IMPROVING STUDENTS' SPEAKING ABILITY USING THINK-PAIR-SHARE OF COOPERATIVE LEARNING FOR THE 8TH GRADE STUDENTS OF MTs N KARANGMOJO IN THE ACADEMIC YEAR OF 2014/2015

A THESIS

Presented as Partial Fulfilment of the Requirements for the Attainment of a

Sarjana Pendidikan Degree in English Languange Education

By:

Erlinna Dewi Sanjani

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

YOGYAKARTA STATE UNIVERSITY

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APPROVAL SHEET

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Accepted by the Board of Examiners of English Education Department, Faculty of Languages and Arts, State University of Yogyakarta on July 2015and declared to have fulfilled the requirements attain a *Sarjana Pendidikan* Degree

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SURAT PERNYATAAN

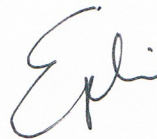Yang bertanda tangan di bawah ini, saya:

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Judul Skripsi	: Improving Students' Speaking Ability Using Think-Pair-Share of Cooperative Learning at the 8th Grade Students of MTS N Karangmojo in the Academic Year of 2014/2015	

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

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

Yogyakarta, Juni 2015

Penulis

Erlinna Dewi Sanjani

DEDICATIONS

I faithfully dedicate this thesis to

My late Father and My beloved Mother

Supono and Sadiyah

And all of my friends who always support me

MOTTOS

Don't be most people; most people don't achieve their dreams.

(Robert Kiyosaki)

"A person who never made a mistake never tried anything new."

(Albert Einstein)

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and Tika) for always sharing laughter and love for most of the time I spent outside campus life.

At last, I realize that although I made my best effort, this thesis is still far from perfection. Therefore, any constructive criticism and suggestions for the improvement of this thesis are highly appreciated. Then, I really hope that this thesis is able to give contribution to the readers and useful for the teaching and learning process.

Yogyakarta, June 2015

Erlinna Dewi Sanjani

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ABSTRACT

The objective of this research is to improve students' speaking ability using Think-Pair-Share of cooperative learning for the 8th grade students of MTS N Karangmojo.

This particular research was categorized as action research. The actions were implemented in two cycles based on the class schedule. This research involved 33 students of class VIII C of MTS N Karangmojo in the academic year of 2014/2015 and the English teacher as the research collaborator. The data of the study were in the forms of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process and interviewing the students of class VIII C and the English teacher. Meanwhile, the quantitative data were acquired conducting through the pre-test, the progress test, and the post test. The validity of the data was obtained by applying democratic, dialogic, catalytic, and outcome validity. The procedure of the research consisted of reconnaissance, planning, acting, reflecting, and revising plan.

The results of this research show that the use of the Think-Pair-Share technique was able to improve the students' speaking ability. Based on the qualitative data, applying Think-Pair-Share technique gave the students more chances to speak in English. The students became more confident to speak up English. They actively participated during the teaching and learning process. The use of classroom English helped the students to be more familiar with English. The vocabulary practice and pronunciation drill also helped them to enrich their vocabulary knowledge and build their accuracy. These findings were also supported by the result of the students' speaking scores. The mean improved from 58.55 in Cycle I to 77.60 in Cycle II. It indicated that they made a considerable improvement in some aspect of speaking skills such as pronunciation, intonation and stress, comprehension, grammar, and vocabulary.

Keywords: *Think-Pair-Share, cooperative learning, speaking ability*

CHAPTER I

INTRODUCTION

The first chapter contains the background of the study, the identification of the problem, the limitation of the problems, the formulation of the problems, the objective of the study and the significance of the problems.

A. Background of the Study

As a global language, English plays an important role in the world. Although English is not a language with the largest number of native speakers, English has become the bridge between two or more parties with different languages to communicate one another. It is also stated by Harmer (2007: 1) that English has become a lingua franca that is widely adopted for communication between two speakers whose native languages are different from each other's. Moreover, one or both speakers are using it as a 'second' language. This condition makes English becomes important to be mastered.

In order to be able to use English, learners have to master English skills such as listening, speaking, reading, and writing. Although all four skills are equally important, the speaking skill could be seen as the leading skill during the English learning process. During the learning process, learners need to communicate with others in order to express their ideas and feelings. One of the ways to communicate with others is through speaking. Thronbury (2005: 1) states that speaking is so much a part of daily life that people take it for granted. Thus, speaking is important to be learnt as early as possible especially in junior high schools.

According to *Peraturan Menteri Pendidikan Nasional Republik Indonesia (Permendiknas) Nomer 23 Tahun 2006,* the aim of speaking in the curriculum of junior high school is to make students able to express meanings in transactional and interpersonal languages in the daily life context. In addition, Richard (2008:9) states the mastery of speaking skills in English is priority formally in second language or foreign learners. The junior high schools' students are expected to be able to express meaning of short functional text and monologues in many kinds of text such as recounts, descriptive, and narrative either formally and informally.

In the speaking class, the students should be taught how to speak. However, teaching speaking is not an easy job. As a matter of fact, the students have many problems dealing with English. According to Brown (2001: 270) there are some features that make speaking as difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction.

Many students who learn English think that there are some problems faced when they give it a try to speak in English. The first is that they find difficulty to express their ideas. The second is that their pronunciation and grammar are weak. Then, the other problem deals with the vocabulary items. Those kinds of condition also happened among the eighth grader of MTS N Karangmojo.

According to the result of a class observation that was conducting in MTS N Karangmojo, the speaking skill has become the skill that the students had the least interest in. As a result, their speaking ability was quite low. They

needed opportunities to convey their minds. From the observation, it was seen that the teacher used less various techniques. She simply asked her students to read aloud. She only pointed some of the students. Thus, the students did not have the same opportunities to speak. It made the students bored and unmotivated in the teaching and learning process. It can be showed that some of them were busy with their own business. They chatted with their friends in *Bahasa Indonesia* or Javanese and did not pay attention to their friends who were in front of the class. Consequently, they were not encouraged to practice speaking during the teaching and learning process.

The facts above motivate the researcher to conduct classroom action research at the 8th grade of MTS N Karangmojo in the academic year of 2013/2014. To be able to overcome the problems, there must be a suitable technique to be used to increase the students' speaking ability. To improve their speaking ability is not a simple thing. They need a lot of practice to be able to master the speaking skill. Their motivation to speak in the speaking class is low. Meanwhile, the most important element in the speaking class is to give them opportunities to speak in English. So, the technique must be interesting and motivating them to speak more in the speaking class. One of them is by using the cooperative learning strategy. According to Macpherson (2007: 12), cooperative learning gives the students opportunities to interact with each other and work together to maximize their own and each others' learning.

One of the techniques in cooperative learning is Think-Pair-Share (TPS). Kagan (1994) states TPS is a cooperative learning strategy that can promote and support higher level thinking. The students have time to think and then share their ideas with their friends in pairs. TPS has a number of advantages. It gives students opportunities to speak in the target language for an extended period of time and students naturally produce more speech. In addition, speaking with peers is less intimidating than presenting in front of the entire class and being evaluated.

Based on the explanation above, this research specifies in teaching speaking by using Think-Pair-Share. Using this technique, it is believed that the teacher will be able to motivate the learners. Thus, the researcher is interested in doing a research about improving students' speaking ability using Think-Pair-Share of cooperative learning at the 8th grade in MTS N Karangmojo.

B. Identification of the Problems

In identifying the problems, two activities were carried out, namely observing the English teaching and learning process at the classroom and interviewing the English teacher and students. The observations and interviews were conducted on September 1st, 2014. There are some factors affecting the teaching and learning especially in speaking, such as students, the teacher, activities and the technique.

The first problem in the speaking class is related to the students. They were afraid of making mistakes. It can be seen when they were asked to practice speaking in front of the class, no one became volunteer students. As a result,

the teacher called on them to practice their speaking ability. Besides, lack of interest also becomes one of the reasons. They thought that English was a difficult subject to be learned, especially speaking. They found difficulty to express their ideas. In addition, the students lacked vocabulary items. It was difficult for them to construct sentences because they did not know many English words.

Moreover, their pronunciation and grammar were still weak. The students found it difficult to pronounce the English words because they were not familiar with the words and the way to pronounce them. Based on the interviews, students thought that English was very different from Bahasa Indonesia. There were some English sounds that could not be found in Bahasa Indonesia. The evidence if their grammar was weak was when students spoke some sentences the students got difficulties in grammar. For example, one of the students spoke "she go to school" instead of "she goes to school".

The second problem comes from the teacher. The facts that speaking is not included in the National Examination make the English teacher tend to prioritize other English skills. Actually the teacher had already given sufficient opportunities for the students to speak, but the material and media used were not quite interesting

The third problem deals with the technique used by the teacher. Based on the observation, the teacher always asked the students to work individually and she did not give them enough time to think before they had to produce some words. It seemed they found it hard to work individually. The students

rarely worked in pairs or in groups. They needed time to think and shared their thinking to her/his friends in pair. By working in pairs, the students could share and discuss the lesson.

Based on the problems above, the researcher believes that Think-Pair-Share of cooperative learning could improve students' speaking ability. Think-Pair-Share (TPS) is a cooperative discussion strategy proposed by Frank Lyman at the University of Maryland in 1981. According to Lyman (1981), TPS could help to promote the students' motivation. This technique is learned-center in which students put working together in pair. This technique could give benefit both for the students and the teacher. From the teacher aspect, it can help the teachers to use and apply various and interesting techniques during the teaching and learning process. As for the students, this technique allows them to think before they speak and share ideas before sharing in front of class.

C. Limitation of the Problems

Based on the identification of the problems above, there are many problems that can be found during the teaching and learning process. This research focuses on how to improve students' speaking ability using think-pair-share of cooperative learning for the eighth grade students of MTS N Karangmojo in the academic year 2014/2015.

The researcher decided to implement Think-Pair-Share (TPS) of cooperative learning to improve students' speaking ability after considering some reasons. TPS can help the students to work together in pairs so that they

can learn maximally. By working in pairs, the students can share and discuss the lesson. It means that silent work at the students' desk can be minimized. The feeling of insecurity to share their opinions can be minimized by working in a pair. TPS allows the students an opportunity to speak up and to be brave of making mistakes.

Because they are in pairs, they will support one another. They can discuss to solve the problem together, correct their mistakes, and give their friends motivation. From discussing the task in pairs, they can be brave and confident to speak up in a group. There are opportunities for the students to receive individual assistance from their mates. It can motivate the students. They can work together to improve their vocabulary and pronunciation. Through TPS, they can accomplish the tasks given. In addition, they have an opportunity to practice speaking with their partners and they can get feedback from their friends. The students receive chances to speak because TPS requires and enhance the students' communication skill. In addition, TPS supports the use of communicative activities that can persuade the students to speak up.

