernah diundang atau mengundang teman?* Para siswa menjawab *pernah. So, how do you invite them to go to your party? Bagaimana kalian mengundang teman untuk datang ke pesta kalian?* Sebagian siswa bercanda dengan menjawab menggunakan bahasa jawa. Saat itu ada dua siswa yang memninta ijin ke belakang menggunakan bahasa Indonesia. Lalu P meminta mereka untuk meminta ijin dalam bahasa Inggris. Karena mereka tidak tahu. Saat itu juga P memberi tahu cara minta ijin dalam bahasa inggris. *Excuse me Miss, May I wash my hands?* Setelah itu siswa mengulangi dalam bahasa inggris. Lalu P mengingatkan siswa untuk menggunakan Bahasa Inggris selama KBM berlangsung. Selanjutnya P menyebutkan tujuan pembelajaran. *Well, today we are going to learn about inviting someone.* Selanjutnya P membagikan handout kepada siswa yang berisi sebuah dialog, lalu dibawahnya terdapat vocabulary list dan pronunciation yang benar, serta ungkapan *inviting someone, accepting an invitation* dan *rejecting an invitation*. Selama 2 menit siswa diminta P untuk memahami dialog tersebut. Siswa terlihat serius memperhatikan dialog yang ada. Selanjutnya P menanyakan isi dialog tersebut. Selanjutnya P meminta siswa yang belum jelas untuk bertanya. *Now, have a look at your paper. Below*

the dialogue, there is vocabulary list or list of difficult word and the right pronunciation. Let's pronounce it together. Please, repeat after me. Oke, nah English is not difficult right? No. Siswa menjawab secara bersama-sama. *Nah di halaman kedua ada beberapa expressions of inviting, accepting and declining an invitation. Let's study it together.* Tak lama bel pulang sekolah berbunyi. P menutup pelajaran hari itu dengan mengucapkan salam. *Good bye. See you. good bye. See you Miss.* Dan tak lupa mengingatkan siswa untuk membawa kamus pada pertemuan berikutnya.

Field Note 4

Pertemuan 2 cycle 1

Hari/tanggal : Sabtu, 19 Oktober 2013

Place : Ruang kelas VIII D

Time : 08.20

P : Peneliti

GBI : Guru Bahasa Inggris

Ss : Siswa VIII D

Pada pukul 8.15 P tiba di sekolah. setelah itu P menemui GBI di ruang guru. Pukul 8.20 bel pergantian jam berbunyi. P dan GBI masuk ke dalam kelas. Sebagian siswa nampak sedang mengobrol dan bercanda satu sama lain. Sebagian juga masih berada di luar kelas. GBI pun menyuruh siswa tersebut untuk segera masuk ke dalam kelas. Saat semua siswa telah masuk, P berdiri di depan kelas dan menyapa para siswa dengan menggunakan bahasa Inggris. *Good Morning.* Dan siswa menjawab. *Good morning. How are you today? Im fine. Thankyou. And you? I'm fine too. Thankyou. Who is absent today? Bima Miss. Ehm, it's him again. Anyone know where he is? I don't know Miss. Ok. Are you ready to study English? Yes. Ready? Ready Miss. Good.* Pada pertemuan yang kedua ini, P melanjutkan materi pada pertemuan pertama. *Do you bring the handout I gave yesterday? Di bawa ga handout yang kemarin? Bawa Miss. Okey,Good. kita ulangi lagi ya. Masih ingat? Still remember the lesson right? Yes. Oke, now look at the dialogue 2. Disitu ada dialog rumpang kan? Di bawahnya ada isiannya yang benar. Please listen to me. Then, you fill in the blank with the suitable*

expressions. You work in pairs. Berpasangan sama teman semeja. Do you get it? Is it clear? Jelas ga? Jelas Miss. Ok, Ready? Yess. Ok listen to me carefully. Kelas yang tadinya gaduh, mulai tenang. Semua siswa siap untuk mendengarkan. Karena masih ada siswa yang belum jelas. P kembali mengulanginya sekali lagi. *Have you finished? Yes. Belum miss. What is belum in english?* Tidak ada siswa yang menjawab. *Belum in English is not yet. Apa? Not yet. Ok. Jadi lain kali di ingat-ingat kalau belum selesai jawabnya not yet.* Setelah itu P mulai mencocokkan. *What is the answer of number 1?* Siswa menjawab secara serentak sehingga P harus menenangkan mereka. *Anyone want to answer number 1? Raise your hand. Satu-satu ya. One by one. Yang mau jawab angkat tangan.* Siswa pun mulai berebut untuk menjawab, P menunjuk satu siswa. Meskipun masih ada yang salah cara membacanya, P membiarkan. Selesai mencocokkan, P bertanya kepada siswa. *Ada yang benar semua? No one? Ok. Salah satu?* Beberapa siswa mengacungkan tangan. *Ok good. The task is easy right? Mudah kan?* siswa menjawab. *Lumayan. Sekarang please repeat after me.* P membacakan dialogue tersebut lalu siswa menirukan. Saat itu bel istirahat berbunyi. Selanjutnya, siswa keluar kelas untuk beristirahat dan P tetap berada di dalam kelas. Sedangkan GBI kembali ke kantor untuk minum. Setelah bel masuk berbunyi, dan GBI juga sudah datang ke kelas, P segera menyuruh siswa untuk masuk ke kelas. Selanjutnya P, membagi siswa ke dalam kelompok. Satu kelompok 4 siswa, ada yang 3. Untuk mempersingkat waktu, P membagi kelompok 2 meja menjadi satu. Tidak terlihat ada siswa yang keberatan dengan pembagian tersebut. Karena kelas sedikit gaduh, P menenangkan siswa. *Attention please. here, I have 7 situation cards. Can you all see it? Bisa dilihat ya? Each group will get one situation card. 1 kelompok dapat satu card. Ini gambarnya beda-beda. Your job is to make a dialogue based on the situation card. Nah, tugas kalian adalah membuat dialog dari situation card tersebut. Habis itu dihapalkan lalu maju ya? Understand? Is it clear?* Lalu P membagikan situation card tersebut. P dan GBI berkeliling memonitor setiap kelompok. Ada satu kelompok yang terlihat malas-malasan untuk mengerjakan. Lalu P menghampiri dan mendampingi. Lalu P teringat tentang kamus. *Do you bring a dictionary?* Sebagian siswa menjawab ya dan menunjukkan kamus mereka tetapi sebagian lain masih belum membawa. *Lupa Miss. Ok. Next meeting don't forget to bring your dictionary.* Setiap ada kata sulit siswa selalu bertanya kepada P. sehingga P sangat kerepotan untuk menjawab dan berpindah dari kelompok satu ke lainnya. Sedangkan kepada kelompok yang telah membawa kamus, P selalu menjawab *Consult your dictionary. Jadi, kamus sangat penting ya. Makanya besok selalu bawa kamus. Jadi kalian tidak perlu menunggu Miss untuk membantu kalian, tetapi kalian bisa mandiri dan mencari di kamus. Do you get it? Yes Miss.* Saat memantau kelompok, ada beberapa siswa yang tidak ikut mengerjakan. Lalu P

menegur siswa tersebut. *Why don't you help your friends to do the task? Kenapa kamu tidak membantu teman-temanmu? La ga dong Miss. Ga bawa kamus. Ga tau artinya. Nah, makanya besok lagi bawa kamus ya?* Kata P mengingatkan. *Siap Miss.* 15 menit kemudian, P bertanya *Have you all finished?* Selanjutnya P meminta siswa untuk maju bergiliran tiap kelompok. Setiap ada kelompok yang maju, P meminta kelompok lain untuk mendengarkan. Dan setelah selesai, memberi applause. *Give applause please.* P memuji setiap kelompok yang maju. *Ok. Good job. Thank you.* P memberikan feedback ke semua kelompok seperti pengucapan yang salah dan penampilan mereka. P lalu mereview materi pada hari itu. *What we have learnt today?* Bel tanda pergantian jam berbunyi. P mengakhiri pelajaran dengan mengucapkan salam *Good bye. See you next meeting. Don't forget to bring your dictionary. Good bye. See you.* P dan GBI keluar kelas.

Field Note 5

Pertemuan 3 cycle 1

Hari/tanggal : Rabu, 23 Oktober 2013

Place : Ruang kelas VIII D

Time : 09.15

P : Peneliti

GBI : Guru Bahasa Inggris

Ss : Siswa VIII D

Pada pukul 09.15 bel masuk kelas berbunyi. P dan GBI masuk kelas. Saat itu P bertemu siswa dan siswa tersebut menyapa Good Morning Miss Fajri. P pun menjawab Good Morning. Terlihat beberapa siswa masih berada di luar kelas dan masih makan karena habis istirahat. Lalu P menyuruh mereka untuk menghabiskan makanannya lalu masuk ke dalam kelas. P membuka pelajaran dengan mengucapkan salam. Good Morning everyone? Siswa menjawab Good morning Miss Fajri. Lalu P melanjutkan How's life? Siswa terlihat bingung. Lalu P menjelaskan kalau itu sama dengan How are you? lalu siswa berkata Oh. P mengulangi sekali lagi. How's life? Siswa menjawab I'm fine. Thankyou. And you? Im very well. Thank you. kata P. dan mengecek kehadiran siswa. *Who is absent today? Siapa yang ga masuk hari ini? Pinkia miss. What's wrong with her? Kenapa? Sakit miss. Ow. Ok...* selanjutnya P bertanya, *where is Bima?* Bima mengacungkan tangannya. *Di sini miss. Where have you been? Kemana aja*

kemarin2 kog ga berangkat? Bima hanya tersenyum. Sedangkan beberapa siswa lain menyoraknya. P menenangkan siswa. *Quiet please. ok , bima next, kamu harus berangkat terus ya. Jangan bolos lagi. Nanti kamu ketinggalan pelajaran. Ok?* Setelah itu P menunjukkan beberapa gambar terkait dengan topic yang akan dipelajari. Siswa terlihat antusias memperhatikan gambar yang ada. *I have 6 pictures of Indonesian celebrity. P bertanya kepada siswa tentang gambar-gambar tersebut. Who is she? Saat P menunjukkan foto Nikita Willy. Ada satu siswa yang nyeletuk. She is my wife Miss. Itu istriku Miss. Lalu siswa lain menyoraknya. Saat kelas mulai gaduh P mengingatkan siswa Silence Please. kita lanjutkan ya. Let's continue. What do you think of Nikita Willy? Beberapa menjawab. Beautiful. Good. And then? What is her job? Artis miss. Ya, she is an actress. Is she beautiful? Yes. She is beautiful. Lets move to the next picture. P menanyakan hal yang sama. Setelah semua gambar dibahas, P memberi tahu learning objective pada hari itu. Ok. Today we are going to learn about asking for and giving opinion. Setelah itu, P membagikan handout kepada siswa. Pay attention to the dialogue 1. Lets identify the expressions of asking for and giving opinion. Please, underline the expressions of asking for and giving opinion. Coba raise your hand siapa yang tahu mana yang termasuk ungkapan asking for opinion? Beberapa siswa menjawab dengan benar. Kalau ungkapan giving opinion? Siswa menjawab dengan benar. Ok good. Sekarang please repeat after me. What do you think of Agnes Monica? Siswa menirukan. I think she is a good singer. Ok. I think she is smart. Ok. In your handout you can see how to pronounce the words correctly. Jadi setiap saat kalian bisa melihat dan dipelajari terus ya. Jangan sampai hilang. Understand? Selanjutnya di situ terdapat beberapa ungkapan asking for opinion dan giving opinion yang lainnya. Any question? No. No question, good students. ok. so far so good. Next, please make a group of four. As you can see in your handout. There is a word puzzle. Circle some words and a punctuation mark related to asking for and giving opinion. Jadi di situ nanti kalian lingkari beberapa kata dan tanda baca yang nantinya di susun menjadi ungkapan asking for and giving opinion. Understand? 5 menit kemudian P bertanya Have you finished? Not yet. Ok 5 more minutes. P berkeliling memonitor pekerjaan siswa. Siswa terlihat bekerja kelompok dengan sangat baik. 5 menit kemudian P meminta siswa untuk berhenti mengerjakan. Ok.. now, lets discuss it together. Answer number 1? Volunteer? Ayo ga perlu di tunjuk. Raise your hand? Setelah itu siswa secara sukarela menjawab . ok . easy right? Gampang kan? Now, still with the same group I'll give you a picture for each group. Please make a dialogue and then practice it in front of the class. P berkeliling memonitor siswa. Have you all brought your dictionary? Hari ini bawa kamus semua ga? Beberapa siswa masih ada yang belum membawa. No Miss. Ok paling tidak setiap kelompok sudah ada yang bawa satu. 20 menit kemudian P meminta kelompok yang sudah*

siap untuk maju menampilkan dialog mereka. Setelah semua kelompok maju, P memberikan feedback. Lalu P mereview materi pada hari itu. *What we have learnt today?* Saat bel tanda pergantian jam berbunyi. P mengakhiri pelajaran dengan mengucapkan salam *Good bye. See you next meeting. Don't forget to bring your dictionary. Good bye. See you.* P dan GBI keluar kelas.

Field Note 6

Pertemuan 1 cycle 2

Hari/tanggal : Jumat, 25 Oktober 2013

Place : Ruang kelas VIII D

Time : 09.55

P : Peneliti

GBI : Guru Bahasa Inggris

Ss : Siswa VIII D

P melanjutkan actions ke cycle berikutnya. Hari itu hari Jumat tanggal 25 Oktober 2013. Seperti pada pertemuan pertama cycle 1, actions pada hari Jumat tidak bisa selesai dikarenakan hanya satu jam pelajaran (40 menit) sehingga dilanjut pada pertemuan selanjutnya. P datang ke sekolah pukul 09.50. sambil menunggu pergantian jam P dan GBI berdiskusi mengenai rencana pembelajaran pada hari itu. Ketika bel berbunyi, P dan GBI langsung menuju ke ruang kelas VIII D. sesampainya disana P menyapa *Good morning everybody?* Mereka menjawab *Good morning miss.* P melanjutkan *How are you today?* Siswa merespons *I'm fine thank you. and you?* P menjawab *I'm very well too, thank you. well, who is absent today?* Siswa menjawab *bima miss. Oh my god bima again. What's wrong with him actually?* Siswa menyetek *I don't know miss. Well. Do you bring your dictionary?* *Yes.* Siswa menjawab. P langsung memulai pelajaran pada hari itu. P melakukan tanya jawab pada tahap warming up. P bertanya kepada siswa. *Who is the monitor today?* Siswa bingung. lalu P menranslete ke dalam bahasa Indonesia. *Siapa yang piket hari ini?* beberapa siswa menyebut nama Fitri miss dan beberapa nama lain. *Ok, fitri can you help me clean the whiteboard?* Fitri merespons dengan *apa miss?* *Ulangi miss.* Terdengar beberapa siswa berbicara dalam bahasa jawa. *Kon mbusak kae lho..* lalu fitri maju untuk menghapus papan tulis. *Dihapus*

