

**IMPROVING THE STUDENTS' SPEAKING SKILLS THROUGH THINK
PAIR AND SHARE TECHNIQUE OF COOPERATIVE LEARNING OF
GRADE XI IPA STUDENTS OF SMA ISLAM 1 GAMPING IN THE
ACADEMIC YEAR OF 2013/2014**

A Thesis

Presented as partial fulfillment of the requirements
to obtain a *Sarjana Pendidikan* Degree in English Education



by:
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A Thesis

By

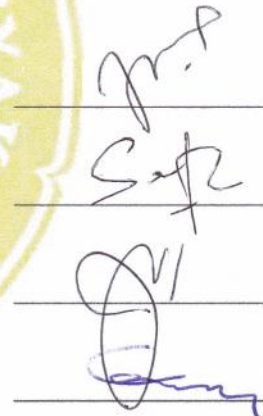
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of SMA Islam 1 Gamping in the Academic Year
of 2013-2014

Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya tulis ilmiah yang lazim.

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

Yogyakarta, 29 Oktober 2013

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DEDICATIONS

I lovingly dedicate this thesis to:

My beloved father Drs. H. Emed

My beloved mother Dra. Hj. Nene Sulasiah

My very cute sisters and brother:

- Ega Diah Pratiwi
- Egi Chayatun Nufus
- Rifdy Ali

My beloved partner Faiz Firmansyah, S.Si

MOTTO

“Man Jadda Wajadda”

“Hard work will never betray you”

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Yogyakarta, 29 October 2013

Neni Oktaviani

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ABSTRACT

The objective of the research was to improve the students' speaking skills through Think Pair and Share technique of Cooperative Learning of XI IPA Students of SMA Islam 1 Gamping in the academic year of 2012/2013.

The study was action research and was conducted in two cycles. The members consisted of the researcher, the collaborator, the English teacher, and the students of grade XI IPA. The steps were: planning, actions and observation, and reflection. The data were obtained by interviewing the English teacher and the students of grade XI IPA, observing the teaching and learning process, having students' speaking performances, and taking pictures and videos of the teaching and learning process. In analyzing the data, two methods were used. They were qualitative and quantitative. The qualitative data were analyzed in five steps, they were assembling the data, coding the data, comparing the data, building interpretation and reporting the outcomes. The quantitative data were analyzed from the students' speaking performance scores. Time and investigator triangulation were used in order to make the data reliable.

The result of this study showed that the use of Think Pair and Share technique was successful to improve the students' speaking skills. It can be seen from the mean of the score of students' speaking performance. In Cycle 1, the mean score was 65.17, and 74.9 in Cycle 2. The improvement covered; (1) the students' vocabulary mastery and pronunciation, (2) the students' interest, motivation and participation in the teaching and learning process, and (3) the students' confident in speaking English. In conclusion, the Think Pair and Share technique improved the students' speaking skills.

CHAPTER I

INTRODUCTION

A. Background to the Study

Since English serves as an international language, speaking skill is important medium of communication, consequently many communities in many countries in this world use it in every aspect of human life, such as communication, economics, education, science and technology. As a result, speaking skill is one factor that should be mastered by people in this era. Seeing this fact, since 1994 the government of Indonesia imposed English as a subject that should be taught in school starting from the elementary school.

According to the current curriculum proposed by Menteri Pendidikan Nasional, the purpose of teaching English Subjects includes communication development in that target language in both spoken and written. The students are expected to be able to use English to participate in the classroom activity, school activity or environment activity (Depdiknas, 2007: 6-7). Meanwhile, what happens in reality seems different from what has been stated previously. Ideally English teacher should be able to teach writing, reading, listening, and speaking in order to achieve the objectives of learning English language. Unfortunately, the process of learning English in SMA especially in SMA Islam 1 Gamping doesn't cover all of those skills. The teaching of reading, writing, and listening skills are more dominant than the teaching of speaking skill. The teacher often ignore to teach speaking skill since it is difficult to be taught to students. As a result, the XI

IPA students of SMA Islam 1 Gamping cannot express their ideas orally in the target language, in other words, they lack speaking skills. They don't speak English even in English classroom.

Whereas, speaking skill is one of the language skills that must be mastered. It is one of important indicators for students' success especially in learning English. Thus, there must be a solution to cope with this problem by combining the methods and materials that will be taught with the students' needs in XI IPA of SMA Islam 1 Gamping.

Based on the observation and interview conducted on 19 July 2013, it was revealed that the students of grade XI IPA in SMA Islam 1 Gamping had some problems concerning the English teaching and learning process. The materials taught were focused on texts translation. The result of the interviews also showed that the students wanted to have more activities related to speaking. They are afraid of making mistakes and shy to express their ideas in English because they lacked of vocabulary. The students also feel it was difficult to make a sentence and don't know how to use the words in sentences correctly (word in use). They are also shy if they are mispronouncing the English words. Moreover, students' grammar was weak. As a result, they prefer to use Bahasa or Javanese during the English class. Most of all, the teacher did not give any activity that could promote students' speaking skills that they have no chance to practice the speaking skill in the English class. He only used text from LKS and articles as the main materials taught to students. Many assignments were done individually which were mostly in the forms of translating text. The activities did not promote group work

although many students said that they enjoyed working together to help their learning.

After having some discussions, by considering the most crucial problems that needed solution, it can be concluded that the students need more group activities that can promote their speaking skills since they liked working together. With the endorsement from the English teacher, the researcher planned to do some efforts to improve students' speaking skills in the learning of English by conducting a classroom action research by using Think Pair and Share technique as one of the Cooperative learning method to improve XI IPA of SMA Islam 1 Gamping in the academic year of 2013/2014.

B. Identification of the Problem

Two activities were carried out in identifying the problems. They were observation and interview that conducted on 17 and 19 July 2013.

Based on the observation, some problems were found during the teaching and learning process. The problems are related to the students, teacher, material, method and media.

The first problem is related to the students. They were shy to deliver their ideas in English. They preferred answering questions together or waiting until the teacher called on them. They use Bahasa and Javanese to share their ideas because they did not know how to say and when to say certain expressions. Their pronunciation, grammar and vocabulary were still weak. There were only four students who brought dictionary and others seemed to be destructors by asking

their friends related to the vocabulary.

The second problem is related to the teacher. The teacher delivered the material monotonously. There were no group activities that can promote students speaking skills. He also did not give any challenge which can motivate students to be active in the class. Moreover, there is no any feedback in the end of the teaching and learning process.

The next problem is related to the method and the material. The method used in the teaching of speaking was likely translation method. The activities was translating some texts in order to make the students understand about the content and able to answer the questions provided in the LKS. The students were asked to read the article and translate it. This technique may improve students' vocabulary but still there were no chance for students to speak since there was no group activities which can force the students to be able to discuss and share their ideas orally.

The last problem is the use of media. The media used in the teaching and learning process were limited. LKS is the main source in the learning process. There were no internet, pictures, videos, or even course book as additional sources in the learning of English.

Based on the interview with the English teacher of SMA Islam 1 Gamping, the teacher and the researcher agreed that teaching speaking is one of the most difficult tasks confronting any teacher of English, he said that teacher itself should provide an activity which can motivate students to speak and express their ideas. The activity used by the teacher should enable the students to interact

with others, because speaking is not individual, its social activities, if one speaks, he/she needs others to listen. The listener is hoped to understand what the speakers said so that there will be a dialogue. The activities should be group activities that can promote students speaking skills so that they can enjoy sharing and expressing their ideas in order to maximize the learning experience.

It also revealed that students' were not confident to speak English because they were afraid of making mistakes. Moreover, speaking activities took a little portion in the classroom because the teacher itself seldom taught speaking. Many activities were in the forms of translating the texts and writing the answers related to the texts. Moreover, individual activities were dominant though the students enjoyed to work in pairs and groups. In conclusion, all aspects related to the students, teachers, method and media need to be improved. The improvement can be reached by finding ways which could minimize the problems mentioned above and at the same time improve the quality of teaching and learning.

Therefore the English teacher and the researcher agreed to improve the teaching and learning ability, especially to improve students' speaking skills in the learning of English. Since the students liked working together, using think pair and share as a technique of cooperative learning method can be the most effective way to motivate them in learning speaking in English class.

C. Limitation of the Problem

Based on the identification of the problems above, there are some prominent problems that can be found. The problems are related to the students,

the teacher, the method, and the media used to teach English in the classroom. Those four aspects are important aspects that need to be improved in order to minimize the problems.

To cope the problems mentioned before, this research focused on the use of Think Pair and Share technique as one of the Cooperative Learning method. It might improve the students' speaking skills in the learning of English among XI IPA students of SMA Islam 1 Gamping because determined research found out that the use of think pair and share technique can help students to promote their speaking skills and it teaches them how to conceptually think and share ideas with classmates and builds oral communication skills, they also become actively involved in thinking about the concepts presented in the lesson. Moreover, the use of Think Pair and Share technique can help the students focus attention and engage them in the learning process.

D. Formulation of the Problem

Based on the limitation of the problem above, the problems formulate as follows: "How can the implementation of Think Pair and Share technique improve the students' speaking skills of grade XI IPA of SMA Islam 1 Gamping in the academic year of 2013/2014?"

E. Objectives of the Study

Considering the formulation of the problem above, the objective of the research is to find out ways of improving students' speaking skills through Think

Pair and Share technique of grade XI IPA students of SMA Islam 1 Gamping in the academic year of 2013/2014.

F. Significance of the Research Study

The researcher hopes that this paper can give advantages to all the readers.

The significances expected are as follows:

1. Theoretical Significance

- a. The result of research contributes to enrich the teaching theories of speaking skill.

2. Practical Significance

- a. The results of research help English teachers and students of SMA Islam 1 Gamping learn how to develop potentials in speaking skill so as to make their teaching and learning successful.
- b. The results of research helps teachers learn how to develop communication in the classroom with Think Pair and Share technique of Cooperative Learning method.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review and Conceptual Framework

1. English Language Teaching

Richards (2006: 6-21) divides the trends in language teaching in the last 50 years into three phases which are: Traditional Approaches (up to the late 1960s), Classic Communicative Language teaching (1970s to 1990s), and Current Communicative Language Teaching (Late 1990s to the present).

Richards (2006: 6) states that Traditional approaches to language teaching gave priority to grammatical competence as the basis of language proficiency. They were based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling. The approach to the teaching of grammar was a *deductive* one: students are presented with grammar rules and then given opportunities to practice using them, as opposed to an *inductive* approach in which students are given examples of sentences containing a grammar rule and asked to work out the rule for themselves. It was assumed that language learning meant building up a large repertoire of sentences and grammatical patterns and learning to produce these accurately and quickly in the appropriate situation. This approach has until very recently years been used by many teachers to teach English language. In addition, Brown (2000: 18) states that Grammar Translation method requires few specialized skills on the part of teachers. Tests of grammar rules and of

translations are easy to construct and can be objectively scored. Many standardized tests of foreign languages still do not attempt to tap into communicative abilities, so students have little motivation to go beyond grammar analogies, translations, and rote exercises. And it is sometimes successful; in leading a student toward reading knowledge of a second language.

In the 1970s, a reaction to traditional language teaching approaches began and soon spread around the world as older methods such as Audiolingualism and Situational Language Teaching fell out of fashion. The centrality of grammar in language teaching and learning was questioned, since it was argued that language ability involved much more than grammatical competence. While grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such as making requests, giving advice, making suggestions, describing wishes and needs, and so on. What was needed in order to use language communicatively was *communicative competence* (Richards 2006).

A language teacher should concern in communicative competence, and not simply grammatical competence, should be the goal of language teaching. Moreover Brown (2000: 42) states that language teachers today are exploring pedagogical means for “real-life” communication in the classroom. We are trying to get our learners to develop linguistic fluency, not just accuracy.

Richards (2006: 5) proposes the type of classroom activities in CLT implied new roles in the classroom for teachers and learners. Learners now had to

participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning. And teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning. Finally, It can be concluded that a great deal of use of authentic language is implied in CLT because it is important to note that fluency should never be encouraged at the expense of clear, unambiguous, direct communication. Much more spontaneity is present in communicative classrooms: students are encouraged to deal with unrehearsed situations under the guidance, but not control, of the teacher.

2. Four Language Skills

When we teach a language, there are four skills that we need to be taught for complete communication. Teachers should teach those four skills in balance. Donald and Kneale (2001:14) say that language teachers conventionally distinguish between four aspects of language which are mastered by means of the "four skills": listening, speaking, reading, and writing. Listening and reading might be taught as primarily 'passive' 'receptive' or 'input' skills, whilst speaking and writing are their 'active' 'productive' or 'output' counterparts.

3. The Nature of Speaking

a. Definition of Speaking

Many definition of speaking have been proposed by experts. Cameron (2001:40) says that “Speaking is the active use of language to express meanings so that other people can make sense of them.” Bygate (2001) and Thornbury (2005) in their definitions highlight the interactive nature of speech; managing this interaction is an important skill for L2 learners to develop.

In terms of the process of speaking, Bygate (2001) identifies four processes of speaking: conceptualization, formulation, articulation and self-monitoring. This means that if a person wants to speak, at first they try to conceptualize what they remember and think to form an idea. Then they form it into words and sentences. After that they translate it into sounds and syllables and start speaking. Finally, they adjust what they are saying while speaking by identifying and correcting any mistakes (Bygate, 2001). Moreover, Finocchiaro and Brumfit (1983: 140) consider that the speaking activity consists of mental and physical acts which are interrelated and which must take place instantaneously and simultaneously. They consider speaking as a complex skill which involves the knowledge of sounds, structures, vocabulary, and culture subsystems of the language.

b. Functions of Speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule in Richards (2008: 19) made a useful distinction between the interactional functions of speaking, in which it serves to

establish and maintain social relations, and the transactional functions, which focus on the exchange of information. They classify three function of speaking: *talk as interaction; talk as transaction; talk as performance*. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances, and their nature has been well described by Brown and Yule (1983).

Richards (2008: 22) summarized the main features of talk as interaction as follows: has a primarily social function, reflects role relationship, reflect speaker’s identity, may be formal or casual, uses conversational conventions, reflects degrees of politeness, employs many generic words, uses conversational register, and it is jointly constructed.

Some of the skills involved in using talk as interaction are: opening and closing conversations, choosing topics, making small-talk, joking, recounting personal incidents and experiences, turn-taking, using adjacency pairs, interrupting, reacting to others and using an appropriate style of speaking.

Talk as transaction refers to situations where the focus is on what is said or

done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

Burns in Richards (2008: 26) distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood. The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.

c. Aspects of Speaking Skills

The concepts which are commonly discussed in relation to speaking are fluency, accuracy, and complexity. Harmer (2001) notes down that from the communicative point of view, speaking has many different aspects including two

major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and, fluency considered to be ‘the ability to keep going when speaking spontaneously’.

In addition, Nunan (1999) states that fluency means that the speakers are required to be able to keep going when speaking spontaneously. Otherwise, Nunan (1999) also asserts that accuracy means that the speakers are required to use then correct vocabulary, grammar, and pronunciation. It is important in terms of communicating between people. For example, speakers need to use the grammar correctly and to produce the sounds of words precisely. Complexity is the ability to use a range of strategies for linking words and sentences together; it also involves being able to express the same idea in a number of different ways.

Furthermore, Bygate (2001), in order to achieve a communicative goal through speaking, there are two aspects to be considered – knowledge of the language, and skill in using this knowledge. It is not enough to possess a certain amount of knowledge, but a speaker of the language should be able to use this knowledge in different situations.

d. Types of Classroom Speaking Performance

Brown (2000: 271-274) categories the type of classroom speaking performance that students are expected to carry out into six categories: *imitative*, *intensive*, *responsive*, *transactional* (dialogues), *interpersonal* (dialogue), and *extensive* (monologue).

Imitative is a very limited portion of classroom speaking performance. The speaking time may be legitimately be spent generating “human tape recorder”

speech. Where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

Responsive is the step in which students have a good deal of speech in the classrooms. For example; short replies to teacher or students-initiated questions or comments. Transactional language, carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language. Interpersonal dialogue carried out more for the purpose of maintaining social relationship than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors; a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert.

At the intermediate to advanced levels are called extensive monologue. These speaking performance are done in the form of oral reports, summaries, or perhaps short speeches. These monologues can be planned or impromptu.

e. Micro and Macro Skills of Speaking

Brown (2004: 142) distinguishes between microskills and macroskills of speaking. The microskills refer to producing the smaller chunks of language such

as phonemes, morphemes, words, collocations, and phrasal units. The macroskills imply the speaker's focus on the larger element: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options.

Brown (2000: 272) proposes the difference of Microskills and Macroskills of oral communication as follows:

Microskills:

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English stress patterns and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices – pauses, fillers, self-correction, backtracking – to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.), systems (tenses, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituent – in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

Macroskills:

1. Appropriately accomplish communicative functions according to situations, participants, and goals.
2. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversational rules, floor keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
3. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalisation and exemplification.
4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
5. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

f. Difficulties in Speaking

Brown (2000: 270-271) describes what makes speaking difficult as follows:

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2. Redundancy

The speaker has no opportunity to make meaning clearer through the

redundancy of language. Learners can capitalize on this feature of spoken language.

3. Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4. Performance variables

Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as *uh*, *um*, *well*, *you know*, *I mean*, *like*, *etc.* one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5. Colloquial language

Teachers should make sure that students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6. Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of English teachers' task in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation, as will be

explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8. Interaction

Learning to produce waves of language in a vacuum—without interlocutors—would rob speaking skills of its richest component: the creativity of conversational negotiation.

4. Teaching Speaking

a. Principles for Designing Speaking Techniques

Brown (2001: 275-276) proposes some principles for designing speaking techniques. These principles will help students to conduct the speaking class.

- a. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus in interaction, meaning, and fluency. It can be done through a jigsaw group technique, play game, or discuss solutions to the environmental crisis. The task must include technique designed to help students to perceive and use the building blocks of language.
- b. Provide intrinsically motivating techniques. This technique is about appealing students' goals and interest, need of knowledge, status, achieving competence, and being all that they can be. This will help students to see how the activity will benefit them.
- c. Encourage the use of authentic language in meaningful context. Teachers can provide authentic contexts and meaningful interaction with the resource materials. Even drills can be structures to provide a sense of authenticity.

- d. Provide appropriate feedback and correction.
- e. Capitalize on the natural link between speaking and listening.
- f. Give students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategies.

b. Approaches to the Teaching of Speaking

According to Richards (2006: 24-25) Communicative Language Teaching (CLT) is a new approach used widely since the 1990s. It describes a general principles of communicative competence as the goal of second and foreign language teaching, and as the way of achieving this goal, communicative language teaching theory has continued to evolve as our understanding of the processes of second language learning has developed. Communicative language teaching today refers to a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, their learning goals, and so on. Richards proposes ten core assumptions of current communicative language teaching as follows:

1. Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
2. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange.
3. Meaningful communication results from students processing content that is relevant, purposeful, interesting, and engaging.

4. Communication is a holistic process that often calls upon the use of several language skills or modalities.
5. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.
6. Language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently.
7. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.
8. Successful language learning involves the use of effective learning and communication strategies.
9. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.
10. The classroom is a community where learners learn through collaboration and sharing.

Regarding CLT, Richards also distinguishes two current methodologies that can be described as extensions of CLT movement. These methodologies are content-based instruction (CBI) and task-based instruction (TBI) as the Process-Based CLT approaches and Text-Based Instruction and Competency-Based

Instruction as the Product-Based CLT Approaches.

Content refers to the information or subject matter that we learn or communicate through language rather than the language used to convey it. Of course, any language lesson involves content, whether it be a grammar lesson, a reading lesson, or any other kind of lesson. Content of some sort has to be the vehicle which holds the lesson or the exercise together, but in traditional approaches to language teaching, content is selected after other decisions have been made. In other words grammar, texts, skills, functions, etc., are the starting point in planning the lesson or the course book and after these decisions have been made, content is selected.

Another methodology that can be described as extensions of Process-Based CLT Approaches is Task-Based Instruction also known as Task-Based Teaching. With TBI the focus shifts to using tasks to create interaction and then building language awareness and language development around task performance.

In addition, Richards (2006: 35) suggests different ways in language teaching that can be applied to Task-Based instruction, they are Task-Based instruction as the sole framework for course planning and delivery, as one components of a course, and as a technique.

Another methodology that can be described as extensions of CLT methodologies is the Product-Based Instruction which is Text-Based Instruction. Text-based instruction, also known as a genre-based approach, Richards (2006: 36) sees communicative competence as involving the mastery of different types of texts. Text here is used in a special sense to refer to structured sequences of

language that are used in specific contexts in specific ways. A text-based approach is implemented in the following phases: building the context, modelling and deconstructing the text, joint construction of the text, independent construction of the text, and linking to related texts.

Another approach that currently used in the teaching and learning process is Contextual Teaching and Learning approach. CTL called contextual approach because the concept of learning that help teacher's content associate between the lesson and the real world situation with the students and encourage students to make the relationship between knowledge held by the implementations in their lives as members of the community.

Johnson (2002: 16) defines Contextual teaching and learning as a system that stimulates the brain to weave patterns that express meaning. Contextual teaching and learning is a brain compatible system of instruction that generates meaning by linking academic content with the context of a student's daily life. Taking advantage of the fact that the environment stimulates the brain's neurons to form pathways, the system focuses on context, on relationship.

It can be concluded that Contextual teaching and learning process that is an approach which is able to help teachers to relate the material of the lesson to the real situation, this approach motivates students to relate their knowledge which gathered in the class to application in their life as a member of family, and society.

Johnson (2002) proposes seven elements of contextual teaching and learning approach as follows:

1. Constructivism

Flow of learning that require students to prepare and build a new meaning on the experience based on specific knowledge

2. Questioning

Asked that the activities carried out by both teachers and by students. Questions teachers used to lead, guide and evaluate how students think. Meanwhile, the question exists student is a curiosity.

3. Inquiry

Cycle in the process of building the knowledge of the concept that originated from the observation, asked, investigation, analysis and theory building.

4. Learning Community

Study groups or community group that serves as a vehicle of communication for sharing experiences and ideas.

5. Modeling

Activities demonstrate an act that students can learn or imitate, or do something in accordance with the model provided.

6. Reflection

See the return or respond to an accident, activities and experiences that aims to identify things that are already known, and it has not been made known to be an improvement in the action.

7. Authentic assessment

Alternative assessment procedures that require students to really show the real capabilities.

Moreover, Johnson (2002) states that contextual teaching and learning approach advantages in teaching vocabulary as follow:

1. Contextual Teaching and Learning approach making that hold meaning.
2. Contextual Teaching and Learning approach self regulated learning.
3. Doing significant work.
4. With Contextual Teaching and Learning approach the student have collaboration.
5. The student is critical and creative thinking.
6. Reaching high standards
7. Contextual Teaching and Learning approach has authentic assessment.

The contextual teaching and learning approach help teachers to relate the material of lesson to the real situation. With their experience motivate them to achieve high academic standards, to perform authentic assessment and task.

Based on the above explanation, it can be concluded contextual teaching and learning approach has some advantages it would be easier for the students to study a lesson. At the end, the language learning will be well and interest if the teacher do her/his rule using the best approach for help to students how to use the language, not teaching about the language. And contextual teaching and learning can help the teacher for performing task through element contextual. Not give note about structure language and sentences but obsession, give the example and

give the chance to student using language through oral and non-oral.

c. Teaching Speaking for Senior High School

School based curriculum or KTSP (Kurikulum Tingkat Satuan Pendidikan) is used as the guide for the teaching and learning implementation in all levels of educational institutions including Senior High School.

Teaching English at Senior High School in Indonesia as stated in Curriculum 1994 revised in 1999 covers abilities of language. One of them is speaking ability. According to Peraturan Menteri Pendidikan Nasional Number 23 year of 2006 about the standard competency of learning English for speaking skill that the senior high school students must be able to express the meanings in the formal and sustained transactional and interpersonal conversations in the form of recount, narrative, procedure, descriptive, news item, report, analytical exposition, Hortatory exposition, spoof, explanation, discussion, and review, in the context of daily life day.

