

**IMPROVING THE TEACHING OF ENGLISH SPEAKING IN A LARGE CLASS
THROUGH COOPERATIVE LEARNING AT GRADE 5B OF SD NEGERI 3
IMOGIRI BANTUL, YOGYAKARTA**

A THESIS

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



By

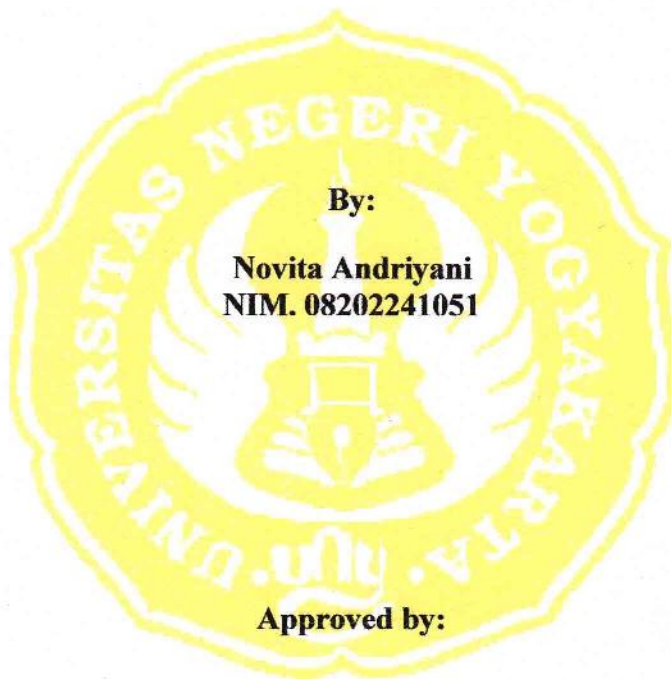
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YOGYAKARTA
2013**

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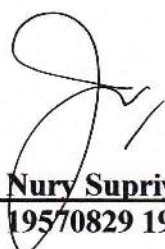
**IMPROVING THE TEACHING OF ENGLISH SPEAKING IN A LARGE
CLASS THROUGH COOPERATIVE LEARNING AT GRADE 5B OF SD
NEGERI 3 IMOGIRI BANTUL, YOGYAKARTA**

A THESIS



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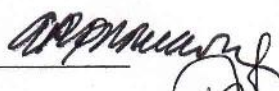

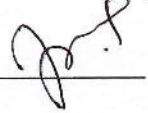

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 16 Juni 2013

Penulis,



Novita Andriyani

DEDICATIONS

This thesis is dedicated to my dearly beloved mom, dad, brother and sister. Thanks for the sincere love you all always give to me.

MOTTOS

"Well done is better than well said."

- Benjamin Franklin (1706-1790)

"I can write better than anybody who can write faster, and I can write faster than anybody who can write better."

- A. J. Liebling (1904-1963)

"Do, or do not. There is no 'try'."

- Yoda ('The Empire Strikes Back')

"First they ignore you, then they laugh at you, then they fight you, then you win."

- Mahatma Gandhi (1869-1948)

"Life isn't about waiting for the storm to pass; it's about learning to dance in the rain."

- Vivian Greene

"Therefore remember Me, I will remember you, And be thankful to Me, and do not be ungrateful to Me." [Qur'an 2:152]

"Be nice to people on your way up because you meet them on your way down."

- Jimmy Durante

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ABSTRACT

The objective of the study was to improve the teaching of English speaking in a large class through cooperative learning at grade 5B of SD Negeri 3 Imogiri Bantul, Yogyakarta.

This study was action research, consisted of two cycles with three meetings in each cycle. The research members were students of grade 5B of SD Negeri 3 Imogiri, the English teacher, the collaborator, and the researcher. The research procedure consisted of reconnaissance, planning, implementing and observing the actions, and reflection. The data collection techniques were observations, interviews and tests. The data were taken by observing the teaching and learning process during the implementation of the actions, interviewing the students of grade 5B, interviewing the English teacher, interviewing the collaborator and holding tests. The data were in the form of field notes, interview transcripts and students' speaking scores. Two methods were used in analyzing the data. The qualitative data were analyzed in five steps, i.e. assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The quantitative data in the form of pre-test and post-test scores were analyzed by comparing the mean scores. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

The result of the study shows that the use of cooperative learning activities improves the teaching of English speaking. The qualitative data show that the students' participation, confidence, enthusiasm, interaction and obedience improve. The students participate during the activities and do not hesitate and feel shy to speak English. They enthusiastically join the speaking activities and discuss the materials with their groups. All of the students also obey the class rules. The quantitative data also show that the students' speaking skills improve. It can be seen from the improvements of the mean scores in every aspect of speaking in the pre-test and post-test. From the data above, it can be concluded that the teaching of English speaking improve.

CHAPTER I INTRODUCTION

A. Background of the Problem

Nowadays, English has been introduced as the first foreign language in elementary schools. It is taught as a local content subject for grades four to six and as an extracurricular activity for grades one to three. The focus of teaching English in elementary schools is to introduce the students to English from the very beginning. The aim is that through the teaching English at elementary schools, students can acquire a basic knowledge of English. It is also expected that teaching English at the primary level or elementary school can make the students more confident in learning English at a higher level.

The Indonesian government has mandated school-based curriculum that is focused on communicative competence. This means that the English teaching and learning in elementary schools in Indonesia aims to enable students to develop their oral communication competencies and to enable them to interact and communicate in English. This means that strong efforts should be made to teach speaking effectively in the classroom, especially in a large class.

A variety of practices is needed to make the students reach communicative competence. Brewster et.al (2004:27) state that the characteristics of young learners are different from those of older learners. The young learners need more repetition and practice as they have not yet learned to analyze grammatical utterances. They are still developing literacy in their first language. Brewster at.al (2004: 40) also state that teachers should provide opportunities

for meaningful communication activities during the lesson whenever possible. Teachers also need to ensure that the children work with sufficient contextualized language functions. The teacher is expected to bring the real-life contexts to the classroom to make the learning more meaningful. Moreover, Pinter (2006: 18) adds that children will pick up and learn a foreign language when they are having fun and when they experience meaningful contexts in learning. The appropriate teaching techniques and media in teaching English for children will work well when the teacher provides interesting learning activities, because children tend to concentrate for a quite long time when they are interested (Brewster and Ellis, 2003:27).

In fact, the teaching of English speaking at SD Negeri 3 Imogiri has not been effective. Many problems are related to the size of the class. The class at SD Negeri 3 Imogiri is categorized as a large class. Hayes (1997) states that the ideal size of language class is 30 at most, because only under such a scale can offer enough chances for the students to communicate with each other. Harmer (2000) also finds out in his study that large classes bring difficulties to both teachers and students and process of teaching and learning. It is difficult for teachers to contact with the students sitting at the back and for students to get the individual attention, and it is even impossible to organize dynamic and creative teaching and learning sessions.

Based on the observations, the large class led to a negative classroom atmosphere and increased disruptive behaviors among the students. Moreover, each student has unique needs and abilities. It was hard to apply the appropriate

teaching techniques to teach speaking which were suitable for teaching the large class. The English teaching rarely focused on speaking skills. It still focused on writing skills and vocabulary mastery to avoid the chaos of students in the large class. Consequently, the conventional teaching technique could not help students to accomplish the teaching goals.

Considering the fact above, efforts were necessary to improve the teaching of English speaking in grade five of SD Negeri 3 Imogiri Bantul, Yogyakarta. One of the strategies which is appropriate to be applied in English teaching and learning is cooperative learning. Cooperative learning can be defined as one strategy that involves students to work together in pairs and groups, and they share information and come to help each other. They are a team whose player must work together in order to achieve goals successfully (Brown, 2001:47). Therefore, making use of cooperative learning in teaching and learning activities can bring useful communicative activities into the classroom.

Many concepts of cooperative learning could be adapted as communicative activities in the classroom. Cooperative learning could offer activities that help learners work together to maximize their own and each other's learning. Learners work together to achieve shared goals.

B. Identification of the Problem

Based on the previous observations and interviews, the researcher found some problems related to the teaching of English speaking in SDN 3 Imogiri Bantul, Yogyakarta. Those problems showed that the teaching of English speaking had not been effective.

The first problem was related to the size of the class. The class in SDN 3 Imogiri Bantul Yogyakarta is categorized as a large class. This led to a negative classroom atmosphere and increased the disruptive behaviors among the students. It was also difficult to organize and present the English materials to the students. The students talked with their friends, and they did not pay attention to the teacher. Many students were chatting while the teacher was teaching, especially for the students who sat at the back of the class. They did not listen to the teacher's instruction and disturbed their friends.

Moreover, it was not easy to engage students and develop their sense of belonging. In a large class, students tended to be busy with their own activities. They did not want to get involved in the English teaching and learning processes. It was hard to create engaging activities that could keep all of the students in a large class interested and participating in the activities so that they could improve their communication and speaking skills.

The second problem was still related to the class size. The students' individual differences were less considered and the classroom environment was worrying. The class consisted of 29 students, so students had limited chance to practice English. Only some students who were active in the class. As a result, it hinders the improvement of their oral English which is particularly important in an English language class. Speaking English in a class might be the only chance for students to practice oral English because English is a foreign language in Indonesia.

In addition, it was difficult to discipline the class, especially for elementary school students who are lack of self-control; to satisfy all the needs of students who have different interest, personalities, and capabilities; to organize efficient class activities due to the constrains of time and space; to provide equal chances for the students to participate and practice; to give timely and effective feedback and evaluation. The students were hard to control. They tended to do disruptive behaviors and it was hard for the teacher to make the class under control.

A third problem came from the students' confidence in speaking English. Many students still did not have self-confidence to speak English. They were afraid to ask questions and participate in a large class. The students were also shy, and afraid of making mistakes. They also hesitated to speak when the teacher gave them chances. This problem was related to the language input that they received. There was not enough language input for the students. It made the students feel a lack of confidence in speaking because they did not know the right way to pronounce some English words. When they were asked to practice speaking in front of the class, they brought their books and read them. The students did not really practice speaking; they just practiced reading aloud.

A fourth problem was related to the teaching technique. The English teaching and learning process at SD Negeri 3 Imogiri only focused on teaching vocabulary and grammar to the students. It was also conducted in a conventional technique which gave less opportunity for the students to speak. Most of the

students tended to be passive in the class. As a result, the students could not develop their speaking skills.

C. Limitation of the Problem

It was impossible for the researcher to overcome the entire problems in the speaking teaching and learning process. The study would focus on improving the teaching of English speaking through cooperative learning to provide the students with more opportunities to practice speaking. Based on the interviews and discussions with the English teacher, cooperative learning would be implemented in this research for the speaking activities.

The study was conducted in the second semester of the academic year of 2012/2013. The target class was 5B at SDN 3 Imogiri Bantul.

D. Formulation of the Problem

Based on the limitation of the problem, the research problem is formulated as follows: “How can cooperative learning be applied to improve the teaching of English speaking in a large class at grade 5 of SDN 3 Imogiri?”

E. Objective of the Study

Related to the formulation of the problem, the study is aimed at improving the teaching of English speaking at grade five of SDN 3 Imogiri.

F. Significance of the Study

1. Scientific Significance

The results of this study can be used as references on using cooperative learning to improve the teaching of English speaking in a large class and it can inspire other researchers to conduct research on similar topics.

2. Practical Significance

a. For English teachers

The result of the study will give new information on using cooperative learning to improve the teaching of English speaking in a large class. It can be used by English teachers in other schools as an alternative strategy to solve similar problems. The study can also be used as input to improve the quality of teaching speaking in a large class.

b. For schools

The result of the study can be used as alternative solutions to similar problems that may arise in elementary schools.

c. For other researchers

The result of the study can be used as references for other researchers to conduct the similar research studies to improve the teaching of English speaking in elementary schools in general.

d. For the English Department

The result of the study will enrich and enlarge the knowledge of teaching English to children in the English Department.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Description

1. English Teaching and Learning in the Elementary School

a. Characteristics of Elementary School Students

Teaching children is different from teaching adults. Children have their own characteristics that are different from adults. The development of the thinking and the language skills in children is an active process. It depends not only on the potentials inherited from the children's parents but also on the opportunities for the children to interact with people.

Scott and Ytreberg (1990: 3-4) mention eight characteristics of elementary school students. First, their basic concepts are formed. They have very decided views of the world. Second, they can tell the difference between fact and fiction. Third, they ask questions all the time. Fourth, they rely on the spoken word as well as the physical world to convey and understand meaning. Fifth, they are able to make some decisions about their own learning. Sixth, they have definite views about what they like and don't like doing. Seventh, they have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions. Finally, they are able to work with others and learn from others.

Meanwhile, Harmer (2001: 38) explains some characteristics of young learners. First, young children learn differently from older children and adults, especially those up to the ages of nine or ten. Children respond to meaning even if

they do not understand individual words. Second, they often learn indirectly rather than directly—that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught. Third, their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with. Fourth, they generally display an enthusiasm for learning and a curiosity about the world around them. Fifth, they have a need for individual attention and approval from the teacher. Sixth, they are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom. The last, they have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so. Because children have short attention span, teacher must give different activities to maintain their attention.

Brewster and Ellis (2002: 27) also write that the characteristics of young learners are different from older learners. Here are the characteristics of young learners as proposed by them:

- have a lot of physical energy and often need to be physically active
- have a wide range of emotional needs
- are emotionally excitable
- are developing conceptually and are at an early stage of their schooling
- are still developing literacy in their first language
- learn more slowly and forget things quickly
- tend to be self-oriented and preoccupied with their own world
- get bored easily
- are excellent mimics
- can concentrate for a surprisingly long time if they are interested
- can be easily distracted but also very enthusiastic

b. Principles of Teaching Language to Children

Cameron (2001: 19) states that there are five principles of teaching language to children. The first principle is that children actively try to construct meaning. They try to find and construct a meaning and purpose for what adults say to them and ask them to do. Therefore, teachers need to examine classroom activities from the child's point of view in order to assess whether the students will understand what to do or will be able to make sense of new language.

The second principle is that children need space for language growth. In order to maximize the children's language growth, teachers have to give opportunities and spaces for children to build and develop their language. Routines and scaffolding are two types of language-using-strategies that seem to be especially helpful in making space for children's growth.

The third principle is that language in use carries cues to meaning that might not be noticed. It means that children need skilled help in noticing and attending to aspects of the foreign language that carry meaning. Since they cannot benefit much from formal grammar, the other ways of doing this have to be found.

The fourth principle is that development can be seen as internalizing from social interaction. It means that language can grow as the child takes over control of language used initially with other children and adults. Therefore, they need friends to develop their language.

The fifth principle is that children's foreign language learning depends on what they experience. There are important links between what and how children are taught, and what they learn. Within the zone of proximal development, the

broad and rich the language experience that is provided for children, the more they are likely to learn. Foreign language lessons often provide all or most of a child's experience of the language in use. If the teacher wants to develop certain language skills, he or she needs to ensure that students have experiences in lessons that will build those skills.

Brown (2001: 87-90) also proposes some principles that can be applied in teaching English to children. These principles can be used to determine techniques and to design activities that are appropriate for children. The principles are as follows:

1) Intellectual development

Activities used in the classroom should fit the children's intellectual development. Teachers should not explain grammar to students. It will be difficult for children to understand grammatical terms. Presenting abstract notions will not work well for children. Moreover, Brown (2001: 88) suggests that in teaching children explaining grammar and stating rules in abstract concept should be avoided. Some grammatical concepts can still be introduced for the upper levels of children by showing them certain patterns. Certain more difficult concepts or patterns require more repetition than adults need. Repeating certain patterns is necessary to get the brain and the ear to cooperate.

2) Attention span

Children have limited attention span and they can easily lose their interest in learning if the material is boring, useless, or too difficult. Teachers should keep the children's attention span by giving them interesting, lively, and fun activities.

Brown (2001: 89) also adds that teachers need to give humor to keep children laughing and learning. To maintain children's attention and focus, teachers can use children's natural curiosity.

3) Sensory input

Children need to have all five senses stimulated. Teachers need to prepare lessons with physical activity such as role-play, play games, or do Total Physical Response activities. Those kinds of activities will help children to internalize language. Activities like small-group science projects are excellent ways to get them to learn words and structures and to practice meaningful language (Brown, 2001: 89).

4) Affective Factors

According to Brown (2001: 89) children are innovative in language forms but they still have a great many inhibitions. They are extremely sensitive and much more fragile than adults. It is because their egos are still being shaped and the slightest nuances of communication can be negatively interpreted. It makes them reluctant to speak. To overcome such problem, teachers need to be patient and supportive to build children self-esteem. Teachers also need to elicit as much oral participation as possible from children, especially for the quieter ones and try to give them more opportunities.

5) Authentic, Meaningful Language

Children like to learn language that is authentic and meaningful. They like to learn with real context such as story lines, familiar situations and characters, and real-life conversations. Brown (2011: 90) states that children are focused on

the real purpose of the language for the here and now, so they are less willing to deal with language that is not useful. Language that is used to teach children needs to be contextual in order to give meaningful purposes to language.

c. Children Language Acquisition

Children are unique both in their characteristics and in their learning processes. They show different ways in acquiring a language. The process of acquisition is associated with some factors in their environment. Some theories dealing with how children learn a language are presented below.

1) The Piagetian Theory

Cameron (2001: 4-5) takes from the very important theory of Piaget, and states that children are active learners and thinkers, constructing their knowledge from working with objects or ideas. Children also find out models from their environment. They see other people doing, bringing their knowledge and experience to their attempts to make sense of other people's actions and language. Still, on the same page, Cameron states that children are active 'sense-makers', but their sense-making is limited by their experience.

From the ideas above, it can be concluded that children will adapt through experiences with objects in their environment. Therefore, the implication of the classroom activities is that the teacher should create and offer opportunities for the learners to learn a language through communicative and cooperative activities. The more chances that the students get to communicate with their environment, the more effective the language learning will be.

2) The Vygotskyan Theory

Vygotsky uses the idea of ZPD (Zone of Proximal Development) to give a new meaning to intelligence. Vygotsky suggests that intelligence is better measured by what a child can do with skilled help rather than measuring intelligence by what a child can do alone. With the help of adults, children can do and understand much more than they can on their own. Vygotsky states that a child is an active learner in a world full of people.

According to Vygotsky, ZPD is the difference between the child's capacity to solve problems on his/her own and the capacity to solve them with the help of other people. To develop ZPD in the classroom, teachers must strive to provide activities that can challenge children and then provide scaffolding so that they can eventually move from dependent situation to an independent action. This can be done in the classroom by creating situations in which groups of children work together in cooperative groups where those who are able to perform actions can help others who are not yet ready to figure out the task independently.

The implication of the Vygotskian theory in language learning is that the word is a recognizable linguistic unit for children in their first language and so they will notice words in the new language. Children will also learn words in the new language by seeing and touching the real objects and labeling the single word in the first language. Teachers help students by showing them objects that they can see and touch as interesting exposures to learn language.

3) The Bruner Theory

Bruner states that language is the most important tool for cognitive growth of children. Children need support from adults to mediate their cognitive growth

of language. The support activity done by adults is called scaffolding. It is a temporary supportive structure that teacher creates to assist students to accomplish a task that they cannot complete by themselves. When children want to learn a new concept or skill, teachers must provide scaffolds for their learning experience (Cameron, 2001: 8).

Wood in Cameron (2001: 8-9) suggests that teachers can scaffold children's learning in various ways. Teachers can help children to: attend to what is relevant by suggesting, praising the significant and providing focusing activities; adopt useful strategies by encouraging rehearsal and being explicit about organization; remember the whole task and goals by reminding, modeling, and providing part-whole activities.

From the Bruner theory above, it can be concluded that the language learning process is a set of development that needs support or help concerning with aspects of language. Although children have their existing experiences as their basic knowledge in learning a language, they still need support from adults. It can be acquired through social interaction with adults as teachers.

2. Teaching Speaking to Children

a. The Nature of Speaking

Speaking is one of the most crucial language skills that is taught in English teaching. The purpose of teaching speaking to students is that to make them be able to communicate in English with other speakers. Therefore, students need to have communicative competence. It includes knowledge of the grammar and

vocabulary of the language, knowledge of rules in speaking, knowing how to use and respond to different types of speech acts, and knowing to use language appropriately (Richards in Nunan, 1999: 226).

Brown and Yule in Nunan (1989: 27) state that there are two basic language functions in the teaching of English speaking. They are the transactional function, which is primarily concerned with the transfer of information, and the interactional function, in which the primary purpose of speech is the maintenance of social relationships. It means that teachers need to cover both language functions when they teach speaking in order to reach the goal of teaching speaking.

Bygate in Nunan (1989: 30) distinguishes two skills in speaking. They are motor-perceptive skills, which are concerned with correctly using the sounds and structures of the language, and interactional skills, which involve using motor-perceptive skills for purpose of communication. English teacher can develop the motor-perceptive skills through activities such as model dialogues, pattern practice, oral drills and so on. In order to communicate successfully, students need to master the motor perceptive skills.

Scott and Ytreberg (1990: 33) state that speaking tends to be the most demanding skill for teachers to teach. In their own language children are able to express emotions, communicate intentions and reactions, explore the language and make fun of it. Teachers are expected to make the students to be able to do the same in English. It is demanding for teachers because students have limitation in their vocabulary mastery. Like other skills, speaking must be planned properly.

The instruction and the class management should also be planned in order to reach the goal. Students' attitudes toward speaking are also the other factors that make the teaching of speaking difficult. Most of students view speaking as an activity like a grammar or writing exercise that they want to finish soon rather than to practice. Teachers need to encourage them and provide them with more interesting and communicative activities in order to make them speak.

b. Elements of Speaking

If students want to be able to communicate in English well, they need to be able to master some aspects of speaking. The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot. Students have to be able to pronounce the words correctly, use appropriate stress and intonation, and use a language in a range of different genres and situations (Harmer, 2001: 269).

Still in the same page, Harmer states that there are some elements that are necessary for spoken production. The elements are called language features. They are as follows:

- Connected speech

Effective speakers of English need to be able not only to produce the individual phonemes of English but also use fluent connected speech.

- Expressive devices

The use of these devices contributes to the ability to convey meanings.

They allow the extra expression of emotion and intensity. Students should

be able to deploy at least some of such suprasegmental features and devices in order to communicate well.

- Lexis and grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Teachers should supply a variety of phrases for different functions so that students can get involved in various speaking contexts.

- Negotiation language

Effective speaking benefits from the negotiatory language that speakers use to seek for clarification and to show the structure of what speakers are saying. This is crucial for students. They sometimes need to ask for clarification when they are listening to their friends.

Furthermore, Harmer (2001: 271) states that the other element of speaking is a mental or social processing. As stated above that learners need to have language skills in order to communicate well, the rapid processing skills are also necessary. The skills include the language processing, interaction, and information processing. A language processing is a process to convey the intention of the speaker and also to process the words or phrases from memory to communicate with people. It helps students to develop habits of English rapid language processing. Then, interaction is the students' with the other and they understand each other. Lastly, information processing is related to the perception of somebody else concerning our response to feelings and our understanding in using

the language. Consequently, the mental or social processing has important roles to succeed in the communication, particularly in speaking skills.

c. Listening to Facilitate Speaking

When children start to learn a new language, they need to listen before they try to produce it. It means that before being able to speak, they should start with listening first. Listening has been examined in relation not only to comprehension but also to language learning. Listening can provide much of the input and data that learners receive in language learning. This raises the issue of the role “noticing” and conscious awareness of language. Noticing can be part of the process by which learners can incorporate new word forms and structures into their developing communicative competence in speaking (Richards, 2008: 1).

Schmidt in Richards (2008: 15) states that the part of the language input that the students notice in listening can serve as the basis for language development. Schmidt finds that there is a close connection between noticing features of the input and students’ later emergence in their own speech. It means that language input is very important for students to develop their language skills, especially their speaking skills.

Brown (2001: 275) adds that many interactive techniques in teaching speaking will include listening. When teachers focus on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. In line with Brown, Pinter (2006) states that the development of listening can be the basis of initial speaking practice. Just as in first language learning, English should start with an emphasis on listening and then speaking. Beginners need to start with

plenty of listening practice, and opportunities to listen to rich input will naturally lead to speaking tasks. There should be many chances in the class to combine listening and speaking through meaningful activities.

d. Preparing Children to Speak

Teachers cannot expect much from children's speech. In the early stages of learning, children do not produce much spontaneous speech. Linse (2005: 50) states that the expectations for speaking for children should be tailored to their development. Children should not be expected to produce utterances that are beyond their stage of development. In the initial stages, children will learn to produce formulaic language, language that is produced as whole chunks rather than being put together word by word. It often consists of routines or patterns which children memorize and which enable them to communicate with a minimum of linguistic competence. As this type of language is repeated regularly, children learn it quickly and have the impression that they can speak a lot. Such language consists of simple greetings, social English, routines, classroom language, asking permission, and communication strategies (Brewster and Ellis, 2002: 105-106).

Paul (2006: 76) states that as a foreign language, English is rarely used in speaking. Most of children have few opportunities to speak English at home. Teachers should give many opportunities for children to speak during the lessons. Children need to practice, practice, and practice. Children definitely need to repeat patterns many times, but they can do this in meaningful ways and with real emotions. If the class is large, teachers need to divide the children into pairs and

groups so that each child will be able to speak more. A lot of choral drilling and mechanical pattern practice are also important to give the children enough chances to speak.

Furthermore, Paul (2006: 77) mentions some points that need to be considered to prepare children to be able to speak. The points are as follows:

- Introducing and practicing patterns in ways that the children feel excited, such as in games and other activities or situations where children can express themselves.
- Practicing new patterns and combining them with the other patterns that the students have learned, so the children can internalize them more easily.
- Giving the children with more opportunities to guess how to use patterns in new situations.
- Giving the children confidence to speak out in front of others by giving them chances to talk independently with other children.
- Building the children's inner strength to deal with confusing and new situations.
- Focusing on the question forms of new patterns, so the children can ask about the things they do not know.

Some children are reluctant to speak in classroom activities and in the teaching and learning processes. The reluctance is due to their prior learning experiences and motivation (Nunan, 1999: 232). Children's previous learning experiences can affect their attitude to speaking. They can be reluctant to speak if they are usually given limited opportunity to speak or speaking is not simply

encouraged. Motivation is one of the reasons that make the children reluctant to speak. Motivation is a key consideration in determining the preparedness of learners to communicate. They will be unmotivated because of lack of success over time, uninspired teaching, boredom, and uninteresting activities. Wallace, Stariha, and Walberg (2004: 10) state that teachers can give children more opportunities to speak by giving them chances to present ideas to individual peers, peer group, and entire classes of students. They also benefit from interviewing others and from participation in discussions and games. Children enjoy speaking about their personal experience. Teachers should give them opportunities to do the story-telling activities. Both teachers and students can give suggestions for other students' speeches. By criticizing others, children will learn to build good speech and employ their social skills. Positive experience in speaking can lead to greater skills and confidence in speaking in front of larger groups.

Nunan (1999: 235) also proposes some strategies to encourage the children to speak and to overcome the anxiety and reluctance. They are as follows:

- Teachers should provide supportive environment, such as orderly classroom and positive feedback for children, which can make them feel comfortable.
- Appropriate level of difficulty need to be applied.
- Teachers should offer meaningful learning where the learners know what and why they are expected to learn. Providing children with meaningful activities will make them engaged.

- Teachers should provide interesting topics so that the children can relate the content to their own experience.

Brewster et al. (2002: 106) state that by giving a lot of practices, children will gradually build up their confidence and spoken language. They need a wide variety of activities, different patterns of interaction and opportunities to maximize talk in the classroom in order to sustain speaking. Teachers need to develop activities that provide a balance between control and creativity, repetition and real use and provide varied models of spoken English.

e. Speaking Activities for Elementary Students

The first thing that the children will learn after listening is participating in interactions with teacher and other children. Flexer in Evans and Jones (2008: 93) state that students speak because they hear, and they speak what they hear. Before learning speaking, students learn listening. Pinter (2006: 56) proposes that the first things that allow children to move from listening to speaking are unanalyzed chunks. It means that children can memorize phrases from the input that they hear and use them without conscious analysis. Since children do not have adults' tendency to analyze language into parts, children use more chunks in language learning. Teachers can help them by including chunks in the input and the children will pick up the chunks effortlessly.

Scott and Ytreberg (1990: 33) state that children will often naturally insert their native language when they cannot find the words in English. So, teachers should make the children be able to speak in English by providing controlled and guided activities and at the same time letting them enjoy natural talk. It is

important because most of the students have little opportunity to practice speaking English outside the classroom and they need lots of practice when they are in class. Teachers also need to give correction when the children doing the controlled and guided speaking activities. The speaking activities that teachers give to children should be well organized according to teachers' role and the level of difficulty.

Scott and Ytreberg (1990: 34) divide speaking activities into four stages.

They are summarized as follows:

- Presenting new language orally

When children start learning English, they obviously need to be given language before they can produce it themselves. Language has to go in before it can come out. Some ways that can be done to present new language orally are using mascots or puppets, simple drawings, pictures, etc.

- Controlled Practice

Controlled practice goes hand in hand with presentation since it is important that children try out new language as soon as they have heard it. In controlled practice, there is very little chance that children can make a mistake. It gives the children the basis for speaking. It aims to train the children to use correct, simple, useful language within a certain situation or context.

- Guided Practice

Guided practice follows on directly from controlled practice and it can be done in pairs or small groups. It can give the children some sort of choice, but the choice of language is limited.

- Dialogues and role play work

Working with dialogues is a useful way to bridge the gap between guided practice and freer activities. Controlled dialogues can easily develop into freer work when the children are ready for it. Paul (2003: 77) adds that it is important for children to practice dialogs in ways that are meaningful and stimulate genuine feelings. Practicing situational dialogs can be a lot of fun too. They can be a good way to develop long-term communication skills. It is important for the dialogs to contain patterns that the children can transfer to other situations.

- Free activities

Using controlled and guided activities which have choices provides a good background for activities where children can say what they want to say. The focus attention in free activities is on the content or message and not on the language or accuracy. Teacher control is minimal during the activity, but the teacher should make sure that the children have sufficient language to do the tasks. The atmosphere is also informal and non-competitive.

Brewster et al. (2002: 107-109) propose some types of activities that can be used in elementary language lessons. They are games, dramatization, retelling a story, using flash cards, information gap, questionnaires and surveys, dialogs and role-play. Those activities are appropriate for children who have sort attention span.

Selecting activities for children is not easy. Teachers should be careful in choosing activities for older children. The activities should be motivating but not

too difficult. Teachers should make the children feel happy and safe because it can encourage them to participate and speak up.

3. Teaching English in a Large Class

a. Definitions of a Large Class

Hayes (1997) states that the ideal size of language class is 30 at most, because only under such a scale can offer enough chances for the students to communicate with each other. It means that having more than 30 students in a language class is considered as a very large class. This can lead to uncontrollable class.

Furthermore, Hayes (1997) classifies the problems associated with teaching in large classes into five categories: 1) Discomfort caused by the physical constraints; 2) Control problems (discipline aspects); 3) Lack of individual attentions; 4) Difficulty on evaluation; 5) Problems of charging learning effectiveness. These problems can be physical, psychological but to a great extent technical. It can be concluded that teaching in a large class is not easy. It will be hard for teachers to organize class activities if they do not use appropriate technique. Teachers need to enhance their innovative awareness and capabilities for developing effective ways for dealing with large classes based on the characteristics of large classes.

In addition, Murphy in Leahy (2006: 7-16) states that large class contains 22-25 students. He states that there is a strong correlation between class size and academic achievement. There are also some effects of a large language classroom. He adds that a large language classroom can lead to a very challenging and

ineffective teaching environment. Large classes can also limit the language learning environments and positive aspects get insufficient attention. These can lead to difficulties that the teacher will get in teaching a large class. These include difficulties with speaking, reading, and writing tasks, difficulties with monitoring and giving feedback, difficulties in getting around the class, and the poor attention of students.

Ur in Qiang and Ning (2011: 1) concludes that what is relevant to the class considered as large one is how the teacher perceives the class size in the specific situation, regardless of the exact number of the students in it. Therefore large class is one with more students than the teacher prefers to manage and available resources can support. From this point of view, large classes usually are considered to pose insurmountable problems for teachers. Therefore, appropriate techniques and methods should be implemented to teach in large classes.

Harmer in Qiang and Ning (2011: 2) also finds out in his study that large classes bring difficulties to both teachers and students and process of teaching and learning. It is difficult for teachers to contact with the students sitting at the back and for students to get the individual attention, and it is even impossible to organize dynamic and creative teaching and learning sessions. Most importantly, large classes are especially daunting for inexperienced teachers. This also indicates that teachers need more technical strategies in large class.

b. Teaching Effectively in a Large Class

Brown (2000: 169-172) states that the methods of teaching influence the effectiveness of learning. He adds that a comprehensive mastery of teaching methods enables teachers to control classroom and provide appropriate learning environment that the students need. It means that teachers who teach in a large class need to find appropriate teaching methods in order to make the teaching and learning process in a large class runs effectively.

Kelly (2012: 6) states that there are big challenges of teaching large classes. It includes finding ways to engage students, providing timely feedback, and managing the class. When faced with these challenges, many teachers are tempted to revert to lecture mode and tests. Therefore, alternative teaching strategies are needed to be implemented to teach in a large class.

Scott and Ytreberg (1990: 39) state that putting students into pairs for doing dialogues and discussions is a simple way of organizing large classes. Hayes (1997: 112) also adds that pair and group work sometimes make the class little bit noisy, but it is clear that pair and group work noise can be said to be more productive than mechanical drilling to students. From this basis, teachers are led to consider ways of keeping the noise level to minimum.

Furthermore, Hayes (1997: 113) states that the important advantage of having large classes and grouping them cooperatively is that students can learn from each other. They can also develop a sense of responsibility among their friends. He adds that pair and group tasks enable students to make them available to others, share their knowledge and experiences, discuss things together, and make the process of problem solving much easier (Hayes, 1997: 108).

Teaching in a large class should not be restricted to lecture only. Group activities can be interspersed with the materials to enhance learning. The interactions in group activities will help students grasp, apply, and study the materials rather than just memorize it. These short and interactive activities will reset students' attention span for about 10 up to 12 minutes (Kelly, 2012: 8). This is good because Harmer (2001: 38) says that children have short attention span, so activities that can keep their attention are needed in the classroom.

Weimer (2012: 10) also adds that large classes are certainly the most difficult of all classes to teach. Large classes challenge all teachers because so much what teachers know about effective instruction is just that much difficult to do in large classes. Students need to be active, engaged, and involved. Students also need lots of constructive feedback from teachers. The best way to manage them is to divide them into some cooperative groups.

4. Cooperative Learning

a. Definitions of Cooperative Learning

According to Richards and Rodgers (2001: 192), cooperative learning is an approach of teaching that maximizes the use of cooperative activities involving pairs and small groups of learners in the classroom. Furthermore, Olsen and Kagan in Richards and Rodgers (2001: 192) define that cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is responsible for his or her own learning and is motivated to increase the learning of others.

From the statements above, it means that cooperative learning is a learning strategy which covers both individual and small group learning. In its process, the learning activities are design to improve students' cooperation and interdependence in comprehending the materials. Moreover, students are trained to learn actively because they should get involved in the learning activities and share their thoughts to their group. This learning strategy emphasizes the role of individual participation to determine the group achievement in the learning process.

Brown (2001:47) states that cooperative learning is one strategy that involves students to work together in pairs and groups, and they share information and come to help each other. They are a team whose player must work together in order to achieve goals successfully. Cooperative learning in this context is possible to raise the achievement of all students in the learning activities. It can also promote intrinsic motivation, heighten self-esteem, create caring and altruistic relationships and lower anxiety and prejudice. It also helps teachers build positive relationship among students. This positive relation can be one of the intrinsic motivations. In addition, it helps teachers to give students experiences they need for social, psychological, and cognitive development.

Richards and Rodgers (2001: 194) indicate that the basic of cooperative language learning (CLL) is that learners develop communicative ability in a language by communicating in social or educational situation. It shows that cooperative language learning can create interactive communication that are optimal for learning the rules and practices in communicating with a new

language. Cooperative language learning is also useful to develop learners' critical thinking skills, which are important in learning.

Johnson in Richards and Rodgers (2001: 195) states that cooperative learning emphasizes important dimension in learning. It seeks to develop classroom that foster cooperation rather than competition in learning. Still in the same page, he adds that in cooperative learning students work together to accomplish shared goals. In cooperative situations, individuals seek outcomes beneficial to themselves and all other group members. In other words, cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other's learning.

It can be said that cooperative learning is a kind of teaching strategy which maximizes students' involvement, participations, cooperative activities, and the use of small group learning. It helps teachers create a learning environment which engages both students' individual and group achievement. It can also enhance social skills from the very beginning. Moreover, cooperative learning structures are useful to maximize domination of individual learners who are more active than the others.

b. The Elements of Cooperative Learning

Olsen and Kagan in Richards and Rodgers (2001: 196-197) propose five key elements of successful group-based learning in cooperative learning. The elements are as follows:

- Positive Interdependence

Cooperative learning happens only when students perceive that the success of one depends on the success of others. When it comes to the performance time, each group member must feel that his or her contribution is necessary for the group's success. All group members feel responsible for everything happens in the group. It can be created by structuring cooperative learning task and building a spirit of mutual support within the group. Students need contribution from each of their team members to do the task in order to succeed.

- Face-to-Face Interaction

Team members in cooperative learning need to think that the success of the team depends of the contributions of each member. They also need to think that ongoing interactions, particularly face-to-face interactions, are required for success. In face-to-face interaction, students learn actively in ongoing conversation, dialog, exchange, and support. Students need to do real work together in which they promote each other's success by sharing resources, helping, supporting, encouraging, and applauding each other's efforts to achieve. There are important cognitive activities and interpersonal dynamics that can only occur when students promote each other's learning. This includes orally explaining how to solve problems, teaching one's knowledge to others, checking for understanding, discussing materials being learned, and connecting present with past learning. Each of those activities can be structured into group task directions and procedures. By doing the activities, it helps to ensure that cooperative learning groups are both an academic support system (every student has someone

who is committed to helping him or her to learn) and a personal support system (every student has someone who is committed to him or her as a person). It is through promoting each other's learning face-to-face that members become personally committed to each other as well as to their mutual goals.

- Group Formation

Group formation is an important factor in creating positive interdependence. There are some factors involved in setting up group and assigning students to group. The tasks, the age of the learners, and the time limits for lesson are some factors which should be considered in deciding the size of the group. In assigning students to group, it can be selected by the teacher randomly selected or student-selected. Group members should think about how well they have cooperated as a team and how to enhance their cooperation in the future. Some of the keys to successful processing are allowing sufficient time for it to take place, emphasizing positive feedback, maintaining students' involvement in the teaching and learning process, etc. The group formation should also enable students to get actively involved in the lesson; help students develop their weaker areas as well as use their stronger skills and intelligences; enable students to speak up in their group formations for the lesson; enable students to reflect and keep records of their progress and their peer's contribution.

- Individual Accountability

Individual accountability involves both group and individual performance. It is the belief by each individual that she/he will be accountable for her/his performance and learning. The purpose of cooperative learning groups is to make

each member a stronger individual. This third element of cooperative learning leads to the belief, “What children can do together today, they can do alone tomorrow” (Vygotsky, 1962). Individual accountability exists when the performance of each individual student is assessed, and the results are given back to the group and the individual in order to know who needs more assistance, support, and encouragement in learning. One of the examples is by assigning each student in a group to have certain responsibility in finishing the project. Another example is by calling on a student at random to share with the whole class, with group members, or with another group. Students learn together so that they subsequently can gain greater individual competency. They learn to do something together so that they can do it more easily when they are alone.

- Social Skills

Teachers should teach the students about social skills and motivate them to use it. Social skills determine the way students interact with each other as teammates. Students need to be taught the skills required for interacting with others effectively and it will make the students become socially competent. Social skills are like any other skill that can be learned. Social skills are specific observable and describable behaviors which can help students to achieve goals. The last elements of cooperative learning are structuring and structure. It refers to the ways of organizing students' interaction during the learning activities. Those key elements in cooperative learning should be well organized. In this case, the teacher plays important role in designing learning activities which cover all of the elements of cooperative learning in the classroom.

c. Advantages of Cooperative Learning

There are many advantages of implementing cooperative learning in the classroom. The first one is that cooperative learning essentially encourages students' involvement to learn from each other in groups. In cooperative learning, teachers teach students collaborative and social skills so that they can work together more effectively (Larsen, 2000: 164).

Johnson and Johnson in Richards and Rodgers (2001:192) believe that low-achieving students might fall behind higher-achieving students in the classroom when teachers focus on competition rather than cooperation, and favor high-achieving students. Cooperative learning in this context is possible to raise the achievement of all students in the learning activities. It also helps teachers to build positive relationship among students and give students the experiences they need for social, psychological, and cognitive development. In addition, it benefits for replacing the competitive organizational structure of most classrooms and schools with team-based, high-performance organizational structure.

In addition, Cooper and Robinson (2000:12) state that cooperative learning methods not only provide rich experiences that foster achievement and critical thinking but also develop affective dimensions of students, such as sense of community, altruism, self-efficacy, and learner empowerment. In line with Cooper and Robinson, Bill McKeachie in Cooper and Robinson (2000: 14) suggests that if teachers want students to become more effective in meaningful learning and thinking, they need to spend more time in active, meaningful learning and thinking—not just sitting and just passively receiving information.

Katz, Bornholdt, Gaff, Hoffman, Newman, Ratner and Weingartner (1988) noted some advantages of cooperative learning. According to them, cooperative learning arrangements allow individual students the opportunity to work with others on shared task to reach a goal. This can help students to develop the types of human relation skills like active listening, empathy, consensus building, leadership, constructive conflict management and resolution. Those skills will be relevant and transferable to similar social situations that they will encounter in their future.

The other advantages of cooperative learning are to increase self-esteem, enhance psychological health, increase commitment to lifelong learning, and improve the ability to work in teams (Cooper and Robinson, 2000: 14). In addition Whitman in Cooper and Robinson (2000: 10) states that cooperative learning is very helpful for students. He adds that small-group learning strategies go further than simply asking students to discuss ideas; they actually ask students to teach each other.

Some experts also say that cooperative learning is good to build social interactions between students. Developmental theorists, Piaget (1952) and Vygotsky (1978) stress the importance of engaging students in social interactions, especially with others who are in proximal stages of cognitive development, as a means of fostering more mature ways of thinking about the world. In other words, many students learn best from other students, who can explain new information using language that is more understandable and less academic than most teachers do.

Webking in Cooper and Robinson (2000: 6) reports that his students' exam scores are higher since he initiated his cooperative-learning procedures and that his teaching evaluations are overwhelmingly positive. Time on task (giving full attention to the explanation or activity) has also improved, even for students sitting in the last row. So, cooperative learning gives positive effects on students.

d. The Implementation of Cooperative Learning in the Classroom

Brown (2001: 187) proposes seven rules in implementing a group technique in cooperative learning. They are as follows.

1) Introduce the technique

Teachers give students brief explanation about what they are going to do with the groups.

2) Justify the use of small groups for the technique

Teachers should tell the students why small group is important for accomplishing the task. Teachers should remind the students that they will get an opportunity to practice speaking in their small group without feeling shy.

3) Model the technique

Giving a model before doing a task will make the students know what they are supposed to do.

4) Give explicit detailed instructions

Teachers should give specific instructions on what the students are going to do.

5) Divide the class into groups

Some considerations should be taken by teachers before dividing students into groups. They are the age or gender differences, personality types, cognitive style preferences, interests, learning experience, proficiency level, etc.

6) Check for clarification

Before students start moving into their groups, teachers should check the students and make sure that they all understand their assignment.

7) Set the task in motion

Teachers should make sure that the students get into their groups and get started right away on the task given by teachers. Guidance and facilitation from teachers may be necessary to make the learning runs smoothly.

These rules give clear description toward the things which must be organized before implementing a group technique including cooperative learning. There are many cooperative learning activities proposed by some experts. These are cooperative learning activities proposed by Kagan (1994). They are jigsaw, think-pair-share, three-step-interview, round robin brainstorming, three-minute review, numbered heads together, team pair solo, circle the sage, partners, and talking chips. Each activity will be explained as follows.

1) Jigsaw

Groups with five students are set up. Each member of the group learns different material. This is called as an origin group. Then everybody who is from the origin group will get together with the expert group consisting of students who will talk the same material. After discussing with the

expert group, each member of group gets back to the origin group to teach about the material he or she has been discussed with the expert group.

2) Think-Pair-Share

It involves a three step cooperative structure. During the first step individuals think silently about a question posed by the teacher. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

3) Three-Step-Interview

Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team. Interview is used to gain competence in speaking, listening, and summarizing.

4) Round Robin Brainstorming

Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called.

5) Three-Minute-Review

Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.

6) Numbered Heads Together

A team of four is established. Each member is given numbers of 1, 2, 3, and 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.

7) Team Pair Solo

Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.

8) Circle the Sage

First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question, who had visited other cities or countries, or who knows something that the other students have not known. Those students (the sages) stand and spread out in the room.

The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.

9) Partners

The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor teammates. Team reviews how well they learned and taught and how they might improve the process.

10) Talking Chips

Each student is given so many chips and each time they talk they must submit a chip. Once their chips are gone they may no longer talk. All students are required to use their chips.

B. Related Studies

Cooperative learning has been widely researched since its establishment in the 1970s and it is often advocated as an effective classroom practice. Hennessey and Dionigi (2013: 43) have also conducted research related to the

implementation of cooperative learning in elementary school. They found that the children whose teachers implement cooperative learning in their classrooms are more responsible and responsive to the groups. They have the sense of altruism and willing to help their friends who need help.

