USING JIGSAW TECHNIQUE TO IMPROVE THE SPEAKING ABILITY

OF THE GRADE VII STUDENTS OF SMPN 3 DEPOK

IN THE ACADEMIC YEAR OF 2010/2011

A Thesis

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

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APPROVAL

USING JIGSAW TECHNIQUE TO IMPROVE THE SPEAKING ABILITY OF THE GRADE VII C STUDENTS OF SMP N 3 DEPOK IN THE ACADEMIC YEAR OF 2010/2011

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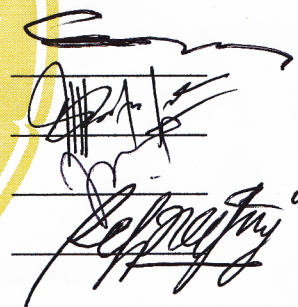**Anita Triastuti, M.A**
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RATIFICATION

USING JIGSAW TECHNIQUE TO IMPROVE THE SPEAKING ABILITY
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A Thesis

Accepted by the Board of Examiners of the Faculty of Languages and Arts of State University of Yogyakarta on January 18, 2013 and declared to have fulfilled the requirements for the attainment of a Sarjana Pendidikan Degree in English Language Education.

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PERNYATAAN

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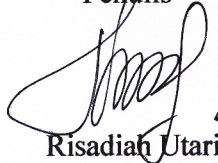
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara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

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

Yogyakarta, January 7, 2013

Penulis

Risadiah Utari

iv

DEDICATIONS

This thesis is dedicated to:

My amazing mother,

My beloved father,

My gorgeous sister and brother,

You are all my greatest rewards. Thanks for always standing by my side and trusting me to be who I am.

MOTTOS

"Truly, my prayers and my sacrifice,

my life and my death, are (all) for Allah SWT,

The Cherisher of the world."

(QS. AL-AN'AM: 162)

"One will gain nothing without making any efforts"

(QS. An Najm: 39)

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I hope that this thesis will give some contributions for the improvement of the English teaching and learning process and for the readers. However, I realize that this writing is still far from being perfect. Therefore, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, January 7, 2013

Risadiah Utari

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OF THE GRADE VII STUDENTS OF SMPN 3 DEPOK

IN THE ACADEMIC YEAR OF 2010/2011

By: Risadiah Utari

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Abstract

This study is an action research that aims to improve the speaking ability and the teaching learning process for the grade VII students of SMP N 3 Depok in the academic year of 2010/2011.

This study consisted of two cycles used qualitative and quantitative methods. The researcher worked collaboratively with the English teacher, the collaborator and the students. The subjects of this research were 36 students of VII C class of SMP N 3 Depok in the academic year of 2010/2011. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the students and the collaborator about the implemented actions. The qualitative data were in the form of field notes and interview transcripts. Meanwhile, the quantitative data were gained by assessing the students' speaking ability through the pre-test and post-test. Therefore, the quantitative data were in the form of the students' speaking scores.

The result of Cycle 1 showed that the implementation of jigsaw activities and the other accompanying actions (classroom English, asking the students to perform their work in front of the class) were successful in improving the students' speaking ability and their involvement during the teaching and learning process. However, the jigsaw activity was not successful in the first meeting because there were some students who were not actively engaged in the activities. Therefore, I improved the action of Jigsaw and the other accompanying actions. The results of Cycle II showed that the implementation of Jigsaw technique and the other accompanying actions (i.e. using classroom English, asking the students to perform their work in front of the class, and giving rewards) were successful in improving the students' speaking ability and involvement in the English teaching and learning process. The findings were supported by the means of the students' speaking scores which had improved from 6, 66 and 6, 85 in the pre-test to 7, 54 and 7, 75 in the post-test.

CHAPTER 1

INTRODUCTION

A. Background of the Study

The Indonesian government puts English in the curriculum as one of the subjects that should be taught in educational fields including at Junior High School. English learning in junior high school is intended to make the students reach the functional level, that is the level in which are able to communicate in the spoken and written forms (*Depdiknas 2006*). As a compulsory subject in Junior High School, students have to pass the English examination in the end of the semester. In the process of English teaching and learning, it covers the four basic language skills that is reading, writing, speaking, and listening. All of those skills are integrated each other and become the important substances in learning English at junior high school.

From those four skills, speaking is a central element of communication. Speaking a language is especially difficult for foreign language students because effective oral communication requires the ability to use the language appropriately in social interactions. Speaking is used for many different purposes for speaking implies knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs, the participants involved and their specific roles and relationships, and the kinds of activities in which the speakers are involved.

As the aim of English teaching in Indonesia is to build students' communicative competence, students have to communicate with others by using English during the English lesson. However, in practice, the students are not given sufficient opportunity to develop and practice the speaking skill. Based on the national curriculum in which it is stated that English teaching has to cover four main skills, the English teachers have to teach those skills in equal portion. In fact, most Indonesian English teachers focus more on the written skills, reading and writing, and less on oral skills, speaking and listening. Moreover, the students are able to practice listening, reading, and writing in English at home. On the other hand, they have less opportunity to practice speaking in English when they are not in the classroom. Besides, the activities in speaking are less communicative because the teachers give many theories to the students without instructing them to practice the language. Also, the teaching and learning process seems to be teacher centered since the teachers always explain the materials and the students only listen to her/him.

The same conditions are also found in the English speaking at the seventh grade of SMP N 3 Depok. Based on an interview with the English teacher and preliminary observation in the class, the researcher still found some problems related to English learning process, especially in the speaking ability. The fact showed that students' speaking ability was still low.

Most of the students were shy and reluctant. When the students were asked to practice or perform the activity in front of the class, they refused to do it. They were afraid of making mistakes. Therefore, their speaking ability was

still poor. They spoke neither fluently nor accurately and made many mispronunciations.

In addition, the activities during the English lesson seem to be boring and less interactive. Therefore, it makes the students less active during the lesson. There are only some students who are actively involved in the English lesson, especially in the speaking lesson. Besides, the teachers mostly use individual and pair work. They rarely use group work which can improve the students' participation in the lesson. When the students work individually, they cannot practice the language function they have learnt and it means that there is no communication among the students

Based on the description above, it is necessary for the researcher to make some efforts in English learning process by identifying any actions and implementing them in the class. The researcher tried to use a teaching technique and some accompanying actions which can encourage the students to speak English. By using Jigsaw technique and other accompanying actions during the speaking lesson, the teacher can give sufficient opportunities to the students to practice speaking in the classroom. Moreover, the students' interaction in the class can be improved and the speaking ability can be improved.

B. Identification of the Problem

To identify the existing problems in the school, the researcher did an interview and observation with the English teacher of SMP Negeri 3 Depok on Juni 16, 2010. The reseacher asked some questions related to the problems of

the English teaching-learning process in the class. The problems related to this research come from several factors. The factors may come from the material, the learning media, the technique used, the students, and the teacher. There are some problems that exist in this school. Some of them are related with the students, the teacher, the technique used, the material, and the learning media.

The first problem is related to the students. The students sometimes were not creative to make their own opportunities to practice speaking both inside and outside the classroom, most of them were passive. It was perhaps related to the fact that they had inadequate mastery of vocabulary, grammar and pronunciation. They did not have motivation to learn and curiosity to know something new. The students' limited vocabulary caused students scared in speaking. Some students couldn't utter or pronounce english words correctly. It made the students feel shy to speak in English. It also happened when the students answered the teacher's questions because they were afraid of making mistakes.

Other problem was that they were lack of concentration during the lesson. Most of them paid less attention to the teacher's explanation. They could concentrate only in a short time. When they faced the difficult material or exercises, they would pay less attention to it. When they did not understand the materials, most of them did not ask the teacher.

The second is related to the teacher. It was connected with what and how she prepared, presented, and evaluated her activities. In preparing the lessons she did not consider the students' needs, interests and ability. She also

did not use the media in the classroom. As a result, the materials were too difficult, uninteresting for the students, the media was not optimally used, and the teaching learning process was not evaluated carefully. Most of the teachers taught the theory to reach the graduation mark, consequently, the speaking skill was not taught properly. They chose to teach the theory than practice to speak.

The third problem is related to the technique used in the teaching-learning process. The four skills, reading, listening, writing, and speaking tasks and activities were difficult for the students. The activties did not attract the students, so they were bored with the tasks and the activities. English speaking was taught in formal classes using traditional techniques. It made the students have low motivation to speak.

The fourth problem is related to the media and the activities in the classroom. The school actually had some media to support the teaching-learning process, but there were still lack of English resources such as English magazines, comics, newspapers, and pictures that could be used as additional teaching resources. The activities were sometimes too difficult and uninteresting for the students. They felt bored with the task and activities as they frequently found many problems in doing the activities.

The last problem is related to the students' learning achievement. They generally had low language skills. As with the speaking skill, they found problem in vocabulary, identifying appropriate expressions, answering questions orally in their own words and overcoming their fear to speak English.

C. Limitation of the Problem

Based on the identification of the problems above, the problems that are found are various and wide. This study is limited to the problem in the use of teaching and learning technique, particularly the technique of improving English speaking ability. This research focuses on the effort of using Jigsaw technique to improve the students' speaking ability in class VII C of SMP N 3 Depok, Sleman.

D. Formulation of the Problem

Based on the background of the study and identification of the problem, the problem is formulated as follows:

"How can *Jigsaw technique* improve the speaking ability in class VIIC of SMP Negeri 3 Depok in the academic year 2010/2011?"

E. Objectives of the Research

In relation to the formulation of the problem above, the objective of the research is to implement Jigsaw technique to improve the speaking ability in class VIIC of SMP Negeri 3 Depok in the academic year of 2010/2011.

F. Significance of the Research

The significance of the research are:

1. Theoretically, this research provides beneficial and referential contributions in giving general knowledge of the way to improve the students' speaking ability.

2. Practically, the result of this research is beneficial:

    a) for the English teacher, the result of this study hopefully can provide her with information on which technique is more effective to be used in teaching speaking to improve the speaking ability of the students, particularly the seventh grade students of junior high school.

    b) for SMP N 3 Depok students, the research will make them more interested and motivated to learn and to speak English.

    c) for the researcher, this research can develop her mind through problem solving process and become valuable experience related to her knowledge in educational research.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents a review of theories concerning the research topics and conceptual framework underlying the study. This is presented in four headings: Communicative Language Teaching (CLT), Cooperative Learning, Jigsaw, and Speaking Ability.

A. Theoretical Review

1. Communicative Language Teaching (CLT)

To teach English as a foreign language, a set of methods is needed. Learning language is not an instant process. The teacher should be able to choose an appropriate method to be implemented in teaching and learning process. As stated in Brown (2003:14) there are no instant recipes. No quick and easy method is guaranted to provide success.

Communicative language teaching is best understood as an approach not method (Brown:2001). Theoretically, an approach and a method are different. Brown (2000) defines an approch is a set of assumptions dealing with the nature of language, learning and teaching, while a method is described as an overall plan for systematic presentation of language based upon a selected approach.

There is a currently recognized approach that is a generally accepted norm in the field. It can be captured in the term Communicative Language Taching (CLT). It is difficult to offer a definition of CLT. It is an unified but broadly

based, theoretically well informed set of tenets about the nature of language learning and teaching.

Brown (2000) states six interconnected characteristics as a description of CLT:

The first is classroom goals. Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with the pragmatic.

The second is language techniques. The techniques are designed to engage learners in the pragnatic, authentic, functional use of language for meaningfull purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.

The third is fluency and accuracy. They are seen as complementary principles underlying communicative techniques. At times fluency may have to be taken more importantly than accuracy in order to keep learners meaningfully engaged in language use.

The fourth is students. Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skill necessary for communication in those contexts.

The fifth is the students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.

The last is the role of the teacher. Teachers are facilitator and guide, not an all-knowing bestower the knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

In the communicative approach, students should be involved actively in the process of teaching and learning. Harmer (2001) states that activities in communicative approach should involve students in a real communication in which the grammar is less important than communicative activities. The point of communicative approach is to make the students to be able to actively communicate in a real communication.

According to Morrow (1981 : 60) there are five principles of communicative methodology. They are stated as follows:

a. Know what you are doing. Students should know that they learn something useful for the communication, because it can improve their motivation in learning more knowledge.

b. The whole is more than the sum of the parts. A communicative method uses both analytic and synthetic approach, both of these are made to share the same concern with the 'whole' rather than the 'parts'.

c. The processes are as important as the forms. The success of learning language depends on the process of learning.

d. To learn it, do it. The most important in learning a language is the process. Learning language communicativelly is by practising or doing communictaive activities.

e. Mistakes are not always a mistake in language teaching and learning, mistakes are considered as the students' efforts to produce the language.

2. Cooperative Learning

a. Definition of Cooperative Learning

Brown (2000: 47) states that as students work together in pairs and groups, they share information and come to each others' aid. They are "team" whose players must work together in order to achieve goals succesfully. It means that in cooperative learning there should be a cooperation between the students. It is called a group work, it is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self initiated language (Brown 2000: 177).

Freeman states that cooperative learning or collaborative learning essentially involves students learning from each other in groups. It is the way that students and teachers work together. Teachers help students to learn how to learn mora effectively with learning strategy training. In cooperative learning, teachers teach students collaborative or social skills so that they can work together more effectively. Indeed, cooperation is not only a way of learning, but also a theme to be communicated about and studied (Jacobs 1998).

Slavin (1994: 287) states that cooperative learning refers to instructional methods in which students work together in small group to help each other in learning. There are many quite different approaches to cooperative learning. Typically, students are assigned to form cooperative groups and stay together as a group for many weeks or months. They are usually taught specifically in order to

help them work well together; active listening, giving good explanations, avoiding putdowns, including others and so on.

The teachers can apply cooperative learning to improve their students' speaking ability. Cooperative learning is rarely be used by the teachers when they teach English because they worry that their students will be noisy and they do not work together. But this argument is wrong because it will be more effective if the teacher can manage the class. Lie (2008: 29) states that if the teacher can apply *cooperative learning* correctly, it will make the teacher manage the class more effectively.

From the definition above, it can be concluded that cooperative learning is a teaching method which emphasizes at the students' team work. It differs from others teaching approaches because students work together rather than compete with each other individually.

b. The Elements of Cooperative Learning

Roger and David Johnson in Lie (2008: 31) suggest that in order to make a lesson to be structured cooperatively, there are five essential elements that must be presented. Five pieces which distinguish cooperative learning from other traditional grouping styles.

The first is the concept of *positive interdependence*. The students must feel that they need each other in order to complete the group's task that is they "sink or swim together". Each group member depends on each other to accomplish a shared goal or task. Without the help of one member the group is not able to reach

the desired goal. For a true cooperative learning condition, students must perceive that they are positively interdependent with other members of their group.

The second element necessary for a successful cooperative grouping strategy is *face-to-face interaction*. The students must help one to each other: assisting, supporting, encouraging, and praising each other as the efforts to learn. The students also must be allowed to explain to each other how to solve problems, how to discuss the nature of the concept being learned, and how to teach one to another. In addition, the verbal and nonverbal responses of their group members would provide important information.

The third element is *individual accountability*. The students must feel that they are accountable to complete a task and to master the materials. It is important for group members to know who may need more assistance, support and or encouragement. In the end, structuring individual accountability through an assestment process, whether written or oral, will be necessary on the part of the teaching and learning process.

The fourth element in this teaching learning process is learning to have *interpersonal skill*. Placing together the students who do not have a developed level or social skill in a group and then asking them to work together does not mean that cooperation will occur. Cooperative skills include leadership, decision making, trust-building, communication, and conflict-management skills.

The fifth element of this discussion is *group processing*. The students have to come back together in their groups at the end, and discuss how well they achieved their goals and how effective their working was. It is also allows

individuals and groups to synthesize and to possibly evaluate the information developed and then to discuss the achievement that accomplished. If all of the five things are done by the students, the cooperative learning process will work effectively.

c. Implementing Cooperative Learning

Slavin, as quoted by Elliot (2000: 359) writes that consequently, two conditions must be met if coopertaive learning being effective. First, cooperative groups must have a group goal that is meaningful to them (a prize, recognizition, free time). Second, the group's success must emerge from the individual learning all group members. If these two conditions are met, (group effort and individual accountability), the students are motivated to help each other in learning.

Furthermore, Johnson and Johnson (1975: 79) add that the teachers need to keep in mind the three important things in setting up cooperative learning activities. The first is presenting the goal as the group goal. The second is facilitating and encouraging the sharing of ideas and materials. The last is rewarding the group for the success of the completion of the task.

In addition Lie (2008: 38) states there are also three important things on managing cooperative learning classroom. Firstly, the teachers need to group the students. Secondly, the teachers need to build up the spirit of cooperation among the students. The last is the teachers need to set the seating arrangement.

In language teaching, Brown (2000: 187) adds that there are seven rules of cooperative learning. The first rule is introducing the technique. The second is justifying the use of small groups for the technique. The third is modeling the

technique. The fourth is giving the explicit detail instructions. The fifth is dividing the classes into groups. The sixth is checking for clarification. The last is setting the task in motion.

In conclusion, cooperative learning can enhance many familiar English activities, providing greater opportunities for all students to become more actively involved. There are some techniques of cooperative learning, they are Jigsaw, Group Investigation, STAD, and Structural Approach. In this research, the researcher will only explain one of the techniques, that is Jigsaw

3. Jigsaw

a. The Definition of Jigsaw

The jigsaw teaching technique was invented and named in 1971 in Austin, Texas by a graduate professor named Elliot Aronson. Recent desegregation had forced a racial mix on the students of Austin, and many teachers were unable to cope with the turmoil and hostility of the situation (Aronson, 2007).

Jigsaw is one of the cooperative learning techniques. In cooperative learning, students learn cooperation. It was proposed by Vigotsky that all learning is social and occurs within a social framework whether in a family environment with friends, at work or elsewhere, we learn most naturally in social situations.

Jigsaw techniques are a special form of information gap in which each member of a group is given some specific information and the goal is to pool all information to achieve some objectives (Brown 2000: 185). The students may enjoy the technique and almost always find it challenging.

Anita Lie (2008: 69) states that the technique of Jigsaw combines the activities of the four language skills, those are reading, writing, speaking, and listening. The students work together in a cooperative situation and they have many chances to analize the information. It can also improve the ability to communicate with others.

From some definitions above, the researcher can conclude that Jigsaw is one of the cooperative learning techniques that is useful for carrying out effective in-class group work. It is an efficient teaching technique that also encourages listening, engagement, interaction, peer teaching, and cooperation by giving each member of the group an essential part to play in the academic activity.

b. Implementing Jigsaw

Jigsaw is usually used in a small group instruction. Students of a normal-sized class are divided into competency groups of four to six students, each of which is given a list of subtopics to research. Individual members of each group then break off to work with the 'experts' from other groups, researching a part of the material being studied, after which they return to their starting body in the role of instructor for their subcategory.

According to Aronson (2008) there are ten steps considered important in the implementation of the jigsaw classroom.

1) Students are divided into a 5 or 6 person jigsaw group (home group). The group should be diverse in terms of ethnicity, gender, ability, and race.

2) One student should be appointed as the group leader. This person should initially be the most mature student in the group.

3) The day's lesson is divided into 5-6 segments (one for each member).

4) Each student is assigned one segment to learn. Students should only have direct access to only their own segment.

5) Students should be given time to read over their segment at least twice to become familiar with it. Students do not need to memorize it.

6) Temporary experts groups should be formed in which one student from each jigsaw group joins other students assigned to the same segment. Students in this expert group should be given time to discuss the main points of their segment and rehearse the presentation they are going to make to their jigsaw group.

7) Students come back to their jigsaw group (home group).

8) Students present his or her segment to the group. Other members are encouraged to ask question for clarification.

9) The teacher needs to float from group to group in order to observe the process. Intervene if any group is having trouble such as a member being dominating or disruptive. There will come a point that the group leader should handle this task. Teachers can whisper to the group leader as to how to intervene until the group leader can effectively do it themselves.

10) A quiz on the material should be given at the end so students realize that the sessions are not just for fun and games, but that they really count.

Below is the graphic of implementing Jigsaw technique in classroom:

The Home Groups (Five or six members grouped heterogeneously)

1	2	3
4	5	6

1	2	3
4	5	6

1	2	3
4	5	6

1	2	3
4	5	6

1	1	1
1	1	1

2	2	2
2	2	2

3	3	3
3	3	3

4	4	4
4	4	4
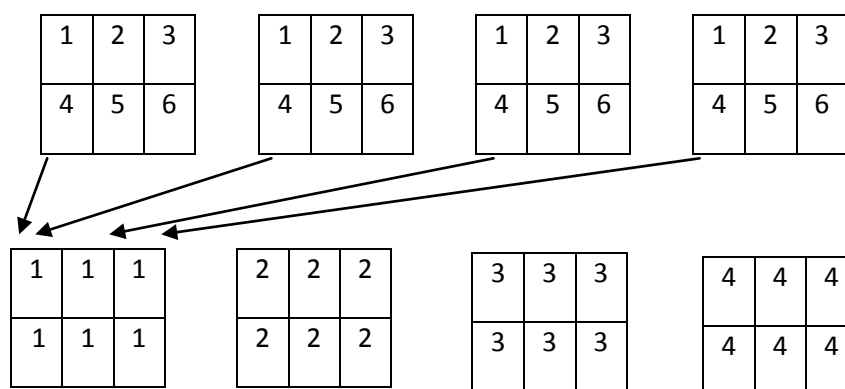
The Expert Groups (Each expert team has one member from each of the home group).

Picture 1**: The graphic of implementing Jigsaw technique.**

4. Speaking Ability

a. The Nature of Speaking

Hornby (1995: 1140) states that to speak is to know and to be able to use a language or to say something or express oneself in a particular language. To be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary, and cultural subsystem of English language.

Linse and Nunan (2005: 47) state that speaking is equally important in young learners overall language development. Therefore, Cameroon (2001: 40)

states that speaking is the active use of language to express meaning so that others people can make sense of them. She also states that speaking is much more demanding than listening on language learners' language resources and skills. It is because speaking activities require careful and plentiful support of various types, not just support for understanding, but also support for production.

Djiwandono (1996: 68) defines speaking as an active activity of someone in using language to express himself orally. He adds, an oral message consists of some words constructed grammatically that are spoken by the speaker correctly, so the listeners can receive and understand the meaning of the message organized-well.

Bailey and Savage (1994) in Murcia (2001: 183) state that for most people, the ability to speak a language is synonymous with knowing the language since speech is the most basic means of human communication. Murcia (2001: 163) also states that speaking in a second or foreign language has often been viewed as the most demanding of the four skills. From some definitions above, it can be concluded that speaking ability is the ability or skill to use the language accurately in order to express ideas, feelings, or to deliver information to other people in life situation or conversation.

b. **Types of Spoken Language**

Before we study about teaching speaking in depth, we should know the type of spoken language itself. It is used to guide the teachers when they develop a lesson plan or curricula (Brown, 2001: 250). He also states that the numerous

items of spoken language are important to be known and be studied. There are two types of spoken language, they are monologue and dialogue.

Brown (2001: 251) states that in monologues, that is one speaker uses spoken language for any length of time, such as in speeches, lectures, readings, news broadcasts, and the like. The hearer must process long stretches of speech without interruption. There are two types of monologue, planned and unplanned that cited in Brown and it is proposed by Nunan. Planned monologue usually manifests little redundancy such as speeches and other prewritten materials, while unplanned monologue exhibits more redundancy such as impromptu lectures and long "stories" in conversation (Brown, 2001: 252). Nunan (1999:227) also says that another aspect of speaking that is particularly relevant for second language speakers concerns whether or not the spesking is planned or spontaneous.

Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional). The familiarity of the interlocutors will produce conversation with more assumptions, implications and other meanings hidden between the lines. While, unfimiliarity will make the references and meanings have to be made more explicit to assure effective comprehension (Brown, 2001: 252).

c.   The Elements of Speaking

Harmer (2001: 269-271) mentions some elements of speaking.

1)   Language Features

The first elements is connected speech. A speaker should not only be able to produce the individual phonemens of English. The second element is expressive devices. A speaker should be able to do as what a native speakers of English do. Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and use paralinguistic features to show what they are feeling.

The third element is lexis and grammar. Speaker can make a spontaneous speech by using a number of common lexical phrases especially in the performance of certain language function. The fourth element is negotiation language. Speaking requires the ability of the speaker to negotiate the meaning used to seek clarification and to show the structure of what he or she is saying.

2)   Mental Social Processing

There are three components in mental social processing. The first component is language processing. Speaker needs to be able to process language in his or her head and put it into coherent order so that it can be comprehensible and can also convey the meanings that are inherited.

Speaking involves a good deal of listening other participants, understanding of how they are feeling and also the ability how to take turns or allow other to do so.

In teaching speaking, teacher can use different types of classroom speaking performance. Brown (2000: 271-274) mentions six categories are applied to the kinds of oral production that students are expected to carry out in the classroom:

1) Imitative

   Learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purposes of meaningful interaction, but for focusing on some particular elements of language focus.

2) Intensive

   Intensive speaking is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can even from part of some pair work activity.

3) Responsive

   Responsive is a good deal of student speech in the classroom, short replies to teacher or student-initiated questions or comments.

4) Transactional (dialogue)

   Transactional dialogue, carried for the purpose of conveying or exchanging specific information. It is an extended form of responsive language.

5) Interpersonal (dialogue)

   Interpersonal dialogue carried out more for the purposes of maintaining social relationships than for the transmission of facts and information.