It can be concluded that the objective of language teaching is the production competence to communicate in the target language in the context of daily life. In order to achieve the objective the teacher should give the students opportunities to practice speaking.

Furthermore, the principle of teaching speaking at Senior High School in Indonesia is all processes of teaching should be communicative because the graduates of the students of Senior High School are directed to have life skill for communication to meet the need for job opportunity, besides they can continue their study to the higher level.

d. Assessing Speaking

Assessing speaking is not easy as assessing reading and writing. Since speaking is a productive skill, the teacher has to make an assessment of the students' performance and various evaluations of them. Brown (2004: 5-6) distinguishes assessment into informal and formal assessment.

Informal assessment takes a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the students. While formal assessment are exercises or procedures specifically designed to tap into skills and knowledge. Formal assessment are systematically planned.

Brown also distinguishes the procedure of an assessment into formative and summative. Formative assessment happens when teacher's evaluating students in the process of "forming" their competencies and skills with the goals of helping them to continue with the growth process. The key of formative assessment is the delivery materials by teacher and internalization by students of appropriate feedback on performance. While summative assessment aims to measure, or summarize what a student has grasped. It occurs at the end of a course or unit of instruction.

There are various tests designed to assess speaking. One of them is designing assessment tasks of interactive speaking. Discussion and conversations is a formal technique to assess speaking performance. In this test, teacher assess the discussions and conversations done by students. Even it is difficult to specify and even more difficult to score but it offers a level of authenticity and

spontaneity that other assessment techniques may not provide. This technique can be done through scores or checklist in which appropriate or inappropriate manifestations of any category are noted.

In addition, the researcher and the collaborator used the same scoring rubric to avoid bias in assessing the students' speaking performances. The scoring rubric that used in this research was proposed by O'Malley. It can be seen in the following table:

Table 1. Scoring Rubric

Aspect	Score	Criteria	Indicator
Pronunciation and intonation	1	Poor	Frequent problems with pronunciation and intonation.
	2	Fair	Pronunciation and intonation errors sometimes make it difficult to understand the students.
	3	Good	Pronunciation and intonation are usually clear or accurate with a view problem areas.
	4	Excellent	Pronunciation and intonation are almost always very clear/accurate
Fluency	1	Poor	Hesitates too often when speaking, which often interferes with communication.
	2	Fair	Speaks with some hesitation, which often interferes with communication.
	3	Good	Speaks with some hesitation, but it does not usually interfere with communication.
	4	Excellent	Speaks smoothly, with little hesitation that doesn't interfere with communication.
Accuracy	1	Poor	Uses basic structures, makes frequent errors.
	2	Fair	Uses a variety of structures with frequent errors or uses basic structures with occasional errors.
	3	Good	Uses a variety of grammatical structures but makes some errors.

	4	Excellent	Uses a variety of structures with only occasional grammatical errors.
Vocabulary	1	Poor	Uses only basic vocabulary and expressions.
	2	Fair	Uses limited vocabulary and expressions.
	3	Good	Uses a variety of vocabulary and expressions, but makes some errors in word choice.
	4	Excellent	Uses a variety of vocabulary and experience.
Interaction	1	Poor	Purpose is not clear, needs a lot of help communicating, usually does not respond appropriately or clearly.
	2	Fair	Tries to communicate, but sometimes does not respond appropriately or clearly.
	3	Good	Communicates effectively, generally responds appropriately and keeps trying to develop the interaction.
	4	Excellent	Almost always responds appropriately and always tries to develop the interaction.

O' Malley, J. Michael, Pierce L, Valdez. 1996. *Authentic Assessment for English Learner: Practical Approaches for Teacher*. Massachusetts: Addison-Wesley Publishing Company.

5. Classroom Management

a. Definition of Classroom Management

Classroom management is the ability to plan, control and facilitate interaction in the classroom that is appropriate to the activity and promotes learning and takes into account different needs and abilities of learners and demonstrates an awareness of Equal Opportunities and Diversity issues (British Council, 2007). It enables the teacher to manage energy levels, ensure appropriate

learner participation, and create working patterns that have a positive impact on learning. It helps to motivate learners and ensures that different styles of learning are catered for and different needs met.

b. Aspects of Classroom Management

According to Brewster (2004: 219). Classroom management is divided in three aspects. The first is maintaining students' motivation. There are two techniques to motivate students to learn English: 1) pupils' attention. There are some steps when a teacher wants to gain the attention of the whole class, firmly name the students still talking, start a well-known activity routine or give instructions for a new activity to keep their attention, and keep waiting until students are quite before beginning a new activity. 2) Giving praise. The teaching can establish good relationship with the students by praising good behavior, commenting on good work, giving helpful suggestions and encouraging their efforts. Moreover, it is important to create a good atmosphere in class to build students' confidence and self-esteem. The teacher can simply use words like: *well done, brilliant! Superb, good reading/writing/spelling; what a good listener/speaker/ reader/ writer/ speller, what neat work, very good behaviour/manners.*

The second aspect is maintaining classroom control and discipline. Teacher should think carefully how to maintain classroom control and discipline. Burden (2006: 218) states that a number of educators have proposed certain models of classroom management and discipline, such as teaching with love and logic, cooperative discipline, discipline with dignity, and assertive discipline.

The third aspect of classroom management is organizing learning

activities. The teachers have to create interesting activity. The activities can be created by firstly asking the students' interest. This will help teacher to build up topics and activities in learning process as supplement of textbooks. When students endlessly repeat activities which are pitched at the wrong level or are too mechanical, they are liable to become frustrated and noisy. In some contexts students' main motivation is to pass English tests and they may be less willing to engage in activities which they think do not prepare them for these. In these cases, teachers must determine an appropriate balance between teaching to test and other language learning.

In addition, Burden (2003: 132) suggests that voice and body language are important aspect in the classroom management. The teacher should develop natural and smooth voice to make them more comfortable, not to make them down. Besides, body language is useful in many ways. For example the teacher can calm a class by walking slowly, show teacher's disapproval with facial expressions or by moving slightly away from a child, and raise teacher's eyebrow to indicate a child has made one of her common mistakes, keeping teacher's reaction subtle whenever possible.

c. Effective Classroom Management

There are many ways to create effective classroom management that teacher can do. The first is Teachers' techniques in the class. Brown (2001: 14) states that techniques are the specific activities manifested in the classroom that are consistent with a method and therefore were in harmony with an approach as well. Teacher should determine the appropriate teaching techniques because the

good and interesting teaching techniques will motivate the students to learn English. Moreover, in the problem dealing with English teaching-learning process, the techniques that is used should promote not only students' writing and reading skills, but also speaking and listening skills. This is important in order to balance their interest and needs in the learning of English language.

The second way is Class rules and procedures. A major goal of this way is to obtain students' cooperation in following rules and procedures and successfully completing assignments. The teacher's expectations for student behavior are conveyed to students through rules and procedures that need to be taught. Teacher can involve students in making up a set of classroom rules, perhaps under the list of Dos and Don'ts, which they, and you, have to observe. It's usually called a class contract which is usually made at the beginning of a school year. In addition, Burden (2003: 102) states that drawing up class rules together is an effective way to start establishing what is acceptable during English classes. Students should be involved in this process so that they can feel they have some control over what is happening.

Another way to have an effective classroom management is by providing interesting class activities. The activities should engage students' physical and mental in order to make them actively involved in the learning process.

Time management plays an important role that can't be neglected in order to have an effective classroom management. Teachers should be able to plot realistic timing for the completion of certain activities. This avoids having to rush, which may lead to ineffective learning. Brewster (2004: 228) states that even

experienced teachers can be over-optimistic about how much can be done in a lesson or despair that they will ever have enough time to work through a scheme of work or syllabus. He also suggests several points in teaching-learning process: the teacher must plan so the teacher do not have to stop in the middle of an activity, finish work on the main teaching point a little early rather than late, teacher can always find an activity to fill up a few minutes, take the time to explain it beforehand and give an example if the teacher wants to give out homework, avoid squeezing it at the very end of the lesson, and plan a review session at the end of each class.

Grouping students is another way to organize students when they are working in classroom. There are two different ways in which the teacher can group students in the classroom. The first is when the teacher chooses particular interaction patterns for the students, i.e. ways in which students work together and with the teacher in class. They include open class, group work, pair work and individual work, and the teacher to student(s) and student(s) to teacher. The second way in which the teacher groups students is when the teacher decides which students will work together in pairs, groups or teams. The teacher considers the student's levels, learning styles, learner needs, personalities and relationships with others in the class before asking students to work together. The teacher needs to think which students will work together best in order to learn best.

In addition, Brown (2001: 179) proposed some advantages of group work. Group work generates interactive language, group work offers an embracing affective climate, group work promotes learner responsibility and autonomy, and

group work is a step toward individualizing instruction.

6. Cooperative Learning

a. The Definition of Cooperative Learning

Several definitions of cooperative learning have been formulated. According to the Johnson & Johnson model, cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements: positive interdependence, Individual accountability, Face-to-face promotive interaction, appropriate use of collaborative skills, and Group Processing. Cooperative learning is not as simply as working in groups. It is a method where students learn more by doing something active cooperatively without any gaps between the strong and the weak students, moreover the strong students will help explaining and clarifying material to weaker students. In addition, students working alone may tend to delay completing assignments or skip them, but when they know that others are counting on them, they are motivated to do the work.

In conclusion, Cooperative Learning has been proven to be effective for all types of students, including academically gifted, mainstream students and English language learners because it promotes learning and fosters respect and friendships among diverse groups of students. Students in cooperative-learning groups were more likely to attribute success to hard work and ability than to luck (Slavin, 1995).

b. The Elements of Cooperative Learning

To make the students work cooperatively are not as simply as placing them in the same room, seating them together and telling them they are a group. Johnson & Johnson (1989) stated that not all groups are cooperative. To be cooperative, five essential elements need to be carefully structured into the situation: positive interdependence, Individual accountability, Face-to-face promotive interaction, appropriate use of collaborative skills, and Group Processing.

Positive interdependence is the most important element because teachers must give a clear task and a group goal so students believe they work together no matter the condition is. Positive interdependence exists when group members perceive that they are linked with each other in a way that one cannot succeed unless everyone succeeds. Each group member will realize that his efforts benefit not only him or herself but all the group members as well. On the other hand, if there is no positive interdependence, there is no cooperation.

The second essential element of cooperative learning is individual and group accountability. In this element, each member must be accountable for contributing his idea for the work. The group has to be clear about its goals and be able to measure its progress and the individual efforts of each of its members. Individual accountability exists when the performance of each individual student is assessed and the results are given back to the group and the individual in order to help students who needs more assistance, support, and encouragement in completing the assignment. Moreover, Slavin (1995) the

importance of group goals and individual accountability is in providing students with an incentive to help each other and to encourage each other to put forth maximum effort.

The third element of cooperative learning is promotive interaction, preferably face-to-face. Promotive interaction occurs when members share resources and help, support, encourage, and praise each other's efforts to learn. The way how each member explaining and discussing how to solve the problems is promoting each other's learning face-to-face that members become personally committed to each other.

Cooperative learning is more complex than competitive or individualistic learning because students have to engage simultaneously in task work and teamwork. Group members must know how to provide effective leadership, decision-making, trust-building, communication, and conflict-management, and be motivated to use the prerequisite skills. Those are the appropriate use of collaborative skills, the fourth element of cooperative learning.

The last element of cooperative learning is group processing. It exists when group members discuss how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what member actions are helpful and unhelpful and make decisions about what behaviors to continue or change. Continuous improvement of the process of learning results from the careful analysis of how members are working together.

c. The Advantages of Cooperative Learning

Cooperative learning has been used widely as a method in improving the learning process in every subject in many institutions. The method is used widely because it can be used successfully with a variety of other teaching strategies. It has been proven to have a positive effect on student learning when compared to individual or competitive conditions.

Johnson & R. Johnson (1989) Cooperative learning experiences tend to promote greater cognitive and affective perspective taking than do competitive or individualistic learning experiences. It means that cooperative learning benefits both academic and social. Learner learn from one another, learn the material and the valuable social skills such as resolving conflict, problem solving, criticizing ideas and not people, paraphrasing, asking questions, giving direction to the group's work, and building on each other's information. Moreover, cooperative learning also promotes creative thinking by increasing the number of ideas, quality of ideas, feelings of stimulation and enjoyment, and originality of expression in creative problem solving.

Slavin (1995) lists the benefits of cooperative learning as follows: 1) Cooperative learning activities help students practice working in teams. It allows students to learn to trust each other. 2) Cooperative learning taught students the leadership skills. 3) Cooperative learning activities enable students to practice communicating. Students learn to talk with and actively listen to their team mates. 4) Cooperative learning taught students to handle the conflict arise in group work.

d. Types of Cooperative Learning

The types of cooperative learning can be seen as follows:

1. Think-Pair-Share

Think, Pair and Share (TPS) is a method that allows students to engage in individual and small-group thinking before they are asked to answer questions in front of the whole class. There are four steps to this method. The first step, groups of four students listen to a question posed by the teacher. Secondly, individual students are given time to think and then write their responses. Thirdly, pairs of students read and discuss their responses. Finally, a few students are called on by the teacher to share their thoughts and ideas with the whole class.

2. STAD (Student Teams-Achievement Divisions)

In STAD (Slavin, 1994), students are assigned to four-member learning teams which are mixed in performance level, sex and ethnicity. The teacher presents a lesson, and the students work within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they are not allowed to help one another

3. Teams-Games-Tournament

Teams-Games-Tournament (TGT) uses the same teacher presentations and teamwork as in STAD, but replaces the quizzes with weekly tournaments (Slavin, 1994). In these, students compete with members of other teams to contribute points to their team score. Students compete at three-person “tournament tables” against others with a similar past record in mathematics.

A procedure changes table assignments to keep the competition fair. The winner at each tournament table brings the same number of points to his or her team, regardless of which table it is; this means that low achievers (competing with other low achievers) and high achievers (competing with other high achievers) have equal opportunity for success.

4. Jigsaw II

Jigsaw II is used with narrative material. Each team member is responsible for learning a specific part of a topic. After meeting with members of other groups, who are the "expert" in the same part, the "experts" return to their own groups and present their findings. Team members then are quizzed on all topics.

7. Think Pair and Share Technique

a. Nature of Think Pair and Share

The think, pair, share strategy is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. It is developed by Lyman (1985) to provide students with “food of thought” on a given topics to formulate individual opinions with their pairs and share the ideas with other students.

According to Lyman (1988) Think Pair and Share is a simple model of cooperative learning. This is a technique that gives the opportunity for students to work independently and in collaboration with others, and it advantages to invite students participation.

Based on the definition above, it can be concluded that the Think Pair and Share can be widely used and highly effective of group learning because it can be used productively in developing specific higher-order thinking skills. Besides, it allows students to privately formulate their thought before sharing them with others.

b. Purpose of Think Pair and Share

Since students need opportunities to talk and to share their ideas, it is important for teacher to give them activities which can promote them to speak and express the ideas. Think Pair and Share is the technique which can provide the activities for students to speak, not only to speak nonsense but to speak in the context with the meaning because they are given an opportunity to think and discuss with their partner before they speak. Moreover, researchers have found that students' learning is enhanced when they have many opportunities to elaborate on ideas through talk. In line with it, Pressley (1992) said that Think Pair and Share strategy is important because students need many opportunities to talk in a linguistically rich environment.

The think, pair, share technique increases the kinds of personal communications that are necessary for students to internally process, organize, and retain ideas Pimm (1987). In sharing their ideas, students take ownership of their learning and negotiate meanings rather than rely solely on the teacher's authority. It can be concluded that the purpose of Think Pair and Share technique is to increase the personal communication by providing the time to think individually and with pairs so that they can organize the ideas systematically

before their share with other pairs.

By using Think pair and Share technique student are willing to participate and become actively involved in thinking about the material presented. So when students talk about new ideas in the stage of sharing, the misunderstanding about the topic are often resolved.

c. Benefits of Think Pair and Share

As a Cooperative Learning strategy, Think Pair and Share benefits students in the areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in other students. With Think Pair and Share, students are given time to think through their own answers to the questions before the questions are answered by other peers and the discussion moves on. Students also have the opportunity to think aloud with another student about their responses before being asked to share their ideas publicly. This strategy provides an opportunity for all students to share their thinking with at least one other student; this, in turn, increases their sense of involvement in classroom learning.

Additional benefits of using the think, pair, and share strategy include the positive changes in students' self-esteem that occur when they listen to one another and respect others' ideas. Students have the opportunity to learn higher-level thinking skills from their peers, gain the extra time or prompting they may need, and gain confidence when reporting ideas to the whole class. In addition, the "pair" step of the strategy ensures that no student is left out of the discussion. Even a student who is uncomfortable discussing his or her ideas with the whole class still has an audience in this step. Finally, while the strategy may appear to be

time-consuming, it makes classroom discussions more productive, as students have already had an opportunity to think about their ideas before plunging into whole-class conversations.

Think Pair and Share technique also gives benefits to the teacher because the technique can be used in a variety of contexts. It is helpful for teacher to set a time limit for students to “think” and “pair” steps. Students spend more time on task and listen to each other more when engaged in Think Pair and Share activities. More students are willing to respond in large groups after they have been able to share their responses in pairs. The quality of students’ responses also improves.

d. Steps of Think Pair and Share

The steps of Think Pair and Share according to Arends (2008:122) are as follows:

Think. Teacher gives a question and problem which is related to the materials and asks students to think independently about the question that has been posed, forming ideas of their own. This is the time for students to think not to talk and act.

Pair. Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.

Share. Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

e. Problem in Implementing Think Pair and Share

According to some studies related to the implementation of Think Pair and Share technique, there are some problems that usually happen among the students. The first common problem is the students feel bored with the same partner. So, it is important for the teacher to rotate and change the partner and the member of group regularly. The teacher also should give varied task which can assess student individually. The students should be grouped and paired by some considerations included the level ability of students itself. It's will minimize the number of students who are dominant in doing the task, so when the group members are changed regularly by the teachers students who have the low level ability will be helped by those who have higher level ability.

It can be concluded that some problems arise in implementing the Think Pair and Share technique can be solved by some strategies used by the teacher in designing the classroom management.

B. Review of Related Studies

Think Pair and Share benefits students in the areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in other students. Since Think Pair and Share has been proved to be successful in improving the students speaking skill. It can be proved from some researcher that used the Think Pair and Share as the technique in the teaching and learning process.

The first research was conducted by Robertson (2006), the title of the

research was “Increase Students’ Interaction with Think-Pair-Shares and Circle Chats” from the research, it can be seen that there was improvement of students’ interaction

In addition, Nurjannah (2013) conducted an action research study in applying the Think Pair and Share technique to improve the students’ speaking ability. The research successfully improved the students’ speaking ability, it can be proved from the students’ speaking performance scores that improved in every cycles.

In conclusion, the Think Pair and Share is a cooperative technique that gives many advantages in improving not only the students’ speaking skills but also the students’ interaction.

C. Conceptual Framework

English serves as an international language which is the key to the global communication. For this reason, English has become a subject that must be mastered for Senior High school students. The Ministry of Education states that the purpose of teaching English Subjects includes develop communicating in that target language in both spoken and written. They are expected to be able to use English to participate in the classroom activity, school activity or environment activity (Depdiknas, 2007: 6-7).

Meanwhile, based on the observation at SMA Islam 1 Gamping, the researcher found the problems as follows; Students were not active because teacher doesn’t provide an activity which can promote students to think creatively.

They don't speak English even in English classroom. Most of all, there is no any activity that could promote students' speaking skills so they have no chance to practice the speaking skill in the English class. Moreover, the activities conducted by the teacher did not promote group work although many students said that they enjoyed working together to help their learning.

After having some discussion with my collaborators, it was decided to use Think Pair and Share technique of Cooperative Learning to improve students' speaking skills. Cooperative Learning has been proven to be effective for all types of students because it produced bigger increases in some aspect of self-esteem (general self-esteem, academic self-esteem, social self-esteem) than the noncooperative method with which it was compared Slavin (1995). While the Think Pair and Share (TPS) is one of the techniques of cooperative learning which aimed to help students think strategically and share it confidently in front of the class. Some studies proved that Think Pair and Share benefits both students and teacher and is successfully improved the students' speaking skill.

The implementation of the techniques involves the researcher, the English teacher, and the students of XI IPA 1 SMA Islam 1 Gamping in the academic year of 2013/2014. Then the action step consist of planning, implementing, evaluating, and reflecting the actions which are carried out to solve the problems.

By the activities designed through Think Pair and Share technique, it is expected that there will be improvement in the students' speaking skills of XI IPA of SMA Islam 1 Gamping.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research study is action research that is aimed to improve students' speaking skill through think pair and share strategy of cooperative learning of grade XI IPA students of SMA Islam 1 Gamping in the academic year of 2013-2014.

In conducting the study, the researcher worked together with her collaborators in deciding the subject of the research, identifying the problems occurs in the target classroom, and implementing the actions. They were also invited to work collaboratively in conducting this action research.

The research was conducted based on Kemmis and McTaggart model as cited in Burns (2010: 7-9) which consists of four steps; planning actions, observing, and reflection. The object of the research is students' speaking skills that was improved through Think Pair and Share Technique of Cooperative Learning.

B. Setting of the Research

This research was conducted at XI IPA students of SMA Islam 1 Gamping. The school is located at Jalan Raya Wates km 4 Pelemgurih Gamping Sleman Yogyakarta. SMA Islam 1 Gamping has nine classes, three classes for

each grade, the size of each class is about 7x8 meter and facilitated with an LCD. The research setting was at class of XI IPA which has 26 students.

This research was carried out in the month of August-September 2013 using XI IPA students of SMA Islam 1 Gamping as the subjects of the research. English class is held twice a week, every Monday at 08.45 am – 10.30 am and Tuesday at 07.15 a.m – 08.45 a.m. the English teacher takes the materials for the teaching learning process from LKS and *Look A Head 2* published by Erlangga. He focused on text translation as his technique to almost his English class. The media used were not varied and interesting. As a result, the students of XI IPA are not active and creative.

C. Subject of the Research

The participants of the research were the researcher, the English teacher, the collaborator, and the students of XI IPA of SMA Islam 1 Gamping in the academic year 2013/2014. The class of XI IPA has 26 students. The researcher together with the English teacher chose the XI IPA students as the subjects of the research because they are not active in the speaking class.

D. Research design

The research was based on Kemmis and McTaggart model as cited in Burns (2010: 7-9). The steps of the research were planning, action, observing and reflection. It can be seen in the following figure:

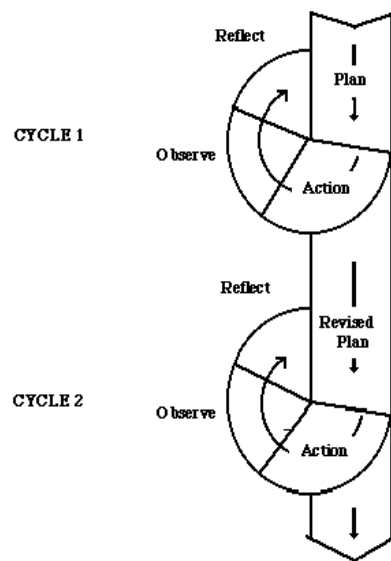


Figure 1. **Kemmis and McTaggart's action research spiral**

The first step of the research is planning. In this step the researcher identified a broad area which fits her interests, passions, curiosity and a pressing teaching need. She also identified and selected the problems that feasible to solve. Some plans were made to be implemented in the teaching learning process including preparing the media, technique, and materials.

The second step of the research is action. Action means implementing what has been planned before. In this step, the researcher collected the data from the students. The aim of the action was to improve the students' speaking skills through Think Pair and Share technique. The actions were implemented in two cycles. Each cycle was done in three meetings. The materials used were adapted from *Look A Head 2* published by Erlangga and some authentic media.