Although much of the research on cooperative learning has been done with older students, Lyman and Foyle (1988: 1) found in their study that cooperative learning strategies are effective with younger children in preschools and primary classrooms. They say that cooperative learning can result to the positive outcomes i.e. promoting students' motivation, encouraging group processes, fostering social and academic interaction among students, and also enhancing successful group participation. Cooperative learning activities also improve children's relationships with peers, especially those of different social and ethnic groups. When children begin to work on readiness tasks, cooperation can provide opportunities for sharing ideas, learning how others think and react to problems, and practicing oral language skills in small groups. Cooperative learning in early childhood can promote positive feelings toward school, teachers, and peers. These feelings build an important base for further success in school.

C. Conceptual Framework

Like teaching other skills, teaching speaking for children should fit the children's characteristics. Students in the fifth grade are about nine to eleven years old. They are more mature than younger children. Their characteristics are a mixture of adult side and childish side. They have a developed sense of fairness and an ability to work with others, help others, and learn from others. It is a good

idea to provide them with cooperative learning activities that can encourage them to work in groups.

The speaking activities need to be arranged well from the fully controlled activities to the freer ones. In teaching speaking in the early stage, teachers need to give the language input to students before teachers ask the students to produce it themselves. Controlled activities give the basis for speaking and it guides the children to use language in a certain situation or context correctly. Guided activities provide the children with limited choice of language because they practice the language in a certain context that has been given by the teacher. Working in groups with dialogs is a helpful way to bridge the gap between guided practice and freer activities. It is because in freer activities, fluency is more important than accuracy and teachers' control is minimal.

In teaching speaking, real contexts are important to create meaningful context and encourage the students to participate in the communication. Students need to practice dialogs in the ways that are meaningful and stimulate real feelings. It means that students speak because they want to speak not merely because the teacher asks them to speak. This is important because by doing so, students will produce the language effortlessly in the real-life context.

Cooperative learning activities are appropriate activities for children that can encourage students' involvement and social skills. It will also encourage students to participate in the real communication because they will work in groups and help each other. The low-achieving students that might fall behind higher-achieving students will not happen in cooperative learning activities because

cooperative learning will raise the achievement of all students in the learning activities.

In addition, cooperative learning will give students both responsibilities to teach and learn. Students will also receive feedback from a variety of perspectives. Students can work at the pace and level that most fits their abilities in the subject. They will also find special interest in talking with other students who engage at their level about lesson topics. Students rarely get bored when they can move along at a comfortable pace and tell others about their ideas. They will also motivate one another and enjoy each other's insights.

Furthermore, cooperative learning arrangements allow individual students the opportunity to work with others on shared task to reach a goal. This can help students to develop the types of human relation skills like active listening, empathy, consensus building, leadership, constructive conflict management and resolution. Those skills will be relevant and transferable to similar social situations that they will encounter in their future.

In this research, the researcher decided to use cooperative learning activities as the actions to improve the teaching of English speaking in grade five. It was expected that cooperative learning activities could improve the teaching of English speaking by providing them with non-threatening atmosphere by working in groups.

CHAPTER III RESEARCH METHOD

A. Type of the Research

This research was classified as action research since it tried to solve problems discovered in teaching and learning processes. According to Burns in Burns (1999: 30) action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and cooperation of researchers, practitioners and laymen. Action research is contextual, small-scale and localized—it identifies and investigates problems within a specific situation. It is evaluative and reflective as it aims to bring about change and improvement in practice. It is also participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers. Changes in practice are based on the collection of information or data which provides the impetus for change.

B. Research Design

This research was an action research. The researcher and all of the other research members collaborated and worked together in identifying input about the obstacles and weaknesses of the English teaching-learning process related to the teaching of English speaking, formulating the research problems, planning and carrying out the actions, and evaluating and reflecting on the actions implemented in the study. In this scheme, the researcher, the English teacher, and the collaborator found problems, formulated a possible solution, implemented the action, observed, and reflected on the outcome of the action. The illustration

of the action research cycle can be seen bellow:

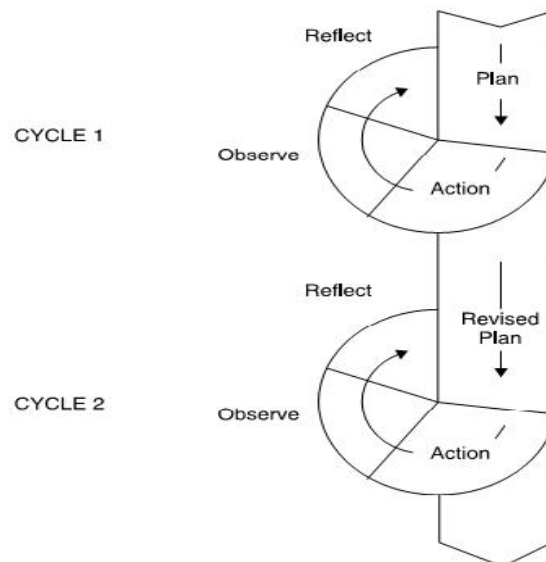


Figure 1: The cyclical action research model based on Kemmis and McTaggart in Burns (2010: 9)

C. Setting of the Research

1. Place of the Research

This research was carried out in class 5B of SDN 3 Imogiri that was located in Setran, Karangtalun, Imogiri, Bantul, Yogyakarta. The school has 12 classrooms, a headmaster's room, a teacher's room, and some supporting facilities, such as a library, a karawitan room (a gamelan music room), a canteen, toilets, a school medical room, a store room, school yard and parking area.

2. Schedule of the Research

The research was conducted in the second semester in the academic year of 2012/2013. It was from February to April 2013.

3. Learning Setting

The subjects of the study were the students of class 5B at SDN 3 Imogiri Bantul in the academic year of 2012/2013. There were twenty nine students in the class, consisted of 15 boys and 14 girls. The age of the students was ten up to eleven years old. Most of them came from the middle class economic background. They lived near the school and some of them rode a bicycle to go to school. Most of their parents were government employees. Several parents were entrepreneurs and some of them were farmers.

In SDN 3 Imogiri Bantul, English has been taught since the first grade as an extracurricular activity. Based on the observation and interviews, the teaching of English speaking has not been effective. Students rarely got speaking practice because of the large size of the class.

D. Research Members

The research members were the English teacher, a collaborator, the fifth grade students of SDN 3 Imogiri and the researcher. The English teacher, the collaborator, and the researcher worked collaboratively to overcome the problems related to the teaching of English speaking and learning activities in SDN 3 Imogiri. They worked together in identifying the problems of the English teaching and learning processes related to the teaching of English speaking, collecting the data, planning the solution, conducting the action in the class, evaluating and reflecting the use of action done.

E. Data Collection Techniques

The data collected in this study was qualitative and was supported by quantitative data. The instruments for collecting the qualitative data were observation guide and interview guide. The data were in the form of field notes and interview transcripts of the teaching and learning processes. The data were obtained by doing the observation of the English teaching and learning processes in the classroom, interviewed the English teacher, the collaborator, and the students of grade 5B. The data were used to describe the action process and the changes after the actions were conducted. The quantitative data were collected in the form of students' scores in pre-test and post-test.

The kinds of data, the research instruments and the data collection techniques are presented as follows.

Table 1: The Data Collection Techniques and Research Instruments

No.	Data	Instruments	Collection Techniques	Usage
1.	Pre-test and post-test Scores	Speaking rubric	Pre-test and post-test	<ul style="list-style-type: none"> • In pre-test and post-test
2.	Field notes	Observation guide	Observation	<ul style="list-style-type: none"> • In reconnaissance • In actions and observations
3.	Interview transcripts	Interview guide	Interview	<ul style="list-style-type: none"> • In reconnaissance • In reflection

1) Observation

The observations were done to enrich the information that was needed in the research. In this way, the researcher observed the students' activities in the classroom when the action plan was conducted. The observations were done by

the researcher, the collaborator and the English teacher. The observations were done after the researcher made an observation checklist. It was used by the researcher, the collaborator, and the English teacher as a guide in doing the observation. The researcher noted the activities in a field note. The results of all the observations were recorded in the form of field notes. The field notes gave clear description about the teaching of English speaking and the situation in the classroom.

2) Interview

Interviews were done to get some data about the school, the teacher, the students, and the English teaching and learning processes in that school. The interviews involved a number of people, namely the students of the fifth grade, the English teacher, and the collaborator. The researcher also interviewed the students and the English teacher about the activities in the teaching and learning processes before and after implementation of the actions. Some questions were developed as the guideline in the interview. The information was recorded into 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 were carried out. Both pre-test and post-test were in the form of performance tests. They were used to measure the students' speaking skills on the topic taught. During the performance in pre-test and post-test, the researcher and the English teacher gave scores on their speaking ability. The researcher and the English teacher used a rubric to assess the students

speaking skills. The rubric was taken from The English Language Learners' Knowledge Base namely Students Oral Language Observation Matrix (in Linse, 2005: 149). The data of the pre-test and post-test were collected in the form of students' score. The result of the pre-test were calculated and compared with the result of the post-test.

F. Data Analysis

In analyzing the qualitative data, the researcher used the processes of analysis proposed by Burns (1999: 156-160). The data analysis was done in some stages. They were described as follows.

1) Stage 1: Assembling the Data

The first step was to assemble the data that the researcher had collected over the period of the research, such as field notes and interview transcripts. At this stage, broad patterns were compared and contrasted to see what fits together. By scanning the data, the researcher began the process of more detailed analysis by bringing up possible patterns which can be adapted or added.

2) Stage 2: Coding the Data

Coding was a process of attempting to reduce the large amount of data that were collected to more manageable categories of concepts, themes or types. The researcher scanned recorded data and developed categories of phenomena. These categories were called codes. They enabled the researcher to manage data by labeling, storing, and retrieving it according to the codes.

3) Stage 3: Comparing the Data

After the data had been categorized, the researcher compared the data to see whether themes or patterns were repeated or developed across different data gathering techniques. The main aim at this stage was to describe and display the data rather than to interpret or explain them.

4) Stage 4: Building Interpretations

In this stage, the researcher interpreted the data based on the previous stages to make some sense of the meaning of the data. The researcher also needed a certain amount of creative thinking as it was concerned with articulating underlying concepts and developing theories about why particular patterns of behaviors, interactions, or attitudes had appeared.

5) Stage 5: Reporting the Outcomes

The final stage of the data analysis was reporting the outcomes of the research. It involved presenting an account of the research for others. It was shown in a report. The report consisted setting out and discussing the original issue or questions that prompted the study, describing the context of the research, outlining the findings and providing data samples to support the research findings.

The quantitative data in the form of students' speaking scores were analyzed by calculating the mean of each test. The means of pre-test and post-test were compared. The increase of the mean indicated that the teaching of English speaking and students' speaking skills improved.

G. Validity and Reliability of the Data

1. Validity

There were five criteria of validity proposed by Anderson, et.al (in Burns, 1999: 161-162). Those criteria were democratic validity, process validity, outcome validity, catalytic validity and dialogic validity. All of the criteria were explained as follows.

1) Democratic validity

Democratic validity was related to stakeholders' chances to give their opinions, ideas, and comment about the implication of the action research. This criterion was also related to the extent to which the research was truly collaborative and allowed for the inclusion of multiple voices. This validity was fulfilled by conducting interview with the English teacher, the collaborator, and the students. They were given chances to express their opinion about the actions implemented in the research.

2) Outcome validity

Outcome validity was related to the result achieved in the research, the achievement of the result involved not only problem solving but also appearing new questions in the related research.

3) Process validity

Process validity was the possibility to find out how sufficient the process of conducting the research was. To fulfill the process validity, the researcher examined the data and identified whether participants were able to go on learning from the process. It also means that the actions done in the research were

believable. Events and behaviors viewed from different perspective and through different data sources in order to guard against simplistic or biased interpretations.

4) Catalytic validity

Catalytic validity was related to how stakeholders respond to the changes occurring to themselves. It was related to the extent to which the research allowed participants to deepen their understanding of the social realities of the context and how they could make changes within it. It means that the English teacher, the collaborator, and the students were given chances to give their response to the changes occurred after the implementation of the actions.

5) Dialogic validity

Dialogic validity was the process of peer review that was commonly used in academic research. It means that the stakeholders could participate in the process of the research. This dialogic validity was fulfilled by conducting discussion with the English teacher and the collaborator during the research.

2. Reliability

To enhance the trustworthiness of the data and to avoid the subjectivity in analyzing the data, the researcher used triangulation (Burns in Burns, 1999: 163). Burns (1999: 163) states that triangulation is a way of arguing that if different methods of investigation produce the same result then the data are likely to be valid. It was aimed to gather multiple perspectives on the situation being studied. Burns (1999: 164) proposes four forms of triangulation. They are time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. This research used time triangulation and investigator triangulation

to check the trustworthiness of the research. First, time triangulation was used in this research because the data of the research were collected over a period of time to identify the factors involved in the change processes. Second, the research used investigator triangulation. In this way, more than one observer was involved in the same research setting to avoid the biased interpretation.

H. Research Procedure

The research was conducted by following the action research procedure proposed by Kemmis and McTaggart (in Burns, 1999: 32-33). It included the following four steps.

1) Reconnaissance

In this step, the researcher interviewed the English teacher and the fifth grade students of SDN 3 Imogiri to identify the existing problems in the field. After interviewing the English teacher and the students, the researcher conducted field observation to observe the English teaching and learning process in the class. These were aimed at identifying some problems related to the teaching of English speaking in the classroom. Then the researcher and the English teacher selected some problems that were feasible to be solved. It was to assess the democratic validity in which every participant was given opportunities to give their opinions, feelings and expectations during the research.

2) Planning

In this step, the researcher worked together with the English teacher to plan some actions to be implemented in English teaching and learning processes. The aim of the actions was to improve the teaching of English speaking in the

classroom. The actions were planned based on the discovered problems, the Standard of Competence and Basic Competence, as well as the condition of the school. It was decided to use cooperative learning strategy as the basic of the actions. The implementation of cooperative learning strategy would be supported by applying other actions.

3) Implementing and observing the actions

In this step, the researcher implemented the actions and observed what happened in the classroom. To find the weaknesses of the actions, the researcher and the English teacher and the collaborator observed the teaching and learning processes and recorded the students' reactions during the activities. The researcher also interviewed the students after the actions were implemented. Based on the observations, field notes, interviews, and records of students' responses in the teaching and learning processes, all research members discussed the implementation and its changes. The results of the discussion would serve as evaluation for the implementation of the action plans to improve the actions to follow.

4) Reflection

In this step, the researcher made an evaluation of the implementation of the actions. Based on the interviews, observations, field notes, and records of students' responses in the teaching and learning processes, the researcher and the English teacher discussed the results of the actions. The results of the discussions were served as evaluation. The evaluation was useful to show the effectiveness of the action conducted in the teaching and learning processes. The reflection done

by all members in this research in every time after each cycle of actions was complete. Each member gave contribution to the reflection on the action that would be taken. It was to find out whether the actions were successful or not. The successful actions would be used and reapplied in the next cycle, but those which were unsuccessful would be changed into the suitable one.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Reconnaissance

1. Identification of the Field Problems

The research process began with finding problems in the field. There were some activities conducted to gain clearer identification of the field problems. Some interviews and classroom observation were done. The interview with the English teacher was done on October 8, 2012 and the interview with the students was done on November 5, 2012 after the observation. To give a clearer description, here is the vignette of the teaching and learning process during the observation.

The students were sitting on their chairs when the English teacher and the researcher came. They seemed not ready to learn English. Most of the students kept talking to their friends. The teacher sat on her seat and the researcher sat at the back row of the students' seat. The teacher said Salam and greeted students. She asked the students, "Who is absent today?" then the students answered that no one was absent.

The teacher asked the students if they were ready to learn English with her. Then the teacher opened the lesson by doing the presentation. She asked the students to repeat the words and utterance that she said. She told the students that today they were going to learn how to give commands. Then, the teacher taught the students a song entitled "It's time to study".

Open your book.

Open your book.

It's time for you to study.

Open your book.

Open your book.

It's time to study English.

The teacher then wrote the lyrics on the whiteboard and asked the students to write down the lyrics on their notebooks. The teacher taught the melody of the song to the students. All the students in each row sang the song. Then, they sang it together. The teacher also taught the meaning of the song in Indonesian and asked the students to repeat after her.

The teacher taught the song first to make the students interested in learning English. Then she added more new words and wrote them on the whiteboard. While the teacher wrote the new words the students were noisy. The teacher asked them to calm down and write the sentences on their notebooks.

Open your book.

Open the book.

Open my book.

Open the door.

Open the window.

Close the door.

Close the cupboard.

Close your bag.

Close my pencil case.

Close the window.

The teacher taught the students the meaning of every sentence. She asked the students to repeat after her and write the meaning on their notebooks. Some students at the back chatted with their friends and did not listen to the teacher's explanation. The teacher then asked some of the students to come in front of the class and gave them some commands. They seemed confused and the teacher helped them by giving the meaning in Indonesian.

Clean the whiteboard.

Clean the room.

Clean the table.

Clean the floor.

The teacher also taught the polite form of giving commands by adding the words "please". She asked the students to practice. She gave commands and the students did what she said. When the students were confused she gave the meaning in Indonesian.

She wrote:

Sweep the floor, please!

Switch on the lamp, please!

Please switch off the fan!

Please write your name on the whiteboard!

Please read the book!

The teacher asked the students to identify the meaning of the sentences that she wrote. She asked the students to write the meaning on their notebooks. Most of the students did not bring their dictionary. Finally the teacher and the students translated the task together. Then she gave the next exercise to the students. She asked the students to do it by themselves. Most of the students kept talking to their friends because they did not bring dictionaries. Only some students who did the exercise.

When the teacher wanted to end the lesson, she asked one of the students to answer her question, but the student could not answer the question. He did not even take note about the teacher's explanation when the teacher checked his note book. Then the teacher checked the students' comprehension who sat at the back by giving them some commands in English and they had to translate into Indonesian. Most of the students who sat at the back could not answer the questions because they chatted with their friends when the teacher was explaining the lesson. It was because the class was too large and the teacher could not monitor all of the students. Especially the students who sat at the back.

From the vignette above, it can be concluded that the teaching of English speaking did not run well. It needs to be improved because the activities were not interesting for the students. The teaching of English speaking was still teacher-centered. The teacher did not give sufficient opportunity for the students to practice speaking. Both the teacher and the students had difficulties during the teaching and learning process. The same evidences are shown as follows.

R	: <i>Miss mau tanya nih, kalian suka gak sama pelajaran bahasa Inggris?</i> Do you like English?
S20	: <i>Sukaaaa...</i> Ya, I like it.
S2	: <i>Gak suka Miss.</i> No, I don't like it Miss.
S29	: <i>Gak patek suka Miss.</i> Not really Miss.
R	: <i>Kenapa kok suka Nanda?</i> Why do you like it Nanda?
S20	: <i>Soalnya bahasa Inggris keren Miss.</i> Because English is cool Miss.
R	: <i>Renaldi dan Messa kenapa kok gak suka?</i> Renaldi and Messa, why don't you like English?
S29	: <i>Bosen Miss. Nyatet terus.</i> I'm bored, we just keep taking notes.
S2	: <i>Iya, tiap hari nyatet.</i> Ya, every meeting we just keep doing that.
R	: <i>Yang paling gak disukai pas bahasa Inggris apa?</i> Is there something that you don't like in English lesson?
S29	: <i>Ya nyatet itu tadi Miss.</i> Ya, taking notes.
S20	: <i>Iya, kalo nyatet banyak capek Miss.</i> Ya, taking notes makes me tired.
R	: <i>Tadi Dadang kok gak mau nyatet kenapa? Tadi Bu Guru cek kok gak ada catetannya kemana?</i> Why didn't you take note Dadang? Where was your notebook?
S1	: <i>Capek Miss. Gak suka nyatet.</i> I'm tired. I don't like taking notes.
R	: <i>Kalo disuruh maju sama Bu Guru mau gak?</i> If your English teacher asks you to perform in front of the class, do you want to do what your teacher asks for?
S1	: <i>Mau tapi aku gak bisa Miss, susah.</i> Ya, but I can't. English is difficult.

- S20 : *Mau Miss.*
Of course, I'll perform in front of the class.
- S2 : *Agak takut miss nek aku Miss.*
I'm a little bit afraid.
- S29 : *Enggak Miss males, nanti nek salah pada diketawain weee...*
I don't feel like want to perform in front of the class. My friends will laugh at me if I make any mistakes.
- R : *Kenapa Messa kok takut?*
Why are you afraid Messa?
- S2 : *Malu Miss, takut nek salah.*
I'm shy. I'm afraid of making mistakes.
- R : *Yang paling disukai dari pelajaran bahasa Inggris apa?*
What do you like most in English lesson?
- S29 : *Kalo pas nyanyi suka Miss.*
I like singing Miss.
- S2 : *Iya sama permainan ya, seru. Tapi jarang eee..*
And we like games. But we rarely do that.
- S20 : *Iya jarang e Miss.*
Ya, we don't do that very often.
- R : *Terus biasanya ngapain dong?*
Then what do you usually do?
- S2 : *Paling sering nyatet Miss.*
We usually take notes.
- S20 : *Iya, sama ngerjain soal juga.*
Ya, and sometimes doing the exercises.
- S29 : *Susah meneh soale.*
And the exercises are also difficult.
- R: Researcher S: Student

Interview 2, Appendix E

- R : *Bagaimana pembelajaran bahasa Inggris di kelas 5 selama ini Bu? Apa ada kesulitan?*
How is the English teaching and learning process in grade 5 ma'am? Are there any difficulties?
- ET : *Kalo pembelajaran secara umum sih normal Mbak, lancar. Tapi kalo yang kelas 5 ini kelasnya terlalu besar Mbak gak seperti kelas-kelas lain yang saya ajar. Terus terutama untuk yang kelas 5B itu yang putri banyak yang pintar Mbak. Tapi kalo yang putra agak ngeyel, nakal, dan susah diatur. Ini membuat kelas yang besar jadi semakin gaduh Mbak. Selain itu juga yang putra itu kalo disuruh ngomong Inggris males Mbak. Jadi kadang kalo mau cepet yang putra agak keteteran, tapi kalo mau lambat yang putri sudah pada bisa.*
In general, it's normal and it run well. But for grades 5 the classes are too large, it's not like the other classes that I teach. Especially for 5B class, the girls are smart and the boys are naughty and they don't want to obey the

rules. It makes the class noisy. Moreover, when I ask the boys to speak English, they are reluctant. So when I want to teach fast, the boys will be left behind. But when I want to teach slowly, the girls have caught my explanation.

R : *Terus untuk pengajaran speaking sendiri biasanya digabung dengan skills lain atau hanya fokus ke speaking saja Bu?*

For the teaching of English speaking, do you usually combine the speaking skills with other skills or just focus on teaching speaking?

ET : *Kalo prakteknya di lapangan saya gabung Mbak. Soalnya kalo mau total bener-bener speaking kadang-kadang cuma sesekali aja Mbak, tapi ya gak bisa total speaking Mbak, susah. Kalo mau total ya itu tadi Mbak, banyak kendalanya. Selain muridnya yang banyak dan rame nanti malah membuat kelas jadi beratakan dan tidak kondusif.*

In practice, I combine all the skills (listening, speaking, reading, and writing). Because if I totally focus on speaking, it's difficult. When I want to teach speaking totally, there are many difficulties. There are many students in the class and they are very noisy. When I teach speaking, it will make chaos in the class and the teaching and learning process will not run effectively.

R : *Terus kalo mengajar speaking kegiatan yang paling sering dilakukan apa Bu?*

What do the students usually do in speaking activities?

ET : *Biasanya dulu saya seringnya pake kelompok Mbak, kayak kerja kelompok atau group work terus nanti pakai media kartu, gambar, atau flashcards yang saya suruh anak untuk buat sendiri pakai kardus-kardus bekas Mbak. Tapi sekarang lebih sering pake LKS dan siswa saya suruh menirukan dan mempraktekkan dialog. Tapi sekarang jadwal saya padat jadi cari yang simple Mbak.*

I used group work activities and media like flashcards and pictures. I asked the students to make their own media by using cardboards. But now I mostly use LKS and I ask the students to repeat after me and practice the dialog. Now I'm busy with my schedule and I try to look for a simple way to teach students.

R : *Apa kesulitan yang paling dirasakan Ibu untuk mengajar anak-anak kelas 5B ini?*

What are the difficulties to teach 5B students?

ET : *Yang paling utama itu menurut saya membangun konsentrasi anak Mbak. Susah sekali membangun konsentrasi anak dan membuat mereka masuk ke pelajaran yang diberikan. Apalagi ini kan kelasnya besar Mbak, jadi kalo yang sebelah sini rame, nanti yang sebelah sana juga jadi ikutan rame. Akhirnya seluruh kelas jadi pecah konsentrasinya. Kalau untuk kelas bahasa kan idealnya ya sekitar 18 sampai 20 siswa kan Mbak, apalagi ini kelas rendah maksudnya masih anak-anak SD jadi butuh perhatian yang lebih.*

The most important thing is that building the students' concentration. It's difficult to build the students' concentration and make them get into the

	<p>lesson. Moreover, the class is large so that the class is very noisy and it can break the students' concentration. For the language class, it is ideal to have 18-20 students. And they are elementary school students and they need more attention.</p>
R	<p>: <i>Kalo untuk keaktifan siswa di kelas gimana Bu?</i> How is the students' activeness?</p>
ET	<p>: <i>Kalo untuk keaktifannya lumayan Mbak. Tapi untuk anak yang aktif juga yang itu-itu aja Mbak, yang pemalu juga jarang sekali berpartisipasi kalo gak disuruh. Jadi masih banyak yang malu-malu kalo pas speaking. Kebanyakan yang malu-malu itu takut salah Mbak.</i> The students' activeness is not too bad. But the active students are always the same, the shy ones rarely participate unless I ask them to do so. So there are still many students who are shy to speak. Mostly, the students who are shy, they are afraid of making mistakes.</p>
R	<p>: Jadi untuk pengajaran <i>speaking</i>-nya memang perlu ditingkatkan ya Bu? So, do you think that the teaching of English speaking needs to be improved?</p>
ET	<p>: Iya Mbak terutama untuk mengatasi yang masih malu-malu itu. Yes of course, especially to encourage the shy ones.</p>
<p>R: Researcher ET: English Teacher</p> <p style="text-align: right;">Interview 1, Appendix E</p>	

From the result of the class observation and interviews with the English teacher and the students above, it indicated that there were some problems related to the teaching of English speaking. The problems that affected the teaching of English speaking at grade 5B students of SDN 3 Imogiri are presented in the table below.

Table 2: The Problems Affecting the Teaching of English Speaking at Grade 5B of SDN 3 Imogiri

No	Problem	Codes
1.	The class was crowded and noisy.	S
2.	Most of the students were hesitate to speak English.	S
3.	The students tended to do disruptive behaviors.	S
4.	The students' speaking skills were low.	S
5.	The students had limited chance to speak English.	TT
6.	The teaching of English speaking rarely focused on speaking.	TT
7.	The students were afraid of making mistakes.	S
8.	It was difficult to build the students' concentration.	S

9.	The students still had difficulties in pronunciation.	S
10.	It was difficult to discipline the class.	T
11.	Sufficient language inputs were not given before the students were asked to practice speaking.	TT
12.	Students had difficulties in memorizing the language functions.	S
13.	The students got more writing and vocabulary practice rather than speaking practice.	TT
14.	Classroom English was rarely used.	T
15.	The teaching media were rarely used in the classroom.	M
16.	The materials were mostly taken from the LKS.	Mt
17.	Most of the students did not participate in the speaking activities.	S
18.	The teaching of English speaking lacked of fun activities.	TT
19.	The teacher did not give contexts in speaking practices.	T
20.	Most of the students could not respond spoken English.	S
21.	The students were not confident in speaking English.	S
22.	The teacher talked a lot during the lesson.	T

S: Students T: Teacher TT: Teaching Technique
M: Media Mt: Materials

From the table above, it could be identified that the problems related to the teaching of English speaking came from the students, the teacher, teaching technique, media, and materials. The students' problems were related to their confidence, their motivation, their difficulties in speaking because of lack of vocabulary, and also their attitudes toward speaking activities. The teacher's problems were related to the use of classroom English in the teaching and learning process and also related to the difficulties in making the students discipline and obey the rules. The problems in teaching technique were related to the use of conventional teaching technique that focused on teaching writing and memorizing vocabulary that made the students had limited chance to speak English in the classroom. The materials used in the classroom were also taken from one source. Moreover, the media were rarely used in the classroom.

The result of classroom observation and interviews were supported by pre-test scores to get a clearer description of the students' speaking skills before implementing the actions. The mean scores of the pre-test would be compared to the post-test mean scores to find out if there was improvement on the teaching of English speaking and also the students' speaking skills after implementing the actions. The students' mean scores of each aspect of the pre-test are presented below.

Table 3: The Pre-Test Mean Scores of Each Speaking Aspect

Aspects	Comprehension	Fluency	Vocabulary	Pronunciation	Grammar
Mean Scores	3,01	2,80	2,71	2,48	2,74

From the pre-test, it was found that the teaching of English speaking had not been effective. It could be seen from the students' speaking scores. Most of them still had difficulties in understanding what the teacher said in English. They only comprehended easy social conversations such as greetings and some simple instructions that were used by the teacher. Their pronunciation was also still low. During the pre-test the students were shy and they hesitated to perform in front of the class. Most of them were afraid of making mistakes in pronouncing the words.

2. Weighing the Field Problems

Since there were many problems in the English teaching and learning process, it was necessary to figure out the very urgent problems that needed to be solved. The problems were related to the teaching of English speaking. The English teacher, the collaborator, and I had a discussion to weigh the problems based on the urgency level. The problems were grouped into three categories.

They are very urgent problems, urgent problems and less urgent problems. The urgent problems were presented below.

Table 4: The Problems Affecting the Teaching of English Speaking at Grade VB of SDN 3 Imogiri that Need to be Solved Soon

No.	Problems	Codes
1.	The students' speaking skills were low.	S
2.	The class was crowded and noisy.	S
3.	The students tended to do disruptive behaviors.	S
4.	It was difficult to discipline the class.	T
5.	Most of the students did not participate in the speaking activities.	S
6.	The teaching media were rarely used in the classroom.	M
7.	The teaching of English speaking lacked of fun activities.	TT
8.	The students had limited chance to speak English.	TT
9.	Most of the students were hesitate to speak English.	S
10.	The students were afraid of making mistakes.	S

S: Students T: Teacher TT: Teaching Technique
M: Media Mt: Materials

After weighing the problems based on urgency level, the manageable and solvable problems to be solved were discussed. The manageable and solvable problems to solve were as follows:

Table 5: The Manageable and Solvable Problems Affecting the Teaching of English Speaking at Grade VB of SDN 3 Imogiri

Problems		Indicators	Possible Causes	Sources
Students	The class was crowded and noisy.	The students did not listen to the teacher's explanation.	The class was large and it was hard for the teacher to manage the large class.	Observation and Interview
		Most of the students talked and played with their friends while the teacher was explaining the materials.	There were no class rules	

Teaching Technique	The students had limited chance to speak English.	Only some students who were active and smart who always speak in the class. The teacher talked a lot during the teaching and learning process.	The other students hesitated to speak English. The teacher did not give any chances to the shy ones.	Observation and Interview.
Students' Participation	Most of the students did not participate in the speaking activities.	The students tended to talk and play with their friends during the teaching and learning process.	The students were not interested in the activities. The teacher gave a little opportunity for the students to participate in the learning activities.	Observation
Students' Confidence	Most of the students hesitated to speak English.	The students did not want to raise their hands when the teacher asked them to speak English. The students just waited the teacher to assign them to talk.	They were afraid of making mistakes. The other students laughed when there was a student made mistakes.	Observation and Interview
Students' Speaking Skills	The students' speaking skills were still low.	Most of the students had difficulties when they tried to speak English. Some students still made many mistakes in pronunciation.	The class is too large and too noisy. The students did not have sufficient chances to speak. The teacher focused on vocabulary rather than	Observation

			speaking. The students that sat at the back talked with their friends so that it could disturb the other students.	
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3. Determining Actions to Solve the Manageable and Solvable Field Problems

After identifying the field problems that were urgent, manageable, and feasible to solve, some actions were formulated to solve the problems. Based on the discussion with the English teacher and the collaborator, there were five cooperative learning activities that were planned to overcome the problems. They were accompanied by some other accompanying actions. They were as follows.

- a. Using cooperative learning activities that were combined with games during the practice and production as the main activities to improve the teaching of English speaking and to give more opportunities for the students to speak. The cooperative learning activities that would be used were Numbered Heads Together, Three-step Interview, Talking Chips, Team Pair Solo, and Think-Pair-Share.
- b. Using classroom English to make the students familiar with English language and the simple expressions.
- c. Using pictures as a media to present the new vocabulary to make the students more interested to learn new vocabulary.

- d. Using songs to improve the students' enthusiasm and motivation to learn the language functions.
- e. Giving rewards to improve the students' participation during the teaching and learning process.

The use of cooperative learning activities in the practice and production stages was proposed by the researcher. By having cooperative learning activities in the teaching and learning process, there would be a lot of opportunities for the students to interact with their friends, help each other to accomplish a goal, and they would be challenged to do the activities. The cooperative learning activities could also encourage students' involvement to learn from each other in groups. By doing the cooperative learning activities, the students were expected to work together more effectively in their groups and to participate actively in the speaking activities without being shy, nervous and afraid of making mistakes. This could give the students more opportunities to speak. Moreover, the students would spend more time in active, meaningful learning and thinking—not just sitting and just passively receiving information. Some cooperative learning activities would be applied, such as Numbered Heads Together, Three-step Interview, Team Pair Solo, Think-Pair-Share, and Talking Chips as shown in the course grid in Appendix A. Those activities would be able to attract the students' attention and to encourage them to participate actively in the teaching and learning process.

Classroom English was planned to be implemented during the teaching and learning process. The use of classroom English was expected to make the

students more familiar with English language. The students would also be familiar with the English expressions and would be able to use the English expressions in the classroom. Classroom English would be used in the teaching and learning process such as to start the lesson, to greet the students, to ask the students' condition, to check the students' attendance, and to give instructions to the students such as cleaning the whiteboard, closing the door or the windows, turning on or turning off the fan, etc.

Various kinds of pictures would be used as a media to present the new vocabulary. It was expected that the use of pictures would make the students more interested to learn new vocabulary. The colorful pictures would also attract the students' attention to get involved in the teaching and learning process.

Songs were used to make the students interested in learning English. Based on the observation and interviews, the students were very enthusiastic to sing English songs. The songs would also help the students to memorize the vocabulary and also to improve their pronunciation. Songs were also used to motivate the students by remembering words and patterns and the natural chunks of language. The appropriate songs related to the topic would be used in the meetings.

Rewards would be given in every meeting to the students who were active in the classroom. The rewards would be in the form of star stickers. It was expected to improve the students' participation during the teaching and learning process.

The whole plan was formulated in the course grid in Appendix A. The process of determining the manageable and feasible problems to solve and planning the actions were considered to be valid as it met with the concept of democratic validity in which the researcher, the English teacher and the collaborator worked collaboratively. In this process, the students, the English teacher, and the collaborator were given opportunities to give their opinions, feelings, and expectations related to the teaching and learning process.

B. Implementation of the Actions

1. Reports on Cycle 1

The teaching and learning process in Cycle 1 was conducted in three meetings. Cooperative learning activities were applied in the practice and production stages in each meeting. The activities were used to encourage the students to participate actively in the teaching and learning process. The use of cooperative learning activities was combined with games to make the students more interested in the activities.

a. Planning

After formulating the field problems and designing the actions, a course grid was made to be used in the cycle. The complete one is in Appendix A. The process of making the course grid was supervised by supervisors. The standard of competence and the basic competency for the second semester of grade V were selected. Then, the standard competence for speaking and basic competency 6.3 were chosen. After that, the indicators and the purposes of the teaching and learning process were formulated based on the basic competency. After the

implementation of the action, the students were expected to be able to describe the simple physical appearance of their family, to use the expressions of asking for goods and giving goods, and to use the expressions of asking for clarity and giving clarity.

Afterward, a discussion was held to select the materials that would be used in the action. The English teacher gave suggestion about the topics and asked the researcher to develop the topics by herself. They decided to teach three language functions in different topics. The first one was describing people in the topic of family. The second ones were asking for goods and giving goods in the topic of things in the classroom. And the third ones were asking for clarity and giving clarity in the topic of animals.

The activities in the teaching and learning process were determined based on the discussion with the English teacher and the collaborator. The cooperative learning activities would be implemented in the practice and production stages in each meeting. The action would be supported by other activities that would be applied during the presentation and during the teaching and learning process. Pictures would be used as the media to present the new vocabulary, to help presenting the language functions, to give models to the students and to make the students more interested with the lesson.

Those activities in the teaching and learning process were aimed at solving the field problems that had been identified.

Table 6: The Manageable and Solvable Problems and the Solutions

Problems		Solutions
1.	The students had limited chance to speak English.	Using classroom English, giving the same opportunities for the students to speak, and dividing students into groups by implementing cooperative learning.
2.	The class was crowded and noisy.	Dividing the students into some groups by implementing cooperative learning activities.
3.	Most of the students did not participate in the speaking activities.	Implementing cooperative learning activities that were combined with games and other interesting activities.
4.	Most of the students hesitated to speak English.	Giving models, asking the students to practice in pairs and with the groups, and giving rewards.
5.	The students' speaking skills were still low.	Implementing cooperative learning activities that could give the students more opportunities to practice speaking.

In this session, the materials and the cooperative learning activities that would be implemented in Cycle 1 were designed and chosen. The researcher chose the cooperative learning activities that were suitable with the language functions and the materials. The cooperative learning activities would be combined with games to make the students more interested to do the activities. The cooperative learning activities were decided to be used, supported by other actions that would be applied during the teaching and learning process. The actions were aimed to improve the teaching of English speaking in a large class. In this cycle, some cooperative learning activities would be implemented. They were Numbered Heads Together, Three-step Interview, Team Pair Solo, and Talking Chips. All the activities could be seen in the course grid in Appendix A.

The activities were designed to provide the students with contexts to practice the language functions.

Course grid and lesson plans were made as the guidance in conducting the teaching and learning process. The *PPP (Presentation, Practice, Production)* method was decided to be used. In the presentation stage, the topic and the new vocabulary were introduced, the language functions were presented, models were given, the students' comprehension was checked, and an English song related to the topic was also introduced. In the practice stage, the students practiced the language functions by doing the cooperative learning activities. In the production stage, the students did the cooperative learning activities that could provide the students with more opportunities to use the new language in more creative ways.

The plans that had been discussed and determined above were expected to create the following conditions.

- 1) The students could have more chances to speak English.
- 2) The crowded and noisy class could be under control.
- 3) The students could participate in the teaching and learning process.
- 4) The students could use the language functions without hesitating and being shy or afraid of making mistakes.
- 5) The students could improve their speaking skills.

The actions that would be implemented in each meeting of Cycle 1 were formulated as follows.

1) Meeting 1

In the first meeting, it was planned to teach the language function of describing people in the topic of family. The following actions would be applied in the meeting.

- a) Using cooperative learning activities in the practice stage (*Numbered Heads Together and Three-step Interview*)
- b) Using pictures of families in the presentation and practice stages.
- c) Using *Three Bears* song in the presentation stage.
- d) Using classroom English.
- e) Using *Family Game* that would be combined with the cooperative learning activity (*Numbered Heads Together*)
- f) Applying class rules.

2) Meeting 2

In the second meeting, the materials would contain language functions of asking for goods and giving goods. The topic would be things in the classroom. The following actions would be applied in the second meeting.

- a) Using cooperative learning activities in the practice and production stages (*Numbered Heads Together and Three-step Interview*)
- b) Using pictures of things in the classroom in the presentation stage.
- c) Using cards of things in the classroom in the production stage.
- d) Using *Can I Have a Pen* song in the presentation stage.
- e) Using classroom English.

f) Using *Searching Game* that would be combined with cooperative learning activity (*Three-step Interview*)

g) Applying class rules.

3) Meeting 3

In third meeting, it was planned to teach the language functions of asking for clarity and giving clarity in the topic of animals. The following actions would be applied in the third meeting.

a) Using cooperative learning activities in the practice and production stages (*Talking Chips and Team Pair Solo*).

b) Using pictures of animals to introduce the vocabulary.

c) Using *Let's Go to the Zoo* song in the presentation stage.

d) Using Guessing Game that would be combined with cooperative learning activity (*Talking Chips*).

e) Using classroom English.

f) Applying class rules.

b. Implementation and Observation

The Cycle 1 was conducted in three meetings. The first meeting was held on February 14, 2013, the second meeting was on February 18, 2013, and the third one was on February 22, 2013. Different topic was used for each meeting. The researcher implemented the actions while the English teacher and the collaborator observed and took notes during the teaching and learning process. The implementation of the actions was elaborated as follows.

1) Meeting 1

The first meeting was conducted on February 14, 2013. The topic was *Family*. It was started from 09.35 a.m. to 11.20 a.m. The class was started by greeting the students. All the students answered the greeting but they seemed confused when the researcher checked the students' attendance in English. Then, common expressions were used and the students could answer the question.

Before starting the lesson, the students were asked to pray and the routine and patterns were also introduced to them by teaching them to say "*rolling-rolling up-up, rolling-rolling down-down, rolling-rolling out-out, rolling-rolling in*" before starting a prayer. The students were happy with the routine and patterns. It could be seen in the field note below.

Before the lesson was started, the researcher led a prayer. She led the prayer by singing, "*rolling-rolling up-up, rolling-rolling down-down, rolling-rolling out-out, rolling-rolling in*". The students looked very happy with the routine and patterns. They were very enthusiastic. Then the researcher checked the students' attendance by saying, "*Who is missing today?*" ...

Field Note 2, Appendix D

Before starting the lesson, the class rules were explained. All the students must obey the class rules. The first was the students were not allowed to drink and eat in the teaching and learning process. Second, the students who made noise should come in front of the class and mention all the vocabulary that they had learned. And the last, the students were not allowed to laugh if their friends made mistakes while they were speaking English. All of the students who broke the rules would be given punishment. Then, the students nodded their heads and they all agreed with the class rules. The students were asked to remind each other if they forgot about the class rules.

The vocabulary related to the topic was introduced and the language function was presented. Colorful pictures were used in the presentation stage to make the students more interested and to gain the students' responses during the presentation. A picture of a family was shown in the whiteboard. Some of the students had known the vocabulary about family and answered the question. Some of them still made mistakes in pronunciation. The family tree was explained and the students' pronunciation was also corrected.

Bigger pictures were used to explain the language functions. The researcher explained how to describe a person's physical appearance, how to give information about family by using correct possessive pronouns. It focused on how to describe a person's physical appearance, because giving information about family by using correct possessive pronouns had been learned with the English teacher. But some of the students were still confused so that the English teacher asked to add that in the first meeting.

The explanation was started by introducing the adjectives such as tall, short, fat, slim, beautiful, handsome, short hair, long hair, straight hair, curly hair, pointed nose, flat nose, etc. Pictures were used in this stage to make it easy for the students to memorize the words. Some of the students had known some of the words too. The students were given some examples. "*Mrs. Sally Smith is slim. She has long hair.*" The students repeated after the researcher. Then the students were asked, "*How about Mrs. Sassy Smith?*" the students seemed confused. Then it was repeated, "*How about Mrs. Sassy Smith?*" "*Bagaimana dengan Mrs. Sassy Smith?*" Then some of the students answered, "*Pendek Miss, rambutnya. Kurus.*"

Then, the students were asked to answer in English and they said, “*Mrs. Sassy Smith is slim. She has short hair.*” All of the family pictures were shown and the students answered the questions.

Afterwards, a song entitled “*Three Bears*” was introduced to the students. The song was taught with the body movements and all the students repeated the song again and again. The students were very enthusiastic but some of them said that the lyrics were too long so they got difficulties in singing the song. But the students were really happy singing the song.



Figure 2: The students sing the *Three Bears* song happily.

Then, in the practice stage, the students did the *Numbered Heads Together* activity that was combined with the *Family Tree* game. Before that, the rules were explained to the students. A team of four was also established. Each member was given numbers of 1, 2, 3, 4. Each group was given a picture of family tree. Questions were asked of the group. Groups worked together to answer the question posed by the teacher so that all students could verbally answer the question. Teacher called out a number (two) and each two were asked to give the answer. Reward was given to the group with the highest score. All of the groups

were very enthusiastic to win the game. It made the class a little bit noisy because all of them wanted to answer the questions.



Figure 3: The students do the Numbered Heads Together activity that is combined with Family Tree game.

After playing the game, a new task was given. Before doing the new task, the researcher explained it to the students. The students did the *class survey* in *three-step interview*. During the first step, student interviewed his/her friend who sat next to him/her. During the second step, they reversed the roles. In the third step, they were asked to report the interview to their friends orally. The students were happy to have a new activity with their friends. All of the students were very enthusiastic to report the survey. Some of the students still made some mistakes in pronunciation and grammar when they reported the result of the survey. Feedbacks were given after the students reported the survey to correct their pronunciation and grammar.



Figure 4: The students do the *survey game*.

In the production stage, students were asked to draw their own family tree. Students explained their family tree and described the physical appearance of their family to their friends orally. All of the students were very enthusiastic to report their family. All of the students were able to use targeted language function while doing the activities although some of them still made mistakes in pronunciation and forgot some vocabulary.

The students were asked about the difficulties during the lesson. The students said that they did not have any difficulties. Then, the materials were reviewed and the lesson was closed. The students prayed and said goodbye.

2) Meeting 2

The second meeting was implemented on February 18, 2013. The topic was *Things in the Classroom*. It was started from 09.35 a.m. – 11.20 a.m. The researcher greeted the students by saying *Salam* and good *morning*. All of them answered the greeting enthusiastically. Then the students were asked about their condition, “*How are you today?*”, all of them answered, “*I’m fine. Thank you. And you?*”, then I answered, “*I’m very well. Thanks!*”. Then, one of the students

led a prayer. All of the students prayed. Before they prayed they did the “*rolling-rolling up*”. It was the routine and patterns that were introduced to them in the previous meeting. After that the students were asked, “*Who is absent today?*” then all the students answered, “*No one miss*”. The lesson was outlined and the students were told that today they were going to learn about the things in the classroom. Here is the field not describing the presentation.