6) Extensive (monologue)

Extensive monologue is given to students at intermediate to advanced levels in the form of oral reports.

d. Teaching Speaking in Junior High School Based on School-Based Curriculum

English teaching in Indonesia takes the standard curriculum or KTSP (*Kurikulum Tingkat Satuan Pendidikan*). Based on the curriculum (Depdiknas:2006) English is a tool to improve listening, speaking, reading, and writing skills so that the students who graduate from academic school are able to communicate in English on the level of literacy. Education department has determined the curriculum based on the level of education. It is supported by the *UU 20 Article 38 verse 2*:

> *Kurikulum pendidikan dasar dan menengah dikembangkan sesuai dengan relevansinya oleh setiap kelompok atau satuan pendidikan dan komite sekolah/madrasah dibawah koordinasi dan supervise dinas pendidikan atau kantor departemen agama kabupaten/kota untuk pendidikan dasar dan provinsi untuk pendidikan menengah (The elementary, junior and senior high school's curriculum are developed based on the relevancy in every team or individual education and SD/MI comitee which is coordinated and supervised by the education department or the religion department service for elementary school in regency and for junior high school in province).*

The standard curriculum or KTSP of English junior high school (Depdiknas:2006) assumes that there are four level of literate , they are performative, functional, informational, and epistemic level. In the performative level, people are able to read, write, listen, and speak with the symbols that are used. The functional level means that people are able to use the language in fullfilling the daily needs. People in the informational level are able to access the knowledge with the language ability. In the epistemic level, people are able to realize the knowledge into the target language (English). English teaching in SMP/MTS (junior high school) is targeted the students can reach the functional level that is communicate written or orally to overcome the daily problem.

The teaching of speaking in junior high school should be based on the basic competency and standard of competency as states in the standard of graduate competency. Mulyasa (2008: 109) states that relating to school based curriculum, National Education Department has prepared standard competency and basic competency for every subjects, which is used as guide for the teachers in developing the school based curriculum in every schools.

1) Standard Competency of Speaking

According to standard competency of speaking stated in school based curriculum, after the students learn speaking subject they are expected be able to:

a) Express meaning of short simple transactional and interpersonal conversation orally to interact with the society and surrounding.

b) Express meaning of functional oral texts and short simple monologue in the descriptive and procedure texts to interact with the surrounding.

2) Basic Competency of Speaking

The objectives of teaching speaking in junior high school students can be reflected on the basic competency that have prepared by the government. By having speaking subject in the school, the students are expected to be able to:

a) Express meaning in transactional dialogue (to get things done) and simple interpersonal (socialization) dialogue by using oral various language accurately, fluently, and appropriately to interact with the surrounding including asking, giving, and refusing service, asking, giving, and refusing things, accpeting and denying the fact, asking and giving opinion.

b) Understand and give responses to the transactional dialogue (to get things done) and interpersonal dilogue (socialization) by using variation spoken language accurately, fluently, and acceptable to interact with surrounding including: the expression for asking and giving opinions, expressing like and dislike, and asking for clarification.

c) Express meaning in the form of short functional spoken text by using various spoken language accurately, fluently, and appropriately to interact with the surrounding.

d) Express meaning in short simple monologue by using various spoken language accurately, fluently, and appropriately to interact with the surrounding in the form of descriptive and procedure text.

By looking the basic competency of speaking, the teacher also will know the scope of speaking materials that will be taught to the students. The materials include the language functions such as the expression for asking and giving opinions, expressing like and dislike, asking for clarification, asking, giving, and refusing service, asking, giving, and refusing things, accepting, and denying the fact, asking and giving opinion and genre or text type, that are descriptive, procedure, and recount texts.

e. **The Roles of the Teacher and the Roles Students in the English Teaching Speaking**

1. **The Roles of the Teacher**

A crucial parts of teacher's job when organizing speaking activities is to make sure that the students understand exactly what they are supposed to do. This involves giving clear instructions and where appropriate, demonstrating the activity with a student or students so that no one is in doubt about what they should be doing. Harmer (2007: 347-358) gives particular relevance of teacher's roles in order to help students in speaking activity as follows:

a) As a prompter; the teacher gives help to find supports the students by offering discrete suggestions without disrupting the activity done by the students.

b) As a participant; the teacher and the students may talk together communicatively as near-equal participants. It means that the teacher can join into the activity but still under the term of scaffolding.

c) As a feedback provider; the teacher has to be factful in giving appropriate feedback in a particular situation. Helpful and gentle correction may get students out of difficult misunderstandings and hesitations.

Davies and Pearse (2000: 127) also explain some roles of teacher, especially in managing the class. Those are as follows:

a) Present new information, control accuracy practice from the front, and make sure that as many learners as possible participate in the class and that most errors are corrected.

b) Organize and facilitate lockstep fluency and skills activities from the front, encouraging voluntary participation and ignoring most errors.

c) Monitor individual, pair, group activities, moving around among the learners and helping and encouraging them.

d) Inform the learners about their progress, trying to combine encouragement with honest evaluation and useful feedback.

There are many roles of the teacher, indeed, but the crucial point to consider is that which roles will be prominent to be applied in the classes depends on many factors such as the culture, context, type of the course, the students' level and characteristics, etc.

2. The Roles of Students

A learner plays some roles in the teaching-learning process. According to Breen and Candlin in Richards (1985: 22), the learner plays a role as a negotiator (between the self, the learning process, and the object of learning) that emerges from and interacts with the role of join negotiator within the classroom procedures and activities which the group undertakes. Playing this roles the learner should contribute as much as he gains and thereby learns in a interdependent way.

Similarly, Nunan (1989: 80) explains the roles of a learner as follow:

a. The learner is the passive recipient of outside stimuli;

b. The learner is an interactor and negotiator who is capable of giving as well as taking;

c. The learner is a listener and performer who has little control over the content of learning;

d. The learner is involved in a social activity, and the social and interpersonal roles of the learner cannot be divorced from psychological learning process;

e. Learners must take responsibility for their own learning, developing autonomy and skills in learning how to learn.

In spoken interaction tasks, the students are required to put language to a range of uses, to use language which has been imperfectly mastered, and to negotiate meaning rather than simply repeating and absorbing language.

However, not all of the students are good learners who have the consciousness of the importance of learning. There are often many reluctant students in the class, especially when dealing with speaking, here, the teacher should play his/her roles appropriately to help the students successful in learning.

B. Conceptual Framework

English, as the foreign language, becomes one of compulsory subjects in Junior High school in Indonesia. One of the language skills that must be mastered by foreign language learners is speaking or communicating using the target language. However, the fact has shown that it is quite difficult for Indonesian learners to improve their speaking ability because they usually use their native language in their daily life than using English. It can be seen that during the lesson they tend to use Bahasa Indonesia than English. Meanwhile, when they speak English, their English are strongly interfered with the rules of Bahasa Indonesia, so that they cannot speak fluently and accurately. Moreover, based on the observation the researcher had done in SMP N 3 Depok, most of the students were reluctant and shy when they were asked to speak English or perform a conversation.

Ideally, in the speaking teaching and learning process, the students have to be given some opportunities to practice a target language and produce it in the spoken form (Spratt, Pulverness, & Williams, 2005). They can practice the language in the forms of dialogs, monologs, discussions, games, or role plays (Brown, 2001 and Harmer, 2007). They have to be able to not only speak

fluently in English, but also pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech and different genres and situations (Harmer, 2007).

The activities should be presented in communicative ways that acquire students to communicate using the target language with other students during the speaking teaching and learning process. The teacher can present the communicative activities through some tasks. In creating the communicative activities the teacher can apply a technique from cooperative learning. Jigsaw technique is a special form of information gap in which each member of a group is given some specific information and the goal is to pool all information to achieve some objectives (Brown 2000: 185). The students may enjoy the technique and almost always find it challenging. Richards (2006) states that an information gap is an important aspect of communication in Communicative Language Teaching (CLT) since the current approach to teach speaking are CLT.

Furthermore, Lie (2008: 69) states that the technique of Jigsaw combines the activities of the four language skills, those are reading, writing, speaking, and listening. The students work together in a cooperative situation and they have many chances to analize the information. It can also improve the ability to communicate with others.

Regarding the review of literature of Jigsaw technique, the researcher tries to implement Jigsaw technique to improve the speaking teaching and learning process in SMP N 3 Depok since based on the observations, there are

some problems concerning the speaking teaching and learning process. By implementing Jigsaw technique, it is expected that the speaking teaching and learning process can be improved. The schema of the conceptual framework of this research can be seen in picture 1.

Communicative speaking activities

Students practice the target language through communicative activities

Jigsaw activity → Teacher has to understand the objectives of the activity and the roles.

Students' speaking ability improves

Picture 1: **The schema of the conceptual framework of this research**
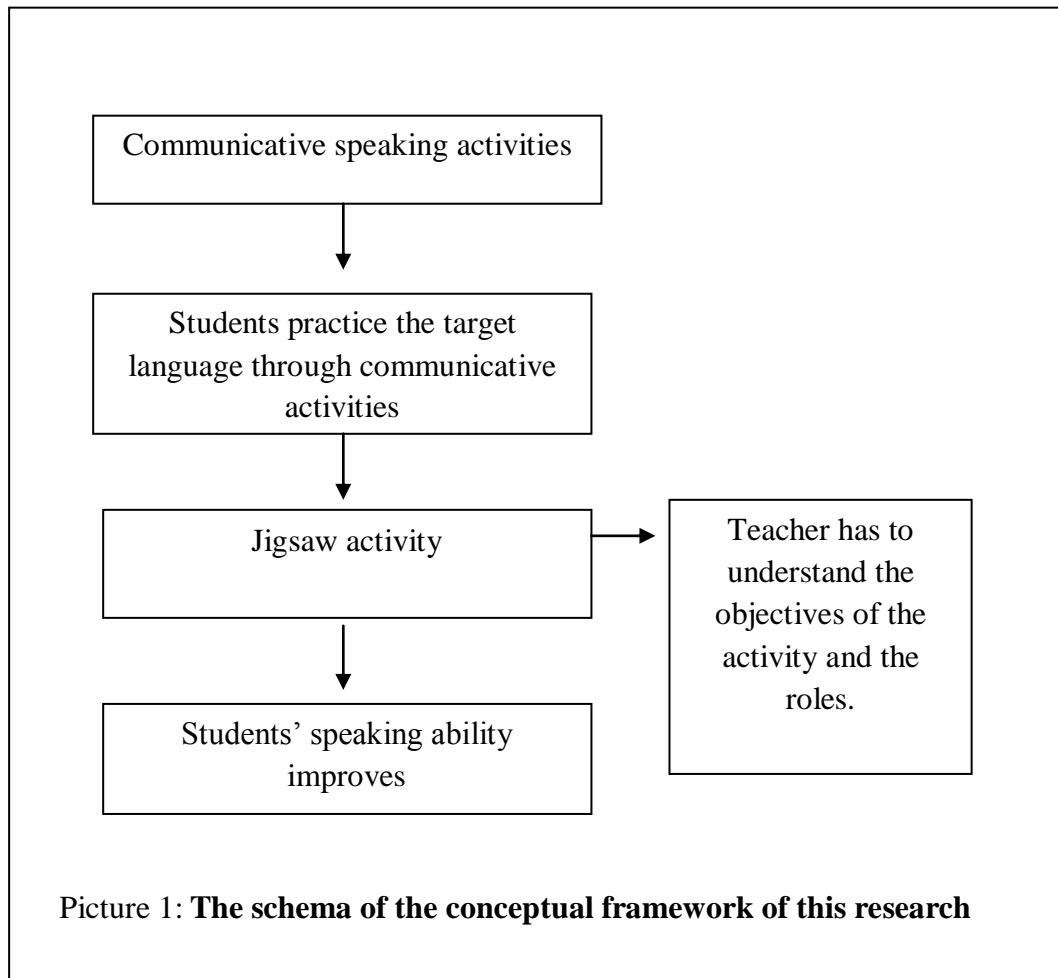
CHAPTER III

RESEARCH METHOD

In this chapter, how the research is conducted will be explained in detail. This chapter is divided into seven points. They are: 1) Type of the Study, 2) Setting and Time of the Research, 3) Subject of the Research, 4) Data Collection Technique, 5) Instruments of the Research, 6) Data Analysis Technique, 7) Data Validity and Reliability, and 8) Research Procedure. Each of them will be presented in the following discussion.

A. Type of the Study

This research on "Using Jigsaw Technique to Improve the Speaking Ability of the Grade VII Students of SMP N 3 Depok Sleman in the Academic Year of 2010/2011" was an action research study. It was an action research because it tried to find the truth and actual actions in improving condition and showing the cause-effect relationship between the actions and the results which would be achieved directly.

Carr and Kemmis (1990: 162) said that action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices. Their understanding of these practices is carried out.

According to Kemmis and McTaggart in Burns (1999:32), action research occurs through a dynamic and complementary process, which consists of four essential moments. They are planning, action, observation, and reflection.
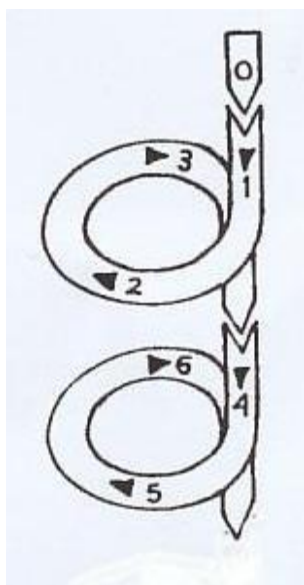
0 = The problems

1 = Planning

2 = Action and observation 1

3 = Reflection 1

4 = Revised plan 1

5 = Action and observation 2

6 = Reflection 2

Picture 3: **Kemmis & McTaggart Action-Research Cycle.**
(Burns, 1999: 33)

The researcher herself, the teacher, and the other research team members collaborated each other and worked together in finding out the obstacles and weaknesses of the interactions in the English teaching-learning process; identifying the problems, planning and carrying out the actions and then making evaluation, reflection and discussion for each action implemented

B. Setting and Time of the Research

The research took place at SMP N 3 Depok. It was located in Depok, Sleman area, Yogyakarta regency. The research was done with the seventh grade students in VII C class as participants. This school had 12 classrooms, one teacher's room, one room for the school principal's office, a laboratory for computer, one for the official administration, one room for guidance and conseling, and one room for school health unit.

The research was carried out during the English class which was held three times a week in each class. For this class (VII C), the scheduled classes were on Tuesday, Thursday, and Friday. The researcher did the research only once a week. The actions lasted in 2x40 minutes per meeting from February to April 2011.

C. Subjects of the Research

The main subjects of this study were the seventh grade students of SMP N 3 Depok, especially the students of class VII C. They were the students in class VII C in the second semester of their study. This class consisted of 17 female students and 19 male students. Most of the students were about 11 to 12 years old. This class was chosen as the subject based on the previous observations, the students in this class experienced some problems in learning English. One of the problems dealt with the speaking skills.

In this school, English was taught 5 x 40 minutes per week. The students were permitted to use dictionary and the books available in the library with the permission of the teacher while having class with her.

During the English classes, the students usually listened to the teacher's explanation, worked on the exercise given, discussed the answers, and so on. The materials given in English classes were sometimes unrelated with the needs of the students. Most of the activities were the explanation of theory. The activities were lack of speaking practices. Thus, there was less proportion on the speaking skills to learn.

D. Data Collection Technique

The data of the research were collected in every steps. They were qualitative and quantitative data. The qualitative data were obtained by observing the English teaching-learning process in the classroom and interviewing the English teacher and the students. The researcher observed the process and the problems related to the teaching and learning process in speaking and write them down in field notes. In addition, the interview was conducted to obtain the data about the problems related to the English teaching and learning process in the class and the quality of the students' speaking ability. The data gathered from the interview were written in the form of interview transcripts.

The quantitative data were obtained through the questionnaire and speaking performances score. The questionnaire was given to collect the data about the student's response after the learning process. The students' speaking performances were used to measure their speaking improvement. Here, the researcher worked collaboratively with the English teacher to assess the students' speaking ability. Therefore, there were two data in the students' speaking score.

E. Instruments of the Research

The research instruments for collecting the data were observation guide, questionnaire, and interview guide. The researcher conducted classroom observation and gave questionnaires to the students to identify the existing problems. The notes were the data taken from the interviews that were done

by the researcher with the other research team members and the seventh grade students'.

The other instruments were the rubric of the students' speaking performances, observation guide, in-depth interview guide, a camera, and a cellular phone. The rubric of the students' speaking performance was used to assess the students' speaking ability. It was used in two times, in pre-test and post-test. In those tests, the rubric focused on four aspects that were fluency, pronunciation, accuracy, and vocabulary. Each aspect was scored 1 to 10 in which every score has a different indicator. If the score is getting higher, the indicator will be more complicated and vice versa.

In-depth interview guide was used in the reconnaissance and reflection steps. In the reconnaissance step, the in-depth interview guide was used to find the existing problems in the field. While in the reflection step, it was used to see the students' and collaborator responses to the implementation of the action. There were two kinds of interview guide, one for interviewing the English teacher and one for interviewing the students. The interview guide which was for the teacher, the focuses of the points were the teacher's perception of the students' English competence, the students' involvement during the lesson, the technique that was used by the teacher, the activities, the materials, also the facilities and media in the English teaching and learning process. For interviewing the students, the interview guide focused on the students' perception of the English lesson, the difficulties in learning English,

and the activities and techniques used by the teacher during the English lesson.

There were two kinds of in-depth interview guide in the reflection steps which were for the students as the subjects of the research and the collaborator. For interviewing the students, the guidelines focused on the students' opinions about the actions, the improvement of their speaking ability, and their difficulties during the activities of the actions. For collaborator, the points of the interview guide were the collaborator's opinion about the action, the condition of the class, the improvement of the speaking learning process and the students' involvement during the teaching and learning process.

F. Data Analysis Technique

The data of the research which were observation results and interview transcripts were analyzed based on the qualitative data analysis as proposed by Miles and Huberman (1994). The qualitative data would be analyzed in three steps. The first step was by collecting all the data such as interview transcripts and field notes. Then, the second step was data reduction. In this step, the researcher would select, limit, simplify, and transform the data by summarizing or paraphrasing the interview transcripts and field notes. Then, the next step was data display. The data that would be reduced then organized and compressed. The data display of this research was in the form of text; field notes and interview transcripts.

Meanwhile, the quantitative descriptive analysis was used to analyze quantitative data which covers questionnaires on students' response in speaking through Jigsaw and the students' speaking performances. The quantitative data were presented in the form of tables and percentage. The results were divided into four levels of scores: *very high, high, low,* and *very low.* The students' performance tests would be counted by using speaking rubric proposed by Purwaningsih (2009) with some modification. It was an assessment rubric test consisting of four aspects. They were fluency, accuracy, vocabulary and pronunciation. Each aspect was scored 1 to 10 in which in every score had different indicator: the score higher, the indicator would be more complicated and vice versa. Then, the result of the performances would be analyzed to find out the mean of the students' speaking performance. Then, the researcher determined whether there was any improvement on the students speaking ability or not based on the mean of the tests.

G. Data Validity and Reliability

To get the validity of the data, Anderson et al. (1994) in Burns (1999) state that there five criteria of validity: democratic validity, result (outcome) validity, process validity, catalytic validity, and dialogic validity. The researcher used all the criteria of validity.

1. Democratic validity

   It is concerned to the extend in which the research is trully collaborative. The researcher fulfilled the democratic validity by asking the seventh-grade English teacher, the principal, and the class VII students to work

collaborativelly to improve the speaking ability of the students in the teaching learning process.

2. Outcome validity

It is related to the outcome achieved by the researcher. The achievement of the outcome involves not only problem solving but also appearing new questions in the related research. To get the outcome validity, the researcher put back the problems at the first grade students of SMP N 3 Depok in a scheme in order to make new questions.

3. Process validity

Process validity means the actions that are done in the research are believable. To get the process validity, the researcher collected the data by doing classroom observations and took some notes during the research. The researcher noted/recorded anything which happened in the teaching learning process of the seventh grade students at SMP N 3 Depok.

4. Dialogic validity

Dialogic validity means that the researcher always having dialogues with the collaborator and the teacher in reviewing what had done in the classroom. In this research the researcher had dialogues with the collaborator to review the actions so that she could plan better lessons for the next meetings. She also had a dialogue after the whole actions were implemented and the findings were formulated to validate her findings and to evaluate what had she done.

5. Catalytic validity

The catalytic validity means the changes of the researcher, the teacher, and the students after implementing the actions. The researcher fulfilled the catalytic validity by interviewing the teachers and the students, and asking the students to give their feedback.

Meanwhile, to enhance the trustworthiness of the data and to reduce the subjectivity in analyzing the data, the researcher used triangulation. Burns (1999: 163) states that triangulation is a way of arguing that 'if different methods of investigation produce the same result, then the data is likely to be valid'. Furthermore, Burns (1999: 164) proposes four forms of triangulation. They are time, space, investigator, and theoretical triangulation. This research has time triangulation because the data of the research were collected over a period of time in order to identify the factors that were involved in the change of process. Then, to get the investigator triangulation, the researcher asked another researcher team member to help the researcher in the reflection steps so that it could avoid the biased interpretation. Also, this research has theoretical triangulation since the data were analyzed from more than one perspective.

Furthermore, in order to ensure the reliability, the researcher used the scores of students' performance tests, interview transcripts, and field notes to get the same results. To obtain the data about teaching and learning processes, the researcher interviewed the collaborator, observed the teaching and learning processes, and interviewed the students who have just followed the lesson.

Moreover, the reliability of the data was gained by giving the genuine data, such as the students' performance score, field notes, and interview transcripts.

H. The Research Procedure

To carry out this action research, the researcher used the following actions. The steps which were done referred to the steps suggested by Kemmis and McTaggart (1988) in Burns (1999: 32) that action research occurs through a dynamic and complementary process, which consists of five essential 'moments': reconnaissance, planning, action, observation and reflection.

1) Reconnaissance

In this step, the researcher carries out the research collaboratively with the English teacher in the school and also another research team member in the school. Moreover, in this step, the researcher found out information concerning on the students' speaking ability. The researcher will observe and interview with the English teacher to identify the existing problem on the students' speaking ability. After that, she will determine some plans related to the problems on the students' speaking ability.

2) Planning

In this step, the lesson plans, the materials, and the research instruments were prepared. Lesson plans were used as scenarios of the teaching and learning process. The materials designed were in the form of copied handout and others were written in the whiteboard. While the research instrument such as the interview guideline, the pretest scoring

rubric and its criteria, the questionnaire were designed by considering the kinds of data needed. The plans in each cycle are described as follows:

a) Cycle 1

- Planning

In planning the first cycle, I considered the materials which would be taught by reviewing the Basic Competency. The approach that was used during the teaching and learning process was a text – based approach. This approach consists of four phases; BKOF, MOT, JCOT, and ICOT. For the first phase of the teaching and learning process which was building knowledge of the field phase (BKOF), the students were given information related to the text, such as the characteristic of the text. Then, in the modeling of the text phase (MOT), the students were given an example of spoken descriptive text. After giving the model of the text, they were asked about the use of present tense in a spoken descriptive text. Meanwhile, Jigsaw technique was employed in the join construction of the text phase (JCOT). I planned to have Jigsaw and other accompanying actions (i.e. using classroom English and asking the students to perform in front of the class) in this cycle in two meetings. The topic was focused on expressing *Like and Dislike* and *Spoken Descriptive.*

- Action and Observation Cycle 1

In this stage, the lesson plans were implemented in the class, the teaching and learning process were observed and recorded by using the

field notes, and some changes were made in relation to the students' learning progress. Also, in this stage the researcher and collaborator noted some problems appearing during the teaching and learning process.

- Reflection 1

In this stage, the researcher, the teacher and the collaborator discussed the problems and solutions in each meeting, and at the end of this cycle they discussed the whole stages of the cycle as a consideration to plan the next cycle.

b) Cycle 2

- Planning

In the planning session of this cycle, the researcher reviewed the result of the discussion and planned the teaching techniques to solve the problems appearing at the first cycle. In this cycle, the approach was the same as in Cycle 1. The approach that was used during the teaching and learning process was a text – based approach. This approach consists of four phases; BKOF, MOT, JCOT, and ICOT. For the first phase of the teaching and learning process which was building knowledge of the field phase (BKOF), the students were given information related to the text, such as the characteristics of the text. Then, in the modeling of the text phase (MOT), the students were given an example of spoken procedure text. After giving the model of the text, they were asked about the use of present tense in a spoken

procedure text. Meanwhile, Jigsaw technique was employed in the join construction of the text phase (JCOT). In this cycle, the researcher planned the learning materials that focused on *Procedure Text*.

- Action and Observation Cycle 2

As what the researcher did in the second stage of the first cycle, in this stage the researcher implemented the revised method decided in the planning session, and observed its progress. The mistakes, weaknesses, changes and improvements were recorded as a consideration to draw the conclusion about the whole teaching and learning process.

- Reflection 2

In this stage, the implementation and observation of the cycle 2 were reflected in the discussion between the researcher, the teacher and the collaborator. Furthermore, the whole problems, solutions, changes and improvements made in the cycle 1 and cycle 2 were discussed to draw the conclusions about the overall teaching and learning process.

3) Action and observation

These research actions were carried out in two cycles. Each cycle was done in 3 weeks. In the action stage, the lesson plans and the materials and other teaching media were used in the classroom. In this stage, the English teacher acted as an observer (labeled as T), while the researcher acted as an action taker (labeled as R), and the collaborator from

Yogyakarta State University acted as an collaborator (labeled as C). The students acted as the subject of learning (labeled as S).

In this stage, the plans were carried out in the classroom. Besides, the researcher also made some changes and revisions in the use of the technique and supporting actions. The implementation of the teaching and learning process was observed by the researcher and the collaborator.

4) Reflection

Since this research was done collaboratively, the reflection session was carried out collaboratively too. It means that the research team came to a deep discussion on how to improve the effectiveness of the teaching-learning process so that the improvement desired by the researcher and the teacher can be achieved. The reflection session is expected to be useful in revising the plan and actions so that the efforts can be done in a better way.