Observation is the third step that the researcher did in this research. The

researcher recorded all activities in her English class in the form of field notes, observations check list and interview transcripts. These helped her to observe the students' reactions, improvements, activities, and opinions. The researcher and also the collaborator discussed the implemented actions and analyzed the result. The result of the discussion served as an evaluation to be used to improve the next action.

Before re-planning the action to be done in the next cycle, the researcher and the collaborators did reflection. The reflection step is an important step because reflection could be used as measurement for the research succeed. The reflection can be done from the result of the observations and the interviews. The collaborators gave their comments and suggestions regarding the teaching and learning process in Cycle 1. When the actions were successful, they were continued. When the actions were unsuccessful, they were revised and improved to be implemented in the next cycle.

E. Instruments of the Research

Field notes, observation check list, and interview guideline were used in gaining the data in this research. The field notes were used to record all activities done in every cycle and were observed as a reflection for the next cycles.

Another instrument used is observation checklist. The observation was done by the collaborator. This was used as a guideline to monitor the implementation of Think Pair and Share technique in the teaching and learning process.

Interview was also used to gain the data, it was used to measure how successful the action was. The interviews were done with the English teacher and some students after the meeting to keep the discussion on the track. It also helped the researcher to find out the weakness that needs to be improved from other perspectives. The equipment used in collecting the data were a camera and a recorder.

In order to gain the valid data on the students' improvement of speaking skill, the researcher used speaking rubric to score the students' speaking performances. The rubric of the students' speaking performance was also used to get the information about the students' speaking skills after Think Pair and Share technique had been implemented.

F. Data Collection Techniques

The data of the research were in the form of qualitative and quantitative data. The qualitative data were gained by giving description of the situation before and during the teaching and learning process. While the quantitative data were taken from the score of students' performances. It's taken to measure the students' improvement in the end of the cycles. The researcher used some data collection techniques as follows:

1. Observation

Observation is useful for tracking changes over time in the relationship between the researcher and the students, or between the students themselves. The researcher used the same observations schedule at regular interval times. The

English teacher as the collaborator gave checklist and description on the activities done by the researcher and the students.

2. Interview

Interview can be described as formal and informal discussions in which the researcher aimed at establishing some information or evaluated an outcome. Interviews have some advantages because the researcher can get richer feedback. The interviews were done before and after the actions.

3. Test

Brown (2004: 3) describes a test as a method of measuring a person's ability, knowledge, or performance in a given domain. The test made in this research is an instrument that provides an accurate measure of the students' speaking skills in the end of each cycle.

G. Technique of Data Analysis

The quantitative data were analyzed by the stages of the data analysis that are suggested by Burns (1999: 157-160). They are assembling the data coding the data, comparing the data, building interpretations, and reporting the outcomes. First, assembling the data is where the researcher collected all the data to see what really occurred over period of the research. Second, coding the data is the process of attempting to reduce the large amount of data that may be collected to more manageable categories of the concepts, themes, or types. After coding the data, the researcher compared the categories or patterns across different data collection techniques. This activity was aimed to identify the relationship and connections

between different sources of data. The next stage is building interpretations. In this stage, the researcher should deal with a great amount of creative thinking about what the data were saying by reflecting beyond the immediate surface details. The next stage was reporting the outcomes. In this stage, the researcher considered some aspects in reporting the result of this study such as discussing the issues or questions that prompted the study, describing the context of the research, analyzing the findings by providing the samples of the data and interpreting how the project could lead to other areas of research.

Meanwhile, the quantitative data were also used to support the qualitative data. The quantitative data used in this research were obtained from the test conducted. Descriptive analysis was used to analyze the quantitative data. It was the mean which was used to represent the central tendency of the scores. The mean was used to measure and find out the improvement of the students' speaking skills after the cycles were done.

H. Validity and Reliability of the Data

To make the data valid and reliable, the researcher used the kinds of validity criteria proposed by Anderson in Burns (1999: 161-162). They were democratic validity, outcome validity, process validity, dialogic validity and catalytic validity. They are explained as follows:

1. Democratic validity

The democratic validity was obtained by doing collaboration with the English teacher and the students as the data resources. They have the right to give

their opinions, ideas, criticism and suggestion about the implementation of the actions. The researcher interviewed the English teacher and also the students before and after the teaching learning process to get the information on their perspectives. She also had a discussion with the English teacher and the collaborator in reflecting the actions during the implementation of Think Pair and Share technique.

2. Outcome validity

The outcome validity in this research was gained by looking at the result of the actions. The researcher together with the collaborator analysed the success and the failure of the action in every cycle.

3. Process validity

The process validity was obtained by doing a triangulation technique. The researcher reported the result of the implementation of TPS from two different points of view. They were the collaborator and the students of XI IPA.

4. Dialogic validity

In order to gain the dialogic validity, the researcher had conducted discussions with the English teacher, the collaborator, and the students on what she had done during the implementation of the research. The researcher can make reflections based on the suggestions, ideas, and opinions to improve the next actions.

5. Catalytic validity

Catalytic validity relates to the extent to which the researcher allows participants to deepen their understanding of the social realities of the context and

how they can make changes within it. To fulfill this validity, the researcher identified the changes which occur during and after the actions by using some interviews.

In addition, the reliability of the research was obtained by providing the genuine data. They are field notes, interview transcripts, observation checklists, the students' speaking performance scores, and photographs. The trustworthiness of the data was also gained by using triangulation. Anderson in Burns (2010: 95-96) says that applying triangulation to data collection means that a combination of angles on the data will help us to be more objective. It was done to support the data to be more valid. The triangulation used in this research are stated as follows:

1. Time triangulation

The data were collected at different points of time. The researcher gained the data on students' speaking performance by conducting some tasks. She also conducted interviews with the English teacher and the students before and after the actions. Moreover, the teaching-learning processes were recorded through field notes and observation checklist.

2. Investigator triangulation

To make the data more valid, reflections were done in the end of every cycle. In the reflections, the researcher together with the collaborators investigated about the result of the action implemented. It was done to avoid biased interpretations and to find out what needs to be improved for the next cycles.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Procedure and Findings

There were some procedures conducted to solve the problems. They were planning, actions, observation and reflection. In the step of planning, the problems were determined by doing interview and observation. The first was observation. The speaking class was observed in order to find out the problems. Secondly, the English teacher and the students were interviewed. It was done to find out the problem that feasible to solve and also to avoid the bias of the problems. The interviews were also conducted to find out what exactly the students' feeling, needs, and expectations. Finally, what the English teacher, the students, and the researcher expected could be reached through the implementation of this research.

The next step was planning the action. Some actions were planned to overcome the problems. The Think Pair and Share technique was applied in the teaching and learning process of speaking. During the actions, the implementation of Think Pair and Share and the activities of teaching and learning were observed by the English teacher and the collaborator. The observations were done to find out the students responses and the impact of the actions. The actions were conducted in two cycles. Each cycle was done in three meetings. In the reflections step, the researcher, and the collaborators evaluated the actions and planned the next actions to solve the problems that occurred during the previous cycle.

1. Identification of Field Problems

To identify the problems, the teaching and learning process of class XI IPA on 19 July 2013 was observed and was recorded in the vignette below:

19 July 2013

Vignette

As the bell rang, the English teacher came to the class. He greeted students. He introduced the researcher and let her sit in the back. Next, he checked the students' attendance list. "What happened to Rifky?" asked him. Rifky is a XI IPA student and he was absent at the moment. The students replied "*Gak tahu pak*".

Next, the English teacher asked students to open up the LKS. He explained the material they are going to learn. "Open up your LKS page 7" asked the English teacher. **Some students were not enthusiastic.** Some of them asked the English teacher the page "*Halaman berapa pak?*". Then the English teacher said "*halaman 7*".

Next, **the students were asked to translate the text on page 7** and answered the following questions. There were only 3 students who brought dictionary, they were most likely the diligent students at the class. The others translated the text through their hand phones, via Google translate. The English teacher gave limited time for students to translate the text. After that, he asked a volunteer to read the text and his translation. "Ok have you done the translation" asked the English teacher. Many students replied "*Belum pak*". **Because there was no students wanted to be a volunteer** and the time given was up, the teacher chose a student to read the text and its translation. He read the first sentence and the English teacher paused him, he asked another students to read the next sentence. The activity continued until the last sentence of the text was read.

After translating the text, he checked the students' answers, the students were asked to read their answers. It was likely a discussion because the English teacher compared the students' answers. **Unfortunately, the students were not active answering the questions orally.** When the teacher asked "what is your answer for number one?" **most of them were silent, they were not confident to share their answers.**

There were also some students who didn't do the instruction given by the teacher.

As a result, they did not have any idea about the answers. So when the researcher asked their answers, they were totally silent. Most of the students' answers were grammatically errors, **the vocabularies used were also inappropriate. It can be concluded that the students' vocabularies were lacked so they don't know how to make a correct sentence.**

After that, he explained the general structure of the text. The text was report text. The students paid attention to his explanation. He asked whether the

students understand or not with the explanation. There were some students who asked about the tenses used in the text.

In the next activity, the English teacher asked the students to open up page 9. There was a short dialogue with blanks, the researcher together with the students translated the dialogue. Then, he asked the students to fill in the blanks by choosing the words in the box. After that, he checked the students' answer together. **He didn't give any feedback for students' pronunciation even when there were some students who mispronounced the words.**

As the bell rang, the English teacher closed the class by giving homework from the LKS then he greeted the students and left the class.

There were some problems that found in the teaching and learning process from the vignette. After conducting the observation, the English teacher and the students were interviewed. The following is the interview transcript between the researcher and the English teacher:

- R : Terimakasih ya pak, saya sudah diberikan kesempatan untuk observasi ulang.*
- ET : Iya mbak, jadi mengajar di SMA Islam ini ya harus begitu, sabar. Anak-anaknya kadang ya suka usil, mbak neni juga sudah pengalaman pas KKN kemaren*
- R : Iya pak, hehee.. anak anak hanya memegang LKS ya pak sebagai buku pegangannya*
- ET : Iya mbak, mungkin ada beberapa yg memiliki buku tambahan, tapi ya tidak banyak. Kami tidak bisa memaksa mereka untuk memiliki buku tambahan karena ditakutkan akan memberatkan mereka*
- R : Oh iya pak, lalu bapak mengajar berpacuan kepada buku apa pak?*
- ET : saya pakai buku look ahead 2 ini mbak, dan dibantu dengan LKS. Karena didalam LKS ini sudah lengkap ada penjelasan, materi, dan task-nya. Kalo bisa mbak Neni nyari media yang menarik dari internet, sekarang sudah mudah ya, itu loh mbak kalo bisa ya materinya nanti yang simple-simpel saja dibanyakin gambar-gambar supaya materinya tersampaikan kepada semua siswa, biasanya mereka itu kalo yang terlalu sulit tidak ingin memperhatikan*

- R : Baik pak, saya akan menggunakan teknik Think Pair and Share untuk meningkatkan kemampuan berbicara dan juga dibantu dengan penggunaan media baik kaudi, visual, maupun audio visual pak*
- ET : Oh begitu, jadi siswa bekerja kelompok itu ya mbak, ya bagus itu. Pesan saya ya itu tadi untuk input text nya carilah media media yg*

- menarik dan simple supaya siswa tertarik untuk belajar*
- R : Baik pak, saya akan memulai penelitian nanti setelah lebaran gimana pak?*
- ET : Iya mbak, lebih cepat kan lebih baik. Ini jadwalnya. Nanti masuk itu tgl 19 Agustus tapi hari pertama itu masih belum aktif KBM mbak, sperti biasa ada hala bi halal. Mbak neni ikut lagi saja*
- R : “hehehe terimakasih pak, kalo gitu, segitu aja dulu pak, saya pamit sekarang ya pak, Assalamualaikum”*
- ET : “Iya mbak, monggo wa’alikuslam”*

Interview transcript 17 July 2013

The interview transcripts between the researcher and some students of XI

IPA can be seen as follows:

- R : Halo Dek. Siapa dek namanya?*
- D : Ditta mbak.*
- R : Dek, mbak mau tanya tanya ya sedikit. Dek Ditta suka pelajaran bahasa Inggris gak sih?*
- D : Suka mbak, tapi yo kadang gak dong.*
- R : Kok gak dong kenapa dek?*
- D : Lha itu pak Agus tuh nyuruh nya translate terus mbak setiap pelajaran.*
- R : Oh emang pake buku apa dek? Dek Ditta punya kamus berarti?*
- D : Pake LKS mbak, wolah gak punya mbak, biasanya anak-anak terjemahinnya pake google translate hehehe*
- R : Walah gitu toh, Pak Agus suka ngasih tugas speaking gak sih dek?*
- D : Gak pernah mbak, pak Agus tuh nyuruh translate terus.*
- R : Oh gitu ya, terus kalian suka disuruh belajar berkelompok atau berpasangan gitu gak?*
- D : Gak pernah mbak.*
- R : Walah gitu toh, dek pengen gak sih bisa ngomong pake bahasa Inggris?*
- D : Ya pengen bgt toh mbak, tapi aku ki gak tau vocab-vocabnya mbak, jadine angel tenan.*
- R : Mau belajar supaya bisa ngomong pake bahasa Inggris?*
- D : Ya mau mbak.*
- R : Kalo kamu lebih suka ngomong sendirian apa bareng kelompok dek?*
- D : Suka kelompok mbak, jadi kalo gak bisa tuh bisa dibantu sama temennya.*
- R : Oke deh kalo gitu dek, segitu dulu. Makasih ya dek.*
- D : Iya mbak, sama-sama.*

Interview transcript 17 July 2013

2. Determining of the Research Problems

Based on the vignette and the interview transcripts, the researcher and the English teacher discussed the problems that occurred in the teaching and learning process. The first problem was the technique used. There is no any activity that can promote the students' speaking skill. As a result, the students were not familiar with the use of English in class, they were also not active and creative. The other problem was the media used. The media to support the teaching and learning process were not interesting. As a result, the students were not enthusiastic to learn English. The list of the problems can be seen in the following table:

Table 2. **Field Problem in the English Teaching and Learning Process of XI IPA of SMA Islam 1 Gamping**

No	Problem	Code
1	The students were not active and creative.	S
2	The students lacked vocabulary	S
3	The students' pronunciation was weak	S
4	There is no group work	M
5	The activity didn't promote students' speaking skills.	M
6	The media used was not interesting	Md
7	The students were not confident to speak English	S
8	The method was translation method	M
9	There was no feedback for students' work	T

Code:

S: Student

T: Teacher

M: Method

Md: Media

Based on the list of the problems above, the researcher and the English teacher discussed the field problems related to the students' speaking skills that feasible to solve can be seen as follows:

Table 3. The Field Problems Feasible to Solve

No	Problem	Code
1	The students were not confident to speak English	S
2	The students have low motivation in learning English	S
3	The students' pronunciation was still low.	S
4	The students lacked vocabulary.	S
5	The technique of teaching speaking does not promote the students' speaking skill	T
6	The Media used were not authentic and not varied	M

Code:

S: Student

T: Teacher

M: Method

Md: Media

After discussing the field problems, the researcher and the English teacher agreed that the XI IPA students need a technique that can promote their speaking skill. Thus, they decided to use the Think Pair and Share technique to improve the students' speaking skill and to solve the problems mentioned above.

B. Implementation of Cycle 1

1. Planning

The first step in implementing this research was planning. Considering the problems identified above, the researcher and the English teacher planned to solve the problems through Think Pair and Share technique that conducted on the schedule as follows:

Table 4. The Schedule of Cycle 1

Meeting 1	Meeting 2	Meeting 3
Wednesday 21 st August 2013 07.15-08.45 a.m	Monday 26 th August 2013 08.45-10.30 a.m	Wednesday 28 th August 2013 07.15-08.45 a.m

Each meeting was designed to use the Think Pair and Share techniques through PPP and TPS steps. By seeing the field problems that are feasible to solve, they agreed to specify the categories as follows:

a. Using the Classroom English during the Teaching and Learning Process

The researcher acted as the English teacher. The whole activities started from greeting, presenting the materials, reviewing, and also closing were in English to make the students familiar with the language used in the class.

b. Using Authentic Material

In order to encourage the use of authentic language in meaningful context, the researcher provided authentic contexts and meaningful interaction with the resource materials by using media such as; video, pictures, audio recording etc. The use of the media was effective to connect students' knowledge to the context. So the students could see that the teaching and learning process is contextual and can be applied in daily life.

c. Applying Think Pair and Share technique

At the teaching and learning process, the materials that would be presented was giving and asking for opinions. The students would be asked to work in pairs or groups in the Production step. They were given several minutes to think carefully about the topic, and to discuss it with their partners before they shared the result of the discussion in front of the class.

The score of students' speaking performances would be taken in the last meeting of Cycle 1. The students would be asked to find out solutions based on the topic given.

d. Giving Feedback to the Students' Pronunciation and Vocabulary

Since the students' pronunciation ability and vocabulary were still poor, the researcher gave them some activities which could improve their vocabulary mastery and pronunciation. The activity that could improve both of their vocabulary mastery and pronunciation was drilling. By doing drilling, the students got more familiar with the new words and could pronounce them correctly.

2. Actions and Observation

a. Using the Classroom English during the Teaching and Learning Process

The first meeting was conducted on 21 August 2013 at 07.15 a.m – 08.45 a.m. The researcher acted as an English teacher. She started the class by greeting the students, saying the prayer, and checking the students' attendance list. Next, she introduced herself and also her collaborators. There were two collaborators who helped her, the first collaborator was Pak Agus- the English teacher, and Fatikhah Ismawati- a friend of the researcher. After that, the aim and the objective of the research were explained briefly. All the activities started from greeting, introducing and checking students' attendance list were done in English but sometimes were translated into Bahasa Indonesia. The use of classroom English can be seen in following field note:

The researcher greeted all students and led them to read the prayer. At the first, the researcher introduced herself and her collaborator, then she explained her purpose. “Assalamualaikum, my name is Neni Oktaviani, do you still remember me?” said the researcher, the students replied “yes yes”. “How are you today?”, “I’m fine thanks, and you?” replied them. “I am OK”. The Researcher then checked up the attendance list. “Ok class let me check the attendance, please rise your hand and say present if you are here and please say absent if your friend is not here”. “Ok miss Neni” said some of the students.

Field Note 01, 21 August 2013

The students were curious and interested in the use of classroom English. It could be seen from their responses to the instructions and questions given. Although their responses were limited to short sentences and sometimes they also mixed the language, but the researcher always praised all responses. It was effective to motivate them to use English. Sometimes the students’ responses were silent, this was the indication that they didn’t understand what the researcher’s said, or the researcher was too fast in explaining the materials and giving instructions. The following field notes describes a situation in classroom English:

The researcher led the students in the material by asking what they have learnt in the previous meeting. At first, all the students kept silent. Then she asked using Bahasa Indonesia. “*Adek-adek sudah belajar apa saja dengan pak Agus kemarin?*”. Some of them said “Giving opinion miss”. “Ok, what are the expressions you use when you want to give your opinion?”. A student answered “I think....”. “Yes that’s right. Very good, what else?” replied the researcher. Almost all of the students answered.

Field Note 01, 21 August 2013

Some questions were designed for the warming up. The students were enthusiastic and it can be seen from their responses to every question given. The condition was also conducive for the teaching and learning process. The

researcher kept using English in delivering the materials, she also translated her explanation into Bahasa Indonesia when the students did not understand the materials and the instructions. On the other hand, the students felt that the way the researcher's speak was too fast. The following interview transcript shows that the students understood the materials and the researcher spoke too fast:

R	: <i>Tadi kan mbak Neni abis ngajar tentang expression of giving and asking for opinions ya dek. Menurut dek arin tadi mbak neni ngajarnya gimana? Jelas gak?</i> (Miss Neni has just taught you the expressions of giving and asking for opinions. what do you think? Was the way she delivered the materials clear enough?)
S	: <i>Miss Neni, tadi penyampaianya jelas, baik, dan mudah dimengerti dan difahami.</i> (The way she delivered the material was clear, good, and is easy to understand)
R	: <i>Task atau tugas yang Miss Neni kasih susah gak? Miss Neni ngomongnya kecepetan ya dek?</i> (Was the task difficult? Did I speak too fast?)
S	: <i>Emmm, lumayan sih. Iya tadi agak cepet mbak, tapi bisa dimengerti kok, kita bisa ngerjain.</i> (Emmm, it's OK, yes you spoke little bit too fast but it can be understood)

(Interview Transcript, 21 August 2013)

b. Using Authentic Material

At the first meeting of Cycle 1, the researcher tried to lead the students into the material by using an authentic material in the form of picture. The picture was a dirty river in Jakarta. They were asked to take a look at the picture. Later, the researcher asked their opinions about the picture. The students answered by using Bahasa Indonesia but she encouraged them to use English. Finally, the students were active to answer the researcher's questions. It can be seen from the following field note:

“Ok now, take a look at the picture. What do you see from the picture?”. All of the students said “*Sampah*”. “*Sampah?* Alright what do you say in English *sampah?*” some of them were silent but some of them answered “Garbage miss, rubbish miss”. “Very good” praised the researcher.

“What do you think about throwing the rubbish into the river? Is it a good habit or a bad habit?” asked the researcher. “Bad habit” replied them. “If it’s a bad habit, have you ever thrown the rubbish into the river?” some of them said yes, but some of them said no. The last question given to the students was “where should we throw the rubbish?”. “*tempat sampah* Miss” replied most of the students.

(Field note 01, 21 August 2013)

From the responses given, it could be seen that the students were helped by the use of picture as one of the media in delivering the material. The use of authentic material in the form of media helped them more focus because they were able to imagine the situations and the contexts and to maintain their interest in the theories and concepts under discussion.

The second meeting was held on 26 August 2013. The students were asked to watch two different videos. The first video was about a young girl who sang beautifully. The second video was about a young boy who couldn’t sing but could play Ukulele very well. Later, they were asked to give opinions about the two videos. They were interested and able to express their opinions about the videos they watched but their opinion were mixed with Bahasa Indonesia. It can be seen from the following field note:

“So, what did you see from the first video?” asked the researcher. “The young girl singing miss” answered some of them. Then the researcher praised them, and asked another question “Very good, what do you think about her voice?”. “*Sangat merdu*” answered them in Bahasa. “And how about the second video, what do you see?” asked the researcher then. “The young boy is

funny” replied them. “Funny? Why do you think he is funny?” asked the researcher. “*dia gak tau liriknya Miss, hahaha*” “OK then, so which one is better?”. “*Dua-duanya Miss sangat menghibur*”

(Field note 02, 26 August 2013)

From the activities that had been conducted, it could be concluded that the use of authentic material in the form of media gave advantages to the students. The students found that the use of authentic materials helped them more in comprehending the materials because it connected theories taught in the classroom with real world events. Their responses toward the use of authentic material can be seen in the following interview transcript:

- R : *Tadi Miss Neni menggunakan media pembelajaran berupa gambar-gambar, video, dan audio. Menurut Ulfa gimana?* (I used **the media such as pictures, videos, and also audio. What do you think?**)
- S : *Menurutku sih udah bagus Miss, jadi lebih jelas neranginnya. Kita jadi lebih faham.* (In my opinion, it was good so that Miss Neni **gave clearer explanation and we are easier to understand the materials**)

(Interview Transcript, 28 August 2013)

c. Applying Think Pair and Share

The Think Pair and Share technique was used in every meeting and in all activities. The technique was designed both for group and pair work. At first, the researcher gave a limited time for the students to work individually. Next they were asked to discuss, in this step the students had a little time to think systematically about what would be said and shared.