.... the researcher asked the students to mention things in the classroom that they had known in English. Some students mentioned common things like pencil, book, pen, table, and chair. They had not known some other words. Then the researcher showed pictures of things in the classroom. She gave example how to pronounce the words in English and the students repeated after her. After the researcher introduced the vocabulary, she asked some students to pronounce the words by themselves correctly. Then, she asked the students if they forgot to bring a pen or a pencil, what would they do? Some students said, “*Pinjem miss ...*” (May I borrow ...) Then she asked the students, “*Do you know how to ask for things in English?*” Most of the students were still confused and shook their heads. After that, the researcher explained about the language functions “*asking for goods and giving goods*”. She asked some students to come in front of the class to practice “*asking for goods and giving goods*” by using pictures of things in the classroom. The researcher gave reward for students who gave contribution and actively participated in the teaching and learning processes. All of the students were very enthusiastic.

Field Note 3, Appendix D

After explaining the language functions, a song related to the language functions was taught to the students. The title was “*Can I have a pen?*”. The song was very simple so that all the students could sing the song. At first, the researcher sang the song and the students repeated after her. Then the students sang it together. And finally, the students could sing the song by themselves.

After singing the song, the students practiced the language functions by doing the *Numbered Heads Together* activity. Students worked in groups of four. Each member was given number 1, 2, 3, and 4. Questions were asked to the

groups and the groups worked together and discussed the answers with all members. The students were asked, “*Who will answer question number one?*” then all groups raised their hands. The students were very happy and enthusiastic. The researcher pointed some groups and asked students numbers 3 to give the answers. The groups with right answer got one point for each question. The group with the highest point became the winner and the members of the group were given star stickers. The reward made all the groups wanted to be the winner and tried hard to answer the questions. They did not want to miss a single question.

Still in the same group, the students played the “*Dice Game*” to give the students more opportunity to practice the language function. Each group rolled the dice. The group could ask for things in the classroom based on the number showed on the dice. If the dice showed number “5” then the group could ask 5 things in the classroom. The winner would be the group with the most things in the classroom that they got. All the students were very happy playing the game. They were happy to roll the dice and to practice asking for goods and giving goods. Stars were given for the group members who won the game.



Figure 5: The students play the Dice Game.

In the production stage, the students did the *Three-step Interview* that was combined with the “*Searching Game*”. First, each group was given a list of things in the classroom. Then, each group interviewed other groups to get the things written on the list. Each group had been given some things in the classroom that the other group looked for. Secondly, they reversed the roles in doing the interviews. In the third step, each member reported the things in the classroom that they got. Reward was given to the groups who could complete and get all the things written on the list. The students were very happy playing the game. All of them looked very enthusiastic to find the things that were written on the list. All the groups wanted to be the winner. It could be seen from the interview transcripts below.

- | | |
|--------------------------|---|
| R | : <i>Ada yang kurang paham gak?</i>
Are there any difficulties? |
| S2 | : <i>Gak ada Miss, udah jelas tadi diterangin pake gambar soalnya.</i>
No, it's all clear when you explained with the pictures. |
| R | : <i>Terus tadi maen game-nya suka gak?</i>
Then, how about the games? |
| S2 | : <i>Suka Miss.</i>
I like it. |
| R | : <i>Yang paling suka yang mana?</i>
Which one is your favorite? |
| S2 | : <i>Yang group tadi Miss, yang dikasih pertanyaan terus jawabnya yang nomornya ditunjuk tadi bagus.</i>
The one when we worked with the group, and when you asked us questions and the one who should answer the question was the student with the number that you mentioned. |
| S6 | : <i>Yang pake dadu tadi juga seru Miss.</i>
The one with the dice was also fun! |
| R: Researcher S: Student | |

Interview 5, Appendix E



Figure 6: The students play the Searching Game.

After the students had finished playing the game, the lesson was reviewed. The students were asked about the difficulties and their feeling about all of the activities. They were all happy with the activities and they looked forward for the next meeting.

The researchers reviewed the materials and asked the students to sing the “*Can I have a pen?*” once again. She concluded the lesson and checked the students’ comprehension about the lesson. The students were really happy and asked the researcher to teach again in the next meeting. Then the researcher closed the lesson, led a prayer, and said goodbye.

Field Note 3, Appendix D

3. Meeting 3

The last meeting of Cycle 1 was implemented on February 22, 2013. The topic was animals. It was started from 09.35 a.m. – 10.45 a.m. In the third meeting, the students were very enthusiastic. When the bell had not rung yet, some of the students approached the researcher and asked her to start the lesson. The lesson was started by greeting the students and all of the students responded to the greeting. Then, a prayer was done by doing the “*rolling-rolling up*” before starting the prayer, students’ attendance was checked and the lesson was outlined.

After opening the lesson, the new topic and new vocabulary about animals were introduced. The students were asked if they had ever been to the zoo. Then, the students were asked to mention many kinds of animals that they had ever seen in the zoo and around them. Colorful pictures of animals were used to make them interested and it would be easy for the students to remember the words. Examples were given about how to pronounce the words and the students repeated the words. Some students still did some mistakes in pronouncing the words. To check the students' pronunciation, the students were asked to practice the new words in front of the class and they were given rewards. All of the students were active and eager to practice the words. After that, the language functions (asking for clarity and giving clarity) were introduced. The shapes and colors of the animals were presented by showing pictures. Some adjectives like big, small, tall, long, wild and tame were also introduced. The language functions were introduced and the students were asked, "Is it big/small/tall/long/wild/tame/black/white?" The students' understanding about the language functions was checked. Some students were asked to come in front of the class to practice the language functions by using pictures.



Figure 7: The students practice the language functions in front of the class by using pictures of animals.

After introducing the vocabulary and the language functions, the students were taught a song related to animals entitled “*We are Going to the Zoo*”. All of the students were excited to sing the song. First, the students were given example how to sing the song and they were taught the tune of the song. Then, the students repeated after the teacher. After all of the students were familiar with the song, they sang it together. To enhance the students’ self confidence, some students were asked to sing the song in front of the class. Many students raised their hands and wanted to sing it in front of the class. Most of the students were happy singing the song. It could be seen from the interview transcripts below.

- | | |
|-----|--|
| R | : <i>Kalo belajarnya pake lagu tadi suka gak?</i>
If we learn using song as what we just did, do you like it? |
| Ss | : <i>Suka...</i>
We like it! |
| R | : <i>Kenapa kok suka kalo pake lagu?</i>
Why do you like it? |
| S20 | : <i>Seneng nyanyinya, bagus, lucu sambil berdiri dan tepuk tangan.</i> |

I love singing, it's good, and it's funny when we sing, stand up and clap our hands.

S9 : *Iya, nyanyinya bareng-bareng jadi seru.*

Yeah, when we sang the song together, it was really fun!

R: Researcher

S: Student

Interview 10, Appendix E



Figure 8: The students sing *We are Going to the Zoo* song together.

In the practice, the students played *guessing game* that was combined with *talking chips activity*. Some chips were given to each team. Each time they talked, the students must submit a chip. Each student in the team must give their contribution to speak in English and practice the language functions. So, all of the students in the team had a chance to talk. The students were very enthusiastic. Then some pictures were shown to the students. A picture was chosen without showing it to the teams. The teams were asked to question about the animal and try to guess the animal. The students were curious with the picture that the teacher hid. They tried to ask more and more questions. Some students still did some mistakes like, "*It is big?*" Then her friend in the team helped her and whispered, "*Is it big?*". Then, she tried to correct her mistake and said, "*Is it big?*". All of the

students had their chance to speak English. They were happy with the activities. It could be seen from the interview transcripts below.

- R : *Gimana pada seneng gak tadi belajar bahasa Inggrisnya?*
Are you happy with the English lesson?
- Ss : *Seneeeeenggg ...*
Ya, I'm happy. I like it.
- R : *Kenapa kok seneng?*
Why do you like it?
- S20 : *Seru Miss.*
It's fun.
- S10 : *Asyik Miss.*
Ya, it's really fun.
- R : *Bagian mana yang paling asyik?*
Which one do you like most?
- Ss : *Yang kelompokan tadi Miss.*
The one when we did the group work.
- R : *Bagian kelompok yang mana yang paling asyik?*
Which group work activity do you like most?
- S9 : *Yang nebak-nebak animals tadi lho Miss.*
The one when we were asked to guess the animals.
- S6 : *Iya yang tebak-tebakan kelompok tadi.*
Yeah, the guessing game!
- R : *Suka gak sama game-nya tadi?*
Do you like the game?
- Ss : *Suka banget.*
I really like it.
- R: Researcher S: Student

Interview 10, Appendix E



Figure 9: The students do the Talking Chips activity that is combined with Guessing Game.

In the production stage, students did the *team pair solo* activity. Still in the same team, students were asked to mention name of the animals that they had been learned. The winner was the team that could mention more animals than the others. In the second step, the students paired up. Each team was divided into two. A picture of animal was given to one of the students in each team that consisted of two students. Then, one student asked for clarity about the animal, another one gave clarity about the animal in the picture given. Then they reversed the roles. In the third step, all students practiced solo/individually. A student was asked to be a volunteer. He hid a picture of animal and his friends tried to guess the animal by asking some questions. After a while, they reversed the roles so that all students had the same opportunity to ask for clarity and give clarity. All of the students were enthusiastic doing all of the activities. They helped each other when they did

the group work activities. They seemed happy and relaxed doing the activities in groups.

All of the teaching and learning process in three meetings was valid because it was done corresponding to the concept of process and catalytic validity. First, the process validity was fulfilled by gathering the data through more than one technique, i.e. observation, interview and discussion with the English teacher and the collaborator. It was supported by some data sources, such as field notes and interview transcripts. Second, the catalytic validity was fulfilled by giving chances to the students, the English teacher, and the collaborator to give their responses dealing with the actions implemented. Besides, the result of the actions was reliable because it was in line with the concept of time triangulation.

c. Reflection

After implementing the actions in the English teaching and learning process in class VB at SDN 3 Imogiri, some reflections were done. The reflections were based on the observations during the teaching and learning process and the interviews with the English teacher, the collaborator, and the students after the implementations.

In the first cycle, the use of cooperative learning activities and the accompanying actions had made some improvement in the teaching of English speaking. It could be seen from the students' participation and involvement during the speaking activities. Their enthusiasm improved. The students were enthusiastic to join all the activities and to practice speaking. They used the language functions throughout the cooperative learning activities that were

combined with the games. Moreover, the combination of cooperative learning activities and games could improve the students' interest and participation to practice speaking until the end of the lesson. The students also learned to work together and learned from each other in groups. It could be concluded that the students' participation improved. It could be seen in the following data.

R	: <i>Gimana action yang telah diimplementasikan tadi?</i> What do you think about the actions that have been implemented?
C	: <i>Itu tadi sudah menarik karena siswa-siswa jadi aktif semua. Mereka tadi juga pas Mbak Vita datang senang sekali mereka. Kelihatannya sangat bersemangat sekali anak-anaknya. Kegiatannya juga bervariasi jadi murid gak bosan.</i> It was interesting because the actions could make the students actively involved in the teaching and learning process. The students looked really happy when you came. They were really enthusiastic. The various activities could make the students did not feel bored.
R: Researcher C: Collaborator	

Interview 3, Appendix E

R	: <i>Menurut Ibu, KBM tadi gimana Bu? Sudah efektif atau belum Bu?</i> What do you think about the teaching and learning process ma'am? Was it effective?
ET	: <i>Secara keseluruhan sudah bagus Mbak. Yang jelas anak-anak sangat antusias dan aktif di kelas tadi. Bahkan sangat antusias sampai pada berebut buat ngomong Inggrisnya. Yang permainan secara berkelompok tadi juga sudah bisa memotivasi anak. Dan dilihat dari cara siswa ngomongnya sepertinya mereka juga sudah nangkap materinya.</i> In general it was good. The students were enthusiastic and active in the class. And even the students were really enthusiastic and they all wanted to speak English. The cooperative learning activities with the games were good to motivate the students. And it could be seen from the way the students speak, they were all understand with the materials.
R: Researcher ET: English Teacher	

Interview 8, Appendix E

The researcher told the students that they were going to play a game called *Family Tree Game* that was combined with *Numbered Heads Together* activity. Before that, the researcher explained the rules of the game to the students. The researcher gave reward to the group with the highest score. All of the groups were very enthusiastic to win the game. It made the class a little bit noisy because all of them wanted to answer the researcher's questions.

Field Note 2, Appendix D

After singing the song, the students practiced the language functions by doing the

Numbered Heads Together activity. Students worked in groups of four. Each member was given number 1, 2, 3, and 4. The group with the highest point would be the winner and the researcher gave star for the members of the group. The reward made all the groups wanted to be the winner and tried hard to answer the researcher's questions. They did not want to miss a single question posed by the researcher.

Field Note 3, Appendix D

For the practice, the students played *guessing game* that was combined with *talking chips activity*. The researcher gave some chips to each team. Each time they talked, the students must submit a chip. So, all of the students in the team had a chance to talk. The students were very enthusiastic. They were all really happy.

Field Note 4, Appendix D

The improvement on students' participation was in line with their progress on their confidence in speaking English. The students' confidence was better than before. The students liked the cooperative learning activities that were combined with the games. They were not shy and afraid to speak English anymore. They also did not hesitate to speak English. It could be seen in the following interview transcripts.

- R : *Lebih suka sendiri atau kelompokan kayak tadi?*
Do you like working in group or individually?
- Ss : *Kelompokan kayak tadi Miss.*
I like working in group like what we just did.
- R : *Kalo kelompokan masih ada yang malu gak ngomong Inggrisnya?*
When you work in group, do you feel shy when you speak English?
- Ss : *Enggakkkk ...*
No.
- R : *Kenapa kok enggak?*
Why?
- S20 : *Kan ada temennya Miss.*
Because I got friends.
- S24 : *Kalo salah jadi gak takut lagi.*
If I make mistakes I'm not afraid anymore.
- R: Researcher S: Student

Interview 4, Appendix E

- R : *Terus tadi pas kelompokan sama game-nya suka gak?*
Did you enjoy when you worked in groups and played the game?
- S2 : *Suka Miss.*

	Ya, I like it.
R	: <i>Yang paling suka yang mana?</i> Which one do you like most?
S2	: <i>Yang group tadi Miss, yang dikasih pertanyaan terus jawabnya yang nomornya ditunjuk tadi bagus.</i> The one when we worked in groups and you gave us questions. Then when you called a number, the student who got that number should answer the question.
S6	: <i>Yang pake dadu tadi juga seru Miss.</i> The one with the dice was also fun.
R: Researcher S: Student	
Interview 5, Appendix E	
R	: <i>Dari semua aktivitas tadi, yang paling disukai yang mana?</i> From all of the activities that we have done, which one do you like most?
S5	: <i>Yang berkelompok tadi lho Miss.</i> The ones when we worked in groups.
R	: <i>Terus tadi Miss Vita udah ngajarin things in the classroom jelas gak?</i> Then, when I taught about things in the classroom, was it clear?
S16	: <i>Lumayan Miss, tadi kosakatanya aku juga sudah hafal lho Miss.</i> Ya, I can remember the vocabulary by heart.
S5	: <i>Iya, aku juga. Pas kelompokan tadi aku juga gak malu ngomong Inggris.</i> Ya, me too. When we did the group work activities I didn't feel shy to speak English.
R	: <i>Jadi kalian suka ya sama aktivitas berkelompoknya tadi?</i> So you all like the group work activities, don't you?
Ss	: <i>Suka Miss.</i> Ya, we do like it.
R: Researcher S: Student	
Interview 6, Appendix E	

The improvement of the teaching of English speaking was not only on students' participation and confidence but also on the speaking aspects. During the implementation of Cycle 1, the students had performed the speaking aspects. They are comprehension, fluency, vocabulary, pronunciation and grammar. It could be seen in Appendix G. The following table presented the number of students who achieved each speaking aspect in Cycle 1.

Table 7: The Number of Students Who Achieved Each Speaking Aspect in Cycle 1

Aspects	Number of Students						
	Meeting 1		Meeting 2		Meeting 3		Average (%)
		%		%		%	
Comprehension	15	51,72	19	65,52	20	68,97	62,07
Fluency	7	24,14	8	27,59	12	41,38	31,04
Vocabulary	11	37,93	19	65,52	20	68,97	57,47
Pronunciation	4	13,79	9	31,03	12	41,38	28,73
Grammar	5	17,24	11	37,93	12	41,38	32,18

From the table above it could be concluded that there was improvement in all aspects of speaking in each meeting. The students' good improvement lied in their comprehension and vocabulary. Most of the students still got difficulties in fluency, pronunciation, and grammar. The observation result on those aspects was elaborated as follows.

The number of students who comprehended the language functions increased in each meeting. In the first meeting, there were 51,72% of students who performed the speaking aspect. In the second meeting, it increased into 65,52% and in the third meeting it increased into 68,97%. The students' comprehension on the language functions could be seen from their responses to the language functions that were taught. During the meetings, most of the students gave appropriate responses. It could be seen from the following data.

To check the students' understanding, she asked some students to come in front of the class to practice "*asking for goods and giving goods*" by using pictures of things in the classroom. The researcher gave reward for students who gave contribution and actively participated in the teaching and learning processes. All of the students were very enthusiastic. Some of the students practiced asking for things in the classrooms and the others practiced giving goods correctly.

Field Note 3, Appendix D

R : *Kalo untuk language functions-nya tadi anak-anak cukup paham belum ya Bu?*
Did the students understand when I explained the language functions?

ET : *Ya sudah lumayan Mbak. Apalagi tadi banyak latihan dalam cooperative learning activities-nya tadi. Ketika ada anak yang bilang, "Can I have a pen?" temennya langsung sibuk cari gambar pen. . Aktivitisya tadi cukup menyenangkan untuk anak-anak.*
 Ya, they quite understand. Moreover, they practiced more in the cooperative learning activities. I noticed a student said, "Can I have a pen?" then her friend looked for the picture of a pen. The activities were fun for the students.

R: Researcher

ET: English Teacher

Interview 8, Appendix E

The next improvement was on students' vocabulary. Their vocabulary improved in each meeting. During the activities they were very enthusiastic to guess the words when the pictures related to the topic were shown to them. The use of colorful pictures could help the students memorize the words. In the next stages such as in practice and production they still remembered the pictures and the words. The following data presented the students' improvement in vocabulary.

R : *Ada yang kurang paham gak?*
 Do you have any difficulties?

S2 : *Gak ada Miss, udah jelas tadi diterangin pake gambar soalnya. Jadi, tadi gampang ingetnya Miss.*

No, I understand that because you used pictures. So, it was easy for me to remember that.

R: Researcher

S: Student

Interview 5, Appendix E

R : *Tadi kan belajar things in the classroom, udah hafal belum vocab-nya?*
 So, we just learned things in the classroom, could you remember all the words?

S2 : *Lumayan Miss, jadi inget kan ada gambarnya tadi.*

Ya, I remember because there were pictures when we learned.

S6 : *Iya, kalo pake gambar jadi inget.*

Ya, if we used pictures, I could remember the words.

R: Researcher

S: Student

Interview 5, Appendix E

R : *Untuk vocabulary siswa bagaimana Mbak menurut pengamatan kamu Mbak?*

What do you think about the students' vocabulary based on your observation?

C : *Peningkatannya lumayan bagus. Mereka langsung hafal kalo diterangin pake gambar. Mereka juga sangat antusias ketika kata-katanya diulang-ulang sambil nunjukin gambar supaya mereka ingat.*
 The improvement is quite good. They could easily remember by heart if you explained by using pictures. They were also enthusiastic when you kept repeating the words and showing pictures so that they could remember the words.

R: Researcher

C: Collaborator

Interview 9, Appendix E

Although the students' participation, confidence, comprehension, and vocabulary significantly improved, there were still some problems that emerged during Cycle 1. Because the class was large, there were some students who did not obey the class rules and made the class noisy. It could be seen from the following interviews.

R : *Terus bagaimana cooperative learning activities-nya tadi Mbak Ndaru? Ada kendala gak tadi?*
 What do you think about the cooperative learning activities? Are there any obstacles?

C : *Kalo aktivitasnya sih sudah bagus Mbak, tapi yang jadi kendala tadi banyak siswa yang iri saat mau speaking. Saking antusiasnya mereka jadi rebutan buat ngomong dan kelas jadi sedikit rebut kaena beberapa anak juga tidak mematuhi rules karena mereka sudah merasa bisa jika hukumannya cuma mudah disuruh maju menyebutkan vocabulary.*

The activities are good, but the problem is some students were jealous. I think because the students were really interested with the activities and made the class a little bit noisy. Some students didn't obey the rules because they think that the punishment was easy for them. It was easy for them to mention the vocabulary.

R: Researcher

C: Collaborator

Interview 3, Appendix E

There were also some problems related to the students. Some of the students still had difficulties in pronunciation, fluency, and grammar. Most of them still mispronounced the words and read the words just like what they were written. Their fluency was also still low. They seemed hesitate to speak and they

still had difficulties in making sentences. Their grammar accuracy in using the language functions was also need to be improved. They tended to say, “It is big?” instead of “Is it big?”. The problems could be seen in the following data.

R : *Kalo untuk pengajaran speaking ke siswanya tadi gimana?*
What do you think about the teaching of English speaking to the students?
C : *Secara keseluruhan sih sudah bagus, tapi pronunciation-nya perlu ditingkatkan. Karena masih banyak yang salah juga. Tapi kalo masalah kepedean siswa, tadi sepertinya anak-anak jadi pede saat dibagi kedalam kelompok-kelompok tadi.*
In general it was good, but the pronunciation need to be improved because they were many students who still made mistakes. But for the students' confidence, it was good. The students were really confident when they worked in groups.
R: Researcher C: Collaborator

Interview 3, Appendix E

R : *Jadi anak-anak tadi jadi lebih berani ya Buk?*
Do you think that the students are more confident to speak?
ET : *Iya mbak kalo secara group seperti tadi yang gak pede jadi lebih pede. Tapi untuk fluency-nya perlu ditingkatkan lagi mbak soalnya masih ada anak yang ragu-ragu kalo mau ngomong dan susah merangkai kata-kata.*
Ya, by working in groups the less confident students would be more confident. But, for their fluency, I think it need to be improved because there are some students who hesitate to speak and I think it is difficult for them to arrange words into sentences.
R: Researcher ET: English Teacher

Interview 8, Appendix E

R : *Susah gak tadi ngomong Inggrisnya yang, “Is it big? Is it small? Is it black?”*
So, was the lesson difficult?
Ss : *Enggakkkk...*
No...
S9 : *Eh tapi aku tadi salah malah muni, “It is big?” Tapi terus dibenerin temen.*
Ugh, I was wrong saying, “It is big?”. But my friend corrected me.
R: Researcher S: Student

Interview 10, Appendix E

Some students still did some mistakes like, “*It is big?*” then her friend in the team helped her and whispered, “*Is it big?*”. Then, she tried to correct her mistake and said, “*Is it big?*”.

Field Note 4, Appendix D

From the explanation above, it can be concluded that there were some improvements dealing with the teaching of English speaking in terms of process and product. In terms of process it could be seen that the students' participation improved. The interaction among the students also improved. They could also be involved in the class activities. The non-threatening atmosphere by working in groups could also enhance their confidence in speaking English. They also got more chances to speak English by doing the cooperative learning activities. In terms of product, their speaking skills improved. It could be seen from their speaking aspects i.e. comprehension and vocabulary that improved significantly. However, there were still some problems related to the teaching of English speaking i.e. some students did not obey the rules and made noise and some problems related to the students' pronunciation, fluency, and grammar. The percentage of the students' improvement could also be seen from the following chart.

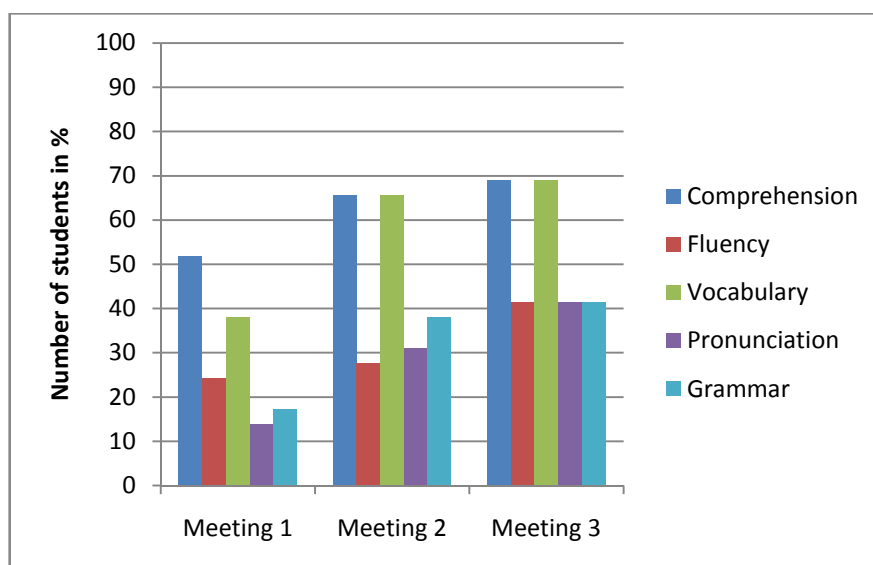


Figure 10: The students' improvement during Cycle 1

As there were still problems related to the teaching of English speaking and related to the students' speaking skills, the cycle was decided to be continued to solve the problems and to improve the teaching of English speaking and also the students' speaking skills that were still low in some aspects. The actions implemented in Cycle 1 were evaluated before conducting Cycle 2. The conclusion of the actions implemented in Cycle 1 and the recommendation actions to be implemented in Cycle 2 were described in the table below.

Table 8: The Conclusion of Actions Implemented in Cycle 1 and the Recommendations for Cycle 2

Actions in Cycle 1	Reflection	Conclusion in Cycle 1	Recommendation for Cycle 2
Using cooperative learning activities in the practice and production stages.	The cooperative learning activities that were applied in the practice and production stages effectively improved the students' participation during the teaching and learning process. The interaction among the students also improved. They could also be involved in the class activities. The non-threatening atmosphere by working in groups could also enhance their confidence in speaking English. Their comprehension and vocabulary also improved as they got many chances to speak English.	This action would be sustained to be used in Cycle 2 with some modifications.	The cooperative learning activities should be combined with more interesting games to make the students more motivated. Supplementary work should be given for the groups who have finished the task first to avoid the chaos of the students.
Using pictures in the teaching and	Colorful pictures were helpful during the teaching and learning process. Especially when	This action would be sustained to be used in Cycle 2 with	In the presentation stage, the pictures should be seen clearly from the

learning process.	they were used in the presentation stage. The students could remember the vocabulary and understand the materials more easily. They were also encouraged to give responses in English during the presentation and practice stages.	improvement.	back rows.
Using songs in the presentation stage.	The use of song in Cycle 1 was effective to make the students more interested and motivated with the lesson. The songs could also be good language input to the students before they did more speaking practice in the practice and production stages.	This action would be sustained to be used in Cycle 2 with improvement.	The songs should be short and simple. The songs with the long lyrics would be difficult for the students.
Using classroom English.	The use of classroom English were useful in making the students more familiar with English. It could gain the students' responses in English too. It also provided them with the real use of the language. During the Cycle 1, some instructions were still translated into <i>Bahasa Indonesia</i> because some students were still confused with the instructions.	This action would be sustained to be used in Cycle 2 with improvement.	More gestures and mimics would be used to minimize the use of <i>Bahasa Indonesia</i> .
Using games that were combined with the cooperative learning activities.	Games that were combined with the cooperative learning activities effectively improved the students' motivation to speak because they want their group to win the game. The games could	This action would be sustained to be used in Cycle 2 with some modifications.	The goal of the games should be to collect the most points to make the students more motivated to collect the points for their group to make them more

	maintain the students' motivation to practice speaking.		responsible to help each other.
Applying class rules.	The class rules were good to make the class controllable. But some students did not obey the rules because the punishment was too easy.	This action would be sustained to be used in Cycle 2 with improvement.	The punishment should make the students chary to break the rules.

It could be concluded that the result of Cycle 1 was valid because it was in line with the concept of democratic, process, catalytic, and dialogic validity. There were some improvements and weaknesses after the implementation of the actions which were supported by some data in the form of field notes and interview transcripts. In addition, the results were said to be reliable because there were more than one observer in gathering the data. It was in line with the concept of researcher's triangulation, i.e. investigator triangulation.

2. Reports on Cycle 2

a. Planning

Based on the reflection of Cycle 1, there were some improvements on students' participation, confidence, and some aspects of their speaking skills i.e. comprehension and vocabulary that improved significantly. However, there were still some weaknesses found out during the cycle. There were still some problems related to the teaching of English speaking i.e. some students did not obey the rules and made noise and some problems related to the students' pronunciation, fluency, and grammar. Therefore, the next cycle was necessary to be conducted. The actions conducted in Cycle 1 were sustained to be used in the Cycle 2 with some improvements and modifications.

To overcome the problems related to the teaching of English speaking, new rules would be applied in the class so that the students would obey the rules and did not make any noise during the teaching and learning process. To overcome some problems related to the students' pronunciation, fluency, and grammar, model and feedback would be given during the teaching and learning process. To maintain the students' participation and confidence in speaking while doing the activities, the cooperative learning activities would be combined with more interesting games and the students were also given reward to the winner in each group. Those activities in the teaching and learning process were aimed at solving the field problems that emerged and still existed after Cycle 1. The problems and the solutions are presented in the table below.

Table 9: The Manageable and Solvable Field Problems and the Solutions

Problems		Solutions
1	Some students did not obey the rules and made noise during the teaching and learning process.	Applying new rules in the class so that the students would obey the rules and did not make any noise during the teaching and learning process.
2	Most of the students still had difficulties in pronunciation.	Giving a model, giving feedback and providing a lot of practices by implementing cooperative learning activities that could give them more opportunity to speak.
3	Most of the students still had difficulties in fluency. They still got difficulties in uttering English sentences.	Giving a model, giving feedback and providing a lot of practices by implementing cooperative learning activities that could give them more opportunity to speak.
4	The students still made grammatical or word order errors when they used the language functions.	Giving feedback and providing more practice by implementing cooperative learning activities that could give them more opportunity to speak.

In Cycle 2, the similar standard of competence and basic competencies were used. The indicators and the purposes of the teaching and learning process were formulated based on those basic competences. The materials that would be used in the teaching and learning process were discussed. The topics of the materials were chosen from the syllabus. They decided to teach three language functions in different topics, i.e. asking about what someone likes and expressing likes and dislikes in the topic of fruits, asking about what someone wants and expressing about what they want in the topic of foods and drinks, and the last was asking for help and giving help in the topic of request (things at home and things in the classroom).

After determining the materials based on the discussion with the English teacher and the collaborator, the materials that would be implemented in each meeting were designed. Cooperative learning activities would be implemented in the practice and production stages in each meeting. The action would be supported by other activities that would be applied during the teaching and learning process. Pictures would be used as the media to present the new vocabulary, to help presenting the language functions, to give models to the students and to make the students more interested with the lesson. Those activities in the teaching and learning process were aimed at solving the problems found in Cycle 1.

Course grid and lesson plans were made as the guidance in conducting the teaching and learning process. The *PPP (Presentation, Practice, Production)* method was decided to be used. In the presentation stage, the topic and the new vocabulary were introduced, the language function was presented, models were

given, the students' comprehension was checked, and an English song related to the topic was introduced. In the practice stage, the students practiced the language functions by doing the cooperative learning activities. In the production stage, the students did the cooperative learning activities that could provide the students with more opportunities to use the new language in more creative ways.

The teaching and learning process in Cycle 2 was conducted in three meetings. The actions were planned to overcome some problems related to the teaching of English speaking. Some students did not obey the rules and made noise during the teaching and learning process. The actions were also planned to overcome problems related to the students' speaking skills. Most of the students still had difficulties in pronunciation, fluency, and grammar. The plans of Cycle 2 could be seen in the course grid in Appendix A. The actions that would be implemented in each meeting of the cycle were formulated as follows.

1) Meeting 1

In the first meeting, the language functions of asking about what someone likes and expressing likes and dislikes in the topic of fruits were planned to be taught to the students. The following actions would be applied in the meeting.

- a) Using cooperative learning activities in the practice and production stages
(*Numbered Heads Together and Three-step Interview*).
- b) Using many kinds of fruits pictures in the teaching and learning process.
- c) Using *Do You Like* song in the presentation stage.
- d) Using classroom English intensively.

e) Using *Do You Like* game that would be combined with the cooperative learning activity (*Numbered Heads Together*).

f) Applying new class rules.

2) Meeting 2

In the second meeting, the materials would contain language functions of asking about what someone wants and expressing about what they want in the topic of foods and drinks. The following actions would be applied in the second meeting.

a) Using cooperative learning activities in the practice and production stages and combining them with games (*Think-Pair-Share*, *Three-step Interview*).

b) Using many kinds of foods and drinks pictures in the teaching and learning process.

c) Using *Do You Want* song in the presentation stage.

d) Using classroom English.

e) Applying new class rules.

3) Meeting 3

In the third meeting, the language functions of asking for help and giving help were planned to be taught to the students. The topic would be request (things at home and things in the classroom). The following actions would be applied in the third meeting.

a) Using cooperative learning activities in the practice and production stages and combining them with games (*Think-Pair-Share*, *Three-step Interview*).

- b) Using pictures of things at home and things in the classroom in the teaching and learning process.
- c) Using classroom English.
- d) Using cards in the production stage.
- e) Applying new class rules.

b. Implementation and Observation

The Cycle 2 was also conducted in three meetings. The first meeting was on March 4 2013, the second one was on March 8, 2013, and the third one was on March 11, 2013. Different topic was used for each meeting. The researcher implemented the actions while the English teacher and the collaborator observed and took notes during the teaching and learning process. The implementation of the actions was elaborated as follows.

1) Meeting 1

The first meeting of Cycle 2 was conducted on Monday, March 4, 2013. It was started from 09.35 – 11.20 a.m. After the bell rang, the students entered the classroom and the lesson was started. The English teacher and the collaborator sat at the back of the class to observe the teaching and learning process. The students were greeted, “How are you today?” All of the students answered the greeting. Then, a prayer was led, the students’ attendance was checked, and the lesson was outlined.

Before starting the lesson, the students were told about the new rules. The students who tried to make noise and disturb their friends would get a punishment. One of their star stickers would be taken every time they broke the rules. All of

the students agreed and tried to be calm than before. The lesson was begun by asking questions about fruits and kinds of fruits. Then, most of the students raised their hands and answered the questions enthusiastically. Some students still made some mistakes in pronouncing the words related to kinds of fruits in English. The mistakes were corrected. Then, new words were introduced by showing some pictures of fruits. Some students had been familiar with the fruits but some of them had not known the English words. Some examples of how to pronounce the words correctly were given. The students repeated the words. The students' pronunciation was checked by asking some of the students to come in front of the class to pronounce the words. Most of the students raised their hands and wanted to try to pronounce the words. Some students were chosen to try to pronounce the words correctly.

After introducing the new vocabulary, the language functions were introduced. The language functions were explained about how to ask about what someone likes and how to express like and dislike. The students listened to the explanation about the language functions. The students' understanding was checked and they were asked to practice the language functions in front of the class. Some rewards were offered for whoever practiced the language functions in front of the class. All of the students were enthusiastic. Almost all students raised their hands. They also gave appropriate responses and used the language functions correctly. It could be seen in the following field notes.

.... Then they practiced in front of the class by using pictures of fruits. One student asked his friend by showing picture of bananas and saying, "*Do you like bananas?*" Another one answered, "Yes, I do." Some of the students were disappointed because the researcher did not choose them. The researcher told the

students that there would be other chances to practice language functions in the practice and production activity.

Field Note 5, Appendix D

After that, a song entitled, “*Do you like ... ?*” was introduced. All of the students were happy singing the song. The song was not too long and had an easy tune. So, all of the students could sing the song and could memorize the song easily.

Afterwards the students practiced the language functions. The students practiced asking about what someone likes and dislikes by doing *Numbered Heads Together* activity that was combined with “*Do you like ... ?*” game. All of the groups were enthusiastic to win the game. They worked in groups of four. Each member was given number 1, 2, 3 and 4. Each member was also given pictures of fruits. Number 1 was asked to ask questions to each member of his/her group, “*Do you like ... ?*” He/she should collect the pictures of fruits from his/her group members by asking them using the language functions. All of them were happy practicing the language functions and playing the game. The students answered the questions based on the pictures of fruits holding in their hands. Each group was given five minutes to practice.

After doing the *Numbered Heads Together* activity, the students did the *Three-step Interview* activity. The students were very active. They interviewed other groups to get the information about what other groups like or dislike. They took note and gave ticks on the table given. After that, they reversed the roles. After all of the groups got the information, they reported what other groups like or

dislike to the class. The groups that could complete the table and could finish interviewing all the groups would be given reward.



Figure 11: The student interviews other group and takes note.

After did all of the activities, the students' understanding was checked by asking them to perform the targeted language functions once again. Then, the lesson was summarized and the students' feeling was asked. They said that they were really happy with the activities. The activities were not boring. They said that it was fun. They were happy with the star sticker reward. All of the students were happy with the activities. It could be seen from the interview transcripts below.

R	: <i>Gimana dik tadi belajar bahasa Inggrisnya?</i> What do you think about the English lesson today?
Ss	: <i>Asyik.</i> It was fun!
R	: <i>Belajar secara kelompok tadi suka?</i> Do you like working in groups like what we just did?
Ss	: <i>Sukaaa ...</i> Ya, I like it.
R	: <i>Kenapa kok suka?</i> Why do you like it?
S29	: <i>Ya, kan bisa bekerja sama Miss. Asyik juga tadi aku lari-lari pas interview supaya cepet dan menang group-ku.</i> Ya, I could work in team. It was fun, I run when I interviewed other

groups so that I could be fast and win the game with my group.

R: Researcher

S: Student

Interview 12, Appendix E

2) Meeting 2

The second meeting of Cycle 2 was conducted on Friday, March 8, 2013. It was from 09.35 – 10.45 a.m. The students were greeted, “Good morning students! How are you today?” All the students responded to the greeting. Then, a prayer was led by the teacher and the students’ attendance was also checked. All students were present. When they were asked, “Who is absent today?” all the students answered, “No one.”

The lesson was started by introducing the new topic about kinds of foods and drinks. The students were asked about what they buy when they are in the canteen. All the students enthusiastically mentioned all the foods and drinks that they bought in the canteen. The students were asked to raise their hand if they wanted to talk. Then they raised their hand and mentioned the kinds of foods and drinks. Some students still mentioned in bahasa Indonesia because they did not know the English words for the foods that they mentioned. After that the media were used (pictures of foods and drinks). The students were asked to guess the pictures. All the students were enthusiastic. Then, examples were given about how to pronounce all the words in the pictures. The students’ pronunciation was checked by asking them to practice pronouncing the words.

After all the students could pronounce correctly, the new grammar structures (*asking about what someone wants, expressing about what they want*) were introduced. All students listened to the explanation. Then the students’

comprehension about the targeted language functions was checked by asking them to practice in rows. Students in the left row asked, the others answered and vice versa. To make the students more interested to learn, a song related to the language functions entitled “*Do you want . . . ?*” taught was taught.



Figure 12: The students sing *Do You Want* song enthusiastically

Then, students practiced asking about what someone wants by doing the *Think-Pair-Share* activity. During the first step, the students were asked to think about the foods and drinks that they just learned and to memorize them. During the second step, students paired up and exchanged thoughts with a friend. In the third step, they shared with other groups and practiced asking what his/her friend wants and expressing what he/she wants. All the students were enthusiastic to practice with his/her partner. Most of the students had used the language functions correctly. The researcher gave reward for the students who were brave to practice in front of the class and used the language functions correctly. All the students were very excited to get the reward.

In the production step, the students did the *Three-step interview* activity. Each group is given a list of foods and drinks that they want. First, the students

interviewed other groups to ask what the other groups want, “*Do you want cookies? Do you want a glass of milk? Do you want candies?*” etc. They collected information about foods and drinks that the other groups wanted based on the list and then ticked the table given. All the group members got chances to ask the other groups. In the second step, they reversed the roles with the other groups. In the third step, students reported the information that they got from the interview. All the groups were eager to present their interview because they were given rewards for the groups who presented their work. All the students got the information needed to complete their table. They used the language functions while doing the activity. The students’ fluency improved in this stage because they used the targeted language functions again and again. It could be seen in the following data.

The students’ fluency improved. They did not hesitate to speak English and they were really confident in speaking English. Their pronunciation also improved. They could pronounce all the words correctly. Only some students who still made grammatical mistakes.	
Field Note 6, Appendix D	
R	<i>:Kalo pas pelajaran tadi ada kesulitan gak? Terutama pas kelompokan tadi?</i> Do you have any difficulties with the lesson? Especially when you worked in groups.
Ss	<i>: Tidaaaakk..</i> No.
R	<i>: Gak ada? Beneran udah bisa tadi?</i> No? Really? Have you understood the entire lesson?
S4	<i>: Beneran, kan tadi bisa diskusi sama temen sebangku sama groupku juga, jadi tadi yang salah udah dibantuin sama temen Miss. Tadi aku kebalik-balik tapi sekarang udah bisa.</i> Really, I discussed with my friend next to me and with my group too, so when I made mistakes they helped me. I did some mistakes in grammar, but now I understand.
R: Researcher S: Student	
Interview 14, Appendix E	

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After that the students' understanding was reviewed and checked. The students were asked if there were any questions related to the materials. The students were also asked about their feeling during the lesson. They said that they were happy with the activities. They said that they wanted more interesting activities for the next meeting.

3) Meeting 3

The third meeting of Cycle 2 was conducted on Monday, March 11, 2013. The lesson was started and the students were greeted, "*Good morning students! How are you today?*" All of the students answered, "*Good morning Miss, I'm fine. And you?*" then the researcher answered, "*I'm good, thanks!*" After greeting, a prayer was led before starting the lesson.

The students were reminded about the vocabulary that they had learned before about *things in the classroom*. All students enthusiastically mentioned the things in the classroom that they remembered. Then, the students were asked, "*How about things at home?*" "*Can you mention some of them?*" Some students mentioned the things that they know, some of them mentioned in bahasa Indonesia. Then, the new vocabulary about things at home were introduced. The students listened and repeated the vocabulary. Then some of the students were asked to pronounce some words to check the students' pronunciation. The students were asked if they have ever asked for a help from their friends/family. They all answered, "Yessss...." "What are they?" the students were asked to mention some of them. A student said, "*clean the whiteboard miss.*" Some of

them said, “*help close the door, miss.*” After that, the new grammar structures (*asking for help and giving help*) were introduced. An example was given by using the expression, “*Could you close the door, please?*” Gestures were used to explain the language functions. All of the students listened to the explanation. Some verbs were also introduced. The verbs were used for the practice and production activities. The students’ understanding was checked by asking some students to come in front of the class to practice asking for help and giving help. The students were enthusiastic because they were given reward for those who wanted to practice in front of the class. Less grammatical mistakes were produced while practicing in front of the class. They were confident and their pronunciation was better. It could be seen in the following data.

- | | |
|----|--|
| R | : <i>Bagaimana actions yang telah diimplementasikan tadi Bu?</i>
What do you think about the actions that have been implemented ma’am? |
| ET | : <i>Alhamdulillah muridnya sekarang udah bisa Mbak dan tambah aktif di kelas. Mereka juga cepet menangkap tadi language functions yang sudah diajarkan juga sudah masuk ke siswanya. Kesalahan grammar juga semakin sedikit. Tadi pas maju kebanyakan udah pada bener.</i>
Alhamdulillah, now the students can be more active in the class. They could understand the language functions fast. They also made less grammar mistakes. When they practiced in front of the class, they did it right. |
| R | : <i>Iya Bu, tadi pas wawancara juga saya tanya lagi dan mereka masih pada inget dengan materinya, alhamdulillah. Tadi saya coba tanya, “Ayo gimana masih inget gak kalo minta tolong buat nutup pintu?” Dan murid-murid juga tadi langsung menjawab, “Could you close the door, please?”</i>
Yes ma’am, when I did the interview with the students, I asked them, “Do you remember how to ask for a help to close the door?” And the students confidently answered, “Could you close the door, please?”
R: Reseacher ET: English Teacher |

Interview 17, Appendix E

After that, all of the students practiced asking for help and giving help by doing the *Think-Pair-Share* activity. First, materials were delivered to the

students. All of the students were asked to think silently about the materials given. After that, they were asked to pair up with a friend sitting next to them to discuss the materials together. Finally, they were asked to share the result of the discussion in front of the class. They were also asked to practice asking for help and giving help based on the materials. All of them were enthusiastic. Rewards were given to the students who could practice in front of the class.

In the production step the students did the *Three-step Interview activity*. The students were divided into some groups. Each group consisted of four students. Then each group was given a problem. A group came in front of the class and the group must ask for help based on the problems they saw on the other groups. If they could ask for help they got one point. Then all the groups reversed the roles. In the third step they reported which group that they have interviewed. All of the students looked very happy.



Figure 13: The students do the Three-step interview activity

Then, the lesson was summarized and the students were asked if they had some questions. The students' understanding was checked and the students' feeling was asked. After that, the lesson was closed and a prayer was led.

The teaching and learning process of the three meetings in Cycle 2 could be said to be valid since it was done corresponding to the concept of process, dialogic, and catalytic validity. The process validity was fulfilled by gathering the data through more than one technique, i.e. observation, interview and discussion with the English teacher and the collaborator. It was supported by some data sources, such as field notes and interview transcripts. The dialogic validity was fulfilled by conducting discussion with the English teacher and the collaborator. The catalytic validity was fulfilled by giving opportunities to the students, the English teacher, and collaborator to give their opinion and response to the changes occurring to themselves dealing with the actions implemented. Besides, the result of the action was reliable because it was in line with the concept of time and investigator triangulation.

c. Reflection

In Cycle 2, cooperative learning activities were applied in the practice and production stages. Different cooperative learning activities were used in each meeting. During the activities, students did the cooperative learning activities while using the language functions. The students got more chances to speak in the cooperative learning activities.