CHAPTER IV

RESEARCH PROCESS AND FINDINGS

Chapter IV presents the process of the research conducted in Cycle I and Cycle II, the result of the research and the interpretation of the findings. Each cycle in this research consists of planning, actions and observation, and reflection. This chapter also presents the pre–test and post–test of the students' speaking ability and the questionnaire of the students' response in speaking through Jigsaw. The details of the research processes are presented below.

A. Reconnaissance

The research process began with the formulation of problems identified in the field. To identify the field problems, I conducted observations, distributed questionnaires, and arranged interviews with the teacher and the students. The observation was conducted in one meeting which was on 18 February 2011. The questionnaires distributed on the same day when the interviews were carried out.

1. Identification of the Field Problems

I conducted the research and worked collaboratively with the other team research members, such as the English teacher, the headmaster, and the students of VII C class. To identify the field problems possibly found in the English teaching and learning process, especially the ones related to the speaking activity, I gave questionnaires to the English teacher and the students of VII C class. I also did the observations during the English teaching and learning process. I found some problems related to the students' speaking ability in the classroom as depicted in the following vignette:

At grade VII C of SMP N 3 Depok,
When Mrs. Wirani came to the class, the students were talking to their friends and they did not pay attention to the teacher. Mrs. Wirani greeted her students "How's life?", they answered "Fine, Miss". Mrs. Wirani started opening the lesson by eliciting the materials that were going to be taught. Some students seemed to pay attention to the material, but some others were busy with themselves. Mrs. Wirani explained the topic about Like and Dislike. She began to ask some students about what they liked. Some students could answer correctly and some could not. They felt afraid of answering the questions because they were afraid of being wrong in answering them. Some students demonstrated wrong pronunciation and some of them lacked of vocabulary. Then, she continued the lesson by asking the students to make a dialogue about Like and Dislike with their partners. The students started to make a dialogue. Some students seemed to have difficulties in making it. They preferred to write it first on their book rather than to speak it with their partners. They preferred to read it first and acted the dialogue out. Some of them had limited vocabulary. They had difficulties in some English words. When the time ended, Miss W reminded the students about the materials that they just discussed. Miss W closed the lesson by praying together. Miss W and I went out of the class. Then we talked about the process of teaching-learning in the class. I asked about the students' difficulties that usually happened in the classroom. Miss W told me about the difficulties of her students and she also explained that some students often made mistakes in speaking while some others felt afraid of delivering their opinions in front of the class.

(field notes 4, Thursday, February 18th 2011)

From the vignette above, it can be seen that the process of teaching and learning at VII C class of SMP Negeri 3 Depok needs to be improved in term of teaching and learning techniques. I found that the students often made mistakes in pronouncing some words. They also did not demonstrate good intonation in their speaking performances. Some students were less active and still nervous when they were asked to speak to the class. Moreover, it was difficult to get some volunteers to practice the dialogue in front of the class. In addition, there were only few students who brought the dictionary during the class.

Besides doing observations in the class, I also did discussions with the English teacher to know the difficulties of the students in learning English. Based on the discussion, I and the English teacher identified some problems that occurred in the English teaching-learning process. The problems were as follows:

1. The students considered English as a difficult lesson.

2. Some students were bored.

3. The students did not pay attention when the teacher explained the materials.

4. The students found difficulties in understanding the meaning of some words.

5. The students found difficulties in making sentences in English.

6. The students often made noise during the teaching learning process.

7. The students pronounced words incorrectly.

8. The students had low motivation in learning English.

9. Some students felt afraid of and shy to ask or answer the teacher's questions in English; they lacked of confidence in speaking.

10. The students did not involve themselves in classroom activities.

11. The students had inadequate mastery of grammar, pronunciation, and vocabulary.

12. The students could not carry out simple dialogues fluently.

13. The teacher rarely used games in the teaching learning process.

14. The teacher rarely created interesting speaking activities.

15. The activities were monotonous.

16. The teacher rarely used teaching media.

2. The Weighing of the Field Problems based on the Urgency Level

From the identified problems above, I and the other members of the research weighed the field problems through questionnaires given to the English teacher and the students of VII C class. The weighing of the field problems was based on the urgency level.

From the questionnaires, I found that the students suggested the teacher to speak loudly and not to speak English for the whole time during the class because they were not familiar with that. They had inadequate mastery of grammar, pronunciation, and vocabulary.

They suggested the teacher to teach more slowly and to speak loudly so the students could hear the voice of the teacher. They also suggested the teacher to use games in teaching so that the lesson would be more enjoyable. They would prefer to have various activities to avoid boredom in learning rather than having stressful and monotonous activities. Knowing their expectations to the English teaching and learning process helped me to design the activities which the students would enjoy much.

Based on the questionnaires, I took some other problems that occurred in the English teaching-learning process. The problems are:

1. The students considered English as a difficult lesson.

2. Some students felt bored.

3. The students often made noise during the teaching-learning process.

4. The students pronounced words incorrectly.

5. The students had low motivation in learning English.

6. Some students felt afraid of and shy to ask or answer the teacher's question in English, they lacked of confidence in speaking.

7. The students did not involve themselves maximally in classroom activities.

8. The students had inadequate mastery of grammar, pronunciation, and vocabulary.

9. The students could not carry out simple dialogues fluently.

10. The teacher rarely used games in the teaching-learning process.

11. The activities were monotonous.

12. The teacher rarely used teaching media.

3. Selecting the Field Problems based on the Feasibility to Solve

After weighing the field problems based on the urgency level, then I and the English teacher assessed the feasibility of the field problems to be solved. In this step, the English teacher trusted me to select such field problems. I and the English teacher then discussed which problems are related to the students' speaking ability in the speaking teaching and learning process that needed to be solved. Those selected problems are:

1. Some students felt bored.

2. The students pronounced words incorrectly.

3. Some students felt afraid of and shy to speak English; they lacked of confidence in speaking.

4. The teacher rarely used games in the teaching learning process.

5. The teacher rarely used teaching media.

6. The students did not involve themselves maximally in the classroom activities.

4. Pre-requisite Analysis

After I and the English teacher decided the five feasible problems to solve, we made an analysis to find out any cause-effect and other relationship among the selected problems. This step was called a pre-requisite analysis.

The English teacher trusted me to make the pre-requisite analysis. Then, we discussed the actions that would be implemented by considering the cause-effect and other relationship among the field problems.

Based on the pre-requisite analysis, the teacher did not know how to create interesting activities in the speaking lesson. This made the students get bored. The media were rarely used in the speaking lesson. These conditions prevented the speaking teaching and learning process in the speaking class to run smoothly, such as the students were not brave to speak in front of the class. Because of having less varieties of method and media in the teaching of speaking, the students' speaking ability was limited. Some of the students were not able to speak English well, and pronounced some words incorrectly.

5. Objective Analysis

In the objective analysis, I and the English teacher tried to consider the factors of the students' speaking ability that were possibly the causes of the field problems. In this step, I and the English teacher tried to analyze the factors such as the teacher, the students, media, facilities, etc.

Then, we tried to get the main cause of each field problem and the objectives of the actions so that the analysis helped me and the English teacher to determine some actions to solve the field problems. Both of us agreed with the objective analysis. We considered that the condition of the students who were shy and afraid of speaking in front of the class could have been caused not only by the students' characteristics, but also by other factors, such as the teacher did not create interesting speaking activities, the media were rarely used in the teaching of speaking, the speaking teaching-learning process lacked of the use of learning facilities, and the teacher rarely used games in speaking class so that the students got bored. As a result, their speaking ability was low. For example, some of the students did not speak English well and they pronounced some words incorrectly.

6. Determining some Actions to Overcome the Field Problems

Based on the pre-requisite and objective analysis, I and the English teacher formulated some actions to overcome the problems. We tried to look for the appropriate ways to improve the students' speaking ability. At that time, I proposed Jigsaw as a technique to be used in the action and the teacher agreed about it. The use of Jigsaw was based on the problems that existed in the field. The teacher said that she had never used this technique before. I and the teacher decided to use Jigsaw technique and we thought that it was new for the students and the students were expected to like it. Besides Jigsaw technique, we also planned some supported activities, they are using Classroom English, asking the students to perform their work in front of the classroom, giving reward, and giving feedback.

B. The Implementation of the Actions

1. Cycle 1

a. Planning

Before implementing the action, I consulted the plan to the teacher about the media and the materials. We decided the implementation of the technique in Cycle I. In the teaching-learning process, I acted as the teacher and the teacher as the observer. Based on the field problems above, I and the teacher agreed to implement some actions to overcome the problems. The actions were as follows:

1. Using classroom English.

   During the action, I acted as the teacher. The data from the interviews showed that the teacher seldom used Classroom English so that the students were not encouraged to speak English in class. Therefore, during this cycle, I planned to use Classroom English during the teaching and learning process in order to make the students more familiar with the English words. Besides, they were expected to improve their opportunities to speak English in the class. I used classroom English in several functions such as to greet the students in the beginning of the lesson, to elicit materials that would be learnt, to explain the materials, to give the instructions of the tasks or activities, to give feedback, and to end the lesson.

2. Asking the students to perform their work in front of the class.

   The data from the observation and the interview showed that the students had less opportunity to speak in front of the class during the teaching and learning process. The students were asked to perform their work in front of the class to

make them confident in speaking in front of their friends. By doing this activity, the students hopefully would not be shy to speak in front of their friends.

3. Using Jigsaw technique in teaching speaking.

The implementation of Jigsaw was intended to increase the students' speaking ability. It was done in group works. It was expected to give the students opportunity to speak so that the students' speaking competence was built through the activities. Jigsaw was implemented in the classroom by dividing the students into six groups. At the first meeting of implementing Jigsaw technique, I divided the students into 6 groups, each group consisted of six students. I counted and pointed the students randomly. The students who got the same number became one group. Group work activities were done for carrying out the task.

Based on the actions above, the first cycle of the action research aimed to increase:

1. the students' habit in speaking English

2. the students' motivation to speak English

3. the students' confidence to speak English

4. the students' involvement, so that they were able to actively involve in speaking class.

b. Action and Observation in Cycle 1

The actions of cycle 1 were implemented on 18 and 31 March 2011. The topic was focused on expressing *Like and Dislike* and *Spoken Descriptive*. The materials were taken from the source book and electronic book. The implementations of the actions were discussed below:

1. Using Classroom English.

Classroom English was used in every meeting to make the students more familiar with the English words. It was used in some ways, such as in opening the lesson and greeting the students, eliciting the materials that would be learnt, explaining the materials, giving the instructions, giving the feedback and closing the lesson. Bahasa Indonesia was sometimes used in some difficult aspects, such as in explaining the materials and in giving the instructions. The description of the action for each meeting is presented below.

a. 1st meeting

The first meeting was conducted on Friday, March 18, 2011. The topic of the first meeting was *Food and Drink*. At the beginning of the lesson, I said "Good Morning, everyone. How's life?". At the end of the lesson, I used leave taking expressions, such as "See you tomorrow" or "Goodbye" or "Have a nice day". I also asked the leader to lead the prayer in English, "Before we start our lesson today, let's pray together. "Prayer begins!" at the beginning of the prayer and "Amin" at the end of the prayer. In giving instructions I also used English. Some students had been familiar with the routines above. From the beginning

until the end of the lesson, I used English to teach. Sometimes, if the students did not understand, I used gestures to make them more understand.

As it was the first meeting of the action of using classroom English, I found that it was interesting. It is normal if some students did not understand some instructions and explanations but they tried hard to find some words they did not know by asking the teacher or asking their friends. The proportion of using Classroom English in the classroom was 50:50. It means that I used English 50% and Bahasa Indonesia 50%.

b. 2nd meeting

The second meeting was done on Thursday, March 31 2011. The use of Classroom English was still the same as the first meeting. Concerning the use of English in giving instructions, some of the students still got difficulties in understanding it. They were not familiar with some English words. I interviewed a student to know their opinions about the classroom English. The interview is stated below:

R: "Ini lho dek tentang pelajaran tadi, gimana menurut adek, ada yang beda ga?"
S: "Iya mbak, tadi mbak ngomongnya pake bahasa inggris terus e mbak."
R: "Terus kamu ngerti ga kalo mbak ngomong pake bahasa inggris?" dong ga sama pelajaranya?"
S: "Ya lumayan sie mbak, tapi banyak kata-kata yang ga ngerti juga sie mbak. Ya sedikit masi bisa dipahami lah mbak."
R: "Emmm, ga ngerti artinya apa gimana dek?"
S: "Iya mbak, banyak yang belum pernah didenger e, jadi ga ngerti."
R: "Owh, kalo ga ngerti trus adek gimana?"
S: "Ya kadang tanya sama temen, kalo ga ya diem aja, heee.."

(Interview 5, Thursday, March 31th, 2011)

Some students also found that the use of classroom English was useful to add the new English vocabularies. It can be seen from the interview below.

R   : *"Ini lho dek tentang pelajaran tadi. Menurut kalian gimana, ada yang beda ga?*

S1   : *"Iya sie mbak, banyakan pake bahasa inggris."*

S2   : *"Iya e mbak, bingung."*

R   : *"Bingung gimana dek, tapi paham kan sama materi tadi?"*

S1   : *"Lumayan mbak, lumayan yang udah ngerti…"*

S2   : *"Paham mbak, kosakatanya nambah trus cara pengucapan yang benar juga."*

R   : *"Trus apa lagi?"*

S2   : *"Materinya menarik sie mbak, banyak kata-kata baru, ya bisa nambah kosakata juga."*

R   : *"Emmm, ya malah bagus kan dek, jadi tambah banyak koleksi kosakata bahasa inggrisnya?"*

S2   : *"Iya mbak, jadi kepake kamusnya buat nyari artinya.."*

(Interview 6, Thursday, March 31th, 2011)

I also interviewed the teacher's opinions about the benefits of classroom

English. The interview is stated below:

R : *"Mengenai pembelajaran pada siklus pertama lho Bu, menurut pendapat ibu gimana? Apakah sudah berhasil?"*

T : *"Sebenarnya saya sudah terbiasa memakai bahasa inggris di kelas mbak, tapi tidak full pakai bahasa inggris, jadi kadang-kadang saya campur pakai bahasa Indonesia mbak. Soalnya masih banyak siswa yang kadang ga tau artinya. Kadang mereka cuma diem aja kalo diperintah soalnya mereka ga tau artinya."*

R : *"Menurut Ibu apa ada kesulitan jika memakai classroom English di kelas?"*

T : *"Oh iya pasti ada, kita kan tau kalau mereka mungkin tidak terbiasa mendengar kata-kata tertentu dalam bahasa inggris. Kadang saya harus mengulang beberapa kali untuk membuat mereka mengerti apa yang saya ucapkan."*

R : *"Lalu bagaimana cara ibu mengatasi siswa yang tidak mengerti instruksi dan penjelasan ibu?"*

T : *"Kadang saya harus memperagakan apa yang saya perintahkan supaya mereka mengerti dan akhirnya melakukan perintah saya."*

R : *"Gimana pendapat Ibu mengenai manfaat classroom English?"*

T : *"Banyak mbak, siswa jadi terbiasa dengan kata-kata bahasa inggris, mereka jadi tau cara pengucapan yang benar juga."*

(Interview 7, Thursday, March 31th, 2011)

Generally, during cycle I the use of classroom English was effective to

provide more exposures in English to increase the students' language repertoire.

2. Asking the students to perform their work in front of the class

In Cycle 1 during the two meetings, the students were always asked to perform their work in front of the class. It was aimed to improve the students' speaking ability. Moreover, it made them confident in speaking in front of their friends. So far, the students had less opportunity to speak in front of the class. By asking the students to perform their work in front of the class, they were expected to be confident. The description of her action for each meeting is presented below.

a. 1st meeting

In this action, I conducted some activities and then asked the students to perform their work in front of the class. The activities used in this action were making a list of food and drink they like and do not like in pairs and describing people individually in front of the class. I considered these ways would be very helpful in improving students' speaking ability in the classroom.

The first meeting was conducted on 18 February, 2010. The topic of the first meeting of the conversation was "*What food and drink do you like and do not like*?". The media were some pictures of food. I shared pictures of food to the students. The aim of the action was helping the students to practice the expressions of *Like* and *Dislike*. I asked the students to make a list of food and drink they like and do not like.

The action was not really successful to make the students involved actively and encourage the students to speak up. The classroom was noisy because the students tried to speak up. When I asked some students to practice in front of the class, they seemed enthusiastic although sometimes they were confused to arrange

good sentences. But, there were some students who were still shy and did not want to perform their work. If the students spoke in Bahasa Indonesia, the English teacher and I asked them to speak English and helped them formulate what they wanted to say in English.

b. 2nd meeting

The second meeting was about spoken descriptive. The students worked in pairs. They were asked to describe their friend sitting next to them. Before that, I gave some time to the students to rehearse their work. Doing conversation could make the students interested and they did not feel shy to speak English with their friends. It can be seen from the interview below.

R   :" Gimana tadi pelajaranya? Asik ga?"
S1   : "Asik mba."
R   : "Tadi kesulitan ga pas ngomong di depan?"
S2   : "Kadang ada kata-kata yang gak tau bahasa inggrisnya, terus cara bacanya juga masi ada yang ga bisa, apalagi kalo pas didepan masi grogi mbak."
R   : "Malu ga tadi pas disuruh maju ke depan buat berdialog."
S1   : "Agak malu sie mbak, masih grogi mbak nek ngomong di depan kelas, soalnya tadi belum siap juga."
S2   : "Aku sie gak malu mbak, lha wong ada temennya ini, hehee.."
(Interview 6, Thursday, March 31th, 2011)

I found that there were some problems about conducting this plan. Some of the students said that sometimes they were not ready yet to perform the dialogue in front of the class. They suggested me to give them some time to rehearse the dialogue with their partners.

The other problem was some of the students were reluctant to perform their work in front of the class voluntarily. They have to be asked to perform in the front of the class.

3. Using jigsaw technique in teaching speaking.

The implementation of Jigsaw was conducted in two meetings. I and the teacher agreed to implement this technique because it was able to attract the students in practicing speaking. The description of the action for each meeting is presented below.

a. 1st meeting

The first meeting was conducted on Friday, 18 March 2011. The approach that was used during the teaching and learning process was a text–based approach. This approach consists of four phases; BKOF, MOT, JCOT, and ICOT. For the first phase of the teaching and learning process which was Building Knowledge of the Field phase (BKOF), the students were given information related to the text, such as the characteristic of the text. Then, in the Modeling of the Text phase (MOT), the students were given an example of spoken descriptive text in a dialogue. After giving the model of the text, they were asked about the use of present tense in a spoken descriptive text. Meanwhile, Jigsaw technique was employed in the Join Construction of the Text phase (JCOT).

The English teaching-learning process, as usual, was started with the teacher's greeting. After conducting the pre-teaching, I counted the students to make groups. There were six groups; each group consisted of six students. Some students were not satisfied with their groups. I asked them to sit in their group. I told them the rules of Jigsaw. I gave them an opportunity to ask if they did not understand the rules.

The activity of the first meeting was about practicing the expressions of *Like and Dislike*. Each group was be given some pictures of food and drink. They discussed what food and drink that each student likes and does not like. Then, after the discussion, they asked and shared information to other groups to find out how many students in the group who like or do not like the food and drink.

b. 2nd meeting

The second meeting was conducted on Thursday, 31 March 2011. The genre was spoken descriptive which involved the expressions for describing people. The genre enables me to implement the Jigsaw technique because the students seemed more interested in the topic in this second meeting than in the first one. The students worked in groups of six. Each group had a picture of family members. Each student had to describe the characteristics of one of the family members. The students who got the same family member would gather in the expert group to discuss it. Then, after the discussion, the students came back to the home group. In the home group, each student shared the information of the picture. The group described the physical characteristic of the whole family member.

Conducting Jigsaw technique in the English teaching-learning process provided a new experience for the students. It can be seen in the interview below.

R : *"Gitu ya dek, terus pendapat kalian tentang aktivitas yang baru itu lho, Jigsaw itu, menurut kalian gimana?*
S1 : *"Lumayan asik sie mbak."*
S2 : *"Iya mbak, kayak diskusi tapi menarik gitu."*
R : *"Menarik gimana dek?"*
S1 : *"Soalnya bisa kerjasama sama teman yang lain gitu mbak, kaya diskusi."*
R : *"Sebelumnya pernah pake Jigsaw ga dek?"*

S1 : "Gak pernah mbak. Ini pertama kali"
S2 : "Iya mbak ga pernah, paling cuma diskusi biasa aja."
R   : "Oh gitu, menurut kalian ada kesulitanya ga?"
*S1 : "Awalnya sie agak gak dong mbak sama aturanya, tapi lama-lama bisa
       kok."*

(Interview 6, Thursday, March 31th, 2011)

I found that in the first meeting of implementing Jigsaw, there were some students who were not active in their group. Some of them relied on the other students within their group in doing the task. Some groups did not do their work. Then, when they had to present their work, they cheated by copying from other groups.

I also interviewed the teacher to ask for her opinions in implementing Jigsaw in the speaking class. It can be seen in the interview below.

*R : "Bagaimana menurut pendapat ibu tentang Jigsaw yang telah di laksanakan
      hari ini Bu?"*
*T : "Untuk pertemuan pertama tadi, sepertinya masi banyak siswa yang agak
      bingung dengan aturan-aturan Jigsaw. Memang ini sepertinya agak ribet
      karena siswa harus berpindah tempat."*
*R : "Menurut Ibu kekurangan apa yang harus diperbaiki dari pelaksanaan hari
      ini?"*
*T : "Mungkin peraturan tentang teknik ini harus lebih diperjelas, biar para
      siswa tidak bingung, terus pengaturan waktu juga harus efektif. Lalu
      pembagian kelompok juga mungkin harus lebih adil biar siswanya lebih
      kompak."*

R : "Terus kelebihanya menurut Ibu apa aja ya?"

*T : "Siswa jadi lebih aktif, melatih kerja sama juga dengan teman yang lain, bisa
      bertukar pikiran dengan yang lain juga. Materinya juga tersampaikan karena
      mereka bertanggung jawab buat menguasainya."*

(Interview 7, Thursday, March 31th, 2011)

c. Reflection of Cycle 1

Having implemented the actions in the first cycle, the researcher and the English teacher had a discussion to make a reflection based on the observations during the implementation of the actions and the interview with the teacher and the students after the actions implemented. The reflections were used to plan the actions that would be implemented in the next cycle.

The use of classroom English in the English teaching learning process was successful. Some of the students became more familiar with English but in limited expressions. They felt enthusiastic in learning English although some of the students still did not know the meaning of some English words and instruction from the teacher.

In the part of questioning, some of the students were still confused and kept silent when the teacher asked them. It seemed that some of the students were still not familiar with the English words. They only knew limited expressions of greeting such as *"Good morning, how are you today?"* and leave-taking expression such as *"Goodbye"*.

Conducting activities and asking the students to perform their work in front of the class were successful. The conversation activity was able to improve the motivation of the students to speak in English. They were confident to speak with their partners. However, some of the students felt that they needed some time to rehearse the dialogue so they would be able to perform it well. Some of them also complained about this because in this implementation not all of them performed the dialogue because of the limited time.

The problem of conducting this action was the students were still afraid of performing their work voluntarily. Some of them were pointed to perform by the teacher. So, they did not perform voluntarily. There were some of them who did not want to perform in the front of the class. They said that they were not ready yet.

The use of Jigsaw in speaking can be one of alternative ways of teaching. However, in the first cycle the students were still confused about the rules of implementing jigsaw. In the first meeting, the Jigsaw activity was not successful enough. Some students just kept silent and some of them were passive during the activity.

Some of them did not know what they had to do during the activity because they did not understand the instructions. It happened because they never tried this kind of technique in speaking before. The teacher said in the first cycle the students were still confused and some of them were not familiar with Jigsaw.

All the actions that had been implemented in the first cycle show improvement toward some factors that support the ability of the students in learning speaking English. However, there are still some conditions that need improvement in the second cycle.

2. Cycle 2

a. Planning

After all the actions had been implemented in cycle I, we did a reflection. Then, based on the result of the first cycle reflection, we agreed to continue the similar actions, but we adapted the jigsaw group. We also added giving rewards to

the students who want to perform their work in front of the class voluntarily and giving feedback to the students' pronunciation. The actions are as follows:

1. Using classroom English

    As the implementation of classroom English in cycle I was successful to increase the students' opportunity to speak English, I decided to use it in cycle II. I planned to use classroom English in several functions, such as to open the lesson, to elicit the materials, to explain the materials, to give instructions, and to end the lesson. However, unlike in the previous cycle, in this cycle I used some paraphrases or synonyms of the English words to make the students understand them, so that they did not depend on the Indonesian translation.

2. Asking the students to perform their work in front of the class

    I kept planning to ask the students to perform their work in front of the class each meeting. It was aimed to make the students more confident in speaking in front of the class and to improve their speaking ability.

3. Using Jigsaw technique in teaching speaking

    I decided to use the Jigsaw technique again in this cycle. I tried to adapt the Jigsaw technique taken from the book of Robert Slavin. I divided the students into six groups, each of which consisted of six students. The divisions into groups were not based on counting. Counting and pointing the students randomly was not effective for the students because they felt these ways were not fair to them. I grouped the students by their personal needs. I chose the students based on the ability of the students. At least, there was one fast

learner in each group. One student was appointed as the group leader. This student was expected to lead the group members.

4. Giving rewards

I planned to give points for the students who were willing to perform their work in front of the class voluntarily. This action was planned based on the findings in the previous cycle revealing that the students were still shy and reluctant to perform their work in front of the class voluntarily. Therefore, by giving rewards, I expected that the students would be more enthusiastic to come in front of the class to perform their work.

5. Giving feedback

As found in Cycle I, although the students' pronunciation was still poor, they were very enthusiastic to know the correct pronunciation of some words. Then, I planned to give feedback on the students' pronunciation to improve their speaking ability so that they did not make the same mistakes in the next activities.