D. The Formulation of the Problem

Based on the limitation of the problem, the problem is formulated as follows "How can speaking ability of the eighth grade students of MTS N Karangmojo in the academic year of 2014/2015 be improved through Think-Pair-Share of cooperative learning?"

E. The Objective of the Study

The study is carried out to improve the students' speaking ability by using Think-Pair-Share of cooperative learning for the eighth grade students of MTS N Karangmojo in the academic year of 2014/ 2015.

F. Significance of the Study

This research is expected to give benefits for the students of MTS N Karangmojo, the English teachers, the school and the other researchers.

1. For the students, it is expected that using TPS technique in learning can help them to improve their speaking ability.

2. For the teachers, it can help the teachers to use and apply various and interesting techniques during teaching and learning process.

3. For the schools, it is expected that TPS technique can become an interesting technique and stimulate the students. It can support and motivate other teachers to make new ways in teaching learning process so that learning activity will not be monotonous.

4. For other researcher, it is expected the result of this study can be reference for other researchers who want to conduct research with the same problem.

CHAPTER II
LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter covers some theories as the basic of the discussion. It is aimed at gaining more understanding about the topic of the research study. The discussions in this chapter include some relevant theories of the study, conceptual framework focusing on the problems and solutions to improve students' speaking ability using Think-Pair-Share of cooperative learning.

A. Literature Review

1. The Nature of Speaking Ability

a. The Definition of Speaking

Many definitions about speaking have been proposed by language experts. Speaking is a productive skill (Spratt et al., 2005: 34). It involves using speech to express meaning to other people. The essential components mentioned to exist in speaking are the speakers, the hearers, the message and the response. In the process of speaking, the students have to pronounce words, use intonation and use stress properly because they are all connected to each other which the listener can get the message of the conversation.

In the same respect, Nunan (2003: 48) agrees with Spratt et al. that speaking is the productive oral skill and it consists of producing systematic verbal utterances to convey meaning. In addition, Harmer (2001: 269) defines speaking as the ability to speak fluently presupposes not only knowledge of language features, but also the

ability to process information and language 'on the spot'. It needs the ability to assist in the management of speaking turns and non-verbal language. Therefore, spoken fluency is required to reach the goal of the conversation.

Meanwhile, Brown (2004: 140) defines speaking as a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.

Chaney (1998) cited in Kayi (2006) adds that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Speaking is much more complex. It involves both a command of certain skills and several different types of knowledge. Canale and Swain (1980) in Richards and Renandya (2002: 206-207) suggest that in order to be able to communicate meaningfully, speakers need to know the knowledge of communicative competence consisting of grammatical, discourse, strategic, and sociolinguistic competence.

From the definition above, it can be concluded that speaking is one of productive skills in which it is used to communicate with other. It is not only producing words or sounds but also having a meaning. The purpose of speaking is to share knowledge, information and ideas.

b. Types of Classroom Speaking Performance

In designing speaking activities for foreign-language teaching, it is necessary to recognize the different functions of speaking performed in daily communication and the different purposes for which the students need speaking ability. According to Brown (2001: 271-274), there are six categories of speaking, namely imitative, intensive, responsive, transactional, interpersonal and extensive.

1) Imitative

The imitative speaking performance, the students imitate a word or a sentence. The learners practice intonation contour or try to pinpoint a certain vowel. The purpose of imitation is not for meaningful interactions but focusing on some particular element or language form. The example of imitative speaking performance is drilling.

2) Intensive

The intensive performance is to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. In addition Brown (2004:273) states that an intensive speaking performance is related to the production of short stretches of oral language to demonstrate the competence such as grammatical, phrasal, lexical, or phonological relationship (prosodic elements: intonation, stress, rhythm, juncture).

3) Responsive

    Short replies are the example of speaking performance which does not extend into dialogues, for example standard greetings, simple requests and comments etc.

4) Transactional

    The transactional language is an extended form of responsive language. The purpose of transactional is to convey or to exchange specific information. A conversation is an example of transactional.

5) Interpersonal

    The interpersonal (dialogue) tends to maintain social relationships better than exchange information. Some elements may involve in a dialogue such as a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm etc.

6) Extensive

    The extensive oral production can be in the form of reports, summaries, and speeches. It can be planned or impromptu.

c. **Micro- and Macro- skills of speaking**

Brown (2004: 142) distinguishes between micro-skills and macro-skills of speaking. The micro-skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro-skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication,

and strategic options. Brown (2004: 142-143) continues to explain micro-
and macro-skills of oral production as quoted below.

1) Microskills

    (a) Produce differences among English phonemes and allophonic variants.

    (b) Produce chunks of language of different lengths.

    (c) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.

    (d) Produce reduced forms of words and phrases.

    (e) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.

    (f) Produce fluent speech at different rates of delivery.

    (g) Monitor one's own oral production and use various strategic devices− pauses, fillers, self- corrections, backtracking− to enhance the clarity of the message.

    (h) Use grammatical word classes (nouns, verbs etc.), system (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

    (i) Produce speech in natural constituents: in appropriate phrases, pause groups   breathe groups, and sentence constituents.

    (j) Express a particular meaning in different grammatical forms.

    (k) Use cohesive devices in spoken discourse.

2) Macroskills

(a) Appropriately accomplish communicative functions according to situations, participants, and goals.

(b) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and floor-yielding, interrupting, and other sociolinguistic features in face-to-face conversations.

(c) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new and given information, generalization, and exemplification.

(d) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

(e) 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 in understanding you.

d. The Difficulties in Speaking

Speaking is difficult to many people. According to Brown (2001: 270-271), the eight following characteristic of spoken language include:

1) Clustering. Fluent speech is phrasal not word by word. Learners can organize their output both cognitively and physically through clustering.

2) Redundancy. The speaker has an opportunity to make meaning clearer through the redundancy of language.

3) Reduced forms. Contractions, elisions, reduced vowels, etc are special problems in teaching spoken English. Learners who never learn colloquial contractions sometimes speak too formal in casual context. They become bookish and unnatural.

4) Performance variable. In spoken language, there is a process of thinking that allows manifesting a certain number of hesitations, pauses, backtracking, and correction. Some examples of thinking time in English include inserting fillers like uh, *um, well, you know, I mean* etc. Hesitation phenomena are the most salient difference between native and nonnative speakers of language.

5) Colloquial language. Students should be recognizable with words, idioms, and phrases and they practice to produce these forms.

6) Rate of delivery. It is another salient characteristics of fluency. Teachers should help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, rhythm, and intonation. The stress-timed rhythm of spoken language and its intonation patterns convey important message in any communication forms.

8) Interaction. Having no interlocutor will rob the speaking skill components; one of them is the creativity of conversational negotiation.

2. **Teaching Speaking**

a. **Principles for Designing Speaking Technique**

Brown (2001:275-276) proposes seven principles for designing speaking techniques. These principles will help teachers to conduct the speaking class. They are:

1) Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency. Make sure that the tasks include techniques designed to help student perceive and use the buildings block of language. At the same time, the teacher should not make the students feel bored with the repetitious drills. The teacher should make the meaningful drilling.

2) Provide intrinsically motivating techniques. Try to appeal to students' ultimate goals and interests in their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be. Help them to see how the activity will benefit them.

3) Encourage the use of authentic language in meaningful contexts. It takes energy and creativity to devise authentic context and meaningful interaction, but with the help of the storehouse of teacher resource material it can be done. Even drills can be structured to provide a sense of authenticity.

4) Provide appropriate feedback and correction. In most EFL situations, students are totally dependent on the teacher for the useful linguistic

feedback. Feedback can be gotten outside of the classroom but it is important for teachers to inject the kinds of corrective feedback.

5) Capitalize on the natural link between speaking and listening. Many interactive techniques involving speaking will include listening. The two skills can reinforce each other. Skills in producing language are often done through comprehension.

6) Give students opportunities to initiate oral communication. Part of oral communication competence is the ability to initiate conversations to nominate topics, to ask questions, to control conversation and to change the subject. The teacher can design speaking techniques allowing students to initiate language.

7) Encourage the development of speaking strategies. Teachers should help their students develop strategic competence to accomplish oral communicative purposes because not all students are aware of strategic competence. The strategies are asking for clarification (what?), asking someone to repeat something (excuse me?), using fillers (uh, I mean, Well), using conversation maintenance cues (Huh, Right, Yeah), getting someone's attention (Hey, So), using mime and nonverbal expressions to convey meaning and so forth.

b. **Teaching Speaking for *SMP/ MTS***

According to *Permendiknas* (*Peraturan Mentri Pendidikan Nasional*) or Ministry of National Education of Regulation number 23 of 2006, the curriculum used at schools is KTSP (*Kurikulum Tingkat Satuan*

Pendidikan) or School-Based Curriculum. This curriculum was developed by the National Education Standards Board (BSNP).

The School-Based Curriculum is defined as an operational curriculum that is composed by and done in each school (BSNP, 2006:1). The function is to hold learning activities to achieve the goal of national education. This national education takes into account school's characteristics, conditions, and abilities in different regions.

In addition, BSNP (2006:5) lists the principles of the School-Based Curriculum. They are:

1) Focusing on the potential, development, needs, and interest of students, and their environment.

2) Being varied but integrated.

3) Following the development of knowledge, teaching, and arts.

4) Being in relevance with life needs.

5) Being implemented wholly and continuously.

6) Reflecting learning as a never ending process in life, and

7) Being in balance between the national and local needs.

In the school-based curriculum, it is explained that an English lesson for Junior High School in Indonesia is aimed at developing communicative competence both spoken and written English through development of the related skills i.e. listening, speaking, reading, and writing. In this case, the graduates of junior high schools are expected to

achieve English mastery at information level. It means that learners will be prepared to be continue to Senior High School (BSNP, 2006:27)

Learning English in Junior High Schools level is targeted to the students. They could gain functional level that is to communicate both in spoken and written form to solve daily problems. English subject in Junior High School is aimed to make the students have abilities as follows:

1) The students are expected to develop communicative competence in spoken and written language to reach functional literacy.

2) Students are expected to generate awareness about the nature and importance of English to improve nation's competitiveness in global society.

3) Students are expected to develop understanding about the relationship between language and culture.