The implementation of cooperative learning activities in this cycle sustained the students' participation in speaking activities. They were still enthusiastic to join the activities and to practice speaking. They were also more confident and did not hesitate or feel shy anymore to speak English. The activities were also effective to make the students speak English during the teaching and

learning process. The rule was they would not get answer in the interview activity if they did not ask in English. Moreover, they used the language functions throughout the activities fluently. The students liked the cooperative learning activities because the activities were combined with the games and all the students were enthusiastic to win the games. Their interaction among the students also improved. They had to communicate with their friends in the same group and with the other groups to win the game. By doing so, they got more chances to speak English during the teaching and learning process. They considered that the cooperative learning activities were fun and they liked the activities. It could be seen in the following data.

- | | |
|-----|--|
| R | : <i>Gimana dik tadi belajar bahasa Inggrisnya?</i>
What do you think about the English lesson? |
| Ss | : <i>Asyik.</i>
It was fun. |
| R | : <i>Belajar secara kelompok tadi suka?</i>
Do you like the group activities? |
| Ss | : <i>Sukaaa ...</i>
Ya, I like it. |
| R | : <i>Kenapa kok suka?</i>
Why do you like it? |
| S29 | : <i>Ya, kan bisa bekerja sama Miss. Asyik juga tadi aku lari-lari pas interview supaya cepet dan menang group-ku.</i>
Ya, we could work together with friends. It was fun when I had to run while doing the interview so that my group could be fast and could win the game. |
| R | : <i>Tadi dapet bintang gak?</i>
Did you get the star? |
| S29 | : <i>Dapet Miss kalo aku.</i>
Ya, I got it! |
| S26 | : <i>Aku gak, lha group-ku kalah Miss. Pada gak kompak sihh..</i>
I didn't get the star. My group lost the game. My group wasn't cohesive. |
| R | : <i>Tadi pas maen game kalian pake bahasa Inggris gak?</i>
When you played the game, did you use English? |
| S29 | : <i>Ya pake Miss, kan aturannya kalo gak pake bahasa Inggris gak dijawab tadi wawancaranya, nek gak dijawab ya kalah Miss.</i>
Of course I used English, the rule was we must use English, if not we |

<p>would not get the answer in the interview activity. So we could lose the game.</p> <p>R: Researcher S: Student</p> <p style="text-align: right;">Interview 12, Appendix E</p>	
R	<p>: Menurut Ibu, bagaimana dengan cooperative learning activities yang sudah diterapkan di kelas tadi Bu?</p> <p>What do you think about the cooperative learning activities that have been implemented?</p>
ET	<p>: Kalo secara umum sudah bagus mbak kegiatan kelompok kayak tadi, anak-anak mau gak mau harus ngomong mbak. Walaupun kadang mereka cuma ngomong singkat, tapi grammarnya ya sudah lumayan daripada Cycle 1 kemarin.</p> <p>In general, the group activities were good, every student has responsibility to speak English. Although sometimes they just speak simple sentence, but the grammar is better than before in Cycle 1.</p>
R	<p>: Untuk pronunciation sama intonasinya gimana Bu? Kemarin soalnya yang masih lemah adalah di pronunciation sama intonasinya.</p> <p>How about the pronunciation and intonation? In cycle 1, the skills on those aspects were still low.</p>
ET	<p>: Ya, kalo saya perhatikan sudah ada sedikit peningkatan Mbak.</p> <p>I noticed that their pronunciation improved.</p>
<p>R: Researcher ET: English Teacher</p> <p style="text-align: right;">Interview 13, Appendix E</p>	
R	<p>: Terus tadi untuk anak yang kesehariannya agak pendiam gimana Bu? Sudah berani ngomong atau belum Bu?</p> <p>How about with the students that in the day-to-day usually keep silent? Is there any improvement in their confidence?</p>
ET	<p>: Iya Mbak, kayak si Hilmy sama si Dadang tadi kan ikutan angkat tangan juga. Padahal kesehariannya gak pernah angkat tangan mau ngomong. Ngomongnya itu cuma kalo disuruh, kalo gak disuruh gak mau ngomong Mbak. Kadang kalo disuruh pun kayak bingung sendiri malahan. Karena mungkin mereka dibawah rata-rata jadi mereka merasa kurang pede dan minder. Tapi tadi sudah lumayan mereka mau berpartisipasi dalam game yang dikombinasikan dengan cooperative learning activities.</p> <p>Oh yes, of course. Hilmy and Dadang raised their hands in the teaching and learning process. In the day-to-day teaching and learning process, these students never raised their hands and don't want to speak. When I ask to come in front of the class, they are confused. Maybe because their ability is below their friends and they feel shy. But as we could see that in the teaching and learning process they could participate in the games that were combined with cooperative learning activities.</p>
R	<p>: Terus untuk keaktifan anak-anaknya bagaimana Bu? Apakah ada peningkatan?</p> <p>And what do you think about the students' activeness? Is there any improvement?</p>

ET	<p>: <i>Oh iya Mbak, apalagi dikasih kegiatan kayak tadi. Berkelompok terus dikombinasikan dengan game. Dengan cara itu anak-anak jadi merasa gak kayak belajar Mbak, jadi mereka lebih senang dan lebih aktif.</i></p> <p>Oh of course, yes. Moreover, the students were given the cooperative learning activities. They worked in groups and the activities were combined with the games. By doing the activities this way, the students felt that they were not learning, so they were happier and became more active.</p> <p>R: Researcher ET: English Teacher</p>
Interview 13, Appendix E	
R	<p>: <i>Gimana Mbak Ndaru actions-nya tadi?</i></p> <p>What do you think about the actions Mbak Ndaru?</p>
C	<p>: <i>Sudah sip Mbak, bagus. Tadi saya perhatikan yang kemarin agak malu-malu sudah mau berpartisipasi atas kehendaknya sendiri. Semua juga tadi sudah diberikan kesempatan untuk speaking. Terus tadi murid-muridnya juga pada senang, interested, pelajarannya juga menyenangkan.</i></p> <p>It's good. I noticed that in the first cycle some students were still little bit shy but in this cycle they participated the teaching and learning process by their own account. All of the students were also given chances to speak. And the students were also happy and interested. The activities were also fun.</p> <p>R: Researcher C: Collaborator</p>
Interview 11, Appendix E	

Beside their participation, enthusiasm, interaction, and confidence improved, their obedience also improved. All the students in this cycle obeyed the class rule. The students who sat at the back rows did not disturb their friends and make noise anymore. It was because the rule was changed. If the students disturbed their friends and made noise, one of their stars would be taken from their name tag. The students did not want to lose the stars, so they listened to the explanation and obeyed the rules. It could be seen in the following data.

R	<p>: <i>Tadi pada taat sama aturan gak?</i></p> <p>Did you obey the rules?</p>
S29	<p>: <i>Aku gak rame lho Miss, nanti kalo rame diambil bintangku.</i></p> <p>I didn't make noise, my stars would be taken if I did so.</p>
S26	<p>: <i>Iya, aku juga gak ganggu temen, nanti ndak diambil bintangku kayak punya Irfan.</i></p> <p>Ya, I didn't disturb my friends, my stars would be taken if I did so, like Irfan's stars.</p>

R: Researcher S: Student		Interview 12, Appendix E
R	<i>: Untuk rules-nya tadi gimana Bu?</i> What do you think about the rules ma'am?	
ET	<i>: Wah bagus itu Mbak. Mungkin ya kayak yang tadi aja besok kalo ada yang rame reward-nya diminta lagi. Itu lebih efektif. Tadi yang duduk di depan saya tadi si Renaldi tadi juga langsung manut dan mendengarkan pas bintangnya mau diminta lagi.</i> It was good. Maybe tomorrow you can use the rules again. If there is a student who disturbs or makes noise you can take his/her star just like what you did to Renaldi. He didn't make noise and listened to the explanation after you took his star.	
R: Researcher	ET: English Teacher	

During the implementation of Cycle 2, the students also performed the speaking aspects, i.e. comprehension, fluency, vocabulary, pronunciation and grammar. The students who had achieved the aspects of speaking in every meeting could be seen in Appendix G. The number of students who achieved each speaking aspect in Cycle 2 is presented in the following table.

Table 10: The Number of Students Who Achieved Each Speaking Aspect in Cycle 2

Aspects	Number of Students						
	Meeting 1		Meeting 2		Meeting 3		Average (%)
		%		%		%	
Comprehension	24	82,76	29	100	29	100	94,25
Fluency	14	48,28	16	55,17	23	79,31	60,92
Vocabulary	19	65,52	26	89,66	27	93,10	82,76
Pronunciation	15	51,72	16	55,17	23	79,31	62,07
Grammar	16	55,17	18	62,07	24	82,76	66,67

Based on the table above, the students' improvements lied on every aspect of speaking. The students' comprehension and vocabulary improved in the previous cycle, while they still got difficulties in fluency, pronunciation, and

grammar. In this cycle, all of the aspects improved. The improvements were elaborated as follows.

Comparing to the first cycle, the students' comprehension improved. The students' comprehension on the language functions was maintained during this cycle. There were three meetings in this cycle. During these meetings, the students could respond to the language functions appropriately. It could be seen from the following data.

.... Then they practiced in front of the class by using pictures of fruits. One student asked his friend by showing picture of bananas and saying, "*Do you like bananas?*" Another one answered, "Yes, I do."

Field Note 5, Appendix D

R : *Bagaimana actions yang telah diimplementasikan tadi Bu?*
What do you think about the actions that have been implemented ma'am?
ET : *Alhamdulillah muridnya sekarang udah bisa Mbak dan tambah aktif di kelas. Mereka juga cepet menangkap tadi language functions yang sudah diajarkan juga sudah masuk ke siswanya. Kesalahan grammar juga semakin sedikit. Tadi pas maju kebanyakan udah pada bener.*
Alhamdulillah, now the students can be more active in the class. They could understand the language functions fast. They also made less grammar mistakes. When they practiced in front of the class, they did it right.

R: Reseacher

ET: English Teacher

Interview 17, Appendix E

In this cycle, the students' fluency in speaking English improved. Comparing to the first cycle their fluency significantly improved. In the first meeting of this cycle, there were 48,28 % students who could fluently speak the language functions. In the second meeting there were 55,17 % students and in the third meeting there were 79,31 % students. The improvement could be seen in the following data.

R : *Menurut ibu mereka sudah lancar belum menggunakan language functions yang diajarkan Bu?*
What do you think about the language functions that have been

ET	<p>implemented ma'am? Are they fluent enough in speaking?</p> <p>: <i>Sudah Mbak. Karena tadi kan banyak pengulangan di aktivitasnya. Terutama di practice-nya tadi semua bisa coba language functions-nya.</i></p> <p>Ya, because you gave them so many repetitions in the activities. Especially in the practice, the students could try to use the language functions.</p> <p>R: Reseacher ET: English Teacher</p> <p style="text-align: right;">Interview 17, Appendix E</p>
R	<p>: <i>Untuk kelancaran apa juga meningkat setelah diterapkan cooperative learning activities ini?</i></p> <p>What do you think about the students' fluency after implementing the cooperative learning activities? Could it improve the teaching of speaking?</p>
C	<p>: <i>Ya, tentu saja. Karena mereka punya banyak kesempatan untuk praktek di practice sama production tadi.</i></p> <p>Yes, of course. Because they have many opportunities to practice the language functions in the practice and production stages.</p> <p>R: Researcher C: Collaborator</p> <p style="text-align: right;">Interview 15, Appendix E</p>

The next improvement was on students' vocabulary. The students' vocabulary mastery was better compared with their achievement in Cycle 1. The average percent of the number of students who achieved vocabulary mastery improved. In the first cycle there was 57,47 % of students and in the second cycle it improved into 82,76 % of students. The improvement was positive in every meeting. The following data presented their improvement on vocabulary.

<p>.... All the students enthusiastically mentioned all the foods and drinks that they bought in the canteen. The researcher asked them to raise their hand if they wanted to talk. Then they raised their hand and mentioned the kinds of foods and drinks.</p> <p style="text-align: right;">Field Note 6, Appendix D</p>	
R	<p>: <i>Dari five aspects of speaking (Comprehension, Fluency, Vocabulary, Pronunciation, Grammar) yang paling meningkat yang mana Mbak Ndaru?</i></p> <p>From the five aspects of speaking (comprehension, fluency, vocabulary, pronunciation, grammar) which one is the most improved?</p>
C	<p>: <i>Comprehension sama vocabulary, mereka gampang paham dan gampang mengingat vocabulary kalo diajari dan diulang-ulang. Yang lainnya juga meningkat sedikit demi sedikit. Tapi yang paling menonjol yang comprehension dan vocabulary.</i></p>

I think comprehension and vocabulary. They easily understand the lesson and easily remember the vocabulary that you have taught. The other aspects also improved little by little. But the most prominent were comprehension and vocabulary.

R: Researcher C: Collaborator

Interview 15, Appendix E

In Cycle 1, the students still had difficulties in pronunciation. Only a few students could pronounce the words correctly. In Cycle 2, the problem related to the students' pronunciation was overcome by giving them more feedback in the teaching and learning process, by checking their pronunciation, and by applying the cooperative learning activities that could give them opportunities to practice pronouncing the words. In the first meeting of this cycle, there were 51,72 % students who could pronounce the words correctly. It improved significantly until the third meeting. There were 79,31 % students who could pronounce the words correctly in the third meeting. It could be concluded that the students' pronunciation improved. The following interviews also showed the students' improvement on pronunciation.

R : *Untuk pronunciation sama intonasinya gimana Bu? Kemarin soalnya yang masih lemah adalah di pronunciation sama intonasinya.*

What do you think about the students' pronunciation and intonation ma'am?

ET : *Ya, kalo saya perhatikan sudah ada sedikit peningkatan Mbak. Tapi ada kata-kata tertentu yang susah bagi anak-anak. Kayak tadi "grapes" ada yang emang gak bisa ngucapin "grapes". Tapi saya lihat secara keseluruhan tadi sudah bagus Mbak.*

I gave more attention on students' pronunciation. There was improvement on students' pronunciation. But there is a word that is difficult for certain students such as the word "grapes". But in general, it was good.

R: Researcher ET: English Teacher

Interview 13, Appendix E

R : *Terus tadi yang belum tahu kata apa?*

Then which words that you don't know?

S16 : *Popsicle tadi lho miss, susah, belum pernah denger itu miss.*

	Popsicle, it was difficult. I have never heard that word.
R	: <i>Oh, tapi sekarang udah tahu kan?</i> But now you know it, right?
S20	: <i>Udah miss, es krim bertangkai. Ngucapinnya juga udah bener, tadi aku salah tapi terus dibenerin Miss Vita.</i> Ya, now I know it. It means “es krim bertangkai”. My pronunciation is right, but I was wrong before you correct me.
R	: <i>Lainnya udah bisa semua kan ngucapinnya?</i> How about the others? Could you pronounce the words correctly?
Ss	: <i>Udah Miss.</i> Ya, of course.
R: Researcher	S: Student
Interview 14, Appendix E	

The problem that also emerged during Cycle 1 was the students’ grammar accuracy in using the language functions. In Cycle 1, the students still got difficulties in ordering the words into a good order and correct sentence. It could be improved in Cycle 2 by implementing the cooperative learning activities and by using songs. During the cycle, their mistakes in word order could be minimized. It could be seen from the interview transcripts below.

R	: <i>Bagaimana actions yang telah diimplementasikan tadi Bu?</i> What do you think about the actions that have been implemented ma’am?
ET	: <i>Alhamdulillah muridnya sekarang udah bisa Mbak dan tambah aktif di kelas. Mereka juga cepet menangkap tadi language functions yang sudah diajarkan juga sudah masuk ke siswanya. Kesalahan grammar juga semakin sedikit. Tadi pas maju kebanyakan udah pada bener.</i> Alhamdulillah now the students can be more active in the class. They could catch the language functions and the explanation. The grammar mistakes were less than before. The students who performed in front of the class could do it well.
R: Reseacher	ET: English Teacher
Interview 17, Appendix E	
R	: <i>Tadi Miss Vita ngajar pake lagu suka gak?</i> Do you like it when I taught you using song?
Ss	: <i>Sukaaa ...</i> Ya, we like it.
S26	: <i>Asyik, lucu lagunya.</i>

It was fun, the song was funny.

R : Coba, masih ingat gak lagunya?
OK, could you try to sing it? Still remember the song, right?

Ss : Masih dong Miss.
Ya, of course.

S29 : *Sik sik, bentar, pie yo mau. Oh ya, gini lo Miss, “Do you like apples? Yes, I do. Do you like banana? No, I don’t ... “*
Oh wait, hmmm... Listen, like this “Do you like apples? Yes, I do. Do you like banana? No, I don’t ... “

R : *Nah, pinter, Faisol gimana inget juga kan?*
Oh, great! Now, Faisol, do you still remember the song?

S26 : *Iya dong. “Do you like apples? Yes, I do. Do you like banana? No, I don’t ... “*
Of course yes, “Do you like apples? Yes, I do. Do you like banana? No, I don’t ... “

R: Researcher S: Student

Interview 12, Appendix E

In conclusion, there were some improvements dealing with the students’ participation in the teaching and learning process, enthusiasm, interaction, confidence, obedience, and the students’ speaking skills. It was decided not to continue the cycle as the improvements were considered sufficient and because the actions in this research were limited by physical factors such as time and facilities. The percentage of the students’ improvement on speaking skills could be seen from the following chart.

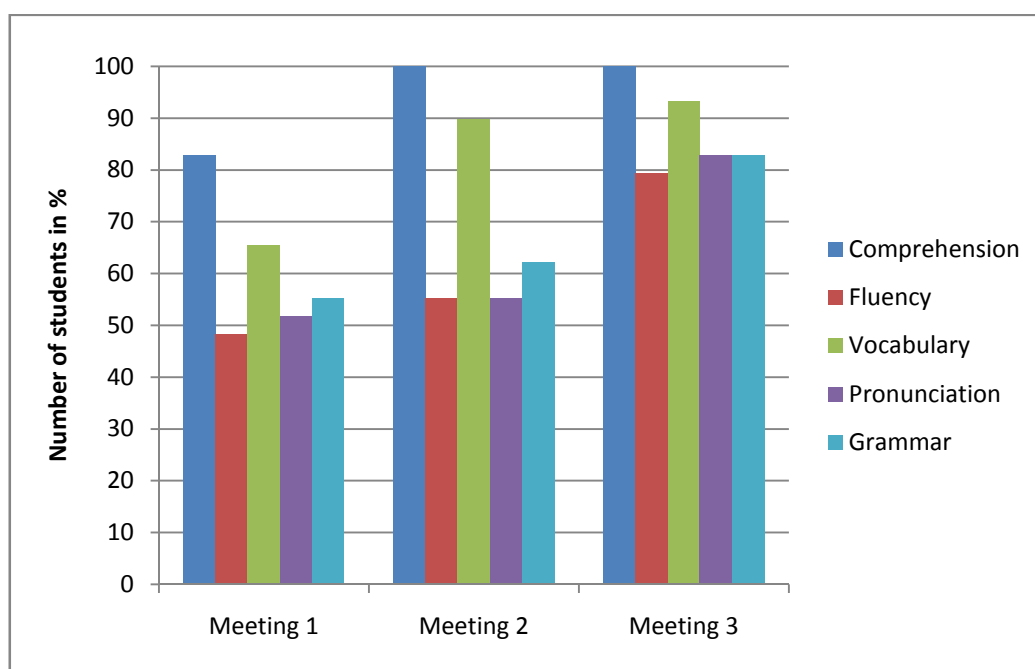


Figure 14: The number of students who achieved each Speaking Aspect in Cycle 2

It could be concluded from the explanation above that the result of Cycle 2 was said to be valid because it was in line with the concept of process, dialogic and outcome validity. It meant that there were some improvements after implementation of the actions which were supported by some data sources, such as field notes and interview transcripts. The result was also reliable because there were more than one observer in gathering the data. It was in line with the concept of investigator triangulation. By considering the results showed in this cycle which had shown good improvements in the teaching of English speaking and in the students' speaking skills, it was decided to stop the actions.

3. General Findings

Based on the reflection in Cycle 1, the students had shown improvement of their participation, confidence, and on their speaking skills. The good

improvement on their speaking aspects lied on comprehension and vocabulary. However, they still got problems in pronunciation, fluency, and grammar. Their achievement on those aspects was still low. The problems related to their obedience also appeared in Cycle 1. Many students did not obey the rules, disturbed their friends, and made noise. Therefore, it was decided to continue the cycle. In Cycle 2, it was found that the students' obedience improved and their speaking skills also improved in each speaking aspects. The following chart shows the result of both cycles.

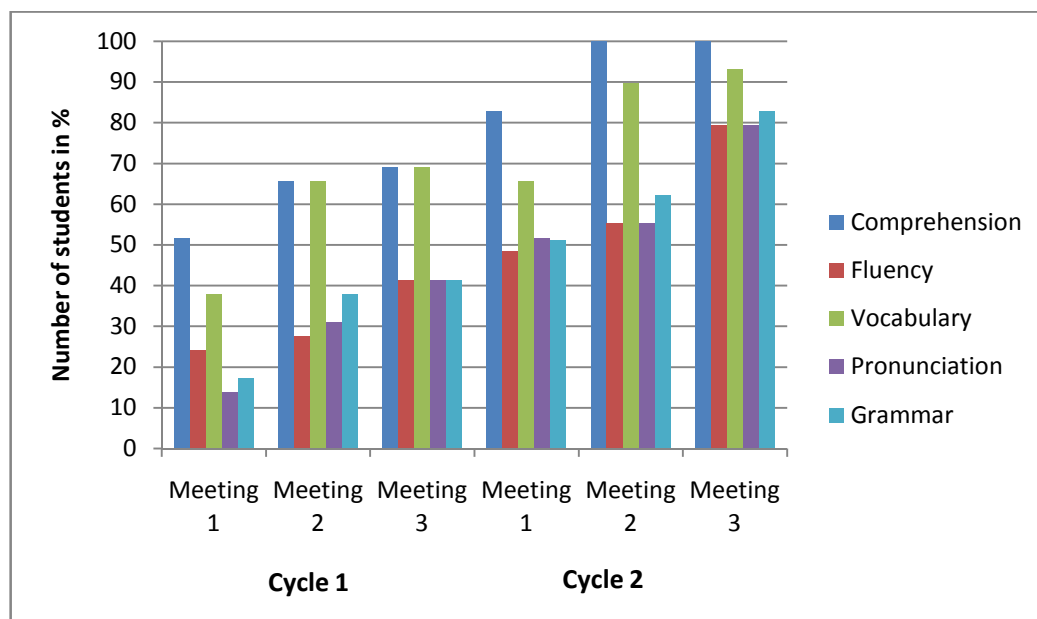


Figure 15: The number of students who achieved each Speaking Aspect in Cycle 1 and Cycle 2

From the chart above, it could be concluded that the number of students who achieved each speaking aspect improved. It indicates that the use of cooperative learning activities that were accompanied with the other actions were successful in improving the teaching of English speaking and also in improving the students' speaking skills. As a result, there were changes that occurred during

the implementation of the actions. The summary of the changes that happened before and after the actions were implemented is presented in the table below.

Table 11: The Changes that Existed After the Implementation

Before the Actions were Implemented	After the Actions were Implemented	
	Cycle 1	Cycle 2
The students had limited chance to speak English.	The students participated in the speaking activities. They have more chances to speak in their groups. They paid attention to the explanation and gave responses to the explanation. Most of them were enthusiastic to answer questions posed by the researcher.	The students kept their participation during the activities. They paid attention to the explanation and to their friends who presented their work. They practiced speaking enthusiastically. They had a lot of opportunities to speak.
The class was crowded and noisy. It was difficult to discipline the class. Most of the students did not obey the class rules made by the English teacher. They tended to do disruptive behaviors. They talked with their friends while the English teacher was explaining the materials. They did not do what the English teacher assigned them to do.	Most of the students obeyed the class rules. But some of them still did not obey the rules because they thought that the punishment was easy for them.	All of the students obeyed the class rules. They did not talk with their friends while the researcher was explaining the materials. They also did not make noise and did not disturb their friends.
The students did not fully participate during the speaking activities. The students practiced the dialogue only once or twice. After that, they were busy talking with each other.	The students participated in the speaking activities. They paid attention and gave responses to the explanation. Most of them were enthusiastic to join the activities.	The students kept their participation during the activities. They practiced speaking enthusiastically.
Most of the students hesitated to speak	Most of them were not shy and afraid to speak	The students' confidence in speaking English

English. Most of the students were not confident to speak English. The students did not want to raise their hands when the teacher asked them to speak English. They did not respond the teacher's questions and tended to be silent if the teacher asked.	anymore. They did not hesitate to speak English in their groups. They were willing to practice speaking with their friends. However, they were still afraid to answer the questions in English.	improved. They did not hesitate to speak English. They were more confident and they did not feel afraid anymore to raise their hands. Most of them responded to questions in English.
The students speaking skills were still low. The students got difficulties in speaking English.	The students speaking skills improved especially on their comprehension and vocabulary.	The students speaking skills improved on all aspects of speaking i.e. comprehension, fluency, vocabulary, pronunciation, and grammar.

Besides the result above, the success of the actions was also considered by comparing the results of the pre-test and the post-test. In pre-test and post-test, some speaking aspects were used to assess students speaking skills. They were comprehension, fluency, vocabulary, pronunciation and grammar. The students' pre-test and post-test scores could be seen in Appendix F. The different average results between the pre-test and the post-test based on each speaking aspect can be seen in the following table.

Table 12: The Mean Score of Each Speaking Aspect in Pre-test and Post-Test

Speaking Aspects	Pre-Test	Post-Test
Comprehension	3,01	4,41
Fluency	2,80	3,79
Vocabulary	2,71	3,89
Pronunciation	2,48	3,67
Grammar	2,74	3,77

The table shows that in each speaking aspect, the post-test score is higher than the pre-test score. It means that the teaching of English speaking was successful to improve the students' speaking skills. The improvements of students' speaking skills can also be seen in the following chart.

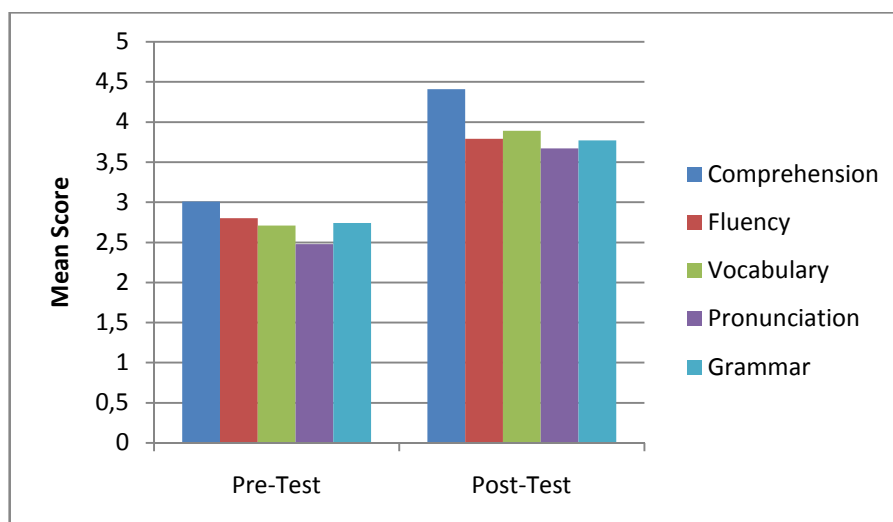


Figure 16: The Mean Score of Each Speaking Aspect in Pre-test and Post-Test

From the chart above it is clearly seen the mean score of each speaking aspect in the post-test increased. The improvements of the mean scores were 46,51% for comprehension, 35,36% for fluency, 43,54% for vocabulary, 47,98% for pronunciation, and 37,59% for grammatical accuracy.

As the final reflection, the researcher, the English teacher, and the collaborator discussed the result of this research. They agreed that the actions that had been implemented were successful to improve the teaching of English speaking and also to improve the students' speaking skills. It could be concluded that the objective of the research was achieved. Therefore, after seeing the result of Cycle 2, they decided to stop the cycle.

C. Research Discussion

From the observations and interviews at reconnaissance stage, it could be implied that there were a lot of problems occurred in the teaching and learning process related to the teaching of English speaking and related to the students' speaking skills. To overcome those problems, some actions were implemented. The main action was applying cooperative learning activities in the practice and production stages. Cooperative learning was chosen because the activities in cooperative learning could give the students more opportunities to practice speaking in the class. The activities could also improve the students' participation, interaction, and confidence.

The implementation of cooperative learning activities was combined with other actions i.e. using pictures and various media in the teaching and learning process, using classroom English, using simple songs, applying class rules, and using games that were combined with the cooperative learning activities. These solutions were expected to improve the teaching of English speaking in a large class. It was also aimed at providing them with sufficient opportunities to practice speaking.

The actions were conducted in two cycles. Based on the reflection of Cycle 1, there were two improvements in term of process and in term of product. The improvement on the process was good. But in term of product, the students' improvement had not covered all aspects of speaking. Their prominent improvements were on their comprehension and vocabulary. The other aspects were still low and they needed to be improved. The students had not showed

great improvement on fluency, pronunciation, and grammar. Moreover, another problem emerged during Cycle 1. Some students still did not obey the class rules, tended to do disruptive behaviors, and made noise in the classroom.

Cycle 2 was conducted to overcome problems that emerged in the previous cycle as well as to improve the speaking aspects that were still low. In this cycle, feedback was given on students' pronunciation and grammar. Rewards in the form of stars were also given to maintain their interest and participation. The new class rules were also added to make all the students obey the class rules. To keep their use of language functions, the rules in cooperative learning activities were made so that the students needed to use the expressions in order to get information from the other groups.

The reflection showed that the use of cooperative learning activities and the accompanying actions were successful to improve the teaching of English speaking and also the students' speaking skills in every aspect of speaking. The following discussion shows how cooperative learning activities improved the teaching of English speaking in a large class and improved the students' speaking skills.

1. Cooperative learning activities were useful in improving the students' participation and interaction among the students. Because when it came to the performance time, each group member felt that his or her contribution was necessary for the group's success. It was in line with one of the elements of cooperative learning i.e. positive interdependence. All the group members were responsible for the success of their group. In cooperative learning activities, the

students also learned actively in ongoing conversation. They made dialog with their friends, exchanged thoughts with their group members and with the other groups, supported their friends and made interview with their friends. They shared, helped, supported, and encouraged each other. The students with good knowledge would explain to their friends and discuss the materials being learned. By doing these activities, the students' participation and interaction improved.

2. From the finding, it could be concluded that the implementation of cooperative learning activities could improve the students' confidence and enthusiasm in speaking English. The cooperative learning activities that were combined with games provided the students with a lot of practice and repetitive use of the words. Through the practices and fun activities, the students' confidence and enthusiasm could be improved.
3. After the implementation of cooperative learning activities, the students' speaking skills improved in each aspect of speaking. The cooperative learning activities could give sufficient time for the students to practice, to get feedback both from the researcher and from their friends, to get actively involved in the lesson, to develop their skills and intelligences, and to speak up in their group formation. In the cooperative learning activities, the students learned together so that they subsequently could gain greater individual competency. They learned to do something together so that they could do it more easily. Moreover, the higher-achieving students could help the lower-achieving

students in the teaching and learning process. Through this way, the students' speaking skills improved significantly.

4. The cooperative learning activities were also good to manage the large class. By dividing the students into some groups, it could increase their responsibility. They felt responsible for everything happened in their groups. They did the best for their groups by working cooperatively with their friends. They helped the lower-achieving friends to accomplish the goal together. It could minimize the disruptive behaviors done by the students. It could also make the large class more controllable.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

This research was aimed at improving the teaching of English speaking in a large class at grade 5B of SD Negeri 3 Imogiri by using cooperative learning. Based on the discussion in the previous chapter, it could be concluded that the implementation of the actions and the accompanying actions were successful to improve the teaching of English speaking. The improvements lied on their participation, confidence, interaction, enthusiasm, obedience, and their speaking skills. It could also be seen in the result of the pre-test and post-test. Based on the result, there were improvements on the students' speaking aspects after the post-test.

The brief summary of the improvements are presented as follows.

1. The students' participation, confidence, interaction, enthusiasm and obedience improved both in the first and second cycles. It could be seen from their contributions to their group. All the students participated in the speaking activities. They also felt responsible for the success of their group. They made interaction with their groups and helped their friends. They learned actively in ongoing conversations. They also made dialogs and exchange thoughts with their friends and with the other group members. The students also did a lot of practices in doing the cooperative learning activities that could make them more confidence in speaking English.

2. After the implementation of the actions, the students' speaking skills improved in each aspect of speaking, i.e. comprehension, fluency, vocabulary, pronunciation, and grammar. The cooperative learning activities could give sufficient time for the students to practice, to get feedback from their friends and from the teacher, to get actively involved in the lesson, and to speak up in their group formation. During the teaching and learning process the students gave appropriate responses or answers to a certain expression or instruction spoken in English. They could also memorize the vocabulary well. They could use the words presented in the presentation stage in the targeted language functions correctly. Their fluency was also better before the implementation of the actions based on the pre-test and post-test scores. The students' pronunciation also improved. They could pronounce the words correctly in the practice and production stages. The last improvement was on their grammatical accuracy. After the implementation of the actions the students' grammatical mistakes could be reduced.

B. Implications

Based on the results of the research, three implications can be proposed. They are presented as follows.

The results of the research indicate that the cooperative learning activities can be used to improve the teaching of English speaking in a large class. The implementation of cooperative learning activities can help the students learn the materials and the language functions easier. They work in groups so that they have companions to discuss the materials and to practice the language functions in

some contexts. They also become more active to participate in the teaching and learning process. It implies that these activities are necessary to be used in a large class so that the teaching of English speaking can be improved.

The results of the study indicate that the cooperative learning activities are successful to improve the students' speaking skills. Through the more chances to practice speaking that the students get in the activities, they are accustomed with English language. The speaking aspects improve significantly from the first meeting until the last meeting. It implies that the teacher can apply cooperative learning activities to improve the students' speaking skills and to give them more chances to speak.

The results of the study indicate that the cooperative learning activities can be used to manage the large class. The students' responsibility increased when they were divided into some groups. They felt responsible for the success of their groups. They worked cooperatively with the members of their groups to reach the goal. They helped the lower-achieving friends to accomplish a goal together. By doing so, it could minimize the disruptive behaviors done by the students. The cooperative learning activities made the large class more controllable. It implies that the English teacher can use the cooperative learning activities to deal with the large class and to make the class more controllable and run effectively.

C. Suggestions

1. For the English teachers

English teachers need to give more opportunities for the students to practice speaking in the class. The traditional technique that only focuses on

vocabulary and grammar will make the students get bored. The enjoyable and non-threatening atmosphere, interesting media, and English songs should also be made to make the students more interested in the lesson.

2. For the students of English Education Department

The students of English Education Department can apply cooperative learning activities if they happen to teach in a large class for their practicum and for their teaching practices. To make it more interesting for the students, they can combine the cooperative learning activities with some games.

3. For other researchers

The results of the research can be used as a useful reference for other researchers who are interested in conducting similar research related to the teaching of English speaking in a large class. The cooperative learning activities are flexible. They can be used for any levels of language learners.

4. For decision makers in education

The results of the research can be used as a reference for the decision makers in education, such as the headmasters to give more attention in the teaching and learning process in a large class. It can also give clearer description about teaching speaking in a large class so that it can make them make their appropriate decision in managing classes at schools.

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APPENDIX A

COURSE GRID

The Course Grid of Improving the Teaching of English Speaking in a Large Class through Cooperative Learning at Grade Five of SDN 3 Imogiri Bantul, Yogyakarta

Cycle 1

Basic Competency	Indicators	Learning Materials				Teaching and Learning Activities	Cooperative Learning Activities
		Topics	Functions	Key Structure	Vocabulary		
6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi.	<p>The students are able to:</p> <ul style="list-style-type: none"> - say their family members by using pictures. - describe their family's physical appearance - ask and answer questions about their family. - use possessive pronouns correctly. 	Family	<p>Giving information about families and describing families.</p> <p>A: Who is that? B: That is Ken's father. A: What does he look like? B: He is tall, slim, and handsome. He also has short hair. A: How many brothers and sisters does Ken have? B: Ken has one sister. Her name is Samantha.</p>	<ul style="list-style-type: none"> - Possessive - Simple Present Tense - S + to be (is, am, are) + O + Adv - S + V1 + O + Adv - Jim is Ken's father. He is tall. - Samantha's mother is very slim. - My sister is beautiful. She has pointed nose. - Has/have - How many...? 	<p>Family Members:</p> <p>grandfather, grandmother, parents, father, mother, brother, sister, son, daughter, uncle, aunt, grandchildren, grandson, granddaughter, cousin, nephew, niece.</p> <p>tall, short, fat, slim, beautiful, handsome, short hair, long hair, straight hair, curly hair, pointed nose, flat nose, mustache.</p>	<p>Presentation</p> <ol style="list-style-type: none"> 1. Questions and answers about family. 2. Teacher shows a picture of Family Tree and gives explanation to the students. 3. A list of new vocabulary about family and new grammar structure are introduced by using pictures. 4. Students listen to the teacher's explanation about the new structure. 5. Teacher checks students' comprehension 6. Students sing "Three Bears" song. <p>Practice</p> <ol style="list-style-type: none"> 7. Students practice using the new structure by playing 	<p>Numbered Heads Together</p> <p>A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question posed by the teacher so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.</p>

						<p>Family Tree game that is combined with Numbered Heads Together activity in groups of four.</p> <p>8. Students interview friends by doing class survey in Three-step Interview.</p> <p>9. Students report the survey orally.</p> <p>Production</p> <p>10. Students draw their own family tree.</p> <p>11. Teacher checks students' work.</p> <p>12. Students explain their family tree and describe the physical appearance of their family to their friends orally.</p>	<p>Three-step Interview</p> <p>Student chooses a friend to be a partner. During the first step, student interviews his/her friend. During the second step, they reverse the roles. In the third step, they are asked to report the interview to their friends orally.</p>
<p>6.2 Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta barang, dan memberi barang.</p>	<p>The students are able to:</p> <ul style="list-style-type: none"> - show things in the classroom correctly. - say the kinds of things in the classroom correctly. - use the expressions of 	<p>Things in the classroom.</p>	<ul style="list-style-type: none"> - Asking for goods. - Giving goods. <p>A: Can I have a pen? B: Sure, here's a pen. (Sure, here you are).</p>	<p><i>Can + Subject + have +Noun?</i></p> <ul style="list-style-type: none"> - Can I have a pen? - Can I have a book? - Can I have a ruler? 	<p>a pen, a pencil, colored pencils, a book, a bag, a pencil case, an eraser, a notebook, a ruler, a piece of paper, a marker, a whiteboard.</p>	<p>Presentation</p> <ol style="list-style-type: none"> 1. Questions and answers about things in the classroom. 2. Teacher shows pictures of things in the classroom gives explanation about the pictures. 3. A list of new vocabulary about 	<p>Numbered Heads Together</p> <p>A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the</p>

	<p>asking for goods.</p> <p>- use the expressions of giving goods.</p>					<p>things in the classroom and new grammar structure are introduced by using pictures.</p> <p>4. Students listen to the teacher's explanation about the new structure.</p> <p>5. Teacher checks students' comprehension.</p> <p>6. Students sing "Can I have a pen?" song.</p> <p>Practice</p> <p>7. Students practice asking for goods and giving goods with their friends by doing the <i>Numbered Heads Together</i> activity.</p> <p>8. Students work in groups of four.</p> <p>9. Each member is given number 1,2,3, and 4.</p> <p>10. Teacher asks questions to the groups.</p> <p>11. Groups work together and discuss with all members to answer the teacher's questions.</p> <p>12. Teacher calls out a number (two) and</p>	<p>group. Groups work together to answer the questions posed by the teacher so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.</p> <p><i>Three-step Interview</i></p> <p>During the first step students ask/ interview other groups to get the things that are written on the list. During the second step they reverse the roles. In the third step they report what they have gotten to the other groups/whole class. The</p>
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						<p>each two is asked to give the answer orally based on the discussion with all group members.</p> <p>13. Students play the <i>Dice Game</i> in groups of four.</p> <p>14. Each group rolls the dice.</p> <p>15. The group can ask for things in the classroom based on the number shows on the dice that they roll.</p> <p>16. If the dice shows number “5”, the group must ask “5” things in the classroom.</p> <p>17. The winner will be the group with the most things in the classroom that they get.</p> <p>Production</p> <p>18. Students do the <i>Three-step Interview</i> activity that is combined with “<i>searching game</i>”.</p> <p>19. First, students interview other groups to get the things that are</p>	<p>group which can get the things that are written on the list completely will be the winner.</p>
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						<p>written on the list.</p> <p>20. Secondly, they reverse the roles with the other groups.</p> <p>21. In the third step, students report what they have gotten to the other groups/whole class.</p>	
<p>6.3 <i>Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: meminta kejelasan</i></p>	<p>The students are able to:</p> <ul style="list-style-type: none"> - say many kinds of animals. - say the main characteristics of animals. - use the expression of asking for clarity correctly. - use the expression of giving clarity correctly. 	Animals	<ul style="list-style-type: none"> - asking for clarity - giving clarity <p>A: What is that? B: It's an elephant. A: Is it big? B: Yes, it is.</p>	<p>To be + subject + complement?</p> <ul style="list-style-type: none"> - Is it big? - Is it small? - Is it black? - Is it white? 	a lion, a tiger, a giraffe, an elephant, a cow, a zebra, a snake, a monkey, a kangaroo, a crocodile, a camel, a mosquito	<p>Presentation</p> <ol style="list-style-type: none"> 1. Questions and answers about animals at the zoo and around us. 2. Teacher shows pictures of animals and gives explanation about the pictures. 3. Look, listen and repeat after the teacher. 4. A list of new vocabulary about animals and new grammar structure are introduced by using pictures. 5. Students listen to the teacher's explanation about the new structure. 6. Teacher checks students' comprehension 7. Students sing "Let's go to the zoo" song. 	<p>Talking Chips</p> <p>Each team is given some chips and each time they talk they must submit a chip. Once their chips are gone they may no longer talk. Each student in the team must give contribution to submit the chips. The one who has submitted chips can help his/her friend but he/she cannot talk again. All students are required to use their chips.</p>

						<p>Practice</p> <p>8. Students practice asking for clarity by playing guessing game that is combined with <i>Talking Chips</i> activity.</p> <p>9. Each team is given some chips and each time they talk they must submit a chip.</p> <p>10. Each student in the team gives contribution to submit the chips.</p> <p>11. Students ask for clarity. Teacher gives clarity.</p> <p>Production</p> <p>12. Students do the <i>Team Pair Solo</i> activity.</p> <p>13. First, teacher asks the teams (each team consists of four students) to think of names of animals and mention as many as animals that they know.</p> <p>14. Secondly, the students pair up.</p> <p>15. Teacher gives picture to one of the students. One</p>	<p><i>Team Pair Solo</i></p> <p>Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. First, teacher asks the teams (each team consists of four students) to think of names of animals and mention as many as animals that they know. The winner is the team that can mention more animals than the others. Secondly, the students pair</p>
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						<p>student asks for clarity, another one gives clarity.</p> <p>16. Finally, all students practice solo/individually. Teacher asks one of the students to be a volunteer. He/she will hide pictures of animals and his/her friends will guess. After a while, they reverse the roles so that all students will have the same opportunity to ask for clarity and give clarity.</p>	<p>up. Teacher gives picture to one of the students. One student asks for clarity, another one gives clarity. Finally, all students practice solo/individually. Teacher asks one of the students to be a volunteer. He/she will hide pictures of animals and his/her friends will guess. After a while, they reverse the roles so that all students will have the same opportunity to ask for clarity and give clarity.</p>
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Cycle 2

Basic Competency	Indicators	Learning Materials				Teaching and Learning Activities	Cooperative Learning Activities
		Topics	Functions	Key Structure	Vocabulary		
6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima	The students are able to: - show kinds of fruits correctly by using pictures - say the kinds of fruits correctly - ask about what someone likes - express like and dislike	Fruits	- Asking about what someone likes - Expressing like and dislike A: Do you like apples? B: Yes, I do. A: Do you like grapes? B: No, I don't. I like bananas.	<i>Do</i> +Subject+ <i>like</i> +Noun? Subject+ <i>like</i> + Noun Do you like apples? I like apples.	apple, mango, orange, grape, strawberry, banana, guava, watermelon, melon, papaya, star fruit, pineapple, avocado, lychee	Presentation 1. Questions and answers about kinds of fruits. 2. Teacher shows pictures of fruits. 3. Teacher asks the students to guess the pictures shown. 4. A list of new vocabulary about kinds of fruits is introduced. 5. New grammar structure is introduced. 6. Students listen to the teacher's explanation about the new structure. 7. Students sing “ <i>Do you like ... ?</i> ” song. Practice 8. Students practice asking about what someone likes and expressing like and dislike by doing Numbered Heads Together activity that is combined with “ <i>Do you like</i>	Numbered Heads Together A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the questions posed by the teacher so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer. Three-step Interview During the first step students

						<p>... ” game.</p> <p>9. Students work in groups of four.</p> <p>10. Each member is given number 1, 2, 3, and 4. Each member is also given pictures of fruits.</p> <p>11. Teacher asks number 1 to ask questions to his/her group. “<i>Do you like ...?</i>”</p> <p>12. Teacher calls out a number (two) and each two is asked to give the answer based on the pictures that they hold.</p> <p>Production</p> <p>13. Students do the <i>Three-step Interview</i> activity.</p> <p>14. First, students ask/interview other groups to ask what they like/dislike and take note.</p> <p>15. Secondly, they reverse the roles with the other groups.</p> <p>16. In the third step, students report what</p>	<p>ask/interview other groups to ask what they like and take note. During the second step they reverse the roles. In the third step they report what other groups like to the whole class.</p>
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						other groups like and dislike to the whole class.	
6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima	<p>The students are able to:</p> <ul style="list-style-type: none"> - show kinds of foods and drinks by using pictures correctly. - say the kinds of foods and drinks correctly. - ask about what someone wants. - express what they wants. 	Foods and Drinks	<ul style="list-style-type: none"> • Asking about what someone wants. • Expressing about what they want. <p>A: Do you want cookies? B: Yes, I do.</p> <p>A: Do you want a glass of milk? B: No, I don't. I want a cup of coffee.</p>	<p><i>Do + Subject + want + Noun?</i></p> <p><i>S + want + Noun</i></p> <p><i>Do you want cookies?</i></p> <p><i>I want cookies.</i></p>	cookies, a cup of tea, ice cream, noodles, candies, fried rice, chocolate, chips, a cup of coffee, a glass of milk, donut, lollipop, popsicle.	<p>Presentation</p> <ol style="list-style-type: none"> 1. Questions and answers about foods and drinks that the students buy at the canteen. 2. Teacher shows pictures of foods and drinks. 3. Teacher asks the students to guess the pictures shown. 4. A list of new vocabulary about kinds of foods and drinks are introduced. 5. New grammar structure is introduced. 6. Students listen to the teacher's explanation about the new structure. 7. Students sing "Do you want ...?" song. <p>Practice</p> <ol style="list-style-type: none"> 8. Students practice asking about what someone wants by doing the Think-Pair-Share activity. 	<p>Think-Pair-Share</p> <p>During the first step students think silently about a question posed by the teacher. During the second step they pair up and exchange thoughts. In the third step, they share with other groups.</p> <p>Three-step Interview</p> <p>Each group is given a list of foods and drinks that they want. First, the students interview other groups to ask what the other groups want. They collect</p>

						<p>9. During the first step students think silently about a question posed by the teacher.</p> <p>10. During the second step they pair up and exchange thoughts.</p> <p>11. In the third step, they share with other groups and practice asking what his/her friend wants and expressing what he/she wants.</p> <p>Production</p> <p>12. Students do the <i>Three-step Interview</i> activity.</p> <p>13. Each group is given a list of foods and drinks that they want.</p> <p>14. First, the students interview other groups to ask what the other groups want.</p> <p>15. They collect information about foods and drinks that the other groups want.</p> <p>16. In the second step,</p>	<p>information about foods and drinks that the other groups want.</p> <p>In the second step, they reverse the roles with the other groups.</p> <p>In the third step, students report what the other groups want.</p>
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						they reverse the roles with the other groups. 17. In the third step, students report what the other groups want.	
6.2 Bercakap-cakap untuk meminta/memberi jasa secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan	<p>The students are able to:</p> <ul style="list-style-type: none"> - show kinds of things at home and things in the classroom by using pictures correctly. - say the kinds of things at home and things in the classroom correctly. - ask for help. - give help. 	Request (Things at home and things in the classroom)	<ul style="list-style-type: none"> • Asking for help. • Giving help. <p>A: Could you clean the whiteboard, please? B: Sure.</p>	<p><i>Could + subject + verb + object, please?</i></p> <p>Could you close the door, please?</p>	<p>car, bike, fan, AC, window, door, radio, TV, computer, floor.</p> <p><i>sweep, mop, clean, turn on, turn off, close, open, lend, fix, bring.</i></p>	<p>Presentation</p> <ol style="list-style-type: none"> 1. Questions and answers about things at home and things in the classroom. 2. Teacher asks the students if they have ever asked for help to their friends. 3. A list of new vocabulary about things at home is introduced. Teacher also reminds students about things in the classroom that they have been learned before. 4. New grammar structure is introduced. 5. Students listen to the teacher's explanation about the new structure. <p>Practice</p> <ol style="list-style-type: none"> 6. Students practice asking for help and 	<p>Think-Pair-Share</p> <p>Teacher delivers materials to the students. Students are asked to think silently about the materials given. After a while they are asked to pair up with a friend and discuss the materials. Finally they share the result of the discussion with the class and practice asking for help.</p> <p>Three-step Interview</p>

						<p>giving help by doing the <i>Think-Pair-Share activity.</i></p> <p>7. Teacher delivers materials to the students.</p> <p>8. Students are asked to think silently about the materials given.</p> <p>9. After a while they are asked to pair up with a friend and discuss the materials.</p> <p>10. Finally they share the result of the discussion with the class and practice asking for help based on the materials given.</p> <p>Production</p> <p>11. Students do the <i>Three-step Interview activity.</i></p> <p>12. Each group is given a problem.</p> <p>13. A group comes in front of the class and the group must ask for help based on the problems they see on the other groups.</p> <p>14. All groups reverse</p>	<p>Each group is given a problem. A group comes in front of the class and the group must ask for help based on the problems they see on the other groups. All groups reverse the roles. In the third step they report which group that they have interviewed.</p>
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						the roles. 15. In the third step they report which group that they have interviewed.	
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APPENDIX B

LESSON PLANS

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: SD Negeri 3 Imogiri
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: V/2
Aspek/Skill	: Berbicara
Tema	: <i>Family</i>
Alokasi Waktu	: 70 menit
A. Standar Kompetensi	: 6. Mengungkapkan informasi sangat sederhana dalam konteks sekolah.
B. Kompetensi Dasar	: 6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi.