For the first activity in applying the Think Pair and Share technique, the students were asked to work in pairs. Then the researcher gave an example of a

topic consisted two different opinions. Each of the students had to make a dialogue from the situation given and share it in front of the class. The students were enthusiastic to work in group. They were actively involved in the activity, it can be seen from their responses by giving some questions related to the content, grammar, and vocabularies. The following field note describes the students' activity:

“OK take a look at the screen, number one is about Sponge Bob cartoon gives bad effects to children. Please make dialogue based on the topic given, can you do that?” asked the researcher. They asked some questions “Miss, *jadi yang temen kita satunya lagi opininya harus bertentangan?*”. “*Iya dek, jadi dalam dialogue itu ada dua opini. Opini yg pertama setuju sama topiknya, opini yang kedua diutarakan oleh partnernya, harus bertentangan sama topiknya*” replied the researcher. They also asked some questions related to the vocabulary item and the grammar. They were so active and interested in making the dialogue.

Field note 01, 21 August 2013

The researcher also reminded the students to use the expression of asking and giving opinions. At the stage of sharing, the time given was up. They were asked to share the result of their discussion, there were some students who were not ready yet and refused to present it. The researcher gave them more 5 minutes. Finally, she gave the first chance to those who were ready, and for those who were not ready yet, they were asked to present it for the last group. The discussion run smoothly because some of the students were able to express their opinions. The opinions they used were simple opinions. Unfortunately, the time was up before all pairs share their opinions.

In the second meeting, the researcher let the pairs who had not perform yet to perform their dialogues. Later, she led the students to watched two different videos. They were asked to give their opinions about the videos. They were very enthusiastic.

In the next activity, the studnets were divided into groups. Each group consisted of three students. Next, a dialogue about three students who were talking about their friend's problem at canteen was showed. The researcher called on three students practice the dialogue and asked them about the content. The instructions given can be seen as follows:

“Class, pay attention to the expressions use in the dialogue” asked the researcher. All the students paid attention to the dialogue, “now each member will be the character from dialogue, I will give you a limited time before you practice it in front of the class”.

Field note 02, 26 August 2013

The students found that work in groups and pairs helped them in comprehending the material. They were able to discuss and find out the solution of the researcher's questions. The following interview transcript describes how the implementation of Think Pair and Share technique improved their speaking skills:

R : Menurut Ulfa Kerja kelompoknya udah berjalan lancar belum sih? (**What do you think about the group work?** Was it run well?)

S : Udah Miss. Tadi tuh pas kerja kelompok kita bisa sharing dengan yang lain, jadi yang belum ngerti bisa jadi ngerti. Bisa kompak juga sama temen-temen yang lain. Lagi pula kita jadi lebih pede gitu Miss, soalnya kan ide-ide yang kita punya kan hasil pemikiran bersama. (It was run well. We can share, so for those

who do not understand yet will understand. We also can be solid with our friends. Moreover, **we become more confident because the idea we had was the result of the discussion).**

Interview Transcript, 28 August 2013

In the third meeting, a video about the flood in Jakarta was played. The students were asked about what happened in the video, and then they were also asked to find out the causes of the flood and the solution to solve it. They were given a limited time to think.

The next activity was making a role play based on the situation given. The situation given was a problem happen in our daily life. Students were not only asked to produce a speaking performance, but also to discuss it with their pairs about their opinions related to the problem, and to find out the solution for the problem. The result of the discussion should be made in the form of conversation and be performed in front of the class. Unfortunately, some of the students did not work cooperatively, it could be seen on how the same members of the group asked the researcher about the content, the vocabulary item, and the expressions used, while the other members were silent.

The students' performances in the third meeting were scored by the collaborator and the researcher. After making the dialogue, each group was called on to perform the dialogues in front of the class. The groups' performances did not run smoothly, there were some students whose voice could not be heard by other students so the researcher reminded them to speak louder. The students' vocabulary mastery was also limited. They made many mistakes in pronouncing the words. As a result some students were not confident to share their ideas in

front of the class. Some of the them also brought their notes when they performed the dialogues.

Although the students' performances did not run very smoothly, but at least the students felt confident to speak in front of the class using English, it can be seen from the following interview transcript:

- R : *Tadi kan Miss Neni ngasih tugasnya secara bepasangan ya dek. Terus diminta buat diskusi dan maju ke depan. Menurut adek dengan metode kaya gitu bisa bantu kalian supaya bisa ngomong bahasa inggris gak?* (Miss Neni gave you a task to be done in pairs, then asked you to discuss and share it in front of the class. What do you think about such a method that Miss Neni used? Do you find it helpful to improve your speaking skill?).
- S : *Menurut saya iya Miss, soalnya kita jadi lebih pede miss dibandingkan kalo harus ngomong sendiri didepan hehe.* (I think it was, **we can be more confidence to speak in group rather than to speak alone in front of the class** hehe).

(Interview transcript, 21 August 2013)

d. Giving Feedback to the Students' Pronunciation and Vocabulary

Sometimes the students of XI IPA still used Bahasa to respond and answer the instructions and questions given, but direct and indirect feedback were always given on their pronunciation and vocabulary. The direct feedbacks were given immediately after the students mispronounced the words. The researcher helped the students' pronunciation by drilling. They were asked to say the words repeatedly after her. The following field note describes how feedback on students' pronunciation was given:

Students were active to answer the researcher's question. "Ok, take a

look at the picture. What do you see from the picture?” all of the students said “*sampah*”. “*sampah*? Alright what do you say *sampah* in English?” some of them were silent but some of them answered “garbage Miss”. “Very good” praised the researcher. “How do you pronounce it?” asked the researcher. Some students mispronounced the word garbage. The researcher asked them to pronounce it well “OK, repeat after me [gar:bɪʒ]”. The students said the word repeatedly until they pronounce it correctly. “American say *sampah* as rubbish, Ok repeat after me [ˈrʌb ɪ]”

Field Note 01, 21 August 2013

Indirect feedback was given after having student group’s performances. The students were also asked to say the words repeatedly until they found their pronunciation was correct. They were enthusiastic to do drilling because it was an interesting activity to memorize and to pronounce the words correctly. The students’ enthusiastic can be seen from the following interview transcript:

- R : *Oh iya terus kan tadi Miss Neni minta kalian buat speak loudly kata dan kalimat secara berulang-ulang. Menurutmu itu udah membantu kalian gak biar pede ngomong bahasa Inggris?* (Miss Neni asked you **to speak the words and sentences loudly and repeatedly. Do you think it helps you to be more confidence to speak English?**)
- S2 : *Iya Miss, itu asyik banget. Kita jadi bisa terlatih gitu Miss lidahnya, jadi lancar ngucapin kata-kata bahasa Inggris, terus kita juga jadi keinget-keinget terus arti dan cara pelafalan kata-katanya. (That was very fun activity. Our tongue were trained, so that we can say the words fluently. And also it helped us to memorize the meaning and the pronunciation of those words)*

Interview Transcript 26 August 2013

3. Reflection

After conducting the actions in Cycle 1, the collaborators and the researcher did the reflection by discussing about the actions that were done. It was done to fulfill the democratic validity and dialogic validity. In the discussions, they analyzed the data from the observations and the interview transcripts. Everybody that involved in the discussion were free to give the comments, opinions, and ideas to improve the next cycles.

a. Using Classroom English during the Teaching and Learning Process

English used in every activities in Cycle 1 starting from the greeting, checking the attendance list, commanding, asking questions, praising, until closing and leave taking. The students were interested in the use of classroom English. They also gave respond to the researcher's instructions and questions, even though their responds were still using English and Bahasa Indonesia and sometimes Javanese. So far, the students became more familiar with English language. On the other hand, the use of Classroom English was not always successful. Sometimes, the students' responds were silent. The silent situation happened because they did not understand about what have been said by the researcher. Sometimes, the researcher spoke too fast. The researcher sometimes translated her instructions and explanations into Bahasa Indonesia.

The collaborators suggested the researcher to speak more slowly in the next cycles. They also suggested to decrease the use of Bahasa Indonesia. When the students responded the questions using Bahasa, it was important for the researcher to wait them find the words in English.

The collaborators also suggested the researcher to not to translate her instruction into Bahasa Indonesia, but she could use the synonym of the words that are familiar to the students. She could also do the paraphrasing supported by gestures in order to make the students understand about what she said.

b. Using Authentic Material

The authentic materials used in Cycle 1 were in the form of videos, pictures, and audio recording. The using of authentic materials in Cycle 1 succeeded to engage the students' attention. The students were enthusiastic in every activities that supported by media. They were also interested to learn the material given. The authentic materials successfully helped them in comprehending the materials.

Moreover, the authentic materials used in Cycle 1 successfully connected theories taught in the classroom with real world events. The students were able to imagine the situations where they could implement the theories they learnt in the classroom.

For the next cycles, the collaborator suggested to use more media. The media must be up to date and also enjoyable in order to gain the students' attention and also to help them more in comprehending the materials taught.

c. Applying the Think Pair and Share Technique

The think pair and share technique was implemented in all activities in Cycle 1. It was proved to be effective in improving the students' speaking skills. At first, the students were given a situation or a problem to solve. Next, they were asked to find out the solution individually. Then, they were asked to work in pairs

or groups. In this stage, the students were enthusiastic because they shared their ideas with the other members of the group, helped each other, and were solid. In the next step, each group or pair was asked to share the result of their discussions in front of the class.

Based on the students' responds in Cycle 1, it can be concluded that Think Pair and Share technique successfully improved the students' speaking skills. Some students were confident to speak English since they have time to discuss with their friends. They were also solid. They helped each other to comprehend the materials.

Unfortunately, based on the collaborator's observation there were some students who kept silent and did not work cooperatively. The collaborators suggested the researcher to serve as a facilitator and a tutor. The researcher had to walk around the group to control their discussions. To gain the students' interest in group work, the collaborators also suggested the researcher to change the member of the group in the next cycles. Each group and pair must be balance, there must be students who have higher level ability. It is expected to avoid gap among the groups and also to avoid boredom among the members or partners. Besides, the changing on group members was expected to keep the students' relationship solid and also to keep the discussions run well.

In addition, the researcher should also concern on time management. The collaborator suggested the researcher to consider the limited time for students' discussion and performances.

d. Giving feedback to Students' Pronunciation and Vocabulary

There were direct and indirect feedbacks that were used to improve the students' vocabulary and pronunciation in Cycle 1. The feedback used was drilling technique. Direct feedbacks were given immediately after the students mispronounced the words. They were asked to say the words and sentences repeatedly after the researcher.

The students found it as an interesting activity. They were also enthusiastic to say word by word until they got their pronunciation correct. Through drilling, the students became more confident to speak English and also faster to memorize the English words.

In conclusion, drilling was successfully improved the students' vocabulary mastery and pronunciation. In the next cycles, the collaborators and the researcher planned to give more feedback on the students' pronunciation and vocabulary item. To avoid mistake in pronouncing the words, the feedback will be supported by Audio, so they are able to listen to the authentic pronunciation from a digital dictionary.

C. Implementation of Cycle 2

1. Planning

The schedule of the implementation of cycle 2 can be seen in the following table:

Table 5. **The Schedule of Cycle 2**

Meeting 1	Meeting 2	Meeting 3
Saturday 7 th September 2013 10.15-11.45 a.m	Monday 9 th September 2013 07.15-09.00 a.m	Saturday 14 th September 2013 10.15-11.45 a.m

After doing the reflection of the actions in Cycle 1 with the collaborator and the English teacher, it can be concluded that there were some actions that needed to be improved. Based on the discussion, the researcher and the collaborator agreed to categorize the actions as follows:

a. **Using the Classroom English during the Teaching and Learning**

Classroom English would still be used in the teaching and learning process. Similar with Cycle 1, English used in the whole activities; starting from greeting, presenting the materials, reviewing the materials, and also closing. From the result of the implementation in Cycle 1, the students of XI IPA were familiar with the use of classroom English. In order to make an improvement in cycle 2, the researcher would decrease the translation of her instructions, and also forced the students to use English in every responds.

b. Using Authentic Material

From the Cycle 1, the use authentic materials in the form of media had been proved helpful for the both students and the researcher. The researcher, the collaborator and the English teacher found that it engaged the students' motivation and attention in learning speaking. Based on the suggestion given by the collaborators, the use authentic materials in the form media in cycle 2 planned to be more varied, up to date, contextual, and enjoyable.

c. Applying the Think Pair and Share Technique

Similar with Cycle 1, the Think Pair and Share technique was implemented in every activity given by the researcher. What made it different from the previous cycle was the members of the group or the partner of the pairs. In order to engage the students who were not active yet in group work in Cycle 1, the researcher divided the students based on their level abilities. The researcher acted as a facilitator and tutor, she walked around the group to control the discussion and to check individual participation in the group work.

Besides, in implementing the Think Pair and Share technique, the researcher would manage the time for group work systematically. The 'think' and time would not take too much time.

d. Giving Feedback to Students' Pronunciation and Vocabulary

The feedbacks that given in Cycle 1 successfully improved the students' confident in speaking English. They found it helpful in memorizing and pronouncing the English word. The feedbacks that would be used in Cycle 2 were direct and indirect feedback as well. The drilling would still be used and would be

supported by the audio from the digital Cambridge Advanced Learner's Dictionary.

The other feedback that would also be used in Cycle 2 was rewards. The researcher would give rewards for the group's best performance in the last meeting of Cycle 2.

2. Actions and Observation

a. Using the Classroom English during the Teaching and Learning Process

The first meeting of Cycle 2 conducted on Saturday, 7 September 2013 at 10.15-11.00 a.m. The use of classroom English was similar with Cycle 1. The researcher greeted the students using English as follows:

The researcher greeted all students and she didn't check the attendance list because Miss Murni did it before. The researcher apologized for being late "Good afternoon class, I am sorry for being late" said the researcher. "Yahhh Miss Neni *kok telat?*" replied one of them. Then she explained about her misunderstanding with the schedule. The students answered her "OK miss, no problem miss".

Field note 04, 7 September 2013

There were some students who answered using Bahasa Indonesia, but the researcher kept using English and forced them to use English, it could be seen in the following field note:

To lead into the material, the researcher did brain storming by asking what the students have learnt in the previous meeting "do you still remember what we have learnt in the previous meeting?". "*Itu loh Miss cara mengungkapkan puas dan tidak puas terhadap sesuatu*" replied one of them. "very Good, what do you say *puas dan tidak puas* in English?" forced the

researcher. “sat...t.aisfication Miss” replied some of them. “Satisfaction and dissatisfaction” added the researcher.

Field note 05, 9 September 2013

Even though she didn’t translate, but she simplified the words and the sentences. She also supported her explanation with gestures and facial expressions. Moreover, she delivered her explanation slower. As a result, the students could understand her explanation. They were able to respond the researcher’s question in English. They became more familiar with the classroom English. It can be seen in the following field note:

Alright, the situation is in a restaurant. Two persons become the customers, and the other become waiter. In the dialogue, you have to use the expression of satisfaction and dissatisfaction. Do you understand?” asked her. “Miss, give example!”. “For example, Nova eats Hamburger at Mc. D, he was satisfied with the food, and then he compliment the waiter. You understand?” said the researcher. “Oh ok Miss” replied one of them.

Field mote 05, 14 Septemmmber2013

English was also used in reviewing the materials at the end of every meeting. The following field note explains the researcher’s questions and the students’ responds:

At the end of the class, the researcher reviewed the materials they had learnt at the day. She also asked students comprehension within the materials “do you understand the materials we have learnt today? Was it easy or difficult?”. Some of them said “Easy miss, *mbok ojo angel-angel nek ngajar*”. “What we have learnt today then?” asked her later. “satisfaction and dissatisfaction” replied one of them. “Passive and active sentence miss” added one of them..

Field note 05, 9 September 2013

In conclusion, the use of classroom English in Cycle 2 was improved than the Cycle 1. The students' responds were also good. They were able to understand the explanations and instructions given. They did not find it difficult since the researcher had her explanations and instructions slower and supported by the gestures. The following interview transcript describes the students' understanding of the materials:

- R : *Dek tadi mbak Neni gimana ngajarnya? Ngerti gak pas mbak ngejelasin, nyuruh, nanya-nanya pake bahasa Inggris? (Dek, how was the teaching just now? **When I use English, do you understand my explanation, instructions, and questions?**)*
- S : *Ngerti mbak. Soalnya mbak ngejelasinnya pake contoh. (It can be understood mbak, because your explanation is supported by the examples)*
- R : *Mbak kecepetan gak tadi ngejelasinnya? (Was my explanation too fast?)*
- S : *Gak kok mbak, lagian suara mbak kan besar bisa kedengeran nyampe mana-mana hehee ojo nesu loh mbak. (Not at all mbak, moreover you voice was very loud. It can be heard wherever hehee don't be mad mbak)*
- R : *Hehe iya dek gak apa-apa. Berarti tadi ngerti ya apa yg mbak jelasin? (hehe No problem. So, do you understand my explanation?)*
- S : *Ngerti mbak. (Yes, I do)*

Interview transcript, 9 September 2013

b. Using Authentic Material

At the first meeting of Cycle 2, the researcher played an advertisement video. This activity was warming up activity. It led students into a new material they would learn. The video was an advertisement of a provider and was very funny. It successfully engaged the students' attention and interest in learning

English. They enjoyed the video and were interested about the material that would be learnt. The students' enthusiastic was recorded in the field note as follows:

Later, the researcher asked some questions related to the video "So class, have you ever watched this video before?". Some said "Yes" some said "No". "What kind of video you have just watched?" asked her later. Some students answered "*Iklan* miss" some answered "Advertisement". The researcher praised them by saying "Very good, it is an advertisement video, so what advertisement is it?". "*Iklan* Axis" replied all of them. The researcher asked whether the students ever used axis as their provider or not. There was a student who used Axis as his SIM. The researcher asked "are you satisfied with the service? Is it cheap as what the advertisement said?". One of the students replied using Bahasa Indonesia about his satisfaction of the product "*Aku puas Miss, murah meriah kalo nelpon*". Some of them replied "*tapi nek sesama thok, nek ke operator lain tetetep larang*".

Field note 04, 7 September 2013

As the video played to lead the students into the materials, they were actively involved to answer the questions given. They found it easier to comprehend the materials. Moreover the video was also funny, it engaged their interest. As a result, the students' understanding of the materials improved. They could also implement the expressions they learnt in the class to the real life events. The students' comprehending within the materials can be seen from the following interview transcript and field note:

Then, the researcher distributed some pictures to each pair. The pictures were the condition that exist in our environment. "Did each pair have the pictures?" asked the researcher. "Yes Miss" replied them. They were asked to discuss the suitable expression of satisfactions and dissatisfactions to each picture. "Ok, take a look at the pictures, identify the condition in the picture and give your opinion on it, whether you are satisfied or dissatisfied with the condition there" said the researcher..

Field note 04, 9 September 2013

- R : *Tadi mbak neni pake video sebagai media pembelajarannya. Jadi terbantu gak dek? Jadi lebih jelas gak? (I have just played a video as a media. Do you find it's helpful? Is it clearer?)*
- S : *Ya media itu kan sebagai alat bantu ya mbak, jadi ya lebih jelas mbak. Jadi lebih mudah difahami. (Yes, media is additional equipment, so it was clearer. It was easier to comprehend the material)*

Interview Transcript, 09 September 2013

c. Applying the Think Pair and Share Technique

The TPS technique was used in every activity. The researcher divided students in group or asked them to work in pair. The members of the group was different from the previous members in Cycle 1. The students were divided based on their level of abilities. There must be a student who has higher level ability mingled with a student who has low level ability in every group. It was done to keep the discussion going well. This strategy successfully engaged the individual's participation, the students who kept silent in Cycle 1 were actively involved in the discussion. They were motivated because the student who has higher level ability kept supporting them to work cooperatively. At the first meeting of Cycle 2, the students were divided into group of three. Later, she showed a dialogue and asked them to practice the dialogue. Next, the researcher presented the situation on the dialogue. The students were actively involved to practice the dialogue. They were able to identify the expressions used in the dialogue and shared it with the other group. It can be seen from the following field note:

... the researcher presented the situation on the dialogue, the students were actively involved to practice the dialogue. They were practicing the dialogue in groups. The researcher then asked “please find out the expression of satisfaction and dissatisfaction from the dialogues, I give you five minutes to discuss”. “I will chose a member from each group who always keep silent to share the result of the discussion” added her. The students were actively involved in the discussions.

Field note 04, 7 September 2013

The second meeting was conducted on 9 September 2013. In applying the Think Pair and Share technique, the students were asked to work in pairs. The partner was chosen by the researcher. The activity can be seen from the following field note:

Then, the researcher distributed some pictures to each pair. The pictures were the condition that exist in our environment. “Did each pair have the pictures?” asked the researcher. “Yes Miss” replied them. They were asked to discuss the suitable expression of satisfactions and dissatisfactions to each picture. “Ok, take a look at the pictures, identify the condition in the pictures and give your opinions on it, whether you are satisfied or dissatisfied with the condition there” said the researcher. “Do you understand with my instructions?” asked her later. “Yes Miss” replied them. The researcher gave 5 minutes to discuss. Each pair was so busy discussing the expressions for each picture. Later, she asked them to share the expression in front of other pairs.

Field note 05, 9 September 2013

The Think Pair and Share successfully improved the students’ speaking skills. When the researcher asked them to share the result of their discussion, they shared it confidently. All pairs were able to give appropriate expressions for each picture.

In the third meeting of Cycle 2, the students were also divided into groups of three. They were asked to say about certain expressions in the form of role play based on the situation given. In order to gain individual's participation in the discussion, the researcher also walked around the pairs and the groups. She served as a facilitator and tutor. When the time for discussion was up, the researcher asked whether they are ready or not to perform. Most of them were not ready yet as recorded in the following field note:

15 minutes passed, the researcher asked "are you ready to perform?". "Miss, *boleh bawa buku kan?*" asked them. "No you cannot, you have to memorize it" answered the researcher. "*walah angel* Miss" replied most of the students. "No, it isn't difficult, you can memorize it. Slowly, do not be afraid. Come on I will give you more 5 minutes to memorize OK".

Field note 06, 14 September 2013

By considering the rest time they had, the researcher allowed them to have more five minutes to memorize. When the time was up, she asked each group to perform. The performances ran smoothly. Most of the group performed it very well but there were also some who felt nervous, they asked to perform once more. To make them motivated, she allowed them to re-perform their dialogues.

The students' responses to the implementation of Think Pair and Share technique were also good. They felt that it was so much helpful in improving their speaking skills, not only the speaking skill but also the interactions among them. With Think Pair and Share technique, they were able to work cooperatively. The students' opinions through the implementation of Think Pair and Share technique can be seen in the following interview transcript:

- R : *Nah kalo disuruh kerja kelompok kaya tadi itu gimana dek? Kamu lebih terbantu gak dalam pembelajaran speaking nya? (What do you think about the group work we have done? Did you find it is helpful in the learning of speaking?)*
- S : *Terbantu sih mbak. (Yes, it's helpful)*
- R : *Terbantunya jadi gimana dek? (How did it help you?)*
- S : *Ya jadi bisa kerja sama mbak, mikir bareng-bareng. Kalo gak ngerti dibantuin sama temen yang udah ngerti. (we can **work cooperatively, think together, and help each other** to make us more understand)*

Interview Transcript, 9 September 2013

d. Giving Feedback to Students' Pronunciation and Vocabulary

The feedbacks given in Cycle 2 were similar with the feedback given in Cycle 1. In the first meeting of Cycle 2, an advertisement video was played and the students were asked to answer some questions orally. They replied the questions using Bahasa Indonesia, Javanese, and English. In order to make them familiar with the use of classroom English, the researcher kept using English in giving feedback to their responses. The following field note describes the students' responds towards the researcher's questions:

The researcher gave feedback on his vocabulary and pronunciation. She helped the student to speak in English. In order to make the pronunciation clearer, she played an audio pronunciation of the words. Then the researcher asked the students to say repeatedly. "Ok what do you say in English *puas?*". All of them were silent. It's "satisfied" said the researcher. Then she explained about the word classes. "Satisfaction" "satisfy" "satisfied" "satisfactory" etc. They laughed at the moment because they felt it was funny, they couldn't pronounce the words as what the dictionary pronounced. The researcher kept playing the audio and asked them to say the words until they correctly pronounced.