Table 2.1. The Standard of Competence and Basic Competence
of the Eighth Grade Students of *SMP/MTS*

Standard of Competence	Basic Competence
Berbicara 3.*Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar*	3.1 *Mengungkapkan makna dalam percakapan transaksional* (to get things done) *dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat.*

(Continued)

(Continued)

Standard of Competence	Basic Competence
	3.2 *Memahami dan merespon percakapan transaksional* (to get things done) *dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat.*
4 Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive *dan* recount *untuk berinteraksi dengan lingkungan sekitar*	4.1 *Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.* 4.2 *Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk* descriptive *dan* recount.

c. **Assessing Speaking**

There are a lot of factors that influence raters' or teachers' impression on how well someone can speak a language. When teachers assess speaking, it means that their listening determines the reliability and validity of an oral production test. Assigning and ranging a score from 1 to 5 are not easy. The lines of distinctions between levels are quite difficult to

pinpoint. The teacher can spend much time to see the recording of speaking performance to make accurate assessment (Brown, 2004: 140).

Thornburry (2005: 127-129) claims that there are two main ways to assess speaking. They are holistic scoring and analytic scoring. Holistic scoring uses a single score as the basis of an overall impression, while analytic scoring uses a separate score for different aspects of the task. This holistic way has advantages of being quick and is perhaps suitable for informally assessing progress. By contrast, analytic scoring takes longer since it requires the teacher to take a variety of factors into account and is probably fairer and more reliable. It also provides information on specific weaknesses and strengths of students. However, the disadvantage of analytic scoring is that the score may be distracted by all categories and lose sight of the overall situation performed by the students. Therefore, four or five categories seem to be the maximum that can be handled at one time.

Furthermore, Thornburry (2005: 127-129) states that based on Cambridge Certificate in English Language Speaking Skills (CELS), the scorers need to consider the four categories, namely grammar and vocabulary, discourse management, pronunciation, and interactive communication. In grammar and vocabulary aspects, students should use accurate and appropriate syntactic forms and vocabulary to meet the task requirements at each level. Discourse management describes the students' ability to convey the ideas, opinions coherently, and clear information. To

fulfill the pronunciation aspect, they have to produce the right stress and intonation to convey the intended meaning. Finally, interaction communication means the ability of test takers to respond appropriately with interlocutors with required speed and rhythm to fulfill the task requirements. Those four elements are similar with Brown (2001: 406-407) who divides six categories of oral proficiency scoring test. They are grammar, vocabulary, comprehension, fluency, pronunciation and task. Each category has 5 steps and the teacher should choose one of the ranks.

3. **Cooperative Learning**

   a. **The Definition of Cooperative Learning**

   Cooperative learning is one of the most remarkable and fertile areas of theory, research, and practice in education. According to Johnson and Johnson (1991) cited in Johnson et al., (2000: 2), cooperative learning exists when students work together to accomplish shared learning goals. Therefore, all students are able to participate in the class discussion, practicing their oral speech.

   In addition, Stenlev (2003: 25) states that cooperative learning is part of a group of teaching learning techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals. It is much more than just putting students into groups and hoping for the best. In the same respect, Macpherson (2007: 1) claims that cooperative learning is learning in small groups where interaction is structured according to carefully worked-out principles.

Cooperative learning designs activities to make students contribute to the task.

Cooperative learning can also be defined as an approach to group work that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team (Felder and Breat, 2007:1). According to Wong and Wong (2005: 245), cooperative learning refers to one of instructional techniques where by students work in small, mixed- ability learning group. It means the students in each group are responsible not only for the material; being taught but also for helping their group mate learns.

From the definition above, cooperative learning refers to students working in teams on an assignment under conditions in which certain criteria are pleased, including that the team members be held individually accountable for the complete the same goal or content of the assignment or project.

b. **The Elements of Cooperative Learning**

In cooperative learning, there are several elements that must be taken into account. The above elements are considered essential to successful cooperative learning. According to Kaufman et al., (1997: 37), there are six elements of cooperative learning in teaching and learning process.

1) Positive-interdependence

Johnson and Johnson (1984) citied in Kaufman et al., (1997: 37) state that positive-interdependence requires that students have to

believe, and act, as if they are in it together, and must care about learning. This is encouraged with reward structures and sustained learning group. The structures are built up in such a way that the students in a team need each other's output if they are to solve the task they have been given. The contribution of each student is a piece of the total work (Stenlev, 2003:36). In addition, Macpherson (2007:3) states that positive-interdependence is interaction through activity. It means learners help, assist, encourage, and support each others' efforts to learn

2) Social skills

Social skill are promoted and enhanced in the task oriented group environment, since students must exercise their leadership, communication, trust-building and conflict resolution skills so they can function efficiently and effectively.

3) Face-to face interaction

Schmidt (1989) citied in Kaufman et al., (1997:37) states a high degree of face-to face verbal interaction is needed so that students are active in the learning process by explaining, arguing, elaborating and linking the new learning material to previously learned facts and concepts. Learners believe that they are linked together; they cannot succeed unless the other members of the group succeed (and vice versa). Although some of the group work may be parceled out and done individually, some must be done interactively, with group

members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another (Felder and Breat, 2007:1).

4) Individual accountability.

All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned (Felder and Breat, 2007:1).The structures give each student an important role in the interactional pattern. Everyone likes to feel that they know something others can use, and everyone gets the chance of showing this precisely via the structures (Stenlev, 2003: 36). Even each person in the group contribution to their work, they will be score individually depending on each person's ability.

5) Group processing

It requires team member to set group goals, periodically assess how well they are working together and how they could improve to ensure successful and efficient completion of their academic tasks, as well as score high in tests (Felder and Breat, 2007:2). The purpose of group processing is to classify and improve the effectiveness to achieve the group goals.

6) Appropriate grouping.

Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills. On the other hand, the teacher ensures that each

group contains members with various attributes to strengthen problem-solving and social skill building of all group members (Felder and Breat, 2007:2).

c. **Advantages of Using Cooperative Learning**

Kagan and Kagan (2009: 2.15) states eight advantages of using cooperative learning. They are presented as follows.

1) Students taught with cooperative learning have a more enjoyable learning experience and are more motivated to continue learning beyond school, especially from and with others

2) Many of our students will have the responsibility for caring for elders. Students taught with cooperative learning become more helpful, caring and better prepared to serve our aging population.

3) Promote a higher self-esteem.

4) Students taught with cooperative learning construct meaning and make learning more relevant

5) Increasingly employers are using teams in the workplace. Students taught with cooperative learning are more prepared for the workplace.

6) Many of our classrooms struggle with discipline problems. Students taught with cooperative learning are less disruptive and spend more time on task.

7) Students taught with cooperative learning are far more active; their classroom is far more stimulating than a teacher-centered classroom.

8) Teachers using cooperative learning find teaching less stressful and find renewed desire and energy to teach and increase student retention

d. Type of Cooperative Learning

Many teachers find that initial efforts to set up cooperative learning groups run into a variety of problems that range from student resistance to inappropriate assignments. It may help to try a model that can provide organization and guidance. Here are some class activities in cooperative learning cited from SCIMAST (1994:3) and Knight (2009:3):

1) Think-Pair-Share

Students pair with a partner to share their responses to a question. Students are then invited to share their responses with the whole class. Arends (2008: 15) states that there are three steps in TPS technique. Step one is thinking. The teacher gives a question or issue associated in the lesson and asks the students to spend a minute thinking alone about the answer. Step two is pairing. After that, the teacher asks the students to pair off and discuss what they have been thinking about. Step three is sharing. In the last step, the teacher asks the pairs to share the result of discussion in the whole class.

2) Jigsaw

Students are organized into groups with equal numbers of participants. Each group is given a portion of some larger task being covered during the class. A group of five is set up and each member of group learns different material. Each group works to learn their

material so well that they will be able to teach it to others. After each group has read and learned their portion of the material, the groups are reconfigured so that each new group has a participant from each of the previous groups. Then each member teaches the others his or her version of the material until everyone has taught their material and all the content has been covered.

3) Group Investigation

After the teacher presents an introduction to the unit, the students discuss what they have learned and outline possible topics for further examination. From this list of student-generated topics, each learning group chooses one and determines subtopics for each group member or team. Each student or group of students is responsible for researching his or her individual piece and preparing a brief report to bring back to the group. The group then designs a presentation (discourage a strict lecture format) and shares its findings with the entire class. Allow time for discussion at the end of the presentation. A class evaluation for each presentation can be an effective way of providing feedback to the groups.

4) Numbered Heads together

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

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4. Think-Pair-Share(TPS)

a. The Nature of TPS

According to Kagan (1994), Think-Pair-Share is a cooperative learning strategy that can promote and support higher level thinking. The teacher asks students to think about a specific topic, pair with another student to discuss their thinking and share their ideas with the group. In addition, Nur (2008) cited in Mondolang (2013: 206) states that TPS is a cooperative learning structure that is very useful, the point is when the teacher presenting a lesson, asking students to think the question teacher, and pairing with partner discussion to reach consensus on the question. Finally, the teacher asks students to share the discussion.

Think-Pair-Share provides students with the opportunity to carefully think and talk about what they've learned. The strategy requires a minimal effort on the part of the teacher yet encourages a great deal of participation from students, even reluctant students. In addition, the strategy incorporates various learning styles which results in a greater amount of involvement and interaction from more students (ESA 6&7; 2006: 12).

From the definitions above, it can be concluded that Think-Pair-Share refers to one of the cooperative learning strategy that sets students to work in pairs. Students have to think about a topic and share their idea with pairs. Therefore, they have opportunities to convey their idea and share the idea in whole class or in a group.

b. The Purpose of TPS

This simple questioning technique keeps all the students involved in class discussions and provides an opportunity for every child to share an answer to every question. It is a learning technique that provides processing time and builds in wait-time which enhances the depth and breadth of thinking. It takes the fear out of class discussion by allowing the students to think carefully about their answers and talk about them with a partner before they are called on to respond. For shy or tentative students, this can help put the emphasis back on learning instead of on simply surviving class (Lyman, 1981).

According to Lie (2008:46), there are some purposes of working in pairs. First, it can increase the students' participation. Second, the students will have more opportunities to give their contribution. Last, it is not washing time to build a team.

c. The Benefit of TPS

1) For students

According to Banikowski and Mehring, 1999; Whitehead, 2007 cited on Azlina (2010: 23), there are some benefits of TPS. The first benefit is that TPS can improve students' confidence. Many students feel more confident when they discuss with their partners first before they have to speak in a larger group or in front of the class. Thinking becomes more focused when it is discussed with a partner.