The plans were expected to be able to achieve the situations in order that:

1. the students would be more familiar in English.

2. the students had motivation and were encouraged to speak English.

3. the students' involvement could increase.

4. the use of Jigsaw technique could increase the students' speaking ability and it could support the quality of the speaking class.

b. Action and Observation in Cycle 2

1. Using Classroom English

In this cycle I planned to use some paraphrases or synonyms of the English words to make the students understand them so that they did not depend on the Indonesian translation. The teacher agreed with this plan. The use of the classroom English was still the same as that in the first cycle. The classroom English was used in several functions, such as to open the lesson, to elicit the materials that would be learnt, to explain the materials, to give the instructions of the activities, and to end the lesson.

The classroom English in cycle II was implemented in every meeting. It was similar to that in the first cycle. As found in the first cycle, the implementation of classroom English was not really successful for getting the students more familiar with the English words. Therefore, we tried to emphasize more on the students' ability to respond to the teacher's questions and instructions. We tried to make the students understand the teacher's questions by paraphrasing the questions and using synonyms of some English words.

I found that the students were more familiar with the English words so that they understood the teacher's questions without translating the questions. However, sometimes the students seemed confused with the questions, so that the teacher tried to repeat the questions by paraphrasing them and they understood. They were also able to understand the questions and instructions more easily if the teacher spoke slowly.

R : "Hei de, bisa tanya-tanya sebentar ga?"
S : "Iya mba, mau nanya apa?"

R : "Tapi paham ga sama apa yang diomongin tadi? Paham gas sama perintah-
perintahnya?"
S1 : "Udah banyak yang ngerti sie mba kata-katanya, misalnya kalau bertanya
kita udah tahu maksud yang ditanyakan."
R : "Oh gitu ya, menurutmu bermanfaat ga kalau gurunya selalu pakai bahasa
inggris?"
S2 : "Pasti mba, kita jadi terbiasa dengan kata-kata dalam bahasa inggris, jadi
ga bingungan gitu mba."

<div align="right">(Interview 8, Thursday, April 14th, 2011)</div>

2. Asking the students to perform their work in front of the class

In this cycle, I conducted some activities and then asked the students to perform their work in front of the class. The activities used in this action were the same as in the cycle I; they were making a dialogue in pairs in front of the class. These actions were supported by giving rewards. I considered that way would be very helpful in improving the students' motivation to speak up in front of the class. The description of the action for each meeting is presented below.

a. 1st meeting

The first meeting was conducted on 14 April, 2010. The text taught for the first meeting was about *spoken procedure*. I told them that there was a reward if they were willing to perform their work in front of the class voluntarily. It was successful to make them perform their work. The students participated actively and were encouraged to speak up in front of the class voluntarily. They were challenged to get the reward. It can be seen in the interview below.

R : "Ya malah bagus to dek, terus tadi gimana pas tampil di depan?
S1 : "Seneng-seneng aja sie mbak"
S2 : "Iya sekarang udah mulai berani mbak, ga kaya pas kemarin-kemarin,
masih grogi, sekarang udah ga."
R : "Oya, terus ada peningkatan buat speaking kalian ga? Misalnya kalian jadi
lebih banyak ngomong gitu?
S1 : "Iya mbak, sekarang sering ngomong, jadi lebih pinter speakingnya,
hehehe…"

S2   : "Pastinya mbak."

<div align="right">(Interview 8, Thursday, April 14th, 2011)</div>

b. 2nd meeting

The second meeting was still about procedure text. I asked them to work individually. They had to make *Apple juice*. They had been given some time to make it. I then monitored them one by one. Some of them were noisy. In this meeting, the number of the students who performed their work was more than in the first meeting. They were more enthusiastic to perform because they wanted to get the reward. Gradually, their grammar and pronunciation were better than the ones in the first cycle.

3.   Using Jigsaw technique in teaching speaking

We decided to use the Jigsaw technique again in this cycle. We tried to adapt the Jigsaw technique according to the book of Robert Slavin. I divided the students into six groups, each group consisted of six students. The division into groups was not based on counting. The counting and pointing the students randomly was not effective to the students because they felt it was not fair to them.

I grouped the students by their personal needs. I chose the students based on the ability of the students. At least, there was one fast learner in each group. One student was appointed as the group leader. This student was expected to take the lead in the group. It was a little bit confusing to divide the students. The description of the action for each meeting is presented below.

a. 1st meeting

The first meeting was about the procedure text. The students worked in groups of six. They discussed the picture of procedure of making *A Sauted Green Shrimp.* Each member of the groups was given a picture. The student who got the same picture would gather and discussed the picture. Then, they came back to their group to complete the procedure text. When the procedure text was completed, they had to perform it in front of the class. I assessed their performance, so the students would not think that it was just a fun and enjoyable activity.

b. 2nd meeting

The second meeting was still about spoken procedure. I divided the students into 12 groups (the home group). The students work in groups of three. Each group is given 3 pictures of "How to Make a Cup of Tea". Each member of the groups was given a picture. The student who got the same picture would gather and discussed the picture. Then, they came back to their group to complete the procedure text. When the procedure text was completed, they had to perform it in front of the class.

I found that the students more enthusiastic to work in groups so that they could learn and share the topic with their friends. It can be seen in the interview below.

R   : *"Mengenai Jigsaw menurut adek-adek gimana? Masih bingung ga cara diskusinya?"*
S1   : *"Udah ga mbak, menyenangkan mbak, anggota kelompoknya juga enak-enak orangnya, lebih kompakan."*
S2   : *"Enak aja mbak bisa mikir bareng temen-temen."*

R : "Pembagian kelompoknya menurut adek gimana, udah pas belum?'

S1 : "Iya mbak, jadi yang sekarang lebih teratur mba, ga kaya dulu, jadi ada yang bisa mengimbangi kalau ada yang pintar di kelompok."

R : "Kalau topiknya sendiri susah ga?"

S2 :"Engga kok mba, asiikk soalnya ada gambarnya juga"

R : "Ada peningkatan ga dek speakingnya?"

S1 : "Ya mbak, jadi lebih aktif sekarang, kosakatanya nambah, cara pengucapan yang benar juga udah tahu."

S2 : "Ya mbak ada peningkatan lah."

<div align="right">(Interview 9,Thursday, April 14th, 2011)</div>

4. Giving Rewards

I planned to give rewards in the form of points for the students who wanted to perform their work in front of the class voluntarily. This action was planned based on the findings in the previous cycle revealing that the students were still shy and reluctant to perform their work in front of the class voluntarily. I provided rewards to make the students more enthusiastic to perform their work. I always told the students in the beginning of the activity that I would give a point to those who wanted to perform their work in front of the class. During the cycle, this action could make the students more enthusiastic to perform.

In the second meeting, the number of the students coming in front of the class voluntarily was higher. A half of the class performed their work in front of the class. They seemed braver and did not feel shy to speak up in front of the class. It can be seen in the interview below.

R : "Oya, terus ada peningkatan buat speaking kalian ga? Misalnya kalian jadi lebih banyak ngomong gitu?

S1 : "Iya mbak, sekarang sering ngomong, jadi lebih pinter speakingnya, hehehe…"

S2 : "Pastinya mbak."

R : "Terus menurut kalian pemberian poin ke siswa kalo mau maju ke depan gimana? Ada manfaatnya ga?"

S2   : "Iya mbak, kita jadi lebih semangat ngerjain terus maju ke depan."
S1   : "Apalagi dapat nilai mbak, asik mbak pokoknya."

(Interview 8,Thursday, April 14th, 2011)

5.   Giving Feedback

In this cycle I always gave feedback on the students' pronunciation. It was because some students still mispronounced some words. I gave the feedback after they had finished performing their work by asking them the correct form of their mispronunciation before giving my own feedback. Besides, I did not point out on the student's mistakes but I always covered all the mistakes that the students had made. It was in line with Harmer's (2001) statement that teachers can keep their appropriate feedback after all the activities have been done. In addition, Brown (2001: 275-276) states that one of principles in designing the speaking technique is that the teacher should provide appropriate feedback and correction.

c.   Reflection of Cycle 2

Having implemented the actions in the second cycle, I and the English teacher had a discussion to make a reflection based on the observations during the implementation of the actions and the interview with the teacher and the students after the actions were implemented.

The implementation of classroom English was effective to improve the students' speaking ability and make them more familiar with the English words. Moreover, it could increase the students' opportunities to speak English during the teaching and learning process. To make the students more familiar with the English words, I tried to plan the use of paraphrase and used synonyms of the English words, such as in eliciting questions and in giving the instructions. When

the students found difficulties in understanding what I said, I tried to repeat the questions in simpler expressions so that they could respond to my questions.

Those are in accordance with Brown's (2001) suggestions that the teacher should not let the students use their native language unless it is used for very short stretches time, such as in giving brief description of the instruction of a task and giving brief explanation of grammar points. Moreover, I repeated the questions more slowly when the students looked confused about it. It was in line with the statement that it is appropriate to slow the teacher's speech to ease the students' comprehension (Brown, 2001).

In this cycle I found that the students were already familiar with some English words, such as greeting. Brown (2001) states that simple greeting and introductions are authentic and manageable so that teachers need to make sure that the utterances are simple phrases. Meanwhile, Hughes and Moate (2007) assert that the beginning of the lesson is a natural and motivating opportunity for the teacher to help his/her students to get used to listening and responding to English by building up useful language routines so that the students' confidence can increase.

The action of asking the students to perform their work in front of the class was successful. I found that the students felt enthusiastic to perform in front of the class although the teacher did not point them to perform. They felt it was challenging to perform their work in front of the class. The students' confidence also increased. They were brave to perform without being pointed by the teacher.

The implementation of Jigsaw technique in this cycle was more interesting. It was better than in the first cycle. The students had understood the rules for implementing Jigsaw. They were not confused again. Grouping the students was done based on their ability, gender, and the achievement.

Jigsaw technique was effective to improve the quality of the speaking teaching and learning process. In the process, the students were engaged to involve and participate actively in the speaking process through Jigsaw in small and big groups. The students found it was challenging to play Jigsaw in the speaking class. The students were more familiar with this technique. They said that the activities were not just fun and enjoyable, but they were also able to help them increase their speaking ability and their confidence.

The reward giving also helped this action work well. In the meetings of the first cycle, the number of the students who performed was still small. They had to be pointed to perform in front of the class. It might be because they did not have motivation to perform. It was different with the second cycle, the number of the students who performed was higher. They enjoyed the activity very much.

The implementation of giving reward was successful in improving the students' involvement during the speaking teaching and learning process, especially in improving their motivation to perform their work in front of the class voluntarily. After I implemented this action, the students became more motivated to perform their work in front of the class voluntarily. For instance, in the first meeting, there were four students who wanted to perform their work in front of

the class voluntarily. Then, the number of the students' participation was getting more and more in the second meeting.

The implementation of giving feedback on the students' pronunciation was successful in improving the students' speaking ability. The students were very enthusiastic when I provided them with the right pronunciation of some words and when they repeated the correct pronunciation.

Giving feedback after the lesson was very useful for the students so that they would not make pronunciation mistakes anymore. They were also able to read some abbreviations and numbers.

C. General Findings

In reference to the implementation and reflection of the actions of cycle 1 and cycle 2, there are general findings of the research below.

1. The implementation of classroom English was effective to improve the students' speaking ability and make them more familiar with the English words. Moreover, it was able to increase the students' opportunities to speak English during the teaching and learning process.

2. I found that the students were more familiar with the English words so that they understood the teacher's questions without translating the questions. However, sometimes the students seemed confused with the questions, so that I had to repeat them.

3. I found that the students felt enthusiastic to perform in front of the class although the teacher did not point them to perform. They felt it was challenging to perform their work in front of the class. The students'

confidence increased, they were brave to perform without being pointed by the teacher.

4. Jigsaw technique was effective to improve the quality of speaking teaching and learning process. In the process, the students were engaged to involve and participate actively in the speaking learning process through Jigsaw in small and big groups.

5. Jigsaw can be one of alternative techniques in English teaching learning. The students enjoyed it and found it challenging. It can be used as a technique in improving the students' speaking ability.

6. There are some factors which should be considered in order to minimize the problems during the implementation of the actions. Firstly, the time management influences the effectiveness of speaking activities. It should be well arranged in order to avoid the lack of learning time for a certain activity. Secondly, the teacher's creativity and preparation in designing and planning the speaking activities before implementing Jigsaw determines the success of learning activity. Thirdly, the group formation gives big impact in speaking process. Grouping the students by considering their personal needs can minimize conflicts during the learning process. Grouping the students by counting and pointing is also not effective because it can cause conflict to the students. Fourthly, clear and understandable instructions should be used in order to minimize students' confusion toward the implementation of new learning technique and activities.

7. Jigsaw technique gave some benefits for the students. It was effective to improve their independence and group cooperation in learning speaking. Through discussions and sharing ideas, the students were assigned to think actively, seriously, and critically in speaking. Furthermore, the use of Jigsaw minimized the domination of higher-achieving students. Through discussions, the students could help each other solve their problems.

8. Interesting media and speaking resources were necessary to support the implementation of Jigsaw for teaching speaking. These were useful for both the students and the teacher to make the process of learning speaking easier and more enjoyable.

9. Giving rewards was effective in improving the students to perform their work in front of the class voluntarily. They became more motivated and more confident to speak up in front of the class.

10. The implementation of giving feedback on the students' pronunciation was successful in improving the students' speaking ability since they did not make the same mistake in the next activities. Moreover, it could improve the students' enthusiasm about the correct pronunciation of some words.

I and the collaborator agreed to end this research in this cycle because we saw that the speaking learning process had improved. In summary, the differences in speaking learning process during Cycle I and Cycle II can be seen in Table 1.

Table 1**: The changes (before and after the implementation)**

Before the actions	Cycle I		Cycle II	
	Actions	**Findings**	**Actions**	**Findings**
Some students were bored and passive during the teaching-learning process.	Implementing Jigsaw in the speaking learning process	Some students did not pay attention during the teaching-learning process.	Implementing Jigsaw in the speaking learning process and giving rewards.	Most of the students paid attention and were active during the teaching learning process.
Some students felt afraid of and shy to speak English.	Asking the students to perform their work in front of the class	Some students were still shy and reluctant when they were asked to express their ideas in English in front of the class.	Asking the students to perform their work in front of the class	Most of the students were confident and enthusiastic to express their ideas in English in front of the class.
The students were not familiar with some words in English.	Using classroom English	Some students did not answer the question from the teacher.	Using classroom English	The students were able to answer the questions from the teacher.
The students did not involve themselves maximally in classroom activities.	Implementing Jigsaw in speaking learning process	There were still some students who were not actively involved in the speaking teaching and learning process.	Implementing Jigsaw in speaking learning process	All of the students were actively involved in the activities during the speaking teaching and learning process.

D. Pre-test and Post-test of the Students' Speaking Ability

As having been stated before, the implementation of Jigsaw and its accompanying actions were successful in improving the students' speaking ability during two cycles. That finding can be inferred from the observation of the teaching and learning process, the interviews with the students and the collaborator. Besides, it was also supported by the result of the pre-test and post-test of the students' speaking ability.

I and the English teacher conducted the pre-test on Friday, March 4th, 2011. The students were asked to describe a picture of an actress or an actor. They described the picture with their own words and they were allowed to bring paper but they were not allowed to read the paper all the time. Meanwhile, the post-test was conducted on Thursday, April 28[th,] 2011. The students were asked to describe a picture of an actress or an actor. They described the picture with their own words and they were not allowed to bring any paper.

To assess the students' speaking ability in the pre-test and post-test, we used a rubric which involved 4 aspects of speaking, such as fluency, accuracy, vocabulary, and pronunciation. The summary of the result of the pre-test and post-test can be seen in the table 2.

Table 2: **The Result of the Students' Speaking Ability in the Pre-Test**

Data	Pre-test	
	Researcher	English Teacher
Mean	6,66	6,85
Number of students	36	36

Based on table 2, from my assessment, it was found the mean of the students' speaking ability was 6,66. Meanwhile, from the English teacher's assessment, the mean of the pre-test was 6,85. The two students who got the highest score were Airlangga and Estri, their score was 7,5. The two students who got the lowest score were Faris and Muhammad Kurniawan. Their score was 6.

In the post-test, we assessed the students' speaking by using the same rubric. The result of the speaking scores in the post-test can be seen in Appendix. The summary of the students' speaking ability in the post-test is given in table 3.

Table 3: **The Result of the Students' Speaking Ability in the Post-Test**

Data	Post-test	
	Researcher	English Teacher
Mean	7,54	7,75
Number of students	36	36

Based on table 3, from my assessment, it was found that the mean of the students' speaking ability was 7,54. Meanwhile, from the English teacher assessment, the mean of the pre-test was 7,75. The two students who got the highest score were Airlangga and Estri; their score was 8, 75. The two students who got the lowest score were Sarasati and Riski; their score was 7.

Most of the students got the speaking score between 7 and 8. From the results, it can be concluded that the students' speaking ability has improved since the mean of the students' speaking ability scored both by me and the teacher has improved, from 6,66 and 6,85 in the pre-test to 7,54 and 7,75 in the post-test.

Table 4: **The changes of the speaking ability (Pre-Test and Post-Test)**

No.	The speaking subs skills	Pre-Test	Post-Test
1.	Fluency	• The students did not speak quite fluently when they perform their work in front of the class. • The students spoke slowly and hesitantly. For example they practiced the dialogue in a low volume.	• The students started to speak confidently in front of the class. • The students spoke quite fluently although there are often hesitations.
2.	Pronunciation	Some students still mispronounced some English words.	Most of the students had rarely mispronounced the English words.
3.	Accuracy	The students were not able to explain their idea. Sometimes the teacher correcting their language.	The students rarely made grammatical mistakes, for example they could arrange the phrases correctly.
4.	Vocabulary	Some students were not able to answer the teacher's questions and instructions because of their limited vocabulary.	• Most of the students were able to answer the teacher's questions although sometimes they used inappropriate word choices. • The students improved her vocabulary, they mentioned for example, when they learned how to make a cup of tea.

Based on the table 4, from my assessment, I found that the students made big improvement in the terms of fluency and vocabulary after the actions. Jigsaw can improve their self-confidence to learn and speak fluently and accurately. Jigsaw is also successful in improving the students' vocabulary mastery.

E. The Result of the Questionnaire after the Implementation

The questionnaire was given to the students after implementing the actions. The questionnaire consisted of 25 questions and the number of the students was 36 students. The questions were related to the students' perspective in speaking before and after the learning process through Jigsaw technique. This questionnaire was given to the students by the end of the actions. The core of the questions can be seen in table 4.

Table 5: **The Blueprint of Questionnaire toward the Jigsaw technique after the Two Cycles**

No	Aspects	Number of Questions
1.	Students' feeling about Jigsaw	7,9,13,17,22
2.	Students' feeling about speaking ability	1,2,14,15,18,23,25
3.	Students' responsibility in doing task	3,5,8,11,16,20,24
4.	Students' learning achievement of speaking	6,4
5.	Students' interest during the learning process	10,12,19

Based on Likert's scale, each item is followed by five options, namely *absolutely agree (SS), agree (S), undecided (R), disagree (TS),* and *absolutely disagree (STS)*. Each scale was scored based on the table of scoring. I only used four scale of scoring, that are *absolutely agree (SS), agree (S), disagree (TS),* and *absolutely disagree (STS).* Each question was scored based on the table of scoring. There were four kinds of answers. It can be seen in Table 5.

Table 6: **The Questionnaire Score**

Answer	Score
Absolutely Agree	4
Agree	3
Disagree	2
Absolutely Disagree	1

Table 7: **The Result of Questionnaire of the Students toward the Jigsaw Technique after the Two Cycles**

Score	Frequency	Percentage	Category
76-100	3	8,33%	Very high
56-75	20	55,55%	High
26-55	13	36,11%	Low
0-25	0	0,00%	Very low

From the result of the questionnaire, the students' response toward the Jigsaw technique was categorized into *very high* (8,33%), *high* (55,55%), *low* (36,11%) and *very low* (0,00%). I concluded that the students had high response or good response in learning speaking using Jigsaw technique.

To make the data clearer, I presented the data in the following chart:
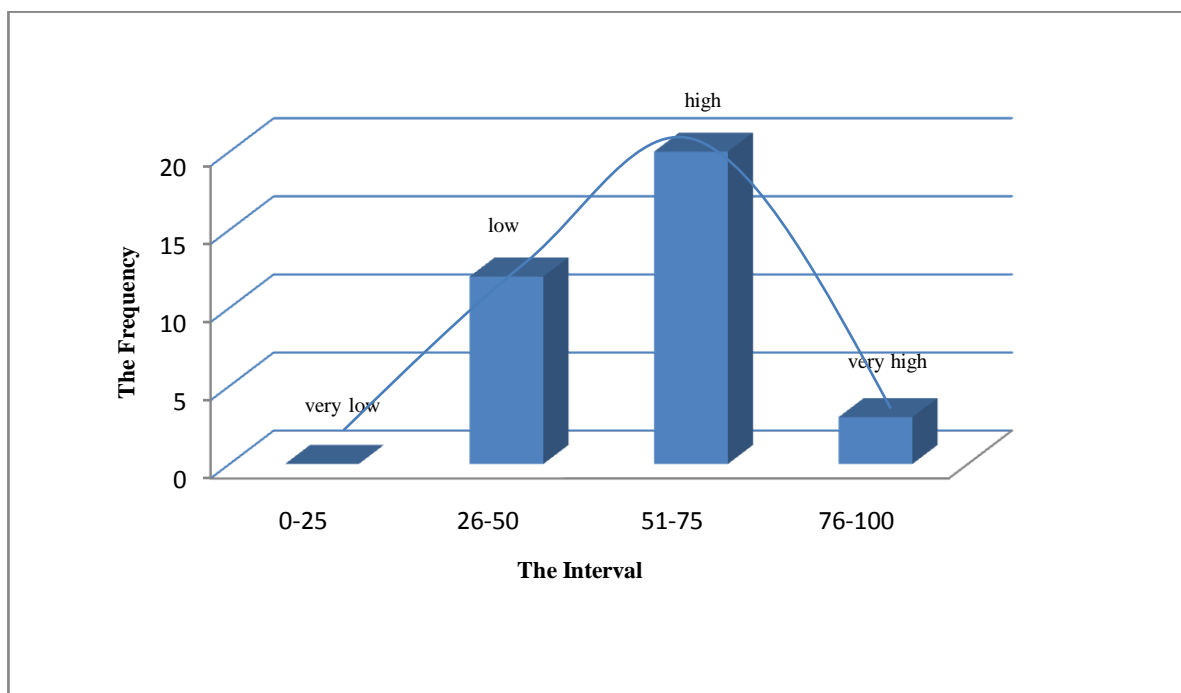
Picture 4: **The chart of questionnaire's result of the students toward the jigsaw technique after the two cycles**

The result of questionnaire shows that almost the students have high response in speaking through Jigsaw technique. It can be seen that 20 students are in the high category. Meanwhile, the rest of the students are in the very high, low and very low categories. To strengthen the fact that the students have high responses, I interviewed the students to find out the students' responses in speaking. The interview was done in break time, in order not to disturb the teaching-learning process. I took five students to be interviewed. I asked them what they felt during the English lesson. Their responses to the activities of teaching speaking by using Jigsaw can be seen from the following extract:

R: *"Adek-adek, mbak boleh nanya-nanya bentar ya? Ini tentang hasil kuesioner kemarin, mbak lihat beberapa dari kalian menjawab kalau kalian menyukai Jigsaw, bisa kasih tahu alasanya?"*

S1: *"Soalnya kita belum pernah nyobain sebelumnya sih mbak, ternyata asik juga kegiatanya."*

S2: *"Iya mbak, menarik, kita jadi lebih banyak ngomong sama teman-teman lain, ga cuma sama teman sebangku aja."*

R: *"Kalau menurutmu gimana dek?"*

S3*: "Sama sih mba, lebih fun, bisa latihan ngomong bahasa inggris terus."*

(Interview transcript 10, April 15th, 2010)

In addition, some students agreed that jigsaw was effective to make the students more confident to speak English. They also said that the activities had encouraged them to speak English fluently.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusions

The two cycles in this action research were completely done. The research began in February and ended in April, 2011. In both cycles, I implemented jigsaw and some accompanying actions, such as using classroom English, asking the students to perform their work in front of the class, and using jigsaw in teaching speaking. In Cycle 1, there were some successful and unsuccessful actions. Therefore, to overcome the unsuccessful actions, there were some additional and revised actions in Cycle 2, such as the revision of using classroom English and an additional action that was giving reward. By implementing those actions in Cycle 2, the students' speaking ability can be improved. It can be seen from the students' involvement, the students' opinion about the actions. They are presented as follows:

1. The design of actions in Cycle 1

In the first cycle, I implemented jigsaw technique and some accompanying actions, such as using classroom English, and asking the students to perform their work in front of the class. In this cycle, there were some successful and unsuccessful actions. The successful actions were the implementation of classroom English and the implementation of jigsaw. With those activities, the students enjoyed the learning activities and they were more confident in speaking English.

Meanwhile, there were some unsuccessful actions in the implementation of jigsaw in the first meeting because the students did not understand the instructions and the aim of the activity. In that time, there were some students who were not actively engaged in the activity. Other unsuccessful action was asking the students to perform their work in front of the class, and some of them did not want to perform in front of the class. They were shy and afraid of performing their work. Therefore, the implementation of those actions was improved and revised in Cycle 2.

2. The design of actions in Cycle 2

In the second cycle, I implemented some actions to improve the actions in Cycle 1. The actions were still focused on the implementation of jigsaw technique. In addition to implementing jigsaw, I and the teacher continued to use the accompanying actions. Meanwhile, regarding the findings of Cycle1, there were some revised actions such as the implementation of classroom English through the use of synonyms and paraphrases. In addition, they also used a new action, such as giving rewards. By implementing this action, the students were more motivated to perform their work in front of the class, so the students' speaking ability was improved. Besides, they were more enthusiastic to perform their work in front of the class and more active in the speaking teaching and learning process.