Field note 04, 7 September 2013

Since the drilling technique was used frequently, the students found it easier to memorize how to pronounce the word correctly. When they asked to said it one by one, the student was able to pronounce those words correctly. When they had a presentation on the second meeting of Cycle 2, some students forgot how to pronounce the words but the researcher gave them indirect feedback at the end of the presentation as follows:

After having all pairs' presentation, the researcher gave feedbacks on their pronunciation. "Class, you did presentation very well. But there still some words that mispronounced" said the researcher. "Do you still remember how to say 'puas' in English?". Some students tried to pronounce satisfied, satisfaction and satisfactory. But they still mispronounced the words. "OK listen again the dictionary, repeat after it!" asked the researcher. The students repeated what the dictionary pronounced. When she felt the students were already expert in saying those word. She stopped the drilling.

Field note 05, 9 September 2013

The students felt it was an interesting activity. It was helpful for them to improve the vocabulary mastery and the pronunciation. They were able to choose the English word variedly. The following interview transcript shows how the feedbacks benefit them:

- R : *Kalo yang drilling dek, yang mbak neni minta kalian buat repeat kata-kata itu gimana? Bantu kamu gak? (What about the drilling? When I asked you to say the word repeatedly? Do you find it helpful?*
- S : *Ngebantu mbak, biar kita terbiasa lidahnya. (Yes, it's helpful, because it makes our tongue familiar how to say the words correctly)*

Interview transcript 9 September 2013

In the next activity, the researcher explained active and passive sentence that used in expressing satisfaction and dissatisfaction. The students paid attention with the her explanation. To check their understanding she gave them two simple active sentences and asked them to change it into passive like what they did before. They were given five minutes to work individually. Then she checked the work together, most of them did it well, but some of them did not recognize the use of V_3 in passive voice. As a feedback, the researcher showed some verbs 1, 2, and 3. They were asked to recognize the words and said it loudly.

Besides, the researcher helped the students to improve their vocabulary by walking around and checking the progress of the discussion. The students actively involved in the discussion. They asked about some words that were appropriate to be used in their dialogues and presentations. The following field note describes the activity where feedback was given on students' vocabulary and pronunciation:

Then the researcher helped them by walking around and check their progress in memorizing the dialogue they made. She motivated them "You can do this, come on I will help you, lets' practice before the performance", they were motivated. "Miss, *kemaren Ma'am itu dibacanya apa Miss?*". "it's mem". "Miss *daging bahasa Inggrisnya apa tuh?*" asked the other. "Beef" replied her.

Field note 06, 14 September 2013

After all the groups performing the role play, the researcher and the collaborator calculated the scores. The highest score will be the best performance and the researcher gave them a reward. The reward was given to keep their motivation high. They were very enthusiastic to hear the announcement. The activity can be seen in the following field note:

After all the groups performing their dialogues, the researcher and the collaborator calculated the score of the group. The score was counted individually even they perform it in group. After calculating, the researcher announced “Ok Class, may I have your attention?”. The students suddenly kept silent and paid attention. “After having all the groups’ performances, I am going to read the score. The higher score will be the best performance and I will give you the rewards”. Then the researchers announced all the groups score, “Ok the best performance is Rofiq’s group. Please come forward”. “Congratulation Rofiq and the group” said the researcher. “Yes Miss, you’re welcome” replied him. “Please applause for Rofiq and his group” asked the researcher later.

Field note 06, 14 September 2013

3. Reflection

The researcher and the collaborators did the reflection after Cycle 2 had been conducted. In the discussion, they analyzed the data from the observations sheet and the interview transcripts. The discussions were about the results of the actions that were done in Cycle 2 and also the students’ improvement from Cycle 1 to cycle 2.

a. Using Classroom English during the Teaching and Learning Process

The use of English was done in every activity in Cycle 2, starting from greeting, giving instructions, asking questions, and closing the class. Still, the students’ responds were in Bahasa Indonesia, Javanese and English. The researcher focused on the students’ vocabulary mastery and pronunciation so she forced them to speak in English. It can be seen from the feedbacks given toward students’ responses. Even though they used Bahasa Indonesia but the researcher answered them in English. As a result, they were able to express their ideas and also give responds using simple statements in English.

Besides, in order to help them in comprehending the materials and to make them more familiar with the use of classroom English, the researcher decreased the use of Bahasa Indonesia and spoke slowly in English. She also paraphrased the difficult words. As a result, the students' speaking ability improved from Cycle 1 to Cycle 2.

b. Using Authentic Material

As suggested by the collaborators in the previous reflection, the authentic material in the form of media used in Cycle 2 was enjoyable and up to date. It successfully engaged the students' attention and interest in the learning English.

Besides, the authentic material served as a bridge to connect the students' theories with the real situation. As a result, the use of media in Cycle 2 helped the students to comprehend the materials easily.

c. Applying Think Pair and Share Technique

The Think Pair and Share technique that used in Cycle 2 successfully improved the students' speaking skills. The students were more manageable, because the researcher divided the member of the group systematically.

The individual's participation in the group work improved significantly since the researcher served as a facilitator and tutor by walking around and controlling the group discussions.

The time was also managed better than those in Cycle 1, when the time for discussion was up the researcher forced the students to share the result of their discussions. As a result, the problems occurred in the previous cycle can be solved in Cycle 2.

d. Giving Feedback to Students' Pronunciation and Vocabulary

The feedback that used in Cycle 2 was supported by the Audio from the Cambridge Advanced Learner's Dictionary. The researcher played an audio repeatedly and asked the students to repeat.

Since the students found that the drilling activity was interesting, they would always say the word repeatedly. They were very enthusiastic in repeating the words. As a result, the use of digital Cambridge dictionary successfully decreased the bias of the pronunciation among the students.

Moreover, the researcher gave rewards on students' best performance at the third meeting of Cycle 2. The best performance meant they had the higher scores. One of the criteria for the scores was that the students were able to pronounce the words correctly. Students were highly motivated to perform the dialogue correctly in front of the class.

D. The Result of the Actions

The comparison between the actions in Cycle 1 and the actions in Cycle 2 can be seen in the following table:

Table 6. The Result of the Actions

No	Actions	Cycle 1	Cycle 2
1	Using classroom English during the teaching and learning process	<ul style="list-style-type: none"> The researcher frequently translated the instructions and explanations into Bahasa Indonesia. 	<ul style="list-style-type: none"> The researcher rarely translated her explanations and questions into Bahasa Indonesia. Her explanations were supported by gestures.

		<ul style="list-style-type: none"> The students frequently responded the researcher's explanations and questions using Bahasa Indonesia and Javanese. 	<ul style="list-style-type: none"> The students used simple expressions in English to respond the researcher's questions and explanations.
2	Using authentic materials	<ul style="list-style-type: none"> The students were interested in the learning of speaking. The students comprehended the materials easily. 	<ul style="list-style-type: none"> The students were enthusiastic in the learning of speaking. The students could imagine the real situation where they can implement the materials they had learnt in the classroom.
3	Applying Think Pair and Share Technique	<ul style="list-style-type: none"> Some students did not participate in group's work in groups and refused to share the result of the discussions with other groups/pairs. There were some students who kept silent in the group discussion. There were some students who refused to share the discussion in front of the class. The time for students' performances was not enough because most of the time given was used for the discussion. 	<ul style="list-style-type: none"> All students were able to work cooperatively in group. All groups' members were able to share the result of their discussions with other groups/pairs. The researcher managed the time better than Cycle 1. All groups shared the result of the discussions and performed the dialogues punctually.
4	Giving feedbacks on the students' pronunciation and vocabulary.	<ul style="list-style-type: none"> The students still mispronounced some English words. 	<ul style="list-style-type: none"> The students could pronounce the English words correctly. Since the researcher asked them to listen to Cambridge learners dictionary.

		<ul style="list-style-type: none"> The students' vocabulary mastery was lack and limited to the simple words. 	<ul style="list-style-type: none"> The students' vocabulary mastery improved. They were able to use more English words variedly.
5	Giving rewards on the best group's performance	-	<ul style="list-style-type: none"> The students were motivated in the groups' speaking performance.

E. The Scores of the Students' Speaking Skills

The Think Pair and Share technique was successful in improving the students' speaking skills as had been stated in the reflection of Cycle 2. The finding was conducted from the observations of teaching and learning process during the actions and the interviews with the collaborators and the students. To support the data, the researcher and the collaborator assessed the students' speaking skills when they performed a dialogue in front of the class. They did the role play using Think pair and Share technique.

The assessments were conducted in the third meeting of Cycle 1 and Cycle 2. The first assessment was conducted from the students' performance of making a role play consisted of expressions of giving and asking for opinions. For the second assessment, the students were asked to make a role play consisted of expressions satisfaction and dissatisfaction and were asked to perform it in front of the class.

The comparison between two performances supported the findings of the research. The researcher and the collaborators used the same speaking rubric in

assessing the students' speaking performance. The scores were gained from the accumulation of the total scores between the collaborator and the researcher. To get the mean, the scores were divided by two.

The mean of the score of students' speaking performance in Cycle 1 was 65.17, and 74.9 in Cycle 2. Based on the comparison between each student's mean score, there was an improvement in the students' speaking performances. Many of the students got higher scores in the second performances. In general, the students made a good improvement in pronunciation, vocabulary, confidence, and interaction.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The objective of the research is to improve of the students' speaking skills through Think Pair and Share technique of Cooperative Learning method. The action research was the method in conducting this research. As stated in the findings and discussions in Chapter IV it can be concluded that the Think Pair and Share technique was effective in improving the students speaking skills. Two kinds of data collection technique were used in this research. They were qualitative and quantitative data.

The qualitative data summarized as follows. From Cycle 1, it was found that Think Pair and Share technique could improve the students' motivation, confidence, and involvement. However, there were some students who did not work cooperatively and felt shy to speak up. In addition, there were some students who did not participate actively in the group discussion. They were the reasons why the researcher felt that she had to continue the implementation of Think Pair and Share Technique and some actions to improve Cycle 2.

In Cycle 2, it was found that the Think Pair and Share technique could improve the students' speaking skills. The students were actively involved in the group discussions since the researcher grouped them with the different members. They were highly motivated by the other members of the group. The students

were confident to speak in English. As a result, they were able to share the result of the groups' discussions and to perform the dialogue well.

In terms of quantitative data, there was an improvement on the students' speaking skills. It could be seen from the scores of the students' speaking performances conducted in the third meeting of Cycle 1 and Cycle 2. The mean of the students' speaking performances scores improved from 65.17 to 74.9, the researcher and the collaborator used the same speaking rubric to avoid bias in scoring. Seeing the improvement of the students' speaking scores, it can be concluded that the Think Pair and Share technique was successful in improving the students' speaking skills.

B. Implications

The results of this research have some implications. The implications of the actions are described as follows:

1. The use of classroom English in the teaching and learning process made students more familiar with the classroom English. Moreover, it helped the students to enrich their vocabulary mastery. This implies that the English teacher needs to use English in her class in order to make students familiar with English.
2. The use of authentic materials helped the students to comprehend the materials easier. Moreover, it connected the students' theories they learnt with the real life events. This implies that the use of authentic materials give advantages to students and the English teacher needs to use the authentic

materials to engage the students' attention and interest in the learning of speaking.

3. The use of Think Pair and Share technique proved to be effective in improving the students' speaking skills. It helped the students to think and to organize systematically about what they want to say. Thus, the students are able to share their ideas in English. Moreover, it was effective in improving the students' confidence, motivation, participation and interaction. This implies that the English teacher needs to use this technique as one of the techniques that could improve the students' speaking skills.
4. Giving feedback on the students' vocabulary and pronunciation was helpful for students in memorizing and pronouncing the English words. Thus, the students became more confident to pronounce the English words. This implies that the English teacher needs to give feedback on students' vocabulary and pronunciation in order to help them speak better.

C. Suggestions

After conducting the research, some suggestions would then be directed toward the students, English teacher, and other researcher.

1. To the students

The English teaching and learning process can be successful if every participant involved gives positive contribution. Thus, the students as the subject in the learning process should actively involve in the activities during the class.

Moreover, if the students want to be able to speak in English better they have to keep practising.

2. To the English teacher.

The English teacher needs to try Think Pair and Share technique in the learning of speaking. She also needs to use interesting media such as pictures, and videos to engage the students' interest, and let the students think and discuss with their friends or partners to make them students active and creative. And the most important thing is that, let the students speak English as well as the others skills.

3. To other researchers

The researchers who will conduct similar researches should have better preparation before conducting the research and try to use other techniques of Cooperative Learning method.

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APPENDICES

APPENDIX A

FIELD NOTES

No : FN. 01
 Date : 21 August 2013
 Time : 07.15 - 08.45 WIB
 Activity : Meeting 1
 Place : XI IPA
 Respondent : The Researcher (Neni Oktaviani)
 The Collaborator (Bapak Bambang Agus S – English teacher)
 The Collaborator (Fatikhah Ismawati)

At 06.45 the researcher and collaborator (Fatikhah Ismawati) arrived at school and there were only some students who have come. The researcher waited in the lobby until the bell rang. At 07.05 the English teacher Bapak Agus arrived and helped me to prepare the equipment for the teaching-learning process.

At 07.15 the bell rang. Pak Agus conditioned the XI IPA students to go inside the classroom and helped the researcher to set up the LCD and sounds system.

The researcher greeted all students and led them to read the prayer. At the first, the researcher introduced herself and her collaborator, then she explained her purpose. “Assalamualaikum, my name is Neni Oktaviani, do you still remember me?” said the researcher, the students replied “yes yes”. “How are you today?”, “I’m fine thanks, and you?” replied them. “I am OK”. The Researcher then checked up the attendance list. “Ok class let me check the attendance, please rise your hand and say present if you are here and please say absent if your friend is not here”. “Ok miss Neni” said some of the students. There was only one students who absent at the first meeting. The researcher asked what happened to him. Was he sick or something else? The students answered “Sick miss”

The researcher led the students in the material by asking what they have learnt in the previous meeting. At first, all the students kept silent. Then she asked using Bahasa Indonesia. “*Adek-adek sudah belajar apa saja dengan pak Agus kemarin?*”. Some of them said “Giving opinion miss”. “Ok, what are the expressions you use when you want to give your opinion?”. A student answered “I think...”. “Yes that’s right. Very good, what else?” replied the researcher. Almost all of the students answered..

The researcher showed a picture and asked students’ opinion about what they seen from the picture. At first, they answered using Bahasa but the researcher encouraged them to use English. Students were active to answer the researcher’s question. “Ok, take a look at the picture. What do you see from the picture?” all of the students said “*sampah*”. “*sampah?* Alright what do you say *sampah* in English?” some of them were silent but some of them answered “garbage Miss”.

“Very good” praised the researcher. “How do you pronounce it?” asked the researcher. Some students mispronounced the word garbage. The researcher asked them to pronounce it well “OK, repeat after me [gar:bɪʒ]”. The students said the word repeatedly until they pronounce it correctly. “American say *sampah* as rubbish, Ok repeat after me [ˈrʌb ɪ]”.

“What do you think about throwing the rubbish into the river? Is it a good habit or a bad habit?” asked the researcher. “Bad habit” replied them. “If it’s a bad habit, have you ever thrown the rubbish into the river?” some of them said yes, but some of them said no. The last question given to the students was “where should we throw the rubbish?”. “*tempat sampah* Miss” replied most of the students.

The researcher gave direct feedback on the students’ vocabulary by asking them to find out the word in English and repeat it loudly.

The researcher distributed audio script to each student. “Has everyone got the script?” asked the researcher. “*kurang dua* Miss” answered some students in the back. After that the researcher played the audio script 2 times and students are asked to fill in the blanks and identified giving and asking for opinions. The grammar used in the context of asking for opinion such as *gerund* were also explained.

In the next steps the researcher asked students to work in pairs. She gave an example of a topic which consist of two different opinions. Each of them have to make a dialogue from the situations given and perform it in front of the class. “OK take a look at the screen, number one is about Sponge Bob cartoon give bad effects to children. Please make dialogue based on the topic given, can you do that?” asked the researcher. They asked some questions “Miss, *jadi yang temen kita satunya lagi opininya harus bertentangan?*”. “*Iya dek, jadi dalam dialogue itu ada dua opini. Opini yang pertama setuju sama topiknya, opini yang kedua harus bertentangan sama topiknya*” replied the researcher. They also asked some questions related to the vocabulary item and the grammar. They were so active and interested in making the dialogue.

After ten minutes, “OK class, are you ready to perform? Asked the researcher. “*Belum Miss 5 menit lagi ya*” asked the students. The researcher gave them additional limited time to think about the opinions related to the topic given. After that, she asked each pair to come forward and express the opinions. She also reminded students to use the expression of asking and giving opinions.

At 08.45 the bell rang. Time was up. Unfortunately, there were some pairs who had not perform yet. “Ok, class we will continue the presentation in the next meeting” said the researcher. “Ok Miss” replied them. The researcher closed the class by asking whether the materials were difficult or not. Most of them said it was easy and simple, so they understood the material. Then, the researcher closed the class at the day by greeting before she left.

No : FN. 02
 Date : 26 August 2013
 Time : 08.45 – 10.30 WIB
 Activity : Meeting 2
 Place : XI IPA
 Respondent : The Researcher (Neni Oktaviani)
 The Collaborator (Bapak Bambang Agus S – English teacher)
 The Collaborator (Fatikhah Ismawati)

At 08.30 the researcher and the collaborator arrived at school. The students of XI IPA still having their sports class at the moment. At 8.45 the bell rang but some of the students were still outside the classroom. The researcher and the collaborator came to the classroom at 09.00.

When she came at the classroom she greeted the students of XI IPA and checking their attendance. All of students were presence. They were not ready to have the English class, some of them were eating and drinking, they said they were tired, so the researcher allowed them to enjoy the class. The researcher started the class by asking about the previous material they have learnt in the previous meeting. Some students answered by stating the activities they done in the previous English class. The researcher praised every students answered. *“Hayo yang belum maju kemaren, sekarang maju dulu ya”* asked the researcher. Then each pairs performed the dialogue.

In lead in step, the researcher showed two different videos about a young girl who sings very beautifully and a young boy who doesn't know the lyric but can play ukulele very well. Then she asked students' opinions about the two different videos. They were interested with the two videos and able to express their opinions related to the videos they watched.

“So, what did you see from the first video?” asked the researcher. “The young girl singing miss” answered some of them. Then the researcher praised them, and asked another question “Very good, what do you think about her voice?”. *“Sangat merdu”* answered them in Bahasa. “And how about the second video, what do you see?” asked the researcher then. “The young boy is funny” replied them. “Funny? Why do you think he is funny?” asked the researcher. *“dia gak tau liriknya Miss, hahaha”* “OK then, so which one is better?”. *“Dua-duanya Miss sangat menghibur”*

Some students said that the young boy was very funny, some of them thought he was very young, some of them added that the young boy didn't know the lyric but he kept singing and he could play ukulele (a music instrument) very well. The researcher appreciated all of the students answer but she reminded one

thing that forgotten by students, it was the expression of giving opinion, they forget to use the expressions when they express their ideas.

The researcher explained the other expression that could be used in giving opinion. “Your opinions can be supported by agree and disagree”. Then the researcher showed a dialogue consisting giving and asking for opinions supported by agreement and disagreement expressions.

In the next step, the researcher divided students into groups. Each group consisted of three students. Then, she showed a dialogue about three students who are talking about their friend’s problem at canteen. The researcher pointed three students to read the dialogue and leaded them to the content.

All of members of each group will be the character of the dialogues. “Class, pay attention to the expressions use in the dialogue” asked the researcher. All the students paid attention to the dialogue, “now each member will be the character from dialogue, I will give you limited time before you practice it in front of the class”. Some students asked “*Walah susah Miss, boleh bawa buku ya?*”. “*Oke gak apa-apa boleh bawa buku*” replied her.

The researcher give 10 minutes for them to pay attention to the content and the language used before performing. After 10 minutes, she asked each group to perform in front of the class. Some of the groups were not ready yet, but some of them were ready. So the researcher let the group who were ready to perform first. The students paid attention to their friend’s performance and gave applause to each group who have perform. After performing, the researcher gave feedback about the words they misspronounced, they were asked to pronounce the words and find the meaning. They might check the dictionary.

Next, the researcher showed two dialogues with some blanks. Still work in pairs. Students were asked to complete the dialogues use appropriate expressions and act them out in front of the class. When they perform, each pair use different expressions of giving and asking for opinion, but they did it well, even though they were still miss pronounced some words.

At the end, the researcher asked if there were any difficulties in the learning process. She reviewed the materials and gave feedback to the students’ pronunciation. Finally, she greeted the students and left the class.

No : FN. 02
 Date : 28 August 2013
 Time : 07.15 – 08.45 WIB
 Activity : Meeting 3
 Place : XI IPA
 Respondent : The Researcher (Neni Oktaviani)
 The Collaborator (Bapak Bambang Agus S – English teacher)
 The Collaborator (Fatikhah Ismawati)

At 07.15 the researcher came to the class and conditioned the students. Some students asked permission to leave the class earlier. “Miss neni, *aku sama Ajeng ijin ya mau ke musholla mau latihan buat lomba*” the researcher replied “*loh, latihannya harus sekarang dek? Gak bisa nanti?*” “*gak bisa Miss, ini sekalian berangkat buat lombanya, kan hari ini*” then the researcher allowed them to leave the class and promised them to have a test like their friends will do in the meeting.

The researcher greeted everyone in the class and check the attendance list. There were five students who were absent, four students who joined the competition, and a student who was sick. Since the class was began at 07.15, the researcher leaded to say the prayer and read a surah from holy Qur’an.

Next, the researcher leaded students in by giving them warming up. “*adek-adek, walaupun hari ini banyak temennya yang ijin gak iku tbelajar, tapi kita harus tetep semangat, ok*”

“OK Miss” answered them

“Do you still remember what we have learnt in the last meeting? *Ayo masih pada inget gak kemaren kita belajar apa?*” all of the students kept silent. The researcher tried to remind them. “*Inget gak kemaren Miss Neni kasih liat video apa?*” “*Oh iya Miss, video a young girl singing sama boy playing ukulele*” some others said “*ngasih opini Miss*” and “*percakapan Miss*”

The researcher appreciated the students’ answers by praising them “very good”. The researcher played a video about traffic jam in Jakarta. Students paid attention to the video. After watching the researcher asked what they saw from the video. What cause the traffic jam in Jakarta? And how to solve the problems? Students were enthusiastic to answer the researcher’s questions.

In the next step, researcher played another video about the flood in Jakarta. Students are asked about what happened in the video, then find out what cause the flood in Jakarta and what solution to solve the problems. Students are given

limited time to think. After having the opinion individually, they were divided into group and each group consisted of three students. They were asked to discuss their opinions with their group before they share it with other groups.

After having the discussion, each group presented and share their opinions in front of the class. The discussion was not smooth as what expected by the researcher, there were some groups who were not ready yet to present their opinions. The researcher tried to help them build up the ideas so that they can express their opinion.

In the next activities, the students were asked to make a dialogue based on the situation given by the researcher and act out. The situation was about some meatball sellers are suspected of mixing their meatballs with formalin. They were asked to build up the idea, like what they did in the previous meeting. Almost all of them active, it can be seen on how many questions they asked to the researcher about the content, the vocabularies, and the expressions used.

After making the dialogue, the researcher called each group to perform the dialogues in front of the class. This activity was scored by the collaborator and the researcher. The group performance were not smooth, there were some students whose voice couldn't be heard by other students so the researcher needed to remind them to speak louder.

After having the last group preformed, the researcher reviewed the activities and materials they have learnt from the first until the last meeting. The researcher and students did the reflection during the learning processes. Finally, the researcher closed the class and leaved taking.

No : FN. 04
 Date : 07 September 2013
 Time : 10.15 - 11.45 WIB
 Activity : Meeting 4
 Place : XI IPA
 Respondent : The Researcher (Neni Oktaviani)
 The Collaborator (Bapak Bambang Agus S – English teacher)
 The Collaborator (Fatikhah Ismawati)

There were changes on the schedule for English class. The researcher was misunderstood about the change, so she came late for the class. The researcher came late for about 20 minutes. As she came to the school, there was Miss Murni who handle the class.