The second is the user of timer gives all students the opportunity to discuss their ideas. At this knowledge construction stage, the students will find out what they know and do not know which is very valuable for students. Therefore, students are actively engaged in thinking. From the opportunity, students will be more critical thinking to discuss and reflect on the topic. Students have an opportunity to share their thinking with at least one other student, thereby increasing their sense of involvement.

Last, the Think-Pair-Share technique improves the quality of the students' responses. It enhances the student's oral communication skills as they have ample time to discuss their ideas with one another. Therefore the responses received are often more intellectually concise since students have had a chance to reflect their ideas.

From the statement above, it can be concluded that Think-Pair-Share has many advantages. They are linking from other students, improving students' confidences, giving opportunities to share their ideas, promoting their critical thinking, and improving the quality of the students' responses.

2) For teachers

The advantages of Think-Pair-Share are not only for students but also for teachers. By using the TPS technique, teachers can build enjoyable atmosphere in the teaching and learning process. The teachers create a new situation to make their students speak up. They

motivate their students to be brave to express their ideas or feeling and to answer questions in the speaking class. Therefore, the classroom is not a silent class anymore since the students become active students.

Secondly, the teachers can manage the classroom. It is not teacher-centered anymore. The teachers consider the students as the center of the teaching and learning process. It is not spending time to choose the students to answer the questions and ask them to share it in front of the class. The teachers will be more creative to make new materials to discuss in teaching and learning process. This technique is not only to give the students' opportunities but also it gives the opportunity to observe all the students as they interact in pairs and get an idea of whether all students understand the content or if there are areas that need to be reviewed.

d. Steps of TPS

According to Yerigan (2008) as cited in Azlina (2010: 24), there are three stages in implementing Think-Pair-Share technique. It is described as follows.

1) Think- Individually

Each student thinks about the given task. They will be given time to jot down their own ideas or response before discussing it with their pair. Then, the response should be submitted to the teacher before continue working with pair.

2) Pair- with partner

   The learners need to form pairs. The teacher needs to cue students to share their response with the partner. In this stage, each pair of students discusses their ideas about the task. From the result of the discussion, each pair concludes and produces their final answer.

3) Share- to the whole class

   The teacher asks pairs to share the result of discussion or student responses, within learning team, with the rest of the class, or with the entire class during a follow-up discussion. In the stage, the large discussion happens in which each pair facilitates class discussion in order to find similarities or differences towards the response or opinions from various pairs.

   In line with Azlina, Kagan (1994) states that there are five steps to implement TPS. First, the teacher decides on how to organize students into pairs, for examples: the counting heads, ABAB, male/female, etc. Second, the teacher poses a discussion topic or a question. Then, the teacher gives students at least 10 seconds to think on their own ("think time"). Next, the teacher asks students to pair with their partner and share their thinking. Last, the teacher calls on a few students to share their ideas with the rest of the class.

   From the explanation above, it can be concluded that the teacher gives students time to discuss a discussion topic or a question. Second, the students are divided into pairs and they have to share, discuss and

convey the opinion with pairs. Last, representative students share their ideas in whole class or other pairs.

e. **The weaknesses of Implementing TPS**

The Think-Pair-Share technique requires the students to work in pairs and in a group. Lie (2008: 46) states that the problems of working in pairs are two problems. First, there are a lot of groups. Because of it, the teacher has to monitor the students. Second, because a team consists of two students, they have less idea. In addition, they may feel bored if they have to work together with the same team members. To overcome the problem, the teacher can switch the member. For example the teacher divides the students based on the number of students, the number of the desk, or depends on the students' choices. From the solution, they can interact with other student in the class. Thus, it can minimize their boredom in implementing this technique.

It can be concluded that using of TPS is a good technique for teaching English. However, there are some problems that may appear in using this technique. It is difficult to assist all students during the discussion since they have so many groups. Consequently, teachers should be careful in implementing this technique to minimize the problems.

5. **Previous Studies**

Think-Pair-Share is a structure first developed by Professor Frank Lyman at the University of Maryland in 1981. This technique will help the students to promote their speaking skill since it gives the students opportunities to

convey their ideas. It can improve the students' achievement in the teaching and learning process. There is some similar research that had been conducted before. The result of the result of the research is described as follows.

The first research was conducted by Robertson (2006). The research entitled "Increase Student Interaction with Think-Pair-Share and Circle Chats". Based on the research, it can be seen if Think-Pair-Share improved the students' interactions in the teaching and learning process. Hence, it gave the opportunity to practice English. By giving opportunity to discuss their ideas with partner in learning process it increased the interaction among the students while the teacher created a variety of opportunities for students to interact and use English and could monitor the process of the learning process.

Another research was conducted by Utama,et.al. (2013). The research was conducted as experimental research, entitled "The Effect of Think Pair Share Teaching Strategy to Students' Self-Confidence and Speaking Competency of The Second Grade Students of SMPN 6 Singaraja". After conducting the research, the researcher concluded that Think Pair Share gives a significant difference on students' English speaking ability between experimental class and control class. The significant progress showed in experimental research. The students in experimental class had higher self-confidence by conventional teaching strategy.

In addition, Nurjanah (2013) conducted action research in applying Think Pair Share technique during the teaching and learning process. From the

result of the research, it can be seen that there is improvement of the student's speaking ability through the use of Think-Pair-Share. The students made improvement in some aspects of speaking skills (vocabulary and pronunciation) and the students were more confident to speak English.

Based on those previous research conducted, Think-Pair-Share gives a good impact toward speaking ability. That is the reason why the researcher tried to conduct a research on "improving students' speaking ability using Think-Pair-Share of cooperative learning for the 8th grade students of MTS N Karangmojo in the academic year of 2014/2015".

6. **Conceptual Framework**

Speaking is one of the important abilities that should be acquired by students. They should be given opportunities to practice a target language and produce it in the spoken form in the speaking teaching language. During the process of speaking, it would be more effective if the students are set to work in pairs. Think-Pair-Share can be implemented in the speaking learning process.

According to the observation in MTS N Karangmojo, the researcher discovered some problems in the process of speaking. One of the problems is related to the condition of students who are shy to deliver their opinions in English. They said their opinions in a whisper. They are not confident to deliver their opinions. They do not raise their hands and wait until the teacher calls his/her name. Moreover, they still lack vocabulary items. They find it hard to convey their ideas. The activities are monotonous that the students

mostly heard and answer. Consequently, they find the activities boring and uninteresting at all.

Think-Pair-Share is a cooperative learning technique which is said as a multi-mode discussion cycle in which students listen to a question or presentation. Then, they have time to think individually talk with each other in pairs, and finally share responses with the larger group (McTighe and Lyman, 1988:19). According to Lyman (1981) cited on Knight (2009: 9), TPS involves three components. First, each student is prompted to complete a task or answer a question that them to think. Second, each student is prompted to pair up with another student to compare, contrast or confirm the product created during the thinking phase. Third, students are prompted to share with the rest of the class what they learned during the entire activity.

Based on these problems, the TPS will be applied as a technique in the effort to improve the speaking ability of students. Think-Pair-Share is used since the teacher seldom puts the students in pairs during the teaching learning process. Beside, the students enjoy learning together as their learning can be facilitated through working in pairs. By working in pairs, it will simultaneously give a positive impact to the students' vocabulary self-esteem, pronunciation and learning materials. They have chance to practice speaking with his/her partner.

CHAPTER III

RESEARCH METHOD

This chapter contains six subchapters. It covers type of the research, the research setting, research subject, data collection (types, technique, instrument, and analysis), the validity and the reliability of the data and research procedures.

A. Type of the Research

In accordance with the objective of the research, the aim of this study was to improve the students' speaking ability through the use of Think-Pair-Share for the eighth grade students of MTSN 1 Karangmojo. This research was categorized as action research. This study focused on improving the real condition of the English teaching and learning process to reach the improvement of the students' speaking ability.

According to Nunan (1992) in McKay (2008), action research typically has three major characteristics; it is carried out by practitioners (i.e. classroom teacher), it is collaborative and it is aimed at changing things. This idea is supported by Burns (1999) in McKay (2008) that there are four characteristics of action research. Firstly, action research is contextual, small scale, and localized. Secondly, it is evaluative and reflective. Thirdly, action research is participatory. Lastly, it has changes in practice which are based on the collection of information or data which provides the impetus of change.

The researcher decided to conduct an action research by implementing the model proposed by Kemmis and McTaggart model as cited in Burn (2010: 7-9). There are four broad phases in a cycle of research using Kemmis and

McTaggart model; planning, action, observation, reflection. The research design could be illustrated as follows:
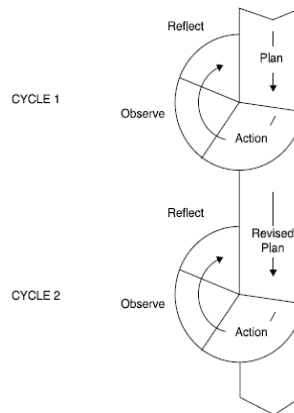
Figure 1: Action research cycles by Kemmis and McTaggart (Burn, 2010: 9)

According to Figure 1, the researcher identified some problems, formulated some actions to overcome the problems, implemented the actions, and reflected the result of the actions. In the action phase, the researcher implemented the TPS technique during the teaching and learning process. These whole steps were conducted in two cycles.

B. **Research Setting**

This research was conducted in MTS N Karangmojo. It was located in Jl. Raya Tasikmadu- Kebakramat Km 2 Karanganyar. The school has some facilities such as a principal's room, a vice principals' room, a teacher's room, 24 classrooms, a meeting room, an administration room, a room for guidance and counseling, a school health unit, a mosque, a library, three laboratories, a music room, sport fields, an OSIS room, a guest room, and other supporting facilities. For teaching and learning process, this school has 24 classrooms

with 8 classes for grade VII, 8 classes for grade VIII, and 8 classes for grade IX.

C. **Research Participants**

The participants were the researcher, the English teacher as the collaborator and the students of Class VIII C in MTSN Karangmojo in the academic year of 2014/2015. The class consists of 33 students, 15 of them are male and 18 students are female.

D. **Data Collection**

1. **Types of Data**

The data were in the forms of qualitative and quantitative. Qualitative data were gained by giving the description of the situation in teaching and learning process. Meanwhile, quantitative data were taken from the score of the students' performances in the end of cycle.