Overall, it can be concluded that the implementation of jigsaw and other accompanying actions can improve the students' speaking ability. Through those activities, the students were more confident and enthusiastic to

perform their work in front of the class and they were more active during the speaking teaching and learning activities. Besides, they were more familiar with the English words.

B. Implications

The research findings show that the implementation of Jigsaw technique in learning speaking can improve the students' speaking ability, especially in class VII C of SMP N 3 Depok. This can be seen both from the students' daily performances and their speaking achievement. The students were more active in the speaking teaching learning activities so that their speaking ability improved. They were more familiar with the words they learnt.

Specifically, the implementation of Jigsaw technique gives positive effects on the students' speaking ability because of some reasons. First, the technique did not make the students bored. Second, it could increase their involvement in the speaking teaching and learning process. Third, it could increase the students' enthusiasm. Furthermore, the result of the study indicated that the process of implementing jigsaw technique run well because the class management was good. All of the students were able to participate equally because each of them had different responsibility toward the activities. It implies that the teacher should have a good ability in managing the class. Besides, the teacher should know the students' characteristic so that the activities can accommodate the students' interests.

C. Suggestions

After conducting this research, I offer several recommendations for the English teacher and other researchers as presented below.

1. To the English teacher

Due to the limited time, I only implemented some activities. The English teacher needs to try to keep on applying other various techniques so that the students will be more motivated in the English teaching and learning process. During the research, the teacher only used media, such as pictures and card. The English teacher can use other media, such as power point so that the students will be more interested in the activities. Besides, she may implement other interesting and communicative activities in the teaching and learning process so that the quality of the English teaching and learning process can be improved.

2. To other researchers

In this study, I conducted the research in two months because of the limited time. Other researchers may follow up this study in a longer time in order to find out more actions to improve the students' speaking ability. Moreover, they can conduct this study in other grades, either in junior or senior high school so that the findings will be more satisfactory. They also can conduct this study in other schools which have different characteristics from SMP N 3 Depok.

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APPENDICES

FIELD NOTES

FIELD NOTES

No: FN.1

Day/Date   : Tuesday, February 1st 2011

Time   : 07.00

Place   : Head Master Room

Activity   : Asking for research permission.

1	R datang ke sekolah dan bertanya kepada satpam sekolah untuk ijin bertemu kepala sekolah.
2	R menemui HM dan mengutarakan tujuan peneliti datang ke sekolah untuk melakukan penelitian
3	HM meyambut dengan baik dan mengijinkan R untuk melaksanakan penelitian di SMP negeri 3 Depok
4	Selanjutnya HM mempertemukan R dengan guru bahasa Inggris kelas VII yang bernama Bu Wirani.
5	HM menyampaikan bahwa untuk koordinasi lebih lanjut, peneliti silahkan berkonsultasi langsung dengan guru bahasa Inggris yang telah di tunjuk

No: FN.2

Day/Date: Thursday, February 10th 2011

Time   : 08.30-09.00

Place   : School waiting room.

Activity   : Meeting the English teacher.

1	R datang ke sekolah dan bertanya kepada satpam sekolah untuk ijin bertemu guru Bahasa Inggris T.
2	R menemui T untuk menjelaskan tujuan R datang ke sekolah.
3	Setelah mendengar penjelasan dari R, T memperbolehkan R untuk meneliti kelas VII C.
4	T mengijinkan R untuk observasi awal di kelas VII C
5	Selanjutnya, T menyampaikan jadwal pelajaran Bahasa Inggris kelas VII C dan sepakat melakukan observasi awal pada hari Jumat tanggal 18 Februari 2011 pada jam ke 3

No: FN.3

Day/Date: Thursday, February 18th 2011

Time   : 08.30-09.00

Place   : Classroom of VII C

Activity   : Spread the questionnaire

1	R datang ke sekolah dan bertanya kepada satpam sekolah untuk ijin bertemu T.
2	R menemui T untuk menjelaskan tujuan R datang ke sekolah.
3	Setelah mendengar penjelasan dari R, T memperbolehkan R untuk menyebar kuesioner di kelas VII C.
4	R membagikan kuesioner ke siswa dan menjelaskan cara mengisi kuesioner.
5	Setelah selesai mengisi para siswa mulai mengumpulkan kuesioner yang telah di isi.

No: FN.4

Day/Date: Thursday, February 18th 2011

Time   : 07.00 – 08.20

Place   : Classroom of VII C

Activity   : Class Observation

1	R datang ke sekolah dan bertanya kepada satpam sekolah untuk ijin bertemu T.
2	R dan T langsung menuju kelas VII C untuk observasi
3	T masuk dan memberi salam " *How's life*?" para siswa memberi jawaban "*fine, miss*".
4	T mulai membuka pelajaran dengan apersepsi tentang materi yang akan diajarkan.
5	Para siswa kelihatan menyimak pelajaran, tapi ada beberapa siswa ramai sendiri.
6	T mulai menyampaikan materi tentang *Like and Dislike,* beliau mulai bertanya kepada siswa tentang kesukaan siswa.
7	Beberapa siswa bisa menjawab dengan baik dan ada juga yang masih merasa takut menjawab karena takut salah, beberapa siswa juga ada yang salah pengucapan bahasa inggrisnya kata-kata tertentu.

8	Lalu, beliau melanjutkan pelajaran dengan meminta siswa berdialog tentang suka dan tidak suka dengan teman sebangkunya.
9	Siswa mulai membuat dialog tentang suka dan tidak suka. Beberapa siswa ada yang kesulitan membuatnya, mereka cenderung menulisnya di buku dulu lalu membacanya waktu akan disuruh berdialog oleh guru.
10	Beberapa siswa ada yang kesulitan tentang bahasa inggris kata-kata tertentu atau kosakata.
11	Setelah waktu akan habis, T mengingatkan siswa tentang apa yang telah dipelajarai mereka hari itu.
12	T menutup pelajaran dengan berdoa.
13	Setelah keluar dari kelas, R mengobrol dengan T tentang proses pembelaran di kelas tadi. R juga melakukan wawancara dengan beberapa siswa tentang kesulitan-kesulitan mereka saat pelajaran.
14	R menanyakan tentang kesulitan-kesulitan siswa yang biasa terjadi di kelas.
15	T menyampaikan kesulitan-kesulitan siswa dan menyampaikan bahwa siswa sering melakukan kesalahan dalam speaking, sebagian besar siswa merasa takut menyampaikan pendapat mereka di depan kelas.
16	Setelah mendengarkan penjelasan dari T, R mulai merumuskan masalah dan sependapat untuk memilih kesulitan yang sering dirasakan siswa untuk dipecahkan bersama T.

No: FN.5

Day/Date: Friday, March 4th 2011

Time   : 08.30

Place   : Classroom of VII C

Activity : Spreading the Pre-Test

1	R datang ke sekolah dan bertanya kepada satpam sekolah untuk ijin bertemu guru Bahasa Inggris T.
2	R menemui T di ruang guru.
3	R dan T langsung menuju ruang kelas VII C dan melaksanakan Pre-test.

No: FN.6

Day/Date: Friday, March 4th 2011

Time   : 09.00

Place   : Teachers' room

Activity : Consulting the lesson plan to the teacher.

1	R datang ke sekolah dan bertanya kepada satpam sekolah untuk ijin bertemu guru Bahasa Inggris T.
2	R menemui T di ruang guru.
3	R berkonsultasi dengan T tentang RPP yang akan diajarkan kepada para siswa pada pertemuan berikutnya.
4	T mulai memeriksa isi RPP, beliau hanya sedikit memperbaiki aktivitas-aktivitas yang ada di RPP.
5	Selesai berkonsultasi, R meminta ijin pamit.

No: FN.6

Day/Date: Friday, March 18th 2011

Time   : 07.00-08.20

Place   : Classroom

Activity : Implementing the Cycle 1 (First meeting)

1	R datang ke sekolah dan bertanya kepada satpam sekolah untuk ijin bertemu guru Bahasa Inggris T.
2	R menemui T di ruang guru.
3	R dan T menuju kelas VII C.
4	Para siswa terlihat agak ramai dan mereka mulai menyiapkan buku dan perlengkapan.
5	R memberi salam dan segera memulai pelajaran.
6	Setelah semua siap, para siswa dipimpin oleh ketua kelas melakukan "*greeting*" bersama-sama dengan mengucapkan "*Good Morning Miss*", "*How are you today*"
7	R menjawab "*Good Morning*", "*I am fine, thanks, and "How are you?"*
8	Para siswa menjawab "*I'm fine too*". R bertanya kepada para siswa "*Who is absent today?*" lalu para siswa menjawab "*No one Miss*", R menjawab "Ok"
9	R memulai pembelajaran dengan melakukan Brain Storming yaitu dengan

	menanyakan *"Ok, is everyone here has a favorite fruit? What kind of fruit do you like?"*
10	Beberapa siswa menjawab *"Yes"*, lalu ada siswa yang menjawab *"Soda"* *"Juice"*, ada juga beberapa siswa yang masih menggunakan Bahasa Indonesia untuk menjawab nama minuman favorit mereka.
11	R menunjukan gambar-gambar buah kepada siswa-siswa lalu bertanya buah apa saja yang mereka suka dan tidak suka. R mulai menjelaskan tentang materi *Like and Dislike,* tentang bagaimana cara menggunakan ekspresi *Like and Dislike*.
12	R membacakan contoh dialog yang berisi tentang *Like and Dislike*. Selanjutnya, beliau menyuruh siswa secara berpasangan untuk memperagakan dialog secara bergantian. Siswa lain mendengarkan namun ada beberapa yang tidak memperhatikan.
13	Setelah selesai membahas contoh-contoh dialog, R lalu menyimpulkan penjelasan tentang fungsi *Like and Dislike* dan memberikan kesempatan kepada para siswa untuk bertanya jika ada yang kurang jelas.
14	R memberikan latihan berupa tugas daftar makanan yang disukai dan tidak disukai oleh para siswa.
15	Setelah latihan selesai, R meminta para siswa membuat kelompok yang beranggotakan 6 orang. Jigsaw teknik pun mulai dilaksanakan. Pada awalnya, para siswa masih banyak yang bingung dengan peraturanya.
16	R membagi sebuah gambar makanan kepada setiap siswa di kelompok masing-masing. Lalu, para siswa mulai berdiskusi di kelompok ahli, setelah itu mereka kembali ke kelompok asal, mereka mulai berdiskusi dengan teman satu kelompok, dan berdiskusi tentang *Like and Dislike*.
17	Setelah melaksanakan Jigsaw, R memberi tugas lagi ke para siswa yaitu meminta para siswa untuk bekerja dengan teman sebangkunya dan mencari tahu tentang makanan dan minuman yang mereka suka dan tidak suka dan menampilkanya di depan kelas secara berpasangan. Mereka pun mulai berlatih dengan pasanganya. Beberapa dari para siswa ada yang merasa kesulitan menemukan kosakata dalam bahasa inggris.
18	Saat waktu cukup, mereka diminta untuk maju ke depan kelas untuk berdialog, tapi beberapa diantara mereka tidak bersedia dan akhirnya R menunjuk beberapa siswa untuk maju ke depan.
19	5 menit sebelum pelajaran berakhir, R menyimpulkan materi yang telah dipelajari, menanyakan kesulitan-kesulitan selama pelajaran.
20	R meminta siswa untuk wawancara setelah pelajaran selesai. Ada beberapa siswa yang bersedia diwawancara.
21	R juga melakukan sedikit wawancara dengan T mengenai pelajaran yang baru dilaksanakan.

No: FN.7

Day/Date: Thursday, March 31th 2011

Time   : 10.00-11.20

Place   : Classroom.

Activity   : Implementing Cycle 1 (second meeting)

1	R menemui T di ruang guru.
2	R dan T menuju kelas VII C. T langsung menuju ke kursi belakang untuk mengamati selama pembelajaran berlangsung.
3	Suasana kelas agak ramai.
4	R memberi salam dan segera memulai pelajaran.
5	Setelah semua siap, para siswa dipimpin oleh ketua kelas melakukan "*greeting*" bersama-sama dengan mengucapkan "*Good Morning Miss*", "*How are you today*"
6	R menjawab "*Good Morning*", "*I am fine, thanks, and* "*How are you?*"
7	Para siswa menjawab "*I'm fine too*". R bertanya kepada para siswa "*Who is absent today?*" lalu para siswa menjawab "*No one Miss*", R menjawab "Ok"
8	R mulai brainstorming materi dengan bertanya ke para siswa "*Okay, is everyone here has an Idol?*""*Do you have favorite artist?*" "*Can you describe him/her?*"
9	R menunjuk seorang siswa, lalu siswa itu menjawab. Sebagian bisa menjawab dengan lancar, sebagian agak kesulitan dengan kosakata dalam bahasa inggris, sebagian juga masih malu-malu untuk menjawab.
10	R menunjukan gambar seorang artis dan memberikan pertanyaan tentang gambar artis tersebut. Para siswa menjawab secara spontan. Kemudian, R dan para siswa mengidentifikasi gambar tersebut bersama-sama.
11	R mulai menuju materi tentang oral descriptive, bagaimana cara menggambarkan ciri-ciri fisik orang.
12	R menunjukan gambar-gambar bentuk wajah dan cirri fisik lainnya, para siswa terlihat memperhatikan gambar dan penjelasan dari R.
13	Setelah itu, R memberikan contoh teks tentang spoken descriptive, R menunjuk beberapa siswa untuk membaca teks tersebut. Beberapa siswa memperhatikanya.
14	Setelah itu, R memberi penjelasan kalimat-kalimat yang dipakai dalam teks, bersama para siswa membahas kalimat-kalimat yang berisi spoken descriptive dengan siswa. Kemudian R memberikan beberapa latihan.
15	Selesai membahas teks spoken descriptive, R meminta para siswa untuk

	membuat kelompok yang beranggotakan 6 siswa. R memberikan peraturan dalam bermain jigsaw. Beberapa sudah mengerti apa yang harus dilakukan karena teknik ini sudah pernah dilakukan pada pertemuan pertama.
16	R membagi topik kepada setiap siswa di kelompok masing-masing. Mereka diberi gambar keluarga. Masing-masing siswa mendapa potongan anggota keluarga. Siswa yang mendapat gambar sma akan berdiskusi di kelompok ahli. Lalu, para siswa mulai berdiskusi di kelompok ahli, setelah itu mereka kembali ke kelompok asal tentang penggambaran ciri-ciri fisik beberapa anggota keluarga.
17	Para siswa terlihat sudah mengerti cara melakukan teknik jigsaw. Mereka terlihat mulai berani berbicara dengan teman kelompok mereka. R memonitor setiap kelompok. Di akhir jigsaw, R memberikan beberapa pertanyaan tentang penggambaran ciri-ciri fisik anggota keluarga. Pemimpin kelompok dan anggota lainya ikut menjawab secara spontan.
18	Selesai berdiskusi di dalam kelompok, para siswa lalu ditunjuk satu persatu untuk maju ke depan untuk menggambarkan ciri-ciri fisik foto anggota keluarga yg mereka dapat. Beberapa dari para siswa ada yang merasa kesulitan menemukan kosakata dalam bahasa inggris.
19	Setelah itu, R menunjuk beberapa siswa untuk maju ke depan kelas dan mulai menilai mereka satu persatu.
20	5 menit sebelum pelajaran berakhir, R menyimpulkan materi yang telah dipelajari, menanyakan kesulitan-kesulitan selama pelajaran.
21	R meminta siswa untuk wawancara setelah pelajaran selesai. Ada beberapa siswa yang bersedia diwawancara.
22	R juga melakukan sedikit wawancara dengan T mengenai pelajaran yang baru dilaksanakan.

No: FN.8

Day/Date: Thursday, April 7th 2011

Time   : 08.30-09.00

Place   : Teachers' room.

Activity : Consulting the lesson plan

1	R datang ke sekolah dan bertanya kepada satpam sekolah untuk ijin bertemu T.
2	R menemui T di ruang guru.
3	R berkonsultasi dengan T tentang RPP yang akan diajarkan kepada para siswa pada pertemuan berikutnya.

| 4 | T mulai memeriksa isi RPP, beliau hanya sedikit memperbaiki aktivitas-aktivitas yang ada di RPP. |
| 5 | Selesai berkonsultasi, R meminta ijin pamit. |

No: FN.9

Day/Date: Thursday, April 14ᵗʰ 2011

Time   : 07.00-08.20

Place   : Classroom.

Activity   : Implementing Cycle 2 (first meeting)

1	R datang ke sekolah dan bertanya kepada satpam sekolah untuk ijin bertemu T.
2	R menemui T di ruang guru.
3	R dan T menuju kelas VII C.
4	Para siswa terlihat agak ramai dan mereka mulai menyiapkan buku dan perlengkapan.
5	R memberi salam dan segera memulai pelajaran.
6	Setelah semua siap, para siswa dipimpin oleh ketua kelas melakukan "*greeting*" bersama-sama dengan mengucapkan "*Good Morning Miss*", "*How are you today*"
7	R menjawab "*Good Morning*", "*I am fine, thanks, and "How are you?*"
8	Para siswa menjawab "*I'm fine too*". R bertanya kepada para siswa "*Who is absent today?*" lalu para siswa menjawab "*No one Miss*", R menjawab "Ok"
9	R memulai pembelajaran dengan melakukan Brain Storming yaitu dengan menanyakan pertanyaan "*Do you have favorite food?*" and "*What kind of food do you like?*"
10	Siswa menjawab "*Yes*", lalu R menanyakan pada beberapa siswa.
11	R mulai menunjukan gambar makanan yaitu gambar nasi goreng. Lalu R memberikan pertanyaan seputar nasi goreng. Para siswa menjawab secara lisan dengan spontan.
12	R membacakan contoh prosedur teks tentang cara pembuatan telor goreng secara lisan. R menyuruh siswa menirukan apa yang R baca. Siswa lain mendengarkan namun ada beberapa yang tidak memperhatikan. Kemudian R dan para siswa mengidentifikasi dan menganalisa teks tersebut.
13	Setelah selesai membahas contoh teks prosedur, R lalu menjelaskan tentang bagaimana cara membuat teks prosedur secara lisan. dan memberikan kesempatan kepada para siswa untuk bertanya jika ada yang kurang jelas.
14	Beberapa siswa ada yang bertanya. Lalu dilanjutkan dengan beberapa

	latihan.
15	Setelah sesi bertanya selesai, R meminta para siswa membuat kelompok yang beranggotakan 6 orang. Jigsaw teknik pun mulai dilaksanakan. Siswa sudah mengerti aturanya. Peraturan sedikit berubah yaitu tentang pemebentukan kelompok yang lebih terorganisir tidak seperti di siklus pertama.
16	R membagi gambar potongan cara membuat masakan kepada setiap siswa di kelompok masing-masing. Lalu, para siswa mulai berdiskusi di kelompok ahli, setelah itu mereka kembali ke kelompok asal, mereka mulai berdialog dengan teman satu kelompok, dan berdiskusi tentang masakan tersebut. Mereka mulai menyusun urutan cara memasak yang benar.
17	Setelah melaksanakan Jigsaw, R memberi tugas lagi ke para siswa yaitu meminta para siswa untuk maju di depan kelas. Mereka diminta untuk menjelaskan urutan cara memasak masakan yang tadi telah didiskusikan di kelompok mereka.
18	Mereka diminta secara individu tampil di depan kelas. Beberapa dari para siswa ada yang merasa kesulitan menemukan kosakata dalam bahasa inggris.
19	5 menit sebelum pelajaran berakhir, R menyimpulkan materi yang telah dipelajari, menanyakan kesulitan-kesulitan selama pelajaran.
20	R meminta siswa untuk wawancara setelah pelajaran selesai. Ada beberapa siswa yang bersedia diwawancara.
21	R juga melakukan sedikit wawancara dengan T mengenai pelajaran yang baru dilaksanakan.

No: FN.10

Day/Date: Thursday, April 21ᵗʰ 2011

Time   : 07.00-08.20

Place   : Classroom.

Activity : Implementing Cycle 2 (second meeting)

1	R menemui T di ruang guru.
2	R dan T menuju kelas VII C. T langsung menuju ke kursi belakang untuk mengamati selama pembelajaran berlangsung.
3	Suasana kelas agak ramai.
4	R memberi salam dan segera memulai pelajaran.
5	Setelah semua siap, para siswa dipimpin oleh ketua kelas melakukan *"greeting"* bersama-sama dengan mengucapkan *"Good Morning Miss"*, *"How are you today"*
6	R menjawab *"Good Morning", "I am fine, thanks, and "How are you?"*
7	Para siswa menjawab *"I'm fine too"*. R bertanya kepada para siswa *"Who is*

	absent today?" lalu para siswa menjawab *"No one Miss"*, R menjawab *"Ok"*
8	R mulai brainstorming materi dengan bertanya ke para siswa *"What kind of drink do you like?" "Have you ever made juice?" "Can you explain how to make it?".*
9	R menunjuk seorang siswa, lalu siswa itu menjawab. Sebagian bisa menjawab dengan lancar, sebagian masih ada yang kesulitan dalam mencari kosakata dalm bahasa inggris. R menunjukan sebuah video tentang cara membuat jus. Lalu memberikan pertanyaan seputar video tersebut. Beberapa siswa dengan lancer menjawab.
10	R mulai menuju materi tentang *procedure text*, bagaimana cara membuat teks procedure, komponenya, seperti *goal, method, material*. R juga menjelaskan kalau membuat teks procedure harus memakai *imperative sentence*.
11	Setelah itu, R juga menjelaskan caranya menyampaikan prosedur teks secra lisan.
12	Setelah itu, R memberikan contoh teks tentang *procedure text*, R menunjuk beberapa siswa untuk membaca teks. Beberapa siswa memperhatikanya.
13	Setelah itu, R memberi penjelasan kalimat-kalimat yang dipakai dalam teks, bersama para siswa membahas kalimat-kalimat yang berisi *procedure text* dengan siswa.
14	Selesai membahas dialog, R meminta para siswa untuk membuat kelompok yang beranggotakan 3 siswa. R memberikan peraturan dalam bermain jigsaw. Beberapa sudah mengerti apa yang harus dilakukan karena teknik ini sudah pernah dilakukan pada pertemuan sebelumnya.
15	R membagi topik kepada setiap siswa di kelompok masing-masing. Mereka diberi gambar cara membuat teh. Lalu, para siswa mulai berdiskusi di kelompok ahli, setelah itu mereka kembali ke kelompok asal tentang urutan yang benar.
16	Para siswa terlihat sudah mengerti cara melakukan teknik jigsaw. Mereka terlihat mulai berani berbicara dengan teman kelompok mereka. R memonitor setiap kelompok. Di akhir jigsaw, R memberikan beberapa pertanyaan tentang urutan yang benar. Pemimpin kelompok dan anggota lainya ikut menjawab.
17	Selesai melaksanakan jigsaw, R menunjuk para siswa untuk maju ke depan dan menyampaikan urutan yang benar tentang cara mebuat teh. Karena di siklus ke dua ini ada *giving reward,* membuat para siswa antusias untuk maju ke depan. Bahkan, mereka berebut untuk mau ke depan.
18	5 menit sebelum pelajaran berakhir, R menyimpulkan materi yang telah dipelajari, menanyakan kesulitan-kesulitan selama pelajaran.

| 19 | R meminta siswa untuk wawancara setelah pelajaran selesai. Ada beberapa siswa yang bersedia diwawancara. |
| 20 | R juga melakukan sedikit wawancara dengan T mengenai pelajaran yang baru dilaksanakan. |

No: FN.11

Day/Date: Thursday, April 28th 2011

Time   : 08.30-09.00

Place   : Classroom.

Activity : Spreading the Post-Test

1	R datang ke sekolah dan bertanya kepada satpam sekolah untuk ijin bertemu T.
2	R menemui T di ruang guru.
3	R dan T langsung menuju ruang kelas VII C dan melaksanakan Post-test
4.	R juga menyebar kuesioner tentang teknik Jigsaw setelah dua siklus.

INTERVIEW TRANSCRIPT

Interview Transcript

R : Researcher
T : Teacher
S : Student
HM: Head Master

Interview 1
The interview was done with the head master in pre-action.
Tuesday, February, 1st 2011

R   : "Selamat pagi pak."

HM   : "Selamat pagi mbak, ada yang bias saya bantu."

R   : "Begini pak, maksud kedatangan saya kesini untuk melakukan penelitian di sekolah ini, kira-kira bapak mengijinkan tidak?"

HM   : "Oh, boleh saja mbak, kelas berapa yang mbak teliti?"

R   : "Kelas 7 pak, nanti saya hanya mengambil 1 kelas saja."

HM   : "Oh begitu, nanti mbaknya langsung ketemu dengan guru bahasa inggrisnya ya, namanya Bu Wirani, nanti saya panggilkan."

R   : "Iya pak, terima kasih."

Interview 2
The interview was done with the teacher in the pre-action.
Thursday, February, 10th 2011

R : "Selamat pagi, Bu. Maaf, mengganggu ibu sebentar. Saya dari UNY jurusan Pendidikan Bahasa Inggris bermaksud penelitian di kelas yang ibu ajar."

T : "Oh iya mbak, kemarin saya sudah diberi tahu oleh pak kepsek kalau ada yang mau penelitian."

R : "Sebelum penelitian saya mau bertanya-tanya dulu tentang pembelajaran bahasa inggris khususnya kelas VII C. Ibu ada waktu sebentar?"

T : "Iya mbak, mari silahkan duduk disini."

R : "Iya bu. Menurut ibu apa saja sie kendala atau kesulitan dalam proses belajar mengajar bahasa inggris?"