Miss? Tanyanya kepada P. *yes*. P menjawab. Selesai menghapus P mengucapkan terimakasih kepada Fitri. *Thank you Fitri. Sama-sama miss. What is sama-sama in English?* Dengan ragu-ragu Fitri menjawab *you're welcome ya Miss. Ok. Good. Nah, tadi Miss fajri minta bantuan Fitri untuk apa? Menghapus papan tulis.* Siswa menjawab. *Good. That's right. What did I say? Apa yang Miss fajri ucapkan tadi? Anyone knows? Remember? Can you help me clean the whiteboard? Repeat after me? Can you help me clean the whiteboard? Once more. Can you help me clean the whiteboard. Good.* Selanjutnya P menyebutkan learning objective yang akan di capai pada pertemuan hari itu. *Well, today we are going to learn about asking for and giving and rejecting help. Kita akan mempelajari ungkapan-ungkapan meminta bantuan, memberi bantuan dan menolak bantuan. Nah, tadi Miss Fajri sudah memberikan salah satu contoh ungkapan meminta bantuan. Apa tadi? Can you help me clean the whiteboard. Nah Fitri yang memberi bantuan. Seharusnya tadi Fitri menjawab dengan sure atau of course kalau bisa membantu. Sedangkan kalau ga bisa menjawab dengan I'm sorry I can't. Sekarang ulangi ya. Fitri, can you help me clean the white board? You should responses sure. Fitri, sure. Good. Sekarang coba arul, can you help me clean the whiteboard? Arul menjawab sure. Good. Jadi jelas ya? Kalau dimintai bantuan dan bisa dijawab dengan sure/ of course. Sekarang misalnya Miss fajri meminta Lutfi tetapi lutfi lagi sibuk gimana ungkapan menolaknya tadi? I'm sorry I can't. Kemudian P menunjukkan beberapa gambar. What is the picture about? Kotor. What is kotor in English? Beberapa siswa terlihat membuka kamus. Dirty miss. Yes it's dirty. P mengulang dengan pengucapan yang benar. Repeat after me. Dirty. Apa yang kotor? Lantai. Jawab siswa. What is lantai in english? Floor miss. Beberapa siswa mengucapkannya /flur/. Sehingga P membenarkan *that's right. It's the floor. Bukan /flur/. Kalau kotor diapain? Di sapu.. what is disapu/ menyapu in english? Sweep. Ok. So, gimana cara meminta bantuan kepada teman untuk menyapu lantai. How do you say? Can you help me sweep the floor.* Selanjutnya P menunjukkan beberapa gambar lain dan mengajukan pertanyaan terkait dengan gambar tersebut. Selanjutnya P membagikan handout kepada siswa. *Have a look at dialogue 1. Please work in pairs. Identify the expressions of asking for and giving help in 5 minutes.* P berkeliling memonitor siswa. 5 menit berlalu. *Have you finished?* Sebagian menjawab sudah ada yang belum. Tak lama bel pulang berbunyi. P mengakhiri pelajaran dan meminta siswa untuk melanjutkan pada pertemuan berikutnya.*

Field Note 7

Pertemuan 2 cycle 2

Hari/tanggal : Sabtu, 26 Oktober 2013

Place : Ruang kelas VIII D

Time : 08.20

P : Peneliti

GBI : Guru Bahasa Inggris

Ss : Siswa VIII D

P datang ke sekolah pukul 08.15. sambil menunggu pergantian jam P dan GBI berdiskusi mengenai rencana pembelajaran pada hari itu. Ketika bel berbunyi, P dan GBI langsung menuju ke ruang kelas VIII D. sesampainya disana P menyapa *Good morning everybody?* Mereka menjawab *Good morning miss.* P melanjutkan *How are you today?* Siswa merespons *I'm fine thank you. and you?* P menjawab *I'm very well too, thank you. well, who is absent today?* *Poppy Miss. What's wrong with her?* Siswa menjawab *sakit miss.* Lalu P mereview dan melanjutkan materi sebelumnya yang belum selesai. *Do you bring your handout?* *Yes.* Jawab siswa. *Okey. Let's identify the expressions of asking for, giving and rejecting help in the dialogue 1 together.* P membahas bersama-sama para siswa. *Siapa yang tau, please raise your hands. Kalau ada yang menjawab, yang lain tolong mendengarkan.* Selanjutnya P membagi siswa ke dalam kelompok. P membagikan beberapa gambar dan beberapa potongan ungkapan asking for help. Siswa diminta menjodohkan. P memberitahu bahwa akan ada hadiah buat grup yang menjawab benar dan cepat. Sehingga siswa sangat antusias untuk menjadi grup yang terbaik. GBI dan P berkeliling memonitor setiap grup. Hasil pekerjaan siswa di tempel ke papan tulis. Sekitar 10 menit kemudian P bertanya *have you finished?* *Not yet miss.* Siswa sangat aktif di dalam grupnya masing-masing. Kemudian 1 persatu siswa mulai menempel hasil pekerjaannya ke papan tulis. Setelah semua kelompok maju menempelkan hasilnya, P membahasnya. Hampir semua kelompok menjawab dengan benar. Hanya ada 2 kelompok yang salah 1. Akhirnya P memberi hadiah kepada kelompok yang tercepat dan benar semua. Selanjutnya bel istirahat berbunyi, siswa keluar kelas. Saat bel masuk berbunyi, dan para siswa sudah masuk kelas P melanjutkan pelajaran. *Any question about asking for, giving and rejecting help? is it clear?* *Yes. Good. Now, still with the same group, please make a dialogue and then perform it in front of the class. Sebelum itu saya akan membagikan beberapa gambar ke tiap kelompok. I'll give you 4 pictures for each group. 4 gambar untuk tiap kelompok.* Setelah semua kelompok menerima gambar P menjelaskan apa yang harus siswa lakukan dengan gambar-gambar

tersebut. *Ok, please listen to me. Miss fajri nggak mau ngulang-ngulang terus. Jadi tolong diperhatikan, nanti jangan sampai ada yang belum jelas. Ok? Now, look at your pictures. Setiap siswa di tiap kelompok silahkan memilih gambar masing-masing. Jadi satu siswa pegang satu gambar. Di gambar ada yang bertanda tanya (?), centang (v) dan silang (x) kan? Coba dilihat semua. Yang memilih gambar bertanda tanya, please raise your hand.. nah kalian yang memilih gambar bertanda tanya mendapat bagian asking for help. jadi yang bertanya. Understand? Yes. Next, yang memilih bertanda centang berarti giving help. kalau yang bertanda silang berarti rejecting help. paham ya? Silahkan di kerjakan.* P berkeliling memonitor siswa. 20 menit kemudian P meminta siswa untuk maju menampilkan dialogue mereka. Setelah semua kelompok maju, P memberikan feedback. Lalu P mereview materi pada hari itu. *What we have learnt today?* Saat bel tanda pergantian jam berbunyi. P mengakhiri pelajaran dengan mengucapkan salam *Good bye. See you.*

Field Note 8

Pertemuan 3 cycle 2

Hari/tanggal : Rabu, 30 Oktober 2013

Place : Ruang kelas VIII D

Time : 09.15

P : Peneliti

GBI : Guru Bahasa Inggris

Ss : Siswa VIII D

Pada pukul 09.15 P masuk kelas. Di kelas GBI sudah menunggu kedatangan P. P membuka pelajaran dengan mengucapkan salam dan mengecek kondisi siswa dan juga kehadiran siswa. *Who is absent today? Nihil Miss. In English please. Besok lagi, kalau tidak ada yang tidak masuk jawabnya No one. Apa?coba ulangi? No one Miss.ya. Ok good.. Do your bring your dictionary? Yes. Who don't bring a dictionary?* Tidak ada yang mengacungkan tangan. *Ok good. All of you bring a dictionary.* Setelah itu P menunjukkan beberapa gambar terkait dengan topic yang akan dipelajari. Siswa terlihat antusias memperhatikan gambar yang ada. P bertanya kepada siswa tentang gambar-gambar tersebut. Setelah itu P

membagikan handout kepada siswa. Setelah itu P menunjukkan beberapa makanan seperti permen dan coklat. P bertanya kepada siswa, *Do you want this?* Siswa berebutan menjawab,, *yes. Saya mau bu. So, how do you ask for this in English?* Siswa terlihat bingung. Kemudian P memberi tahu cara meminta barang dalam bahasa Inggris. Selanjutnya P menyebutkan learning objective pada pertemuan hari itu yaitu asking for and giving items. *Now, look at your paper. Di situ terdapat expressions of asking for and giving items. Let's study it together. Please, repeat after me. Now, let's see this picture again.* P kembali menunjukkan gambar dan meminta siswa untuk membuat pertanyaan tentang asking for items sesuai dengan gambar. Beberapa siswa mencoba dengan benar. Saat itu ada 2 siswa meminta izin untuk ke toilet. Dan mereka sudah langsung memakai expressions yang benar. *Excuse me Miss, May I wash my hands? Sure.* Selanjutnya P meminta siswa untuk berkelompok. Pada hari itu untuk practice, P membuatnya seperti game. Setiap kelompok diberi 2 gambar makanan/minuman. 1 gambar bertanda tanya (?) dan 1 gambar lagi bertanda centang. Gambar yang bertanda tanya untuk expressions asking for items sedangkan yang bertanda centang untuk giving items. Mereka diundi menjadi grup A, B, C, D E, F dan G. Mereka akan bertanya secara berurutan. Siapa yang paling cepat menemukan pasangan makanan yang ada dikelompoknya grup tersebut akan menang dan mendapat hadiah. Sempat ada kecurangan karena kelompok yang di tanya tidak jujur bahwa mereka memegang gambar yang diminta oleh kelompok penanya. P memperingatkan dan akan langsung mendiskualifikasi grup yang curang. Selesai bermain, masih dalam grup yang sama P membagikan beberapa gambar makanan dan situation card ke setiap kelompok. Mereka diminta membuat percakapan tentang asking for and giving items. Setelah itu dipraktekkan ke depan kelas. P dan GBI memonitor setiap kelompok. Mereka sangat antusias untuk membuat dialog dan tak segan untuk membuka kamus untuk mencari kosakata. Mereka bersaing untuk menjadi yang pertama dan terbaik. Kelompok yang pertama dan terbaik mendapatkan hadiah berupa buku tulis. Setiap ada grup yang selesai menampilkan dialognya, P meminta kelompok lain untuk bertepuk tangan. *"please, give applause for this group."* P memuji setiap kelompok yang telah maju. *Good Job.* Setelah semua kelompok maju, P memberikan feedback untuk tiap kelompok dan menyerahkan hadiah yang telah P janjikan untuk kelompok dengan performance terbaik.

Field Note 9

Post-test

Hari/tanggal : Jumat, 1 November 2013

Place : Ruang kelas VIII D

Time : 09.55

P : Peneliti

GBI : Guru Bahasa Inggris

Ss : Siswa VIII D

Hari ini P akan mengadakan post-test terhadap siswa kelas VIII D. tepat pukul 09.55 P ditemani oleh GBI bersama-sama memasuki kelas. P membuka pelajaran dengan mengucapkan salam dan mengecek kehadiran siswa. P mengingatkan siswa bahwa hari ini ada post-test. P menanyakan kesiapan siswa untuk mengikuti post-test pada hari itu. Dengan serentak semua siswa menjawab siap. P mengulang sedikit tentang materi yang telah diajarkan dan mengatakan bahwa post-testnya tentang semua ungkapan-ungkapan yang telah dipelajari. Setelah itu P membagi siswa ke dalam kelompok. Dan membagikan cards berisi situasi tertentu. P meminta siswa membuat dialog, dan menampilkannya di depan kelas. P meminta siswa membuat dialog sekreatif mungkin dan menampilkan yang terbaik. P dan GBI tetap mengontrol dan membantu siswa jika ada yang merasa kesulitan. 20 menit kemudian, P meminta siswa yang sudah siap untuk menampilkan dialog mereka. Beberapa kelompok terlihat antusias sehingga sempat berebut untuk maju pertama. Tetapi, P meminta mereka untuk tenang dan tertib. Ketika semua kelompok telah maju ke depan, P pun mereview ulang materi hari itu. Beberapa menit kemudian bel berbunyi, P berpamitan kepada siswa. P mengucapkan terima kasih atas kerjasama selama ini. P dan GBI meninggalkan ruang kelas.

APPENDIX B

INTERVIEW TRANSCRIPTS

Interview I (Pre-observation)

Hari/Tanggal : Rabu, 9 Oktober 2013

Tempat : Ruang Guru

R: Researcher

T: English Teacher

R	:	Selamat pagi, Bu.
T	:	Iya mbak. Ada apa?
R	:	Ini bu, saya fajri mahasiswi uny. Jurusan pendidikan bahasa inggris. Rencana saya mau mengadakan penelitian tindakan kelas buat skripsi di kelas 8 bu.
T	:	Oh, sudah izin sama bapak kepala sekolah belum?
R	:	Sudah bu.
T	:	Mau penelitian gimana tentang apa?
R	:	Mau meningkatkan speaking skills siswa gitu bu.
T	:	Speaking ya, oh ya judul skripsinya apa?
R	:	Improving students speaking skills of the eighth grade students through group work.
T	:	Oh gitu. Nanti itu penelitiannya gimana mbak? Saya gak gitu jelas kalau PTK itu. Saya dulu bukan itu e skripsi saya dulu.
R	:	Jadi nanti saya yang mengajar siswa bu, terus ibu juga ikut ke kelas sebagai kolaborator. Nanti ibu ikut mengamati proses belajar mengajarnya. Itu nanti kurang lebih 6 pertemuan. 3 pertemuan per cyclenya bu. Nanti kira-kira 2 cycle. Sebelum penelitian juga ada pretest dulu bu. Nanti selesai penelitian juga ada posttestnya. Untuk lebih jelasnya saya ada proposalnya bu. Kalau ibu mau, besok saya bawakan.
T	:	Berarti itu nanti hampir sebulan lho ya. Berarti mbaknya harus cepet2. Nanti semesternya keburu abis. Itu nanti berapa kelas mbk? Oh ya, besok di bawa aja proposalnya saya mau lihat.
R	:	Iya bu. nanti 1 kelas aja.
T	:	Oh kalau gitu, nanti mbaknya kelas VIII D aja ya. Itu anak2nya lumayan masih bisa di handle terus kemampuannya juga rata-rata.

R	:	Oh ya bu, kalau menurut ibu kemampuan anak kelas 8 untuk speaking bagaimana bu?
T	:	Gini ya mbak, jujur kalau speaking itu memang kurang begitu di apa ya, diutamakan gitu, jadi wajar ya kalau anak itu tidak bisa speaking.
R	:	Kalau ibu sendiri bagaimana kalau mengajar speaking?
T	:	Bahasa inggris kan ada 4 skills ya mbak, listening, speaking reading dan writing. Jadi ya kalau lagi listening saya mengajar listening dulu sampai selesai materinya, selesai itu saya mengajarkan speaking sekaligus juga sampai selesai selanjutnya baru reading dan writing. Soalnya soal ujian/test kan ga ada speaking mbak, dan kita sama sekolah dituntut untuk menyelesaikan materi yang ada di silabus kan. Kalau kelamaan di speaking nanti materinya yang lain tidak terkejar. Speaking itu sambil lalu saja mbak.
R	:	Oh gitu ya bu.
T	:	Itu kemarin ada pengawas yang datang kebetulan memsupervisi pak suyut guru kelas 1. Beliau memang senang mengajarkan speaking tetapi akhirnya sama pengawas juga di sarankan untuk tidak kebanyakan speaking karena nilai siswanya di mid kemarin ga ada yang bagus. Di bawah KKM semua.
R	:	Oh, jadi memang di abaikan gitu ya bu speakingnya? Lebih fokus ke reading dan writing?
T	:	Iya mbak.
R	:	Kalau kesulitan siswa dalam berbicara bahasa inggris apa bu?
T	:	Kata-katanya mbk. Banyak yang tidak tahu artinya. Lalu pengucapannya juga masih banyak yang kurang.
R	:	Jadi vocabulary sama pronunciationnya ya bu. Kalau materi pembelajaran bahasa inggris biasanya ibu ngambil dari mana?
T	:	ini saya ada 2 buku, satu buku paket English in Focus yang siswa juga punya, yang satunya ini buku soal-soal latihan gitu mbk.
R	:	Kalau LCD gitu ada nggak bu?
T	:	Ada tapi cuma 1. Itu dipasang di kelas 7B. jadi kalau mau memakai LCD ya bilang dulu ke guru kelas 7B yang sedang mengajar. Nanti tukeran kelas.
R	:	Wah, repot juga ya bu. Ibu pernah gak bu?