C. Tujuan Pembelajaran

Setelah kegiatan pembelajaran siswa dapat mendeskripsikan penampilan fisik dan hubungan kekerabatan dalam keluarga secara akurat, lancar, dan berterima.

D. Indikator

1. Siswa dapat menyebutkan anggota keluarganya dengan menggunakan gambar.
2. Siswa dapat mendeskripsikan penampilan fisik anggota keluarga mereka.
3. Siswa dapat bertanya dan menjawab pertanyaan seputar anggota keluarga.
4. Siswa dapat menggunakan kata ganti milik dengan tepat.

E. Materi Pembelajaran

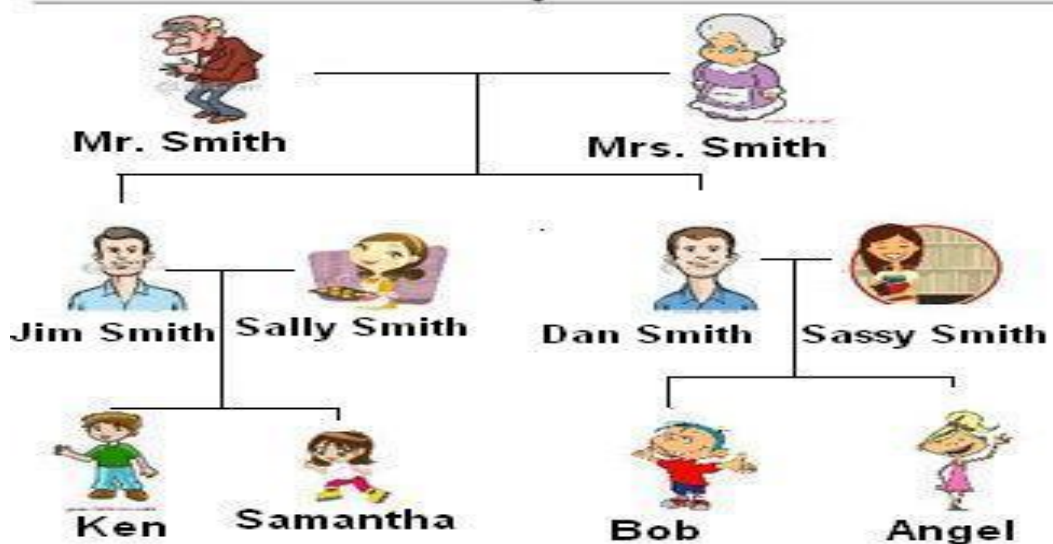
1. Family Tree

Look at the Picture! Listen! Repeat!

How do they look like?

The Smith's

Family Tree



Mr. Smith



Mrs. Smith



Jim Smith



Sally Smith



Dan Smith



Sassy Smith



Ken



Samantha



Bob



Angel

2. Penjelasan Guru

Vocabulary

grandfather, grandmother, parents, father, mother, brother, sister, son, daughter, uncle, aunt, grandchildren, grandson, granddaughter, cousin, nephew, niece.

Mr. Smith has two sons. They are Jim Smith and Dan Smith.

Jim has one **son**. **His** name is Ken. He is **handsome**.

Jim has one **daughter**. **Her** name is Samantha. She is **beautiful**.

Jim is **Ken's** father. He is **tall**. He has **short hair**.

Sally is **Samantha's** mother. She is **slim**.

How many sisters does Ken have? He has one **sister**. **Her** name is Samantha. She is **beautiful**.

3. Sing a Song



Sing a Song

THREE BEARS

Look there are three bears

All in the same house

Father bear, mother bear, little bear ...

Father bear is very fat

Mother bear is very slim

Little bear is so cute I could die

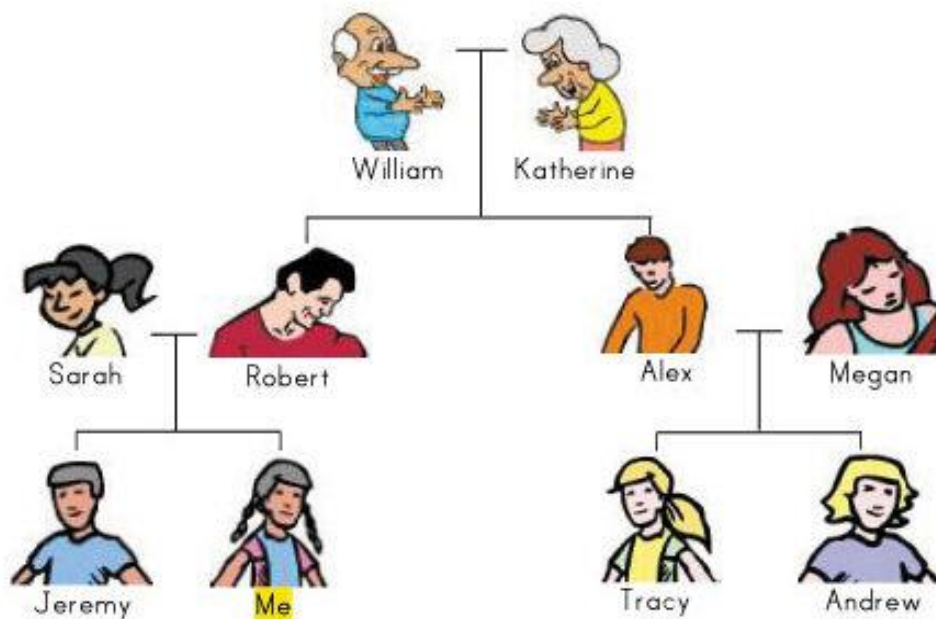
What a happy family !!



4. Game

Family Tree Game

Look at the family tree below. Pretend you are the girl that is highlighted as "me". Answer the questions below about your pretend family.



Teacher's questions in the game:

1. Who is Jeremy?
2. Who is Robert?
3. Who is Katherine?
4. Who are Tracy and Andrew?
5. Who is Megan?
6. Who is Sarah?

5. Doing the class survey and report it



How many brothers and sisters do you have?

NO	NAMES	Brothers		Sisters		Physical Appearance tall/short/fat/slim/ handsome/beautiful/short hair/long hair/straight hair/curly hair/pointed nose/flat nose/mustache
		number	names	number	names	
1.						
2.						
3.						
4.						
5.						

How to report?



- **Opening and Greeting**

Good morning friends!

- **Reporting**

I'd like to report the result of my survey. I have asked Ardhy, Doni,

Ardhy has one brother. His name is Didi. He is fat and handsome.

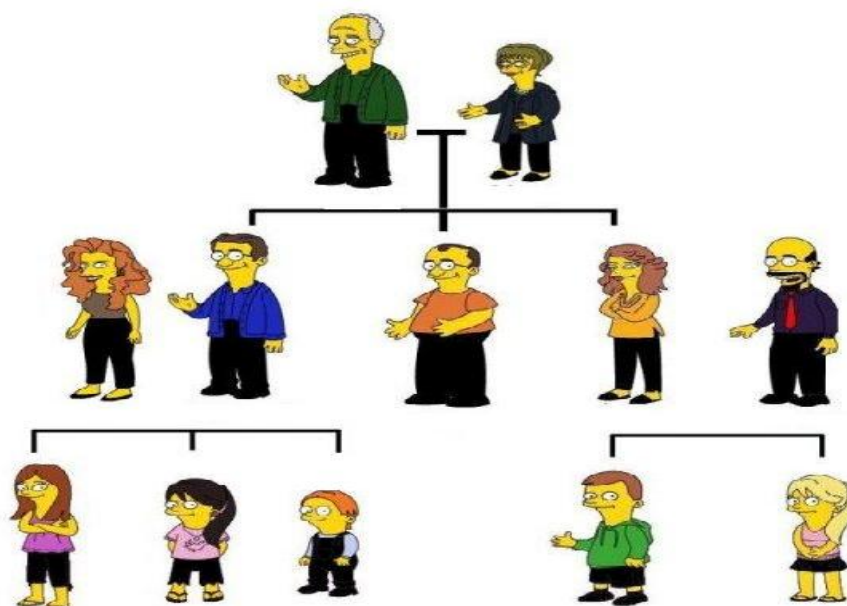
- **Closing**

This is the end of my report. Thank you ^_^

6. Students draw their own family tree.

Draw Your Own Family Tree

And explain their physical appearance



F. Metode Pembelajaran

PPP: Presentation Practice Production

G. Aktivitas Pembelajaran

1. Pre-Activity

- Guru menyapa siswa:
Good morning class!
- Guru bertanya kondisi siswa;
How are you today?
- Guru memimpin doa sebelum memulai pelajaran:
Before we start our class, let's pray together.
Rolling rolling up up, rolling rolling down down, rolling rolling out out, rolling rolling in. Pray do!
- Guru mengecek kehadiran siswa:
Who is missing today?
- Guru mengecek kesiapan siswa untuk mengikuti pelajaran.
Are you ready?

2. Main Activities

- **Presentation**
- Tanya jawab tentang keluarga untuk mengenalkan siswa dengan *vocabulary* dengan topic family.
- Guru menunjukkan gambar *family tree* dan memberikan penjelasan.
- Guru memperkenalkan kosakata tentang *family* dan struktur kalimat yang baru dengan menggunakan gambar *family tree*.
- Siswa mendengarkan penjelasan guru mengenai struktur kalimat yang baru dan mencoba mengucapkannya.
- Guru mengecek pemahaman siswa.
- Guru mengajarkan siswa lagu “*Three Bears*” dan menyanyikannya bersama-sama.

- **Practice**

- Siswa mempraktekan struktur kalimat yang baru dengan bermain *family tree game* yang dikombinasikan dengan *Numbered Heads Together*.
- Siswa melakukan survey kelas dengan melakukan interview kepada beberapa teman.
- Siswa melaporkan hasil interview secara lisan.

- **Production**

- Murid menggambar *family tree* mereka sendiri.
- Guru mengecek pekerjaan siswa.
- Murid menjelaskannya *family tree* yang mereka gambar dan mendeskripsikan penampilan fisik keluarga mereka secara lisan.

3. Post Activities

- Guru memberikan masukan tentang *performance* siswa.
- Guru mengajak siswa untuk membuat kesimpulan bersama-sama tentang apa yang telah dipelajari.
So, what have we learned today?
- Guru memberikan PR kepada siswa.
Interview your neighbor about his/her family. What's his/her father's name? What's his/her mother's name? Does he/she have brothers or sisters? How many brothers or sisters does he/she have? Report it orally next week.
- Guru menutup pelajaran.
That's all for today. You can put your things away and go.

H. Sumber Belajar

- *Games for Children*, Gordon Lewis and Gunther Bedson, Oxford University Press
- *Grow with English (An English Course for Elementary School Students)*, Mukarto, Sujatmiko, Murwani and Kiswara, Penerbit Erlangga.

- Gambar-gambar.

I. Penilaian

- Teknik : Observation
- Bentuk : Performance
- Instrumen : *Assesment chart of pupils' progress (from playway 1998: 325 in Cameron 2001: 234)*

Arti tanda: ✓ : sudah tercapai

- : belum tercapai

Indikator	Nama Siswa				
Siswa dapat menyebutkan anggota keluarganya dengan menggunakan gambar.					
Siswa dapat mendeskripsikan anggota keluarga mereka.					
Siswa dapat bertanya dan menjawab pertanyaan seputar anggota keluarga					
Siswa dapat menggunakan kata ganti milik dengan tepat.					

Bantul, Februari 2013

Guru Mata Pelajaran

Peneliti

Sri Mulad Ambar W, S.Pd.

Novita Andriyani

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: SD Negeri 3 Imogiri
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: V/2
Aspek/Skill	: Berbicara
Tema	: <i>Things in the Classroom</i>
Alokasi Waktu	: 70 menit
A. Standar Kompetensi	: 6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.
B. Kompetensi Dasar	: 6.2 Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta barang, dan memberi barang.

C. Tujuan Pembelajaran

Setelah kegiatan pembelajaran siswa dapat menggunakan ungkapan memberi dan menerima barang secara akurat, lancar, dan berterima.

D. Indikator

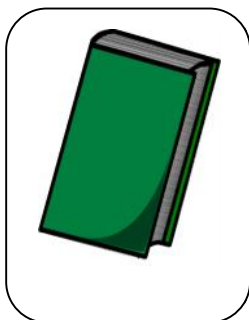
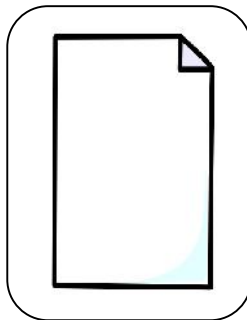
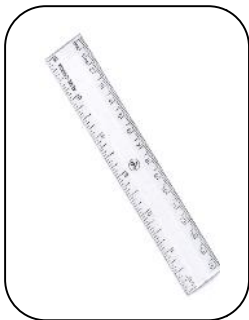
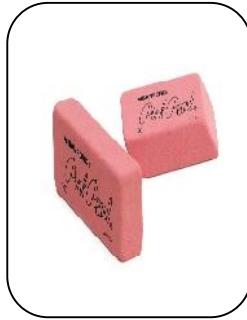
1. Siswa dapat menunjukkan benda-benda di dalam kelas dengan benar.
2. Siswa dapat mengucapkan dan menyebutkan benda-benda yang ada di dalam kelas.
3. Siswa dapat menggunakan ungkapan memberi barang dengan tepat.
4. Siswa dapat menggunakan ungkapan menerima barang dengan tepat.

E. Materi Pembelajaran

1. Things in the classroom

Look at the picture! Listen! Repeat!

Things in the classroom



2. Penjelasan Guru

- *Language functions:*

A: *Can I have a pen?*

B: *Sure. Here's a pen/sure, here you are.*

- *Vocabulary*

Nouns: *a pen, a pencil, colored pencils, a book, a bag, a pencil case, an eraser, a notebook, a ruler, a piece of paper, a marker, a whiteboard.*

- *Examples of the Expressions:*

A: *Can I have a ...?* -

B: *Here you are. / Sure. Here's a*

Sure. Here you are

A: *Thank you.*

B: *You're welcome.*

3. Sing a song.



Sing a Song



CAN I HAVE A PEN?

Can I, Can I, Can I have a pen?

Sure, sure, sure, sure. Here's a pen.

Can I, Can I, Can I have a book?

Sure, sure, sure, sure. Here's a book.

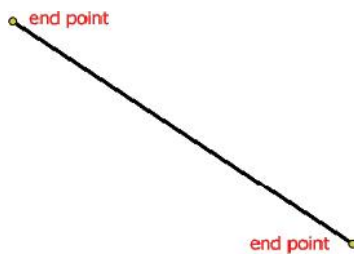
4. Practice

Numbered Heads Together Activity

1. You want to draw a colorful picture, ask the things that you need to draw a picture to your friend.



2. You want to draw a line, ask the things that you need to draw a line to your friend.



3. You want to take a note, ask the things that you need to take a note to your friend.



4. You want to go to school, ask the things that you need to your mom.



5. DICE GAME



Students work in groups of four. Each group is given a chance to roll the dice. They have to obey the following rules:

If they roll:

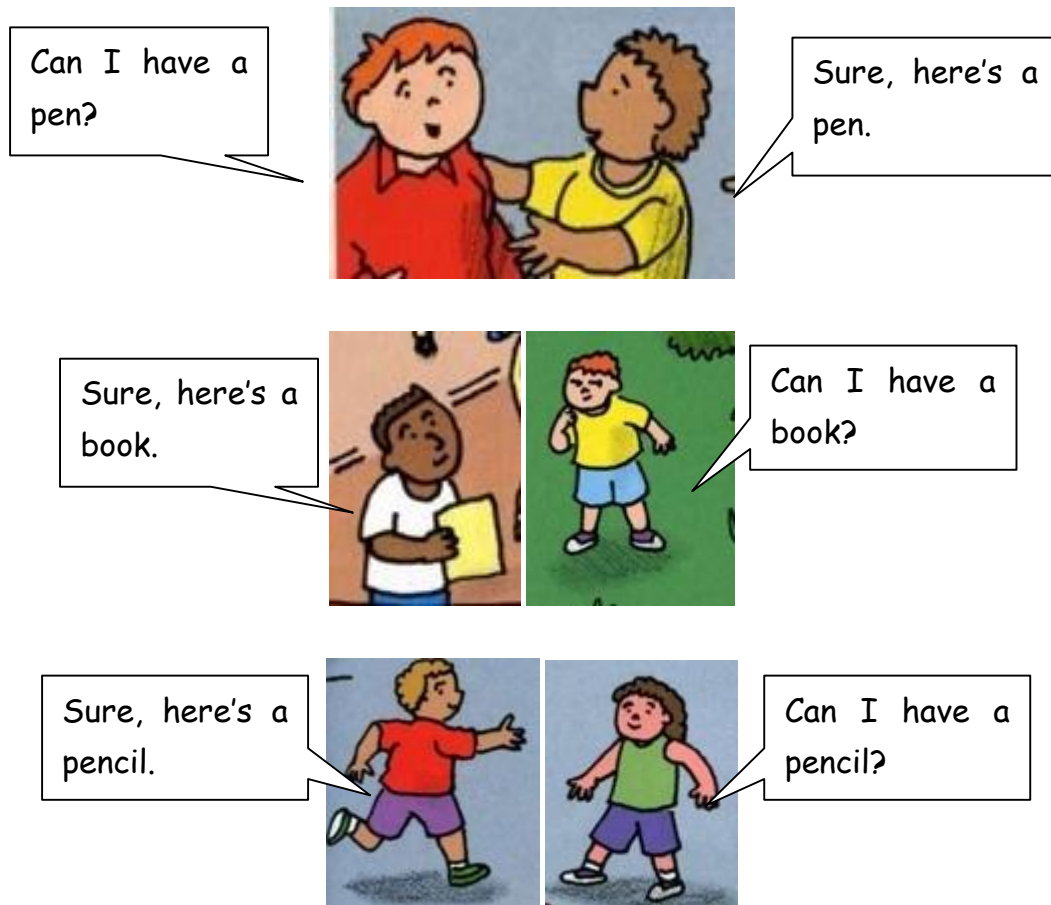
- 1 --→ they can ask 1 thing in the classroom.
- 2 --→ they can ask 2 things in the classroom.
- 3 --→ they can ask 3 things in the classroom.
- 4 --→ they can ask 4 things in the classroom.
- 5 --→ they can ask 5 things in the classroom.
- 6 --→ they can ask 6 things in the classroom.

Group which has the most items will be the winner.

6. Practice with other groups, reverse the roles, and report orally.

Three-step interview activity.





F. Metode Pembelajaran

PPP: Presentation Practice Production

G. Aktivitas Pembelajaran

1. Pre-Activity

- Guru menyapa siswa:
Good morning class!
- Guru bertanya kondisi siswa;
How are you today?
- Guru memimpin doa sebelum memulai pelajaran:
Before we start our class, let's pray together.
Rolling rolling up up, rolling rolling down down, rolling rolling out out, rolling rolling in. Pray do!
- Guru mengecek kehadiran siswa:

Who is missing today?

- Guru mengecek kesiapan siswa untuk mengikuti pelajaran.

Are you ready?

2. Main Activities

- **Presentation**

- *Questions and answers about the things in the classroom to enhance the students' vocabulary about the things in the classroom.*
- Guru menunjukkan gambar/kartu bergambar *things in the classroom* dan memberikan penjelasan.
- Guru memperkenalkan kosakata tentang *things in the classroom* dan struktur kalimat yang baru dengan menggunakan gambar.
- Siswa mendengarkan penjelasan guru mengenai struktur kalimat yang baru dan mencoba mengucapkannya.
- Guru mengecek pemahaman siswa.
- Guru mengajarkan siswa lagu “*Can I Have a Pen?*” dan menyanyikannya bersama-sama.

- **Practice**

- Siswa mempraktekan struktur kalimat yang baru (meminta dan memberi barang) dengan melakukan aktivitas *Numbered Heads Together*.
- Murid bekerja dalam group yang masing-masing group berjumlah empat siswa.
- Setiap anggota group diberi nomor 1, 2, 3, dan 4.
- Guru bertanya kepada semua group.
- Setiap group berdiskusi dengan anggota mereka untuk menjawab pertanyaan dari guru.

- Guru memanggil nomor, misal nomor (dua) dan setiap siswa dengan nomor (dua) wajib menjawab pertanyaan guru berdasarkan hasil diskusi dengan group mereka.
- Murid bermain *dice game* secara berkelompok.
- **Production**
- Siswa berlatih meminta dan memberi barang dalam aktivitas *Three Step Interview* yang dikombinasikan dengan “*Searching Game*”.
- Pertama-tama murid menginterview group lain untuk mendapatkan barang-barang di kelas yang tercantum dalam list yang telah diberikan pada masing-masing group.
- Kemudian mereka bertukar peran dan bergantian untuk melakukan interview untuk mencari barang yang tertulis dalam list.
- Pada tahap terakhir mereka melaporkan barang-barang yang didapat dari hasil interview.

3. Post Activities

- Guru memberikan masukan tentang *performance* siswa.
- Guru mengajak siswa untuk membuat kesimpulan bersama-sama tentang apa yang telah dipelajari.
So, what have we learned today?
- Guru memberikan PR kepada siswa.
Make a dialog about asking and giving goods.
- Guru menutup pelajaran.
That's all for today. You can put your things away and go.

H. Sumber Belajar

- *Games for Children*, Gordon Lewis and Gunther Bedson, Oxford University Press
- *Grow with English (An English Course for Elementary School Students)*, Mukarto, Sujatmiko, Murwani and Kiswara, Penerbit Erlangga.

- Gambar-gambar.

I. Penilaian

- Teknik : Observation
- Bentuk : Performance
- Instrumen : *Assesment chart of pupils' progress (from playway 1998: 325 in Cameron 2001: 234)*

Arti tanda: ✓ : sudah tercapai

- : belum tercapai

Indikator	Nama Siswa				
Siswa dapat menunjukkan benda-benda di dalam kelas dengan benar					
Siswa dapat mengucapkan dan menyebutkan benda-benda yang ada di dalam kelas.					
Siswa dapat menggunakan ungkapan memberi barang dengan tepat.					
Siswa dapat menggunakan ungkapan menerima barang dengan tepat.					

Bantul, Februari 2013

Guru Mata Pelajaran

Peneliti

Sri Mulad Ambar W, S.Pd.

Novita Andriyani

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: SD Negeri 3 Imogiri
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: V/2
Aspek/Skill	: Berbicara
Tema	: <i>Animals</i>
Alokasi Waktu	: 70 menit
A. Standar Kompetensi	: 6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.
B. Kompetensi Dasar	: 6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: meminta kejelasan.

C. Tujuan Pembelajaran

Setelah kegiatan pembelajaran siswa dapat menggunakan ungkapan memberi dan meminta kejelasan secara akurat, lancar, dan berterima.

D. Indikator

1. Siswa dapat menyebutkan nama-nama hewan.
2. Siswa dapat menyebutkan ciri-ciri hewan.
3. Siswa dapat menggunakan ungkapan meminta kejelasan dengan tepat.
4. Siswa dapat memberi kejelasan dengan tepat.

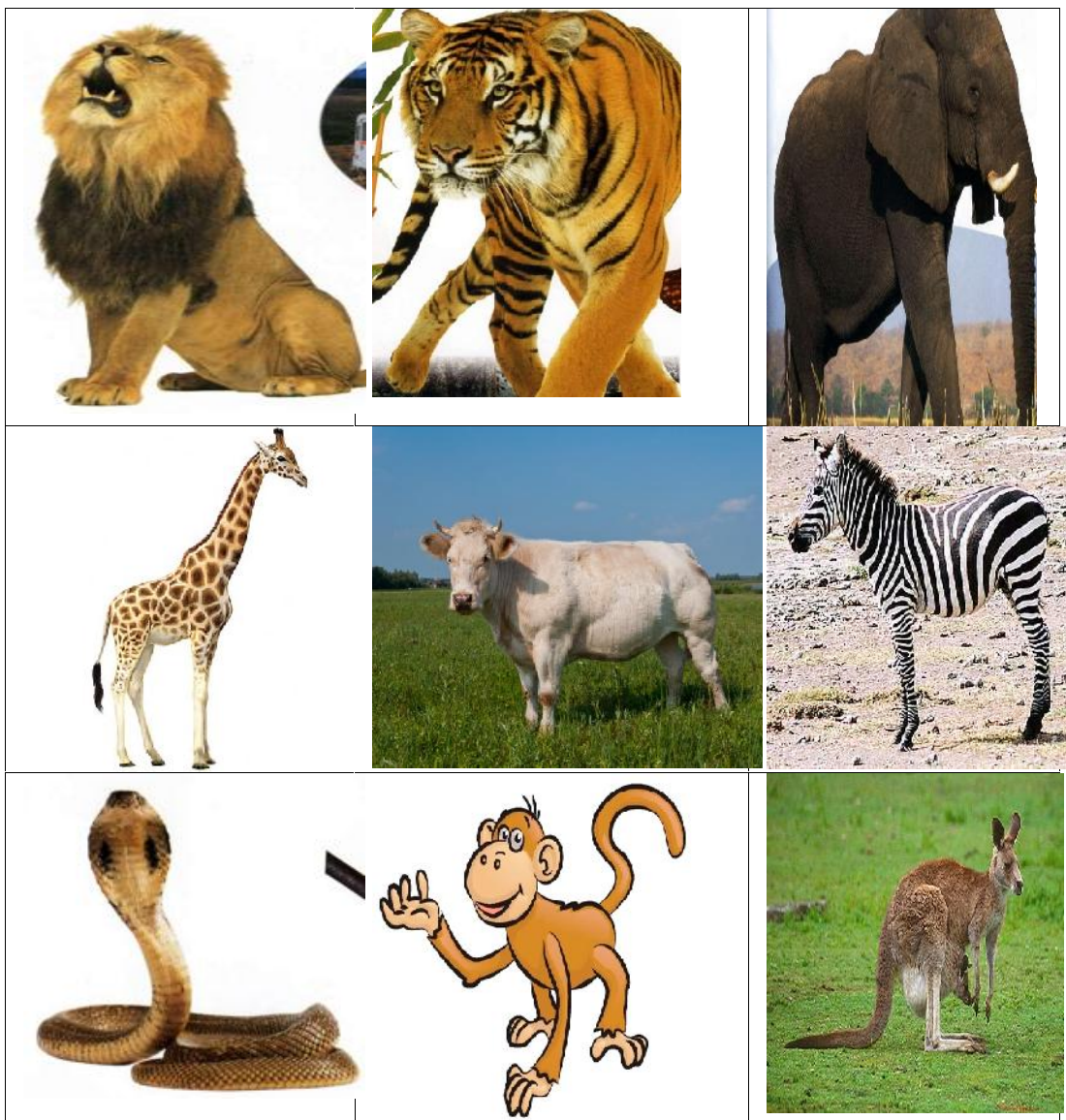
E. Materi Pembelajaran

1. Animals at the zoo and around us



LOOK, LISTEN, AND REPEAT

Look at the pictures, listen, and repeat after your teacher.





2. Penjelasan Guru

a. Language functions:

A: Is it big?

B: Yes, it is. / No, it is not.

b. Vocabulary

Nouns: a lion, a tiger, a giraffe, an elephant, a cow, a zebra, a snake, a monkey, a kangaroo, a crocodile, a camel, a mosquito.

Adjectives: big, small, tall, long, wild, tame

Review: colors

c. Examples of the Expressions:

- | | |
|--------------------|------------------------------|
| - Is it big/small? | - Yes, it is / No, it isn't. |
| - Is it tall? | - Yes, it is / No, it isn't. |
| - Is it grey? | - Yes, it is / No, it isn't. |
| - Is it a tiger? | - Yes, it is / No, it isn't. |

3. Sing a song.



Let's sing a song!

WE ARE GOING TO THE ZOO

Tune: London Bridge

We are going to zoo,

To the zoo, to the zoo.

We are going to the zoo,

Won't you join us too?

We will find some chimpanzees,

Chimpanzees, chimpanzees.

We will find some chimpanzees,

Swinging from the trees.

We'll see lions, tigers too,

Tigers too, tigers too.

We'll see lions, tigers too,

All at the zoo

We will look for kangaroos,

Kangaroos, kangaroos.

We will look for kangaroos,

Hopping at the zoo.

7. Guessing Game and Talking Chips Activity



Guessing Game and Talking Chips Activity!

Okay students, I have some pictures of animals. Can you guess the pictures? Now ask me questions about the animals with your *talking chips*. Let's start with picture 1.





Is it big?



Is it tame animal?

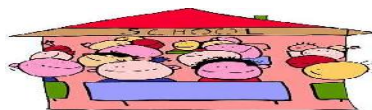


Is it grey?



Is it wild animal?

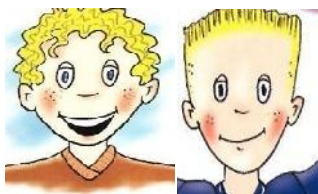
8. Team Pair Solo Activity



Team Pair Solo Activity



→ Say kinds of animals with the team as many as possible to win the game. The winner is the team that can mention more animals than the others.



→ Students pair up. Teacher gives picture to one of the students. One student asks for clarity, another one gives clarity.



→ All students practice solo/individually. Teacher asks one of the students to be a volunteer. He/she will hide pictures of animals and his/her friends will guess. After a while, they reverse the roles so that all students will have the same opportunity to ask for clarity and give clarity.

F. Metode Pembelajaran

PPP: Presentation Practice Production

G. Aktivitas Pembelajaran

1. Pre-Activity

- Guru menyapa siswa:
Good morning class!
- Guru bertanya kondisi siswa;
How are you today?
- Guru memimpin doa sebelum memulai pelajaran:
Before we start our class, let's pray together.
Rolling rolling up up, rolling rolling down down, rolling rolling out out, rolling rolling in. Pray do!
- Guru mengecek kehadiran siswa:
Who is missing today?
- Guru mengecek kesiapan siswa untuk mengikuti pelajaran.
Are you ready?

2. Main Activities

- **Presentation**
- *Questions and answers about animals at the zoo and around us to enhance the students' vocabulary about animals.*

- Guru menunjukkan gambar/kartu bergambar *many kinds of animals* dan memberikan penjelasan.
- Guru memperkenalkan kosakata tentang *many kinds of animals* dan struktur kalimat yang baru.
- Siswa mendengarkan penjelasan guru mengenai struktur kalimat yang baru dan mencoba mengucapkannya.
- Guru mengecek pemahaman siswa.
- Guru mengajarkan siswa lagu “*Let’s go to the zoo*” dan menyanyikannya bersama-sama.
- **Practice**
- Siswa mempraktekan struktur kalimat yang baru (meminta dan memberi kejelasan) dengan bermain *guessing game* yang dikombinasikan dengan *Talking Chips activity*.
- Setiap team diberikan *chips* dan setiap kali anggota *team* berbicara mereka harus mengumpulkan *chip* mereka.
- Setiap murid dalam team wajib memberikan kontribusi untuk mengumpulkan *chip*.
- Murid meminta kejelasan dan guru memberikan kejelasan.
- **Production**
- Siswa berlatih kosakata tentang *animals* serta meminta dan memberi kejelasan dalam *Team Pair Solo activity*.
- Pertama-tama guru meminta tiap team untuk bekerja bersama memikirkan nama-nama hewan dan menyebutkannya sebanyak mungkin.
- Kemudian team dipecah menjadi pasangan-pasangan yang terdiri dari dua anak tiap pasang.
- Guru memberikan gambar hewan ke salah satu siswa. Satu murid meminta kejelasan dan yang satunya memberi kejelasan.
- Terakhir, tiap siswa praktek secara individu. Guru meminta salah satu siswa untuk menjadi relawan yang akan menyembunyikan

gambar dan teman-teman yang lainnya dapat menebak dengan menggunakan ekspresi meminta kejelasan dan memberi kejelasan. Setelah beberapa saat, mereka berganti peranan dan ada siswa yang menggantikan temannya untuk menjadi relawan di depan kelas.

3. Post Activities

- Guru memberikan masukan tentang *performance* siswa.
- Guru mengajak siswa untuk membuat kesimpulan bersama-sama tentang apa yang telah dipelajari.
So, what have we learned today?
- Guru memberikan PR kepada siswa.
Make a dialog about asking and giving clarity.
- Guru menutup pelajaran.
That's all for today. You can put your things away and go.

H. Sumber Belajar

- *Games for Children*, Gordon Lewis and Gunther Bedson, Oxford University Press
- *Grow with English (An English Course for Elementary School Students)*, Mukarto, Sujatmiko, Murwani and Kiswara, Penerbit Erlangga.
- Gambar-gambar.

I. Penilaian

- Teknik : Observation
- Bentuk : Performance
- Instrumen : *Assesment chart of pupils' progress (from playway 1998: 325 in Cameron 2001: 234)*

Arti tanda: ✓ : sudah tercapai

- : belum tercapai

Indikator	Nama Siswa			
1. Siswa dapat menyebutkan nama-nama hewan.				
2. Siswa dapat menyebutkan ciri-ciri hewan.				
3. Siswa dapat menggunakan ungkapan meminta kejelasan dengan tepat.				
4. Siswa dapat memberi kejelasan dengan tepat.				

Bantul, Februari 2013

Guru Mata Pelajaran

Peneliti

Sri Mulad Ambar W, S.Pd.

Novita Andriyani

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SD Negeri 3 Imogiri
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: V/2
Aspek/Skill	: Berbicara
Tema	: <i>Fruits</i>
Alokasi Waktu	: 70 menit
A. Standar Kompetensi	: 6. Mengungkapkan informasi sangat sederhana dalam konteks sekolah.
B. Kompetensi Dasar	: 6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima

C. Tujuan Pembelajaran

Setelah kegiatan pembelajaran siswa dapat mengungkapkan rasa suka atau tidak suka secara akurat, lancar, dan berterima.

D. Indikator

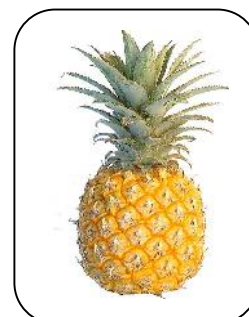
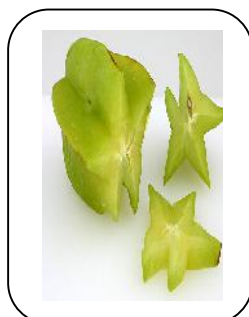
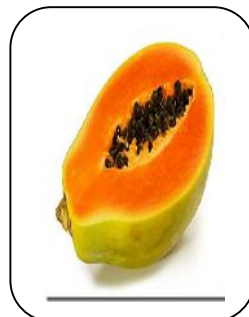
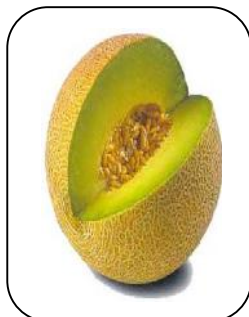
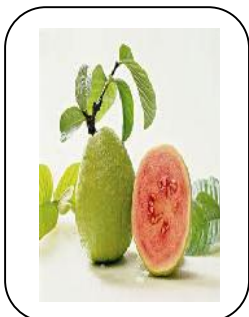
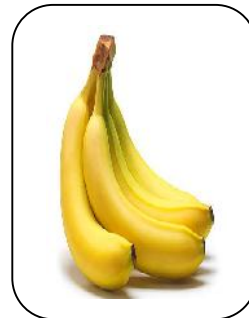
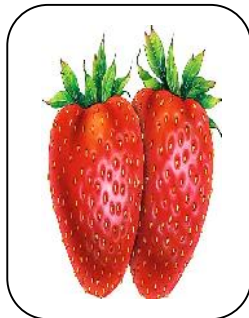
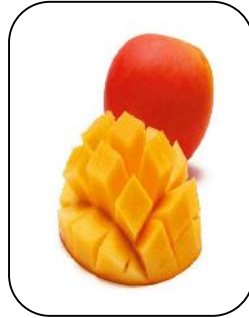
1. Siswa dapat menunjukkan buah-buahan yang diminta dengan tepat dengan menggunakan gambar.
2. Siswa dapat menyebutkan nama-nama buah dengan tepat.
3. Siswa dapat menanyakan rasa suka atau tidak suka kepada orang lain.
4. Siswa dapat mengungkapkan rasa suka atau tidak suka.

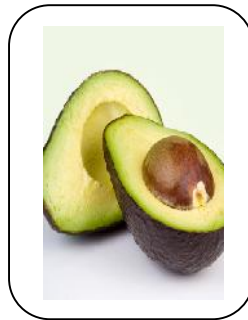
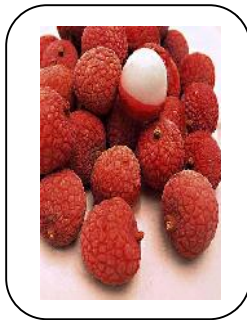
E. Materi Pembelajaran

1. Kinds of Fruits

Look at the picture! Listen! Repeat!

Kinds of Fruits





2. Penjelasan Guru

Language functions:

A: Do you like apples?

B: Yes, I do.

C: Do you like banana?

D: No, I don't. I like watermelon.

Vocabulary

Nouns: apple, mango, orange, grape, strawberry, banana, guava, watermelon, melon, papaya, star fruit, pineapple, avocado, lychee

3. Sing a song.



Sing a Song

DO YOU LIKE . . . ?

Do you like apples?

Yes I do.

Do you like bananas?

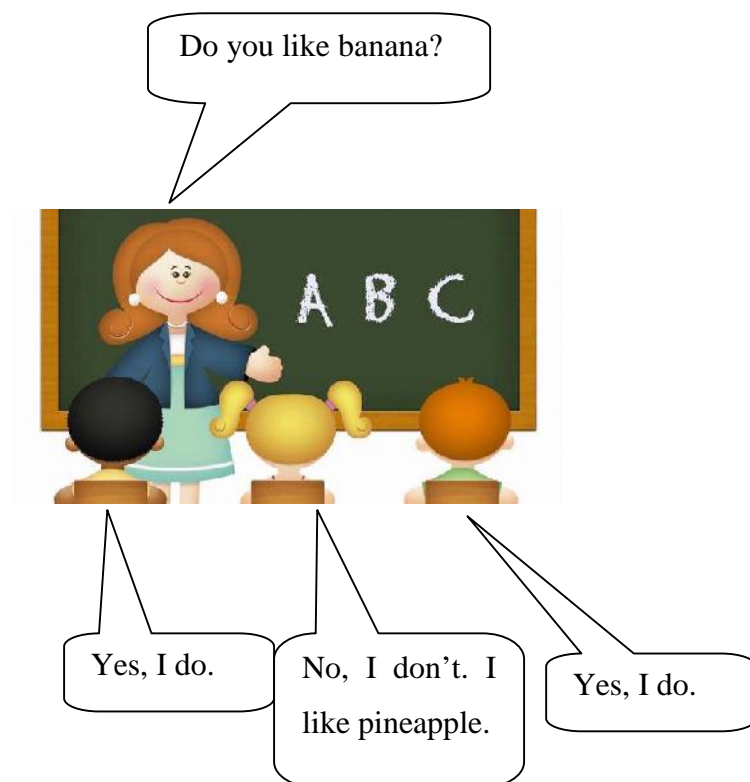
No, I don't.

Oh No!

I like apples, I like mangos, and I like melons du du du ...

4. Practice


Numbered Heads Together Activity
















5. Practice with other groups, reverse the roles, and report orally.

Three-step interview activity.



Fruits	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
								

F. Metode Pembelajaran

PPP: Presentation Practice Production

G. Aktivitas Pembelajaran

1. Pre-Activity

- Guru menyapa siswa:
Good morning class!
- Guru bertanya kondisi siswa;
How are you today?
- Guru memimpin doa sebelum memulai pelajaran:

Before we start our class, let's pray together.

Rolling rolling up up, rolling rolling down down, rolling rolling out out, rolling rolling in. Pray do!

- Guru mengecek kehadiran siswa:
Who is missing today?
- Guru mengecek kesiapan siswa untuk mengikuti pelajaran.
Are you ready?

2. Main Activities

- **Presentation**
 - Tanya jawab dengan siswa seputar buah-buahan.
 - Guru menunjukkan gambar/kartu bergambar *fruits*.
 - Guru meminta siswa untuk menebak gambar yang ditunjukkan.
 - Guru memperkenalkan kosakata baru tentang *fruits*.
 - Siswa belajar mengucapkan kosakata yang baru.
 - Guru memperkenalkan struktur kalimat yang baru.
 - Siswa mendengarkan penjelasan guru mengenai struktur kalimat yang baru dan mencoba mengucapkannya.
 - Guru mengecek pemahaman siswa.
 - Siswa menyanyikan lagu “*Do you like ... ?*”
- **Practice**
 - Siswa mempraktekan struktur kalimat yang baru (*expressing like and dislike, asking about someone likes*) dengan melakukan aktivitas *Numbered Heads Together* yang dikombinasikan dengan “*Do you like ... ?*” game.
 - Murid bekerja dalam group yang masing-masing group berjumlah empat siswa.
 - Setiap anggota group diberi nomor 1, 2, 3, dan 4. Setiap anggota group diberikan gambar buah yang berbeda-beda.
 - Murid nomor 1 bertugas menanyai temannya.