T : "Kalau dari pengalaman saya selama ini ya mbak, prosesnya sudah lumayan baik. Ada beberapa kendala dalam mengajar, seperti faktor dari siswa, materi, media, fasilitas, bahkan teknik belajar. Kalau dari siswa memang masih banyak yang tidak suka dengan pelajaran bahasa inggris, kadang mereka malas untuk berbicara, takut dan malu juga. Kalu dari materi mungkin kita sudah cukup, ada yang dari buku paket, LKS, dan hand out. Kalau masalah media, agak kurang, paling cuma menampilkan gambar di kertas saja. Fasilitas juga kurang, belum ada LCD di setiap kelas. Kalau

masalah teknik mungkin biasa saja, kadang siswa merasa bosan dengan aktivitas-aktivitasnya."

R : "Oh begitu ya bu, lalu bagaimana dengan proses pembelajaran berbicara di kelas ibu?"

T : "Sebenarnya selama ini saya jarang untuk mengajar yang fokus hanya pada berbicara, karena memang sulit untuk membuat para siswa berbicara. Mereka masih malu-malu dan ga berani berbicara banyak di depan kelas. Jadi kadang saya agak males untuk ngajar speaking."

R : "Selama ini, pembelajaran seperti apa yang ibu terapkan dalam mengajar speaking?"

T : "Ya biasanya saya kasih contoh dialog saja, lalu para siswa membaca dan memerankanya. Biasanya saya ambilkan dialog dari buku atau LKS saja mbak. Karena memang saya lebih fokus ke teori dibanding speaking, soalnya kan kalau di ujian ga ada speaking nya mbak, kita ngejar nilai dari teorinya gitu. Ya gitu-gitu aja mbak."

R : "Ohh seperti itu ya bu, lalu bagaimana tentang respon para siswanya? Terus apa hasilnya memuaskan?"

T : "Kebanyakan mereka masih ada yang malas dan malu-malu saat berbicara di depan kelas. Banyak dari mereka yang kurang greget dengan pengajaran speaking di kelas. Ini terbukti mereka lebih antusias untuk ngerjain soal dari pada ngomong."

R : "Uhm,berarti memang motivasi siswanya agak kurang ya bu?"

T : "Ya begitu mbak."

R : "Terus bagaimana dengan kemampuan berbicara siswa apakah sudah sesuai dengan harapan?"

T : "Ya belum sesuai harapan mbak. Anak-anak masih malu berbicara, cara menyusun kalimat juga kadang salah, cara pengucapan juga masih banyak kekurangan. Kalau mereka disuruh maju ke depan untuk berbicara juga kadang susah memerintahnya."

R : "Uhm, berarti bisa dibilang kalau kemampuan bicara siswa masih rendah ya bu?"

T : "Iya mbak, perlu ketekunan dan kesabarn untuk ngajarin mereka. Ya semoga saja mbak bisa membantu meningkatkan kemampuan anak-anak dalam berbicara."

R : "Iya bu, amin. Saya minta dibantu ya nanti bu. Kalau ada apa-apa tolong ibu beri masukan."

T : "Oh iya mbak saya siap membantu kapan saja."

R : "Iya bu terima kasih. Ini infonya sudah cukup bu, terima kasih buat waktu ibu. Saya mau pamit dulu. Mari bu, selamat siang."

T : "Iya mbak, selamat siang."

Interview 3
The interview was done with the students in the pre-action.
Thursday, February, 18ᵗʰ 2011
Students: Dwi and Lidia

R : "Selamat siang adik-adik?"

S (all) : "Siang mbak, ada apa ya mbak?"

R : "Ehmmm, kalian sibuk ga dek, mbak mau nanya-nanya nih boleh gak?

S1 : "Haduh, tapi jangan susah-susah ya mbak."

R : "Iya nggak kok dek, bentar aja kok dek."

S(all) : "Okelah mbak, hehee.."

R : "Tolong nanti dijawab sejujur-jujurnya ya dek, ga usah takut sama bu Rani. Jawaban adek nani ga ngaruh sama nilai kok."

S(all) : "Iya mbak, Tanya aja."

R : "Mbak kan nanti mau penelitian disini, jadi mau Tanya-tanya gitu. Ini namanya siapa aja ya?"

S1 : "Aku Dwi mbak."

S2 : "Aku Lidia mbak."

R : "Ok. Mulai ya. Sebenarnya adek-adek ni suka ga sama pelajaran bahasa inggris?"

S1 : "Mmmm, ya gitu mbak, biasa aja sie mbak. Ga suka-suka banget."

S2 : " Gimana ya mbak, aku ga gitu suka e."

R : "Lho kenapa, emang susah ya bahasa inggris menurut kalian?"

S1 : "Iya mbak susah. Kadang juga ngebosenin pelajaranya."

S2 : "Kalau aku tu paling susah sama vocabulary. Soalnya belajar bahasa inggrisnya cuma disekolah e mbak."

S1 : "Terus grammarnya juga mbka, aku paling males kalo disuruh ngomong, apalagi kalo harus ngomong di depan kelas…malesss.."

R : "Oh begitu ya dek, terus apa lagi kesulitanya dek?"

S1 : "Ya itu mbak, kalo disuruh ngomong tu bingung mau ngomong apa, ga tau arti dalam bahasa inggrisnya sie, hehehee…"

S2 : "Ummm…malu juga mbak kalo salah ngomong."

R : "Mmmm begitu ya, terus menurut kalian bu Rani seperti apa mengajarnya? Apakah beliau sering memakai media gambar atau apa gitu?

S2 : "Haduhh gimana ya mbak, kalo pake gambar sie udah mbak, soalnya di buku juga ada gambarnya. Kalo pas listening aja ga pake speaker, soalnya disini belum ada laboratoriumnya e."

S1 : "Kadang bu Rani suaranya kurang keras mbak, jadi yang dibelakang ga denger. Ngebosenin kadang..hehehhe"

R : "Terus dari materinya yang diberikan oleh bu rani sejauh ini gimana dek?"

S(all) : "Materinya udah menarik og mbak."

S1 : "Tapi kadang kecepetan mbak, jadi bingung. Soalnya kelas sering rame e mbak. Kadang ibunya cuma ngejelasin mulu, kurang latihan"

S2 : " Seringnya cuma nulis mbak sama listening. Terus ngerjain LKS atau buku materi."

R : "Ok mbak rasa ini udah cukup. Makasih ya adik-adik udah mau diwawancarai."

S(all) : "Ok mbak, sama-sama."

Interview 4
The interview was done with the students in the pre-action.
Thursday, February, 18th 2011
Students: Airlangga and Alan.

R : "Selamat siang adik-adik."

S(all) : "Siang mbak, cari siapa ya mbak?"

R : "Mmmm, sibuk ga dek? Mau nanya sebentar nih dek, mau ga?"

S(all) : "Boleh aja mbak, tapi bentar ya, hehehee.."

R : "Iya tenang aja, tapi nanti dijawab yang sejujur-jujurnya ya, ini ga akan ngaruh ke nilai adek-adek kok."

S1 : "Iya mbak."

R : "Oiya, kenalan dulu deh. Ini namanya siapa aja ya?"

S1 : "Aku Airlangga mbak."

S2 : "Aku Alan mbak."

R : "okay deh. Mbak mulai yah. Sebenarnya kalian suka ga sie sama pelajaran bahasa inggris?"

S1 : "Kalo aku sie suka banget mbak, soalnya dari SD udah diajarin. Aku juga les diluar sekolah juga lho mbak."

S2 : "Aku sie ga gitu suka mbak, susahh e.."

R : " Emang yang bikin susah apa sie dek."

S2 : "Itu lho mbak, ngafalin vocabularinya susah. Kadang gurunya juga terlalu cepet kalo ngajar, pokoknya bahasa inggris susah dimengerti deh."

R : "Kalo menurut Airlangga gimana, tadi kan katanya suka bahasa inggris?"

S1 : "Iya mbak, asik aja sie mbak. Walaupun kadang bu guru suka ngejelasinya kecepetan tapi asikk kok mbak."

R : "Selain kesulitan vocabulary yang lain apa?"

S2 : "Itu mbak susah nyusun kata-kata e kalo mau ngomong, jadi takut e kalo mau ngomong. Takut kalo ngucapinya salah."

S1 : "Ya grammar dikit-dikit lah mbak."

R : "Ok deh, terus menurut kalian bu rani seperti apa mengajarnya? Apakah beliau sudah memanfaatkan fasilitas yang ada?"

S1 : "Kalo dari fasilitas kita ga ada laboratorium mbak."

S2 : "Bu rani lumayan enak ngajarnya kok mbak, ga galak."

S1 : "Iya mbak bu rani enak-enak aja ngajarnya. cuma kadang aktivitasnya ngebosenin soalnya cuma baca dialog, jarang ada variasinya."

R : "Mmmm begitu ya, kalo dari materinya gimana?"

S2 : "Kadang menarik kok mbak, pake gambar."

S1 : "Seringnya teori mbak, jarang nulis sama ngomong, kadang cuma hafalan dialog saja. Kalo listening juga cuma ibunya yang ngomong."

R : "Gitu ya dek, nah sekarang pertanyaan terakhir ni. Nanti kan mbak mau kasi materi tentang berbicara atau speaking, kira-kira apa kesulitan kalian pas berbicara?

S1 : "Apa ya mbak, nah itu mbak males e kalo mau ngomong, ga tau artinya sie, malu juga kalo harus ngomong maju ke depan kelas."

S2 : "Hmmm, kalo mau ngomong tu susahnya kosakata mbak, ga tau artinya. Terus mau ngomong apa juga bingung. Cara baca kata-katanya juga masih banyak yang slah e."

R : "Ok mbak rasa ini udah cukup. Makasih ya adik-adik buat waktunya."

S(all) : "Ok mbak sama-sama."

Interview 5
Interview was done with the students after Cycle 1 done.
Thursday, March, 31st 2011
Students: Lidia

R : "Siang dek, kok ga ke kantin, kan istirahat?"

S : "Lagi males aja mbak."

R : "Kebetulan dong, mbak boleh nanya-nanya bentar boleh ga?"

S : "Boleh aja mbak, mau nanya apa?"

R : "Ini lho dek tentang pelajaran tadi, gimana menurut adek, ada yang beda ga?"

S : "Iya mbak, tadi mbak pas ngajar pake bahasa inggris terus e mbak."

R : "Terus kamu ngerti ga pake bahasa inggris?" dong ga sama pelajarannya?"

S : "Ya lumayan sie mbak, tapi banyak kata-kata yang ga ngerti juga sie mbak. Ya sedikit masi bisa dipahami lah mbak."

R : "Emmm, ga ngerti artinya apa gimana dek?"

S : "Iya mbak, banyak yang belum pernah didenger e, jadi ga ngerti."

R : "Owh, kalo ga ngerti trus adek gimana?"

S : "Ya kadang tanya sama temen, kalo ga ya diem aja, heee.."

R : "Suah ada peningkatan belum dek?"

S : "Ya sedikit mbak."

R : "Apa aja dek yang sekiranya udah lebih meningkat?"

S : "Ya jadi nambah kosakata mbak."

R : "Wah begitu ya dek, udah bel nih, udah dulu ya mbak tanya-tanya nya. Makasi ya dek."

S : "Iya mbak, sma-sama."

Interview 6

Interview was done with the students after Cycle 1 done.

Thursday, March, 31st 2011

Student: Dwi and Ika

R : "Heeii dek, boleh ganggu bentar ga?"

S1 : "Emmm, ada apa ya mbak?"

S2 : "Mau nanya apa ya mbak?"

R : "Ini lho dek tentang pelajaran tadi. Menurut kalian gimana, ada yang beda ga? Kan tadi pas pelajaran kebanyakan pake bahasa inggris tuh.

S1 : "Iya sie mbak, banyakan pake bahasa inggris."

S2 : "Iya e mbak, bingung."

R : "Bingung gimana dek, tapi paham kan sama materi tadi?"

S1 : "Lumayan mbak, lumayan banyak ga ngertinya, heheee…"

R : "Lhoo kok gitu?"

S2 : "Materinya menarik sie mbak, banyak kata-kata baru, ya bisa nambah kosakata juga."

R : "Emmm, ya malah bagus kan dek, jadi tambah banyak koleksi kosakata bahasa inggrisnya?"

S2 : "Iya mbak, jadi kepake kamusnya buat nyari artinya, hehehe.."

S1 : "Ah aku males kalo buka kamus, mending tanya ke gurunya langsung e."

R : "Terus tentang dialognya gimana dek? Kesulitan ga pas buat dialognya?"

S1 : "Engga sie mbak, menarik kok, soalnya ada gambarnya juga."

S2 : "Agak susah juga sie mbak, soalnya waktunya sedikit."

R : "Tadu kesulitan gak pas buat dialog?"

S2 : "Kadang ada kata-kata yang gak tau bahasa inggrisnya, terus cara bacanya juga masi ada yang ga bisa, apalagi kalo pas didepan masi grogi mbak."

S1 : "Kalo aku sie cara merangkai kalimatnya mbak, susah. Waktunya sedikit e mbak."

R : "Jadi menurut kalian waktunya kurang gitu?"

S2 : "Iya mbak."

R : "Malu ga tadi pas disuruh maju ke depan buat berdialog."

S1 : "Agak malu sie mbak, masih grogi mbak nek ngomong di depan kelas, soalnya tadi belum siap juga."

S2 : "Aku sie gak malu mbak, lha wong ada temenya ini, hehee.."
R   : "Gitu ya dek, terus pendapat kalian tentang aktivitas yang baru itu lho, Jigsaw itu, menurut kalian gimana?"
S1 : "Lumayan asik sie mbak."
S2 : "Iya mbak, kayak diskusi tapi menarik gitu."
R   : "Menarik gimana dek?"
S1 : "Soalnya bisa kerjasama sama teman yang lain gitu mbak, kaya diskusi."
R   : "Sebelumnya Miss Rani pernah pake Jigsaw ga dek?"
S1 : "Gak pernah mbak. Ini pertama kali"
S2 : "Iya mbak ga pernah, paling cuma diskusi biasa aja."
R   : "Oh gitu, menurut kalian ada kesulitanya ga?"
S1 : "Awalnya sie agak gak dong mbak sama aturanya, tapi lama-lama bisa kok."
S2 : "Iya mbak, ada pindah-pindahnya jadi agak ribet sie, tapi kitanya jadi aktif mbak."
R   : "Emmm, bagus dong kalo semakin aktif, kira-kira kalian jadi sering ngomong ga?"
S2 : "Iya mbak, kita jadi lebih sering tampil trus jadi banyak ngomong juga."
S1 : "iya mbak, lumayan menyenangkan, speakingnya jadi lebih aktif."
R   : "Hehehe.. yasudah kalo gitu dek, makasi ya buat waktunya."
S (all) : "Iya mbak sama-sama."

Interview 7
Interview was done with the teacher after Cycle 1 done.
Thursday, March, 31st 2011
Teacher: Miss Rani
R : "Selamat Pagi bu Rani."
T : "Selamat pagi mbak."
R : "Mengenai pembelajaran pada siklus pertama lho Bu, menurut pendapat ibu gimana? Apakah sudah berhasil?"
T : "Sebenarnya saya sudah terbiasa memakai bahasa inggris di kelas mbak, tapi tidak full pakai bahasa inggris, jadi kadang-kadang saya campur pakai bahasa Indonesia mbak. Soalnya masih banyak siswa yang kadang ga tau artinya. Kadang mereka cuma diem aja kalo diperintah soalnya mereka ga tau artinya."
R : "Menurut Ibu apa ada kesulitan jika memakai classroom English di kelas?"
T : "Oh iya pasti ada, kita kan tau kalau mereka mungkin tidak terbiasa mendengar kata-kata tertentu dalam bahasa inggris. Kadang saya harus mengulang beberapa kali untuk membuat mereka mengerti apa yang saya ucapkan."
R : "Lalu bagaimana cara ibu mengatasi siswa yang tidak mengerti instruksi dan penjelasan ibu?"

T : "Kadang saya harus memperagakan apa yang saya perintahkan supaya mereka mengerti dan akhirnya melakukan perintah saya."

R : "Gimana pendapat Ibu mengenai manfaat classroom English?"

T : "Banyak mbak, siswa jadi terbiasa dengan kata-kata bahasa inggris, mereka jadi tau cara pengucapan yang benar juga."

R : "Bagaimana menurut pendapat ibu tentang Jigsaw yang telah di laksanakan hari ini Bu?"

T : "Untuk pertemuan pertama tadi, sepertinya masi banyak siswa yang agak bingung dengan aturan-aturan Jigsaw. Memang ini sepertinya agak ribet karena siswa harus berpindah tempat."

R : "Menurut Ibu kekurangan apa yang harus diperbaiki dari pelaksanaan hari ini?"

T : "Mungkin peraturan tentang teknik ini harus lebih diperjelas, biar para siswa tidak bingung, terus pengaturan waktu juga harus efektif. Lalu pembagian kelompok juga mungkin harus lebih adil biar siswanya lebih kompak."

R : "Terus kelebihanya menurut Ibu apa aja ya?"

T : "Siswa jadi lebih aktif, melatif kerja sama juga dengan teman yang lain, bias bertukar pikiran dengan yang lain juga. Materinya juga tersampaikan karena mereka bertanggung jawab buat menguasainya."

Interview 8
Interview was done with the students after Cycle 2 done.
Thursday, April, 14th 2011
Students: Airlangga and Dimas

R : "Haloo adik-adik, lagi apa ini? Kok ga ke kantin?"

S1 : "Eh mbaknya, lagi ngobrol-ngobrol aja mbak."

S2 : "Iya mbak, lagi males ke kantin."

R : "Wahh kebetulan ini mbak mau tanya-tanya nih?"

S1 : "Iya mbak tanya aja, seneng malah kalo ngobrol sama mbak, hehehe.."

S2 : "Huuu dasar, mau nanya apa mbak?"

R : "Gimana tadi menurut kalian pembelajaranya?"

S1 : "Agak lain sie mbak, pelajaranya sekarang pake bahasa inggris terus. Lumayan menantang mbak."

S2 : "Iya mbak, tapi aku malah seneng kie, jadi nambah kosakata baru trus jadi tau cara ngomongnya yang bener."

R : "Tapi paham ga sama apa yang diomongin tadi? Paham gas sama perintah-perintahnya?"

S1 : "Udah banyak yang ngerti sie mba kata-katanya, misalnya kalau bertanya kita udah tahu maksud yang ditanyakan."

R : "Oh gitu ya, menurutmu bermanfaat ga kalau Bu Rani selalu pakai bahasa inggris?"

S2 : "Pasti mba, kita jadi terbiasa dengan kata-kata dalam bahasa inggris, jadi ga bingungan gitu mba."

R : "Ya malah bagus to dek, terus tadi pas buat dialognya gimana? Kan disuruh maju ke depan tuh?

S1 : "Seneng-seneng aja sie mbak soalnya kerja bareng sama temen sebangku."

S2 : "Iya sekarang udah mulai berani mbak, ga kaya pas kemarin-kemarin, masih grogi, sekarang udah ga."

R : "Oya, terus ada peningkatan buat speaking kalian ga? Misalnya kalian jadi lebih banyak ngomong gitu?

S1 : "Iya mbak, sekarang sering ngomong, jadi lebih pinter speakingnya, hehehe…"

S2 : "Pastinya mbak."

R : "Terus menurut kalian pemberian poin ke siswa kalo mau maju ke depan gimana? Ada manfaatnya ga?"

S2 : "Iya mbak, kita jadi lebih semangat ngerjain terus maju ke depan."

S1 : "Apalagi dapat nilai mbak, asik mbak pokoknya."

R : "Hehehe, gitu ya dek, terus yang aktivitas Jigsaw itu menurut kalian gimana?"

S1 : "Asik-asik aja mbak, anggota kelompoknya banyak jadi bisa share ide juga mbak. Bisa jalan-jalan ke kelompok lain juga buat sharing"

S2 : "Iya mbak, udah lumayan ngerti dibanding yang pas pertemuan kemarin-kemarin."

R : "Kesulitanya apa dek?"

S1 : "Hemm ga ada sie mbak."

R : "Trus speakingnya meningkat ga dek?"

S2 : "Ya lumayan mbak."

R : "Apanya yang meningkat dek?"

S1 : "Ya dari kosakatanya nambah, lebih berani ngomong, trus tau cara pengucapanya yang bener."

S2 : "Sama mbak."

R : "Ya sudah dek, makasi ya buat waktunya."

S (all) : "Ya mbak sama-sama."

Interview 9
Interview was done with the students after Cycle 2 done.
Thursday, April, 14ᵗʰ 2011
Students: Dewi and Indah

R : "Hai dek, boleh ganggu bentar ga?"

S1 : "Iya mbak, nanya aja mbak."

R   : "Menurut adek-adek gimana pendapatnya tentang pembelajaran kemarin?"

S1   : "Seru mbak, lama-lama udah berani ngomong nih."

S2   : "Iya mbak lebih seruuu."

R   : "Seru gimana dek?"

S1   : "Aktivitasnya mbak, kita jadi lebih aktif, lebih berani ngomong juga."

S2   : "Pake gambar-gambar juga mbak jadi ga ngebosenin."

R   : "Oiya kan pas pembelajaran pake bahasa inggris terus tuh, paham ga?"

S1   : "Paham mbak walaupun ada yang ga diterjemahin ke bahasa Indonesia."

S2   : "Udah banyak yang tau artinya mbak sekarang."

R   : "Trus udah ada peningkatan belum dek?"

S1   : "Kosakatanya nambah, cara bacanya juga udah banyak yang tau."

S2   : "Jadi ga grogi lagi kalo maju."

R   : "Mengenai Jigsaw menurut adek-adek gimana? Masih bingung ga cara diskusinya?"

S1   : "Udah ga mbak, menyenangkan mbak, anggota kelompoknya juga enak-enak orangnya, lebih kompakan."

S2   : "Enak aja mbak bisa mikir bareng temen-temen."

R   : "Pembagian kelompoknya menurut adek gimana, udah pas belum?"

S1   : "Iya mbak, jadi yang sekarang lebih teratur mba, ga kaya dulu, jadi ada yang bisa mengimbangi kalau ada yang pintar di kelompok."

R   : "Kalau topiknya sendiri susah ga?"

S2   : "Engga kok mba, asiikk soalnya ada gambarnya juga"

R   : "Ada peningkatan ga dek speakingnya?"

S1   : "Ya mbak, jadi lebih aktif sekarang, kosakatanya nambah, cara pengucapan yang benar juga udah tahu."

S2   : "Ya mbak ada peningkatan lah."

R   : "Yasudah dek, makasi buat waktunya ya."

S (all) : "Sama-sama mbak."

Interview 10
Interview was done with the students after the questionnaire done.
Friday, 15th April 2010

R: "Adek-adek, mbak boleh nanya-nanya bentar ya? Ini tentang hasil kuesioner kemarin, mbak lihat beberapa dari kalian menjawab kalau kalian menyukai Jigsaw, bisa kasih tahu alasanya?

S1: "Soalnya kita belum pernah nyobain sebelumnya sih mbak, ternyata asik juga kegiatanya."

S2: "Iya mbak, menarik, kita jadi lebih banyak ngomong sama teman-teman lain, ga cuma sama teman sebangku aja."

R: "Kalau menurutmu gimana dek?"

S3: "Sama sih mba, lebih fun, bisa latihan ngomong bahasa inggris terus."

R: "Ya sudah dek, makasih ya buat waktunya?."

S 1,2,3: "Iya mbak sama-sama."

COURSE GRID

Course Grid of Speaking Teaching-Learning Process in Class VIIC Students of SMP Negeri 3 Depok in the Academic Year of 2010/2011

Cycle	Standard of Competence	Basic Competence	Topic	Language Focus	Functional Text	Key Vocabulary	Example of the Expression	Activities	Indicators
I (1st meetings)	Expressing meaning of simple conversation for transactional and interpersonal purposes to interact in the closest social contexts	Expressing meaning of simple conversation for transactional (to get things done) and interpersonal (to socialize) in accurate, fluent, and acceptable spoken language to interact in the closest social contexts involving: the expressing for asking and giving opinions, **expressing like and dislike**, and asking for clarification.	Food and Drink	The expressions of Like and Dislike	Short functional text	Like, dislike, love, hate, and kinds of food and drink.	• I like Apple. • I like Orange juice. • I don't like Apple. • I don't like Orange juice.	• BKOF: the teacher asks the students about their favorite fruit and she shows some pictures of fruit. • MOT: The teacher asks the students to practice and pronounce the expressions in the table. The teacher reads the example of dialogue and asks the students to repeat after her. The teacher and the students identify the expressions like and dislike in the dialogue. • JCOT: The students are divided into six groups. Each group will be given some pictures of food	Students are able to: • Practice a dialogue with their partners using the expression of like and dislike. • Response to the expression. • Use the expression like and dislike in the dialogue.

								and drink. They should discuss food and drink that each student like and does not like. Then, after the discussion, they ask and share information to other groups to find out how many students in the group who like or do not like the food and drink. • ICOT: The teacher asks the students to list the food and drink they like and do not like and then perform it in front of the class.	
I (2nd meeting)	Expressing meaning of short functional oral text and simple monologue text in form of *descriptive* and *procedure* to interact in the	Expressing meaning of simple monologue text in accurate, fluent, and acceptable spoken language to interact in the closest social	My Favorite Artist	Describing the characteristic of people	Descriptive	Body, Face, Lip, Nose, Hair, Eye, slanted, fat thin, pointed, flat, and so on.	• Do you have an Idol? • Can you describe his/her characteristic? • … he has pointed nose, he has bald	• BKOF: The teacher shows a picture and asks the students to answer the questions orally. The teacher and the students together identify the part of the body of the picture.	Students are able to: • describe the physical characteristics based on the picture given.

	closest social contexts	contexts in the form of *descriptive* and *procedure* text						hair, he has oval face, he has thin lip and so on.	• MOT: The teacher shows the part of the face. The students practice to pronounce the parts of the face. The teacher gives the example of spoken descriptive text. The teacher asks the students to repeat after her. • JCOT: The teacher will divide the students into six groups. Each group will have a picture of family members. Each student has to describe the characteristics of one of the family members. The students who get the same family member will gather in the expert group to discuss it. Then, after the discussion, the students come back to the home group.	• perform the dialogue of spoken descriptive text. • use present tense to make a spoken descriptive text. • make a spoken descriptive text and act it out.