T	:	Iya, kemarin pas ada pengawas gitu. Saya pakai itu.
R	:	Kalau Lab bahasa ada gak bu?
T	:	Ada, tapi sudah rusak mbak. Gak bisa dipake.
R	:	Oh gitu. Kalau begitu, semisal saya mau observasi dulu gimana bu? Saya mau ikut ibu ke kelas gitu bu.
T	:	Ehm, sebentar saya liat jadwal saya dulu. Saya ada jadwal kelas VIII D itu besok jumat jam terakhir. Jam 09.55 mbk. Mbknnya nanti kesini aja.
R	:	Kalau begitu saya besok jumat kesini lagi ya bu.
T	:	Iya mbk.
R	:	Ya mungkin itu dulu bu, terimakasih banyak bu atas waktunya.
T	:	Iya mbk, sama-sama.

Interview 2 (before implementation)

Hari/Tanggal : Jumat, 11 Oktober 2013

Tempat : Ruang kelas VIII D

R: Researcher

S24: Riska Kameswara Putra

S14: Lutfi Aulia

Ss: Students

R	:	Halo dek, sebelum pulang bisa tanya-tanya sebentar?
Ss	:	Iya mbak, bisa-bisa.
R	:	Kenalan dulu. What's your name?
S24	:	My name is Riska Kameswara.
R	:	And you?
S14	:	My name is Lutfi Aulia
R	:	Ok Riska. Kamu suka pelajaran bahasa inggris gak?

S24	:	Ya biasa aja.
R	:	Loh kog biasa aja gimana? Kalau kamu lutfi?
S14	:	Suka mbak.
R	:	Kalau menurutmu bahasa inggris itu susah ga?
S24	:	Ya gampang-gampang susah gitu deh.
R	:	Kalau kamu lutfi?
S14	:	Ya gitu. Kalau pas gampang ya gampang kalau susah ya susah tergantung.
R	:	Nah susahnya tu di bagian mana?
S24	:	Kata-katanya. Artinya gak tau. Sama cara membacanya itu. Tulisane karo le moco ki beda banget gitu.
S14	:	Iya sama kaya riska. Cara memahaminya juga susah.
R	:	Oh gitu ya. biasanya pelajaran bahasa inggris tu ngapain aja di kelas?
Ss	:	ngerjain soal2 dari buku paket itu bu.
R	:	Berarti kalo untuk praktek berbicara di depan kelas gitu jarang ya?
Ss	:	Jarang.
R	:	Sumber materinya dari mana?
Ss	:	Dari buku paket.
R	:	Oh buku English in focus itu ya? Selain itu? Ada LKS ga?
S24	:	Gak ada eh ada. Tapi gak wajib beli.
S14	:	Iya beli boleh ga juga ga papa.
S24	:	Iya, soalnya kata bu esti itu materinya itu gak gathuk gitu.
R	:	Oh ya, katanya dulu ada Lab bahasa juga ya?
Ss	:	Iya. Tapi sekarang rusak.
R	:	Tapi dulu pernah?
S14	:	Kelas 1 pernah. Sama pak suyut.
R	:	Tapi sekarang sama bu esti belum pernah pakai lab lagi?

Ss	:	Belum. Gak pernah.
R	:	Berarti kalau bahasa inggris di kelas terus ya?
Ss	:	Iya.
R	:	Oh. Kalau ada kesulitan kamu biasanya ngapain?
Ss	:	Tanya.
R	:	Langsung tanya ke bu Esti gitu ya?
Ss	:	Iya.
R	:	Okey kalau begitu. Makasih ya buat waktunya.
Ss	:	Iya mbak.

Interview 3 (meeting 1 of cycle 1)

Hari/tanggal : Jumat 18 Oktober 2013

Tempat : Ruang guru

R : Researcher

T :Teacher

R	:	Mau tanya-tanya sebentar bu. Tentang proses KBM hari ini. menurut ibu bagaimana?
T	:	Ya di awal tadi pakai gambar ya? sudah bagus. Bisa menarik perhatian siswa. Mungkin kalau bisa lebih besar lagi. Biar lebih jelas. Tapi tadi juga sudah bagus kog.
R	:	Oh gitu. Baik bu. Kalau classroom englishnya gimana bu?
T	:	Ya mbaknya tadi agak kecepatan ngomongnya. Anak kan jadi susah nangeknya. Iya, sama suaranya kurang keras. Besok dikerasin lagi ya.
R	:	Baik bu. Untuk handoutnya bu? Membantu siswa ga bu?
T	:	Ya. Mungkin bisa dibikin lebih menarik mbak. Biar siswa tambah interested gitu. Cukup membantu menurut saya.
R	:	Tapi hari ini belum sempat ke group worknya ya bu. Jadi belum tau.
T	:	Iya. Di lanjut besok pagi kan mbak?

R	:	Iya bu.
T	:	Ya coba besok kita lihat aja. Ga papa, ini kan baru awal, baru pertemuan pertama. Ya begitulah anak-anak mbak. Harus sabar ya.
R	:	Iya bu.
T	:	Anak-anak kan bisa dibilang mulai dari nol untuk speaking. Jadi emang harus di drill terus-terusan biar mereka ingat.
R	:	Iya bu. Baik bu. Kalau begitu terimakasih banyak bu. Besok pagi jam 8.20 ya bu?
T	:	Iya mbak.
R	:	Mari bu, assalamualaikum.
T	:	wa'alaikumsalam

Interview 4 (meeting 1 of cycle 1)

Hari/tanggal : Jumat 18 Oktober 2013

Tempat : Ruang kelas VIII D

R : Researcher

S3 : Angella Melania

S15 : Mia Agustina

Ss : Students

R	:	Halo dek, sebelum pulang bisa tanya-tanya sebentar?
Ss	:	Iya mbak, bisa-bisa.
R	:	Kenalan dulu. What's your name?
S3	:	My name is Angella Melania
R	:	And you?
S15	:	My name is Mia Agustina
R	:	Gimana menurut kalian kegiatan hari ini? kamu dulu Angel.
S3	:	Seneng..ga biasa gitu Miss,,

R	:	Kalau kamu gimana Mia kegiatan hari ini?
S15	:	Ya seneng2 aja Miss..
R	:	Ok. Dapet apa coba hari ini?
S3	:	Dapet ilmu baru.. nambah kosakata bahasa Inggris juga..
S15	:	Sama kayak Angel Miss.. sama dapet handout tadi miss..
R	:	Oia,,kalau handoutnya membantu kalian belajar gak?
Ss	:	Membantu..
R	:	Membantunya kenapa?
S3	:	Membantu belajar membaca/cara ngomong yang bener gitu Miss..
S15	:	Iya, sama nambah kosa kata bahasa Inggris..
R	:	Ok. Kalau Miss Fajri ngomong pake bahasa Inggris ngerti gak?
Ss	:	Dikit2 Miss.. la tadi Miss ngomongnya ngebut e..
R	:	Oh gitu ya..Ok, besok Miss Fajri lebih pelan2 deh..
Ss	:	Ok2 sipp.
R	:	Tadi bawa kamus gak?
S3	:	Bawa Miss.
S15	:	Bawa Miss.
R	:	Wah, bagus-bagus. Di bawa terus ya?
Ss	:	Iya Miss.
R	:	Ok. Deh. Makasih adek-adek. See you
Ss	:	Sama-sama.

Interview 5 (meeting 2 of cycle 1)

Hari/tanggal : Sabtu 19 Oktober 2013

Tempat : Ruang guru

R : Researcher

T :Teacher

R	:	Mau tanya-tanya sebentar bu. Tentang proses KBM hari ini. menurut ibu bagaimana?
T	:	Menurut saya, cukup lancar. Mbaknya bisa menyampaikan materi secara runtut. Suaranya juga sudah keras.
R	:	Kalau group worknya gimana tadi bu?
T	:	Iya, tadi sempet rame ya anak-anak saat berkelompok. Di tegasin aja mbak. Kelompok yang rame di kurangi nilainya atau siswa itu disuruh menilai temannya sendiri. Yang aktif di kelompok siapa, yang gak aktif siapa. Jadi biar mereka juga punya tanggung jawab di setiap kelompok. Kan meski kelompok penilaiannya tetap individu kan?
R	:	Baik bu. Iya tadi yang di pojok itu tidak memperhatikan. Oh ya kalau menurut ibu sebaiknya yang membagi kelompok saya atau anak-anak bu?
T	:	Mbaknya aja. Nanti kalau anak kelamaan.malah menyita waktu banyak. Tadi sudah bagus.per meja gitu. Lebih mempersingkat waktu.
R	:	Sudah terlihat peningkatannya belum bu?
T	:	Ehm, seperti sudah pernah saya bilang kan mbak. Memang untuk speaking itu anak2 sulit, dan ini juga baru pertama kan mereka berkelompoknya jadi belum kelihatan ya. Cuma mungkin dari interaksi sama kerja sama anak-anak aja. Tadi dinilai juga kan pas maju?
R	:	Iya bu.
T	:	Ya besok kan bisa dilihat peningkatan siswa lewat nilainya itu. Besok tiap maju dinilai kan mbak?
R	:	Iya bu. Kekurangannya mungkin apa gitu ya bu?
T	:	Mbaknya kan harus bisa memonitor semua kelompok. Agak kerepotan juga kan menghandlenya.
R	:	Iya bu. Saat perform siswa gimana bu?
T	:	Iya seharusnya kalau ada yang maju perform, yang lain mendengarkan/memperhatikan juga. Tadi kayaknya masih banyak yang menghafal dialogue mereka sendiri.
R	:	Iya bu. Terus ada catatan apa lagi bu?
T	:	Itu saja menurut saya mbak.

R	:	Baik bu. Kalau begitu terimakasih banyak bu. Besok rabu jam 09.15 ya bu?
T	:	Iya mbak.
R	:	Mari bu, assalamualaikum.
T	:	wa'alaikumsalam

Interview 6 (meeting 2 of cycle 1)

Hari/tanggal : Sabtu 19 Oktober 2013

Tempat : Ruang Kelas VIII D

R : Researcher

Ss : Students

S14 : Lutfi Aulia

S16 : M. Choirul Hikam

R	:	Halo dek, sebelum pulang bisa tanya-tanya sebentar?
Ss	:	Iya mbak, bisa-bisa.
R	:	Kenalan dulu. What's your name?
S16	:	My name is Muhammad Choirul Hikam.
R	:	And you?
S14	:	My name is Lutfi Aulia
R	:	Gimana menurut kalian kegiatan hari ini? kamu dulu lutfi.
S14	:	ee...seneng.menyenangkan.trus dapet ilmu baru, banyak terus bisa kerja kelompok, bisa mandiri juga.tambah wawasan lah...
R	:	Kalau kamu gimana Arul kegiatan hari ini?
S16	:	Ya menyenangkan lah.. bisa bertemu Miss Fajri yang beautiful dan berkenalan dan dapat ilmu banyak lah...
R	:	Gimana dengan kerja kelompoknya hari ini? menurut kamu lutfi..
S14	:	Kurang suka

R	:	Kurang sukanya kenapa?
S14	:	Yang ngerjain tu gak semuanya gitu..belum punya tanggung jawab yang sepenuhnya gitu..
R	:	Hemm. Ok. Berarti kurang kompak ya tadi kelompokmu? Kurang kerjasamanya...
S14	:	Iya.
R	:	Kalau kamu gimana Arul?
S16	:	Kalau aku suka. Karena bisa bekerja sama.
R	:	Kalau lagi berkelompok ngomongnya pake bahasa inggris ga?
S14	:	Nggak..
S16	:	Ya kadang-kadang...
R	:	Ok. Kalau dari kegiatan yang kemarin sama hari ini pas drilling pronunciation. Yang kalian bersama-sama mengucapkan kata-kata dengan pengucapan yang benar, menurut kalian membantu meningkatkan kemampuan speaking kalian gak?
Ss	:	Ow, membantu banget..jadi tau cara ngucapin yang bener gimana.
R	:	Kalau handoutnya membantu kalian belajar gak?
Ss	:	Membantu..
R	:	Membantunya kenapa?
S16	:	Menambah kosa kata kata baru...
S14	:	Iya, kosa kata nya jadi nambah, terus bisa tau cara membaca yang bener..
R	:	Ok. Disimpen terus ya? Jangan sampe ilang. Oiya, kalau Miss Fajri ngomong pake bahasa Inggris ngerti gak?
Ss	:	Ada yang ngerti ada yang gak.
S14	:	Asal pelan-pelan. Jangan cepet-cepet Miss ngomongnya.
R	:	Oh kecepetan ya?
Ss	:	Iya.
R	:	Kalau di suruh maju gitu ada rasa deg-degan atau malu2 gak?

S14	:	Gak, kan bareng temen2...
S16	:	Pertamanya deg-degan, soalnya sempat lupa dialognya tadi..
R	:	Iya, tadi kan Miss Fajri ngasih komentar saat kalian sudah selesai perform gitu, bagus gak menurut kalian?
S14	:	Ya bagus soalnya kan kita tadi masih salah2 ngomongnya, jadi tau yang bener gimana...
S16	:	Iya sama kaya Lutfi,
R	:	Tadi bawa kamus gak?
S16	:	Bawa Miss.
S14	:	Kalau aku selalu bawa Miss.
R	:	Wah, bagus-bagus. Di bawa terus ya?
Ss	:	Iya Miss.
R	:	Ok. Deh. Makasih adek-adek. See you
Ss	:	Sama-sama.

Interview 7 (meeting 2 of cycle 1)

Hari/tanggal : Selasa 22 Oktober 2013

Tempat : Ruang Kelas VIII D

R : Researcher

S23 : Puji Rahayu

R	:	Halo dek, lagi istirahat ya? Miss Fajri tanya-tanya sebentar boleh ya
S23	:	Iya Miss.
R	:	Kenalan dulu. What's your name?
S23	:	My name is Puji Rahayu
R	:	Panggilannya?
S23	:	Ayu

R	:	Ok. Ayu, Gimana menurut kamu kegiatan hari Jumat dan Sabtu kemarin?
S23	:	ee...lumayan...
R	:	Lumayan gimana maksudnya?
S23	:	Ya lumayan paham sih...
R	:	Oh gitu. Seneng gak dengan kegiatannya?
S23	:	Seneng..
R	:	Suka gak kerja kelompok?
S23	:	Suka
R	:	Sukanya kenapa?
S23	:	Kan bareng sama temen-temen...
R	:	Kalau handoutnya membantu kamu belajar gak?
S23	:	Membantu..
R	:	Membantu gimana?
S23	:	Ya kalau ada kata yang tidak tau artinya jadi tau...
R	:	Ok. Kalau gitu jangan sampe ilang.kan bisa buat belajar dirumah. Oiya, kalau Miss Fajri ngomong pake bahasa Inggris ngerti gak?
S23	:	Kadang ngerti kadang gak.
R	:	Tadi bawa kamus gak?
S23	:	Bawa..
R	:	Ok.besok-besok di bawa terus ya?
S23	:	Iya.
R	:	Oiya, Kenapa kemarin masih malu-malu pas di suruh maju?
S23	:	Ya malu aja.
R	:	Kenapa malu?
S23	:	Diliatin sama temen-temen tu..
R	:	Loh, kan majunya juga bareng sama temen-temen..