2. **Data Collection Technique and Instrument**

The researcher collected the qualitative data by using some techniques as follows:

a. Observation

Observation allows the researcher to gather the data. It gives the researcher the opportunity to see the situation. Observation guidelines were used as the instrument to collect the data. It was used to enable the observer to record behaviors during sessions of the research quickly and accurately. In completing the observation checklist, the researcher gave a tick to the statements describing the

teaching and learning process. Later, the data gathered through observation were presented in the form of field notes.

b. Interview

Interviews were used in the reconnaissance and data gathering step. In the reconnaissance step, the interviews were done to find the existing problem. Lodico, Spaulding, and Voegtle (2010: 338) state that interview can reveal participant's own perception of their views, feelings, and experiences. The interviews would be done by the researcher to gather the responses, opinions, suggestions, and expectations of the students about the implementation of the technique.

Meanwhile, interview guidelines are used to help the researcher keep the discussion on the track. It helped the researcher to conduct the interviews systematically and to check that the needed information had already been elicited. The results of the interview were interview transcripts.

c. Video Recording and Camera

The researcher recorded the English teaching-learning process by using a handycam while doing the observation. Video recording helps the researcher to record the activity that the students do in the teaching learning process. Through video recording, the researcher can play video recording again to know the lack of teaching and

learning process. The data were presented in the form of videos and photographs.

On the other hand, the quantitative data was gathered through test. According to Brown (2001: 384), test is a method of measuring a person's ability or knowledge in a given domain. The tests used speaking rubric for speaking tests. Those tests would result in scores that would be compared later to find the improvement of the students' speaking ability.

Table 3.1: Instruments of the Research

No.	Instruments	Data
1.	Observation guideline	Field Note
2.	Interview guideline	Interview Transcripts
3.	Video Recorder	Video
4.	Camera	Photographs
5.	Speaking Rubric	Test Scores

3. Data Analysis Technique

The qualitative data would be analyzed by following steps proposed by Burns (2010: 104-105) as follows.

a. Assembling the data

The researcher collected all data that had been got, reviewed the initial or revised questions, and started to look for broad patterns, ideas, or trends that seem to answer the questions.

b. Coding the data

In this step, the data were grouped into more specific categories and identified the data sources that might code as qualitative or quantitative.

c. Comparing the data

The researcher compared the categories across the different sets of data to see whether there were contradictions or not.

d. Building meaning and Interpretations

To make sense of the data, the researcher analyzed the data several times to pose questions, rethought the connections, and developed explanation of the situation.

e. Reporting the outcomes

The researcher described the context of the research, outlined findings, and organized the whole research not only the analysis and findings.

The results scores of the pre-test and the post-test were compared. The results of the students' performances were analyzed by using Excel program to find out the mean of the students' speaking performance. By comparing the students' means in the first performance and the second performance, the improvement of the students' speaking ability of VIII A of MTS N Karangmojo through Think-Pair-Share could been seen.

4. Validity and Reliability of Data

A research data ought to be valid and reliable. To make the data valid, the researcher used five kinds of validity proposed by Anderson in Burns (1999: 161-162). They are explained as follows:

a. Democratic validity

It is related to the extent to which the research was truly conducted collaboratively and included multiple voices. This validity was about how the researcher worked together with other parties in the research to get more perspectives and concerned with the topic of the research. To get validity, the researcher interviewed the students of Class VIII A in MTSN Karangmojo and discussed the problems with teacher to find out the students' problem in speaking class.

b. Outcome validity

It is related to the notion of actions leading to outcomes that are "successful" within the research context. The solution of the problem was not only the main goal of this research, but also the reframe of the problem into questions. In this research, the processes were related to the improvement of students' speaking ability through Think-Pair-Share

c. Process validity

Process validity is closely related to the dependability and competency of the research itself. In order to get this validity, the

researcher observed the teaching and learning process by using observation checklist, field notes, interview the students and the teacher, and also the teacher had discussions with the collaborator.

d. Catalytic validity

It is related 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 in within it. To achieve this validity, the researcher asked the students and the teacher's response after the implementation of the actions..

e. Dialogic validity

It parallels the process collaborative enquiry or reflective dialogue with "critical friends" or other practitioners. It was obtained by conducting dialogues with the English teacher and the collaborator. The dialogues used to get the comments about the implementation of the technique in every meeting. The results of the dialogues were used to find out the strengths and weaknesses of the action to make a better action in the next meeting.

Meanwhile, the trustworthiness was obtained from the triangulation technique. The aim of triangulation was to gather multiple perspectives on the situation being studied (Burns, 1999: 164). Burns proposes three forms of triangulations.

The first form is time triangulation. It means that the data are collected at one point in time or over a period of time to get sense of what are involved in the processes of the changes

The second form is investigator triangulation. It means that more than one observer is used in the same research setting. The purpose of this triangulation is to avoid bias or subjective observations. In this research, the researcher worked with the English teacher as the collaborator.

The third form of the triangulation is theoretical triangulation. It means that the data are analyzed using more than one perspective of some theoretical reviews. The researcher reviewed theories using some books to obtain this form of triangulation.

E. **Procedure of Research**

This research used the Kemmis and McTaggart (1988) model. According to Kemmis and McTaggart (1988) cited in Burns (2010), action research typically involved four phases in a cycle. Each step is elaborated as follows:

1. Reconnaissance

In this stage, the researcher found out valuable information concernig the students' speaking ability. The researcher identified the problems and obstacles in teaching speaking by observing in the class and interviewing the teacher and the students.

2. Planning

   The researcher identified a problem or issue and developed a plan of action in order to bring about improvements in a specific area of the research context. She identified problems in students' speaking ability and she used Think-Pairs-Share to improve the students' speaking ability.

3. Action and Observation of the Action

   The researcher conducted the research as planned by implementing the learning model of Think-Pair-Share on the competence of speaking ability. The researcher observed systematically the effect of using Think-Pair-Share and documents the context, action, and opinions of those involved.

4. Reflection

   In this phrase, the researcher made some notes and reviews on the changes during the implementation with the collaborator. The reflections were used to find the successful and unsuccessful actions in solving the problem. The reflections showed whether the actions were successful or not to improve students' speaking ability. The successful actions were used and reapplied in the next cycle, but those which were unsuccessful would be changed or improved into more suitable ones.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter reveals the findings and discussion which refer to the efforts to improve students' speaking ability using Think-Pair-Share of cooperative learning. They are presented in three headings: research process actions, research finding and discussion.

A. Research Process

This research was an action research study. It aimed at improving students' speaking ability by using think-pair-share of cooperative learning. There were some steps undertaken in conducting this research. They are reconnaissance, planning, actions and observation of action and reflections.

In the reconnaissance stage, several steps were done to identify the problems of the research in the field. The first step was conducting a preliminary observation in the English teaching and learning process, especially in the speaking skill of class VIII C MTSN Karangmojo. The second step was holding interviews with the English teacher of MTSN Karangmojo to find out the problems occurring during the teaching and learning process, and re-interviewing the teacher to confirm the data gained from the observation. The third step was interviewing the students of VIII C MTSN Karangmojo to identify their attitude toward learning English and their difficulties in learning English especially in learning speaking. A speaking pretest was also conducted at the beginning of Cycle I to measure the students' speaking ability.

The next phase was identifying and selecting the problems to be overcome. Then, the researcher planned some actions to be implemented to overcome the problems. Finally, she discussed the planned actions with the English teacher and implemented them in the class.

Then, the main phase of the action research was conducting the teaching learning process of speaking in the class. Based on the previous stages, TPS was chosen to be applied as the technique in this action research. The action research was conducted in two cycles with two meetings in Cycle 1 and Cycle II. In the action phase, TPS was applied in the teaching and learning process of speaking.

1. Identification of the Field Problem

It was important to have a look at the facts on the teaching and learning process of speaking in class VIII C based on the observation done on 1st of September, 2014 as a part of identifying the problems of the field. The situation during the teaching and learning process of speaking could be seen from the field notes. The field notes became the initial data which was needed to be taken into account before implementing some actions in class VIII C MTSN Karangmojo. It is presented below.

No	: FN.03
Day, Date	: Wednesday, September 1st , 2014
Time	: 09.00 WIB
Place	: Class VIII C
Activity	: Preliminary Observation
Respondent, R	: researcher
Ss	: students
ET	: English Teacher

The ET started the class by greeting and checking the students' attendance. At that day, all the 33 Ss were coming to the class. After checking the students' attendance, the ET did warming up with several simple questions, such as, "*Do you still remember what we have learned last meeting?*", "*What did you learn last night?*" etc. Some Ss tried to answer the questions with insufficient grammar usage but it still could be understood. **They looked like having difficulty in expressing their ideas in the form of spoken language, so they used *Bahasa Indonesia* if they did not find the wanted words or sentences.** The ET listened to the Ss answers and tried not to discourage the Ss.

The ET said that today was speaking class since the R would observe the speaking skill of students. She asked the students to tell their descriptive text they had written in last meeting but **the Ss just kept silent**. They looked afraid and still were confused. The ET tried to recall what they have learned last meeting. Then, she asked them to tell in front of the class. Five minutes passed. because no one was brave enough to be a volunteer the ET pointed Ss to stand in front of the class but many Ss were not ready. Most of the Ss were hesitant in expressing their descriptive text and **some of them made wrong pronunciations**. **The Ss looked afraid and shy to convey their mind**. The ET just listened and **did not give any feedback.**

When one of the Ss told her house in front of the class, some students were not paying attention to the lesson. They tend to have some chats with their friends or daydream, etc. The ET pointed the Ss one by one but only five students were brave to tell their descriptive text. However, some of them only read their descriptive text. **It was like reading aloud**. **The SS looked unenthusiastic.** Therefore, the ET came to the Ss and asked some questions about their descriptive texts for examples "*Would you tell me how your house is*?", "*What is the color of your house?*", "*How many room do you have?*,* etc.

As the time was up, the ET asked the Ss if they had any questions. The ET concluded the materials. After that the ET asked Ss to do homework and study at home. Finally, the ET ended the lesson.

The field notes indicate that the students found it difficult to express their idea. They answered the questions using *Bahasa Indonesia*. The evidence shows that the students' mastery of vocabulary was still very low. Even they were not able to translate many words into English. So, they often asked the teacher to help them. Then, the students were not ready to start the

lesson. It could be seen from the situation in which they did not prepare to perform their descriptive text they have written before. During the teaching and learning process, they also paid less attention. They tended to chat with their friends and did their own business. Next, they were shy and spoke hesitantly. They were afraid to make mistakes in front of the class. As a result, they were passive and no one became volunteers to share their ideas. The teaching and learning activity was boring. It can be seen from their little enthusiasm when they had to perform their descriptive texts. In addition, the interaction between the teacher and the students did not work well. When the teacher asked a question, they were silent and they rarely asked questions when they found some difficulties.