								In the home group, each student should share the explanation of the picture about. The group should describe the physical characteristic of their picture. • ICOT: The teacher asks the students to take turn describing the picture of one of the family members that you get in the previous task in front of the class.	
II (1st and 2nd meetings)	Expressing meaning of short functional oral text and simple monologue text in form of *descriptive* and *procedure* to interact in the closest social contexts	Expressing meaning of simple monologue text in accurate, fluent, and acceptable spoken language to interact in the closest social contexts in the form of	Food recipe	Asking and giving information about the food recipe	Procedure text	Melt, yolks, crack open, flip, utensils, And so on.	• Can you tell me how to make a cup of tea? • What are the steps for making soto instant noodle? • And then what? • *First* put the	1st Meeting • BKOF: The teacher asks the students their favorite food. The teacher shows a picture of fried rice. The teacher asks some questions to the students related to the picture.	Students are able to: • respond the procedure of making food. • perform a dialogue contained procedure text.

		descriptive and **procedure text**					instant noodle into 400 ml of boiling water. Boil it for 3 minutes.	• MOT: The teacher aks the students to pronounce and find the meaning of some words in the table. The teacher gives an example of spoken procedure text and asks the students to read it and repeat after her. The teacher and the students together identify and explore the spoken procedure text. • JCOT: 1st meeting: The students will be divided into 6 groups. Each students in the group will have 6 pictures of how to make A Sauted Green Shrimp. Then, the students who get the same picture will gather in the expert group to discuss the picture (the	• use present tense to make procedure text. • make a procedure text of food recipe and act it out.

								ingredients, utensils, and steps to make A Sauted Green Shrimp). Then, after the discussion, the students come back to the home group. In the home group, each student should share the explanation of the picture about. The group should arrange the recipe in the right order. • ICOT: The teacher asks the students to tell the procedure text orally in front of the class. 2nd Meeting • BKOF: The teacher asks the students about their favorite drink. The teacher shows a video of how to make fresh apple strawberry juice. The teacher ask some questions	

								related to the video.	
								• MOT: The teacher aks the students to pronounce and find the meaning of some words in the table. The teacher gives an example of spoken procedure text and asks the students to read it and repeat after her. The teacher and the students together identify and explore the spoken procedure text.	
								• JCOT: Jigsaw 2nd meeting: The teacher will divide the students into 12 groups (home group). Each group consists of 3 students. Each student in the group will have a pictures of how to	

							make a cup of tea. Then, the students should discuss the picture (the ingredients, utensils, and steps to make a cup of tea). Then, after the discussion, each group ask and share information to other groups to find out the complete procedure of the whole pictures. • ICOT: The teacher asks the students individually to tell the procedure text orally in front of the class about how to make a cup of tea.	

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(LESSON PLAN)

School	**: SMP NEGERI 3 DEPOK**
Subject	**: English**
Text Type	**: Transactional/Interpersonal**
Class/Semester	**: VII /Genap**
Skill	**: Speaking**
Time Allotment	**: 2 x 40 menit**

Standard of Competence : Expressing meaning of simple conversation for transactional and interpersonal purposes to interact in the closest social contexts

Basic Competence : Expressing meaning of simple conversation for transactional (to get things done) and interpersonal (to socialize) in accurate, fluent, and acceptable spoken language to interact in the closest social contexts involving: asking and giving opinion, **expressing like and dislike**, and asking for clarification.

A. Learning Objetives :

By the end of the lesson, the students are able to use th expressions of *Like and Dislike* in a semi-guided speaking activity in the form of group work (Jigsaw) confidently, politely, and honestly.

B. Learning Materials :

a. How to express *Like*
- I like…
- I do love…
- I really enjoy…
- I'm very keen on…
- I'm crazy about…

b. How to express *Dislike*
- I hate…
- I dislike…

- I don't like…
- I'm not keen on…

c. **How to ask *Like* and *Dislike***
- Do they like…?
- Do you like…?
- Does she like…?
- Does he like…?

d. **Grammar**
   Verbs (like and dislike)

e. **Vocabulary**
   Food and Drink

C. **Teaching-Learning Method/Techniques:**

   - Text-based Instruction

   - The four-stage technique consisting of:

   a) BKOF (Building Knowledge of Field)
   b) MOT (Modeling of Text)
   c) JCOT (Join Construction of the Text)
   d) ICOT (Independent Construction of the Text)

D. **Teaching-Learning Activities :**

1. **Opening activities**
   a) Greeting
   b) Praying together
   c) Preparing the students to start the class
   d) Reviewing the previous lesson
   e) Linking the previous lesson to the new one
   f) Informing the learning objectives and the scope of the lesson

2. **Main Activities**
   A. **Building Knowledge of Field (BKOF)**
      a) The teacher elicits the material that will be taught. *(eliciting: Do you like fruit? What fruit do you like?)*
      b) The teacher shows some pictures of fruit. She asks the students which fruits they like or do not like.
   B. **Modeling of Text (MOT)**
      a) The teacher gives an example of like and dislike expressions in a table.
      b) The teacher asks the students to practice and pronounce the expressions in the table. (Task 1).

    c) The teacher reads the example of dialogue and asks the students to repeat after her (Task 2).

    d) The teacher and the students identifies the expression like and dislike in the dialogue (Task 2).

    e) The teacher and the students then discuss the meaning of the expressions.

C. Join Construction of Text (JCOT)

    a) The teacher implements Jigsaw. She asks the students to make a group of six.

    b) The students are divided into six groups. Each group is given some pictures of food and drink. They should discuss food and drink that each student likes and does not like. Then, after the discussion, they ask and share information to the other groups to find out how many students in the group who like or do not like the food and drink. (Task 3)

D. Independent Construction of the Text (ICOT)

    a) The teacher asks the students to list the food and drink they like and do not like. (Task 4)

    b) The teacher asks them to report their work in front of the class with their friend next to them. (Task 4)

3. Closing Activities

    a) The teacher provides overall feedback for the students' speaking performances.

    b) Together with the students, the teacher summarizes the lesson.

    c) The teacher motivates the students to keep learning and practicing their English.

    d) The teacher says goodbye.

E. Learning Resources and Media:

- Wardiman Artono, dkk. 2008. *English in Focus for Grade VII Junior High School*. Jakarta. Pusat Perbukuan Departement Pendidikan Nasional dan Priyana Jaka, dkk. 2008. *Scaffolding*. Jakarta. Pusat Perbukuan Departement Pendidikan Nasional)
- The relevance pictures.

F. Assessment

- **Assesment Indicators:**

No	Indicators	Technique	Form of assessments	Examples
1.	Using the expressions of Like and Dislike in pair works.	Pair works.	Fluency and accuracy-based speaking task.	Do you know how to use the expression like and dislike?
2.	Using the expression of Like and Dislike in Jigsaw.	Group work in Jigsaw.	Fluency and accuracy-based speaking task.	Tell me about your friends like or do not like in a group.
3.	Using the expression of Like and Dislike	Individual show report in front of the class.	Fluency and accuracy-based speaking task.	Make a list of food and drink that your friend like or does not like and then perform it in front of the class.

G. Assessment Rubric

No	Description	Status (Band)	Range of Score
1 – 3	Speaking fluently with accurate grammar, diction and pronunciation.	Great (5)	86 – 100
	Speaking with occasional hesitations although the hesitations do not interfere with communication, demonstrating correct grammar, vocabulary, and pronunciation.	Good (4)	71 – 85
	Speaking hesitantly because of rephrasing and searching for words, making some grammatical, pronunciation, and vocabulary mistakes.	Okay (3)	56 – 70
	Producing disconnected speech (speaking in single-word utterances and short patterns), making many mistakes of grammar, vocabulary, and pronunciation.	Poor (1-2)	≤55

H. Speaking Assessment Sheet

No	Name	Score
1		
2		
3		
4		
5		

TEACHING-LEARNING MATERIALS

Task 1

Study the expressions below. Practice the expressions with your teacher.

How to express *Like*	How to express *Dislike*	How to ask *Like* and *Dislike*
• I like… • I do love… • I really enjoy… • I'm very keen on… • I'm crazy about…	• I hate… • I dislike… • I don't like… • I'm not keen on…	• Do they like…? • Do you like…? • Does she like…? • Does he like…?

Task 2

Study the dialogue. Repeat the dialogue after the teacher and pay attention to the underlined sentences.

Andy   : <u>Do you like</u> Pizza, Budi?

Budi   : No, <u>I don't like</u> it.

Andy   : What about cake, <u>do you like</u> it?

Budi   : Yes, <u>I like it.</u>

Task 3

Work in groups of six students. Each group is given some pictures of food and drink. Discuss food and drink that each student likes and does not like. Ask and share information to other groups to find out how many students in the other group who like or do not like the food and drink.

1. Pizza

2. Chocolate

3. Cake

4. Ice cone
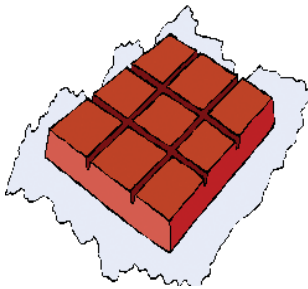
5. Orange Juice
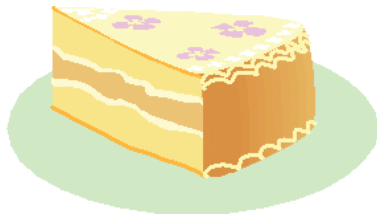
6. Tea

Task 4

List food and drinks that your friend sitting next to you likes and does not like. Report your work in front of the class.

Food and drinks I like

- Fried rice
-
-
-

Food and drinks I don't like

- Milk
-
-
-

RENCANA PELAKSANAAN PEMBELAJARAN

(LESSON PLAN)

School   : **SMP NEGERI 3 DEPOK**

Subject   : **English**

Text Type   : **Descriptive Text**

Class/Semester   : **VII /Genap**

Skill   : **Speaking**

Time Allotment   : **2 x 40 menit**

Standard of Competence   **:** Expressing meaning of short functional spoken text and simple monologue text in the forms of *descriptive* and *procedure* to interact in the closest social contexts

Basic Competence   **:** Expressing meaning of simple monologue text in accurate, fluent, and acceptable spoken language to interact in the closest social contexts in the forms of *descriptive* and *procedure* text.

A. Learning Objectives:
By the end of the lesson, the students are able to use the spoken procedure text in a semi-guided speaking activity in the form of group work (Jigsaw) correctly and appropriately

B. Learning Materials:

- **A descriptive text** describes the characteristics of a specific thing, for example a specific person, animal, and object.

- **Describing person** means describing the characteristic of a specific person, parts of the body, for example the color of hair, the shape of face, and others (physical appearances)

- **To describe a person, the text has main parts:**
1. The introduction that gives general information about person (name, job, age).

2. The main part that describes the person in details (for example how he/she looks like, how tall, how slim/fat, his/her face shape, nose, eyes, forehead, arms, and leg).

Learn how to describe parts of the body below.

1. **Body**

a fat man   a slim woman

2. **Face**
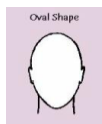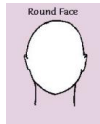
an oval face   a round face

3. **Lips**

thick lips   thin lips

4. **Hair**

Short hair   Long hair

5. **Hair**

straight hair   curly hair

6. **Eyes**

round eyes   a slanting eyes

7. **Nose**

a flat nose   a pointed nose

- **Key grammatical patterns**
  Descriptive text uses simple present tense.
  Example:
    - She <u>is</u> an actress.
    - She <u>has</u> pointed nose.
    - Her hair <u>is</u> black.
- **Key vocabulary**
  Body   : Tubuh
  Face   : Wajah
  Lip   : Bibir
  Nose   : Hidung

Hair   : Rambut

Eye   : Mata

- **Gambits**
    - I will tell you about my family member…
    - My favorite actor is…

The example of spoken descriptive text:

Hello my friend… I will tell you about my favorite artist.

She is Hermione Granger…uhmm she is tall and beautiful.

She has round eyes, pointed nose, and thick lips.

Her skin is white. Her hair is curly and long.

I love her so much.

C. Teaching-Learning Method/Techniques:

- Text-based Instruction

- The four-stage technique consisting of:

a) BKOF (Building Knowledge of Field)
b) MOT (Modeling of Text)
c) JCOT (Join Construction of the Text)
d) ICOT (Independent Construction of the Text)

D. Teaching-Learning Activities:
1. Opening activities
a) Greeting
b) Preparing the students to start the class
c) Praying together
d) Checking the attendance list
e) Reviewing the previous lesson
f) Linking the previous lesson to the new one
g) Informing the learning objectives and the scope of the lesson

2. Main Activities

A. Building Knowledge of Field
   a) The teacher elicits the the material that will be taught. (eliciting: *Do you have favorite artist? Can you describe him/her?*)
   b) The teacher shows a picture and asks the students to answer the questions orally. (Task 1)
   c) The teacher and the students together identify the part of the body of the picture. (Task 1)

B. Modeling of Text
   a) The teacher shows the part of the face.(Task 2)
   b) The students practice to pronounce the parts of the face. (Task 2)
   c) The teacher gives the example of spoken descriptive text. (Task3)
   d) The teacher asks the students to repeat after her.
   e) The teacher and the students identify the structure of spoken descriptive text.
   f) The teacher and the students discuss the text.
   g) The teacher asked the students to work in pairs. (Task 4)

C. Join Construction of the Text
   a) The teacher implements jigsaw. She asks the students to make a group of six.
   b) The teacher will divide the class into six groups. Each group will have a picture of family members. Each student has to describe the characteristics of one of the family members. The students who get the picture of the same family member will gather in the expert group to discuss it. Then, after the discussion, the students come back to the home group. In the home group, each student should share the explanation of the picture about. The group should describe the physical characteristic of their picture. (Task 5)

D. Independent Construction of the Text
   a) The teacher asks the students to take turn describing the picture of one of the family member that you get in the previous task in front of the class. (Task 6)

3. Closing Activities
   a) The teacher provides overall feedback for the students' speaking performances.
   b) Together with the students, the teacher summarizes the lesson.
   c) The teacher motivates the students to keep learning and practicing their English.
   d) The teacher says goodbye.

E. Learning Resources
   - Priyana Jaka, dkk. 2008. *Scaffolding*. Jakarta. Pusat Perbukuan
     Departement Pendidikan Nasional)
   - The relevance pictures

F. Assessment
   • Assessment indicators

No	Indicators	Technique	Form of assessments	Examples
1.	Using the spoken descriptive text to describe the physical characteristics based on the picture given in jigsaw activity.	Group work in jigsaw activity.	Fluency and accuracy-based speaking task.	How does she/he look like??
2.	The students are able to make a spoken descriptive text and perform it in front of the class.	Individual show report in front of the class.	Fluency and accuracy-based speaking task.	Tell the family members based on the picture given. Tell your friend's description with your own words.

G. Assessment Rubric

No	Description	Status (Band)	Range of Score
1 – 2	Speaking fluently with accurate grammar, diction and pronunciation.	Great (5)	86 – 100
	Speaking with occasional hesitations although the hesitations do not interfere with communication, demonstrating correct grammar, vocabulary, and pronunciation.	Good (4)	71 – 85
	Speaking hesitantly because of rephrasing and searching for words, making some grammatical, pronunciation, and vocabulary mistakes.	Okay (3)	56 – 70
	Producing disconnected speech (speaking in single-word utterances and short patterns), making many mistakes of grammar, vocabulary, and pronunciation.	Poor (1-2)	≤55

H. Speaking Assessment Sheet

No	Name	Score
1		
2		
3		
4		
5		

LEARNING MATERIALS

Task 1

Observe the picture. Then, answer the questions orally.
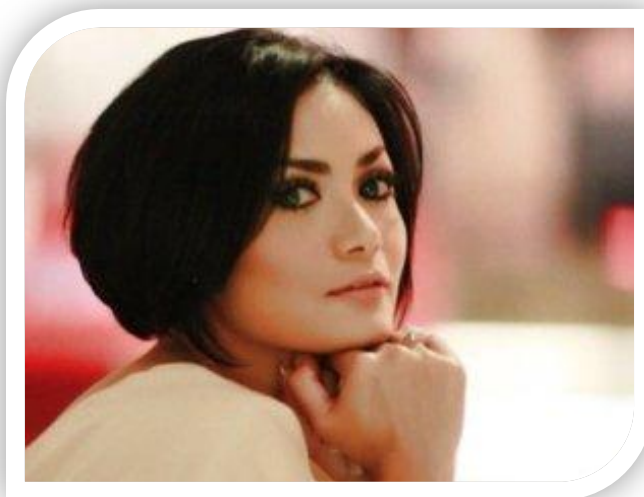
1. **Do you know who she is?**
2. **What type of hair does she have?**
3. **How does she look like?**

Task 2

Study the picture. In pairs, recall the meanings and pronounce the words below. Then, label the parts of the head.

1. Cheek ('tʃiɪk)   :
2. Chin ('tʃɪn)   :
3. Ear ('ɪr)   :
4. Eye ('aɪ)   :
5. Lip ('lɪp)   :
6. Nose ('noʊz)   :
7. Forehead ('fɑrəd) :
8. Hair ('her)   :
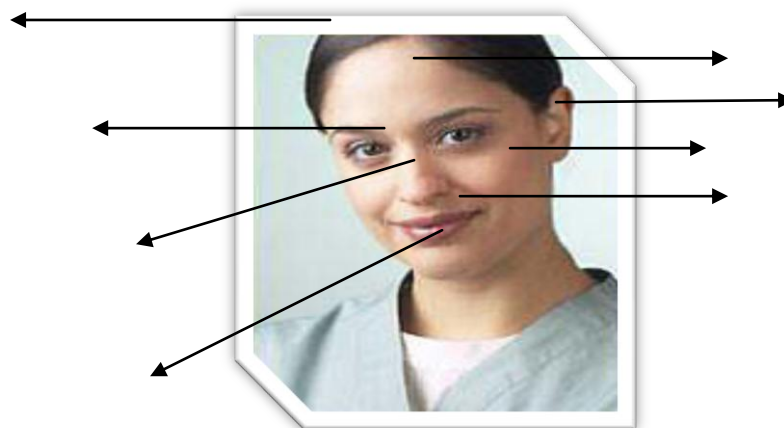
Read the example of spoken descriptive below. Listen and repeat after the teacher.

Hello my friend… I will tell you about my favorite artist.

She is Hermione Granger…uhmm she is tall and beautiful.

She has round eyes, pointed nose, and thick lips.

Her skin is white. Her hair is curly and long.

I love her so much.

Work in pairs. Describe your friend sitting next to you. Perform it in front of the class.

Task 5

Work in groups of six students. Each group get a picture of family members. Each of you in the group get one picture of family members. Describe the characteristics of one of the family members in the expert group. Then, after the discussion in the expert group, you come back to the home group. In the home group, share the information of the picture. Discuss in the group and describe of the whole family members.

John (Father)	Amy (Mother)	Ben (1st child)
Josh (2nd child)	Michael (3rd child)	Jack (4th chil)

Task 6

Take turns describing the picture of one of the family members that you get in the previous task in front of the class.

RENCANA PELAKSANAAN PEMBELAJARAN

(LESSON PLAN)

School   : SMP NEGERI 3 DEPOK

Subject   : English

Text Type   : Procedure Text

Class/Semester   : VII /Genap

Skill   : Speaking

Time Allotment   : 4 x 40 menit

Standard of Competence   : Expressing meaning of short functional spoken text and simple monologue text in the forms of *descriptive* and **procedure** to interact in the closest social contexts

Basic Competence   : Expressing meaning of simple monologue text in accurate, fluent, and acceptable spoken language to interact in the closest social contexts in the forms of *descriptive* and **procedure** text.

A. Learning Objectives:

By the end of the lesson, the students are able to use the spoken descriptive text in a semi-guided speaking activity in the form of group work (Jigsaw) correctly and appropriately.

B. Learning Materials:

Procedure text

1. Social Purpose
Procedures tell how to do something. This might include instructions for how to carry out a task or play a game, directions for getting to a place, and rules of behavior.

2. Structure
A procedure is usually organized to include:

1. the goal of the activity;
2. any materials needed to achieve the goal;
3. steps to accomplish the goal.

3. Grammatical pattern
Common grammatical patterns of a procedure include:

1. the use of commands (i.e. the imperative form of the verb), e.g. 'melt', 'crack open';
2. the use of action verbs, e.g. 'flip'
3. the use of connectives to sequence the actions in time, e.g. 'first', 'then', 'finally';
4. the use of adverbials to express details of time and place, manner, and so on, e.g. 'over medium heat', 'until the yolk begin to harden'.

Examples:

How to make fried eggs

To make fried eggs, we need some ingredients, like 2 teaspoons of butter, 2 or 3 large eggs, and salt. What else? Oh yeah, we need pepper. Then, the utensils that you need are a small frying pan, a spatula, a bowl, and of course, a plate.

Well, the first thing that we have to do for making fried eggs is crack open the eggs in a bowl together with pepper and salt. Gently beat the eggs. Then, melting the butter in the pan over medium heat. After that, fry the eggs until it begins to harden at the edges, uhmmm…. Next, flip the eggs with spatula. Then, cook ten seconds for over-easy, or up to one minute to over-hard. After that, put the fried eggs on a plate and the yummy fried eggs is ready to be served. Eat it while it's warm.

4. Key Vocabulary
Melt   : Leleh
Egg   : Telur
Crack open: Memecah
Flip   : Balik
Utensils   : Peralatan

5. Gambits
- Let me tell you how to make…
- To make Sparkle Punch we need…
- Then…
- Next…
- Well, the first thing we need is…

C. **Teaching-Learning Method/Techniques:**

  - Text-based Instruction

  - The four-stage technique consisting of:

  a) BKOF (Building Knowledge of Field)
  b) MOT (Modeling of Text)
  c) JCOT (Join Construction of Text)
  d) ICOT (Independent Construction of Text)

D. **Teaching-Learning Activities:**
a. **First meeting**
   1. **Opening activities**
      a) Greeting
      b) Preparing the students to start the class
      c) Praying together
      d) Checking the attendance list
      e) Reviewing the previous lesson
      f) Linking the previous lesson to the new one
      g) Informing the learning objectives and the scope of the lesson

   2. **Main Activities**

      A. **Building Knowledge of Field**
         a) The teacher elicits the material that will be taught.
         b) The teacher asks the students their favorite food.
         c) The teacher shows a picture of fried rice. (task 1)
         d) The teacher asks some questions to the students related to the picture. (task 1)

      B. **Modeling of Text**
         a) The teacher asks the students to pronounce and find the meaning of some words in the table. (Task 2)
         b) The teacher gives an example of spoken procedure text and asks the students to read it and repeat after her. (Task 3)
         c) The teacher and the students together identify and explore the spoken procedure text. (Task 3)
         d) The teacher and the students then discuss the text.

      C. **Join Construction of the Text**
         a) The teacher implements jigsaw. She asks the students to make a group of six.
         b) The teacher will divide the students into six groups (the home group). Each student in the group will have 6 pictures of how to make A Sauted Green Shrimp. Then, the students who get the same

picture will gather in the expert group to discuss the picture (the ingredients, utensils, and steps to make A Sauted Green Shrimp). Then, after the discussion, the students come back to the home group. In the home group, each student should share the explanation of the picture about. The group should arrange the recipe in the right order. (Task 3)

D. Independent Construction of the Text

  a) The teacher asks the students to tell the procedure text orally in front of the class. (Task 3)

3. Closing Activities

a) The teacher provides overall feedback for the students' speaking performances.

b) Together with the students, the teacher summarizes the lesson.

c) The teacher motivates the students to keep learning and practicing their English.

d) The teacher says goodbye.

b. Second meeting

  1. Opening activities

a) Greeting

b) Preparing the students to start the class

c) Praying together

d) Checking the attendance list

e) Reviewing the previous lesson

  2. Main Activities

A. Building Knowledge of Field

  a) The teacher elicits the material that will be taught.

  b) The teacher asks the students about their favorite drink.

  c) The teacher shows a video of how to make fresh apple strawberry juice. (Task 6)

  d) The teacher ask some questions related to the video. (Task 6)

B. Modelling of Text

  a) The teacher asks the students to pronounce and find the meaning of some words in the table. (Task 7)

  b) The teacher gives an example of spoken procedure text and asks the students to read it and repeat after her. (Task 7)

  c) The teacher and the students together identify and explore the spoken procedure text. (Task 7)

  d) The teacher and the students then discuss the text.

C. Join Construction of the Text

    a) The teacher implements jigsaw. She asks the students to make a group of six.

    b) The teacher will divide the students into 12 groups (the home group). Each group consist of 3 students. Each student in the group will have a picture of how to make a cup of tea. Then, the students should discuss the picture (the ingredients, utensils, and steps to make a cup of tea). Then, after the discussion, each group ask and share information to the other groups to find out the complete procedure of the whole pictures. (Task 8)

D. Independent Construction of the Text

    a) The teacher asks the students to tell the procedure text orally in front of the class about how to make a cup of tea. (individual) (Task 8)

3. Closing Activities

    e) The teacher provides overall feedback for the students' speaking performances.

    f) Together with the students, the teacher summarizes the lesson.

    g) The teacher motivates the students to keep learning and practicing their English.

    h) The teacher says goodbye.