S23	:	Tapi kan belum terlalu kenal
R	:	Kog bisa belum terlalu kenal?
S23	:	Ya kan ini kelasnya di acak
R	:	Oh gitu. Jadi sama temen sekelompok kemarin belum kenal?
S23	:	Ya kenal tapi sama yang lain kan belum.
R	:	Oh jadi kelas 8 ni baru gitu ya?
S23	:	Iya.
R	:	Ok. Tapi kalau pertemuan selanjutnya kerja kelompok lagi mau kan?
S23	:	Mau..
R	:	Ok. Deh. Makasih ya..
S23	:	Sama-sama.

Interview 8 (meeting 3 of cycle 1)

Hari/tanggal : Rabu 23 Oktober 2013

Tempat : Ruang guru

R : Researcher

T :Teacher

R	:	Menurut ibu bagaimana KBM hari ini?
T	:	Menurut saya cukup lancar.. lumayan kondusif hari ini,,
R	:	Iya bu, anak-anak cukup tenang hari ini.. gak seperti pertemuan-pertemuan sebelumnya..
T	:	Iya mbak. Kalau anak-anak ramai mbknya boleh pukul papan tulis pake penghapus gitu. Biar mereka diam gitu. Biasanya saya gitu. Kalau mereka mulai ramai saya ketok-ketok papan tulis pake penghapus itu..
R	:	Oh gitu ya bu... Gimana dengan kegiatan warming up memakai foto-foto artis tadi bu?
T	:	Bagus. Anak-anak sangat antusias tadi. Tadi gambarnya juga bagus, jelas.cukup besar. Sehingga semua anak bisa melihat.

R	:	Gimana dengan kegiatan kerja kelompok hari ini bu?
T	:	Cukup bagus. Anak-anak tadi terlihat sangat sibuk ya di kelompok masing-masing. Gak ada yang keliaran atau malas-malasan saya lihat..
R	:	Kalau dari variasi tugas kelompok hari ini gimana bu? Seperti word search puzzle itu?
T	:	Sudah bagus mbak.
R	:	Oiya bu, sudah terlihat ada peningkatan di kemampuan speaking siswa belum bu?
T	:	Iya jelas ada mbak. Kelihatan pengucapannya sudah banyak yang benar.. ada yang tambah lancar ngomongnya. Ya pelan-pelan sedikit-sedikit mbak..ngajarin anak kan harus telaten. Kalau di drill terus-terusan pasti juga ada peningkatannya..
R	:	Kalau feedback yang saya berikan untuk siswa gimana bu?
T	:	Ya baagus kan mbak, siswa jadi tau salahnya dimana..Harapannya kan siswa terus bisa lebih baik lagi di pertemuan2 selanjutnya kan...
R	:	Iya bu. Terus ada saran apa gitu bu buat saya?
T	:	Em. Apa ya? Malah bingung saya ditanya gitu. Ya terus belajar. Tetap semangat aja mengajarnya ya..
R	:	Baik bu. Kalau begitu terimakasih banyak bu.
T	:	Iya mbak.
R	:	Mari bu, assalamualaikum.
T	:	wa'alaikumsalam

Interview 9 (meeting 3 of cycle 1)

Hari/tanggal : Rabu 23 oktober 2013

Tempat : Ruang kelas VIII D

R : Researcher

S18 : Muhammad Wijaya Prastya

S19 : Nunu Abdillah

Ss : Students

R	:	Miss Fajri tanya-tanya sebentar bisa ya?
Ss	:	Iya mbak, bisa-bisa.
R	:	Kenalan dulu. What's your name?
S18	:	My name is Muhammad Wijaya Prastya
R	:	And you?
S19	:	My name is Nunu Abdillah
R	:	Gimana menurut kalian kegiatan hari ini?
S18	:	Lumayan..
R	:	Kalau kamu gimana Nunu kegiatan hari ini?
S19	:	Ya menyenangkan lah..
R	:	Tadi pas miss Fajri nunjukin foto2 artis, jadi pada semangat banget kayaknya?hehehe
S18	:	Iya, apalagi aslinya miss. Kalau bisa tuh artisnya beneran datang gitu miss. Pasti lebih semangat lagi miss..
S19	:	Iya miss... heboh pasti miss.
R	:	Hadewh. Ya kapan2 aja ya kalau miss juga udah jadi artis.hehe. Gimana dengan kerja kelompoknya hari ini?
S18	:	Suka
R	:	Sukanya kenapa?
S18	:	Bisa berdiskusi bareng temen-temen...
R	:	Kalau kamu gimana Nunu?
S19	:	Kalau aku suka juga. Karena bisa mengerjakan bersama-sama...
R	:	Ada kesulitan saat kerja kelompok?
S18	:	Gak ada..
S19	:	Ya kalau pada punya pendapat sendiri-sendiri gitu.. susah nyatuinnya,,
R	:	Gimana dengan situation cards yang Miss bagiin pas making dialogue tadi? Membantu gak?

S18	:	Lumayan membantu,
S19	:	Ya membantu,
R	:	Ok. Kalau dari kegiatan kelompok hari ini yang word search puzzle nya gimana menurut kalian?
S18	:	Ya lumayan menarik. Kan itu kayak belajar sambil main-main gitu. Gak melulu ngerjain soal terus..
S19	:	Iya sama,,
R	:	Susah gak tadi?
S18	:	Kalau aku gak susah, Cuma tadi awalnya agak bingung.
S19	:	Gak susah, kan tadi di bantu Miss Fajri juga.
R	:	Kalau handoutnya membantu kalian belajar gak?
Ss	:	Membantu..
R	:	Membantunya gimana?
S18	:	Ya, menambah kosa kata baru..
S19	:	Iya, sama..
R	:	Ok.. Oiya, kalau Miss Fajri ngomong pake bahasa Inggris ngerti gak?
Ss	:	Ada yang ngerti ada yang gak.
R	:	Oiya bahasa inggrisnya minta ijin ke toilet apa?
S18	:	Opo kae yo...
S19	:	May I wash my hands? Eh..
R	:	Yap, betul. Besok kalau mau ijin biasakan pakai bahasa inggris. Okay.
Ss	:	Ya Miss.
R	:	Setiap kalian selesai perform kan Miss Fajri selalu ngasih feedback/komentar nih, gimana menurut kalian?
S18	:	Ya bagus miss , kita tuh jadi merasa benar2 diperhatikan gitu..hahaha
S19	:	Ya gitu miss,
R	:	Tadi bawa kamus gak?

S18	:	Gak bawa Miss. Lupa.
S14	:	Kalau aku bawa Miss.
R	:	Ok besok lagi, jangan sampai lupa. bawa terus ya?
Ss	:	Iya Miss.
R	:	Ok. Deh. Makasih adek-adek. See you
Ss	:	Sama-sama.

Interview 10 (meeting 1 of cycle 2)

Hari/tanggal : Jumat 25 Oktober 2013

Tempat : Ruang guru

R : Researcher

T :Teacher

R	:	Mau tanya-tanya sebentar bu. Tentang proses KBM hari ini. Menurut ibu bagaimana pertemuan pertama di cycle ke 2 ini?
T	:	Tadi di awal mencoba memberi contoh langsung ungkapan meminta bantuan gitu ya mbak maksudnya?
R	:	Iya bu.
T	:	Sebenarnya sudah bagus, tapi, tadi saya lihat yang di pojok sendiri ada yang berbicara sama temannya. Jadi kalau mau seperti itu, pastikan semua siswa pay attention ke mbak fajri dulu. Kalau sudah mereka sudah siap semua, baru dilakukan. Supaya mereka jelas. Tadi soalnya ada masih ada yang nanya ke saya gitu lho mbak..
R	:	Oh gitu. Baik bu.
T	:	Iya mbak, gapapa. Tapi maaf lho ini..
R	:	Gapapa bu. Saya malah seneng kalau di kasih masukan gitu bu. Biar bisa lebih baik juga mengajarnya nanti. Kalau tanya jawab yang memakai gambar tadi gimana bu? Trs siswa diminta membuat ungkapan sesuai gambar?
T	:	Ya bagus, saya lihat tadi banyak yang langsung bisa. Melatih anak supaya spontan berfikir gitu ya.

R	:	Iya bu. Kalau dilihat keaktifan siswa hari ini gimana bu?
T	:	Iya pas di gambar2 tadi kelihatan aktif siswanya..mau menjawab pertanyaan2 yang mbak fajri ajukan..
R	:	Semoga besok bisa lebih aktif lagi ya bu.. Kalau begitu terimakasih banyak bu. Ketemu besok pagi jam 8.20 ya bu?
T	:	Iya mbak.
R	:	Mari bu, assalamualaikum.
T	:	Wa'alaikumsalam

Interview 11 (meeting 1 of cycle 2)

Hari/tanggal : Jumat 25 Oktober 2013

Tempat : Ruang Kelas VIII D

R : Researcher

S11 : Fitri Nurhayati

S8 : Eliza Aliya Kintan Sekartaji N.

Ss : Students

R	:	Halo adek2, Maaf ya, Miss minta waktu sebentar aja kog. Boleh ya..
Ss	:	Iya Miss.
R	:	Kenalan dulu. What's your name?
S11	:	My name is Fitri Nurhayati
S8	:	My name is Kintan
R	:	Ok. Gimana menurut kalian kegiatan hari ini?
S11	:	Seru.
S8	:	Heboh, rame...
R	:	Paham ga?
S11	:	Paham...

S8	:	Paham donk...
R	:	Oh gitu. Bagus lah. Seneng gak dengan kegiatannya?
Ss	:	Seneng..
R	:	Gampang kan?
Ss	:	Gampang...
R	:	Berarti bahasa Inggris gampang donk?
S8	:	Ya, bisa-bisa
S11	:	Ya kalo pas gampang kaya tadi ya bisa.. kalo pas sulit ya sulit Miss
R	:	Gitu ya. Gimana tadi gambar2nya?jelas ga?
Ss	:	Jelas..
R	:	Ok. Oiya, kalau Miss Fajri ngomong pake bahasa Inggris ngerti gak?
Ss	:	Ada yang ngerti ada yang gak...
R	:	Tadi bawa kamus gak?
Ss	:	Bawa..
R	:	Ok.di buka ga tadi kamusnya? Apa cuma dibawa terus di dalam tas?
S	:	Di pakai lah Miss,
R	:	Bagus deh. Besok2 dibawa terus ya?
Ss	:	Siap Miss..
R	:	Ok. Deh. Makasih ya..
Ss	:	Sama-sama.

Interview 12 (meeting 2 of cycle 2)

Hari/tanggal : Sabtu 26 Oktober 2013

Tempat : Ruang guru

R : Researcher

T : Teacher

R	:	Mau tanya-tanya sebentar bu. Tentang proses KBM hari ini. Menurut ibu bagaimana? Ini kan uda pertemuan kedua di cycle 2. Tinggal 1 pertemuan lagi bu...
T	:	Iya mbak, sudah keliatan mbak fajri bisa mengontrol siswa,, meski ya masih ada aja yang ngeyel. Namanya juga sekolah pinggiran mbak.. anak2nya ya kaya gitu lah.. memang butuh ketelatenan untuk mengajar mereka.. Arul itu emang yang paling susah di atur,,
R	:	Iya bu. Arul itu saya lihat sebenarnya bisa dan kreatif loh bu,, kalau saya mas memonitor kelompok itu. Kebanyakan pas making dialogue, ide2nya itu dari dia, tapi ya itu di satu sisi susah diatur gitu ya bu,, butuh perhatian lebih..
T	:	Oh gitu ya.. ya itu lah, siswa ada yang anteng tapi ga bisa yang nakal malah bisa.. besok kalau udah mengajar mbak fajri bisa tau sendiri keunikan anak2...
R	:	Kalau dari variasi task hari ini menurut ibu bagaimana?
T	:	Ya bagus.. tapi tadi yang menempel mungkin itu jadi lebih ke reading mbak.. kalau speaking mungkin kurang pas. Tapi gapapa, sebagai selingan aja biar anak ga bosen..
R	:	Oh gitu ya bu.. oia bu, gimana dengan pemberian semacam rewards seperti diberi buku tadi?
T	:	O hooh mbak..iyo. bagus itu bagus. Siswa jadi tambah semangat gitu tadi. Tetapi sebenarnya reward ga harus barang kog mbak. Applause dan feedback gitu saya fikir udah bisa jadi rewards buat anak2. Mereka udah seneng kog.
R	:	Gimana dengan group worknya hari ini?
T	:	Saat saya monitor udah pada kompak, apalagi mau dapat hadiah kaya tadi. Wah, langsung dho semangat kan mbak. Semua siswa terlibat. Gak ada yang malas-malasan.
R	:	Iya bu. Kalau dilihat keaktifan siswa hari ini gimana bu?
T	:	Iya, mereka semakin aktif mengikuti pelajaran..
R	:	Kalau begitu terimakasih banyak bu. Besok rabu pertemuan terakhir ya bu, sebelum post-test hari jumatnya..
T	:	Iya mbak. Gek rampung gek uwis. Ben lego gitu to mbak.
R	:	Iya bu.Mari bu, assalamualaikum.

T	:	Wa'alaikumsalam
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Interview 13 (meeting 2 of cycle 2)

Hari/tanggal : Sabtu 26 Oktober 2013

Tempat : Ruang kelas VIII D

R : Researcher

S6 : Dewi Sari Nastiti

S9 : Eter Rosa Ayu

Ss : Students

R	:	Halo dek, Miss Fajri minta waktu sebentar ya? Belum masuk kan? Nanti kalau ada gurunya, saya minta ijin deh..
Ss	:	Iya mbak.
R	:	Kenalan dulu. What's your name?
S9	:	My name is Eter Rosa Ayu
R	:	And you?
S6	:	My name is Dewi Sari Nastiti
R	:	Gimana menurut kalian kegiatan hari ini?
S6	:	Menyenangkan...
R	:	Kalau kamu gimana Eter kegiatan hari ini?
S9	:	Ya menyenangkan ...
R	:	Paham ga sama yang Miss fajri ajarkan?
Ss	:	Paham...
R	:	Miss fajri menerangkannya jelas ga?
Ss	:	Jelas...
R	:	Yakin? Seneng gak tadi dapat reward dapat buku?
S6	:	Ya seneng lah...