Besides conducting the class observation, the researcher obtained the data by holding an interview and discussions with the English teacher to get the information regarding the teaching and learning process of speaking. It was done to support the identification of the problems. This was done to find out their weaknesses in speaking and to acquire some suggestions related to the problems. The extract below shows the teacher's opinion.

==
R   : *"Terkait dengan* Speaking*, bu. Bagaimana kemampuan bahasa Inggris siswa kelas VIII?"*
(How is the ability of the students of grade eight especially speaking skill?)
ET   : *"Kalau* speaking *masih kurang banget ya. Soalnya pengucapan bahasa yang dipelajari siswa bahasa Indonesia berbeda dengan cara pengucapan di bahasa Inggris jadi logatnya berbeda. Itu susah*

banget. Masih rendah banget. Mereka juga kurang motivasinya dalam bahasa inggris".

(They have low ability in speaking skill it can be seen from their pronunciation. They find difficulty. Their ability is still low. They have low motivation).

R   : *"Apa masalah yang paling sulit di* speaking*?"*

(What are the most difficult obstacles?)

ET   :Grammar*nya agak rendah, terus siswa kurang maen vocab. Siswa kurang aktif dan kreatif. Beberapa siswa pandai dan sebagaian memahami* grammar.

    (The grammar mastery and vocabulary knowledge are still low. They are less active and creative but some students are smart and grammar mastery.

R   :*Tadi ada beberapa siswa yang saya amati terlihat kurang aktif. Mereka harus ditunjuk saat diminta menjawab pertanyaan.*

    (There were many students who were not active. They had to be pointed to answer the questions.)

ET   :*Ya memang begitu mbak, ada yang aktif tapi ada pula yang pasif, beraninya kalo bicara bareng bareng, kalo ditunjuk satu satu ada yang malu malu.*

    (That's what happened. There are some students who were active and passive. They are just brave when they speak together but they are shy if they have to speak individually.)

(Interview 8, Wednesday, September 1st, 2014)

From the interviews, it could be concluded that the teacher also realized that most of the students had difficulties in vocabulary and pronunciation. She also said that there were some students who were less motivated since they just chatted by themselves. The teacher also used certain strategies to teach speaking. They included reading a text or dialogue and answering the comprehension questions. The strategies used were not interesting for the students. The overall activity did not encourage the students to involve in the

speaking activities. She also rarely used the media to support the teaching and learning process.

The researcher also conducted some interviews with some students to know their attitude toward English. In the interviews done with the students of class VIII C MTSN Karangmojo, it can be concluded that they had difficulties in learning English, especially in learning speaking. They said that they had difficulties in pronouncing the written words since the words and their pronunciation are different. The situation can be seen from the following interview transcripts.

R   :*Jadi* speaking*nya. Kenapa?*
         (What is wrong with speaking?)"
S   :*Kalau mau ngomong gak tau kata katanya.*
         (If I want to speak I don't know the words in English)
R   :*Itu namanya* vocabulary. *Kan bisa buka kamus?*
         (It is vocabulary item. You can open your dictionary, right?)
S   :*Iya mbak, tapi kan kata katanya sama ngomongya beda, jadi susah.*
         Tulisannya apa, ngomongnya beda mbak.
         (Yes, I agree with that. But, I find it hard since the pronunciation and the spelling are different).
                                                    (Interview 4, Tuesday, September 2nd, 2014)

R   :*Bahasa Inggris itu kan punya empat* skills. *Menurutmu yang paling sulit yang mana?* (English language has four skills. Which one is the most difficult?)
S   :Speaking.
         (Speaking)
R   :*Makanya tadi pas ditanya diem aja ya?*
         (For that reason, you kept silent when the teacher asked you, right?)
S   :*Hehehe (tersenyum).*
         (smiling)

R	:*Oke, sekarang kenapa kamu nggak suka* speaking*?*
	(OK. Why don't you like speaking?)
S	:*Kesulitan dalam* speaking *sih tadi itu mbak nggak tau* vocab*nya jadi kan bingung manu ngomong apa.*
	(The difficulty in learning speaking is I don't know the vocabulary so I don't know what I need to say).
R	:*Lalu* pronunciation*nya gimana?*
	(What do you think of the pronunciation?)
S	:*Itu apa mbak?*
	(What it is?)
R	: Pronunciation *itu cara pengucapan* vocab*nya.*
	(Pronunciation is the way to pronounce the words).
S	: *Itu juga sulit mbak soalnya kata kata sama pengucapannya beda.*
	(It is also difficult because the words are different from the pronunciation).

<div align="right">(Interview 5, Wednesday, September 1st, 2014)</div>

In identifying the problems, the researcher carried out two activities, namely observing the English teaching and learning process in the classroom and interviewing the English teacher and students. There were three problems identified. The problems came from the students, the teacher, and the media and technique.

First, it was related to the students. They were shy and hesitant to speak in English. During the teaching and learning process, most of them spoke in Javanese and *Bahasa Indonesia*. They were also afraid of making mistakes so they were silent when the teacher asked a question. Besides, lack of interest also became one of the reasons. They had difficulties in expressing the meaning in English since they had limited vocabulary. Moreover, their

pronunciation and grammar were still weak. Since they rarely used English in the daily life, they were not familiar with the English words.

Second, it came from the teacher. She did not give them enough speaking practice since she focused more on reading. The teacher did not create an interesting activity that encouraged them to be more engaged in the teaching and learning process. In addition, the teacher was the most dominant in whole session of the lesson. The monotonous activities did not stimulate the students who had low motivation and awareness.

The last problems were the media and the technique. The media and the technique were monotonous. The teacher often used *LKS (Lembar Kerja Siswa)* to learn English. She almost always asked the students to work individually and she did not give the students time to think before they had to produce words.

Based on the preliminary observation and interviews, some existing problems related to the teaching and learning process of speaking were identified. Those field problems are presented in the table below:

Table 4.1. The Field Problems in the English Teaching and Learning Process at VIII C Class of MTS N Karangmojo

No.	Field Problems	Code
1.	The students were shy and had difficulties in expressing their ideas.	S
2.	The students lacked confidence and had low motivation in learning speaking.	S

(Continued)

(Continued)

No.	Field Problems	Code
3.	The students found difficulties in pronunciation.	S
4.	The students had poor vocabulary mastery.	S
5.	The students had insufficient abilities in grammar.	S
6.	The teaching and learning of speaking was monotonous and boring.	TT
7.	There was a lack of media.	Md
8.	The teacher did not provide appropriate models to learn the target language.	T
9.	The teacher did not manage the class well.	T
10.	The topics of the material were not quite interesting.	Mt

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

2. Selection of the Problems to Solve

This research was aimed at improving the students' speaking ability by using Think-Pair-Share. Therefore, the researcher decided to deal with the field problems related to the speaking aspects. In selecting the problems, she applied the democratic validity by having discussions with the English teacher and the collaborator to overcome the problems and find the solutions that would be applied in the class.

Table 4.2. The Feasible Problems to Solve in the English Teaching and Learning
Process at VIII C Class of MTSN Karangmojo

No	Field Problems	Code
1.	The students were shy and had difficulties in expressing their ideas.	S
2.	The students lacked confidence and had low motivation in learning speaking.	S
3.	The students had poor vocabulary mastery.	S
4.	The students found difficulties in pronunciation.	S
5.	The teaching and learning of speaking was monotonous and boring.	TT,Md

S   : Students   Md   : Media
TT   : Teaching Techniques

3. Determining the Actions to Overcome the Problems

Based on the selected problems to be overcome, the English teacher and the researcher agreed to do some following actions to improve the students' speaking skills.

Table 4.3. The Determined Actions to Solve the Problems of the English Speaking Teaching and Learning Process in VIIIC MTSN Karangmojo

No.	Problems	Action	Expected result
1.	The media and the technique used by the teacher were monotonous.	The researcher gave various media and the Think-Pair-Share technique.	The Students were not bored with the activities in the class. They would be active in class.
2.	The students were not confident to speak English. They rarely expressed their ideas in English.	The Students got more exposure from the researcher by using classroom English.	They actively participated in the classroom activities. They were able to speak appropriately They were confident enough to speak in front of the class.
3.	The students lacked vocabulary so they could not express meaning in English.	Vocabulary practice was used to improve the students' vocabulary mastery.	The Students got more chance to find the meaning of the new words by having the list of new words and their meanings.
4.	The students were shy and had difficulties in expressing their ideas.	The Students got more chance to speak in class by using Think-Pair-Share	The Students had more opportunities to share their ideas. Think-Pair-Share helped them to build their confidence and express their ideas.
5.	The students' pronunciation was still weak.	Giving feedback to the students' pronunciation and pronunciation drilling to improve the students' pronunciation.	The Students got more pronunciation drilling and got the feedback of their pronunciation to improve their pronunciation.

B. Finding and Discussion

1. Report of Cycle I

a. Planning

Considering the problems identified above, some efforts were planned to solve the problems in the teaching and learning process. They were used to improve the students' speaking ability through the Think-Pair-Share technique. According to the discussion with the collaborator, the action plans of the first cycle were presented below.

1) Applying Think-Pair-Share technique

The Think-Pair-Share technique was applied in this research. The students were encouraged to work in pairs to finish the tasks given. They were given time to think individually and then they would share their ideas. They worked together to create a dialogue based on the situation given. A cue dialogue was provided to help them arrange the conversation. Moreover, they could use TPS sheet to write what they would say in the dialogue. Later, they practiced it with their pairs before sharing it in front of the class.

2) Using the classroom English during the teaching and learning process

During the actions, the researcher acted as the teacher in the class. She decided to use classroom English during the teaching and learning process in order to make the students more familiar

with the English words. It could also give them opportunities to speak English. She planned to use English at class for several functions such as to greet the students in the beginning of the lesson, to explain the materials, to give instructions, to give feedback, to review the materials, and to close the lesson. Based on the interviews with some students, they did not clearly understand the teacher's explanation when the teacher used English in the class all the time. Therefore, the researcher planned to use *Bahasa Indonesia* in some difficult aspects like explaining the materials and giving the instructions so that they could get the point.