- Guru memanggil nomor, misal nomor (dua) dan siswa dengan nomor (dua) wajib menjawab pertanyaan temannya berdasarkan gambar buah yang mereka pegang.
- **Production**
- Siswa melakukan aktivitas *Three Step Interview*”.
- Pertama-tama murid menginterview group lain untuk mendapatkan informasi yang group lain suka/tidak suka.
- Kemudian mereka bertukar peran dan bergantian untuk melakukan interview dengan group lain.
- Pada tahap terakhir mereka melaporkan hasil dari interview mereka.

3. Post Activities

- Guru memberikan masukan tentang *performance* siswa.
- Guru mengajak siswa untuk membuat kesimpulan bersama-sama tentang apa yang telah dipelajari.
So, what have we learned today?
- Guru menutup pelajaran.
That's all for today. You can put your things away and go.

H. Sumber Belajar

- *Games for Children*, Gordon Lewis and Gunther Bedson, Oxford University Press
- *Grow with English (An English Course for Elementary School Students)*, Mukarto, Sujatmiko, Murwani and Kiswara, Penerbit Erlangga.
- Gambar-gambar.

I. Penilaian

- Teknik : Observation
- Bentuk : Performance

- Instrumen : *Assesment chart of pupils' progress (from playway 1998: 325 in Cameron 2001: 234)*

Arti tanda: ✓ : sudah tercapai

- : belum tercapai

Indikator	Nama Siswa				
Siswa dapat menunjukkan buah-buahan yang diminta dengan tepat dengan menggunakan gambar.					
Siswa dapat menyebutkan nama-nama buah dengan tepat.					
Siswa dapat menanyakan rasa suka atau tidak suka kepada orang lain.					
Siswa dapat mengungkapkan rasa suka atau tidak suka.					

Bantul, Maret 2013

Guru Mata Pelajaran

Peneliti

Sri Mulad Ambar W, S.Pd.

Novita Andriyani

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: SD Negeri 3 Imogiri
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: V/2
Aspek/Skill	: Berbicara
Tema	: <i>Foods and Drinks</i>
Alokasi Waktu	: 70 menit
A. Standar Kompetensi	: 6. Mengungkapkan informasi sangat sederhana dalam konteks sekolah.
B. Kompetensi Dasar	: 6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima

C. Tujuan Pembelajaran

Setelah kegiatan pembelajaran siswa dapat mengungkapkan rasa ingin/tidak ingin secara akurat, lancar, dan berterima.

D. Indikator

1. Siswa dapat menunjukkan makanan dan minuman dengan menggunakan gambar dengan tepat.
2. Siswa dapat menyebutkan macam-macam makanan dan minuman dengan tepat.
3. Siswa dapat menanyakan keinginan orang lain.
4. Siswa dapat mengungkapkan rasa ingin/tidak ingin.

E. Materi Pembelajaran

1. Kinds of Foods and Drinks

Look at the picture! Listen! Repeat!

Kinds of Foods and Drinks

Kinds of Foods and Drinks





2. Penjelasan Guru

Language functions:

A: Do you want cookies?

B: Yes, I do.

C: Do you want noodles?

D: No, I don't. I want ice cream.

Vocabulary

Nouns: cookies, a cup of tea, ice cream, noodles, candies, fried rice, chocolate, chips, a cup of coffee, a glass of milk, donut, lollipop, popsicle.

3. Sing a song.



Sing a Song

DO YOU WANT . . . ?

Do you want cookies?

Yes I do.

Do you want noodles?

No, I don't.

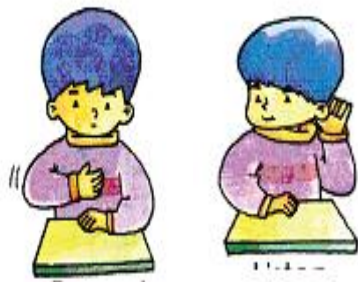
I want cookies, I want chocolate, and I want ice cream du du du ...

4. Practice

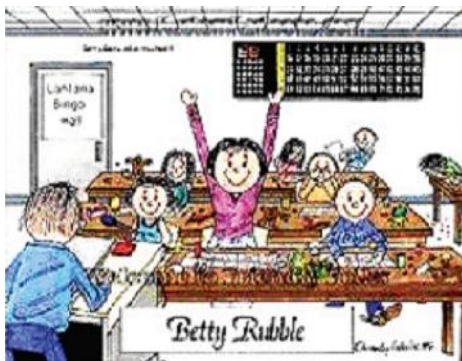
Think-Pair-Share Activity



Think about many kinds of foods and drinks.



Students pair up and exchange thoughts with a friend.



Students share with other groups and practice asking what his/her friend wants.

5. Production

Three-Step Interview

Foods and Drinks	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
cookies								
a cup of tea								
ice cream								
noodles								
candies								
fried rice								
chocolate								
chips								
a cup of coffee								
a glass of milk								
donut								
lollipop								
popsicle								

F. Metode Pembelajaran

PPP: Presentation Practice Production

G. Aktivitas Pembelajaran

1. Pre-Activity

- Guru menyapa siswa:
Good morning class!
- Guru bertanya kondisi siswa;
How are you today?
- Guru memimpin doa sebelum memulai pelajaran:
Before we start our class, let's pray together.
Rolling rolling up up, rolling rolling down down, rolling rolling out out, rolling rolling in. Pray do!
- Guru mengecek kehadiran siswa:
Who is absent today?
- Guru mengecek kesiapan siswa untuk mengikuti pelajaran.
Are you ready?

2. Main Activities

- **Presentation**
- Tanya jawab dengan siswa seputar makanan dan minuman yang biasa mereka beli di kantin sekolah.
- Guru menunjukkan gambar makanan dan minuman yang biasa dibeli siswa di kantin.
- Guru meminta siswa untuk menebak gambar yang ditunjukkan.
- Guru memperkenalkan kosakata baru tentang *foods and drinks*.
- Siswa belajar mengucapkan kosakata yang baru.
- Guru memperkenalkan struktur kalimat yang baru (*asking about what someone wants, expressing about what they want*).
- Siswa mendengarkan penjelasan guru mengenai struktur kalimat yang baru dan mencoba mengucapkannya.

- Guru mengecek pemahaman siswa.
- Siswa menyanyikan lagu “*Do you want ...?*” song
- **Practice**
- Siswa mempraktekan struktur kalimat yang baru (*asking about what someone wants, expressing about what they want*) dengan melakukan aktivitas ***Think-Pair-Share***.
- Pada tahap pertama siswa berfikir mengenai *kinds of foods and drinks* yang baru saja mereka pelajari.
- Pada tahap kedua mereka bertukar pikiran dengan teman sebangku.
- Pada tahap ketiga mereka berbagi dengan group lain dan mempraktekan *asking about what someone wants, expressing about what they want* di depan kelas dengan teman sebangkunya.
- **Production**
- Siswa melakukan aktivitas *Three Step Interview*”.
- Setiap group diberikan daftar *foods and drinks* yang mereka inginkan.
- Pertama-tama murid menginterview group lain untuk mencari informasi mengenai apa yang diinginkan oleh group lain.
- Mereka mengumpulkan informasi mengenai makanan dan minuman yang diinginkan group lain dengan mempraktekan *language function* yang mereka pelajari.
- Pada tahap kedua mereka bergantian dengan group lain dalam melakukan interview.
- Pada tahap terakhir siswa melaporkan hasil wawancara mereka mengenai apa saja makanan dan minuman yang diinginkan group lain.

3. Post Activities

- Guru memberikan masukan tentang *performance* siswa.
- Guru mengajak siswa untuk membuat kesimpulan bersama-sama tentang apa yang telah dipelajari.

So, what have we learned today?

- Guru menutup pelajaran.

That's all for today. You can put your things away and go.

H. Sumber Belajar

- *Games for Children*, Gordon Lewis and Gunther Bedson, Oxford University Press
- *Grow with English (An English Course for Elementary School Students)*, Mukarto, Sujatmiko, Murwani and Kiswara, Penerbit Erlangga.
- Gambar-gambar.

I. Penilaian

- Teknik : Observation
- Bentuk : Performance
- Instrumen : *Assesment chart of pupils' progress (from playway 1998: 325 in Cameron 2001: 234)*

Arti tanda: ✓: sudah tercapai

- : belum tercapai

Indikator	Nama Siswa				
Siswa dapat menunjukkan makanan dan minuman dengan menggunakan gambar dengan tepat.					
Siswa dapat menyebutkan macam-macam makanan dan minuman dengan tepat.					
Siswa dapat menanyakan keinginan orang lain.					
Siswa dapat mengungkapkan rasa ingin/tidak ingin.					

Bantul, Maret 2013

Guru Mata Pelajaran

Peneliti

Sri Mulad Ambar W, S.Pd.

Novita Andriyani

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: SD Negeri 3 Imogiri
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: V/2
Aspek/Skill	: Berbicara
Tema	: <i>Requests (Things at home and things in the classroom)</i>
Alokasi Waktu	: 70 menit
A. Standar Kompetensi	:6. Mengungkapkan informasi sangat sederhana dalam konteks sekolah.
B. Kompetensi Dasar	: 6.2. Bercakap-cakap untuk meminta/memberi jasa secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan

C. Tujuan Pembelajaran

Setelah kegiatan pembelajaran siswa dapat menggunakan ungkapan meminta bantuan dan memberi bantuan secara akurat, lancar, dan berterima.

D. Indikator

1. Siswa dapat menunjukkan benda-benda di rumah dan di sekolah.
2. Siswa dapat menyebutkan macam-macam benda di rumah dan disekolah dengan tepat.
3. Siswa dapat menggunakan ungkapan meminta bantuan dengan tepat.
4. Siswa dapat menggunakan ungkapan memberi bantuan dengan tepat.

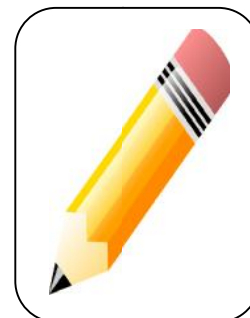
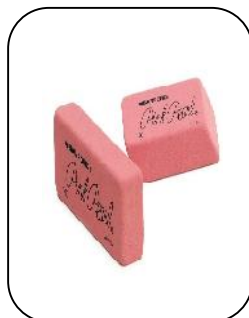
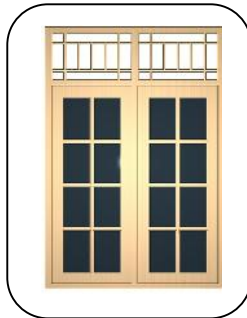
E. Materi Pembelajaran

1. **Kinds of things at home and things in the classroom**

Look at the picture! Listen! Repeat!

Kinds of things at home and things in the classroom

Kinds of things at home and things in the classroom



5. Penjelasan Guru

Language functions:

A: Could you clean the whiteboard, please?

B: Sure.

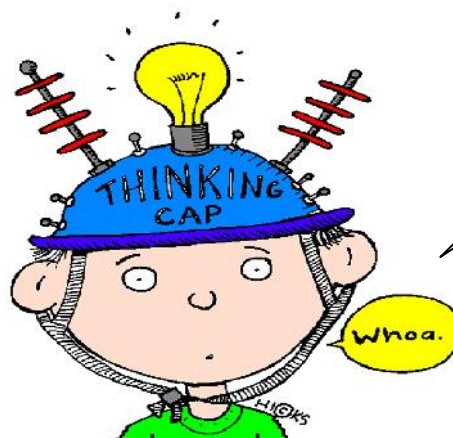
Vocabulary

Nouns: car, bike, fan, AC, window, door, radio, TV, computer, floor.

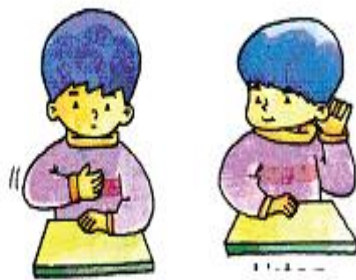
Verbs: sweep, mop, clean, turn on, turn off, close, open, lend, fix, bring.

6. Practice

Think-Pair-Share Activity



Read the materials and think about the materials.



Students pair up and exchange thoughts with a friend about the materials.

6. Production

Three-Step Interview

Problems:

- It's dark.
- My car is broken.
- I'm hungry.
- The whiteboard is dirty.
- My bike is broken.
- It's heavy.
- I'm thirsty.
- I want to sleep.



It's dark.

Could you turn on the lamp, please?



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My car is broken.

Could you fix my
car, please?



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I'm hungry.



Could you buy me some
food, please?



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The whiteboard is
dirty.



Could you clean the whiteboard,
please?



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My bike is broken.

Could you fix my bike,
please?



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It's heavy.

Could you help me
bring these books,
please?



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I'm thirsty.

Could you buy me some drink,
please?



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Could you turn off the
lamp, please?

F. Metode Pembelajaran

PPP: Presentation Practice Production

G. Aktivitas Pembelajaran

1. Pre-Activity

- Guru menyapa siswa:
Good morning class!
- Guru bertanya kondisi siswa;
How are you today?
- Guru memimpin doa sebelum memulai pelajaran:
Before we start our class, let's pray together.
Rolling rolling up up, rolling rolling down down, rolling rolling out out, rolling rolling in. Pray do!
- Guru mengecek kehadiran siswa:
Who is absent today?
- Guru mengecek kesiapan siswa untuk mengikuti pelajaran.
Are you ready?

2. Main Activities

- **Presentation**

- Tanya jawab dengan siswa seputar *things at home and things in the classroom*.
- Guru menanyai siswa apakah mereka pernah meminta bantuan dan dimintai bantuan.
- Siswa menjawab pertanyaan guru.
- Guru memperkenalkan *vocabulary* baru kepada siswa mengenai *things at home* dan mengingatkan siswa tentang *things in the classroom* yang pernah mereka pelajari sebelumnya.
- Siswa belajar mengucapkan kosakata yang baru.
- Guru memperkenalkan struktur kalimat yang baru (*asking for help and giving help*).
- Siswa mendengarkan penjelasan guru mengenai struktur kalimat yang baru dan mencoba mengucapkannya.
- Guru mengecek pemahaman siswa.

- **Practice**

- Siswa mempraktekan struktur kalimat yang baru (*asking for help and giving help*) dengan melakukan aktivitas ***Think-Pair-Share***.
- Guru membagikan materi pada masing-masing siswa.
- Pada tahap pertama guru meminta siswa untuk memikirkan dan mengerjakan materi yang diberikan secara individual.
- Pada tahap kedua mereka bertukar pikiran dan berdiskusi dengan teman sebangku.
- Pada tahap ketiga mereka melaporkan pekerjaan mereka di depan kelas dan mempraktekan *asking for help and giving help* di depan kelas dengan teman sebangkunya.

- **Production**

- Siswa melakukan aktivitas *Three Step Interview*”.
- Setiap group diberikan sebuah *problem*.

- Group pertama maju ke depan kelas dan mereka harus *asking for help* berdasarkan *problem* yang ada di setiap group.
- Jika group bisa *asking for help* berdasarkan *problem* yang ada maka group itu mendapatkan satu poin.
- Pada tahap kedua mereka bergantian dengan group lain untuk *asking for help*.
- Pada tahap terakhir siswa melaporkan hasil wawancara mereka (group mana saja yang mereka berhasil *ask for help*)

3. Post Activities

- Guru memberikan masukan tentang *performance* siswa.
- Guru mengajak siswa untuk membuat kesimpulan bersama-sama tentang apa yang telah dipelajari.
So, what have we learned today?
- Guru menutup pelajaran.
That's all for today. You can put your things away and go.

H. Sumber Belajar

- *Games for Children*, Gordon Lewis and Gunther Bedson, Oxford University Press
- *Grow with English (An English Course for Elementary School Students)*, Mukarto, Sujatmiko, Murwani and Kiswara, Penerbit Erlangga.
- Gambar-gambar.

I. Penilaian

- Teknik : Observation
- Bentuk : Performance
- Instrumen : *Assesment chart of pupils' progress (from playway 1998: 325 in Cameron 2001: 234)*

Arti tanda: ✓: sudah tercapai

- : belum tercapai

Indikator	Nama Siswa				
1.Siswa dapat menunjukkan benda-benda di rumah dan di sekolah.					
2.Siswa dapat menyebutkan macam-macam benda di rumah dan disekolah dengan tepat.					
3.Siswa dapat menggunakan ungkapan meminta bantuan dengan tepat.					
4.Siswa dapat menggunakan ungkapan memberi bantuan dengan tepat.					

Bantul, Maret 2013

Guru Mata Pelajaran

Peneliti

Sri Mulad Ambar W, S.Pd.

Novita Andriyani

APPENDIX C

INSTRUMENTS

OBSERVATION CHECKLIST

Teaching and Learning Activities

Date : _____ **Class** : _____

Time : _____ **Observer** : _____

NO.	Teacher's Activities			Description
		YES	NO	
	A. Pre-teaching			
1	The teacher 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 explains 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 language function and the context.			
9	The teacher gives examples of the language functions.			
10	The teacher uses English song.			
11	The teacher uses media in presentation.			
12	The teacher checks the students' understanding.			
	Practice			
13	The teacher gives listening activities.			
14	The teacher provides context for students to practice.			
15	The teacher corrects the students' mistakes.			
16	The teacher gives sufficient time to practice.			
	Production			
17	The teacher demonstrates how to do the cooperative learning activity.			
18	The teacher monitors the students during the activity.			
	C. Post Teaching			
19	The teacher summarizes the lesson.			
20	The teacher gives reward.			
21	The teacher says goodbye.			

NO.	Students' Activities			Description
		YES	NO	
	A. Pre-teaching			
1	The students respond to the greeting.			
2	The students say a prayer.			
3	The students pay attention to the explanation.			
	B. While-teaching			
	Presentation			
4	The students are ready to learn.			
5	The students pay attention to the presentation.			
6	The students are interested to the explanation.			
7	The students understand the teacher's presentation.			
	Practice			
8	The students do the listening and speaking activities.			
9	The students practice the language function with their friends.			
10	The students ask questions when they do not understand.			
	Production			
11	The students do the cooperative learning activity.			
12	The students speak English during the activity.			
13	The students are interested to do the cooperative learning activity.			
14	Students who are shy can take part in the activity without being shy in speaking English.			
15	All of the students are involved in the activity.			
	C. Post Teaching			
16	The students reflect the learning.			

Adapted from Brown (2001: 432-434)

Observer's Signature

INTERVIEW GUIDELINE

A. Before Implementation

1. For the English Teacher

- a. Bagaimana pembelajaran bahasa Inggris di kelas 5B selama ini?
- b. Apakah ada kendala dalam proses pembelajaran bahasa Inggris selama ini?
Jika ada, kendala apakah itu? Pada *skill* apa? Mengapa?
- c. Bagaimana penyampaian materi dalam pembelajaran bahasa Inggris di kelas?
- d. Bagaimana keaktifan siswa saat pembelajaran bahasa Inggris berlangsung?

2. For the students

- a. Apakah adik suka pelajaran bahasa Inggris? Mengapa?
- b. Bagaimana pelajaran bahasa Inggris menurut adik? Apakah ada kesulitan?
Bagian mana yang paling sulit?
- c. Apa yang paling adik suka ketika belajar bahasa Inggris?
- d. Apa yang paling adik tidak suka ketika belajar bahasa Inggris?

B. After Implementation

1. For the English Teacher

- a. Bagaimanakah penerapan *actions* yang telah dilaksanakan?
- b. Bagaimanakah penerapan *cooperative learning activities* untuk meningkatkan pengajaran *speaking* di kelas?

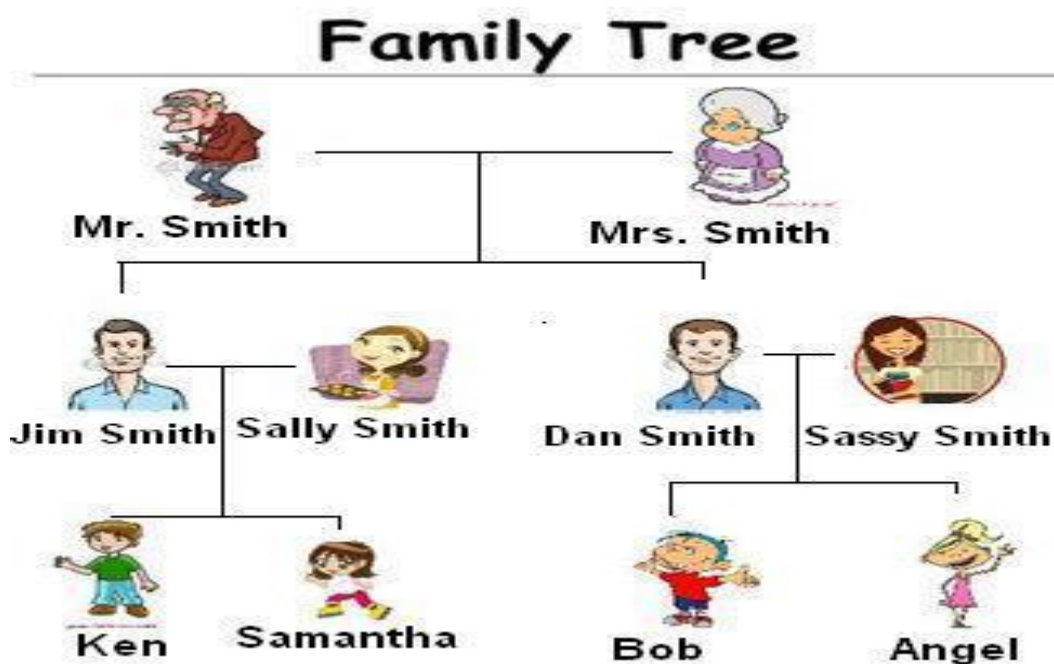
- c. Bagaimana kemampuan siswa dalam penggunaan *language functions* dan *vocabulary* yang telah diajarkan?

2. For the Students

- a. Apakah adik suka belajar berbicara dengan aktivitas belajar secara kelompok seperti *cooperative learning* di kelas?
- b. Apakah adik berbicara bahasa Inggris ketika aktivitas pembelajaran berlangsung?
- c. Apakah adik merasa terbantu dengan penerapan belajar secara kelompok seperti pada aktivitas *cooperative learning* untuk latihan berbicara?

PRE-TEST

- 1) Listen to your teacher. Respond orally and give the pictures containing the things that she asks for. You can find the pictures in the picture box.
 - a. Can I have an eraser?
 - b. Can I have a pencil?
 - c. Can I have a ruler?
 - d. Can I have a marker?
 - e. Can I have a pen?
 - f. Can I have a book?
- 2) Pick two pictures from the picture box. Ask your friend to give you the things on your pictures using the expression 'Can I have a/an . . . ?'
- 3) Take a picture of animal from the picture box. Don't show it to anyone. Listen to your teacher and respond orally.
 - a. Is it big?
 - b. Is it tall?
 - c. Is it green?
 - d. Is it black?
 - e. Is it white?
 - f. Is it an elephant?
- 4) Your teacher will take a picture from the picture box. Ask her some questions and guess the animal.
- 5) Look at the family tree below. Supposed that you are Ken. Answer your teacher's questions:



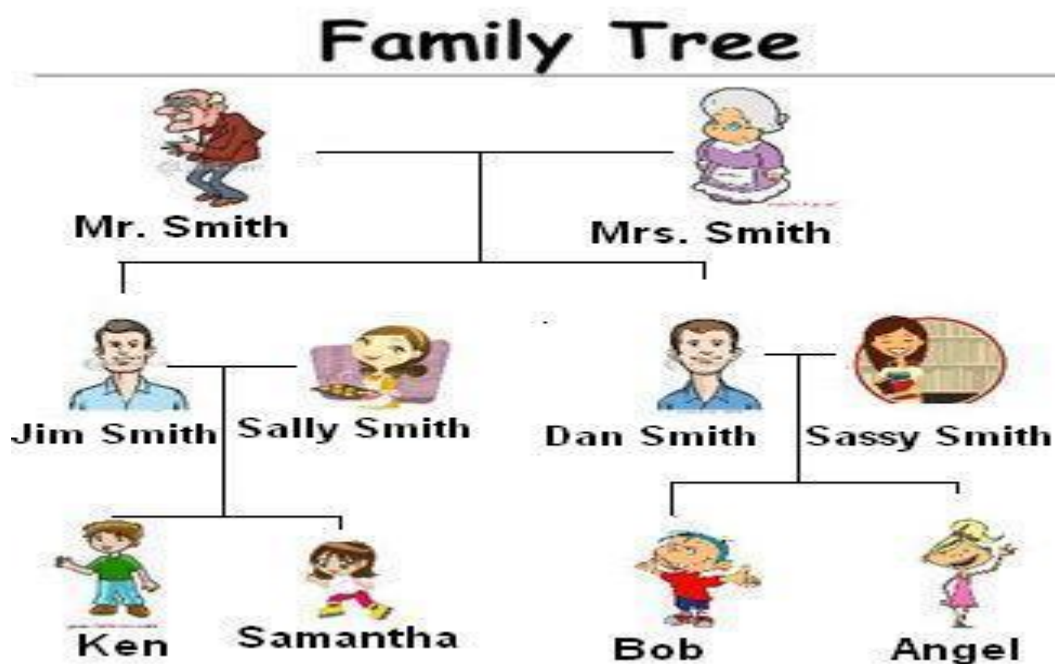
- a. Who is Samantha? How does she look like?
 - b. Who is Dan Smith? How does he look like?
 - c. Who are Bob and Angel? How do they look like?
 - d. Who is Jim Smith? How does he look like?
 - e. Who is Mr. Smith? How does he look like?
- 6) Listen to your teacher and respond orally.
- a. Do you like apples?
 - b. Do you like mangoes?
 - c. Do you like oranges?
 - d. Do you like grapes?
 - e. Do you like strawberries?
 - f. Do you like bananas?
- 7) Pick two pictures from the picture box. Ask your friend if he/she likes the fruits on the pictures.
- 8) Respond orally to what your friend says.
- 9) Listen to your teacher and respond orally.
- a. Do you want cookies?
 - b. Do you want candies?
 - c. Do you want a cup of tea?
 - d. Do you want ice cream?
 - e. Do you want noodles?
 - f. Do you want friend rice?
- 10) Pick two pictures from the picture box. Ask your friend if he/she wants the food or drinks on the pictures.

POST-TEST

- 1) Listen to your teacher. Respond orally and give the pictures containing the things that she asks for. You can find the pictures in the picture box.

d. Can I have an eraser?	d. Can I have a marker?
e. Can I have a pencil?	e. Can I have a pen?
f. Can I have a ruler?	f. Can I have a book?
- 2) Pick two pictures from the picture box. Ask your friend to give you the things on your pictures using the expression 'Can I have a/an . . . ?'
- 3) Take a picture of animal from the picture box. Don't show it to anyone. Listen to your teacher and respond orally.

d. Is it big?	d. Is it black?
e. Is it tall?	e. Is it white?
f. Is it green?	f. Is it an elephant?
- 4) Your teacher will take a picture from the picture box. Ask her some questions and guess the animal.
- 5) Look at the family tree below. Supposed that you are Ken. Answer your teacher's questions:



- a. Who is Samantha? How does she look like?
 - b. Who is Dan Smith? How does he look like?
 - c. Who are Bob and Angel? How do they look like?
 - d. Who is Jim Smith? How does he look like?
 - e. Who is Mr. Smith? How does he look like?
- 6) Listen to your teacher and respond orally.
- d. Do you like apples? d. Do you like grapes?
 - e. Do you like mangoes? e. Do you like strawberries?
 - f. Do you like oranges? f. Do you like bananas?
- 7) Pick two pictures from the picture box. Ask your friend if he/she likes the fruits on the pictures.
- 8) Respond orally to what your friend says.
- 9) Listen to your teacher and respond orally.
- d. Do you want cookies? d. Do you want ice cream?
 - e. Do you want candies? e. Do you want noodles?
 - f. Do you want a cup of tea? f. Do you want friend rice?
- 10) Pick two pictures from the picture box. Ask your friend if he/she wants the food or drinks on the pictures.

SPEAKING RUBRIC

Taken from: 'The English Language Learner Knowledge Base' in Linse (2008: 149)

	1	2	3	4	5
A. Comprehension	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech. Although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions.
B. Fluency	Speech so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression.	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless; approximating that of a native speaker.
C. Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited vocabulary; comprehension quite difficult.	Student frequently uses wrong words, conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.
D. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.
E. Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.	Makes frequent errors of grammar and word order that occasionally obscure meaning.	Occasionally makes grammatical and/or word order errors that do not obscure meaning.	Grammar and word order approximate that of a native speaker.

APPENDIX D

FIELD NOTES

FIELD NOTES

Field Note 1

Classroom Observation

Day : Monday

Date : November 5, 2012

Time : 09.35 – 10.45 a.m.

The students were sitting on their chairs when the English teacher and the researcher came. They seemed not ready to learn English. Most of the students kept talking to their friends. The teacher sat on her seat and the researcher sat at the back row of the students' seat. The teacher said Salam and greeted students. She asked the students, "Who is absent today?" then the students answered that no one was absent.

The teacher asked the students if they were ready to learn English with her. Then the teacher opened the lesson by doing the presentation. She asked the students to repeat the words and utterance that she said. She told the students that today they were going to learn how to give commands. Then, the teacher taught the students a song entitled "It's time to study".

Open your book.

Open your book.

It's time for you to study.

Open your book.

Open your book.

It's time to study English.

The teacher then wrote the lyrics on the whiteboard and asked the students to write down the lyrics on their notebooks. The teacher taught the melody of the song to the students. All students in each row sang the song. Then, they sang it together. The teacher also taught the meaning of the song in Indonesian and asked the students to repeat after her.

The teacher taught the song first to make the students interested in learning English. Then she added more new words and wrote them on the whiteboard. While the teacher wrote the new words the students were noisy. The teacher asked them to calm down and write the sentences on their notebooks.

Open your book.

Close the door.

Open the book.

Close the cupboard.

Open my book.

Close your bag.

Open the door.

Close my pencil case.

Open the window.

Close the window.

The teacher taught the students the meaning of every sentence. She asked the students to repeat after her and write the meaning on their notebooks. Some students at the back chatted with their friends and did not listen to the teacher's explanation. The teacher then asked some of the students to come in front of the class and gave them some commands. They seemed confused and the teacher helped them by giving the meaning in Indonesian.

Clean the whiteboard.

Clean the room.

Clean the table.

Clean the floor.

The teacher also taught the polite form of giving commands by adding the words “please”. She asked the students to practice. She gave commands and the students did what she said. When the students were confused she gave the meaning in Indonesian.

She wrote:

Sweep the floor, please!

Switch on the lamp, please!

Please switch off the fan!

Please write your name on the whiteboard!

Please read the book!

The teacher asked the students to identify the meaning of the sentences that she wrote. She asked the students to write the meaning on their notebooks. Most of the students did not bring their dictionary. Finally the teacher and the students translated the task together. Then she gave the next exercise to the students. She asked the students to do it by themselves. Most of the students kept talking to their friends because they did not bring dictionaries. Only some students who did the exercise.

When the teacher wanted to end the lesson, she asked one of the students to answer her question, but the student could not answer the question. He did not even take note about the teacher’s explanation when the teacher checked his note book. Then the teacher checked the students’ comprehension who sat at the back by giving them some commands in English and they had to translate into Indonesian. Most of the students who sat at the back could not answer the questions because they chatted with their friends when the teacher was explaining the lesson. It was because the class was too large and the teacher could not monitor all of the students. Especially the students who sat at the back.

Field Note 2

Meeting 1

Cycle 1

Day : Thursday

Date : February 14, 2013

Time : 09.35 – 11.20 a.m.

The researcher and the collaborator entered the classroom. She greeted the students by saying *Salam* and *good morning*. All the students answered the teacher’s greeting. Then the researcher asked the students’ condition by saying, “*How are you today?*” They responded by saying, “*I’m fine. Thanks. And you?*” The researcher answered, “*I’m good. Thanks.*” While the researcher was teaching, the collaborator sat at the back of the class to observe the teaching and learning process.

Before the lesson was started, the researcher led a prayer. She led the prayer by singing, “*rolling-rolling up-up, rolling-rolling down-down, rolling-rolling out-out, rolling-rolling in*”. The students looked very happy with the routine and patterns. They were very enthusiastic. Then the researcher checked the students’ attendance by saying, “*Who is missing today?*” the students seemed confused to answer the researcher question. Then the researcher asked again with different expression, “*Who is absent today?*” some of the students answered “*masuk semua*”, some of them said, “*no one*”.

After checking the students’ attendance, the researcher introduced a new topic about family. Then the researcher explained the materials, introduced new vocabulary by using pictures of a family, and introduced the language function. After explaining, then the researcher asked the students to practice in front of the class. She gave some questions about the family tree and the students were asked to answer the questions. The researcher gave reward in the form of star for those who gave their participation.

The researcher introduced new vocabulary about physical appearance by singing a song entitled “*Three Bears*”. She taught the song and the students repeated after the researcher. Then, the researcher and the students sang the song together. The students were very enthusiastic but some of them said that the lyrics were too long so they got difficulties in singing the song.

The researcher told the students that they were going to play a game called *Family Tree Game* that was combined with *Numbered Heads Together* activity. Before that, the researcher explained the rules of the game to the students. A team of four was established by the researcher. Each member was given numbers of 1, 2, 3, 4. Questions were asked of the group. Groups worked together to answer the question posed by the teacher so that all students could verbally answer the question. Teacher called out a number (two) and each two were asked to give the answer. The researcher gave reward to the group with the highest score. All of the groups were very enthusiastic to win the game. It made the class a little bit noisy because all of them wanted to answer the researcher’s questions.

After playing the game, the researcher gave a new task. Before doing the new task, the researcher explained it to the students. The students did the *class survey* in *three-step interview*. During the first step, student interviewed his/her friend who sat next to him/her. During the second step, they reversed the roles. In the third step, they were asked to report the interview to their friends orally. The students were happy to have a new activity with their friends. All of the students were very enthusiastic to report the survey.

In the last activity, students were asked to draw their own family tree. Students explained their family tree and described the physical appearance of their family to their friends orally. All of the students were very enthusiastic to report their family tree so that the class became a little bit noisy. After that the researcher reviewed the materials, closed the lesson, and said goodbye.

Field Note 3

Meeting 2

Cycle 1

Day : Monday

Date : February 18, 2013

Time : 09.35 – 11.20 a.m.

The researcher, the English teacher, and the collaborator entered the classroom. All of the students were sitting on their chair and were ready to learn. The researcher greeted the students by saying *Salam* and good *morning*. All of them answered the greeting enthusiastically. Then the researcher asked the students' condition by saying, "*How are you today?*", all of them answered, "*I'm fine. Thank you. And you?*", then the researcher answered, "*I'm very well. Thanks!*". Then she led a prayer. All of the students prayed. Before they prayed they did the "*rolling-rolling up*". After that she asked, "*Who is absent today?*" then all the students answered, "*No one miss*". The researcher outlined the lesson and told the students about the things that they were going to learn. She told that today they were going to learn about the things in the classroom. Then, the researcher asked the students to mention things in the classroom that they had known in English. Some students mentioned common things like pencil, book, pen, table, and chair. They had not known some other words. Then the researcher showed pictures of things in the classroom. She gave example how to pronounce the words in English and the students repeated after her.

After the researcher introduced the vocabulary, she asked some students to pronounce the words by themselves correctly. Then, she asked the students if they forgot to bring a pen or a pencil, what would they do? Some students said, "*Pinjem miss ...*" (May I borrow ...) Then she asked the students, "*Do you know how to ask for things in English?*" Most of the students were still confused and shook their heads. After that, the researcher explained about the language functions "*asking for goods and giving goods*". To check the students' understanding, she asked some students to come in front of the class to practice "*asking for goods and giving goods*" by using pictures of things in the classroom. The researcher gave reward for students who gave contribution and actively participated in the teaching and learning processes. All of the students were very enthusiastic. Some of the students practiced asking for things in the classrooms and the others practiced giving goods correctly.

After explaining the language functions, then the researcher taught the students a song related to the language functions entitled "*Can I have a pen?*". The song was very simple so that all the students could sing the song. At first, the researcher sang the song and the students repeated after the teacher. Then the researcher sang it together with the students. And finally, the students could sing the song by themselves.

After singing the song, the students practiced the language functions by doing the *Numbered Heads Together* activity. Students worked in groups of four. Each member was given number 1, 2, 3, and 4. The researcher asked questions to the groups and the groups worked together and discussed the answers with all

members. The researcher asked, “*Who will answer question number one?*” then all groups raised their hands. The students were very happy and enthusiastic. The researcher pointed some groups and asked students number 3 to give the answer. The groups with right answer got one point for each question. The group with the highest point would be the winner and the researcher gave star for the members of the group. The reward made all the groups wanted to be the winner and tried hard to answer the researcher’s questions. They did not want to miss a single question posed by the researcher.

Still in the same group, the students played the “*Dice Game*” to give the students more opportunity to practice the language function. Each group rolled the dice. The group could ask for things in the classroom based on the number showed on the dice. If the dice showed number “5” then the group could ask 5 things in the classroom. The winner would be the group with the most things in the classroom that they got. All the students were very happy playing the game. They were happy to roll the dice and to practice asking for goods and giving goods. The researcher gave stars for the group members who won the game.

During the production stage, the students did the *Three-step Interview* that was combined with the “*Searching Game*”. First, each group was given a list of things in the classroom. Then, each group interviewed other groups to get the things written on the list. Each group had been given some things in the classroom that the other group looked for. Secondly, they reversed the roles in doing the interviews. In the third step, each member reported the things in the classroom that they got. The researcher gave reward to the groups who could complete and get all the things written on the list.

The researchers reviewed the materials and asked the students to sing the “*Can I have a pen?*” once again. She concluded the lesson and checked the students’ comprehension about the lesson. The students were really happy and asked the researcher to teach again in the next meeting. Then the researcher closed the lesson, led a prayer, and said goodbye.

Field Note 4

Meeting 3

Cycle 1

Day : Friday

Date : February 22, 2013

Time : 09.35 – 10.45 a.m.

When the researcher and the collaborator came to the school, the students were still playing outside because the bell had not rung yet. Some of the students approached the researcher and asked the researcher to start the lesson. They were very enthusiastic. Then, the researcher started the lesson by greeting the students and all of the students responded to the greeting. The researcher then led a prayer by doing the “*rolling-rolling up*”, checked the students’ attendance and outlined the lesson. The researcher introduced the new topic and new vocabulary about animals. She gave example how to pronounce the words and the students repeated after her. Some students still did some mistakes in pronouncing the words. She

asked the students to practice the new words in front of the class and gave them rewards. All of the students were active and eager to practice the words. After that, the researcher introduced the language functions (*asking for clarity and giving clarity*). She presented the shapes and colors of the animals by showing pictures. She also introduced some adjectives like *big, small, tall, long, wild and tame*. She gave examples on the language functions and asked the students, “*Is it big/small/tall/long/wild/tame/black/white?*” The researcher checked the students’ understanding about the language functions. She asked some students to come in front of the class to practice the language functions by using pictures.

After introducing the vocabulary and the language functions, the researcher taught the students a song related to animals entitled “*We are Going to the Zoo*”. All of the students were excited to sing the song. First, the researcher gave example how to sing the song and taught the tune of the song. Then, the students repeated after the teacher. After all of the students were familiar with the song, they sang it together with the researcher. To enhance the students’ self confidence, the researcher asked some students to sing the song in front of the class. Many students raised their hands and wanted to sing it in front of the class.

For the practice, the students played *guessing game* that was combined with *talking chips activity*. The researcher gave some chips to each team. Each time they talked, the students must submit a chip. Each student in the team must give their contribution. So, all of the students in the team had a chance to talk. The students were very enthusiastic. Then the researcher showed some pictures to the students. She then chose a picture without showing it to the teams. The researcher asked the teams to ask some questions about the animal and tried to guess the animal. Students asked for clarity, teacher gave clarity. Some students still did some mistakes like, “*It is big?*” then her friend in the team helped her and whispered, “*Is it big?*”. Then, she tried to correct her mistake and said, “*Is it big?*”.

Then the students did the *team pair solo activity*. Still in the same team, students were asked to mention name of the animals that they had been learned. The winner was the team that could mention more animals than the others. In the second step, the students paired up. Each team was divided into two. The researcher gave picture of animal to one of the students in each team. Then one student asked for clarity, another one gave clarity. Then they reversed the roles. In the third step, all students practiced solo/individually. The researcher asked a student to be a volunteer. He hid a picture of animal and his friends tried to guess the animal by asking some questions. After a while, they reversed the roles so that all students had the same opportunity to ask for clarity and give clarity.

The researcher summarized the lesson and asked the students’ feeling. They were all really happy. Then she closed the lesson, led a prayer and said good bye.

Field Note 5

Meeting 1

Cycle 2

Day : Monday

Date : March 4, 2013

Time : 09.35 – 11.20 a.m.

When the researcher came, the students were still playing at the school yard because the bell had not rung yet. Some students approached the researcher and shook hands. They looked very happy. After the bell rang, the students entered the classroom and the lesson started. The English teacher and the collaborator sat at the back of the class to observe the teaching and learning process. The researcher greeted the students by saying, “*How are you today?*” All of the students answered the greeting. Then, the researcher led a prayer, checked the students’ attendance, and outlined the lesson.

Before starting the lesson, the researcher told the students about the new rules. She added that the students who tried to make noise, disturb their friends, and talk when the researcher explaining the lesson would get a punishment. The researcher would take one star in their name tag if they broke the rules. All of the students agreed and tried to be calm than before. The researcher began the lesson by asking questions about fruits and kinds of fruits. Then, most of the students raised their hands and answered the teacher’s questions enthusiastically. Some students still made some mistakes in pronouncing kinds of fruits in English. The researcher corrected the mistakes. Then, the researcher introduced new words by showing some pictures of fruits. Some students had been familiar with the fruits but some of them had not known the English words. The researcher gave example how to pronounce the words correctly. The students repeated the words after the researcher. The researcher checked the students’ pronunciation by asking some of the students to come in front of the class to pronounce the words. Most of the students raised their hands and wanted to try to pronounce the words. The researcher chose some students and gave reward for them who were brave to try to pronounce the words correctly.

After introducing the new vocabulary, the researcher introduced the language functions. The researcher explained about how to ask about what someone likes and how to express like and dislike. The students listened to the researcher’s explanation about the language functions. The researcher checked the students’ understanding and asked some of the students to practice the language functions in front of the class. The researcher offered some rewards for whoever practiced the language functions in front of the class. All of the students were enthusiastic. Almost all students raised their hands. The researcher chose some of them. Then they practiced in front of the class by using pictures of fruits. One student asked his friend by showing picture of bananas and saying, “*Do you like bananas?*” Another one answered, “Yes, I do.” Some of the students were disappointed because the researcher did not choose them. The researcher told the students that there would be other chances to practice language function in the practice and production activity. After that the researcher introduced a song

entitled, “*Do you like ... ?*” song. All of the students were happy singing the song. The song was not too long and had an easy tune. All of the students could sing the song. Some of them came in front of the class to sing the song.

After that the students practiced the language functions. The students practiced asking about what someone likes and dislike by doing *Numbered Heads Together* activity that was combined with “*Do you like ... ?*” game. All of the groups were enthusiastic to win the game. They worked in groups of four. Each member was given number 1, 2, 3 and 4. Each member was also given pictures of fruits. The researchers asked number 1 to ask questions to each member of his/her group, “*Do you like ... ?*” He/she should collect the pictures of fruits from his/her group members by asking them using the language functions. All of them were happy practicing the language functions and playing the game. The students answered the questions based on the fruits that they held in their hands. Each group was given five minutes to practice.

After doing the *Numbered Heads Together* activity, the students did the *Three-step Interview* activity. The students were very active. They interviewed other groups to get the information about what other groups like or dislike. They took note and gave ticks in the table given by the researcher. After that, they reversed the roles. After all of the groups got the information, they reported what other groups like or dislike to the class. The groups that could complete the table and could finish interviewing all the groups would be given reward. After did all of the activities, the researcher checked the students’ understanding. Then, the researcher summarized the lesson, and asked the students’ feeling. Then she closed the lesson, led a prayer and said good bye.

Field Note 6

Meeting 2

Cycle 2

Day : Friday

Date : March 8, 2013

Time : 09.35 – 10.45 a.m.

The researcher and the collaborator entered the class at 09.30 a.m. Some students were still playing outside because it was still break time. After seeing the researcher entered the class then all students followed the researcher entering the class. Then the researcher greeted the students by saying, “Good morning students! How are you today?” All the students responded to the greeting. Then the researcher led a prayer and then checked the students’ attendance. All students were present. When the researcher asked the students, “Who is absent today?” all the students answered, “No one.”

The researcher started the lesson by introducing the new topic about kinds of foods and drinks. She asked what the students usually buy when they are in the canteen. All the students enthusiastically mentioned all the foods and drinks that they bought in the canteen. The researcher asked them to raise their hand if they wanted to talk. Then they raised their hand and mentioned the kinds of foods and

drinks. Some students still mentioned in bahasa Indonesia because they did not know the English words for the foods that they mentioned. After that the researcher used the media (pictures of foods and drinks). She asked the students to guess the pictures. All the students were enthusiastic. Then the researcher gave example how to pronounce all the words in the pictures. She checked the students' pronunciation by asking some students to practice pronouncing the words in front of the class. After all the students could pronounce correctly, the researcher then introduced the new grammar structures (*asking about what someone wants, expressing about what they want*). All students listened to the researcher's explanation. The researcher drilled the language functions. Then she checked the students' comprehension about the language functions by asking them to practice in rows. Students in the left row asked, the others answered and vice versa. To make the students more interested to learn, she taught the students a song related to the language functions entitled "*Do you want . . . ?*" song.