S9	:	Seneng banget...
R	:	Gimana dengan kerja kelompoknya hari ini? seneng gak kerja kelompok?
Ss	:	Seneng...
R	:	Senengnya kenapa?
S6	:	Seru...
S9	:	Ya seru...
R	:	Kalau dibanding sendiri-sendiri pilih mana?
Ss	:	Kelompok...
R	:	Hemm. Ok . Apalagi ya..oh ya, nah tiap pertemuan gitu kan miss fajri selalu membagikan handout itu membantu kalian belajar gak?
Ss	:	Iya.. tentu Miss. Jadi kan kita gak perlu nyatet lagi..
R	:	Kalau membuat dialogue gitu susah ga?
Ss	:	Kadang-kadang
R	:	Kalau hari ini tadi susah ga?
Ss	:	Ga..
R	:	Kan tadi udah dikasi gmbar buat bikin dialogue. Itu membantu ga sih?
Ss	:	Iya, membantu..
R	:	Membantu gimana?
S6	:	Ya jadi ga usah mikir mau buat apa ...tinggal lihat itu gambar apa terus dibikin..jadi ga kelamaan nyari ide gitu miss..
R	:	Kalau lagi berkelompok ngomongnya pake bahasa inggris ga?
Ss	:	Ya kadang-kadang...
R	:	Masih malu ga kalau disuruh maju?
Ss	:	Ga...
R	:	Yakin? Kenapa?
Ss	:	113amper bareng2...

R	:	Tambah pede ga sekarang ngomong pake bahasa inggris?
S6	:	Lumayan..
S9	:	Iya, lumayan...
R	:	Oiya, gimana tadi yang matching pictures?seneng gak?
Ss	:	Seneng...
S9	:	Seneng..seneng banget...
R	:	Seneng ya pelajaran sambil maen2 kayak tadi?
Ss	:	Iya. Seneng banget.
S9	:	Iya, tadi aku sampai 114amper jatuh pas mau nempel ke papan tulis...
R	:	Waduh. Hati2 makanya.. Tadi bawa kamus gak?
S6	:	Bawa Miss.
S9	:	Kalau aku selalu bawa Miss.
R	:	Buat apa kamusnya tadi?
S6	:	Ya buat nyari kata-kata sulit,,
R	:	Wah, bagus-bagus. Di bawa terus ya?
Ss	:	Iya Miss.
R	:	Ok. Deh. Makasih adek-adek. See you
Ss	:	Sama-sama.

Interview 14 (meeting 3 of cycle 2)

Hari/tanggal : Rabu 30 Oktober 2013

Tempat : Ruang guru

R : Researcher

T : Teacher

R	:	Mau tanya-tanya sebentar bu. Tentang proses KBM hari ini. Menurut ibu bagaimana? Ini kan uda pertemuan terakhir, tinggal besok jumat post test
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		bu...
T	:	Iya mbak, ya saya liat anak2 semakin aktif berpartisipasi dalam proses kegiatan belajar mengajarnya...
R	:	Iya bu. Menurut ibu group work yang sudah diterapkan selama ini bermanfaat gak bu?
T	:	Pasti mbak..group work itu sangat bermanfaat.. siswa jadi lebih banyak practice speakingnya...
R	:	Berarti siswa ada peningkatan ya bu di speaking skills mereka?
T	:	Ya jelas mbak, kan selama di drill terus menerus, pastinya ada.. pengucapan tambah lancar, kosa-kata mereka saya lihat juga nambah.. kita lihat aja besok saat posttest..
R	:	Iya bu...oia bu, gimana dengan warming up memakai realia tadi? Karena hari ini topiknya makanan, jadi saya tadi ngasih coklat sama permen gitu bu...
T	:	Iya.. menarik mbak.. tadi sampai berebutan kan. .supaya dapet tadi kan anak2 harus ngomong pake bahasa inggris kan? Ya bagus anak kan jadi termotivasi untuk bisa biar dapet yang mereka mau...
R	:	Kalau pakai game kaya tadi gimana bu?
T	:	Ya bagus mbak..menarik anak bisa practice sambil bermain..
R	:	Tadi saat performing dialogue gimana bu anak-anak?
T	:	Ya mereka terlihat semakin menikmati penampilan mereka, tadi kelompoknya Arul itu bagus..kreatif..
R	:	Iya bu.. baik bu, terimakasih bu atas waktunya. Assalamu'alaikum.
T	:	Wa'alaikumsalam

Interview 15 (meeting 3 of cycle 2)

Hari/tanggal : Rabu 30 Oktober 2013

Tempat : Ruang kelas VIII D

R : Researcher

S4 : Bima Akbar Marcellino

S10 : Fikri Haikal

Ss : Students

R	:	Halo adek2, Miss Fajri minta waktu sebentar ya?
Ss	:	Iya mbak.
R	:	What's your name?
S4	:	My name is Bima Akbar Marcellino
R	:	And you?
S10	:	My name is Fikri Haikal
R	:	Gimana menurut kalian kegiatan hari ini?
S4	:	Rame Miss...
R	:	Rame ya...Kalau kamu gimana Fikri kegiatan hari ini?
S10	:	Mantap Miss..
R	:	Hemm..Paham ga sama yang Miss fajri ajarkan?
Ss	:	Paham...
R	:	Yakin? Seneng gak tadi Fikri , kelompok mu dapat reward dapat buku kan?
S10	:	Seneng lah Miss...
R	:	Gimana dengan kerja kelompoknya hari ini? seneng gak kerja kelompok?
Ss	:	Seneng...
R	:	Senengnya kenapa?
S4	:	Bisa rame2 bareng temen2 Miss..
S10	:	Iya Miss,,
R	:	Gitu ya,, bermanfaat gak berarti kalau kerja kelompok?
S10	:	Iya lah Miss,,
R	:	Apa coba manfaatnya?
S10	:	Pekerjaan yang susah itu menjadi mudah dengan kerja kelompok..

		hehehe
S4	:	Iya, bisa saling membantu lah...
R	:	Hemm. Ok . Apalagi ya..oh ya, nah tiap pertemuan gitu kan miss fajri selalu membagikan handout itu membantu kalian belajar gak?
Ss	:	Iya..
R	:	Kalau membuat dialogue gitu susah ga?
Ss	:	Kadang-kadang
R	:	Kalau hari ini tadi susah ga?
Ss	:	Ga..
R	:	Kan tadi udah dikasi gmbarnya buat bikin dialogue. Itu membantu ga sih?
S10	:	Iya, membantu.. apalagi makanannya asli gitu miss, wuihh lezizz pastinya...hahaha
R	:	Maunya...hehehe
S4	:	Iya Miss, coba kalau tadi es krimnya asli, pizzanya asli... mantap tu Miss..
S10	:	Betul itu...
R	:	Kalau lagi berkelompok ngomongnya pake bahasa inggris ga?
Ss	:	Ya kadang-kadang...
R	:	Masih malu ga kalau disuruh maju?
Ss	:	Ga...
R	:	Yakin? Kenapa?
Ss	:	Ya kan bareng2...
R	:	Tambah pede ga sekarang ngomong pake bahasa inggris?
S10	:	So pasti...
S4	:	Iya Miss..
R	:	Oiya, gimana tadi pas Miss bagi2 coklat tapi pake expressions of asking for items?kamu bisa gak?
S10	:	Saya tadi mau ikut minta miss, tapi udah habis.. la miss fajri bawanya

		kog cuma sedikit..
S4	:	Saya juga gak kbagian Miss.. wah miss ini gimana e...
R	:	Tapi candy nya dapet kan?
S10	:	Iya cuma permen, saya maunya coklat e Miss..
S4	:	Iya miss..
R	:	Hemm,, kapan2 lagi Miss bawain deh..Seneng ya pelajaran sambil maen2 kayak tadi?
Ss	:	Iya. Seneng banget.
S10	:	Iya, seneng2 aja Miss,, besok Miss fajri aja yang ngajar terus...
R	:	Waduh... ya besok ya..Tadi bawa kamus gak?
S6	:	Bawa Miss.
S9	:	Bawa Miss.
R	:	Sip. Kalau pelajaran bahasa Inggris di bawa terus ya?
Ss	:	Siap Miss.
R	:	Ok. Deh. Makasih adek-adek. See you
Ss	:	Sama-sama.

APPENDIX C

LESSON PLANS

LESSON PLAN **(Meeting 1&2)**

School	: SMP N 2 Jetis
Subject	: English
Class/Semester	: VIII / 1
Time allocation	: 2 meeting (3x40 minutes)
Aspect/Skill	: Speaking

A. STANDARD OF COMPETENCE

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

B. BASIC COMPETENCY

- 3.2. Memahami dan merespon percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat

C. OBJECTIVES

At the end of the course, students are expected to be able to express how to invite, and how to accept and refuse an invitation.

D. INDICATORS

1. Students are able to identify the key vocabulary.
2. Students are able to pronounce the key vocabulary.
3. Students are able to identify the expressions of inviting, accepting and refusing an invitation.
4. Students are able to identify the meaning of the expressions of inviting, accepting and refusing an invitation.
5. Students are able to use the expressions of inviting, accepting and refusing an invitation.

6. Students are able to perform the expressions of inviting, accepting and refusing an invitation.

E. LEARNING MATERIALS

a. Expressions of inviting someone

- Would you come to my party?
- Please come to
- Would you please accompany me to go?
- Would you like to join me for....?
- Shall we ...?
- Can you come to ...
- Would you like to come?
- I'd very much like you to come.

b. Expressions of accepting an invitation

- Yes, certainly I will come.
- Absolutely, count me in.
- I would, very much.
- Yes, I'd like nothing better.
- That would be great.
- I'd love to...
- I would....
- That would be very nice idea.
- With pleasure.

c. Expressions of refusing an invitation

- I'm afraid I can't. I have to....
- I'm sorry, I can't.
- It sounds interesting but
- Thank you for asking me, but....
- I'm afraid I've already promised to....
- I'm terribly sorry. I don't think I can.
- I'm very sorry, I can't.

- Thank you very much, but

Dialog 1

Adi : Have you got any plan for our holiday?
 Sanusi : I have no idea. What about you, Fredy?
 Fredy : I want to feel the fresh air.
 Adi : I have an idea. My uncle lives in Bogor. *Shall we spend our holiday there?*
 Sanusi : *I'd love to.*
 Fredy : *That would be great.* What about you, Laila?
 Laila : *I'd love to, but my family and I are going to visit our grandparents in Banjarmasin.*

Dialog 2

Diana, her friends Shinta and Toni are walking from school. They are talking about a party at Diana's house tonight.

Diana : Shinta, I am going to have a party tonight. Would you like to come?

Shinta : I'd love to! By the way, what are you celebrating?

Diana : I won the Science Olympics last week.

Shinta : Congratulations. Wow, you're very clever.

Diana : Not at all. You just have to study harder. Will you come to my party?

Toni : I'm sorry, I can't. My parents are going to go to the hospital. I may be late getting to your party, is that all right?

Diana : Yes, it's all right as long as you are allowed by your parents.

Shinta : Hmm, speaking about parents, I have to call my father to ask his permission.

I'd love to!

Congratulations.

I'm sorry, I can't.




Will you come to my party?

Would you like to come?

Yes, it's all right

- Situation cards

	<p>Your friend wants to make a birthday party. She/he wants to invite you to come to his/her party. Please make a conversation about the topic. You should make two answers (accepting and refusing) for responding the invitation</p>		<p>Your friend wants to watch d'masiv concert. Please make a conversation about the topic. You should make two answers (accepting and refusing) for responding the invitation</p>
	<p>Your friend wants to invite you to join English Club at school. Please make a conversation about the topic. You should make two answers (accepting and refusing) for responding the invitation</p>		<p>Your friend wants invite you to go to the cinema. Please make a conversation about the topic. You should make two answers (accepting and refusing) for responding the invitation</p>

	<p>Your friend wants to invite you to accompany her/him to go to the supermarket. Please make a conversation about the topic. You should make two answers (accepting and refusing) for responding the invitation</p>		<p>Your friend wants to invite you to go to the bookstore. She/he wants to buy a dictionary. Please make a conversation about the topic. You should make two answers (accepting and refusing) for responding the invitation</p>
	<p>Your friend wants to invite you to go to Parangtritis beach. Please make a conversation about the topic. You should make two answers (accepting and refusing) for responding the invitation</p>		

Picture



F. TEACHING METHOD

PPP (Presentation, Practice, Production)

G. TEACHING LEARNING ACTIVITIES

1. Pre Activities

- Greet
 - Assalamualaikum warahmatullahi wa barakatuh.*
 - Good morning class.*
- The teacher asks students' condition
 - How are you today?*
- Leads prayers
 - Before starting our lesson today, let's have a short prayer, shall we?*
 - Thank you.*
- Check attendance
 - Who is absent today?*

2. Main Activities

Meeting 1

- **Presentation**
 - the teacher shows a picture to the students.
 - the teacher mentions the learning objectives
 - the teacher gives a dialogue and ask question related to the dialogue (dialog 2)

Meeting 2

- **Practice**
 - the teacher asks the student to complete the dialogue in pairs (dialog 1)
- **Production**
 - the teacher divides the students into group of four. Then give each group a situation card and then students are asked to perform it in front of the class.

3. Post activities

- The teacher makes conclusion about the lesson
 - So, what we have learnt today class?*
 - How do you invite someone?*

- Teacher gives feedback to the students

All right, you have learned a lot today and do some exercise well. But you should learn again how to express those expressions and how to pronounce the words.

- The teacher gives a preview of the lesson for the next meeting.

Then, for the next meeting, we will learn about asking for and giving opinions. Again, don't forget to study at home. Next meeting come to the class with something to share, OK?

- Tells students class is over

OK, because the time is almost over, I'll stop here.

- Takes leave

Wassalamualaikum warahmatullahi wa bararakatuh. See you.

H. MATERIAL SOURCES AND EQUIPMENTS

- Wardiman, Artono, Masduki B Jahur, & M. Sukirman Djusma. 2008. *English in Focus for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Priyana, Joko ,Arnys R Irjayanti, Virga Renitasari. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Pictures
- Handout
- Worksheet
- Cards

I. ASSESSMENT

- **The Form of Assessment** : Rubric
- **The Orientation of Assessment**

Students Name / No.:

Score/Aspects	Fluency	Grammar	Pronunciation	Vocabulary	Language function
3	Speak in fast rate without a lot of hesitation	Errors in grammar are quite rare, use complex structure	Errors in pronunciation are quite rare	Use rich and proper words	Function performed properly, correct target form
2	Speak in acceptable rate with rare hesitation	Errors in grammar quite rare, use simple structure	Errors in pronunciation are frequent	Use standard and proper words	Function performed properly, partially correct
1	Speak in a slow rate with a lot of hesitation	Errors in grammar frequent, use incorrect structure	Use incorrect pronunciation	Use limited and unacceptable words	Function performed not properly, incorrect

Bantul, Oktober 2013

Acknowledge by

English Teacher

Researcher

Esti Purnomosari, S.Pd

Fajriatun Nur Afiyah

LESSON PLAN **(Meeting 3)**

School	: SMP N 2 Jetis
Subject	: English
Class/Semester	: VIII / 1
Time allocation	: 1 meeting (2x40 minutes)
Aspect/Skill	: Speaking

A. STANDARD OF COMPETENCE

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

B. BASIC COMPETENCY

- 3.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat

C. OBJECTIVES

At the end of the course, students are expected to be able to ask for opinion and give response to the expression of asking for opinion.

D. INDICATORS

1. Students are able to identify the key vocabulary.
2. Students are able to pronounce the key vocabulary.
3. Students are able to identify the expressions of asking for and giving opinion.
4. Students are able to identify the meaning of the expressions of asking for and giving opinion.
5. Students are able to use the expressions of asking for and giving opinion.

6. Students are able to perform the expressions of asking for and giving opinion.

E. LEARNING MATERIALS

• Pictures



• Expressions of asking for opinion

- What's your opinion of...?
- What do you think about that?
- What do you feel about the...?
- Do you think...?