The researcher greeted all students and she didn't check the attendance list because Miss Murni did it before. The researcher apologized for being late "Good afternoon class, I am sorry for being late" said the researcher. "Yahhh Miss Neni *kok telat?*" replied one of them. Then she explained about her misunderstanding with the schedule. The students answered her "OK miss, no problem miss".

It was the first meeting of the Cycle 2, the researcher gave an activity for the warming up into a new material. She played a video advertisement of a provider in Indonesia, the video was funny, it engaged they attention and interest. Later, the researcher asked some questions related to the video "So class, have you ever watched this video before?". Some said "Yes" some said "No". "What kind of video you have just watched?" asked her later. Some students answered "*Iklan* miss" some answered "Advertisement". The researcher praised them by saying "Very good, it is an advertisement video, so what advertisement is it?". "*Iklan* Axis" replied all of them. The researcher asked whether the students ever used axis as their provider or not. There was a student who used Axis as his SIM. The researcher asked "are you satisfied with the service? Is it cheap as what the advertisement said?". One of the students replied using Bahasa Indonesia about his satisfaction of the product "*Aku puas* Miss, *murah meriah kalo nelpon*". Some of them replied "*tapi nek sesama thok, nek ke operator lain tetetep larang*".

The researcher gave feedback on his vocabulary and pronunciation. She helped the student to speak in English. In order to make the pronunciation clearer, she played an audio pronunciation of the words. Then the researcher asked the students to say repeatedly. "Ok what do you say in English *puas?*". All of them were silent. It's "satisfied" said the researcher. Then she explained about the word classes. "Satisfaction" "satisfy" "satisfied" "satisfactory" etc. They laughed at the moment because they felt it was funny, they couldn't pronounce the words as

what the dictionary pronounced. The researcher kept playing the audio and asked them to say the words until they correctly pronounced.

In the next activity, the researcher divided students to work in group of three. She showed a dialogue and asked them to read and practice. At first, the researcher presented the situation on the dialogues, the students were active involved to practice the dialogue. They were practicing the dialogue in groups. The researcher then asked “please find out the expression of satisfaction and dissatisfaction from the dialogues, I give you five minutes to discuss”. “I will chose a member from each group who always keep silent to share the result of the discussion” added her. The students were actively involved in the discussion. It can be seen from their responds, they asked some vocabularies they didn’t know. There was a word “ma’am”. Then the researcher explained the used of “Ma’am, sir, Miss, Mr, and Mrs” in English. The students paid attention. When the researcher asked “do you understand?”, they said “Yes”. When the time was up, the researcher pointed a member of the group to present the expression of satisfaction and dissatisfaction they find from the dialogue. The group correctly identified the expressions.

The bell rang at 11.45, the researcher closed the class by reviewing the material they have learnt, and asking them whether the material is easy or not. Some students said that they still don’t understand about the expression of satisfaction and dissatisfaction. The researcher promised them to give more explanation in the next meeting. At the end, she greeted all students and left the classroom.

No	: FN. 05
Date	: 9 September 2013
Time	: 07.30 – 09.00 WIB
Activity	: Meeting 5
Place	: XI IPA
Respondent	: The Researcher (Neni Oktaviani)
	The Collaborator (Bapak Bambang Agus S – English teacher)
	The Collaborator (Fatikhah Ismawati)

The researcher and the collaborator came earlier to the school. There was a ceremony that usually held by the school every Monday. At 07.35 the ceremony was over, the students of XI IPA came to the class followed by the researcher. She

prepared the laptop, LCD and also speaker as the media for teaching and learning process.

The researcher greeted and checked the students' attendance list. "Good morning class, how are you doing?". "Good morning Miss, Neni I am fine. And you?" asked them. "I am fine too". There were two students who absent at the moment. To lead into the material, the researcher did brain storming by asking what the students have learnt in the previous meeting "do you still remember what we have learnt in the previous meeting?". "*Itu loh Miss cara mengungkapkan puas dan tidak puas terhadap sesuatu*" replied one of them. "very Good, what do you say *puas dan tidak puas* in English?" forced the researcher. "sat...t..aisfication Miss" replied some of them. "Satisfaction and dissatisfaction" added the researcher.

After having the students' attention, the researcher showed some other expression of satisfaction and dissatisfaction. She explained the meaning of the words and asked the students to say the expressions. This activity spent about 20 minutes. The students were active and enthusiastic. Later, the researcher explained the passive voice that could be used. All of the students understood it well "So, do you understand how to transform the active sentence into passive sentence?". Some of them answered "Yes miss". "Ok then, is there any question so far?". The students were silent. "Ok if there's no question, I'll give you two active sentences, you are asked to change it into the passive like what we have done before". The researcher gave 5 minutes for them to work individually. Then the researcher checked the work together, most of them did it well, but some of them didn't recognize the use of V3 in passive voice. As feedback, the researcher showed some verbs, the verb 1, 2, and 3. They were asked to recognize the words and say it loudly.

For the next activity, the researcher asked students to work in pair. The partner was chosen by the researcher. Then, the researcher distributed some pictures to each pair. The pictures were the condition that exist in our environment. "Did each pair have the pictures?" asked the researcher. "Yes Miss" replied them. They were asked to discuss the suitable expression of satisfactions and dissatisfactions to each picture. "Ok, take a look at the pictures, identify the condition in the picture and give your opinion on it, whether you are satisfied or dissatisfied with the condition there" said the researcher. "Do you understand with my instructions?" asked her later. "Yes Miss" replied them. The researcher gave 5 minutes to discuss. Each pair was so busy discussing the expressions for each picture. Later, she asked them to share the expression in front of other pairs. The researcher did not force the student to be the speaker to present the result of the discussion. They shared it volunteer and confidently. All pairs were able to give appropriate expressions for each picture.

After having all pairs' presentation, the researcher gave feedbacks on their pronunciation. "Class, you did presentation very well. But there still some words that mispronounced" said the researcher. "Do you still remember how to say '*puas*' in English?". Some students tried to pronounce satisfied, satisfaction and

satisfactory. But they still mispronounced the words. “OK listen again the dictionary, repeat after it!” asked the researcher. The students repeated what the dictionary pronounced. When she felt the students were already expert in saying those word. She stopped the drilling.

At the end of the class, the researcher reviewed the materials they had learnt at the day. She also asked students comprehension within the materials “do you understand the materials we have learnt today? Was it easy or difficult?”. Some of them said “Easy miss, *mbok ojo angel-angel nek ngajar*”. “What we have learnt today then?” asked her later. “satisfaction and dissatisfaction” replied one of them. “Passive and active sentence miss” added one of them. Then the researcher closed and left the class.

No : FN. 06
 Date : 14 September 2013
 Time : 10.15 – 11.45 WIB
 Activity : Meeting 6
 Place : XI IPA
 Respondent : The Researcher (Neni Oktaviani)
 The Collaborator (Fatikhah Ismawati)

The researcher and the collaborator arrived at school at 10.00 a.m. the students of XI IPA had another class. As the bell rang, the researcher and the collaborator came to the class. As they came, the class were very noisy, some of them went to the bathroom.

The researcher greeted all students “Good afternoon class”. “Good afternoon Miss”. “How are you today?” asked the researcher. The students replied “I am OK” “I am fine and you?”. “I am fine too, thanks” replied her. Then the researcher asked “Who is absent today?”. “Multia *sama* Rifki” said some of them. “Where are they? What happened?” asked her later. “*gak tau* Miss, *alfa*” replied one of them.

The researcher explained that the group performance done at the day will be scored by the researcher and the collaborator. Then the researcher showed a table consisting the students’ group member. Each group consisted 3 students. “Ok look at the screen, I divided you into group. What were going to do today is making a dialogue and perform it in front of the class”. A student said “Miss, kelompokku mung berdua, Arin ora melebu”. Then the researcher managed the

group members to be balance. She also distributed a name tag, so that the collaborator and the researcher able to score the individual participation.

Alright, the situation is in a restaurant. Two persons become the customers, and the other become waiter. In the dialogue, you have to use the expression of satisfaction and dissatisfaction. Do you understand?" asked her. "Miss, give example". "For example, Nova eats Hamburger at Mc. D, he was satisfied with the food, and then he compliment the waiter. You understand?" said the researcher. "Oh ok Miss" replied one of them.

To make it easier and more manageable, the researcher and the students transform the chair and the table into circle. She also designed the stage in front of the class for the students' performance.

In the discussion, the researcher walked around the group. They were very enthusiastic. Some of them asked the vocabularies, some of them asked how to pronounce the words correctly. There were some students who used the dictionary, and there were also who used Google translation. "Class, you can ask me if you don't know how to organize the sentence" said the researcher. "Please make simple sentences, don't be complicated, OK". "OK" replied them.

15 minutes passed, the researcher asked "are you ready to perform?". "Miss, *boleh bawa buku kan?*" asked them. "No you cannot, you have to memorize it" answered the researcher. "*walah angel* Miss" replied most of the students. "No, it isn't difficult, you can memorize it. Slowly, do not be afraid. Come on I will give you more 5 minutes to memorize OK".

Then the researcher helped them by walking around and check their progress in memorizing the dialogue they made. She motivated them "You can do this, come on I will help you, lets' practice before the performance", they were motivated. "Miss, *kemaren Ma'am itu dibacanya apa Miss?*". "it's mem". "Miss *daging bahasa Inggrisnya apa tuh?*" asked the other. "Beef" replied her.

"Ok class, the time is up. I will invite the first group to perform. The other pleas pay attention and keep silent because I will record it, understand?". "Yes Miss, *nek grogi boleh diulang ya* Miss" asked one of them. "Ok, that is Ok if you like" replied her.

The performances run smoothly. Most of the group performed it very well but there were also some who felt nervous, they asked to perform once more. To make them motivated, the researcher allowed them to re-perform.

After all the groups performing their dialogues, the researcher and the collaborator calculated the score of the group. The score was counted individually even they perform it in group. After calculating, the researcher announced "Ok Class, may I have your attention?". The students suddenly kept silent and paid attention. "After having all the groups' performances, I am going to read the score. The higher score will be the best performance and I will give you the rewards". Then the researchers announced all the groups score, "Ok the best

performance is Rofiq's group. Please come forward". "Congratulation Rofiq and the group" said the researcher. "Yes Miss, you're welcome" replied him. "Please applause for Rofiq and his group" asked the researcher later. Next the researcher closed the class. She thanked all students for the participations during her research, she also complemented the students speaking skill. She explained that their speaking skill was improved day by day. And she closed the class by greeting and leaved the class.

APPENDIX B

OBSERVATION CHECKLIST

Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through Think Pair and Share Technique of Cooperative Learning

<p>Instruction:</p> <ol style="list-style-type: none"> 1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking inclass. It should be completed by the observer. 2. The observer checks (v) to Yes/ No column based on the realcondition. "Yes" if the researcher or the students do it while "No" if the researcher or the students do not do it. Give your description ondescription column if it is needed
--

No : 1

Cycle : 1

No	Teaching and Learning Activities	Yes	No	Description
A	Researcher's Activities			
	1. Opening activities			
	a. The researcher opens the class by greeting and checking students attendance			
	b. The researcher prepares the class condition.			
	c. The researcher gives the students appreciation and question to attract their attention and motivation.			
	d. The researcher states the learning objectives.			
	2. Main activities			
	a. The researcher play an audio recording contains a conversation about expressing of giving and asking for opinion.			Well prepared
	b. The researcher asks students to fill in the blank.			
	c. The researcher asks students some questions related to the recording.			
	d. The researcher gives students time to think then asks them to share their			

	ideas about the expressing of giving and asking for opinion that used in the recording			
	e. The researcher shows other expressions of giving and asking for opinions.			
	f. The researcher pronounces the expressions of giving and asking for information.			Well prepared
	g. The researcher gives students a conversational text and ask them to pay attention to the situations and the language use			
	h. The researcher gives another text, and asks students to fill in the blank			
	i. The researcher gives 5 minutes to think and lead them to act it out with their partner.			
	j. The researcher gives the students some problems, and asks them to share their opinions about how to solve the problems. (Done in pairs, and be discussed in a large scale).			Be better in time management
	k. The researcher asks students to make dialogues with their partner based on the situations given.			
	l. The researcher asks the students to make dialogue with their partner based on the situations given.			
	3. Closing activities			
	a. The researcher and the students do reflection.			
	b. The researcher gives the students homework.			
	c. The researcher closes the lesson.			
B	Students' activities			
	a. The students pay attention to the researcher's explanation.			
	b. The students are active in class.			Students in the back are not active
	c. The students concentrate to the researcher's explanation.			
	d. The students understand the explanation about expressing of giving and asking for opinion.			

e.	The students work in pairs.			
f.	The students are confident to speak.			
g.	The students confidently share their ideas and opinion in front of the class.			There are some students who are not ready yet to share
h.	The students are able to answer simple questions orally.			
i.	The students are able to do a situational conversation in front of the class.			Some students are not confident
j.	The students ask the researcher or their friends if they find difficulties.			

Yogyakarta, August 2013

Observer

Drs. Bambang Agus S

NIP 195808131988031004

Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through Think Pair and Share Technique of Cooperative Learning

Instruction:

3. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
4. The observer checks (√) to Yes/ No column based on the real condition. "Yes" if the researcher or the students do it while "No" if the researcher or the students do not do it. Give your description on description column if it is needed

No : 2

Cycle : 2

No	Teaching and Learning Activities	Yes	No	Description
A	Researcher's Activities			
	1. Opening activities			
	a. The researcher opens the class by greeting and checking students attendance			
	b. The researcher prepares the class condition.			
	c. The researcher gives the students appreciation and question to attract their attention and motivation.			
	d. The researcher states the learning objectives.			
	2. Main activities			
	a. The researcher plays an advertisement video			Well prepared
	b. The researcher asks the students about the product that offered in the advertisement video.			
	c. The researcher asks the students about their satisfaction with the product.			
	d. The researcher shows expressions of satisfaction and dissatisfaction.			

	e. The researcher pronounces the expression of satisfaction and dissatisfaction.			Well prepared
	f. The researcher explains the grammar used.			
	g. The researcher divides students into groups/pairs.			
	h. The researcher gives a conversational text and asks the students to pay attention the language used.			
	i. The researcher gives five minutes to think and lead them to act it out with their partner.			
	j. The researcher shows some pictures to each pair/group and asks them to express their satisfaction with the condition in the pictures.			Well prepared
	k. The researcher asks students to make dialogues with their partner based on the situations given and act it out in front of the class.			
	3. Closing activities			
	a. The researcher gives feedback on the students' work/performance/vocabulary/pronunciation.			
	b. The researcher and the students do reflection			
	c. The researcher gives the students homework.			
	d. The researcher closes the lesson.			
B	Students' activities			
	a. The students pay attention to the researcher's explanation.			
	b. The students are active in class.			
	c. The students concentrate to the researcher's explanation.			
	d. The students understand the explanation about expressing of satisfaction and dissatisfaction.			
	e. The students work in pairs/groups.			
	f. The students are confident to speak.			
	g. The students confidently share their ideas and opinion in front of the class.			
	h. The students are able to answer simple questions orally.			

	i. The students are able to do a situational conversation in front of the class.			
	j. The students ask the researcher or their friends if they find difficulties.			

Yogyakarta, September 2013

Observer

Drs. Bambang Agus S

NIP 195808131988031004

APPENDIX C

INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPT

Date : 15 July 2013
Time : 08.15
Place : Vice of headmaster room
Correspondent : ET (English Teacher)
R (Researcher)

The researcher met the English teacher at the vice headmaster room.

- R : Selamat pagi pak, apa kabarnya bapak?
 ET : Alhamdulillah baik mbak neni, kok lama tidak kelihatan? Kemarin teman temannya sudah melakukan penelitian semua. Jadi penelitian disini mbak?
 R : Iya pak, kemarin saya magang dulu 3 bulan. Insyallah saya jadi penelitian di sini pak dengan object nya kelas XI IPA, dan saya butuh observasi ulang
 ET : Iya mbak, tapi mudah mudahan sekarang mbak neni cepat selesai dan segera menyusul teman temannya ya. Kebetulan tahun ini saya memegang kelas XI. Jadwalnya hari senin jam ke 3-4 dan hari rabu jam 1-2. Gimana mbak, mau observasi kapan?
 R : Terimakasih banyak pak, kalo rabu besok gimana pak?
 ET : Oh iya tentu saja, nanti masuknya jam pertama ya mbak
 R : Baik pak, terimakasih banyak ya pak mohon bantuannya.
 ET : Sama-sama mbak, saya bantu supaya cepat lulus ya.
 R : Amin pak, terimakasih. Kalo begitu saya pamit ya pak. Terimakasih atas bantuannya.
 ET : Nggih, monggo mbak.

Date : 17 July 2013
Time : 09.00
Place : Vice of headmaster room
Correspondent : ET (English Teacher)
R (Researcher)

- R : Terimakasih ya pak, saya sudah diberikan kesempatan untuk observasi ulang.
 ET : Iya mbak, jadi mengajar di SMA Islam ini ya harus begitu, sabar. Anak-anaknya kadang ya suka usil, mbak neni juga sudah pengalaman pas KKN

- kemaren.
- R : Iya pak, hehee.. anak anak hanya memegang LKS ya pak sebagai buku pegangannya.
- ET : Iya mbak, mungkin ada beberapa yg memiliki buku tambahan, tapi ya tidak banyak. Kami tidak bisa memaksa mereka untuk memiliki buku tambahan karena kan akan memberatkan mereka.
- R : Oh iya pak, lalu bapak mengajar berpacuan kepada buku apa pak?.
- ET : Saya pakai buku look ahead 2 ini mbak, dan mencari-cari media pembelajaran lewat internet. Kan sekarang sudah mudah ya, itu loh mbak kalo bisa ya materinya nanti yang simple-simpel saja dibanyakin gambar-gambar supaya materinya tersampaikan kepada semua siswa, biasanya mereka itu kal yang terlalu sulit tidak ingin memperhatikan.
- R : Baik pak, saya akan menggunakan teknik Think Pair and Share untuk meningkatkan kemampuan berbicara pak.
- ET : Oh begitu, jadi siswa bekerja kelompok itu ya mbak, ya bagus itu. Pesan saya ya itu tadi untuk input text nya carilah media media yg menarik dan simple supaya siswa tertarik untuk belajar.
- R : Baik pak, saya akan memulai penelitian nanti setelah lebaran gimana pak?.
- ET : Iya mbak, lebih cepat kan lebih baik. Ini jadwalnya. Nanti masuk itu tgl 19 Agustus tapi hari pertama itu masih belum aktif KBM mbak, sperti biasa ada hala bi halal. Mbak neni ikut lagi saja'
- R : Hehehe terimakasih pak, nanti saya ngabisin makanannya. Kalo gitu saya mulai setelah hala bi halal ya pak.
- ET : Iya mbak.
- R : Kalo gitu, segitu aja dulu pak, saya pamit sekarang ya pak, Assalamualaikum.
- ET : Iya mbak, monggo wa'alikumsalam.

Date : 17 July 2013

Time : 10.00 a.m

Place : Class of XI IPA

Correspondent : D (Ditta, a student of XI IPA)

- R : Halo Dek. Siapa dek namanya?
- D : Ditta mbak.
- R : Dek, mbak mau tanya tanya ya sedikit. Deku ditta suka pelajaran bahasa Inggris gak sih?
- D : Suka mbak, tapi yo kadang gak dong.
- R : Kok gak dong kenapa dek?
- D : Lha itu pak Agus tuh nyuruh nya translate terus mbak setiap pelajaran.
- R : Oh emang pake buku apa dek? Dek ditta punya kamus berarti?

- D : Pake LKS mbak, walah gak punya mbak, biasanya anak-anak terjemahinnya pake google translate hehehe
- R : Walah gitu toh, Pak Agus suka ngasih tugas speaking gak sih dek?
- D : Gak pernah mbak, pak Agus tuh nyuruh translate terus.
- R : Oh gitu ya, terus kalian suka disuruh belajar berkelompok atau berpasangan gitu gak?
- D : Gak pernah mbak.
- R : Walah gitu toh, dek pengen gak sih bisa ngomong pake bahasa Inggris?
- D : Ya pengen bgt toh mbak, tapi aku ki gak tau vocab-vocabnya mbak, jadine angel tenan.
- R : Mau belajar supaya bisa ngomong pake bahasa Inggris?
- D : Ya mau mbak.
- R : Kalo kamu lebih suka ngomong sendirian apa bareng kelompok dek?
- D : Suka kelompok mbak, jadi kalo gak bisa tuh bisa dibantu sama temennya.
- R : Oke deh kalo gitu dek, segitu dulu. Makasih ya dek.
- D : Iya mbak, sama-sama.

Date : 21 August 2013

Time : 09.45 a.m

Place : Vice of headmaster room

Correspondent : ET (English Teacher)

R (Researcher)

- R** : Pak, maaf mengganggu. Terimakasih atas waktunya untuk observasi mengajar saya hari ini. Menurut bapak, bagaimana proses mengajar yang sudah saya lakukan hari ini pak?
- ET** : Menurut pengamatan saya, mbak neni mengajar sudah sesuai dengan poin-poin dari observation checklist. Dimulai dari datangnya peneliti masuk kedalam kelas sudah sesuai, memberikan salam, mengecek daftar hadir siswa. Peneliti sudah bisa membuat korelasi dan koneksi yang baik dengan siswa sejak pertama kali pembukaan pelajaran. Peneliti sudah memberikan motivasi dan mencairkan suasana sehingga terbentuklah suasana yang kondusif dan siswa siap untuk menerima pelajaran.
- R** : Bagaimana dengan Think Pair and Share technique yang sudah digunakan dalam proses pembelajaran tadi. Menurut bapak apakah TPS sudah dapat meningkatkan speaking skill siswa?
- ET** : Dengan media pembelajaran yang diberikan oleh peneliti, yaitu menggunakn audio dan scriptnya. Siswa dapat memahami materi dengan baik, dan dapat share dengan teman-temannya, dan teman yang menjadi partnernya juga dapat memahami dan menanggapi tentang materi yang sudah diajarkan.

Date : 21 August 2013
Time : 09.45 a.m
Place : XI IPA
Correspondent : S (Arin M, a student of XI IPA)
R (Researcher)

- R : Pagi dek, maaf ya mbak ganggu dulu sebentar.
S : Iya mbak, gak apa-apa
R : Tadi kan mbak Neni abis ngajar tentang expression of giving and asking for opinions ya dek. Menurut dek arin tadi mbak neni ngajarnya gimana?
S : Miss Neni, tadi penyampaiannya jelas, baik, dan mudah dimengerti dan difahami.
R : Task atau tugas yang Miss Neni kasih susah gak? Miss Neni ngomongnya kecepetan ya dek?
S : Emmm, lumayan sih. Iya tadi agak cepeet mbak, tapi bisa dimengerti kok, kita bisangerjain.
R : Task atau tugas yang Miss Neni kasih susah gak? Miss Neni ngomongnya kecepetan ya dek?
S : Emmm, lumayan sih. Iya tadi agak cepet mbak, tapi bisa dimengerti kok, kita bisa ngerjain.
R : Tadi kan Miss Neni ngasih tugasnya secara bebasangan ya dek. Terus diminta buat diskusi dan maju ke depan. Menurut adek dengan metode kaya gitu bisa bantu kalian supaya bisa ngomong bahasa inggris gak?
S : Menurut saya iya Miss, soalnya kita jadi lebih pede miss dibandingkan kalo harus ngomong sendiri didepan hehe.
R : Oh gitu, yaudah segitu aja dulu ya dek. Makasih ya.
S : Iya miss, sama-sama.