E. Learning Resources and Media

- Priyana Jaka, dkk. 2008. *Scaffolding*. Jakarta. Pusat Perbukuan Departement Pendidikan Nasional
- Wardiman Artono, dkk. 2008. *English in Focus*. Jakarta. Pusat Perbukuan Departement Pendidikan Nasional
- The relevance pictures.

F. Assessment

- Assessment Indicators

No	Indicators	Technique	Form of assessments	Examples
1.	Using the spoken procedure text to rearrange the procedure of making food and drink.	Group work in jigsaw activity.	Fluency and accuracy-based speaking task.	Tell me the procedure of making a sauted green shrimp?
2.	Using the spoken procedure text to	Individual show report in front of	Fluency and accuracy-based	Tell me the procedure you

	make a spoken procedure text with their own words in front of the class.	the class.	speaking task.	have got with your own words?

G. Assessment Rubric

No	Description	Status (Band)	Range of Score
1 – 2	Speaking fluently with accurate grammar, diction and pronunciation.	Great (5)	86 – 100
	Speaking with occasional hesitations although the hesitations do not interfere with communication, demonstrating correct grammar, vocabulary, and pronunciation.	Good (4)	71 – 85
	Speaking hesitantly because of rephrasing and searching for words, making some grammatical, pronunciation, and vocabulary mistakes.	Okay (3)	56 – 70
	Producing disconnected speech (speaking in single-word utterances and short patterns), making many mistakes of grammar, vocabulary, and pronunciation.	Poor (1-2)	≤55

H. Speaking Assessment Sheet

No	Name	Score
1		
2		
3		
4		
5		

LEARNING MATERIALS

3ʳᵈ Meeting

Task 1

Look at this picture. Then answer some questions below orally.

1. What food is that?
2. What do you think about the taste of that food?
3. Do you like it?
4. Can you make it by yourself?
5. What ingredients do you need?

Task 2

Read aloud these following phonetic transcriptions after your teacher and find out the meaning. You may open the dictionary.

Words	Pronunciation	Meaning
Ingredients	ɪnˈgriːdiːənts	
Fried	ˈfraɪd	
Utensils	jʊˈtensəlz	
Plate	ˈpleɪt	
Heat	ˈhiːt	
Crack	ˈkræk	
Spatula	ˈspætʃələ	
Butter	ˈbətər	

Task 3

Read the recipe below. Listen and repeat after the teacher.

How to make fried eggs

To make fried eggs, we need some ingredients, like 2 teaspoons of butter, 2 or 3 large eggs, and salt. What else? Oh yeah, we need pepper. Then, the utensils that you need are a small frying pan, a spatula, a bowl, and of course, a plate.

Well, the first thing that we have to do for making fried eggs is crack open the eggs in a bowl together with pepper and salt. Gently beat the eggs. Then, melting the butter in the pan over medium heat. After that, fry the eggs until it begins to harden at the edges, uhmmm…. Next, flip the eggs with spatula. Then, cook ten seconds for over-easy, or up to one minute to over-hard. After that, put the fried eggs on a plate and the yummy fried eggs is ready to be served. Eat it while it's warm.

Task 4

Work in groups of six students. Each group is given 6 different pictures of "How to Make a Sauted Green Shrimp". Then, each of you go to the expert group and discuss the picture (the ingredients, utensils, and steps to make A Sauted Green Shrimp). After the discussion, you come back to the home group. Discuss and share the information about the picture with other members in the home group. After that, arrange the procedure of making a sauted green shrimp in the right order.

The pictures	The name of ingredient, utensils, and the step

4th Meeting

Task 5

Watch the video and then answer some questions below orally.

1. What is the name of drink in the video?
2. What do you think about the taste of the drink?
3. Do you like it?
4. Can you make it by yourself?
5. What ingredients do you need?
6. Tell me your favorite drink and how to make it.

Task 6

Read aloud these following phonetic transcriptions after your teacher and find out the meaning. You may open the dictionary.

Words	Pronunciation	Meaning
Sparkle	'spɑrkəl	
Punch	'pəntʃ	
Juice	'dʒuɪs	
Water	'wɔtər	
Kitchen	'kɪtʃən	
Grape	'greɪp	
Slide	'slaɪd	
Fresh	'freʃ	

Task 7

Read the recipe below. Repeat after the teacher.

Sparkle Punch

To make Sparkle Punch, we need some ice cubes, ½ cup of grapefruit juice, and ½ cup of soda water. Uhmm…then, a slice of lemon. What else? Oh yeah, you need a pretty glass and a kitchen scissor.

Okay, the first thing that we have to do for making Sparkle Punch is putting the ice cubes at the bottom of the glass. Then, fill the glass half full with grapefruit juice. Next, fill the glass almost full with soda water. After that, cut the lemon round open on one end and slide the cut over the edge of the glass. Uhmm…this is it, fresh Sparkle Punch is ready to be served.

Task 8

Work in groups of three students. Each group is given 3 different pictures of "How to Make a Cup of Tea". Then, each of you go to the expert group and discuss the picture (the ingredients, utensils, and steps to make a cup of tea). After the discussion, you come back to the home group. Discuss and share the information about the picture with other members in the home group. After that, arrange the procedure of making a cup of tea in the right order.

1.

2.
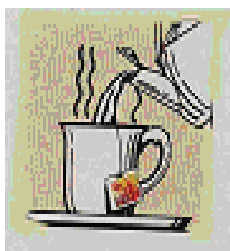
3.

PRE-TEST
AND
POST-TEST RESULT

THE RESULT OF THE PRE-TEST AND POST-TEST

The students' speaking scores in the pre-test

No	Fluency		Pronunciation		Accuracy		Vocabulary		TOTAL MARKS		SCORES		Rerata
	R	T	R	T	R	T	R	T	R	T	R	T	
1.	7	6	7	7	6	6	7	7	27	26	6,75	6,5	6,63
2.	7	7	8	8	7	8	8	8	30	31	7,5	7,75	7,63
3.	6	6	7	7	6	7	7	7	26	27	6,5	6,75	6,63
4.	6	7	7	7	7	7	7	7	27	28	6,75	7	6,86
5.	7	7	8	8	7	7	7	8	29	30	7,25	7,5	7,38
6.	6	7	7	7	7	7	7	6	27	27	6,75	6,75	6,75
7.	7	6	7	7	7	7	6	7	27	27	6,75	6,75	6,75
8	6	7	7	7	7	7	7	7	27	28	6,75	7	6,86
9.	6	6	7	7	6	7	7	7	26	27	6,5	6,75	6.63
10.	6	6	7	7	6	7	6	6	25	26	6,25	6,5	6,38
11.	6	7	7	8	7	7	7	7	27	29	6,75	7,25	7
12.	6	6	7	7	6	6	6	6	25	25	6,25	6,25	6,25
13	6	7	7	6	7	7	6	7	26	27	6,5	6,75	6,63
14.	7	7	8	8	7	8	7	7	29	30	7,25	7,5	7,38
15.	7	6	7	7	6	7	7	7	27	27	6,75	6,75	6,75
16.	6	6	6	7	6	6	6	6	24	25	6	6,25	6,13
17.	6	7	7	6	7	6	6	7	26	26	6,5	6,5	6,5
18.	6	7	7	7	7	6	6	7	26	27	6,5	6,75	6,63
19.	6	7	7	7	7	6	6	7	27	28	6,75	7	6,86
20.	7	7	7	8	7	7	7	7	28	29	7	7,25	7,13
21.	6	6	7	7	6	7	6	6	25	26	6,25	6,5	6,38
22.	6	7	7	6	7	7	6	7	26	27	6,5	6,75	6,63
23.	6	7	7	7	7	7	7	7	27	28	6,75	7	6,86
24.	6	7	7	7	7	7	7	6	27	27	6,75	6,75	6,75
25.	7	7	8	8	7	7	7	7	29	29	7,25	7,25	7,25
26.	6	6	7	7	6	7	7	7	26	27	6,5	6,75	6,63
27.	6	6	6	7	6	6	6	7	24	25	6	6,5	6,25
28.	6	7	7	7	7	7	6	6	26	27	6,5	6,75	6,63
29.	6	6	7	7	6	6	7	7	25	26	6,25	6,5	6,38
30.	7	7	8	8	7	7	7	8	29	30	7,25	7,5	7,38
31.	7	6	7	7	6	7	7	8	27	28	6,75	7	6,86
32.	6	7	7	7	7	7	7	7	27	28	6,75	7	6,86
33.	6	6	6	7	6	7	7	6	25	26	6,25	6,5	6,38
34.	6	6	7	7	6	6	6	7	25	26	6,25	6,5	6,38
35.	7	7	8	8	7	7	7	8	29	30	7,25	7,5	7,38
36.	7	7	7	7	7	7	6	6	27	27	6,75	6,75	6,75
Mean											6,66	6,85	237,1

The students' speaking scores in the post-test

No	ASPECTS								TOTAL MARKS		SCORES		Rerata
	Fluency		Pronunciation		Accuracy		Vocabulary						
	R	T	R	T	R	T	R	T	R	T	R	T	
1.	7	8	7	7	7	7	8	8	29	30	7,25	8	7,63
2.	8	9	9	9	8	8	9	9	34	35	8,5	8,75	8,63
3.	7	7	8	8	7	7	8	8	30	30	7,5	7,5	7,5
4.	7	8	8	8	7	7	8	8	30	32	7,5	8	7,75
5.	8	8	9	8	8	8	9	8	34	32	8,5	8	8,25
6.	7	7	8	8	7	7	7	8	29	30	7,25	7,5	7,38
7.	7	8	8	8	7	7	8	8	30	31	7,5	7,75	7,63
8	7	8	7	7	7	7	8	7	29	29	7,25	7,25	7,25
9.	7	7	8	8	7	8	8	8	30	31	7,5	7,75	7,63
10.	7	8	7	7	7	8	8	8	29	31	7,25	7,75	7,5
11.	7	7	8	8	7	7	8	8	30	30	7,5	7,5	7,5
12.	7	7	8	8	7	7	7	8	29	30	7,25	7,5	7,38
13	8	8	8	8	7	8	8	8	30	32	7,5	8	7,75
14.	8	8	9	9	8	9	9	9	34	35	8,5	8,75	8,63
15.	7	7	7	8	8	7	7	7	29	29	7,25	7,25	7,25
16.	7	7	7	7	7	7	7	7	28	28	7	7	7
17.	7	8	8	8	7	7	8	8	30	31	7,5	7,75	7,63
18.	7	8	8	8	7	7	8	8	30	31	7,5	7,75	7,63
19.	7	7	8	8	8	8	8	9	31	32	7,75	8	7,88
20.	8	8	9	9	8	8	9	9	34	34	8,5	8,5	8,5
21.	7	7	7	8	7	7	7	7	28	29	7	7,25	7,13
22.	7	7	8	8	7	7	7	8	29	30	7,25	7,5	7,38
23.	8	8	8	9	8	8	8	8	32	33	8	8,25	8,13
24.	7	7	8	8	7	7	7	8	29	30	7,25	7,5	7,38
25.	8	8	9	9	8	8	9	9	34	34	8,5	8,5	8,5
26.	7	7	7	8	7	7	7	7	28	29	7	7,25	7,13
27.	7	7	7	8	7	7	7	7	28	29	7	7,25	7,13
28.	7	8	8	8	7	7	8	8	30	31	7,5	7,75	7,63
29.	7	7	7	7	7	7	7	7	28	29	7	7,25	7,13
30.	8	8	8	8	8	8	8	9	32	33	8	8,25	8,13
31.	7	7	7	8	7	7	7	8	28	30	7	7,5	7,25
32.	7	7	8	8	7	7	8	8	30	30	7,5	7,5	7,5
33.	7	7	7	8	7	7	7	7	28	29	7	7,25	7,13
34.	7	7	8	8	7	7	7	8	29	29	7,25	7,25	7,25
35.	8	8	9	9	8	8	9	9	34	34	8,5	8,5	8,5
36.	7	8	8	8	7	8	8	8	30	32	7,5	8	7,75
Mean											7,54	7,75	275,4

Rubric

1. **Fluency**
   Criterion: speaking fluently in natural hesitation.
   Indicators:

Score	Indicators
10	The student speaks **very fluently** in communication to perform the expected competency.
9	The student speaks **fluently** in communication to perform the expected competency, but there are natural hesitations.
8	The student speaks **quite fluently** in communication to perform the expected competency **although there are hesitations which are not quite natural.**
7	The student speaks **quite fluently** in communication to perform the expected competency **although there are often hesitations which are not quite natural.**
6	The student **does not speak quite fluently** in communication to perform the expected competency; sometimes he/she is impeded by language problems so that he/she **speaks rather slowly and hesitantly**; sometimes those problems disrupt the performances.
5	The student **does not speak quite fluently** in communication to perform the expected competency; sometimes he/she is impeded by language problems so that he/she **speaks slowly and hesitantly**; those problems disrupt the performance.
4	The student **does not speak quite fluently** in communication to perform the expected competency; sometimes he/she impeded by language problems like repeating and searching for words so that he/she **speaks hesitantly and sometimes pauses quite long**; those problems strongly disrupt the performance.
3	The student speaks **very slowly and discontinuously** (like speaking per word with simple patterns) even **pauses very long** in communication to perform the expected competency.
2	The student speaks **very slowly and often discontinuously** (like speaking per word with simple patterns) even **suddenly stops** in communication to perform the expected competency.
1	The student communicates very difficult to perform the expected competency; he/she **speaks very slowly and always discontinuously** (like speaking per word with very simple patterns) and **even then stops.**

2. Pronunciation

Criterion: speaking in unambiguous sounds and use appropriate intonation and pauses.

Indicators:

Score	Indicators
10	The student **never makes pronunciation mistakes** in performing the expected competency; intonation and stress are appropriate; all sounds are unambiguous and can be understood.
9	The student **almost never makes pronunciation mistakes** in performing the expected competency; intonation and stress are appropriate; a few sounds are ambiguous but can be understood.
8	The student **rarely makes pronunciation mistakes** in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood.
7	The student **sometimes makes pronunciation mistakes** in performing the expected competency; intonation and stress are not quite appropriate; some sounds are ambiguous but can be understood.
6	The student **often makes pronunciation mistakes** in performing the expected competency; intonation and stress are inappropriate; some sounds are ambiguous and rather difficult to be understood.
5	The student **makes pronunciation mistakes very often** in performing the expected competency; intonation and stress are inappropriate; many sounds are ambiguous and difficult to be understood.
4	The student **almost always makes pronunciation mistakes** in performing the expected competency; intonation and stress are very inappropriate; many sounds are ambiguous and difficult to be understood.
3	The student **always makes pronunciation mistakes** in performing the expected competency; many sounds are ambiguous because pronunciation is not clear; speaks without considering intonation and stress.
2	The student **always makes pronunciation mistakes** in performing the expected competency; such as many sounds are ambiguous because pronunciation is not clear.
1	The student **cannot pronounce well at all** in performing the expected competency.

3. **Accuracy**
   Criterion: using simple and complex grammatical structures correctly.
   Indicators:

Score	Indicators
10	The student **never makes any grammatical mistakes** in performing the expected competency; both in basic grammatical structures (like phrases, simple and compound sentences) and in complex structure (like complex sentences).
9	The student **always never makes any grammatical mistakes** in performing the expected competency; both in basic grammatical structure (like phrases, simple, and compound sentence) but makes **very few mistakes** in complex structure (like complex sentence), however those mistakes do not impede meaning.
8	The student **makes grammatical mistakes very rare in basic grammatical structure** (like phrases, simple, and compound sentence)and makes **few mistakes in complex structure** (like complex sentence), in performing expected competency so that they rather impede meaning.
7	The student **rarely makes grammatical mistakes very rare in basic grammatical structures** (like phrases simple, and compound sentence) and makes **some mistakes in complex structure** (like complex sentence), in performing expected competency so that they rather impede meaning.
6	The student **sometimes makes grammatical mistakes very rare in basic grammatical structure** (like phrases, simple, and compound sentence) and makes **quite a lot mistakes in complex structure** (like complex sentence) in performing expected competency so that they rather impede meaning.
5	The student **often makes grammatical mistakes in basic grammatical structures** (like phrases, simple, and compound sentence) and makes **quite a lot mistakes in complex structure** (like complex sentence) in performing expected competency so that they strongly impede meaning
4	The student **makes grammatical mistakes very often in basic grammatical structures** (like phrases, simple, and compound sentence) and makes **so many mistakes in complex structure** (like complex sentence) the mistakes strongly impede communication in performing expected competency.
3	The student **almost always makes grammatical mistakes in basic grammatical structures** (like phrases, simple, and compound sentence); cannot use **complex structure** (like complex sentence) well, the mistakes strongly disrupt communication in performing

	expected competency.
2	The student **always makes grammatical** mistakes in most of the **basic grammatical structures** (like phrases, simple, and compound sentence) and there is no effort to use complex structure well, the mistakes strongly disrupt communication in performing expected competency.
1	The student **has no mastery** of grammar to perform the expected competency so that the grammatical structures are entirely incorrect.

4. Vocabulary

Criterion: using many vocabulary variations and appropriate word choices.

Indicators:

Score	Indicators
10	The student uses **so many** vocabulary variations and **makes no mistakes** in word choices in performing the expected competency.
9	The student uses **many** vocabulary variations and only makes **very few mistakes** in word choices in performing the expected competency.
8	The student uses **quite many** vocabulary variations and **makes few mistakes** in word choices, but those are sufficient and do not impede meaning in performing the expected competency.
7	The student uses **few** vocabulary variations and uses word choices which **are not quite appropriate** but sufficient to perform the expected competency, he/she sometimes has to explain ideas to get the appropriate words.
6	The student uses **very few** vocabulary variations and uses word choices which **are not quite appropriate and not quite sufficient** to perform the expected competency, he/she needs to explain ideas to get the appropriate words.
5	The student uses **limited** vocabulary and **inappropriate word choices** in performing the expected competency, he/she explain ideas because of the insufficient vocabulary.
4	The student uses **limited vocabulary** and **very inappropriate word choices** in performing the expected competency, he/she **often** explain ideas because of the insufficient vocabulary and sometimes asks the teacher to express certain ideas.
3	The student uses **limited vocabulary** to perform the expected competency so that communication is **rather difficult to understand**, he/she often ask the teacher to express the ideas.
2	The student uses **very limited** vocabulary to perform the expected competency so that communication is **difficult to understand**, he/she has to ask the teacher o express the ideas.
1	The student **has no vocabulary mastery** to perform the expected competency so that communication is **unclear and very difficult** to understand, he/she always asks the teacher to be able to express the ideas.

QUESTIONNAIRE RESULT

No	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
	The questionnaire result of the students' response in speaking through jigsaw technique																										
1	Ade R	2	2	2	2	3	3	3	2	3	2	2	2	2	2	2	2	3	2	2	1	2	2	2	2	2	54
2	Airlangga	3	3	2	3	2	3	3	3	2	2	2	3	3	3	3	2	3	3	2	2	3	3	3	3	3	67
3	Alan WB	3	3	3	3	2	2	3	3	2	2	2	3	3	2	3	3	3	3	2	2	3	3	2	3	4	67
4	Andhika	3	3	3	3	3	2	3	4	2	4	2	2	4	3	3	3	2	2	2	3	2	3	2	3	2	68
5	Arif W	3	3	3	2	3	2	2	3	3	3	2	3	3	3	3	3	2	3	1	2	2	3	3	2	3	65
6	Arinda	3	3	2	2	2	3	3	4	3	2	3	3	3	3	3	3	3	2	3	2	1	3	3	2	3	67
7	Belinda	2	2	2	2	3	2	3	3	3	2	2	2	2	2	2	3	2	2	2	2	1	3	2	2	3	56
8	Cakra K	2	2	2	2	3	2	2	1	2	2	2	2	2	2	3	2	2	2	2	2	1	1	1	2	2	48
9	Dewi P	3	3	3	3	3	2	2	3	2	3	3	3	3	3	3	3	2	2	3	2	2	2	3	3	2	68
10	Dimas B W	2	2	2	2	3	3	2	2	3	2	2	3	2	2	2	3	2	2	2	2	2	2	2	2	2	55
11	Duwi R	2	3	2	2	2	2	2	3	2	2	3	2	2	2	3	2	4	3	4	2	2	3	2	4	2	62
12	Dwi S	2	1	2	2	3	3	2	3	2	4	2	3	4	4	2	2	4	4	2	2	4	4	3	4	4	72
13	Emiliana	2	2	2	2	3	3	2	2	3	3	2	2	3	3	1	1	1	1	2	3	2	2	2	2	2	53
14	Estri A R	2	4	2	4	3	3	2	4	2	3	3	2	3	3	3	3	2	2	2	2	2	3	2	2	3	66
15	Eva K S	2	2	2	2	2	2	3	2	3	2	3	3	2	2	2	2	3	3	1	1	2	3	2	3	1	55
16	Faris R	2	2	2	2	3	2	3	2	3	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	54
17	Gusti P	3	3	3	2	3	3	3	3	2	3	2	3	3	3	3	2	2	3	3	3	3	3	3	3	3	70
18	Hestu N	3	3	3	3	3	3	2	3	3	3	3	2	2	3	3	2	3	3	2	2	2	3	3	2	3	67
19	Ika W	3	3	3	3	4	3	4	3	2	3	3	4	3	2	3	3	3	3	3	3	3	3	3	3	3	76
20	Indah U	2	3	3	2	3	3	2	3	2	3	2	3	3	3	2	2	3	3	2	2	3	2	3	3	3	65
21	Khoirul A	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	51
22	Lidia F	4	3	3	3	3	3	4	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	76
23	Mahfudah H	4	3	3	2	2	2	2	2	3	3	4	2	2	2	2	2	3	3	3	3	4	3	3	4	3	69
24	Medawati	4	3	3	2	3	2	3	3	3	3	4	2	2	2	2	2	3	3	3	3	4	3	3	4	3	72
25	Muh Abdhul B	3	3	3	3	3	2	2	2	3	3	2	2	3	3	3	3	3	2	2	3	3	3	3	3	3	68
26	Muh Abdul A	2	2	2	2	2	2	2	2	3	2	3	2	2	2	2	2	3	2	2	2	2	2	2	2	2	53
27	Muh Kurniawan	2	2	2	2	3	2	2	2	3	3	2	2	1	3	2	3	2	2	2	1	2	3	2	2	2	54
28	Muklas D	3	3	3	3	3	3	2	2	3	3	2	3	3	3	2	3	3	3	3	3	3	3	2	3	3	70
29	Nafisa C	2	2	2	2	2	2	3	2	3	2	3	3	2	2	2	2	3	3	1	1	2	3	2	3	1	55
30	Neni H	3	4	2	3	2	2	3	2	3	2	3	3	2	2	2	3	3	3	3	3	3	3	2	3	4	68
31	Riski M	2	3	2	2	2	3	2	2	3	2	2	3	2	2	2	2	1	1	2	2	2	2	2	2	2	52
32	Roni K	3	4	3	3	3	3	3	4	3	3	3	3	4	4	3	3	3	2	2	2	2	3	3	3	3	75
33	Sarasati B	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	1	1	2	2	2	2	3	2	50
34	Simon E A	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3	2	3	2	3	2	2	3	2	3	68
35	Stefanus	3	3	2	2	3	2	3	3	3	3	3	3	2	3	3	2	3	3	2	2	3	3	3	3	3	68
36	Syeh Muh	4	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	76

PICTURES

PICTURES

SMP N 3 Depok

The students were discussing their pictures in Jigsaw task

The students were asking for other's group information

The students were performing their dialogue in front of the class

The students were discussing their task in their own groups

Monitoring during the speaking learning process

LETTERS

SURAT IZIN

Nomor : 07.0 / Bappeda / 0259/2011

TENTANG
PENELITIAN

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar	:	Keputusan Bupati Sleman Nomor: 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan dan Penelitian.
Menunjuk	:	Surat dari a.n Dekan, Pembantu Dekan Fak. Bahasa dan Seni Universitas Negeri Yogyakarta . Nomor: 218/H.34.12/PP/II/2011. Tanggal: 1 Februari 2011. Hal: Izin Penelitian.

MENGIZINKAN :

Kepada	:	
Nama	:	**RISADIAH UTARI**
No. Mhs/NIM/NIP/NIK	:	06202244121
Program/Tingkat	:	S1
Instansi/Perguruan Tinggi	:	UNY
Alamat Instansi/Perguruan Tinggi	:	Kampus Karangmalang, Yogyakarta
Alamat Rumah	:	Gg. Komojoyo, 16 A, Mrican, Depok, Sleman, Yogyakarta
No. Telp/HP	:	085743214062
Untuk	:	Mengadakan Penelitian dengan judul :
		"USING JIGSAW TECHNIQUE TO IMPROVE THE SPEAKING ABILITY OF THE FIRST GRADE STUDENTS AT SMPN 3 DEPOK SLEMAN ACADEMIC YEAR OF 2010/2011"
Lokasi	:	SMPN 3 Depok
Waktu	:	Selama 3 (tiga) bulan mulai tanggal: **1 Februari 2011** s/d **31 Mei 2011.**

Dengan ketentuan sebagai berikut:

1. *Wajib melapor diri kepada pejabat pemerintah setempat (Camat/ Lurah Desa) atau kepala instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda*
4. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/ non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di : Sleman
Pada Tanggal : 1 Februari 2011.
A.n. Kepala BAPPEDA Kab. Sleman
Ka. Bidang Pengendalian & Evaluasi
u.b.

Ka. Sub Bid. Litbang

Tembusan Kepada Yth:

1. Bupati Sleman (sebagai laporan)
2. Ka. Badan Kesbanglinmas & PB Kab. Sleman
3. Ka. Dinas Pendidikan, pemuda & OR Kab. Sleman
4. Ka. Bid Sosbud Bappeda Kab. Sleman
5. Camat Kec. Depok
6. Ka. SMPN 3 Depok
7. Dekan Fak. Bahasa dan Seni - UNY

SRI NURHIDAYAH, S.Si, MT