• Expressions of giving opinion

- In my opinion, ...
- I think ...
- From my point of view....

Dialog 1

Mrs. Susan : What's your opinion about Agnes Monica?

Tom : In my opinion, she is beautiful Ma'am

Mrs. Susan : Very good. How about you Lisa?

Lisa : Well, I think she's a good singer.

Mrs. Susan : Good. Anybody has another opinion?

Doni : Yes, I have. I think she is smart.

.

Word puzzle (attached)

Situation cards (attached)

F. TEACHING METHOD

PPP (Presentation, Practice, Production)

G. TEACHING LEARNING ACTIVITIES

1. Pre Activities

- Greet
 - Assalamualaikum warahmatullahi wa barakatuh.*
 - Good morning class.*
- The teacher asks students' condition
 - How are you today?*
- Leads prayers
 - Before starting our lesson today, let's have a short prayer, shall we?*
 - Thank you.*
- Check attendance
 - Who is absent today?*

2. Main Activities

- **Presentation**
 - the teacher shows a picture to the students.
 - the teacher mentions the learning objectives
 - the teacher gives a dialogue and ask question related to the dialogue (dialogue 1)
- **Practice**
 - the teacher asks the students to make a group of four, doing the task.
- **Production**
 - the students are asked to work in group of four to make a dialogue based on the situation cards given.

3. Post activities

- The teacher makes conclusion about the lesson
So, what we have learnt today class?
- Teacher gives feedback to the students
All right, you have learned a lot today and do some exercise well. But you should learn again how to express those expressions and how to pronounce the words.
- The teacher gives a preview of the lesson for the next meeting.
Then, for the next meeting, we will learn about asking for and giving help. Again, don't forget to study at home. Next meeting come to the class with something to share, OK?
- Tells students class is over
OK, because the time is almost over, I'll stop here.
- Takes leave
Wassalamualaikum warahmatullahi wa bararakatuh. See you.

H. MATERIAL SOURCES AND EQUIPMENTS

- Wardiman, Artono, Masduki B Jahur, & M. Sukirman Djusma. 2008. *English in Focus for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Utami Widiati,dkk. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Pictures
- Handout
- Worksheet

I. ASSESSMENT

- **The Form of Assessment** : Rubric
- **The Orientation of Assessment**

Students Name / No.:

Score/Aspects	Fluency	Grammar	Pronunciation	Vocabulary	Language function
3	Speak in fast rate without a lot of hesitation	Errors in grammar are quite rare, use complex structure	Errors in pronunciation are quite rare	Use rich and proper words	Function performed properly , correct target form
2	Speak in acceptable rate with rare hesitation	Errors in grammar quite rare, use simple structure	Errors in pronunciation are frequent	Use standard and proper words	Function performed properly, partially correct
1	Speak in a slow rate with a lot of hesitation	Errors in grammar frequent, use incorrect structure	Use incorrect pronunciation	Use limited and unacceptable words	Function performed not properly, incorrect

Bantul, Oktober 2013

Acknowledge by

English Teacher

Researcher

Esti Purnomosari, S.Pd

Fajriatun Nur Afiah

Lampiran

Situation cards

	<ul style="list-style-type: none"> -beautiful -a good singer -smart 		<ul style="list-style-type: none"> - Beautiful - A good singer - A good actress
	<ul style="list-style-type: none"> -handsome -a good singer -smart 		<ul style="list-style-type: none"> -a good comedian -famous -funny
	<ul style="list-style-type: none"> -funny -beautiful -famous 		<ul style="list-style-type: none"> -beautiful -a good singer -rich
	<ul style="list-style-type: none"> -handsome -a good actor -smart 		

WORD SEARCH PUZZLE

In group of four, circle some words and a punctuation mark related to ask for and giving opinion in the word search below vertically or horizontally.

A	W	H	A	T	G	S	K	L	M
B	C	D	Y	X	F	G	H	I	J
O	N	O	O	P	N	N	X	M	N
U	D	R	U	S	T	H	I	N	K
T	H	A	R	V	G	M	K	L	N
B	A	D	A	H	M	A	D	N	M
?	N	F	M	C	F	F	O	L	K
B	I	H	K	M	R	V	M	G	Y

A	W	I	M	T	H	S	K	L	M
G	C	D	Y	X	F	G	H	I	J
S	N	P	X	I	G	N	I	X	N
I	Q	R	U	S	T	H	I	N	K
N	N	A	R	V	G	M	K	L	N
G	N	D	A	N	H	E	L	N	K
E	G	O	O	D	F	F	O	L	K
R	N	H	K	C	R	E	M	D	Y

A	W	H	A	T	'	S	K	L	M
B	C	D	Y	X	F	G	H	I	J
O	N	P	O	P	I	N	I	O	N
U	Q	R	U	S	T	V	C	X	B
T	N	A	R	V	G	M	K	L	N
B	N	D	A	N	G	E	L	N	?
B	G	F	M	C	F	F	O	L	K
B	N	H	K	A	R	A	M	O	Y

A	W	H	G	T	K	S	K	L	M
B	I	D	Y	X	F	G	H	I	J
V	N	P	O	P	I	N	I	O	N
U	Q	R	S	S	S	V	C	X	B
T	N	A	H	V	G	M	Y	L	N
B	N	D	E	N	G	E	L	N	N
B	G	F	M	H	F	F	O	L	K
B	E	A	U	T	I	F	U	L	Y

LESSON PLAN **(Meeting 4&5)**

School	: SMP N 2 Jetis
Subject	: English
Class/Semester	: VIII / 1
Time allocation	: 2 meeting (3x40 minutes)
Aspect/Skill	: Speaking

A. STANDARD OF COMPETENCE

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

B. BASIC COMPETENCY

- 3.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat

C. OBJECTIVES

At the end of the course, students are expected to be able to ask for help and give response to the expression of asking for help.

D. INDICATORS

1. Students are able to identify the key vocabulary.
2. Students are able to pronounce the key vocabulary.
3. Students are able to identify the expressions of asking for, giving and rejecting help.
4. Students are able to identify the meaning of the expressions of asking for, giving and rejecting help.

5. Students are able to use the expressions of asking for, giving and rejecting help.
6. Students are able to perform the expressions of asking for, giving and rejecting help.

E. LEARNING MATERIALS

a. Expressions of asking for help

- Can you help me, ...?
- Please, help me.
- Can you do me a favour, please?
- Would you like to ...?

b. Expressions of giving help

- Let me give you a hand.
- Here, I'll do it for you.
- May I help you with ..., Sir/Ma'am?
- Sure.
- Okay.
- All right.

c. Expressions of rejecting help

- No, it's not necessary.
- Thank you for offering, but
- No, thank you.
- Sorry, I can't.

Dialogue 1

Nina : Niko, can you do me a favour, please?

Niko : Of course, what can I do for you?

Nina : Would you be so kind as to take care of my cat? I'm going to Bogor tomorrow to visit my uncle, he is sick. I'll be there for about two days.

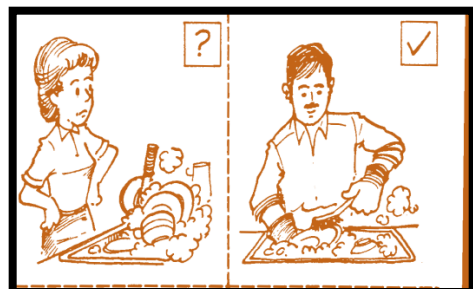
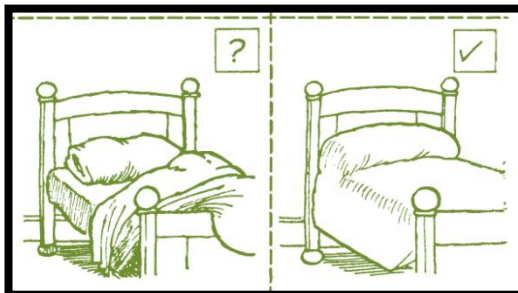
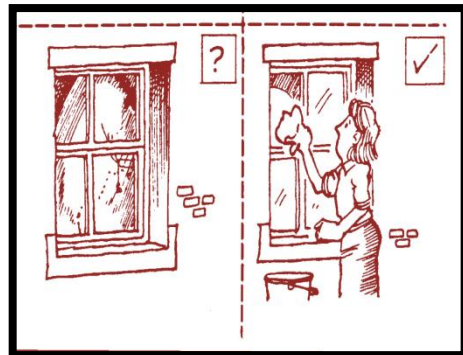
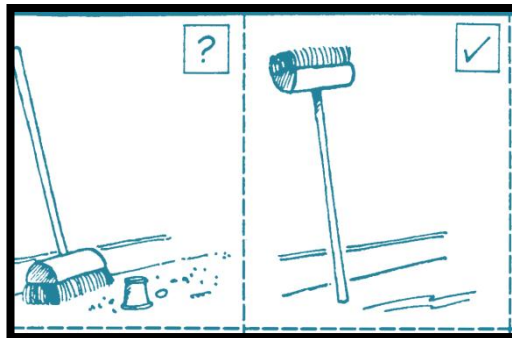
Niko : I'd be very happy to take care of your cat. I love cats.

Nina : Great. Thanks.

Niko : Should I bathe it?

Nina : No, it's not necessary

Pictures



Task 1 (attached)

Task 2 (attached)

Task 3 (attached)

F. TEACHING METHOD

PPP (Presentation, Practice, Production)

G. TEACHING LEARNING ACTIVITIES

1. Pre Activities

- Greet

Assalamualaikum warahmatullahi wa barakatuh.

Good morning class.

- The teacher asks students' condition

How are you today?

- Leads prayers

Before starting our lesson today, let's have a short prayer, shall we?

Thank you.

- Check attendance

Who is absent today?

2. Main Activities

Meeting 1

- **Presentation**

- the teacher mentions the learning objectives

-the teacher shows some pictures

-the students make expressions of asking for help based on the pictures

Meeting 2

- the teacher gives a dialogue and ask question related to the dialogue (dialogue 1)

- **Practice**

- the teacher asks the student to complete the dialogue in pairs (task 1)

-the teacher asks the students to make groups of four, matching pictures. (task 2)

- **Production**

-The students are asked to make groups of four

-the students are asked to make a dialogue based on the pictures given (task 3)

3. Post activities

- The teacher makes conclusion about the lesson

So, what we have learnt today class?

- Teacher gives feedback to the students

All right, you have learned a lot today and do some exercise well. But you should learn again how to express those expressions and how to pronounce the words.

- The teacher gives a preview of the lesson for the next meeting.
Then, for the next meeting, we will learn about asking for and giving items. Again, don't forget to study at home. Next meeting come to the class with something to share, OK?
- Tells students class is over
OK, because the time is almost over, I'll stop here.
- Takes leave
Wassalamualaikum warahmatullahi wa bararakatuh. See you.

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- Priyana, Joko ,Arnys R Irjayanti, Virga Renitasari. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Handout
- Worksheet
- Cards

I. ASSESSMENT

- **The Form of Assessment :** Rubric
- **The Orientation of Assessment**

Students Name / No.:

Score/Aspects	Fluency	Grammar	Pronunciation	Vocabulary	Language function
3	Speak in fast rate without a lot of hesitation	Errors in grammar are quite rare, use complex structure	Errors in pronunciation are quite rare	Use rich and proper words	Function performed properly, correct target form
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Bantul, Oktober 2013

Acknowledge by

English Teacher

Esti Purnomosari, S.Pd

Researcher

Fajriatun Nur Afiah

Lampiran

Task 1

1. You ask someone to water the flower.

A :

B : That's OK

2. You want Anton to move the table.

You :

Anton : I'm sorry. It's very funny.

3. You ask Riana to help you.

You :

Riana : All right.

4. You see your sister with 2 kilograms of apples so you want to help her.

A :

B : Certainly.

5. Your mother is very tired. You want to help her to finish her housework but she rejects it.

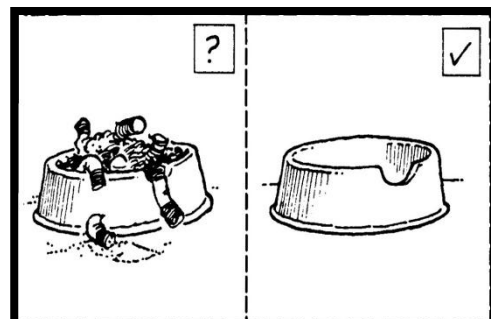
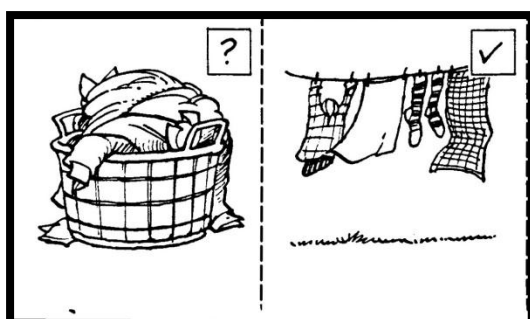
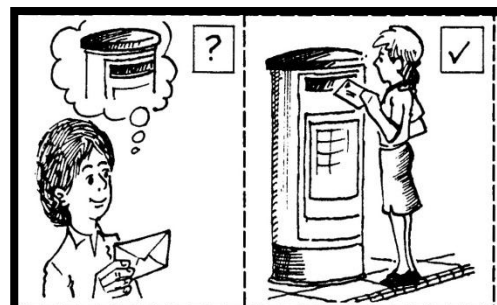
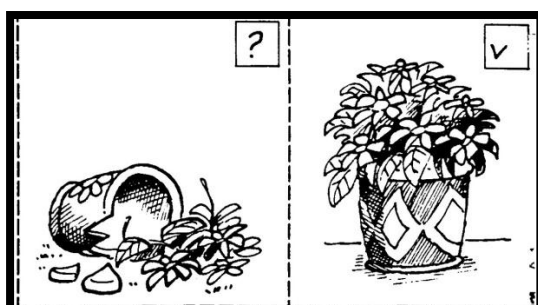
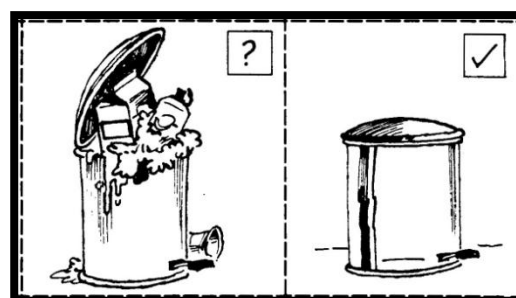
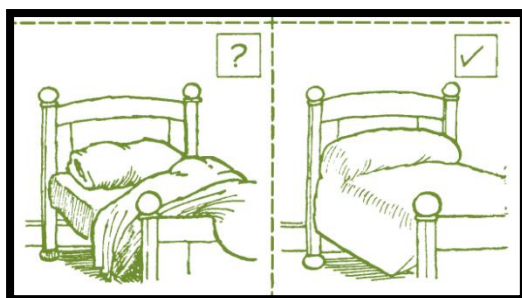
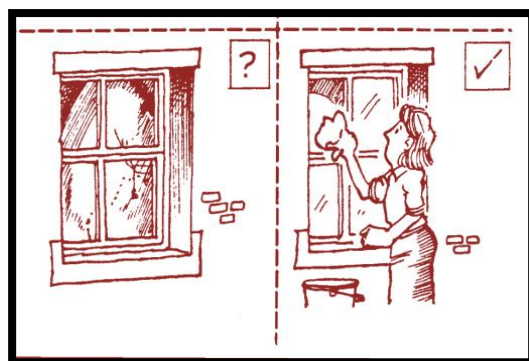
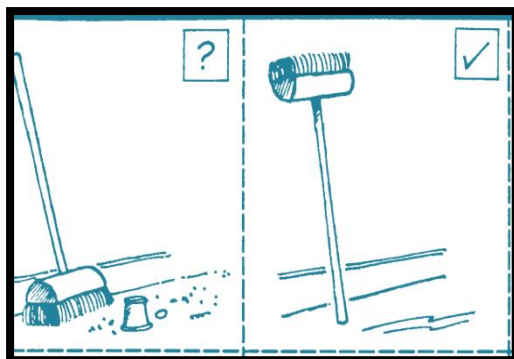
A :