Date : 26 August 2013
Time : 09.45 a.m
Place : XI IPA
Correspondent : S (Arif Suryanto, a student of XI IPA)
R (Researcher)

- R : Arif ya? Miss neni mau tanya –tanya ya.
S : Iya Miss.
R : Menurut Arif, Miss Neni ngajarnya gimana sih tadi?
S : Penyampaiannya pas, terus kalo gak bisa kami disuruh nanya. Menurutku udah bagus mbak.
R : Arif suka gak sih pelajaran bahasa Inggris

- S : Sebenarnya sih dari dulu gak suka, gara-gara gurunya. Tapi lama kelamaan tuh karena gurunya beda jadi suka. Jadi tergantung gurunya mbak, kalo menyenangkan cara ngajarnya ya suka sama pelajarannya hehehee
- R : Oh begitu ya, menurut Arif speaking Bahasa Inggris tuh susah gak?
- S : Menurut aku sih susah mbak, kan lidahku lidah jawa hahaa
- R : Oh hehe gitu ya, kalo dulu pak agus sering ngasih tugas buat speaking gak dek?
- S : Kalo pak Agus tuh Cuma nerangin aja mbak, prakteknya jarang.
- R : Arif kalo disuruh ngomong bahasa inggris lebih pede sendirian atau berkelompok sih?
- S : Emmm lebih pede kelompok mbak.
- R : Kan miss neni pengen nih kalian pada bisa ngomong bahsa inggris, jadi supaya kalian mau berbicara bahasa inggris menurut arif tehniknya berkelompok atau sendirian?
- S : Lebih baik berkelompok mbak, lebih efektif, lebih pede, bisa mengeluarkan dan tukar pendapat.

Date : 26 August 2013

Time : 09.45 a.m

Place : XI IPA

Correspondent : S1 (Arin Kurniawati)
S2 (Setia Dissa Ajeng)

R (Researcher)

- R : Menurut adek tugas yang dikasih Miss Neni susah gak?
- S1 : Enggak sih Miss, tapi kadang-kadang kita tuh untuk berbicara susah, kadang cara penulisannya gak bisa karena beda antara pengucapan dan cara penulisannya.
- R : Oh iya terus kan tadi Miss Neni minta kalian buat speak loudly kata dan kalimat secara berulang-ulang. Menurutmu itu udah membantu kalian gak biar pede ngomong bahasa Inggris?
- S2 : Iya Miss, itu asyik banget. Kita jadi bisa terlatih gitu Miss lidahnya, jadi lancar ngucapin kata-kata bahasa Inggris, terus kita juga jadi keinget-keinget terus arti dan cara pelafalan kata-katanya.
- R : Miss Neni juga minta kalian buat kerja kelompok dan berpasangan, nah menurut kamu itu bisabikin kamu nambah pede gak sih?
- S1 : Kalo menurut aku ya, kita jadi gak malu-malu lagi buat ngomong didepan kelas, kita jadi gak nervous Miss.
- R : Oh gitu ya dek, jadi lebih enak bekerjja sendiri apa bekerja kelompok dek?
- S2 : Ya ada enakunya ada enggakunya sih Miss. Kadang kalo dapet anggota

- kelompoknya yg males sukanya bergantung ya gak enak, sama aja dia gak ikut ngerjain.
- R : Oh gitu ya dek, jadi baiknya Miss Neni bagi kelompok dan partnernya gimana?
- S2 : Menurutku ya Miss, mending dipilih secara acak terus dibagi secara rata Miss jadi tiap kelompok biar ada pengalaman dan yang tagdinya diem aja gak mau ngerjain jadi mau gara-gara temennya udah beda lagi.
- R : Oh gitu ya dek, oke deh. Makasih ya dek atas saran dan masukannya.
- S1 & S2 : Iya mbak sama-sama.

Date : 28 August 2013

Time : 09.45 a.m

Place : XI IPA

Correspondent : S (Ulfa, a student of XI IPA)

R (Researcher)

- R : Tadi Miss Neni menggunakan media pembelajaran berupa gambar-gambar, video, dan audio. Menurut Ulfa gimana?
- S : Menurutku sih udah bagus Miss, jadi lebih jelas neranginnya. Kita jadi lebih faham.
- R : Menurut Ulfa berbicara bahasa Inggris itu sulit gak sih?
- S : Sulit Miss, karena kan kita gak tau vocabnya. Kata-katanya sulit Miss.
- R : Nah kan tadi Miss Neni minta kalian buat drilling ya, ngulang kata-kata setelah Miss Neni? Menurut Ulfa itu udah ngebantu kemampuan speaking kalian belum?
- S : Enaknya emang kaya gitu Miss soalnya jadi lebih jelas juga lebih tau bahasanya.
- R : Menurut Ulfa Kerja kelompoknya udah berjalan lancar belum sih?
- S : Udah Miss. Tadi tuh pas kerja kelompok kita bisa sharing dengan yang lain, jadi yang belum ngerti bisa jadi ngerti. Bisa kompak juga sama temen-temen yang lain. Lagi pula kita jadi lebih pede gitu Miss, soalnya kan ide-ide yang kita punya kan hasil pemikiran bersama.
- R : Kalo tugas-tugas yang dikasih Miss Neni hari ini susah gak? Tadi kan disuruh presentasi buat identifikasi masalah sama nyari solusinya.
- S : Mungkin emang agak susah, tapi kan udah diterangin jadi lebih gampang.
- R : Selama penyampaian materi yang sudah Miss Neni lakukan tentang Giving and Asking for opinions ini udah cukup jelas dan bisa dimengerti gak?
- S : Udah Miss, soalnya dari awal Miss Neni udah ngasih contoh yang jelas.

- R : Menurut Ulfa ya, Ulfa sendiri udah ada peningkatan belum sih kemampuan berbicara bahasa Inggrisnya?
 S : Iya, udah peningkatan Miss.
 R : Yaudah kalo gitu udah dulu ya Ulfa, sampai jumpa lagi. Makasih...

Date : 09 September 2013

Time : 09.05a.m

Place : XI IPA

Correspondent : S (Rofiq, a student of XI IPA)

R (Researcher)

- R : Dek maaf ya ganggu dulu bentar
 S : Iya mbak
 R : Dek tadi mbak Neni gimana ngajarnya? Ngerti gak pas mbak ngejelasin, nyuruh, nanya-nanya pake bahasa Inggris?
 S : Ngerti mbak. Soalnya mbak ngejelasinnya pake contoh.
 R : Mbak kecepetan gak tadi ngejelasinnya?
 S : Gak kok mbak, lagian suara mbak kan besar bisa kedengeran nyampe mana-mana hehee ojo nesu loh mbak
 R : Hehe iya dek gak apa-apa. Berarti tadi ngerti ya apa yg mbak jelasin?
 S : Ngerti mbak
 R : Tadi kan mbak ngejelasin expression of satisfaction and dissatisfaction ya dek. Kira kira bisa gak kalo digunakan di kehidupan nyata?
 S : Kira-kira sedikit-sedikit bisa mbak
 R : Tadi mbak neni pake video sebagai media pembelajarannya. Jadi terbantu gak dek? Jadi lebih jelas gak?
 S : Ya media itu kan sebagai alat bantu ya mbak, jadi ya lebih jelas mbak. Jadi lebih mudah difahami.
 R : Nah kalo disuruh kerja kelompok kaya tadi itu gimana dek? Kamu lebih terbantu gak dalam pembelajaran speaking nya?
 S : Terbantu sih mbak
 R : Terbantunya jadi gimana dek?
 S : Ya jadi bisa kerja sama mbak, mikir bareng-bareng. Kalo gak ngerti dibantuin sama temen yang udh ngerti.
 R : Kalo yg drilling dek, yang mbak neni minta kalian buat repeat kata-kata itu gimana? Bantu kamu gak?
 S : Ngebantu mbak, biar kita terbiasa lidahnya.
 R : Oke deh dek, makasih ya
 S : Sama-sama

Date : 14 September 2013
Time : 11.45 a.m
Place : XI IPA
Correspondent : S (Galih, a student of XI IPA)
R (Researcher)

R : Galih, maaf ya mbak Neni ganggu
 S : Ho'oh mbak rak popo
 R : Mbak Neni kalo ngajar dibantu dengan video gambar dan audio gitu jadi bantu lebih faham gak?
 S : Bisa mbak, faham banget nek buat aku
 R : Kenapa kok bisa?
 S : Lah kan aku jadi lebih gampang nyerapnya mbak, jadi tau kapan ekspresi ekspresi yang dipelajari bisa digunakan.
 R : Kamu suka gak kerja kelompok kaya tadi?
 S : Suka mbak.
 R : Sukanya kaya gimana?
 S : Lha suka, nek aku rak iso ada yang bantu buat jelasin. Nek aku meh ngonomng pake bahasa inggris ada yang bantu-bantuin juga.
 R : Jadi kamu lebih pede nih sekarang ngomong bahasa Inggrisnya? Lebih berani gak?
 S : Yo iya mbak, kan nek berkelompok sebelumnya udah diskusi dulu mau ngomong apa.
 R : Kalo disuruh ngomongnya sendirian gak diskusi dulu gimana?
 S : Wah angel mbak
 R : Oh gitu ya, yaudah. Gitu aja deh makasih ya galih.
 S : Iyo mbak sama-sama.

APPENDIX D

COURSE GRID

The Course Grid of the Implementation the Think Pair and Share Technique of Cooperative Learning

Cycle	Standard of competence	Basic Competence	Indicators	Learning Materials	Teaching and Learning Activities	Cooperative Learning	Media & Learning Resource
1	Expressing meanings in the formal and sustained transactional and interpersonal conversations in the context of daily life	Expressing meanings in formal and sustained transactional (to get things done) and interpersonal (socializing) conversations in accurate, fluent, and acceptable spoken language in the context of daily life and involving expressions of giving opinion, asking for opinions, satisfaction and dissatisfactions.	a. Cognitive <ol style="list-style-type: none"> Identifying the expressions of giving and asking for opinions in conversation carefully. Saying the expressions of giving and asking for opinions with the correct pronunciation accurately Using the expressions of giving and asking for opinions in semi-guided speaking tasks in the form of pair work confidently, politely, and honestly. b. Psychomotor <ol style="list-style-type: none"> Saying the expressions of giving and asking for opinions with correct 	Input text : Audio Recording Videos A dialogue including expressions of giving and asking for information. Example: Waiter : What do think of our “honey roasted chicken”? Customer: It’s delicious. Asking for Opinion <ul style="list-style-type: none"> What do you think of ...? What are your views? What is your opinion? Is it right what I’ve done? What about ...? How about ...? Giving Opinion <ul style="list-style-type: none"> I’m convinced that..... 	Presentation <ul style="list-style-type: none"> Teacher plays a recorded conversation consisted the expression of giving and asking for opinions The students are asked to fill in the blank based on the recording. The students are asked some questions related to the content of recording. The students are asked to identify some expressions of giving and asking for opinion that used in the recording. The teacher shows other expressions of giving and asking for opinions. The students are asked to say the expression of giving and asking for opinions. Practice <ul style="list-style-type: none"> The teacher shows a picture of a dirty river in Jakarta. The students are asked to 		<ul style="list-style-type: none"> Laptop Speaker Audio recording from http://www.britishcouncil.org/professionals-podcast-english-listening-downloads-archive.htm http://www.englishclub.com

			<p>pronunciation accurately</p> <p>2) Performing a semi-guided speaking task in the form of pair work confidently, politely, and honestly</p> <p>3) Practicing the expressions of giving and asking for opinions confidently.</p> <p>c. Affective</p> <p>1) Developing the characters of: a) cooperative, b) confident, c) polite, d) honest, e) careful, and f) caring in the designed speaking activities and tasks</p> <p>2) Developing some other characters that are generated from the selected input text, such as: a) discipline, b) active, c) creative, d) being willing to take risk for learning, and f)</p>	<ul style="list-style-type: none"> • I reckon..... • I consider that..... • According to the expert, I • In my opinion, • I think <p>Vocabulary and pronunciation of some words</p> <ul style="list-style-type: none"> • Views • Roasted • Convinced • Expert • Consider • Reckon <p>Grammar</p> <p>Gerund (-ing) e.g</p> <ul style="list-style-type: none"> • What's your opinion of <u>having</u> a trip to KarimunJawa? • Reading helps you learn English <p>Situations</p> <p>Formal: when you are talking with someone who is older than you (someone in the</p>	<p>give opinion about it.</p> <ul style="list-style-type: none"> • The teacher gives some situations containing pros and cons opinion. • The students are asked to give the opinions by using the expressions of giving opinions. <p>production</p> <ul style="list-style-type: none"> • The teacher gives some situations/problems and asks the students to share their opinions about how to solve the problem. • The students are asked to make a dialogue based on the situation given. 	<p>Think Pair and Share Steps:</p> <p>Think:</p> <ul style="list-style-type: none"> • The students are given time to think individually about the materials. <p>Pair:</p> <ul style="list-style-type: none"> • The students are asked to work in pairs. • The students are given time to discuss the materials with their peers. <p>Share:</p> <ul style="list-style-type: none"> • The students are asked to share their ideas with other groups. 	
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			<p>obeying rules (obedient).</p> <p>3) Developing communicative competence to survive in social interaction that involves: a) asking and answering questions, b) expressing of giving and asking for opinion, and c) communicating in polite manner.</p>	<p>first meeting, your boss, your manager, etc).</p> <p>Informal: when you are talking with someone who knows about you (your friend, your sister or brother, etc).</p>			
2	Expressing meanings in the formal and sustained transactional and interpersonal conversations in the context of daily life	Expressing meanings in formal and sustained transactional (to get things done) and interpersonal conversations in accurate, fluent, and acceptable spoken language in the context of daily life and involving	<p>a. Cognitive</p> <p>1) Identifying the expressions of satisfaction and dissatisfaction in conversation carefully</p> <p>2) Saying the expressions of satisfaction and dissatisfaction with the correct pronunciation, stress, and intonation</p>	<p>Input text : Audio Recording Videos</p> <p>A dialogue including expressions of satisfaction and dissatisfactions.</p> <p>Example: Hartono: how was your trip from Jakarta to Cirebon? Meutia : It was</p>	<p>Presentation</p> <ul style="list-style-type: none"> • The teacher plays an advertisement video from TV. • The teacher asks students some questions related to the advertisement from TV. • The teacher asks the students' opinion, whether they are satisfied or not with the product offered on the advertisement 		<ul style="list-style-type: none"> • Laptop and speaker (sounds system) • Video from Youtube • http://www.englishclub.com

		expressions of giving opinion, asking for opinions, satisfaction and dissatisfactions.	<p>3) accurately Using the expressions of satisfaction and dissatisfaction in semi-guided speaking tasks in the form of pair work confidently, politely, and honestly.</p> <p>b. Psychomotor</p> <p>1) Saying the expressions of satisfaction and dissatisfaction with correct pronunciation stress, and intonation accurately.</p> <p>2) Performing a semi-guided speaking task in the form of pair work confidently, politely, and honestly.</p> <p>3) Performing a conversation in the form of pair work confidently.</p> <p>c. Affective</p> <p>1) Developing the characters of: a) cooperative, b)</p>	<p>very nice. No trouble. But I was annoyed before leaving Jakarta. Hartono: what happened? Any trouble on the train? Meutia : No. But I was dissatisfied with the service because the departure was not on time.</p> <p>Expressing satisfactions</p> <ul style="list-style-type: none"> • I'm satisfied with.... • I'm satisfied at.... • I'm glad with what you have done. • It's really satisfying. • Everything was satisfying. <p>Expressing dissatisfactions</p> <ul style="list-style-type: none"> • I'm not satisfied with.... • It isn't very nice. • It's really not good enough. • I'm dissatisfied by..... • It's 	<p>video.</p> <ul style="list-style-type: none"> • The teacher shows other expressions of satisfaction and dissatisfaction. • The teacher says the expressions of satisfaction and dissatisfaction and asks the students repeat after her. <p>Practice</p> <ul style="list-style-type: none"> • The teacher shows some conditions from the pictures. • The students are asked to say whether they are satisfied or not with the condition in the pictures. <p>Production</p> <ul style="list-style-type: none"> • The teacher gives some topic. • The students are asked to say about their feeling to the situations. 	<p>Think Pair and Share Steps:</p> <p>Think:</p> <ul style="list-style-type: none"> • The students are given time to think individually about the situation. <p>Pair:</p> <ul style="list-style-type: none"> • The students are asked to work in 	
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			<p>confident, e) polite, f) honest, g) careful, and h) caring in the designed speaking activities and tasks</p> <p>2) Developing some other characters that are generated from the selected input text, such as: a) discipline, b) active, c) creative, d) being willing to take risk for learning, and f) obeying rules (obedient)</p> <p>3) Developing communicative competence to survive in social interaction that involves: a) asking and answering questions, b) expressing satisfaction and dissatisfaction, and c) communicating in polite manner.</p>	<p>dissatisfying. Oh no.</p> <p>Vocabularies</p> <ul style="list-style-type: none"> • Trouble • Glad • Achieved • Achievement • Departure • Effort <p>Grammar PASSIVE VOICE</p> <p>Active sentences: Subject + Verb + Object</p> <p style="text-align: center;">↓</p> <p>Passive sentences: Subject + to be + Past participle</p> <p>Example: He writes a letter.</p> <p style="text-align: center;">↓</p> <p>A letter is written.</p>		<p>group and share their opinion about the situation.</p> <p>Share</p> <ul style="list-style-type: none"> • The students are asked to share their satisfaction about the situation with other groups. 	
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APPENDIX E

LESSON PLANS

RENCANA PELAKSANAAN PEMBELAJARAN

(LESSON PLAN)

School	: SMA Islam 1 Gamping
Grade/Semester	: XI IPA/ 1
Subject	: English
Text Type	: Transactional and Interpersonal
Topic	: Expression of giving and asking for opinions
Language Skill	: Speaking
Time Allotment	: 3 meeting (3 x 90 minutes)

A. Standard of Competence

Expressing meanings in the formal and sustained transactional and interpersonal conversations in the context of daily life

(Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari)

B. Basic Competence

Expressing meanings in formal and sustained transactional (to get things done) and interpersonal (socializing) conversations in accurate, fluent, and acceptable spoken language in the context of daily life and involving expressions **of giving opinion**, satisfaction and dissatisfactions.

Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: **menyampaikan pendapat, meminta pendapat**, menyatakan puas dan menyatakan tidak puas.

C. Indicators

a. Cognitive

- 1) Identifying the expressions of giving and asking for opinions in conversation carefully

- 2) Saying the expressions of giving and asking for opinions with the correct pronunciation accurately
- 3) Using the expressions of giving and asking for opinions in semi-guided speaking tasks in the form of pair work confidently, politely, and honestly.

b. Psychomotor

- 1) Saying the expressions of giving and asking for opinions with correct pronunciation accurately.
- 2) Performing a semi-guided speaking task in the form of pair work confidently, politely, and honestly.
- 3) Practicing the expressions of giving and asking for opinions confidently.

c. Affective

- 1) Developing the characters of: a) cooperative, b) confident, e) polite, f) honest, g) careful, and h) caring in the designed speaking activities and tasks
- 2) Developing some other characters that are generated from the selected input text, such as: a) discipline, b) active, c) creative, d) being willing to take risk for learning, and f) obeying rules (obedient)
- 3) Developing communicative competence to survive in social interaction that involves: a) asking and answering questions, b) expression of giving and asking for opinions, and c) communicating in polite manner

D. Learning Materials


A dialogue including expressions of giving and asking for information.


Example:

Waiter : What do you think of our honey roasted chicken?

Customer : It's delicious.

Expressing of asking for opinions:

<div><div>More Formal</div><div></div><div>Less Formal</div></div>	<div><div>Asking for Opinion</div><div><ul style="list-style-type: none">• What do you think of ...?• What are your views?• What is your opinion?• Is it right what I've done?• What about ...?• How about ...?</div></div>
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More Formal	Expressing of Giving Opinions
	<ul style="list-style-type: none"> • I'm convinced that..... • I reckon..... • I consider that..... • According to the expert, I • In my opinion,..... • I think
Less Formal	

Vocabulary and Pronunciation of some words

Views

Convinced

Consider

Roasted

Expert

Reckon

Situations

Formal: When you are talking with someone who is older than you (someone in the first meeting, your boss, your manager, etc).

Less Formal: When you are talking with someone who knows about you (your friend, your sister or brother, etc).

E. Teaching and Learning Method : PPP with TPS steps

F. Teaching-Learning Activities

• Opening Activities

1) Greeting

Teacher greets the students.

2) Checking attendance list

Teacher checks the students' attendance list

3) Preparing class condition

Teacher prepares the class condition

- **Main Activities**

Presentation

- 1) Teacher plays a recorded conversation about giving and asking for opinions
- 2) The students are asked to fill in the blank based on the recording.
- 3) The students are asked some questions related to the content of recording.
- 4) The students are asked to find some expressions of giving and asking for opinion that used in the recording.
- 5) The teacher shows other expressions of giving and asking for opinions.
- 6) The students are asked to pronounce the expressions.

Practice

- 1) The teacher shows a picture of a dirty river in Jakarta and asks the students' opinion about it.
- 2) The teacher gives some situations containing pros and cons opinion.
- 3) The students are asked to give the opinions by using the expressions of giving opinions.

Production

- 1) The teacher gives some situations/problems.

Think Pair and Share Steps:

- The students are given time to think individually about the situation/problems.
- 2) The students are asked to share their individual opinions about how to solve the problem.
 - The students are asked to work in pairs.
 - The students are given time to discuss the materials with their peers.
 - The students are asked to share their ideas with other groups.
 - 3) The students are asked to make a dialogue based on the result of their discussion given in group.

- **Closing Activities**

- 1) Summarizing
Teacher and students summarize the lesson.

2) Reflection

Teacher and students reflect on what they have learnt.

3) Further guidance

Teacher gives students homework.

4) Leave taking

Teacher ends the lesson and leaves the class.

G. Learning Resources

- Laptop and speaker (sounds system)
- Audio recording from <http://www.britishcouncil.org/professionals-podcast-english-listening-downloads-archive.htm>
- <http://www.englishclub.com>

Yogyakarta, August 2013

Approved by,
English Teacher

Researcher

Drs. Bambang Agus S
NIP 195808131988031004

Neni Oktaviani
NIM 09202241082

What do you think?



Lead-in

1. Do you often discuss something with your friends at school?
2. What is it about? An artist performance? A politic? Or a material you have learnt in school?
3. What do you say when you express your idea?

Task 1

Listen carefully to the audio recording and fill in the blanks.

Dialogue 1

Two students are discussing their English lessons and they prefer to learn the language.

- Jo** : So what did (1)_____ the class this morning?
- Sam** : It was ok, but I don't think I learnt very much.
- Jo** : Why not? I thought she was a good teacher.
- Sam** : I don't know. (2)_____ she just talked too much. I got bored of listening to her.
- Jo** : Yeah, but what she said was interesting. Especially when she explained the present perfect. It sounded so easy.
- Sam** : I'm not interested in the present perfect! I need to learn more words. (3)_____ if my tenses aren't quite right as long as people understand me.
- Jo** : She did give us *some* new words though.
- Sam** : I know but she didn't write any of them on the board. She was too busy talking.
- Jo** : I wrote them in my book if you want to copy them. I know that if I don't write new words down I'll never remember them.
- Sam** : Thanks. I'll give your book back to you tomorrow. If I don't see a

word written down I can never remember it either and I need to write it down myself to help my memory.

Jo : (4) _____ the phonemic chart? Did you find that useful?

Sam : Yes, although I found it really difficult to hear the difference in the sounds she made.

Jo : Yes, I'll need to practise them too. If we use the chart every lesson though (5) _____ it might help you to remember new words. If you can 'see' the sound you need to make it might be easier.

Sam : Yeah, I think you're right. Maybe you should be my teacher!

Jo : Oh (6) _____! In any case I prefer working on my own. I know she said we had to work in groups for the next lesson and prepare a presentation, but I learn much more when I can work on my own, at my own pace.

Sam : (7) _____ working with others. I really like working in a group. That way I can listen to what other people want to say.

Jo : You mean *they* do the work for you!