DO YOU WANT . . . ?

Do you want cookies?

Yes I do.

Do you want noodles?

No, I don't.

I want cookies, I want chocolate, and I want melon du du du ...

All the students were enthusiastic singing the song. They all clapped their hands while singing. Then, students practiced asking about what someone wants by doing the *Think-Pair-Share activity*. During the first step, the researcher asked the students to think about the foods and drinks that they just learned and tried to remember them. During the second step, students paired up and exchanged thoughts with a friend. In the third step, they shared with other groups and practiced asking what his/her friend wants and expressing what he/she wants. All the students were enthusiastic to practice with his/her partner. The researcher gave reward for the students who were brave to practice in front of the class. All the students were very excited to get the reward.

In the production step, the students did the *Three-step interview activity*. Each group is given a list of foods and drinks that they want. First, the students interviewed other groups to ask what the other groups want, "*Do you want cookies? Do you want a glass of milk? Do you want candies?*" etc. They collected information about foods and drinks that the other groups wanted based on the list given by the researcher and ticked the table given by the researcher. In the second step, they reversed the roles with the other groups. In the third step, students reported the information that they got from the interview. All the groups were eager to present their interview because the researcher also gave rewards for the groups who presented their work. The students' fluency improved. They did not hesitate to speak English and they were really confident in speaking English. Their pronunciation also improved. They could pronounce all the words correctly. Only some students who still made grammatical mistakes.

After that the researcher reviewed and checked the students' understanding. She asked the students if there were any questions related to the materials. The students were also asked about their feeling during the lesson. They said that they were happy. Then the researcher closed the lesson and said goodbye.

Field Note 7

Meeting 3

Cycle 2

Day : Monday

Date : March 11, 2013

Time : 09.35 – 11.20 a.m.

The researcher and the collaborator arrived at school at 09.25 a.m. some students approached the researcher and the collaborator and shook hands. They were enthusiastic to start the English lesson. Some of them said, "*Let's go upstairs Miss and start the lesson!*" the researcher said, "*Okay, after the bell ring, we'll start the lesson.*" Then the students followed the researcher and the collaborator entered the class. After the bell rang and all of the students were in the classroom, the researcher started the lesson. She greeted the students, "*Good morning students! How are you today?*" All of the students answered, "*Good morning Miss, I'm fine. And you?*" then the researcher answered, "*I'm good, thanks!*" After greeting, the researcher led a prayer before starting the lesson.

The researcher reminded the students about the vocabulary that they had learned before about *things in the classroom*. All students enthusiastically mentioned the things in the classroom that they remembered. Then the researcher asked, "*How about things at home?*" "*Can you mention some of them?*" Some students mentioned the things that they know, some of them mentioned in bahasa Indonesia. Then the researcher introduced the new vocabulary about things at home. The students listened and repeated after the researcher. Then some of the students were asked to pronounce some words to check the students' pronunciation. The researcher asked the students if they have ever asked for a help from their friends/family. They all answered, "Yessss...." "What are they?" the researcher asked the students to mention some of them. A student said, "*clean the whiteboard miss.*" Some of them said, "*help close the door, miss.*" After that, the researcher introduced the new grammar structures (*asking for help and giving help*) correctly. She gave an example by using the expression, "*Could you close the door, please?*" She used gestures to explain the language functions. All of the students listened to the researcher's explanation. She also introduced some verbs that the students used for practice and production activities. The researcher checked the students' understanding by asking some students to come in front of the class to practice asking for help and giving help. The students were enthusiastic because the researcher gave reward for those who wanted to practice in front of the class. Less grammatical mistakes were produced while practicing in front of the class. They were confident and their pronunciation was better.

After that, all of the students practiced asking for help and giving help by doing the *Think-Pair-Share activity*. First, the researcher delivered materials to the students. All of the students were asked to think silently about the materials given. After that, they were asked to pair up with a friend sitting next to them to discuss the materials together. Finally, they were asked to share the result of the discussion in front of the class. They were also asked to practice asking for help and giving help based on the materials. All of them were enthusiastic. The researcher gave rewards to the students who could practice in front of the class.

In the production step the students did the *Three-step Interview activity*. The students were divided into some groups. Each group consisted of four students. Then each group was given a problem. A group came in front of the class and the group must ask for help based on the problems they saw on the other groups. If they could ask for help they got one point. Then all the groups reversed the roles. In the third step they reported which group that they have interviewed. All of the students looked very happy.

Then the researcher summarized the lesson and asked the students if they had some questions. She checked the students' understanding and asked the students' feeling. After that, the researcher closed the lesson, led and prayer, and said goodbye.

APPENDIX E

INTERVIEW

TRANSCRIPTS

INTERVIEW TRANSCRIPTS

Interview 1 (with the English Teacher)

Day : Monday
 Date : October 8, 2012
 Time : 09.00 a.m.
 R: Researcher ET: English Teacher

- R : Permissi Bu.
 ET : Ya, mbak gimana mau mulai wawancaranya sekarang?
 R : Iya Bu, ini saya ada beberapa pertanyaan untuk Ibu. Boleh saya rekam Bu?
 ET : Ya, boleh Mbak, silakan.
 R : Ya, pertanyaan yang pertama ya Bu. Bagaimana pembelajaran bahasa Inggris di kelas 5 selama ini Bu?
 ET : Maksudnya ke apanya Mbak?
 R : Maksudnya apakah ada kendala-kendala yang dihadapi dalam pengajaran bahasa Inggris selama ini?
 ET : Kalo pembelajaran secara umum sih normal Mbak, lancar. Tapi kalo yang kelas 5 ini kelasnya terlalu besar Mbak gak seperti kelas-kelas lain yang saya ajar. Terus terutama untuk yang kelas 5B itu yang putri banyak yang pintar Mbak. Tapi kalo yang putra agak ngeyel, nakal, dan susah diatur. Ini membuat kelas yang besar jadi semakin gaduh Mbak. Selain itu juga yang putra itu kalo disuruh ngomong Inggris males Mbak. Jadi kadang kalo mau cepet yang putra agak keteteran, tapi kalo mau lambat yang putri sudah pada bisa. Jadi kadang yang lambat-lambat itu saya dekati secara personal aja biar gak ganggu yang lain dan mengorbankan murid yang udah pintar-pinter.
 R : Oh gitu ya Bu, kalo untuk materi pembelajaran sumbernya dari mana saja Bu? Ada buku paket acuan dari sekolah mungkin?
 ET : Nggak ada buku paket Mbak. Saya bebasin anak untuk milih pake buku apa saja boleh. Mau pake LKS atau buku yang dibeli sendiri di luar juga boleh. Nggak hanya terpatok pada satu buku saja. Tapi kalo saya pake panduan dari Kabupaten Bantul untuk materi-materi yang diajarkan. Terus nanti materi saya modifikasi dan kembangkan sendiri.
 R : Jadi acuannya tetap yang dari Kabupaten Bantul Bu?
 ET : Iya Mbak yang untuk kelas 4, 5, dan 6. Terus yang kelas 1, 2, dan 3 yang dari kecamatan Mbak. Soalnya yang kelas 1, 2, dan 3 kan masih masuk kegiatan ekstrakurikuler.
 R : Kalo di kelas menggunakan classroom English atau masih campuran untuk mengajar anak-anak kelas 5B?
 ET : Ya campur Mbak. Tapi saya usaha agak banyak bahasa Inggrisnya. Kadang anak gak ngertipun saya tetep ngomong nanti ada sebagian yang ngerti tapi ada juga yang cuma bengong-bengong gitu. Tapi setelah itu ya tetap saya jelaskan pake *gesture* juga. Kadang-kadang ada yang langsung ngerti kalo dijelaskan pake *gesture*. Tapi kadang-kadang juga enggak

Mbak. Jadi ya saya harus menjelaskan pake bahasa Indoensia. Kao prosentase saya menggunakan bahasa Inggris biasanya saya gunakan di awal-awal pelajaran. Jadi begitu saya masuk saya berikan perintah-perintah dalam bahasa Inggris. Seperti menghapus papan tulis, kerjakan, tulis di buku, tulis nama kalian, jangan rame, nah kayak gitu-gitu biasanya saya pake bahasa Inggris. Tapi kalo misalnya nerangin masih banyak yang agak gak dong ya saya pake bahasa Indonesia Mbak daripada nanti malah gak masuk pelajarannya.

R : Jadi masih campur pake bahasa Indonesia ya Bu sebagian besar?

ET : Ya Mbak masih campur. Tapi pernah juga kalo total pake bahasa Inggris Mbak. Tapi itu saya sudah bikin konsep dan materi saya benar-benar nyiapin Mbak dari media dan sebagainya. Anak-anak bener-bener gak nulis. Saya bawa kopian banyak dan anak-anak gak nulis trus cuma memfokuskan pada *speaking* anak aja. Dan itu bisa total mbak. Hasilnya memang bagus Mbak, cuma harus ekstra biaya dan tenaga Mbak. Dan satu kali pertemuan aja habis biaya banyak Mbak, belum media yang saya buat juga kan memakan waktu. Susahnya kalo ngajar *speaking* bikin medianya Mbak. Jadi kita harus bikin media yang begitu kita ngomong tuh anak langsung ngerti. Tapi ya memang bagus Mbak, sampe anak yang sekarang sudah lulus dan sekarang di SMP masih inget pelajaran saya dulu. Saya dulu pernah mengajar pake lagu juga “*What does Charlie look like?*” dan sampe sekarang masih pada inget Mbak.

R : Untuk media yang dibuat bikin sendiri Bu?

ET : Ya, sebagian bikin sendiri, tapi sebagian juga minta tolong karena saya gak bisa gambar Mbak. Waktu itu saya bikin media untuk mengajar “*Describing People*”. Jadi saya minta tolong orang buat gambarin macam-macam orang ada yang rambut kriting, lurus, panjang, pendek, dan lain-lain.

R : Terus untuk pengajaran *speaking* sendiri biasanya digabung dengan *skills* lain atau hanya fokus ke *speaking* saja Bu?

ET : Kalo prakteknya di lapangan saya gabung Mbak. Soalnya kalo mau total bener-bener *speaking* kadang-kadang cuma sesekali aja Mbak, tapi ya gak bisa total *speaking* Mbak, susah. Kalo untuk harian biasanya saya gabung dengan *skill-skill* yang lain. Cuma nanti kalo pas ngajar *speaking* ya saya tekankan di *speaking*-nya. Artinya saya banyakin aktivitas *speaking*-nya. Kalo mau total ya itu tadi Mbak, banyak kendalanya. Selain muridnya yang banyak dan rame nanti malah membuat kelas jadi beratakan dan tidak kondusif. Tapi kalo yang mudah-mudah seperti perintah itu saya selalu gunakan Inggris. Jadi biar anak-anak sedikit-sedikit juga paham.

R : Terus kalo mengajar *speaking* kegiatan yang paling sering dilakukan apa Bu?

ET : Biasanya dulu saya seringnya pake kelompok Mbak, kayak kerja kelompok atau *group work* terus nanti pakai media kartu, gambar, atau *flashcards* yang saya suruh anak untuk buat sendiri pakai kardus-kardus bekas Mbak. Tapi sekarang lebih sering pake LKS dan siswa saya suruh

menirukan dan mempraktekkan dialog. Tapi sekarang jadwal saya padat jadi cari yang simple Mbak.

R : Jadi *group work* dan *pair work* masih sering diterapkan dalam pengajaran speaking selama ini?

ET : Ya dulu sih sering Mbak, tapi sekarang terkendala dengan jadwal saya yang padat dan tidak bisa menyiapkan media yang dibutuhkan. Selain itu juga kadang saya kewalahan juga mengajar di 5B karena anaknya banyak dan ngeyel-ngeyel jadi susah banget diatur.

R : Untuk kemampuan *speaking* anak-anak kelas 5B ini gimana Bu?

ET : Kalo kemampuan anak-anaknya sih nyebar ya Mbak. Dalam artian murid dari yang paling jelek, menengah, dan pinter sekali juga ada Mbak.

R : Apa kesulitan yang paling dirasakan Ibu untuk mengajar anak-anak kelas 5B ini?

ET : Yang paling utama itu menurut saya membangun konsentrasi anak Mbak. Susah sekali membangun konsentrasi anak dan membuat mereka masuk ke pelajaran yang diberikan. Apalagi ini kan kelasnya besar Mbak, jadi kalo yang sebelah sini rame, nanti yang sebelah sana juga jadi ikutan rame. Akhirnya seluruh kelas jadi pecah konsentrasinya. Kalau untuk kelas bahasa kan idealnya ya sekitar 18 sampai 20 siswa kan Mbak, apalagi ini kelas rendah maksudnya masih anak-anak SD jadi butuh perhatian yang lebih.

R : Kalo untuk keaktifan siswa di kelas gimana Bu?

ET : Kalo untuk keaktifannya lumayan Mbak. Kalo saya beri pertanyaan dalam bahasa Inggris juga dijawab pake bahasa Indonesia. Walau kadang-kadang banyak yang gak dong juga. Tapi untuk anak yang aktif juga yang itu-itu aja Mbak, yang pemalu juga jarang sekali berpartisipasi kalo gak disuruh. Jadi masih banyak yang malu-malu kalo pas *speaking*. Kebanyakan yang malu-malu itu takut salah Mbak. Kadang meraka tanya, “*Bu kalo salah gak pa pa?*” padahal kalo salah ya gak saya beri hukuman. Kalo masalah keberanian dalam *speaking* malah lebih berani yang putrid-putri Mbak. Kalo yang putra itu ya ada yang berani juga tapi kebanyakan masih banyak yang salah di *pronunciation*.

R : Jadi untuk pengajaran *speaking*-nya memang perlu ditingkatkan ya Bu?

ET : Iya Mbak terutama untuk mengatasi yang masih malu-malu itu.

R : Ya sudah Bu, terima kasih untuk waktunya.

ET : Ya Mbak, sama-sama.

Interview 2 (with the students after observation)

Day : Monday

Date : November 5, 2012

Time : 11.00 a.m.

R: Researcher S20: Nanda S29: Renaldi S2: Messa S1: Dadang

R : Dik, boleh ngobrol-ngobrol sebentar gak Miss Vita?

S20 : Boleh Miss boleh.

S29 : Boleeeehhh.

- S2 : Ngobrol apa Miss?
 R : Miss mau tanya nih, kalian suka gak sama pelajaran bahasa Inggris?
 S20 : Sukaaaa...
 S2 : Gak suka Miss.
 S29 : Gak *patek* suka Miss.
 R : Kenapa kok suka Nanda?
 S20 : Soalnya bahasa Inggris keren Miss.
 R : Renaldi dan Messa kenapa kok gak suka?
 S29 : Bosen Miss. Nyatet terus.
 S2 : Iya, tiap hari nyatet.
 R : Yang paling gak disukai pas bahasa Inggris apa?
 S29 : Ya nyatet itu tadi Miss.
 S20 : Iya, kalo nyatet banyak capek Miss.
 R : Tadi Dadang kok gak mau nyatet kenapa? Tadi Bu Guru cek kok gak ada catetannya kemana?
 S1 : Capek Miss. Gak suka nyatet.
 R : Kalo disuruh maju sama Bu Guru mau gak?
 S1 : Mau tapi aku gak bisa Miss, susah.
 S20 : Mau Miss.
 S2 : Agak takut miss *nek* aku Miss.
 S29 : Enggak Miss males, nanti *nek* salah pada diketawain *weee...*
 R : Kenapa Messa kok takut?
 S2 : Malu Miss, takut *nek* salah.
 R : Yang paling disuka dari pelajaran bahasa Inggris apa?
 S29 : Kalo pas nyanyi suka Miss.
 S2 : Iya sama permainan ya, seru. Tapi jarang *eee..*
 S20 : Iya jarang *e* Miss.
 R : Terus biasanya ngapain dong?
 S2 : Paling sering nyatet Miss.
 S20 : Iya, sama ngerjain soal juga.
 S29 : Susah *meneh soale*.
 R : Ya sudah, makasih ya udah mau diwawancarai.
 Ss : Iya sama-sama Miss.

Interview 3 (with the collaborator after meeting 1 of cycle 1)

Day : Thursday

Date : February 14, 2013

Time : 12.30 p.m.

R: Researcher

C: Collaborator

- R : Met siang Mbak Ndaru!
 C : Met siang Mbak Vita!
 R : Gimana *action* yang telah diimplementasikan tadi?
 C : Itu tadi sudah menarik karena siswa-siswa jadi aktif semua. Mereka tadi juga pas Mbak Vita datang seneng sekali mereka. Kelihatannya sangat

bersemangat sekali anak-anaknya. Kegiatannya juga bervariasi jadi murid gak bosan.

R : Terus bagaimana *cooperative learning activities*-nya tadi Mbak Ndaru? Ada kendala gak tadi?

C : Kalo aktivitasnya sih sudah bagus Mbak, tapi yang jadi kendala tadi banyak siswa yang iri saat mau *speaking*. Saking antusiasnya mereka jadi rebutan buat ngomong dan kelas jadi sedikit rebut karena beberapa anak juga tidak mematuhi rules karena mereka sudah merasa bisa jika hukumannya cuma disuruh maju menyebutkan vocabulary. Mungkin nanti bisa dicari solusinya seperti apa agar saat *speaking* gak rebutan.

R : Ya, mungkin besok saya akan memberikan kesempatan per baris meja agar tidak ada yang iri lagi. Jadi semuanya bisa punya kesempatan untuk ngomong pertama kali.

C : Ya, mungkin yang murid cowok juga diberikan lebih banyak kesempatan karena mereka biasanya suka bikin ulah.

R : Kalo untuk pengajaran *speaking* ke siswanya tadi gimana?

C : Kalo secara keseluruhan sudah bagus karena muridnya itu sudah banyak yang bisa. Tapi tadi ada beberapa anak yang maju di depan tadi kurang kedengaran dari belakang. Mungkin mereka masih malu-malu buat *speaking*. Secara keseluruhan sih sudah bagus, tapi *pronunciation*-nya perlu ditingkatkan. Karena masih banyak yang salah juga. Tapi kalo masalah kepedean siswa, tadi sepertinya anak-anak jadi pede saat dibagi kedalam kelompok-kelompok tadi.

R : Apa yang perlu diperbaiki di *meeting 1* ini Mbak Ndaru? Agar di pertemuan selanjutnya bisa lebih baik lagi.

C : Tadi masih banyak siswa yang gak dong saat diterangin pake bahasa Inggris. Mungkin untuk pertemuan selanjutnya menjelaskannya lebih pelan-pelan. Terus untuk murid-murid yang iri tadi mungkin karena mereka pengen dapet *reward*. Jadi untuk pertemuan besok *reward*-nya yang berupa bintang itu ditambah aja. Jadi biar *reward*-nya merata dan anak semakin termotivasi. Sepertinya Cuma itu Mbak Vita.

R : Oh ya, makasih ya Mbak Ndaru. Besok Senin kita lanjutkan ke *meeting* yang ke-2.

Interview 4 (with the students after meeting 1 of cycle 1)

Day : Thursday

Date : February 14, 2013

Time : 11.30 a.m.

R: Researcher

S16: Erlita

S20: Nanda

S24: Ananda

R : Hai dik, Miss Vita boleh wawancara sebentar gak?

S16 : Boleh Miss, mau wawancara apa Miss?

R : Gimana dik, sama pelajaran tadi seneng gak?

Ss : Seneenggggg....

R : Kenapa kok seneng?

S16 : Asyik Miss.

- S20 : Seru lho tadi.
 R : Bagian mana yang paling seneng?
 S24 : Berkelompok-berkelompok tadi lho Miss.
 S20 : Iya kelompokan jadi seru.
 S16 : Iya terus kalo *group-nya* menang bisa dapet bintang semua. Seneng bintangnya bisa aku tempelin di *name tag-ku* ini.
 R : Tadi pas pelajaran ada kesulitan gak?
 Ss : Enggakkkk
 S24 : Eh ada ding, kalo Miss Vita ngomongnya cepet-cepet aku gak dong. *Nek Inggris* terus aku juga gak dong Miss. *Group-ku* juga sering kalah *e* Miss.
 R : Suka gak kalo belajarnya Miss bagi menjadi beberapa kelompok kayak tadi?
 Ss : Sukaaaa ...
 R : Kenapa kok suka?
 S16 : Asyik Miss, bisa tanya temen kalo gak tahu. Terus nanti juga diajarin.
 R : Lebih suka sendiri atau kelompokan kayak tadi?
 Ss : Kelompokan kayak tadi Miss.
 R : Kalo kelompokan masih ada yang malu gak ngomong Inggrisnya?
 Ss : Enggakkkk ...
 R : Kenapa kok enggak?
 S20 : Kan ada temennya Miss.
 S24 : Kalo salah jadi gak takut lagi.
 R : Terus tadi paham gak sama pelajarannya?
 S16 : Lumayan paham Miss.
 S20 : Iya, tadi pas ada gambarnya jadi tau.
 R : Ya udah, makasih ya dik. Sampe ketemu besok Senin.
 Ss : Iya, sama-sama Miss.

Interview 5 (with the students after meeting 2 of cycle 1)

Day : Monday

Date : February 18, 2013

Time : 11.30 a.m.

R: Researcher S2: Messa S6: Eni

- R : Siang dik, gimana tadi pelajaran bahasa Inggrisnya paham gak?
 S2 : Paham Miss.
 R : Susah gak tadi?
 S2 : Enggak Miss.
 R : Udah paham semua tadi sama materi yang Miss Vita jelaskan?
 S2 : Udah Miss, soalnya tadi gak cepet-cepet jadi aku paham.
 R : Ada yang kurang paham gak?
 S2 : Gak ada Miss, udah jelas tadi diterangin pake gambar soalnya. Jadi, tadi gampang ingetnya Miss.
 R : Terus tadi pas kelompokan sama *game-nya* suka gak?
 S2 : Suka Miss.
 R : Yang paling suka yang mana?

- S2 : Yang *group* tadi Miss, yang dikasih pertanyaan terus jawabnya yang nomornya ditunjuk tadi bagus.
- S6 : Yang pake dadu tadi juga seru Miss.
- R : Tadi kan belajar *things in the classroom*, udah hafal belum *vocab-nya*?
- S2 : Lumayan Miss, jadi inget kan ada gambarnya tadi.
- S6 : Iya, kalo pake gambar jadi inget.
- R : Tadi Miss Vita kan ngomong pake bahasa Inggris, pada paham gak artinya?
- S2 : Lumayan Miss.
- R : Suka gak sama aktivitas yang kelompok tadi?
- S6 : Suka Miss.
- S2 : Iya, semuanya suka tadi aktivitasnya seru. Kalo biasanya cuma ngerjain soal sama nyatet aja.
- R : Yaudah dilanjutkan makannya, Miss wawancara ke lain dulu yaa...

Interview 6 (with the students after meeting 2 of cycle 1)

Day : Monday

Date : February 18, 2013

Time : 11.40 a.m.

R: Researcher S5: Yusni S16: Erlita

- R : Nah, ini dik Yusni sama dik Erlita, Miss Vita mau tanya-tanya sebentar boleh?
- S5 : Ya, boleh Miss.
- S16 : Iya, boleh Miss.
- R : Dik Yusni sama dik Erlita tadi paham gak sama pelajarannnya?
- Ss : Lumayan paham Miss.
- R : Ada yang kurang paham gak?
- S16 : Enggak Miss.
- R : Suka gak sama *game-nya* tadi?
- Ss : Suka banget Miss.
- R : Dari semua aktivitas tadi, yang paling disukai yang mana?
- S5 : Yang berkelompok tadi lho Miss.
- R : Terus tadi Miss Vita udah ngajarin *things in the classroom* jelas gak?
- S16 : Lumayan Miss, tadi kosakatanya aku juga sudah hafal lho Miss.
- S5 : Iya, aku juga. Pas kelompokan tadi aku juga gak malu ngomong Inggris.
- R : Jadi kalian suka ya sama aktivitas berkelompoknya tadi?
- Ss : Suka Miss.
- R : Yaudah makasih ya dik, dilanjutkan makannya. Miss mau wawancara ke yang lainnnnya.
- Ss : Ya, sama-sama Miss.

Interview 7 (with the students after meeting 2 of cycle 1)

Day : Monday

Date : February 18, 2013

Time : 11.50 a.m.

R: Researcher S4: Elya S20: Nanda

- R : Wah lagi pada makan ya dik Elya sama dik Nanda?
 Ss : Iya Miss, hehehe...
 R : Miss Vita boleh tanya-tanya sebentar gak nih?
 Ss : Boleh Miss.
 R : Gimana dik, tadi sama pelajaran bahasa Inggrisnya paham gak?
 S20 : Paham Miss.
 R : Ada yang susah gak? Yang susah bagian mana kalo ada?
 S4 : Yang tadi lho Miss yang suruh angkat tangan buat jawab tadi, aku gak bisa jawab jadinya susah. Terus pas Miss Vita pake bahasa Inggris aku agak gak dong Miss.
 S20 : Kalo aku pas tadi aktivitas apa namanya Miss *Heads Heads* tadi lho Miss.
 R : *Numbered Heads Together*?
 S20 : Ya itu pokoknya, aku suka, tapi tadi terus pada berebut buat angkat tangan.
 R : Iya soalnya semuanya pengen jawab pertama kali tadi. Tapi kalo dibikin *game* kelompok seperti itu suka gak?
 S20 : Suka banget.
 R : Suka belajar bahasa Inggris secara kelompok kayak gini ato suka sendiri-sendiri?
 Ss : Suka kelompokan.
 R : Kenapa kok suka?
 S20 : Bisa bareng-bareng Miss.
 R : Bisa ngajarin temennya juga?
 S20 : Iya.
 S4 : Iya aku tadi gak bisa Miss, terus diajarin sama Nanda jadi bisa.
 R : Tadi Miss Vita udah ngajarin *things in the classroom* tadi udah hafal belum?
 S20 : Udah Miss.
 S4 : Ya, agak hafal Miss.
 R : Kalo tadi Miss Vita pas nerangin pake bahasa Inggris kira-kira tahu artinya gak?
 S20 : Beberapa tahu, tapi beberapa juga enggak Miss.
 R : Yaudah makasih ya Dik, silakan dilanjutin maemnya.
 Ss : Iya, sama-sama Miss.

Interview 8 (with the English teacher after meeting 2 of cycle 1)

Day : Monday

Date : February 18, 2013

Time : 12.10 p.m.

R: Researcher ET: English Teacher

- R : Menurut Ibu, KBM tadi gimana Bu? Sudah efektif atau belum Bu?

- ET : Secara keseluruhan sudah bagus Mbak. Yang jelas anak-anak sangat antusias dan aktif di kelas tadi. Bahkan sangat antusias sampai pada berebut buat ngomong Inggrisnya. Yang permainan secara berkelompok tadi juga sudah bisa memotivasi anak. Dan dilihat dari cara siswa ngomongnya sepertinya mereka juga sudah nangkap materinya.
- R : Ada yang perlu diperbaiki Bu untuk pertemuan kali ini?
- ET : Yang perlu diperbaiki ya itu tadi Mbak tadi agak rame saat Mbak Vita lagi fokus mendengarkan *report* dari *group* satu *group* lainnya jadi rame. Jadi mungkin besok lebih diperhatikan lagi supaya *group* yang lain juga mendengarkan temennya ngomong. Bisa dibikin permainan yang mengharuskan siswa mendengarkan semua laporan teman-temannya.
- R : Ada saran untuk pertemuan selanjutnya Bu?
- ET : Ya, untuk *cooperative learning activities*-nya tadi udah bagus Mbak. Mungkin untuk sarannya dibikin lebih banyak permainan dan kompetisinya ditambah untuk memotivasi siswanya. Tapi tadi sudah lumayan bagus lho Mbak, yang biasanya malu-malu kalo ngomong jadi berani ngomong. Terus tadi permainannya juga mengharuskan satu *group* ngomong semua, jadi kan semua jadi punya kesempatan.
- R : Yang perlu ditingkatkan untuk *cooperative learning activities*-nya apa Bu?
- ET : Apa ya Mbak, sudah bagus Mbak. Oh ya, mungkin ini Mbak, posisinya. Tadi kan berkelompok jadi duduknya agak desak-desakan. Soalnya tadi pas duduk satu meja dipake berempat. Jadi agak desak-desakan. Mungkin untuk besok bisa diatur lagi tempat duduknya. Terus jarak antar *group* juga perlu diperhatikan lagi untuk mencegah supaya anak gak rame. Soalnya kelasnya ini memang agak ngeyel Mbak.
- R : Dengan *cooperative learning activities* yang sudah diterapkan tadi apa sudah bisa meningkatkan pengajaran *speaking* bu?
- ET : Kalo saya liat tadi secara keseluruhan iya Mbak. Karena dengan dibagi secara kelompok tadi kesempatan ngomongnya juga lebih banyak. Tadi yang pasif juga saya lihat sudah *made an effort* ya Mbak. Terus temennya yang dikelompoknya juga menyemangati dan ngajari kalo gak bisa. Kayak tadi si Hilmy tadi sama temennya bilang, “*Ayo kamu, ayo giliranmu ngomong ayo Hil.*” Padahal anak itu kesehariannya pasif sekali gak pernah ngomong.
- R : Jadi anak-anak tadi jadi lebih berani ya Buk?
- ET : Iya mbak kalo secara *group* seperti tadi yang gak *pede* jadi lebih *pede*. Kalo sendiri-sendiri kan pada masih bingung terus masih pada malu-malu gitu. Tadi yang kesehariannya gak pernah ngomong aja pada antusias ikutan ngomong. Apalagi tadi kan ada pembagian buat kesempatan ngomongnya. Jadi yang sudah gak boleh ngomong lagi dalam *group*-nya. Nah otomatis kan semua siswanya jadi punya kesempatan buat ngomong tadi. Mungkin juga karena ada *reward* yang diberikan berupa bintang tadi Mbak. Tapi untuk fluency-nya perlu ditingkatkan lagi mbak soalnya masih ada anak yang ragu-ragu kalo mau ngomong dan susah merangkai kata-kata.

- R : Kalo untuk language functions-nya tadi anak-anak cukup paham belum ya Bu?
- ET : Ya sudah lumayan Mbak. Apalagi tadi banyak latihan dalam cooperative learning activities-nya tadi. Ketika ada anak yang bilang, “*Can I have a pen?*” temennya langsung sibuk cari gambar *pen*. Aktivitisya tadi cukup menyenangkan untuk anak-anak.
- R : Ya sudah Bu, *matur nuwun* untuk wawancaranya.
- ET : Iya Mbak sama-sama.

Interview 9 (with the collaborator after meeting 2 of cycle 1)

Day : Monday

Date : February 18, 2013

Time : 01.10 p.m.

R: Researcher

C: Collaborator

- R : Gimana Mbak Ndaru *implementasi actions-nya* tadi?
- C : Itu sudah bagus Mbak, udah sip Mbak. Karena tadi saya perhatikan actions-nya membuat semua siswa jadi aktif. Mereka semangat banget Mbak tadi. Tadi juga sudah bagus pas *check the students' understanding* nyuruhnya per larik jadi lebih adil. Jadi bisa lebih rata dan menghindari murid-murid yang iri pengen ngomong terus. Apalagi tadi permainannya membantu sekali tadi yang *searching game* yang digabung dengan *three step interview* tadi. *Students' participation-nya* juga jadi tambah *improve* tadi. Soalnya kan murid-murid tadi *enjoy* dan merasa *asyik* mengikuti permainannya. Tadi juga kelihatannya pada senang dengan aktivitasnya.
- R : Terus diantara aktivitas-aktivitas tadi yang paling bikin murid antusias tu yang mana?
- C : Yang paling bikin antusias ya yang *three step interview* terus dikombinasikan dengan *searching game* tadi soalnya di permainan yang terakhir tadi semuanya pada bersemangat.
- R : Terus kekurangannya apa dari aktivitas yang tadi?
- C : *Memanager* siswa yang cowok terutama. Itu pada ngeyel dan rame kalo *groupnya* sudah tampil.
- R : Ada saran Mbak Ndaru untuk mengatasi itu?
- C : Dibikin kuis atau permainan yang mengharuskan mereka mendengarkan *group* lain walaupun *group-nya* sendiri sudah tampil atau melaporkan hasil.
- R : Untuk vocabulary siswa bagaimana Mbak menurut pengamatan kamu Mbak?
- C : Peningkatannya lumayan bagus. Mereka langsung hafal kalo diterangin pake gambar. Mereka juga sangat antusias ketika kata-katanya diulang-ulang sambil nunjukin gambar supaya mereka ingat.
- R : Ya sudah Mbak Ndaru, makasih lho yaa atas bantuannya ...
- C : Iya, sama-sama.

Interview 10 (with the students after meeting 3 of cycle 1)

Day : Friday

Date : February 22, 2013

Time : 11.00 a.m.

R: Researcher

S20: Nanda

S6: Eni

S9: Della

S10: Eva

R : Gimana pada seneng gak tadi belajar bahasa Inggrisnya?

Ss : Seneeeeenggg ...

R : Kenapa kok seneng?

S20 : Seru Miss.

S10 : Asyik Miss.

R : Bagian mana yang paling asyik?

Ss : Yang kelompokan tadi Miss.

R : Bagian kelompok yang mana yang paling asyik?

S9 : Yang nebak-nebak *animals* tadi lho Miss.

S6 : Iya yang tebak-tebakan kelompok tadi.

R : Suka gak sama *game-nya* tadi?

Ss : Suka banget.

R : Susah gak tadi ngomong Inggrisnya yang, "*Is it big? Is it small? Is it black?*"

Ss : Enggakkkk...

S9 : Eh tapi aku tadi salah malah *muni*, "*It is big?*" Tapi terus dibenerin temen.

R : Ada kesulitan gak tadi?

Ss : Tidaaaaakkk ...

R : Masih takut-takut gak sekarang ngomong bahasa Inggrisnya?

S10 : Enggak Miss, tapi kalo sendirian masih takut-takut juga sih.

R : Kalo belajarnya pake lagu tadi suka gak?

Ss : Sukaaaa ...

R : Kenapa kok suka kalo pake lagu?

S20 : Seneng nyanyinya, bagus, lucu.

S9 : Iya, nyanyinya bareng-bareng jadi seru.

R : Kalo lagunya panjang-panjang suka gak?

Ss : Enggak ...

R : Kenapa?

S6 : Susah Miss kalo panjang-panjang.

S10 : Iya, terus nanti gampang lupa juga Miss kalo panjang-panjang. Kalo pendek kan terus inget terus nanti bisa nyanyi sendiri.

R : Terus kalo diterangin pake gambar tadi suka gak?

Ss : Sukaaa ...

R : Keliatan jelas gak tadi gambarnya dari belakang?

S20 : Keliatan kok Miss. Gambarnya juga bagus yaa ...

S6 : Iya, tadi gambar *animals-nya* berwarna jadi bagus.

R : Jelas gak tadi diterangin pake gambar?

Ss : Jelas.

R : Yaudah makasih ya dik atas waktunya.

Ss : Iyaa ...

S9 : Besok ngajar lagi ya Miss.
 R : Iyaa ...

Interview 11 (with the collaborator after meeting 3 of cycle 1)

Day : Friday

Date : February 22, 2013

Time : 11.30 a.m.

R: Researcher

C: Collaborator

R : Gimana Mbak Ndaru *actions*-nya tadi?

C : Sudah *sip* Mbak, bagus. Tadi saya perhatikan yang kemarin agak malu-malu sudah mau berpartisipasi atas kehendaknya sendiri. Semua juga tadi sudah diberikan kesempatan untuk *speaking*. Terus tadi murid-muridnya juga pada senang, *interested*, pelajarannya juga menyenangkan.

R : Terus tadi pas saya ngomong Inggris anak-anak pada paham gak ya?

C : Paham, tapi tadi juga masih ada beberapa yang agak kurang paham. Kayak tadi ada yang bilang, “*Apa to Miss artine?*” Tapi sebagian besar tadi juga sudah lumayan pahamlah, sudah bisa merespon pertanyaan yang diajukan secara spontan. Tadi juga ada yang pinter tadi si Nanda tadi temen lainnya belum jawab dia langsung jawab pertama kali. Pas kamu tanya, “*Can you mention some animals?*” Si Nanda langsung jawab *tiger, elephant, cow, buffalo*. Jadi temen-temen yang lain jadi paham terus mengikuti. Terus tadi temen-temen yang lain gak tau artinya *mosquito* tapi si Nanda tau sendiri.

R : Kalo untuk *speaking skills*-nya gimana? Udah ada peningkatan belum anak-anak?

C : Dari sisi keberanian mereka sudah bagus ya *speaking*-nya. Tambah pede dari pertemuan ke pertemuan. Bisa dilihat sendiri dari murid yang pemalu sekarang malah jadi lebih aktif. Tapi dari sisi *pronunciation* mungkin perlu ditingkatkan lagi. Tadi mengucapkan kata *small, wild, dan tall* masih ada yang salah juga.

R : Kalo dari sisi *vocabulary*-nya gimana?

C : Kalo *vocab*-nya lumayan lancar ya. Tadi diterangin pake gambar murid-murid juga pada mendengarkan. Terus ada *repetition* berkali-kali terus meyuruh beberapa anak maju tadi yang mereka juga sangat antusias tadi juga lumayan bikin mereka hafal dengan sendirinya.

R : Kalo untuk intonasinya gimana Mbak Ndaru?

C : Ya, perlu ditingkatkan juga untuk yang intonasinya Mbak.

R : Untuk *fluency*-nya, dibandingkan dengan yang kemarin-kemarin gimana Mbak Ndaru? Meningkat belum?

C : Oh ya, kelancarannya sudah cukup meningkat ya Mbak walaupun Cuma sedikit. Walaupun kadang masih ada grammar yang salah juga tapi itu nanti bisa diperbaiki sambil jalan juga. Dan mungkin di cycle 2 bisa lebih ditingkatkan lagi.

R : Jadi untuk pertemuan yang tadi, penggunaan *cooperative learning activities*-nya sudah efektif belum Mbak Ndaru?

- C : Ya, sudah efektif terutama yang permainan *guessing game* tadi sangat efektif.
- R : Iya, itu saya kombinasikan dengan *cooperative learning activity* namanya *Talking Chips*.
- C : Iya bagus itu, dengan permainan itu otomatis memberikan kesempatan bagi yang malu-malu untuk ngomong. Karena tadi kan tiap *group members* harus kasih kontribusinya. Yang pinter juga tadi bisa diajak kerja sama dengan membantu temennya dalam satu group yang kurang bisa *speaking*. Yang sudah ngomong tadi juga mendorong dan memotivasi temennya yang belum ngomong.
- R : Jadi untuk penggunaan *cooperative learning activities*-nya bisa digunakan untuk meningkatkan motivasi berbicara siswa gak?
- C : Oh iya jelas itu. Bisa dilihat tadi murid-muridnya seneng banget dan sangat antusias banget. Tadi pas kita baru dateng pas waktu istirahat aja langsung pada pengen masuk kelas, padahal itu masih waktu istirahat tapi mereka pengen segera dimulai pelajarannya. Terus di kelas tadi saya amati juga makin banyak siswa yang *raise their hands*. Bukan banyak lagi, malah tadi saya amati semuanya pada angkat tangan pegen jawab pertanyaan dari Mbak Vita. Sampai pada berebut dan iri sama temennya kalo gak ditunjuk. Semuanya pengen ngomong diawal, padahal nanti juga ada kesempatan buat ngomong semuanya.
- R : Yang masih perlu diperbaiki untuk pertemuan selanjutnya apa Mbak Ndaru?
- C : Kayaknya masih banyak murid yang iri kalo udah angkat tangan tapi gak ditunjuk pas tahap *presentation*. Mungkin diperbanyak *reward*-nya jadi untuk yang dapet bintang tidak perlu yang bagus, tapi yang berani maju dikasih reward aja biar mereka gak iri sama temennya lagi. Namanya juga anak kecil Mbak.
- R : Terus lagunya tadi gimana Mbak Ndaru? Efektif gak?
- C : Oh iya lumayan efektif tadi murid-murid pada seneng nyanyinya. Ini juga gak terlalu panjang kayak yang pertama kemaren dan kata-katanya juga gampang jadi anak-anak antusias buat menyanyikannya. Bahkan tadi sambil berdiri dan *clap their hands*. Nadanya juga nada yang bersemangat dan gak ngebosenin. Jadi lebih seru dan lebih bersemangat.
- R : Ya, sebenarnya lagunya itu masih ada lanjutannya tapi saya potong karena saya lihat kemaren kalo terlalu panjang anak-anak susah mengingat liriknya terus malah jadi bingung.
- C : Ya, bagus itu disesuaikan dengan kemampuan siswa.
- R : Ya sudah, makasih ya Mbak Ndaru atas waktu dan bantuannya.
- C : Ya, sama-sama Mbak Vita.

Interview 12 (with the students after meeting 1 of cycle 2)

Day : Monday

Date : March 4, 2013

Time : 11.30 a.m.

R: Researcher

S29: Renaldi

S26: Faisol

- R : Gimana dik tadi belajar bahasa Inggrisnya?
 Ss : Asyik.
 R : Belajar secara kelompok tadi suka?
 Ss : Sukaaa ...
 R : Kenapa kok suka?
 S29 : Ya, kan bisa bekerja sama Miss. Asyik juga tadi aku lari-lari pas interview supaya cepet dan menang group-ku.
 R : Tadi dapet bintang gak?
 S29 : Dapet Miss kalo aku.
 S26 : Aku gak, lha *group-ku* kalah Miss. Pada gak kompak sihh..
 R : Tadi pas maen *game* kalian pake bahasa Inggris gak?
 S29 : Ya pake Miss, kan aturannya kalo gak pake bahasa Inggris gak dijawab tadi wawancaranya, *nek* gak dijawab ya kalah Miss.
 S26 : Aku juga pake lho Miss, tapi tetep kalah *wong ra kompak*.
 R : Tadi pada taat sama aturan gak?
 S29 : Aku gak rame lho Miss, nanti kalo rame diambil bintangku.
 S26 : Iya, aku juga gak ganggu temen, nanti ndak diambil bintangku kayak punya Irfan.
 R : Kalo pas maen *game* masih takut gak ngomong pake bahasa Inggris?
 Ss : Engggaaakk ...
 R : Kalo pas tadi Miss Vita ngomong Inggris paham gak?
 Ss : Pahaaammmm...
 R : Paham semua atau sebagian doang?
 S29 : Ya beberapa paham Miss, tapi kalo yang panjang-panjang aku *radong*.
 R : Tadi Miss Vita ngajar pake lagu suka gak?
 Ss : Sukaaa ...
 S26 : Asyik, lucu lagunya.
 R : Coba, masih ingat gak lagunya?
 Ss : Masih dong Miss.
 S29 : *Sik sik, bentar, pie yo mau*. Oh ya, gini lo Miss, “*Do you like apples? Yes, I do. Do you like banana? No, I don’t ...* “
 R : Nah, pinter, Faisol gimana inget juga kan?
 S26 : Iya dong. Nih “*Do you like apples? Yes, I do. Do you like banana? No, I don’t ...* “
 R : Suka gak dik kalo pake lagu?
 Ss : Sukaaaa ...
 R : Kalo tadi Miss pake gambar keliatan gak gambarnya dari belakang?
 Ss : Keliatan Miss.
 R : Terus *game-nya* tadi yang disukai yang mana?
 S29 : Kalo aku yang pertama Miss, soalnya enak, tinggal tanya terus jawab. Yang kedua aku bingung, soalnya harus *nyentang* yang disukai *group* lain.
 S26 : Kalo aku yang kedua Miss, soalnya kan tanya sana-sini harus lari-lari cepet-cepetan supaya menang. Tadi tanyanya juga udah dibagi, tapi *group-ku* masih aja kalah. Kurang cepet kali Miss.
 R : Oke, makasih ya dik. Met latihan nari. *See you next week!*

Interview 13 (with the English teacher after meeting 1 of cycle 2)

Day : Monday

Date : March 4, 2013

Time : 11.45 a.m.

R: Researcher ET: English Teacher

R : Menurut Ibu, bagaimana dengan cooperative learning activities yang sudah diterapkan di kelas tadi Bu?

ET : Kalo secara umum sudah bagus mbak kegiatan kelompok kayak tadi, anak-anak mau gak mau harus ngomong mbak. Walaupun kadang mereka cuma ngomong singkat, tapi grammarnya ya sudah lumayan daripada cycle 1 kemarin. Tapi untuk aktivitas secara kelompok ini masih ada kelemahannya yaitu kadang group yang satu sedang ngomong nanti group lain yang sudah dapet giliran pasti rame Mbak.

R : Untuk *pronunciation* sama intonasinya gimana Bu? Kemarin soalnya yang masih lemah adalah di *pronunciation* sama intonasinya.

ET : Ya, kalo saya perhatikan sudah ada sedikit peningkatan Mbak. Tapi ada kata-kata tertentu yang udah dibenerin berkali-kali tapi tetep aja salah ucapannya. Kayak tadi “*grapes*” ada yang emang gak bisa ngucapin “*grapes*”. Tapi saya lihat secara keseluruhan tadi kayaknya ya lumayan Mbak.

R : Terus tadi untuk anak yang kesehariannya agak pendiam gimana Bu? Sudah berani ngomong atau belum Bu?

ET : Iya Mbak, kayak si Hilmy sama si Dadang tadi kan ikutan angkat tangan juga. Padahal kesehariannya gak pernah angkat tangan mau ngomong. Ngomongnya itu cuma kalo disuruh, kalo gak disuruh gak mau ngomong Mbak. Kadang kalo disuruh pun kayak bingung sendiri malahan. Karena mungkin mereka dibawah rata-rata jadi mereka merasa kurang *pede* dan *minder*. Tapi tadi sudah lumayan mereka mau berpartisipasi dalam *game* yang dikombinasikan dengan cooperative learning activities.