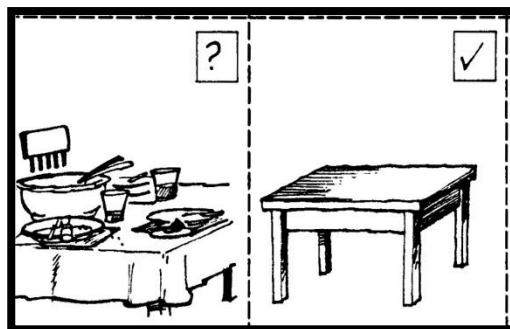
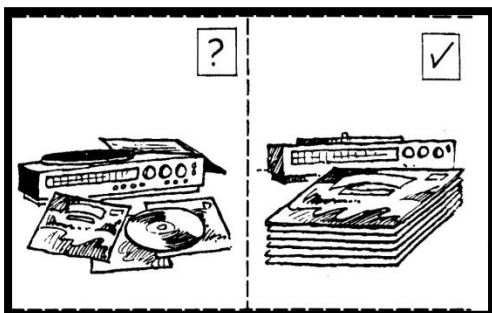
B :

Task 2

Matching Pictures

- Pictures





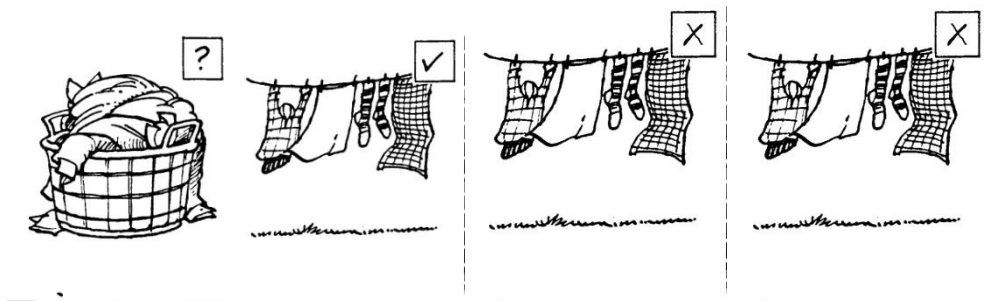
- Expressions

Could you help me sweep the floor?
Could you help me tidy the bed?
Could you help me dry-clean the clothes?
Could you help me clean the window?
Could you help me post the letter?
Could you help me empty the ashtray?
Could you help me tidy the CD player?
Could you help me clear the table?
Could you help me empty the garbage?
Could you help me fix the vase?

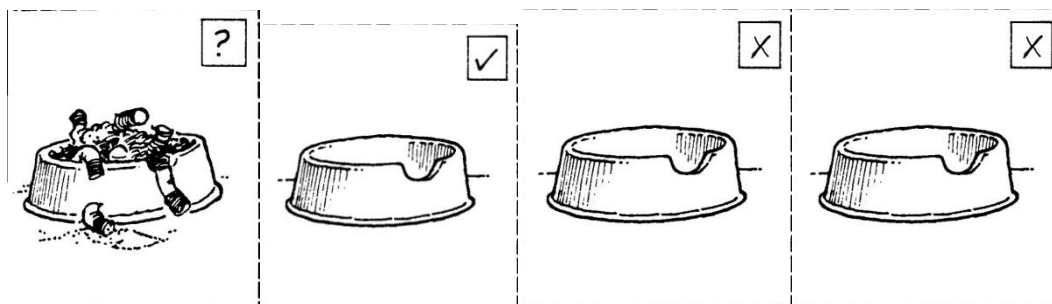
Task 3

Role-play cards

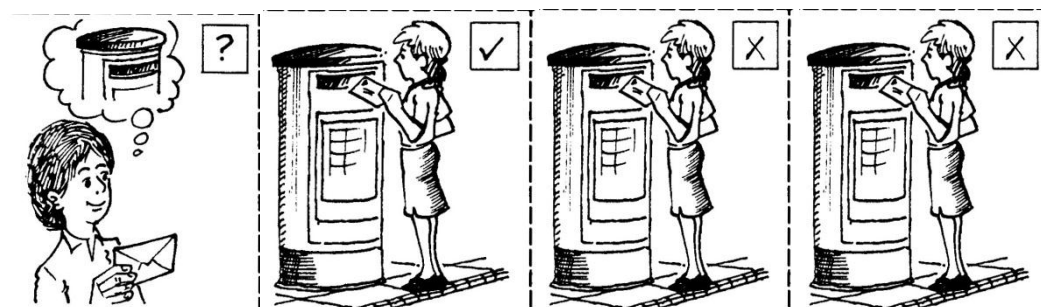
1.



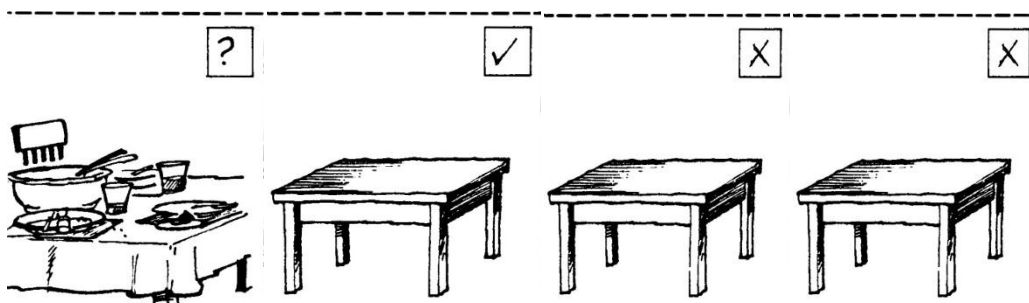
2. Jj



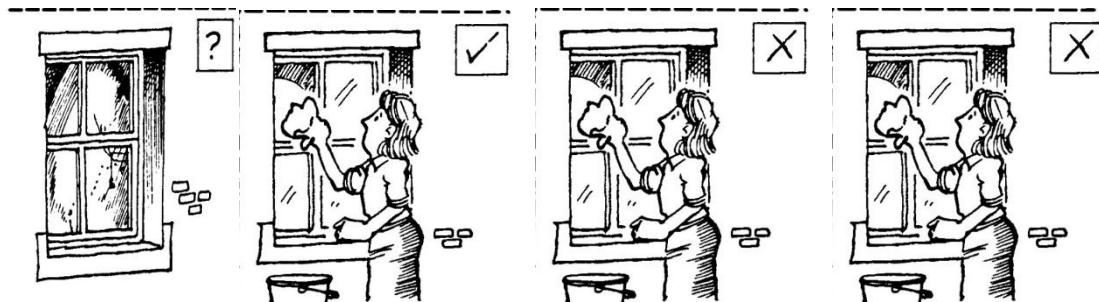
3. Jjj



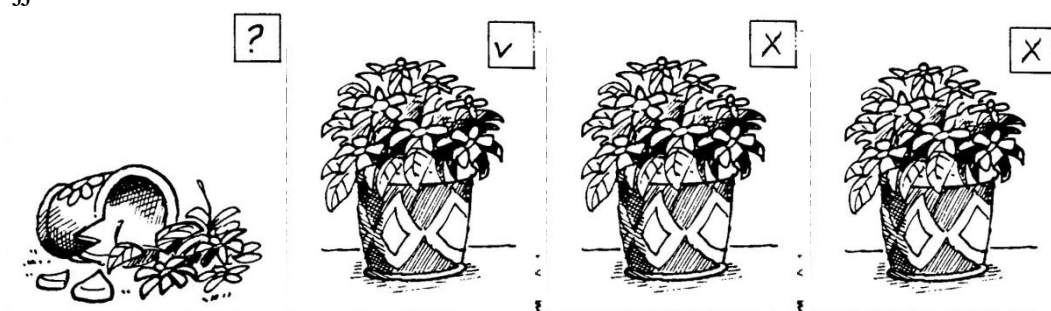
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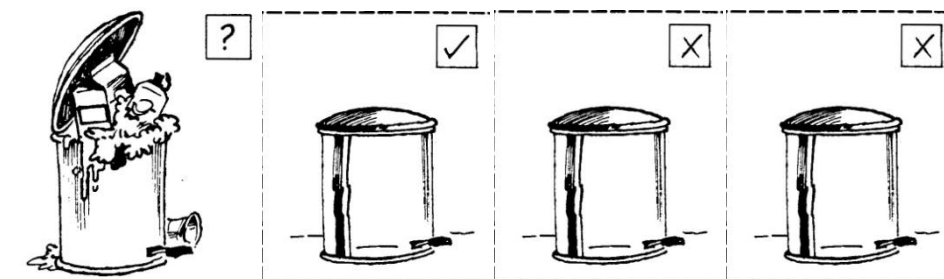
5. Jj



6. Jj



7. Jj



LESSON PLAN **(Meeting 6)**

School	: SMP N 2 Jetis
Subject	: English
Class/Semester	: VIII / 1
Time allocation	: 1 meeting (2x40 minutes)
Aspect/Skill	: Speaking

A. STANDARD OF COMPETENCE

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

B. BASIC COMPETENCY

- 3.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat

C. OBJECTIVES

At the end of the course, the students are expected to be able to ask for items and give response to the expression of asking for items.

D. INDICATORS

1. Students are able to identify the key vocabulary.
2. Students are able to pronounce the key vocabulary.
3. Students are able to identify the expressions of asking for, giving and rejecting items.
4. Students are able to identify the meaning of the expressions of asking for, giving and rejecting items.

5. Students are able to use the expressions of asking for, giving and rejecting items.
6. Students are able to perform the expressions of asking for, giving and rejecting items.

E. LEARNING MATERIALS

- **Expression of asking for items**

- Can I have ...?
- Can you give me ...?
- May I have ...?

- **Expression of giving items**

- Yes, of course.
- Sure, here you are.
- Ok. Here it is.
- I'd like to give you...
- Please accept....

- **Expression of rejecting items**

- No, thank you.
- Not for me, thanks.
- Not this time, thanks

- **Restaurant game (pictures attached)**

Students work in groups of four. There will be seven groups; called waiter A, B, C, D, E, F, G. Teacher will give each group two different picture cards. One picture is for asking for item (?) and one picture is for giving item (v). Each group has to find the same picture (?) in the other groups to win the game by asking the other group using expressions of asking for items. Each group has to take turn in asking each other. They are free to choose which group they will ask. The group that is asked and have the same picture (v) have to say “sure, here you are”, but if they don't have it, they have to say “sorry, we don't have it.” The game continue until the all groups find the same picture they have.

- **Situation**

In groups of four, imagine that three of you are customers of the fast food restaurant, one of you as a waiter/waitress. Exchange items by using expressions of asking for, giving and rejecting items in the fast food restaurant.

F. TEACHING METHOD

PPP (Presentation, Practice, Production)

G. TEACHING LEARNING ACTIVITIES

1. Pre Activities

- Greets
Assalamualaikum warahmatullahi wa barakatuh.
Good morning class.
- The teacher asks students' condition
How are you today?
- Leads prayers
Before starting our lesson today, let's have a short prayer, shall we?
Thank you.
- Check attendance
Who is absent today?

2. Main Activities

- **Presentation**
 - the teacher mentions the learning objectives
 - the teacher shows some pictures
- **Practice**
 - the teacher asks the students work in groups of four. Plays "restaurant game."

- **Production**

- The students are asked to work in groups of four and make a role-play based on the situation given.

3. Post activities

- The teacher makes conclusion about the lesson
So, what we have learnt today class?
- Teacher gives feedback to the students
All right, you have learned a lot today and do some exercise well. But you should learn again how to express those expressions and how to pronounce the words.
- Tells students class is over
OK, because the time is almost over, I'll stop here.
- Takes leave
Wassalamualaikum warahmatullahi wa bararakatuh. See you.

H. MATERIAL SOURCES AND EQUIPMENTS

- Wardiman, Artono, Masduki B Jahur, & M. Sukirman Djusma. 2008.
English in Focus for Grade VIII Junior High School (SMP/MTs).
Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Handout
- Worksheet
- Cards

I. ASSESSMENT

- **The Form of Assessment** : Rubric
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Students Name / No.:

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Bantul, Oktober 2013

Acknowledge by

English Teacher

Researcher

Esti Purnomosari, S.Pd

NIP.197805172008012006

Fajriatun Nur Afiah

NIM.08202241052

Lampiran

- Pictures



APPENDIX D

COURSE GRID

**COURSE GRID OF SPEAKING TEACHING AND LEARNING PROCESS FOR THE EIGHTH GRADE STUDENTS OF SMP N 2
JETIS IN THE ACADEMIC YEAR 2013/2014**

Meetings/ Cycle	Standard of competence	Basic competence	Indicators	Topic	Teaching and learning material	Time	Teaching and learning activities	Source and Media
1&2/1	3.Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar	3.2 Memahami dan merespon percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat	Students are able to: -use the expression of inviting based on the topic given correctly -give response to the expression of inviting correctly	Invitation Inviting someone, accepting and declining an invitation	Inviting someone 'Would you like to', 'Could you come to', Accepting 'Yes, certainly I will come.' 'That would be nice.' Declining an invitation	3x40'	Main Activities <ul style="list-style-type: none"> • Presentation <ul style="list-style-type: none"> -the teacher shows a picture to the students. -the teacher mentions the learning objectives - the teacher gives a dialogue and ask question related to the dialogue (dialogue 2) • Practice <ul style="list-style-type: none"> -the teacher asks the student to complete 	-Pictures -work sheet -cards

		akurat, lancar, dan diterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat	correctly -response to the expression of asking for opinion correctly		about....? Giving opinion 'I think...' 'in my opinion...' Declining opinion 'I don't think so.'		objectives - the teacher gives a dialogue and ask question related to the dialogue (dialogue 1) • Practice -the teacher asks the students to make a group of four, doing the task. • Production -the students are asked to work in group of four to make a dialogue based on the situation cards given.	
4&5/2	3.Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan	3.1Mengungkapkan makna dalam percakapan transaksional (to get things done)	At the end of the lesson, students are	Asking for, giving and rejecting	-asking for help 'can you	3x40'	Main Activities Meeting 1 • Presentation	Pictures -work sheet

	pendek sederhana untuk berinteraksi dengan lingkungan sekitar	<p>dan interpersonal (bersosialisasi)</p> <p>sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur:</p> <p>meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat</p>	<p>able to :</p> <p>-ask for helps based on the topic given correctly</p> <p>-give response to the expression of asking for help correctly</p>	<p>help</p>	<p>help me?’</p> <p>-responses</p> <p>‘of course.’</p> <p>‘what can I do for you?’</p> <p>Offering help</p> <p>‘may I help you?’</p> <p>Rejecting help</p> <p>‘no, thanks.’</p> <p>‘that is very kind of you, but.....</p>		<p>- the teacher mentions the learning objectives</p> <p>-the teacher shows some pictures</p> <p>-the students make expressions of asking for help based on the pictures</p> <p>Meeting 2</p> <p>- the teacher gives a dialogue and ask question related to the dialogue (dialogue 1)</p> <p>• Practice</p> <p>- the teacher asks the student to complete the dialogue in pairs (task 1)</p> <p>-the teacher asks the</p>	-cards
--	---	---	--	-------------	--	--	---	--------

6/2	3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar	3.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan	At the end of the lesson, students are able to: -ask for items based on the topic given	Asking for, giving and rejecting items	Asking for items 'can I have...?' 'may I have...?' Giving items	2x40'	<p>students to make groups of four, matching pictures.</p> <ul style="list-style-type: none"> Production <p>-The students are asked to make groups of four</p> <p>-the students are asked to make a dialogue based on the pictures given</p>	<p>-Pictures</p> <p>-work sheet</p> <p>-cards</p>
-----	---	---	--	--	--	-------	--	---

		berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat	correctly -give response to the expression of asking for items correctly		<p>'Sure. Here you are. Rejecting items 'No thanks.' Asking for items 'can I have...? 'may I have...? Giving items 'Sure. Here you are. Rejecting items 'No thanks.'</p>		<p>-the teacher asks the students work in groups of four. Playing "restaurant game."</p> <ul style="list-style-type: none"> Production <p>-The students are asked to work in groups of four and make a role-play based on the situation given.</p>	
--	--	--	---	--	--	--	--	--

APPENDIX E
INTERVIEW GUIDELINES

INTERVIEW GUIDELINES

A. Before Implementation

1. For the English Teacher

- a. Bagaimana proses kegiatan belajar mengajar bahasa inggris (berbicara) di kelas ibu?
- b. Bagaimana kemampuan berbicara siswa?
- c. Bagaimana penyampaian materi dan penggunaan media untuk pembelajaran bahasa inggris?Media apa saja yang digunakan?
- d. Kesulitan siswa apa saja?
- e. Sumber belajar dari mana saja?