Sam : No! Well, maybe a little! You know how I like to sit, listen and draw in class!

Jo : Maybe you should draw pictures of new words rather than drawing squares and circles all the time.

Sam : (8) _____! So will you be in my group for the next lesson?...

Task 2

Identify the expressions of giving and asking for opinion used in previous task.

Task 3

Answer these questions orally based on what have you heard from the recording.



1. How many participants are there in the conversation?
2. What is the relationship between the speakers?
3. When did the conversation happen?
4. Why did Sam feel that she didn't learn much?
5. What is Jo's Opinion about the teacher?
6. Why wasn't Sam interested in learning the present perfect?
7. Did the teacher write any words on the board?
8. How was Sam strategy to remember the words?
9. Did Jo like to work in groups?
10. What is Sam's opinion about working in groups?

Task 4

Study the explanations below.

More
formal



Less
formal

Giving Opinion

- I'm convinced that.....
- I reckon.....
- I consider that.....
- According to the expert, I
- In my opinion,
- I think

More
formal



Less
formal

Asking for Opinion

- What do you think of ...?
- What are your views?
- What is your opinion?
- Is it right what I've done?
- What about ...?
- How about ...?

What do you think of..... ?

What do you think about....?

How do you feel about...?

What's your opinion of....?

The phrases are followed by
a noun or gerund (-ing form)

e.g

What do you think about my
new motor cycle?

What's your opinion of
having a trip to
KarimunJawa?

What is Gerund?



A gerund is a noun made from a verb by adding "-ing." The gerund form of the verb "read" is "reading." You can use a gerund as the subject, the complement, or the object of a sentence.

Example:

- Reading helps you learn English. (Subject of sentence)
- Her favorite hobby is reading. (Complement of sentence)
- I enjoy reading. (Object of Sentence)

Gerunds can be made negative by adding "not."

Examples:

- He enjoys not working or he does not enjoy working.
- The best thing for your health is not smoking.

Task 5

Practice the following dialogues. Pay attention to the situations and the language used.

Karlos, Upik, and Lidya are talking about Karlo's problem at the canteen.

Karlos : Dear friends, I have a serious problem now. But I haven't found the solution yet. I'm confused. Can you help me?

Upik : Tell us what it is!

Karlos: Yeah. Next month I must stop my studies because my father retired three months ago. So he cannot pay my school fees.

Lidya : Take it easy. It's not a serious problem.

Karlos : What? How can I solve the problem?

Lidya : Okay. I reckon you ask for a letter from the authority telling that your family can't afford the school fees. Then you submit the letter to your school or to the parents' representative.

Upik : In my opinion you can also request scholarship. I think you are the best.

Karlos: Thanks a lot for the suggestions. I'll try to do that.

Lidya : Good luck.

Task 6

Pronounce some words in the table below and find the meaning. You may open your dictionary.

Words	Pronunciation	Meaning
1. Serious		
2. Confused		
3. Retired		
4. Fees		
5. Reckon		
6. Authority		
7. Scholarship		
8. Consider		
9. Convinced		
10. Roasted		

Task 7

Work in pairs. Create and practice a short dialogue based on the items given. See the example below.

Sandra : Sponge bob is a cartoon that shouldn't be watched by children. It contains bad behavior of the characters. Don't you agree?

Tony : Not at all. Actually, I like Sponge bob because it is entertaining.

Sponge Bob (Cartoon)	It contains bad behavior	entertaining
Western films	Too much violence	You can study English
X-Factor Indonesia (The music program)	uninteresting	Very entertaining and creative

Task 8

Complete the following dialogues with appropriate expressions and act them out.

MrsWiryawan and her husband are talking about their son, Budi, in the living room.

MrsWiryawan : Budi's teacher told me that Budi had been absent for 3 days without information (1)_____ ? Frankly, I am embarrassed and confused.

MrWiryawan : (2)_____ we should ask him then.

MrsWiryawan : Yeah. I am with you. But don't be angry with him. Just ask him why he didn't go to school for 3 days and where he went.

MrWiryawan : Okay then.

Tony, Andy, and Dina are planning the trip.

Tony : (1) _____ about going to Ancol Beach tomorrow, Andy?

Andy : I (2) _____. It is noisy in weekend because a lot of people go there. What is your opinion Dina?

Dina : In my (3)_____ Ancol beach is terrible. How about going to Puncak? (4)_____ it is fresher than Jakarta.

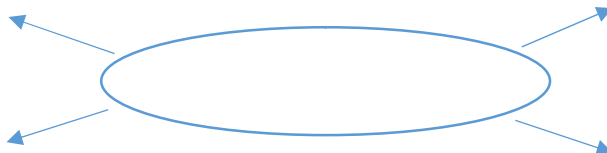
Task 9

Work in pairs. Do the following instructions.

1. Choose one problem below.

1. Flood in Jakarta
2. Smoking in public transportation
3. Traffic jam in Yogyakarta

2. Find what factors cause the problem.



3. Find solutions that could be offered to overcome the problem.



4. Share your finding with other pairs.

Task 10

With a partner make a role play based on the following situations.

- Talking about Action Movie you have watched
- Talking about Bakso containing formalin
- Talking about the Math Exam you had experience

RENCANA PELAKSANAAN PEMBELAJARAN

(LESSON PLAN)

School	: SMA Islam 1 Gamping
Grade/Semester	: XI IPA/ 1
Subject	: English
Text Type	: Transactional and Interpersonal
Topic	: Expressingsatisfaction and dissatisfaction
Language Skill	: Speaking
Time Allotment	: 3 meetings (3x90 minutes)

A. Standard of Competence

Expressing meanings in the formal and sustained transactional and interpersonal conversations in the context of daily life

(Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari)

B. Basic Competence

Expressing meanings in formal and sustained transactional (to get things done) and interpersonal (socializing) conversations in accurate, fluent, and acceptable spoken language in the context of daily life and involving expressions of giving and asking for opinions, **satisfaction and dissatisfaction**.

Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, **menyatakan puas, dan menyatakan tidak puas**.

C. Indicators

a. Cognitive

1. Identifying the expressions of satisfaction and dissatisfaction in conversation carefully.
2. Saying the expressions of satisfaction and dissatisfaction with the correct pronunciation, stress, and intonation accurately.
3. Using the expressions of satisfaction and dissatisfaction in semi-guided speaking tasks in the form of pair/group work confidently, politely, and honestly.

b. Psychomotor

1. Saying the expressions of satisfaction and dissatisfaction with correct pronunciation stress, and intonation accurately.
2. Performing a semi-guided speaking task in the form of pair work confidently, politely, and honestly.
3. Performing a conversation in the form of pair/group work confidently.

c. Affective

1. Developing the characters of: a) cooperative, b) confident, e) polite, f) honest, g) careful and h) caring in the designed speaking activities and tasks.
2. Developing some other characters that are generated from the selected input text, such as: a) discipline, b) active, c) creative, d) being willing to take risk for learning, and f) obeying rules (obedient).
3. Developing communicative competence to survive in social interaction that involves: a) asking and answering questions, b) expressing satisfaction and dissatisfaction, and c) communicating in polite manner.

D. Learning Materials

A dialogue including expressions of satisfaction and dissatisfactions.

Example:

- Hartono : How was your trip from Jakarta to Cirebon?
 Meutia : It was very nice. No trouble. But I was annoyed before leaving Jakarta.
 Hartono : What happened? Any trouble on the train?

Meutia : No. But I was dissatisfied with the service because the departure was not on time.

Expressing of asking for opinions:

<div>More Formal</div> <div>↕</div> <div>Less Formal</div>	<table><tr><th>Expressing Satisfaction</th></tr><tr><td><ul style="list-style-type: none">• I'm satisfied with....• I'm satisfied at....• I'm glad with what you have done.• It's really satisfying.• Everything was satisfying.</td></tr></table>	Expressing Satisfaction	<ul style="list-style-type: none">• I'm satisfied with....• I'm satisfied at....• I'm glad with what you have done.• It's really satisfying.• Everything was satisfying.
Expressing Satisfaction			
<ul style="list-style-type: none">• I'm satisfied with....• I'm satisfied at....• I'm glad with what you have done.• It's really satisfying.• Everything was satisfying.			
<div>More Formal</div> <div>↕</div> <div>Less Formal</div>	<table><tr><th>Expressing dissatisfactions</th></tr><tr><td><ul style="list-style-type: none">• I'm not satisfied with....• It isn't very nice.• It's really not good enough.• I'm dissatisfied by.....• It's dissatisfying.• Oh no.</td></tr></table>	Expressing dissatisfactions	<ul style="list-style-type: none">• I'm not satisfied with....• It isn't very nice.• It's really not good enough.• I'm dissatisfied by.....• It's dissatisfying.• Oh no.
Expressing dissatisfactions			
<ul style="list-style-type: none">• I'm not satisfied with....• It isn't very nice.• It's really not good enough.• I'm dissatisfied by.....• It's dissatisfying.• Oh no.			

Vocabulary and Pronunciation of some words

Trouble	achieved	departure
Glad	achievement	effort

E. Teaching and Learning Method : PPP with TPS steps

F. Teaching-Learning Activities

• Opening Activities

1. Greeting

Teacher greets the students.

2. Checking attendance

Teacher checks the students' attendance

3. Preparing class condition

Teacher prepares the class condition

• **Main Activities**

Presentation

- 1) The teacher plays an advertisement video from TV.
- 2) The students are asked some questions related to the advertisement from TV.
- 3) The teacher asks the students' opinion, whether they are satisfied or not with the product offered on the advertisement video.
- 4) The other expressions of satisfaction and dissatisfaction are shown.
- 5) The teacher says the expressions of satisfaction and dissatisfaction and asks the students repeat after her.

Practice

- 1) The teacher shows some conditions from the pictures.
- 2) The students are asked to say whether they are satisfied or not with the condition in the pictures.

Production

- 1) The teacher gives some topic.

Think Pair and Share Steps:

- The students are given time to think individually about the situation.
 - The students are asked to work in group and share their opinion about the situation.
- 2) The students are asked to say about their feeling to the situations.
 - The students are asked to share their satisfaction about the situation with other groups.

- **Closing Activities**

1. Summarizing

Teacher and students summarize the lesson.

2. Reflection

Teacher and students reflect on what they have learnt.

3. Further guidance

Teacher gives students homework.

4. Leave taking

Teacher r ends the lesson and greets students.

G. Learning Resources

- Laptop and speaker (sounds system)
- Video from
- <http://www.englishclub.com>

Yogyakarta, September 2013

Approved by,
English Teacher

Researcher

Drs. Bambang Agus S
NIP 195808131988031004

Neni Oktaviani
NIM 09202241082

I am completely satisfied

Lead-in



1. Do you like to see advertisements on TV?
2. What is the purpose of an advertisement?
3. Have you ever tried the product offered on advertisement?
4. What do you feel?

Task 1

Look at the following advertisement. Then, answer the question orally.



Find out:

1. What does the advertisement offer you?
2. What is the name of the item?
3. What is it used for?
4. What makes you believe that the food is spicy?

Task 2

Practice the following conversations. Then answer the questions.

Conversation 1

- Waiter** : Is everything OK here?
- Man** : Yes, thank you. Everything is fine.
- Waiter** : Is your steak satisfactory?
- Woman** : Quite good.
- Waiter** : How about your roast beef, Ma'am? Is it OK too?
- Woman** : It's just right. Just the way I like it.
- Waiter** : Will there be anything else, then?
- Man** : No, not at the moment.
- Waiter** : Very well, then. Have a nice day.

Conversation 2

Shopkeeper : Good afternoon. Is there anything I can help you with?

Customer : Good afternoon. I am not satisfied with the shirt I bought yesterday in this shop.

Shopkeeper : Why? What's wrong with it?

Customer : Let me explain. I wear extra-large T-shirts. The one you gave me is extremely small. See the label is M not XL.

Shopkeeper : Sorry, you can't exchange the shirt you bought. Why don't you give it to your brother? I am sure he would be happy with it.

Customer : Look, I didn't buy this shirt for my brother and anyways I don't have a brother! Besides, I want my money back if you can't give me the extra-large size.

Shopkeeper : I am sorry. The receipt says once a product has

been purchased, it can't be returned.

Find out:

1. In the woman opinion, was the steak nice? What did she say?
2. In the man's opinion, was the service OK? What did he say?
3. What was the customer's problem?
4. Was the customer satisfied with the shirt? What did he say?

Ways to say it

Expressing satisfaction and dissatisfaction

Asking about satisfaction

- How do you like your room?
- Is everything OK?
- Is everything satisfactory?
- Are you satisfied?
- Did you find our service satisfactory?
- Do you want to complain about something?
- Was something not your satisfaction?
- Are you dissatisfied with something?

Expressing satisfaction:

- I really like my new haircut.
- I'm completely satisfied with everything you have done for me.
- It was satisfactory.
- Everything is fine, thank you.
- Everything was just perfect.
- I am happy enough with it.
- It was okay. Not too bad.
- Good enough.

Expressing dissatisfaction:

- I am a little dissatisfied with the service here.
- I am a bit disappointed with the program.
- The food was lousy.
- I am tired of working here.
- I don't like the color.
- I have a complaint.
- I am very dissatisfied with the condition.
- I want to make a complaint.

Responding to dissatisfaction:

- I see.
- I am sorry to hear that.
- I'll look into it.
- I'll see what I can do about it.
- I'll try and take care of it.

Grammar in

Study the explanation below

PASSIVE VOICE

The steak was cooked perfectly by the chef. (The original sentence: The chef cooked the steak perfectly)

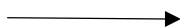
The sentence above is called **passive sentence**. The original ones is called **active sentence**.

Remember!

To change active sentences into passive sentences we follow this pattern:

Active sentences:

Subject + Verb + Object



Passive sentences:

Subject + to be + Past participle

See the changes in this table:

Tenses	Active	Passive
Simple Present	He writes a letter.	A letter is written.
Simple Past	He wrote a letter.	A letter was written.
Present perfect	He has written a letter.	A letter has been written.
Past Perfect	He had written a letter.	A letter had been written.

Present Future	He will write a letter.	A letter will be written.
----------------	-------------------------	---------------------------

Task 3

Work in pairs. Complete the following dialogue with the suitable expressions you have learned then act it out.

Mrs Etty, an English teacher is happy when her students passed the national examination. The principal invited her to his office to congratulate her.

- Principal** : Good morning, Mrs Etty. Please have a seat.
- Mrs Etty** : Good morning, Sir. Thank you.
- Principal** : I actually want to say "congratulations" for your serious effort. Our students got satisfying marks in English.
- Mrs Etty** : Thank you. Err ... I am really _____ with what they have done. They answered 40 questions well. So that none failed in their English exams. What about another subject?
- Principal** : Mm.... Five students failed on their mathematics test. I am worried. Their parents will express _____ because of their children's failure. Probably they will not trust our school anymore. But according to the mathematics teacher, the students never followed the enrichment programme at school seriously. They were often absent.
- Mrs Etty** : I think that is the risk. They _____ with what they have done.

Task 4

Say whether you are satisfied or not with the condition on the following pictures.

1



You got A+ for each subject

2



Your desk and chair are dirty

3



The river in Jakarta

4



The river in Venice

<p>5 W o</p>  <p>The service in an air plane</p>	<p>6</p>  <p>The condition of a bus in Jogja</p>
--	---

Task 5 Say whether you are satisfied or not with the following situations.

1. Your classmate always dirties the table by writing or drawing on it.
2. You have just cut your hair, but it is too short.
3. You have just eaten Steak in a restaurant. It was over cooked.
4. Your headmaster just made a new rule that the use of mobile phones is not allowed in schools.

APPENDIX F

STUDENTS' ATTENDANCE LIST

YAYASAN PEMBANGUNAN ISLAM YOGYAKARTA
SMA ISLAM 1 GAMPING
Jl. Wates km. 3 Pelem Gurih Yogyakarta

DAFTAR SISWA KELAS XI IPA

NO	Nama	Hari/Tgl					
		21/08/13	26/08/13	28/08/13	7/9/2013	9/9/2013	14/9/2013
1	Ade Carryta						
2	Alfatikha W.N.K						
3	Angga Septa Wardana						
4	Anggi Septi Wardani						
5	Arif Suryanto						
6	Arin Em We Dwi Kuntari						
7	Arin Kurniawati						
8	Dea Reginadewi						
9	Dita Maharani						
10	Emirintia Septianing MS						
11	Farida Monika				i	i	
12	Febri Vitrananda						
13	Galih Jumiatusun						
14	Harindra Laura Pertiwi						
15	Marta Dwi Ningrum						
16	Nova Tri Apriyanto				a		
17	Nurdhi Bagio						
18	Okta Calvin Alhakim						
19	Ratna Intan Permatasari						
20	Riski Multianingsih						i
21	Rizkhitiara Noviyanti			i			
22	Setia Dissa Ajeng			i			
23	Suryo Wahyu Barabas						
24	Ulfa Anisa Putri						
25	Zaenur Rofiik	a		a		a	a
26	Rifki F.D						

APPENDIX G

STUDENTS' SPEAKING SCORES

YAYASAN PEMBANGUNAN ISLAM YOGYAKARTA

SMA ISLAM 1 GAMPING

Jl. Wates km. 3 Pelem Guruh Yogyakarta

DAFTAR NILAI SEPAKING KELAS XI IPA

NO	Nama	CYCLE 1		Mean	CYCLE 2		Mean
		Scores			Scores		
		R's	C's		R's	C's	
1	Ade Carryta	70	70	70	75	80	77.5
2	Alfatikha W.N.K	62	67	64.5	72	75	73.5
3	Angga Septa Wardana	64	65	64.5	75	72	73.5
4	Anggi Septi Wardani	65	70	67.5	75	73	74
5	Arif Suryanto	60	62	61	70	68	69
6	Arin Em We Dwi Kuntari	64	70	67	80	75	77.5
7	Arin Kurniawati	64	64	64	80	85	82.5
8	Dea Reginadewi	66	67	66.5	70	72	71
9	Dita Maharani	62	62	62	75	72	73.5
10	Emirintia Septianing MS	67	65	66	72	70	71
11	Farida Monika	62	62	62	72	75	73.5
12	Febri Vitrananda	62	62	62	72	70	71
13	Galih Jumiatun	62	62	62	72	74	73
14	Harindra Laura Pertiwi	62	62	62	74	75	74.5
15	Marta Dwi Ningrum	67	65	66	77	75	76
16	Nova Tri Apriyanto	65	65	65	75	77	76
17	Nurdhi Bagio	68	70	69	80	75	77.5
18	Okta Calvin Alhakim	63	65	64	75	75	75
19	Ratna Intan Permatasari	62	65	63.5	65	65	65
20	Riski Multianingsih	65	65	65			
21	Rizkhitiara Noviyanti				75	72	73.5
22	Setia Dissa Ajeng				75	75	75
23	Suryo Wahyu Barabas	63	64	63.5	77	75	76
24	Ulfa Anisa Putri	72	70	71	85	85	85
25	Zaenur Rofiik	70	72	71	85	85	85
26	Rifki F.D						
Average				65.174			74.958

Note: R's (Researcher's)

C's (Collaborator's)

APPENDIX H

SPEAKING RUBRIC

Speaking Rubric

Aspect	Score	Criteria	Indicator
Pronunciation and intonation	1	Poor	Frequent problems with pronunciation and intonation.
	2	Fair	Pronunciation and intonation errors sometimes make it difficult to understand the students.
	3	Good	Pronunciation and intonation are usually clear or accurate with a view problem areas.
	4	Excellent	Pronunciation and intonation are almost always very clear/accurate
Fluency	1	Poor	Hesitates too often when speaking, which often interferes with communication.
	2	Fair	Speaks with some hesitation, which often interferes with communication.
	3	Good	Speaks with some hesitation, but it does not usually interfere with communication.
	4	Excellent	Speaks smoothly, with little hesitation that doesn't interfere with communication.
Accuracy	1	Poor	Uses basic structures, makes frequent errors.
	2	Fair	Uses a variety of structures with frequent errors or uses basic structures with occasional errors.
	3	Good	Uses a variety of grammatical structures but makes some errors.
	4	Excellent	Uses a variety of structures with only occasional grammatical errors.
Vocabulary	1	Poor	Uses only basic vocabulary and expressions.
	2	Fair	Uses limited vocabulary and expressions.
	3	Good	Uses a variety of vocabulary and expressions, but makes some errors in word choice.
	4	Excellent	Uses a variety of vocabulary and experience.

Interaction	1	Poor	Purpose is not clear, needs a lot of help communicating, usually does not respond appropriately or clearly.
	2	Fair	Tries to communicate, but sometimes does not respond appropriately or clearly.
	3	Good	Communicates effectively, generally responds appropriately and keeps trying to develop the interaction.
	4	Excellent	Almost always responds appropriately and always tries to develop the interaction.

APPENDIX I

PHOTOGRAPHS

PHOTOGRAPHS



The researcher explains the materials.



The students discuss the materials.



The students discuss the materials.



The students share the result of the discussion.



The researcher guides the group's discussion.



The students perform the dialogue.

APPENDIX J

LETTERS



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
 Telepon (0274) 868800, Faksimilie (0274) 868800
 Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 3018 / 2013

**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 Sekretariat Daerah Pemerintah Daerah Daerah Istimewa Yogyakarta
 Nomor : 070/V/7041/9/2013 Tanggal : 26 September 2013
 Hal : Izin Penelitian

MENGIZINKAN :

Kepada :
 Nama : NENI OKTAVIANI
 No.Mhs/NIM/NIP/NIK : 09202241082
 Program/Tingkat : SI
 Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
 Alamat instansi/Perguruan Tinggi : Kampus Karangmalang Yogyakarta
 Alamat Rumah : Jl. Gejayan Gang Endra No. 10 B Sleman
 No. Telp / HP : -
 Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
IMPROVING THE STUDEN'S SPEAKING SKILL THROUGH THINK PAIR AND SHARE TECHNIQUE OF COOPERATIVE LEARNING OF GRADE XI IPA STUDENTS OF SMA ISLAM 1 GAMPING IN THE ACADEMIC YEAR OF 2013/2014
 Lokasi : SMA Islam 1 Gamping
 Waktu : Selama 3 bulan mulai tanggal: 26 September 2013 s/d 26 Desember 2013

Dengan ketentuan sebagai berikut :

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

Demikian ijin 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 : 26 September 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris
u.b.

Kepala Bidang Pengendalian dan Evaluasi

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Gamping
6. Ka. SMA Islam 1 Gamping Sleman
7. Kabid. TULIPS UNY



[Handwritten signature]



YAYASAN PEMBANGUNAN ISLAM YOGYAKARTA
SEKOLAH MENENGAH ATAS (SMA)
SMA ISLAM 1 GAMPING

TERAKREDITASI "A"

SKEP BAP S/M NOMOR : 10.01 BAP-SM/TU/XI/2012

ALAMAT : JALAN WATES KM. 4 ☎ (0274) 617391, PELEMGURIH, YOGYAKARTA 55293

SURAT KETRENAGAN PENELITIAN

NO : 278/O

Yang bertanda tanda dibawah ini Kepala SMA Islam I Gamping :

Nama : Drs.Mardi Iriyanta

NIP : -

Pangkat Gol :

Menerangkan dengan sesungguhnya bahwa :

Nama : Neni Oktaviani

NIM : 09202241082

Pekerjaan : Mahasiswa Universitas Yogyakarta

Fakultas : Fakultas Bahasa dan Seni

Prodi : Pendidikan Bahasa Inggris

Judul Penelitian : Improving The Students Speaking Skills Through Think Pair And Share

Technique Of Cooperative Learning Of Grade XI IPA Students Of SMA Islam I
 Gamping In The Academic Year Of 2013 - 2014

Telah melakukan penelitian di SMA Islam I Gamping pada tanggal 21 Agustus s/d 14 September 2013 berdasarkan
 Izin Dinas Perizinan No : 070/Bappeda/3018/2013.tanggal 26 September 2013

Yogyakarta, 07 Oktober 2013