3) Giving feedback to the students' pronunciation

The researcher gave feedback to the students' pronunciation in all meetings in Cycle I. It was implemented using several ways as suggested by Harmer (2001: 106-107) in the form of comments, grades, or marks on the learners' record sheet. In the form of comments, the researcher showed the students' mistake by repeating the words, asking the questions, and giving facial expression. The feedback would cover both fluency and accuracy. It was given during the teaching and learning process covering the opening, main activity, and closing.

4) Vocabulary practice

In the reconnaissance process, the researcher interviewed some students and asked them about their obstacles in learning speaking. Most of them said that vocabulary was one of their obstacles in learning English.

Based on the interviews, it could be concluded that students lacked vocabulary. As a result, they had difficulties in expressing the meaning in English. Vocabulary practices were planned in each meeting to enrich their vocabulary mastery and familiarize them with the vocabulary used in the tasks.

5) Pronunciation drill

Pronunciation was one of the major obstacles in learning speaking. Since English has different pronunciation from the spelling of the words, it was hard to pronounce the words correctly. In Indonesia, English is a foreign language so it is rarely used in the daily conversation. As a result, the students were not familiar with English pronunciation. The pronunciation drill was the follow-up activity from the vocabulary practice. After they got the activity, they needed to practice on how to pronounce the words. Pronunciation drill would give them more opportunities to learn speaking.

b. Action Implementation and Observation in Cycle I

The action of Cycle I was carried out in two meetings on October 22nd and October 29th, 2014. The schedule of Cycle I can be seen in the table below.

Table 4.4. The Schedules of Cycle I

Meeting	Day and Date	Time	Material
1	Wednesday, October 22nd, 2014	2 x 40 minutes 07.40 a.m. – 09.00 a.m.	Asking for and giving an opinion (Listening)
2	Wednesday, October 29th, 2014	2 x 40 minutes 07.40 a.m. – 09.00 a.m.	Asking for and giving an opinion (Speaking)

In this cycle, the researcher shared duties with the collaborators in conducting the teaching and learning process of speaking. While the researcher implemented the actions, the English teacher observed the teaching and learning process at the back of the class and the collaborator took photographs and videos of the teaching and learning activities in the classroom. The detail description is presented below.

1) First Meeting

The first meeting was held on Wednesday, October 22nd, 2014. The researcher came to the class with the English teacher and the collaborator. The English teacher then told the students that the researcher would replace her during the research. After that, the

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researcher handled the class. The allocation time was 80 minutes. The topic for that day was asking for and giving an opinion. The researcher greeted the students in English since she planned to use classroom English. When she greeted them, they answered positively and correctly. They were already familiar with the expressions of greeting.

The R greeted "Good Morning" then the Ss answered "Good Morning" She continued with "How are you today?" and they replied "I'm fine and you?" Then, the R replied "I'm fine too thanks you. She then continued to call the roll. "Who is absent today?" she asked. "No one Miss", said the Ss. (FN.7, Wednesday, October 22nd, 2014)

After checking their presence, she asked several questions to check their readiness, starting with "*Did you study last night?*", "*What did you study*?". The students tried to answer it in English.

To check the background knowledge of the students, the researcher asked them some questions which were related to the topic. They answered enthusiastically. The following extract shows the situation.

After that, the R asked "Have you ever visited Yogyakarta city?" Then the Ss answered confidently "Yes". Then she asked "Do you think the city is interesting?" The students were silent. Therefore, she translated it into *Bahasa Indonesia.* The Ss tried to answer them in English. Most of them answered "Yes". to lead the Ss about the topic of the day she asked them "How do you ask an opinion to someone?". The Ss answered it in Indonesia but the R

translated to English. After that she told them that the topic of the day was "Asking for and giving opinion". She continued to explain SKKD and the objectives. (FN.7, Wednesday, October 22nd, 2014)

The researcher then started the lesson. She started from playing a record which was related to the topic with a tape to grab the students' attention. The following field notes capture the situation.

The R asked the Ss to listen to the recording and ask difficult words if they found it. Then, the Ss asked the difficult words. After that she gave handout that was related to the material. She asked them to pay attention to the pronunciation and the correct intonation how the speaker asked expressions of asking for and giving opinions. Then, she asked them to read aloud the handout to check the pronunciation. Next, she gave correction by drilling to the Ss. (FN.7, Wednesday, October 22nd, 2014)

After that, the researcher moved to Task 2, namely vocabulary practice and pronunciation drilling. She distributed a big paper containing the tasks needed to do. After that, she asked the students to do Task 2. Task 2 was finding the equivalent words. She divided them into six groups. She gave them the motivation to learn speaking and gave the stars to motivate them to be active in the class. She gave the students 5 minutes to finish the activity with their group. Next, they discussed together. She did drilling in the vocabulary practice to make it long term memory to the students. The situation can be seen in the following extract.

The R then gave the Ss a big paper containing the tasks. Then, she divided the Ss into six groups. After grouping the Ss, she asked them to look at Task 2. She told them to find the equivalent words. She gave them five minutes to do the task. Then, she asked the Ss to show the result of their discussion in front of the class. After 5 minutes, The R and the Ss discussed the answer together. She did drilling in the vocabulary practice to make it long term memory. (FN.7, Wednesday, October 22nd, 2014)

The next activity was identifying some expressions of asking for opinions or giving opinions in pairs. The Think-Pair-Share (TPS) technique was used in this study. Since it was the first meeting some students were still confused with the technique. After explaining about the technique, the researcher asked the students to do the task. She gave each student papers containing some expressions. She asked the students to put those expressions in a table of asking for or giving opinions. Next, they discussed and practiced it in pairs. They looked enthusiastic when they were practicing the expression with their pair. After that the researcher and the students discussed it together. She did drilling and feedback in the task. It can be described in the following field note.

Then, the R continued the next activity. The activity was identifying some expressions of asking for opinions or giving. She used TPS technique. She gave the Ss time to think and then shared their ideas in pairs. The Ss put those expressions in a table of asking for or giving opinions individually and then shared their ideas with his/her friend. After that, the R and the Ss discussed the

result together. The R gave feedback to the pronunciation and intonation. Drilling was used to memorize it. (FN.7, Wednesday, October 22nd, 2014)

To practice the students' speaking ability, the researcher gave Task 4. Task 4 was practicing a dialogue that contained the expressions. She used the TPS technique in identifying and practicing the dialogue. She asked the volunteer to share it in front of the class and many students wanted to share it but only some of them wanted to perform their speaking. The situation can be seen in the following extract.

The R asked the Ss to work in pairs. Then, she gave task 3. The task was identifying the expressions and then practicing the dialogue in pairs. The R gave 5 minutes to identify the expression. The result was discussed together. Then, the Ss practiced the dialogue in pairs. After that, the R asked them to practice the dialogue in front of the class but not all students were active. Only some students were active in class. Some of them were still shy and hesitate to practice it in front of their friends. (FN.7, Wednesday, October 22nd, 2014.)

The next activity was given by the researcher. The activity was rearranging jumbled sentences into a good dialogue. The students were asked to discuss the jumbled sentences and rearrange them with their partner. While doing the activity, some of them did not focus on their work. Some of them were busy with their homework. She personally approached and told them to pay

attention to her because it was the last activity of that day. She collected the other homework in front of the class if they were still busy with their own business. The students started to focus on the task. She walked around to monitor the students. After finishing the activity, the researcher and the students discussed it together. She asked the students to practice it with their partner but first she asked them to read aloud the dialogue together in order to know the wrong pronunciations so that she could fix them. She gave 10 minutes to let the students practice their speaking ability. The researcher gave a chance to their students to show it in front of the class. The situation can be shown in the extract below.

> The R continued the next activity. The activity was rearranging jumbled sentences into a good dialogue. While doing the activity, some of them did not focus on their work. They were busy with their homework. The R personally approached them and told them to focus on the lesson during the class. She wanted to put their homework if they still did it during the lesson. She also walked around the class to ensure that they really did the task. After finishing the activity, the R and the Ss discussed the answers together. She asked the students to practice it with their partner but first she asked them to read aloud the dialogue together in order to know the wrong pronunciation so that she could fix them. She gave 10 minutes to let the students practice their speaking ability. She gave a chance to their students to show it in front of the class. (FN.7, Wednesday, October 22nd, 2014.)

The bell had rung. The researcher ended the lesson. She then concluded the lesson of that day and gave the students feedback.

She also reminded the students to bring a dictionary. The situation

can be shown in the extract below.

The bell rang. The R then reviewed the materials by asking "What do you learn today?" The Ss answered "Asking for and giving opinions". After that, she and the Ss concluded together the lesson of that day briefly and reminded them to bring their dictionaries for the next meeting. She then closed the class. (FN.7, Wednesday, October 22nd, 2014.)

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2) Second Meeting

The researcher entered the class right after the bell rang but

there were many students who had not entered the class. Some of

them still stood outside the class. She needed to ask them to

quickly enter the class.

The class started at 07.40 a.m. after the ceremony. The R and the C entered the class right after the bell rang. The Ss were shocked because the R was already there. Most of them did not come to the class yet. They still chatted with their friends. Some of them also ate their snack inside the class. The R had to ask them to quickly enter the class. (FN.8, Wednesday, October 29th, 2014)

After preparing the equipment, the researcher then opened the

class and greeted the students. She then asked them about the

previous lesson. They answered with many kinds of answers. The

following situation was captured in the extract below.

"Hello. Good Morning" They replied "Good Morning" Then, she asked again "How are you today?" and they replied "I am fine, and you?" "I'm fine too. Thank you." she answered. After that, she called the roll. "Who is absent today?" she asked. "No One, Miss" they answered. After that, she asked about the previous lesson "Do you still remember what we have learnt in the previous meeting?"

There were many kinds of answers came from them. They answered "asking for and giving opinions. She asked the students "Do you still remember the expressions of asking opinion?" They answered "Yes". Then, she asked the Ss "Could you tell me the expressions of asking for giving opinions?". The Ss could remember the expressions and answered the questions. (FN.8, Wednesday, October 29th, 2014)

After reviewing the last material and explaining the lesson for that day, the researcher asked the students to do Activity 4. Activity 4 was making a dialogue with their partner based on the situation. TPS was applied in making the dialogue. They had to think first and then they discussed it in pairs. The students were allowed to open their dictionary. In this activity, they hesitated to write their idea. They often asked her to explain it again and wanted her to see their task. They were not confident about their ability. The situation can be shown in the extract below.