2. For the Students

- a. Kalian suka tidak dengan pelajaran bahasa inggris?
- b. Bahasa inggris susah tidak?
- c. Bagaimana pelajaran bahasa inggris di kelas?
- d. Kesulitan yang dihadapi apa saja?
- e. Kalau speaking, aktivitas apa saja yang biasanya dilakukan?
- f. Sumber belajar apa saja?
- g. Apa yang kamu lakukan jika mengalami kesulitan?

B. After Implementation

1. For the English Teacher

- a. Bagaimana penerapan *action* yang peneliti lakukan?
- b. Apakah group work meningkatkan kemampuan berbicara siswa?
- c. Bagaimana pronunciation, kosakata, motivasi, confidence siswa?
- d. Aspek apa saja yang perlu diperbaiki?

2. For the Students

- a. Apa kamu suka dengan Group Work?

- b. Apa kegiatan hari ini membantu meningkatkan kosakata, pronunciation, motivasi, confidence kalian?
- c. Apa kesulitannya?

APPENDIX F
OBSERVATION SHEETS

OBSERVATION CHECKLIST TEACHING AND LEARNING ACTIVITIES

Date : Class :
Time : Observer :

NO.	TEACHER'S ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1.	The teachers greets the students			
2.	The teacher leads a prayer			
3.	The teacher checks the students' attendance			
4.	The teacher outlines the lesson			
5.	The teacher explain the goal of the lesson			
	B. While-teaching			
	Presentation			
6.	The teacher introduces the topic			
7.	The teacher introduces new words			
8.	The teacher introduces the language function and the context			
9.	The teacher gives example of the language function			
10.	The teacher checks the students understanding			
	Practice			
11.	The teacher provides context for students to practice			
12.	The teacher corrects the students mistake			
13.	The teacher gives sufficient time to practice			
	Production			
14.	The teacher divides the students into group			
15.	The teacher gives enough time to the students to arrange their seat			
16.	The teacher monitors the students during the activities			
	C. Post-teaching			
17.	The teacher summarizes the lesson			
18.	The teacher says goodbye			

NO.	STUDENTS' ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1.	The students respond to the greeting			
2.	The students say a prayer			
3.	The students pay attention to the teacher			
	B. While-teaching			
	Presentation			
4.	The students are ready to learn			
5.	The students pay attention to the explanation			
6.	The students are interested to the explanation			
7.	The students understand the teacher's explanation			
	Practice			
8.	The students do the activities provided by the teacher			
9.	The students practice the language function with their friends			
10.	The students ask question when they do not understand			
	Production			
11.	The students do the group work activities			
12.	The students speak English during the activities			
13.	All of the students are involved in the activities			
	C. Post-teaching			
14.	The students reflect the learning			

Observer's signature

OBSERVATION SHEET

TEACHING AND LEARNING ACTIVITIES

Date : Class :
Time : Observer :

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice. There are no margins, text, or other markings on the page.

APPENDIX G

SPEAKING TEST

ACTIVITY FOR PRE-TEST

Situation:

1. Your friend invites you to come to his/her house to do homework together.
2. It is late in the evening, your friend asks you to come to his/her house for a drink.
3. You are invited by your new friend to watch a football match at the football stadium. Your favorite team is going to play.
4. A new orchestra is going to perform tonight. Your father asks you to accompany him and your mother, but you have a test tomorrow.
5. Your father is having dinner in the dining room. He asks you to come with him. But you've already eaten your dinner.

Work in pairs. Make a dialogue by using expressions of inviting, accepting and denying an invitation by choosing one of those situations. Then practice it with your partner in front of the class.

ACTIVITY FOR POST-TEST

Situation:

1. You are in the classroom. One of your friends asks you to help him/her to clean the window. The two of you are willing to help. But one of you cannot help because you are busy sweeping the floor. (Use the expression of asking for, giving and rejecting help)
2. You are in the one of your friends' house talking about Nikita Willy/ Agnes Monica/ (up to you). (Use the expression of asking for and giving opinion).
3. The three of you are in the classroom. One of your friends is bringing some candies from the canteen. The three of you want to ask one. (Use the expression of asking for and giving something/items).

APPENDIX H
STUDENTS' SPEAKING SCORE

STUDENTS' SCORE (PRE-TEST)

NO.	NAME	F	G	P	V	LF	SCORE
1.	Ade Catur Pamungkas	-	-	-	-	-	-
2.	Adithya Guntur Wicaksana	2	2	2	2	2	10
3.	Angela Mellania	1	1	1	1	2	6
4.	Bima Akbar Marcellino	1	1	1	2	1	6
5.	Defi Lintang Puspa D.	1	1	1	1	2	6
6.	Dewi Sari Nastiti	1	1	1	2	1	6
7.	Ekawati Putri Novianti	1	2	2	2	2	9
8.	Eliza Aliya Kintan Sekartaji N.	2	2	2	2	2	10
9.	Eter Rosa Ayu	1	1	1	2	1	6
10.	Fikri Haikal	2	2	2	2	2	10
11.	Fitri Nurhayati	2	2	2	2	2	10
12.	Ganda Megantara	2	2	1	2	2	9
13.	Hafiz Nur Rosyid	1	2	1	2	2	8
14.	Luthfi Aulia	2	2	2	2	2	10
15.	Mia Agustina	1	1	1	2	2	7
16.	Muhammad Choirul Hikam	2	2	2	2	2	10
17.	Muhammad Logis Salam	1	2	2	2	2	9
18.	Muhammad Wijaya Prastya	1	2	1	2	2	8
19.	Nunu Abdilah	2	2	2	2	2	10
20.	Nur Salim	2	2	2	2	2	10
21.	Pinkia Ade Savira	2	1	1	2	2	8
22.	Poppy Widyastuti	1	1	1	2	2	7
23.	Puji Rahayu	1	1	1	1	2	6
24.	Riska Kameswara Putra	2	2	2	2	2	10
25.	Riski Septianto	1	1	1	1	2	6
26.	Vika Arya Prasetya	1	2	1	2	1	7
27.	Wahyu Aji Dicky Septian	1	1	1	1	2	6
28.	Wisnu Candra Hidayat	2	2	1	2	2	9
Mean score							8.19

The scoring rubric

No.	Range	Fluency	Grammar	Pronunciation	Vocabulary	Language Function
1.	Good (3)					
2.	Fair (2)					
3.	Poor (1)					

Total score = fluency+grammar+pronunciation+vocabulary+language function

STUDENTS' SCORE (POST-TEST)

NO.	NAME	F	G	P	V	LF	SCORE
1.	Ade Catur Pamungkas	-	-	-	-	-	-
2.	Adithya Guntur Wicaksana	3	3	3	3	3	15
3.	Angela Mellania	3	3	3	3	3	15
4.	Bima Akbar Marcellino	-	-	-	-	-	-
5.	Defi Lintang Puspa D.	2	2	3	3	2	12
6.	Dewi Sari Nastiti	2	2	3	3	2	12
7.	Ekawati Putri Novianti	3	3	3	3	3	15
8.	Eliza Aliya Kintan Sekartaji N.	3	3	3	3	3	15
9.	Eter Rosa Ayu	2	2	3	3	2	12
10.	Fikri Haikal	3	3	3	3	3	15
11.	Fitri Nurhayati	3	3	3	3	3	15
12.	Ganda Megantara	2	3	2	3	3	13
13.	Hafiz Nur Rosyid	2	3	3	3	3	14
14.	Luthfi Aulia	3	3	3	3	3	15
15.	Mia Agustina	3	3	3	3	3	15
16.	Muhammad Choirul Hikam	2	3	2	3	3	13
17.	Muhammad Logis Salam	3	3	3	3	3	15
18.	Muhammad Wijaya Prastya	3	3	3	3	3	15
19.	Nunu Abdilah	2	3	2	3	3	13
20.	Nur Salim	2	3	2	3	3	13
21.	Pinkia Ade Savira	3	3	3	3	3	15
22.	Poppy Widyastuti	2	2	2	2	3	11
23.	Puji Rahayu	2	2	3	3	2	12
24.	Riska Kameswara Putra	3	3	3	3	3	15
25.	Riski Septianto	3	3	3	3	3	15
26.	Vika Arya Prasetya	3	3	3	3	3	15
27.	Wahyu Aji Dicky Septian	2	2	2	2	2	10
28.	Wisnu Candra Hidayat	3	3	3	3	3	15
Mean score							13.84

The scoring rubric

No.	Range	Fluency	Grammar	Pronunciation	Vocabulary	Language Function
1.	Good (3)					
2.	Fair (2)					
3.	Poor (1)					

Total score = fluency+grammar+pronunciation+vocabulary+language function

APPENDIX I
ATTENDANCE LIST

STUDENT ATTENDANCE LIST OF CLASS VIII D

NO.	NAME	MEETING							
		Pretest	Cycle 1			Cycle 2			Posttest
			I	II	III	I	II	III	
1.	Ade Catur Pamungkas	-	-	-	-	-	-	-	-
2.	Adithya Guntur Wicaksana	✓	✓	✓	✓	✓	✓	✓	✓
3.	Angela Mellania	✓	✓	✓	✓	✓	✓	✓	✓
4.	Bima Akbar Marcellino	✓	-	-	✓	-	✓	✓	-
5.	Defi Lintang Puspa D.	✓	✓	✓	✓	✓	✓	✓	✓
6.	Dewi Sari Nastiti	✓	✓	✓	✓	✓	✓	✓	✓
7.	Ekawati Putri Novianti	✓	✓	✓	✓	✓	✓	✓	✓
8.	Eliza Aliya Kintan Sekartaji N.	✓	✓	✓	✓	✓	✓	✓	✓
9.	Eter Rosa Ayu	✓	✓	✓	✓	✓	✓	✓	✓
10.	Fikri Haikal	✓	✓	✓	✓	✓	✓	✓	✓
11.	Fitri Nurhayati	✓	✓	✓	✓	✓	✓	✓	✓
12.	Ganda Megantara	✓	✓	✓	✓	✓	✓	✓	✓
13.	Hafiz Nur Rosyid	✓	✓	✓	✓	✓	✓	✓	✓
14.	Luthfi Aulia	✓	✓	✓	✓	✓	✓	✓	✓
15.	Mia Agustina	✓	✓	✓	✓	✓	✓	✓	✓
16.	Muhammad Choirul Hikam	✓	✓	✓	✓	✓	✓	✓	✓
17.	Muhammad Logis Salam	✓	✓	✓	✓	✓	✓	✓	✓
18.	Muhammad Wijaya Prastya	✓	✓	✓	✓	✓	✓	✓	✓
19.	Nunu Abdilah	✓	✓	✓	✓	✓	✓	✓	✓
20.	Nur Salim	✓	✓	✓	✓	✓	✓	✓	✓
21.	Pinkia Ade Savira	✓	✓	✓	-	✓	✓	✓	✓
22.	Poppy Widyastuti	✓	✓	✓	✓	✓	-	✓	✓
23.	Puji Rahayu	✓	✓	✓	✓	✓	✓	✓	✓
24.	Riska Kameswara Putra	✓	✓	✓	✓	✓	✓	✓	✓
25.	Riski Septianto	✓	✓	✓	✓	✓	✓	✓	✓
26.	Vika Arya Prasetya	✓	✓	✓	✓	✓	✓	✓	✓
27.	Wahyu Aji Dicky Septian	✓	✓	✓	✓	✓	✓	✓	✓
28.	Wisnu Candra Hidayat	✓	✓	✓	✓	✓	✓	✓	✓

APPENDIX J

PHOTOGRAPHS



1. The researcher is observing the students during the group work activity



2. The students are studying with the handout.



3. The students are performing their dialogue



4. The students are working in groups.

APPENDIX K

LETTERS



UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

170

FRM/FBS/33-01
10 Jan 2011

Nomor : 0836/UN.34.12/DT/IX/2013
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

10 September 2013

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

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 STUDENTS SPEAKING SKILLS OF THE EIGHTH GRADE STUDENTS OF SMP N 2 JETIS
THROUGH GROUP WORK IN THE ACADEMIC YEAR OF 2013/2014***

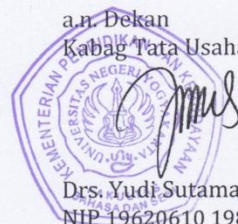
Mahasiswa dimaksud adalah :

Nama : FAJRIATUN NUR AFIYAH
NIM : 08202241052
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : September – Oktober 2013
Lokasi Penelitian : SMP N 2 Jetis

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kabag Tata Usaha FBS,



Drs. Yudi Sutama, M.Pd.
NIP 19620610 198601 1 001



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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171

FRM/FBS/33.01
10 Jan 2011

Nomor : 0163d/UN.34.12/DT/II/2013
Lampiran : -
Hal : Permohonan Izin Observasi

12 Februari 2013

Kepada Yth.
Kepala SMP Negeri 2 Jetis

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Observasi** untuk memperoleh data awal guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABBS), dengan judul :

Improving the Students English Speaking Skills by Using Group Work for the Eight Grade Student of SMP Negeri 2 Jetis

Mahasiswa dimaksud adalah :

Nama : FAJRIATUN NUR AFYAH
NIM : 08202241052
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Februari 2013
Lokasi Observasi : SMP Negeri 2 Jetis

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kantor Pendidikan FBS,

Indun Prabono Otami, S.E.
NIP.19670704 199312 2 001