R : Terus untuk keaktifan anak-anaknya bagaimana Bu? Apakah ada peningkatan?

ET : Oh iya Mbak, apalagi dikasih kegiatan kayak tadi. Berkelompok terus dikombinasikan dengan *game*. Dengan cara itu anak-anak jadi merasa gak kayak belajar Mbak, jadi mereka lebih senang dan lebih aktif. Apalagi kalo belajar sambil bermain itu mereka suka sekali dan sangat antusias.

R : Untuk pertemuan selanjutnya ada saran Bu?

ET : Oh ya, mungkin untuk menyiasati agar kelas yang besar ini gak terlalu gaduh, bagi *group* yang sudah menyelesaikan tugas atau sudah tampil diberi pekerjaan tambahan aja Mbak. Kayak disuruh nulis kosakata sebanyak-banyaknya terus nanti bisa diberikan bintang atau apa kalau yang bisa menyebutkan paling banyak.

R : Untuk rules-nya tadi gimana Bu?

ET : Wah bagus itu Mbak. Mungkin ya kayak yang tadi aja besok kalo ada yang rame reward-nya diminta lagi. Itu lebih efektif. Tadi yang duduk di

depan saya tadi si Renaldi atau sapa tadi juga langsung manut dan mendengarkan pas bintangnya mau diminta lagi.

R : Ya sudah, terima kasih Bu atas waktunya.

ET : Ya Mbak, sama-sama. Semoga sukses penelitiannya.

Interview 14 (with the students after meeting 2 of cycle 2)

Day : Friday

Date : March 8, 2013

Time : 10.55 a.m.

R: Researcher S4: Elya S20: Nanda S5: Yusni S16: Erlita

R : Miss Vita mau wawancara bentar boleh yaaa...

Ss : Boleh Miss.

R : Tadi belajar Inggrisnya suka apa enggak?

Ss : Sukaaaaa... Miss....

R : Pas tadi belajar, maen *game*-nya suka gak?

Ss : Suka.

S5 : Tadi aku suka pas nyanyi Miss.

R : Oh iya, masih inget gak lagunya tadi?

Ss : Masihhh...

R : Coba deh nyanyi kalo masih inget. Miss Vita mau denger nihh.

S5 : Bareng-bareng ya Miss nyanyinya.

R : Iya.

Ss : *Do you want cookies?*

Yes I do.

Do you want noodles?

No, I don't.

I want cookies, I want chocolate, and I want ice cream du du du ...

R : Wah pinter-pinter nih murid Miss Vita, pada langsung hafal lagunya.

S20 : Enak lagunya Miss. Pendek, jadi mudah diingat deh.

R : Kalo pas pelajaran tadi ada kesulitan gak? Terutama pas kelompokan tadi?

Ss : Tidaaaakk..

R : Gak ada? Beneran udah bisa tadi?

S4 : Beneran, kan tadi bisa diskusi sama temen sebangku sama groupku juga, jadi tadi yang salah udah dibantuin sama temen Miss. Tadi aku kebalik-balik tapi sekarang udah bisa.

R : Terus pas tadi dijelaskan kata-katanya pake gambar jelas gak dari belakang?

Ss : Jelas.

R : Terus tadi yang belum tahu kata apa?

S16 : *Popsicle* tadi lho miss, susah, belum pernah denger itu miss.

R : Oh, tapi sekarang udah tahu kan?

S20 : Udah miss, es krim bertangkai. Ngucapinnya juga udah bener, tadi aku salah tapi terus dibenerin Miss Vita.

R : Lainnya udah bisa semua kan ngucapinnya?

Ss : Udah Miss.
 R : Yaudah, makasih ya waktunya.
 Ss : Iya Miss, sama-sama.

Interview 15 (with the collaborator after meeting 2 of cycle 2)

Day : Friday

Date : March 8, 2013

Time : 11.10 a.m.

R: Researcher

C: Collaborator

R : Untuk *actions-nya* tadi gimana Mbak Ndaru?
 C : Sudah lumayan, sebagian besar murid juga sudah pada paham Mbak. Apalagi temanya tadi kan *foods and drinks*, anak-anak pada antusias tadi. Cuma tadi pas pengucapan *popsicle* agak susah, mungkin mereka bagi mereka itu kata yang baru dan belum pernah denger *pronunciation-nya*.
 R : Terus tadi kira-kira ada kesulitan gak siswanya?
 C : Tidak terlalu karena mereka itu cepet ngerti kalo diajarin, cuma tadi ada yang *pronunciation-nya* masih “*what*” padahal seharusnya “*want*”. Cuma beberapa aja sih tadi yang kemampuannya mungkin di bawah teman-temannya. Tapi tadi teman-temannya juga membantu.
 R : Untuk pengajaran *speaking* ke siswanya gimana Mbak? Ada peningkatan gak?
 C : Udah ada peningkatan Mbak. Keaktifan juga bagus Mbak. Terutama yang cewek-cewek sangat antusias sekali.
 R : Dari *five aspects of speaking (Comprehension, Fluency, Vocabulary, Pronunciation, Grammar)* yang paling meningkat yang mana Mbak Ndaru?
 C : *Comprehension* sama *vocabulary*, mereka gampang paham dan gampang mengingat *vocabulary* kalo diajari dan diulang-ulang. Yang lainnya juga meningkat sedikit demi sedikit. Tapi yang paling menonjol yang *comprehension* dan *vocabulary*.
 R : Untuk kelancaran apa juga meningkat setelah diterapkan *cooperative learning activities* ini?
 C : Ya, tentu saja. Karena mereka punya banyak kesempatan untuk praktek di *practice* sama *production* tadi.

Interview 16 (with the students after meeting 3 of cycle 2)

Day : Monday

Date : March 11, 2013

Time : 11.30 a.m.

R: Researcher

S10: Eva

S6: Eni

S27: Raka

S3: Hana

R : Dik, Miss Vita boleh ya tanya-tanya bentar.
 Ss : Boleh Miss.
 R : Gimana nih pelajaran hari ini kalian suka gak?
 Ss : Suka Miss.

- R : Sukanya yang bagian mana?
 S10 : Yang kelompokan tadi lo Miss.
 R : Ya tadi aktivitasnya semuanya kelompok. Suka yang mana? Yang pertama apa yang kedua?
 S27 : Suka sama semuanya Miss.
 S3 : Kedua-duanya suka Miss, aku suka.
 Ss : Iya suka semua Miss.
 R : Kalo yang lebih disukai yang mana?
 S6 : Yang kedua kalo aku. Tapi semau asyik kok Miss.
 R : Oke, terus tadi kalian paham gak sama materinya?
 Ss : Paham.
 R : Apa coba kalo paham?
 S6 : Ya, sekarang kan jadi bisa minta bantuan temen pake bahasa Inggris Miss.
 S10 : Eh tapi tadi yang “dark” “dark” tadi lho Miss, aku belum pernah denger.
 R : Tapi sekarang udah tahu kan?
 S10 : Ya, udah Miss, gelap kan artinya?
 R : Wah pinter-pinter nih pada inget pelajarannya. Udah bisa kan sekarang?
 Ss : Udah Miss.
 R : Coba Miss Vita pengen denger, kalo minta tolong suruh menutup pintu gimana dong ngomongnya?
 Ss : *Could you open the door, please?*
 R : Menutup lho bukan membuka, hehehe...
 S6 : Eh salah Miss, hehehe.. *Close* ding, wehhh *close* ..
 R : Coba semuanya diulangi yukk..
 Ss : *Could you close the door, please?*
 R : Good! Wah! Pinter-pinter murid Miss Vita.

Interview 17 (with the English teacher after meeting 3 of cycle 2)

Day : Monday

Date : March 11, 2013

Time : 11.40 a.m.

R: Reseacher ET: English Teacher

- R : Bagaimana *actions* yang telah diimplementasikan tadi Bu?
 ET : Alhamdulillah muridnya sekarang udah bisa Mbak dan tambah aktif di kelas. Mereka juga cepet menangkap tadi *language functions* yang sudah diajarkan juga sudah masuk ke siswanya. Kesalahan *grammar* juga semakin sedikit. Tadi pas maju kebanyakan udah pada bener.
 R : Iya Bu, tadi pas wawancara juga saya tanya lagi dan mereka masih pada inget dengan materinya, alhamdulillah. Tadi saya coba tanya, “Ayo gimana masih inget gak kalo minta tolong buat nutup pintu?” Dan murid-murid juga tadi langsung menjawab, “*Could you close the door, please?*” Walaupun awalnya salah malah “*open*” tapi mereka menangkap yang saya ajarkan Bu.

- ET : Iya Mbak, apalagi Nanda itu emang pinter dan sangat aktif anaknya. Dan dia juga bisa mengajak temen-temennya judi aktif juga. Kosakatanya juga bagus. Kalo ada temen yang belum tahu dibantu sama Nanda.
- R : Kalo secara keseluruhan, setelah pengajaran speaking dengan cooperative learning ini apa bisa meningkatkan kelima aspek *speaking* (*comprehension, fluency, vocabulary, pronunciation, grammar*) juga bu?
- ET : Kalo saya amati beberapa kali *actions* yang telah diterapkan aspek speakingnya sudah meningkat semua Mbak. Apalagi *vocabulary*-nya, karena sering diulang-ulang oleh Mbak Vita dan pake gambar yang berwarna juga jadi gampang inget siswanya. *Pronunciation* juga sudah mulai membaik Mbak. Keaktifan mereka juga meningkat. Apalagi motivasi siswanya lebih baik lagi Mbak. Malah tadi ada yang ngajak pelajaran Bahasa Inggris pas hari Minggu kan? Itu artinya mereka semakin tertarik dengan bahasa Inggris yang Mbak Vita ajarkan.
- R : Iya Bu, mungkin itu karena *cooperative learning activities* yang saya buat lebih menarik untuk siswa. Selain itu juga karena adanya reward.
- ET : Iya mbak, bagus pake reward bintang. Selain murah dan gak keluar biaya banyak murid-murid semakin senang belajarnya.
- R : Menurut ibu mereka sudah lancar belum menggunakan language functions yang diajarkan Bu?
- ET : Sudah Mbak. Karena tadi kan banyak pengulangan di aktivitasnya. Terutama di practice-nya tadi semua bisa coba language functions-nya.
- R : Ya sudah, makasih Bu atas waktunya.
- ET : Ya, mbak sama-sama. Moga sukses skripsinya dan cepat lulus.
- R : Makasih Bu, amin.

APPENDIX F

SCORES ON PRE-
TEST AND POST-
TEST

STUDENTS' SPEAKING SCORES PRE-TEST

Day : Monday

Date : Feb 11, 2013

Time : 09.35 – 11.20

Class : VB

NO	NAME	ASPECTS										TOTAL	
		Compre- hension		Fluency		Vocab		Pronun- ciation		Gram- mar Accuracy			
		R	ET	R	ET	R	ET	R	ET	R	ET	R	ET
1	Dadang	3	2	3	2	3	1	1	2	3	2	13	9
2	Messa	4	4	3	4	3	4	2	3	3	4	15	19
3	Hana	3	2	3	2	3	3	3	2	2	2	14	11
4	Elya	3	4	3	4	2	3	3	4	3	4	14	19
5	Yusni	3	2	3	2	2	3	3	3	3	2	14	12
6	Eni	4	4	4	3	4	3	3	3	3	3	18	16
7	Septi	3	4	3	4	2	3	3	3	3	4	14	18
8	Devinta	2	3	2	2	2	2	2	2	2	3	10	12
9	Della	3	3	2	3	2	3	2	2	2	3	11	14
10	Eva	3	4	3	4	3	4	2	3	3	2	14	17
11	Fikki	3	2	2	3	2	2	2	2	3	3	12	12
12	Irfan	2	3	2	2	2	3	1	2	2	3	9	13
13	Haryo	3	2	2	3	1	2	2	2	2	2	10	11
14	Hanifah	3	3	3	3	3	3	3	2	3	2	15	13
15	Dias	2	2	3	3	2	3	2	3	2	3	11	14
16	Erlita	3	3	3	2	3	2	2	3	3	3	14	13
17	Asnan	3	3	2	3	2	2	2	2	3	3	12	13
18	Dewi	2	2	2	3	2	2	2	3	2	3	10	13
19	Adit	2	3	2	2	2	2	2	2	2	2	10	11
20	Nanda	4	4	4	4	4	4	4	4	3	4	19	20
21	Hilmy	2	2	2	2	1	2	2	2	2	2	9	10
22	Taufiq	3	4	2	3	2	3	2	3	2	3	11	16
23	Raden	3	3	3	3	3	3	3	2	3	2	15	13
24	Ananda	4	3	4	4	4	3	3	3	3	3	18	16
25	Indrastata	4	3	3	3	4	3	2	2	3	3	16	14
26	Faisol	3	4	3	3	3	4	2	3	3	4	14	18
27	Raka	3	4	3	3	3	4	3	4	3	4	15	19
28	Mohammad	3	3	2	3	4	3	2	3	3	3	14	15
29	Renaldi	4	3	3	2	3	2	3	2	2	2	15	11
Total		87	88	79	84	76	81	68	76	76	83	386	412
Mean		3,00	3,03	2,72	2,89	2,62	2,79	2,34	2,62	2,62	2,86	13,31	14,20
Mean Scores		3,01		2,80		2,71		2,48		2,74		13,75	
Percentage (%)		60,2		56		54,2		49,6		54,8			

R : Researcher

ET : English Teacher

STUDENTS' SPEAKING SCORES POST-TEST

Day : Saturday
Time : 09.35 – 11.20

Date : March 16, 2013
Class : V B

NO	NAME	ASPECTS										TOTAL	
		Compre-Hension		Fluency		Vocab		Pronun-ciation		Grammar Accuracy			
		R	ET	R	ET	R	ET	R	ET	R	ET	R	ET
1	Dadang	4	3	3	3	3	4	3	3	3	3	16	16
2	Messa	5	4	4	4	4	4	4	4	3	4	20	20
3	Hana	4	4	4	4	3	3	4	4	4	4	19	19
4	Elya	4	4	4	3	4	4	3	3	3	4	18	18
5	Yusni	4	3	4	3	4	4	4	3	4	3	20	16
6	Eni	4	4	4	4	4	4	4	4	3	4	19	20
7	Septi	4	3	3	3	3	3	4	4	3	4	17	17
8	Devinta	4	4	3	4	4	4	3	4	3	4	17	20
9	Della	4	4	4	4	4	4	3	3	3	4	18	19
10	Eva	5	5	4	4	4	5	4	4	5	4	22	22
11	Fikki	4	4	4	4	3	3	4	4	4	4	19	19
12	Irfan	4	4	4	4	3	3	3	3	4	4	18	18
13	Haryo	4	4	3	3	4	3	3	3	4	4	18	17
14	Hanifah	4	4	4	4	4	4	4	4	4	4	20	20
15	Dias	4	4	3	4	4	4	3	4	4	4	18	20
16	Erlita	4	4	4	4	4	3	4	4	4	4	20	19
17	Asnan	5	4	4	5	5	5	4	4	4	4	22	22
18	Dewi	4	4	4	4	4	4	4	4	4	4	20	20
19	Adit	4	4	4	4	4	4	4	3	3	4	19	19
20	Nanda	5	5	5	5	5	5	4	5	4	4	23	24
21	Hilmy	4	4	3	3	4	4	3	4	3	3	17	18
22	Taufiq	4	4	4	3	4	4	3	4	3	4	18	19
23	Raden	5	5	4	4	4	5	4	4	5	5	22	23
24	Ananda	4	4	4	4	4	4	3	3	3	4	18	19
25	Indrastata	4	5	4	4	4	4	4	4	4	4	20	21
26	Faisol	4	4	3	4	4	4	4	4	4	4	19	20
27	Raka	5	4	4	4	4	4	3	4	4	4	20	20
28	Mohammad	4	4	3	4	4	3	4	4	4	3	19	18
29	Renaldi	4	5	4	4	4	4	3	4	3	4	18	21
Total		122	118	109	111	113	113	104	109	106	113	554	564
Mean		4,21	4,07	3,76	3,83	3,89	3,89	3,59	3,76	3,65	3,89	19,10	19,45
Mean Scores		4,14		3,79		3,89		3,67		3,77		19,27	
Percentage (%)		82,8		75,8		77,8		73,4		75,4			

R : Researcher

ET : English Teacher

APPENDIX G

OBSERVATION
CHECKLIST ON
STUDENTS'
SPEAKING
PROGRESS

OBSERVATION CHECKLIST ON STUDENTS' SPEAKING PROGRESS

Meeting : 1

Date : February 14, 2013

Class : VB

Time : 09.35 – 11.20 a.m.

NO	NAME	INDICATORS				
		Comprehension	Fluency	Vocabulary	Pronunciation	Grammar
1	Dadang	✓	-	-	-	-
2	Messa	✓	-	✓	-	-
3	Hana	-	-	-	-	-
4	Elya	✓	✓	✓	-	-
5	Yusni	✓	✓	-	✓	-
6	Eni	✓	-	✓	-	✓
7	Septi	-	-	-	-	-
8	Devinta	-	-	-	-	-
9	Della	✓	-	-	✓	-
10	Eva	✓	✓	✓	-	-
11	Fikki	-	-	-	-	-
12	Irfan	-	-	-	-	-
13	Haryo	-	-	✓	-	-
14	Hani	✓	-	✓	-	✓
15	Dias	-	-	-	-	-
16	Erlita	✓	✓	-	-	✓
17	Asnan	-	-	-	-	-
18	Dewi	✓	-	✓	-	-
19	Adit	-	-	-	-	-
20	Nanda	✓	✓	✓	✓	✓
21	Hilmy	-	-	-	-	-
22	Taufiq	-	-	-	-	-
23	Raden	✓	✓	✓	-	✓
24	Ananda	✓	-	✓	✓	-
25	Indrastata	-	-	-	-	-
26	Faisol	-	-	-	-	-
27	Raka	-	-	-	-	-

28	Mohammad	✓	-	-	-	-
29	Renaldi	✓	✓	✓	-	-
Number of Students		15	7	11	4	5
Percentage (%)		51,72	24,14	37,93	13,79	17,24

✓ : The student performs the indicator.

- : The student has not performed the indicator.

OBSERVATION CHECKLIST ON STUDENTS' SPEAKING PROGRESS

Meeting : 2

Date : February 18, 2013

Class : VB

Time : 09.35 – 11.20 a.m.

NO	NAME	INDICATORS				
		Comprehension	Fluency	Vocabulary	Pronunciation	Grammar
1	Dadang	✓	-	✓	-	-
2	Messa	✓	-	✓	-	✓
3	Hana	✓	-	✓	✓	-
4	Elya	-	-	-	-	-
5	Yusni	✓	✓	✓	-	-
6	Eni	-	-	-	-	-
7	Septi	✓	-	✓	-	✓
8	Devinta	-	-	-	-	-
9	Della	-	-	-	-	-
10	Eva	✓	✓	✓	✓	-
11	Fikki	✓	-	✓	✓	✓
12	Irfan	-	-	-	-	-
13	Haryo	-	-	-	-	-
14	Hani	-	-	-	-	-
15	Dias	✓	✓	✓	-	✓
16	Erlita	-	-	-	-	-
17	Asnan	✓	✓	✓	✓	-
18	Dewi	✓	-	✓	-	✓
19	Adit	-	-	-	-	-
20	Nanda	✓	✓	✓	✓	✓
21	Hilmy	✓	-	✓	-	-
22	Taufiq	✓	-	✓	✓	-
23	Raden	✓	✓	✓	✓	✓
24	Ananda	✓	-	✓	✓	✓
25	Indrastata	✓	✓	✓	✓	✓
26	Faisol	✓	-	✓	-	-
27	Raka	✓	-	✓	-	✓

28	Mohammad	-	-	-	-	-
29	Renaldi	✓	✓	✓	-	✓
Number of Students		19	8	19	9	11
Percentage (%)		65,52	27,59	65,52	31,03	37,93

✓ : The student performs the indicator.

- : The student has not performed the indicator.

OBSERVATION CHECKLIST ON STUDENTS' SPEAKING PROGRESS

Meeting : 3

Date : February 22, 2013

Class : VB

Time : 09.35 – 10.45 a.m.

NO	NAME	INDICATORS				
		Comprehension	Fluency	Vocabulary	Pronunciation	Grammar
1	Dadang	-	-	-	-	-
2	Messa	✓	✓	✓	-	-
3	Hana	✓	-	✓	-	✓
4	Elya	✓	-	✓	✓	✓
5	Yusni	✓	✓	✓	-	✓
6	Eni	✓	-	✓	✓	-
7	Septi	-	-	-	-	-
8	Devinta	-	-	-	-	-
9	Della	✓	✓	✓	✓	-
10	Eva	-	-	-	-	-
11	Fikki	✓	✓	-	✓	-
12	Irfan	-	-	✓	-	-
13	Haryo	✓	-	✓	-	-
14	Hani	✓	-	-	✓	✓
15	Dias	✓	-	✓	-	-
16	Erlita	✓	✓	✓	-	-
17	Asnan	✓	✓	✓	✓	✓
18	Dewi	-	-	-	-	-
19	Adit	✓	-	✓	✓	✓
20	Nanda	✓	✓	✓	✓	✓
21	Hilmy	-	-	✓	-	✓
22	Taufiq	-	-	-	-	-
23	Raden	✓	✓	✓	✓	✓
24	Ananda	✓	✓	✓	-	✓
25	Indrastata	✓	✓	✓	✓	✓
26	Faisol	-	-	-	-	-
27	Raka	✓	✓	✓	-	✓

28	Mohammad	✓	-	✓	✓	-
29	Renaldi	✓	✓	✓	✓	-
Number of Students		20	12	20	12	12
Percentage (%)		68,97	41,38	68,97	41,38	41,38

✓ : The student performs the indicator.

- : The student has not performed the indicator.

OBSERVATION CHECKLIST ON STUDENTS' SPEAKING PROGRESS

Meeting : 1 Cycle 2

Date : March 4, 2013

Class : VB

Time : 09.35 – 11.20 a.m.

NO	NAME	INDICATORS				
		Comprehension	Fluency	Vocabulary	Pronunciation	Grammar
1	Dadang	✓	-	✓	-	-
2	Messa	✓	-	✓	✓	✓
3	Hana	✓	✓	-	✓	✓
4	Elya	✓	✓	✓	✓	-
5	Yusni	✓	✓	-	-	-
6	Eni	✓	-	✓	✓	✓
7	Septi	-	-	-	-	-
8	Devinta	✓	✓	✓	-	✓
9	Della	✓	-	-	✓	-
10	Eva	✓	✓	✓	-	-
11	Fikki	-	-	-	-	-
12	Irfan	✓	✓	-	✓	-
13	Haryo	-	-	✓	-	-
14	Hani	✓	-	✓	✓	✓
15	Dias	✓	-	✓	✓	✓
16	Erlita	✓	✓	✓	-	✓
17	Asnan	✓	✓	-	✓	✓
18	Dewi	✓	-	✓	-	✓
19	Adit	-	-	-	-	-
20	Nanda	✓	✓	✓	✓	✓
21	Hilmy	✓	-	✓	✓	-
22	Taufiq	-	-	-	-	-
23	Raden	✓	✓	✓	-	✓
24	Ananda	✓	-	✓	✓	✓
25	Indrastata	✓	✓	✓	-	✓
26	Faisol	✓	✓	-	✓	-
27	Raka	✓	✓	✓	-	✓

28	Mohammad	✓	-	✓	✓	✓
29	Renaldi	✓	✓	✓	✓	✓
Number of Students		24	14	19	15	16
Percentage (%)		82,76	48,28	65,52	51,72	55,17

✓ : The student performs the indicator.

- : The student has not performed the indicator.

OBSERVATION CHECKLIST ON STUDENTS' SPEAKING PROGRESS

Meeting : 2 Cycle 2

Date : March 8, 2013

Class : VB

Time : 09.35 – 10.45 a.m.

NO	NAME	INDICATORS				
		Comprehension	Fluency	Vocabulary	Pronunciation	Grammar
1	Dadang	✓	-	✓	-	-
2	Messa	✓	-	✓	-	✓
3	Hana	✓	-	✓	✓	-
4	Elya	✓	-	✓	✓	-
5	Yusni	✓	✓	✓	-	-
6	Eni	✓	-	-	-	✓
7	Septi	✓	-	✓	-	✓
8	Devinta	✓	-	✓	✓	✓
9	Della	✓	✓	-	-	✓
10	Eva	✓	✓	✓	✓	✓
11	Fikki	✓	-	✓	✓	✓
12	Irfan	✓	-	✓	✓	-
13	Haryo	✓	✓	✓	-	-
14	Hani	✓	✓	✓	-	-
15	Dias	✓	✓	✓	-	✓
16	Erlita	✓	✓	✓	✓	✓
17	Asnan	✓	✓	✓	✓	-
18	Dewi	✓	-	✓	-	✓
19	Adit	✓	✓	-	✓	✓
20	Nanda	✓	✓	✓	✓	✓
21	Hilmy	✓	-	✓	-	-
22	Taufiq	✓	-	✓	✓	-
23	Raden	✓	✓	✓	✓	✓
24	Ananda	✓	✓	✓	✓	✓
25	Indrastata	✓	✓	✓	✓	✓
26	Faisol	✓	-	✓	✓	-
27	Raka	✓	✓	✓	✓	✓

28	Mohammad	✓	✓	✓	-	✓
29	Renaldi	✓	✓	✓	-	✓
Number of Students		29	16	26	16	18
Percentage (%)		100	55,17	89,66	55,17	62,07

✓ : The student performs the indicator.

- : The student has not performed the indicator.

OBSERVATION CHECKLIST ON STUDENTS' SPEAKING PROGRESS

Meeting : 3 Cycle 2

Date : March 11, 2013

Class : VB

Time : 09.35 – 11.20 a.m.

NO	NAME	INDICATORS				
		Comprehension	Fluency	Vocabulary	Pronunciation	Grammar
1	Dadang	✓	-	✓	-	-
2	Messa	✓	✓	✓	✓	✓
3	Hana	✓	✓	✓	✓	✓
4	Elya	✓	✓	✓	✓	✓
5	Yusni	✓	✓	✓	✓	✓
6	Eni	✓	✓	✓	✓	✓
7	Septi	✓	✓	✓	✓	✓
8	Devinta	✓	✓	✓	✓	✓
9	Della	✓	✓	✓	✓	✓
10	Eva	✓	✓	✓	✓	✓
11	Fikki	✓	✓	✓	✓	✓
12	Irfan	✓	-	✓	-	-
13	Haryo	✓	-	✓	-	-
14	Hani	✓	-	✓	✓	✓
15	Dias	✓	✓	✓	✓	✓
16	Erlita	✓	✓	✓	✓	✓
17	Asnan	✓	✓	✓	✓	✓
18	Dewi	✓	✓	✓	✓	✓
19	Adit	✓	-	✓	✓	✓
20	Nanda	✓	✓	✓	✓	✓
21	Hilmy	✓	-	✓	-	✓
22	Taufiq	✓	✓	✓	✓	✓
23	Raden	✓	✓	✓	✓	✓
24	Ananda	✓	✓	✓	✓	✓
25	Indrastata	✓	✓	✓	✓	✓
26	Faisol	✓	✓	-	-	-
27	Raka	✓	✓	✓	-	✓

28	Mohammad	✓	✓	-	✓	-
29	Renaldi	✓	✓	✓	✓	✓
Number of Students		29	23	27	23	24
Percentage (%)		100	79,31	93,10	79,31	82,76

✓ : The student performs the indicator.

- : The student has not performed the indicator.

APPENDIX H
OBSERVATION
CHECKLIST ON
THE TEACHING
AND LEARNING
PROCESS

OBSERVATION CHECKLIST

Teaching and Learning Activities

Date : February 14, 2013

Class : VB

Time : 09.35 – 11.20 a.m.

Observer : Ndaru Retnaningsih

NO.	Teacher's Activities			Description
		YES	NO	
	A. Pre-teaching			
1	The teacher 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 explains the goal of the lesson.		✓	
	B. While-teaching			
	Presentation			
6	The teacher introduces the topic.	✓		family
7	The teacher introduces new words.	✓		
8	The teacher introduces language function and the context.	✓		
9	The teacher gives examples of the language functions.	✓		
10	The teacher uses English song.	✓		three bears
11	The teacher uses media in presentation.	✓		
12	The teacher checks the students' understanding.	✓		
	Practice			
13	The teacher gives listening activities.	✓		
14	The teacher provides context for students to practice.	✓		
15	The teacher corrects the students' mistakes.	✓		
16	The teacher gives sufficient time to practice.	✓		
	Production	✓		
17	The teacher demonstrates how to do the cooperative learning activity.	✓		
18	The teacher monitors the students during the activity.	✓		
	C. Post Teaching			
19	The teacher summarizes the lesson.	✓		
20	The teacher gives reward.	✓		
21	The teacher says goodbye.	✓		

NO.	Students' Activities			Description
		YES	NO	
	A. Pre-teaching			
1	The students respond to the greeting.	✓		
2	The students say a prayer.	✓		
3	The students pay attention to the explanation.	✓		Some boys are playing with their friends.
	B. While-teaching			
	Presentation			
4	The students are ready to learn.	✓		They are very enthusiastic.
5	The students pay attention to the presentation.	✓		
6	The students are interested to the explanation.	✓		They are happy with the topic.
7	The students understand the teacher's presentation.	✓		
	Practice			
8	The students do the listening and speaking activities.	✓		
9	The students practice the language function with their friends.	✓		
10	The students ask questions when they do not understand.	✓		
	Production			
11	The students do the cooperative learning activity.	✓		
12	The students speak English during the activity.	✓		Some students do not.
13	The students are interested to do the cooperative learning activity.	✓		
14	Students who are shy can take part in the activity without being shy in speaking English.	✓		
15	All of the students are involved in the activity.	✓		
	C. Post Teaching			
16	The students reflect the learning.		✓	

Adapted from Brown (2001: 432-434)

Date : February 18, 2013

Class : VB

Time : 09.35 – 11.20 a.m.

Observer : Ndaru Retnaningsih

NO.	Teacher's Activities			Description
		YES	NO	
	A. Pre-teaching			
1	The teacher greets the students.	✓		
2	The teacher leads a prayer.	✓		by doing the routine and patterns.
3	The teacher checks the students' attendance.	✓		
4	The teacher outlines the lesson.	✓		
5	The teacher explains 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 language function and the context.	✓		
9	The teacher gives examples of the language functions.	✓		
10	The teacher uses English song.	✓		
11	The teacher uses media in presentation.	✓		
12	The teacher checks the students' understanding.	✓		
	Practice			
13	The teacher gives listening activities.	✓		
14	The teacher provides context for students to practice.	✓		
15	The teacher corrects the students' mistakes.	✓		
16	The teacher gives sufficient time to practice.	✓		
	Production	✓		
17	The teacher demonstrates how to do the cooperative learning activity.	✓		
18	The teacher monitors the students during the activity.	✓		
	C. Post Teaching			
19	The teacher summarizes the lesson.	✓		
20	The teacher gives reward.	✓		
21	The teacher says goodbye.	✓		

NO.	Students' Activities			Description
		YES	NO	
	A. Pre-teaching			
1	The students respond to the greeting.	✓		
2	The students say a prayer.	✓		
3	The students pay attention to the explanation.	✓		They are very happy and enthusiastic.
	B. While-teaching			
	Presentation			
4	The students are ready to learn.	✓		very ready.
5	The students pay attention to the presentation.	✓		
6	The students are interested to the explanation.	✓		
7	The students understand the teacher's presentation.	✓		
	Practice			
8	The students do the listening and speaking activities.	✓		
9	The students practice the language function with their friends.	✓		
10	The students ask questions when they do not understand.	✓		
	Production			
11	The students do the cooperative learning activity.	✓		
12	The students speak English during the activity.	✓		
13	The students are interested to do the cooperative learning activity.	✓		
14	Students who are shy can take part in the activity without being shy in speaking English.	✓		
15	All of the students are involved in the activity.	✓		
	C. Post Teaching	✓		
16	The students reflect the learning.	✓		

Adapted from Brown (2001: 432-434)

Date : February 22, 2013

Class : VB

Time : 09.35 – 10.45 a.m.

Observer : Ndaru Retnaningsih

NO.	Teacher's Activities			Description
		YES	NO	
	A. Pre-teaching			
1	The teacher greets the students.	✓		
2	The teacher leads a prayer.	✓		
3	The teacher checks the students' attendance.	✓		no one is absent.
4	The teacher outlines the lesson.	✓		
5	The teacher explains the goal of the lesson.	✓		
	B. While-teaching			
	Presentation			
6	The teacher introduces the topic.	✓		animal
7	The teacher introduces new words.	✓		
8	The teacher introduces language function and the context.	✓		asking/giving clarity
9	The teacher gives examples of the language functions.	✓		
10	The teacher uses English song.	✓		going to the zoo
11	The teacher uses media in presentation.	✓		pictures
12	The teacher checks the students' understanding.	✓		
	Practice			
13	The teacher gives listening activities.	✓		
14	The teacher provides context for students to practice.	✓		
15	The teacher corrects the students' mistakes.	✓		
16	The teacher gives sufficient time to practice.	✓		
	Production	✓		
17	The teacher demonstrates how to do the cooperative learning activity.	✓		
18	The teacher monitors the students during the activity.	✓		
	C. Post Teaching			
19	The teacher summarizes the lesson.		✓	time is up.
20	The teacher gives reward.	✓		
21	The teacher says goodbye.	✓		

NO.	Students' Activities			Description
		YES	NO	
	A. Pre-teaching			
1	The students respond to the greeting.	✓		
2	The students say a prayer.	✓		
3	The students pay attention to the explanation.	✓		
	B. While-teaching			
	Presentation			
4	The students are ready to learn.	✓		
5	The students pay attention to the presentation.	✓		
6	The students are interested to the explanation.	✓		
7	The students understand the teacher's presentation.	✓		
	Practice			
8	The students do the listening and speaking activities.	✓		
9	The students practice the language function with their friends.	✓		
10	The students ask questions when they do not understand.	✓		
	Production			
11	The students do the cooperative learning activity.	✓		
12	The students speak English during the activity.	✓		
13	The students are interested to do the cooperative learning activity.	✓		
14	Students who are shy can take part in the activity without being shy in speaking English.	✓		
15	All of the students are involved in the activity.	✓		
	C. Post Teaching	✓		
16	The students reflect the learning.	✓		

Adapted from Brown (2001: 432-434)

Date : March 4, 2013

Class : VB

Time : 09.35 – 11.20 a.m.

Observer : Ndaru Retnaningsih

NO.	Teacher's Activities			Description
		YES	NO	
	A. Pre-teaching			
1	The teacher 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 explains the goal of the lesson.	✓		
	B. While-teaching			
	Presentation			
6	The teacher introduces the topic.	✓		fruits
7	The teacher introduces new words.	✓		
8	The teacher introduces language function and the context.	✓		like and dislike
9	The teacher gives examples of the language functions.	✓		
10	The teacher uses English song.	✓		
11	The teacher uses media in presentation.	✓		
12	The teacher checks the students' understanding.	✓		
	Practice			
13	The teacher gives listening activities.	✓		
14	The teacher provides context for students to practice.	✓		
15	The teacher corrects the students' mistakes.	✓		
16	The teacher gives sufficient time to practice.	✓		
	Production	✓		
17	The teacher demonstrates how to do the cooperative learning activity.	✓		
18	The teacher monitors the students during the activity.	✓		
	C. Post Teaching			
19	The teacher summarizes the lesson.	✓		
20	The teacher gives reward.	✓		
21	The teacher says goodbye.	✓		

NO.	Students' Activities			Description
		YES	NO	
	A. Pre-teaching			
1	The students respond to the greeting.	✓		
2	The students say a prayer.	✓		
3	The students pay attention to the explanation.	✓		
	B. While-teaching			
	Presentation			
4	The students are ready to learn.	✓		
5	The students pay attention to the presentation.	✓		
6	The students are interested to the explanation.	✓		
7	The students understand the teacher's presentation.	✓		
	Practice			
8	The students do the listening and speaking activities.	✓		
9	The students practice the language function with their friends.	✓		
10	The students ask questions when they do not understand.	✓		
	Production			
11	The students do the cooperative learning activity.	✓		
12	The students speak English during the activity.	✓		
13	The students are interested to do the cooperative learning activity.	✓		
14	Students who are shy can take part in the activity without being shy in speaking English.	✓		
15	All of the students are involved in the activity.	✓		
	C. Post Teaching	✓		
16	The students reflect the learning.	✓		

Adapted from Brown (2001: 432-434)

Date : March 8, 2013

Class : VB

Time : 09.35 – 10.45 a.m.

Observer : Ndaru Retnaningsih

NO.	Teacher's Activities			Description
		YES	NO	
	A. Pre-teaching			
1	The teacher 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 explains 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 language function and the context.	✓		
9	The teacher gives examples of the language functions.	✓		
10	The teacher uses English song.	✓		
11	The teacher uses media in presentation.	✓		pictures
12	The teacher checks the students' understanding.	✓		
	Practice			
13	The teacher gives listening activities.	✓		
14	The teacher provides context for students to practice.	✓		
15	The teacher corrects the students' mistakes.	✓		
16	The teacher gives sufficient time to practice.	✓		
	Production	✓		
17	The teacher demonstrates how to do the cooperative learning activity.	✓		
18	The teacher monitors the students during the activity.	✓		
	C. Post Teaching			
19	The teacher summarizes the lesson.		✓	The time is up.
20	The teacher gives reward.	✓		stars
21	The teacher says goodbye.	✓		

NO.	Students' Activities			Description
		YES	NO	
	A. Pre-teaching			
1	The students respond to the greeting.	✓		
2	The students say a prayer.	✓		
3	The students pay attention to the explanation.	✓		
	B. While-teaching			
	Presentation			
4	The students are ready to learn.	✓		
5	The students pay attention to the presentation.	✓		
6	The students are interested to the explanation.	✓		
7	The students understand the teacher's presentation.	✓		
	Practice			
8	The students do the listening and speaking activities.	✓		
9	The students practice the language function with their friends.	✓		
10	The students ask questions when they do not understand.	✓		
	Production			
11	The students do the cooperative learning activity.	✓		
12	The students speak English during the activity.	✓		
13	The students are interested to do the cooperative learning activity.	✓		
14	Students who are shy can take part in the activity without being shy in speaking English.	✓		
15	All of the students are involved in the activity.	✓		
	C. Post Teaching	✓		
16	The students reflect the learning.	✓		

Adapted from Brown (2001: 432-434)

Date : March 11, 2013

Class : VB

Time : 09.35 – 11.20 a.m.

Observer : Ndaru Retnaningsih

NO.	Teacher's Activities			Description
		YES	NO	
	A. Pre-teaching			
1	The teacher 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 explains 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 language function and the context.	✓		asking for help and giving help
9	The teacher gives examples of the language functions.	✓		
10	The teacher uses English song.	✓		
11	The teacher uses media in presentation.	✓		pictures
12	The teacher checks the students' understanding.	✓		
	Practice			
13	The teacher gives listening activities.	✓		
14	The teacher provides context for students to practice.	✓		
15	The teacher corrects the students' mistakes.	✓		
16	The teacher gives sufficient time to practice.	✓		
	Production	✓		
17	The teacher demonstrates how to do the cooperative learning activity.	✓		
18	The teacher monitors the students during the activity.	✓		
	C. Post Teaching			
19	The teacher summarizes the lesson.	✓		
20	The teacher gives reward.	✓		
21	The teacher says goodbye.	✓		

NO.	Students' Activities			Description
		YES	NO	
	A. Pre-teaching			
1	The students respond to the greeting.	✓		
2	The students say a prayer.	✓		
3	The students pay attention to the explanation.	✓		
	B. While-teaching			
	Presentation			
4	The students are ready to learn.	✓		
5	The students pay attention to the presentation.	✓		
6	The students are interested to the explanation.	✓		
7	The students understand the teacher's presentation.	✓		
	Practice			
8	The students do the listening and speaking activities.	✓		
9	The students practice the language function with their friends.	✓		
10	The students ask questions when they do not understand.	✓		
	Production			
11	The students do the cooperative learning activity.	✓		
12	The students speak English during the activity.	✓		
13	The students are interested to do the cooperative learning activity.	✓		
14	Students who are shy can take part in the activity without being shy in speaking English.	✓		
15	All of the students are involved in the activity.	✓		
	C. Post Teaching	✓		
16	The students reflect the learning.	✓		

Adapted from Brown (2001: 432-434)

APPENDIX I

LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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

FRM/FBS/33-01
10 Jan 2011

Nomor : 1179b/UN.34.12/PP/X/2012
Lampiran : -
Hal : Permohonan Izin Observasi

1 Oktober 2012

Kepada Yth.
Kepala SD Negeri 3 Imogiri
Di Bantul - Yogyakarta

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 (TABs), dengan judul :

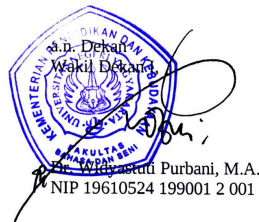
Improving the Teaching of English Speaking in a Large Class through Cooperative Learning at Grade 5 of SD Negeri 3 Imogiri Bantul Yogyakarta

Mahasiswa dimaksud adalah :

Nama : NOVITA ANDRIYANI
NIM : 08202241051
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Oktober 2012
Lokasi Observasi : SD Negeri 3 Imogiri

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

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


a.d. Dekan
Wakil Dekan
R. Widyastuti Purbani, M.A.
NIP 19610524 199001 2 001



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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

FRM/FBS/03-01
10 Jan 2011

Nomor : 0130e/UN.34.12/DT/I/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

31 Januari 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 akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TAIBS), dengan judul :

Improving the Teaching of English Speaking in a Large Class through Cooperative Learning at Grade 5B of SD Negeri 3 Imogiri Bantul - Yogyakarta

Mahasiswa dimaksud adalah :

Nama : NOVITA ANDRIYANI
NIM : 08202241051
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Februari -April 2013
Lokasi Penelitian : SD Negeri 3 Imogiri Bantul - Yogyakarta

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

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



Dekan
Kantor Dekan Pendidikan FBS,
R. H. M. H. Utami, S.E.
NIP 19670704 199312 2 001



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/949/V/1/2013

Membaca Surat : Kasubbag Pendidikan Fakultas Bahasa dan Seni Nomor : 013e/UN.34.12/DT/1/2013
Tanggal : 31 Januari 2013 Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : NOVITA ANDRIYANI NIP/NIM : 08202241051
Alamat : KARANGMALANG, YOGYAKARTA
Judul : IMPROVING THE TEACHING OF ENGLISH SPEAKING IN A LARGE CLASS THROUGH COOPERATIVE LEARNING AT GRADE 5B OF SD NEGERI 3 IMOIRI BANTUL, YOGYAKARTA
Lokasi : - Kec. IMOIRI, Kota/Kab. BANTUL
Waktu : 31 Januari 2013 s/d 30 April 2013

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjapro.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjapro.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 31 Januari 2013

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan
Ub.

Kepala Biro Administrasi Pembangunan

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Bantul cq Ka Bappeda
3. Ka. Dinas Pendidikan, Pemuda dan Olahraga DIY
4. Kasubbag. Pendidikan FBS UNY
5. Yang Bersangkutan



Hendar Susilowati, SH

NIP. 19580120 198503 2 003



PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : Nomor : 070 /201

Menunjuk Surat : **Dari : Sekretariat Daerah Nomor : 070/949/V/1/2013**
DIY
Tanggal : 31 Januari 2013 Perihal : Ijin Penelitian

Mengingat :

- a. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
- b. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
- c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada :

Nama : NOVITA ANDRIYANI
P.Tinggi/Alamat : UNY, KARANGMALANG YK
NIP/NIM/No. KTP : 08202241051
Tema/Judul Kegiatan : IMPROVING THE TEACHING OF ENGLISH SPEAKING IN A LARGE CLASS THROUGH COOPERATIVE LEARNING AT GRADE 5B OF SD NEGERI 3 IMOIRI BANTUL YOGYAKARTA
Lokasi : SD NEGERI 3 IMOIRI
Waktu : Mulai Tanggal : 31 Januari 2013 s.d 30 April 2013
Jumlah Personil :

Dengan ketentuan sebagai berikut :

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l
Pada tanggal : 04 Februari 2013

A.n. Kepala
Sekretaris,
Ub.
Kab. Subbag Umum



Elis Fitriyati, SIP., MPA.
NIP. 19660129 199503 2 003

Tembusan disampaikan kepada Yth.

1. Bupati Bantul
2. Ka. Kantor Kesbangpolinmas Kab. Bantul
3. Ka. Dinas Dikdas Kab. Bantul

DINAS PENDIDIKAN DASAR KABUPATEN BANTUL

UPT PPD KECAMATAN IMOIRI

SDN 3 IMOIRI

Alamat: Setran, Karangtalun, Imogiri, Bantul 55782

KETERANGAN PENELITIAN

No. 1000 /SD 3 IM / III / 2013

Yang bertanda tangan di bawah ini, Kepala Sekolah Dasar Negeri 3 Imogiri menerangkan dengan sesungguhnya bahwa:

Nama : NOVITA ANDRIYANI

NIM : 08202241051

Instansi : Universitas Negeri Yogyakarta

Alamat Mahasiswa : Sirat RT. 06, Sidomulyo, Bambanglipuro, Bantul.

Benar-benar telah melaksanakan penelitian di Sekolah Dasar Negeri 3 Imogiri dengan judul penelitian:

IMPROVING THE TEACHING OF ENGLISH SPEAKING IN A LARGE CLASS
THROUGH COOPERATIVE LEARNING AT GRADE 5B OF SD NEGERI 3 IMOIRI
BANTUL, YOGYAKARTA

Penelitian tersebut dilaksanakan pada tanggal 11 Februari 2013 – 16 Maret 2013.

Demikian surat keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Sekian dan terima kasih.

Dikeluarkan di Imogiri

Tanggal : 21 Maret 2013

Kepala Sekolah

Suharyanto, B. A.

NIP. 195211041978031006