After that, the R asked the Ss whether they brought their handouts or not. Fortunately, all of them brought it. After that, she asked them to do Task 4. One of them asked "*Boleh pakai kamus Miss*?" Then the R said that they can use the dictionary. She also guided them to ask "*Apakah boleh pakai kamus*" in English. One of them answered, "Can I use the dictionary?" Then, the R asked for another answers. "May I use the dictionary?" said one of them. The R told that they can use both of them. (FN.8, Wednesday, October 29th, 2014)

The researcher discussed the answer with the students. Before she asked the students to share the result she asked them to practice their dialogue that they made before. Some of them were brave to practice the result of the discussion in front of the class.

After the discussion, they did the pronunciation drilling. She also taught the intonation.

Then, the R continued to discuss about their result. The Ss did the pronunciation drilling. She also taught the intonation. Some of them wrote the explanation. (FN.8, Wednesday, October 29th, 2014)

The next activity was activity 5. The activity asked the students to give their opinion about some places. They had to finish it in pairs. First, the researcher asked the students to read the activity and asked if they found the difficult words in the task. Second, she gave an example of the task. Last, she asked the students to discuss the activity with their partner. She gave the students time to think with their partner. They shared their opinion with their friends based on the situation. The time was up. The researcher asked the students to share their idea.

The next activity was giving their opinion about some places. The Ss had to finish it in pair. The R gave an example of the activity how to do it. The activity used TPS. They had time to think individually and then they shared their ideas with their friends. The vocabulary item that was related to the topic was given. In the activity, they got opportunities to more practice their speaking. All of students shared their ideas in pairs in front of the class. The pronunciation and the intonation were improved. But there were some students still shy and hesitate with their speaking. (FN.8, Wednesday, October 29th, 2014.)

The bell rang. She and the students then concluded the lesson of that day and gave the students feedback. The researcher gave the

information to their students if the next meeting, they would have held test. She asked the students to prepare their self to the next meeting. The situation can be shown in the extract below.

> The bell rang. The R then reviewed the materials by asking "What do you learn today?" The Ss answered "Asking for and giving opinions". After that, she and the Ss concluded together the lesson of that day briefly and reminded them to bring their dictionaries for the next meeting. She gave motivation and some feedback. She told the Ss if the next meeting they would learn about invitation. Before she closed the class, she explained that the rule of next meeting was different. The active students in the class would be given star. They had to collect the stars. She said "The big five students will accept the rewards". After they heard, they were enthusiastic (FN.8, Wednesday, October 29th, 2014.)

c. Reflection

After conducting the actions in Cycle I, the researcher and the collaborator conducted a discussion to make some reflections. The reflection was based on the observations, interviews, and students' scores conducted during the first cycle. In the discussion, the data gained through the observations, interviews, and students' scores were analyzed to evaluate the strengths and weaknesses of the actions carried out in the first cycle. It was done to fulfill the democratic and the dialogic validity mentioned in Chapter III. Everyone was free to express their ideas, opinions, and suggestions related to the implemented actions. These reflections were used to plan the actions

implemented in cycle II. The results of the reflection were presented below.

1) Applying Think-Pair-Share technique

   The Think-Pair-Share technique was applied during the teaching and learning process in Cycle I. Generally, this technique improved the students' involvement in the teaching and learning process since they had to interact with their friends continually. The activities helped them to understand the materials since they could discuss what they knew with the members of their groups.. Even though some of them were still shy to share their mind, their chances to speak improved as they had a partner to interact with. They also got feedback from their partners. The extract and the interview transcript below show the condition.

R	:	*"Mau tanya ni, gimana pelajaran bahasa Inggris yang Miss Erlin ajarkan sejauh ini? Materinya mudah dipahami atau tidak?"* (I want to ask you something. What do you think about the lesoon taught by Miss Erlin so far? Is the material easy to understand?)
S2	:	*"Enak si mbak pasang-pasangan gitu mbak ada gamenya juga."* (It's enjoyable because we played a game and we finished many activities in pairs)
R	:	*"Alhamdulillah deh kalo suka, hehe. Berarti menurut kalian belajar* speaking *kalau berpasangan cukup membantu gak?"* (Alhamdulilah, Do you think that learning speaking in pairs helps you?)

S1 : *"Iya, Miss, lumayan membantu, kita bisa diskusi dulu sama temen kita. Ada pengulangan kata.*
(Yes, I do. It helps us to discuss first with our friends. You also used drilling)
(Interview 9, Wednesday, October 29th, 2014)

R : *"Terus menurut kalian, belajar berpasangan tadi kesannya gimana?   Bosen gak dek?"*
(What do you think if you learn English in pairs? Are you bored?)

S3 : *"Asyik kok, Miss. Enak, gak ngantuk. Malah kita jadi sering latihan* speaking*nya ngomong terus sama temennya"*
(It's joyful, miss. We were not sleepy. Moreover, we often practice speaking with our friends)
(Interview 10, Wednesday, October 29th, 2014)

From the interviews above, TPS gained some positive response from the students. They said that Think-Pair-Share was interesting and it helped them to practice speaking in English. They had some opportunities to explore their abilities. The interview transcript below shows the student's opinion about TPS.

R : *"Terus kalian merasa mendapat banyak kesempatan berbicara atau gak?"*
(So do you have any opportunities to practice speaking in English?)

S9 : *"Iya, Miss. Kita jadi berani ngomong karena awalnya latihan dulu yang pasang-pasangan itu. Jadi gak grogi banget pas maju satu per satu.*
(Yes, I have. We became brave to speak up because we practiced it first in pairs so we were not afraid when we had to share our ideas in front of the class).
(Interview 11, Wednesday, October 29th, 2014)

2) Using Classroom English during Teaching and Learning Process

The researcher used classroom English in every meeting to make the students more familiar with spoken English. It was applied in some ways such as in opening, greeting, giving instructions, giving feedback, and closing the lesson. The use of classroom English could effectively improve students' speaking ability. It provided students an opportunity to speak in English during the teaching and learning process. It can be seen in the extract below.

The R greeted "Good Morning" then the Ss answered "Good Morning" She continued with "How are you today?" and they replied "I'm fine and you?" Then, the R replied "I'm fine too thanks you. She then continued to call the roll. "Who is absent today?" she asked. "No one Miss", said the Ss. (FN.7, Wednesday, October 22nd, 2014)

During the opening of the lesson the students were already familiar with the expressions since they often used the expressions. However, the researcher needed to use both English and *Bahasa Indonesia* in explaining the instructions of the tasks. It was because the students found difficulties in understanding what the researcher said.

3) Giving feedback to the students' pronunciation

Feedback was given during the teaching and learning process. The researcher gave feedback in several ways such as repeating the

errors or mistakes, stating confirmation "Is it right?", hinting the error or mistake directly and giving a facial expression or gesture. They are in line with what has been said by Harmer (2001: 104-109). Feedback helped the students know their error or mistakes. It also improved their confidence when they wanted to perform something.

The R asked the Ss to read aloud their task. The S pronounced "hours" without silent "h". She corrected it with giving a question "Is it right? /hour/ or /aur/ ?" and drilled the words . (FN.7, Wednesday, October 22nd, 2014)

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4) Vocabulary Practice

Realizing that vocabulary was important to help the students to learn speaking well, the researcher provided some tasks that could help them to enrich their vocabulary. The vocabulary practice was provided in the first meeting. The vocabulary was taken from words related to the materials. In the first meeting of Cycle I, the researcher gave the vocabulary practice to warm up before they had to face some tasks in pairs. She gave some words related to the topic. They had to find the Indonesia equivalents of the words given in groups. It helped them to understand the meaning of the words that were related to the topic. They found out the meanings and the pronunciations of the words.

Commonly, vocabulary practice given during Cycle I helped the students to enrich their vocabulary. The tasks allowed them to understand the meanings of words in English so they could know the content of the topic. The tasks also motivated the students to learn English.

R	: *"Vocabnya jadi nambah gak dek?"* (Do you get new vocabulary items?)
S2	: *"Iya mbak nambah. Lagian tadi dijadiin game jadi asyik gitu mbak."* (Yes, I do. it was enjoyable. When we played a game, we got new vocabulary items.
S1	: *"Trus habis itu dibahas maju kedepan. Dikasih tau cara ngomongnya".* (After that, we had to share our tasks in front of the class and you corrected our pronunciation).
R	: *"Tadi latihannya jadi nambah motivasi buat belajar bahasa inggris Dek?"* (Did the activity motivate you to learn English?)
S3	: *"Iya miss. Soalnya jadi tau vocab baru dan cara ngomongnya".* (Yes, miss. We got new vocabulary items and knew how to pronounce the words)
	(Interview 11, Wednesday, October 29th, 2014)

5) Pronunciation Drill

The pronunciation drill was the follow-up activity of the vocabulary practice. The researcher felt that it was important to create pronunciation drilling activities to give the students more opportunity to speak and improve their pronunciation. Based on the interview, one of the obstacles in learning English was the

pronunciation since the English pronunciation was different from the written words.

After completing the vocabulary practice, the students read the phonetic transcript of the tables. The students had difficulties in reading it so the researcher asked them to pay attention to the pronunciation. She kept track the students' pronunciation.

In the end of the tasks, the students had to listen and repeat after her. This activity helped the students to correct the wrong pronunciation.. In general, they responded positively to this activity. Many of them said that the activity helped them to practice speaking and improve their pronunciation.   The following interview transcripts show the students' opinion.

R   : *"O...gitu ya?Hehe..belajar terus ya. Lama-lama pasti ngerti. Terus kalian merasa dapat banyak kesempatan untuk berbicara atau tidak?"*
    (Is that right? Hehe..If you usually learn you will master it. So, do you feel get an opportunity to practice speaking?)
S2   : *"Iya, Miss. Kita banyak latihan ngomongnya, waktu Miss Erlin ngucapin, terus kita niruin. Terus waktu kita disuruh berpasang-pasangan."*
    (Yes, Miss. We had an opportunity to practice speaking when Miss Erlin pronounced the words we imitated the pronunciation. After that, we did the tasks in pairs.

(Interview 10, Wednesday, October 29th, 2014)

R	: *"Tadi ada pelajaran yang menirukan pelafalan kata, menurutmu gimana? Kayak anak kecil gak, Dek?"*
	(You imitated the pronunciation in the meeting. what do you think of it?Is it childish?)
S	: *"Enggak, Mbak, kan kita jadi tau bacanya yang bener gimana mbak"*.
	(No, Miss. From listening and repeating words, we can know how to pronounce the words correctly).
R	: *"Terus aktifitasnya jadi nambah motivasinya tidak untuk belajar bahasa inggris?"*
	(Does the activity improve your motivation to learn English?)
S	: *"Iya nambah, Mbak"*
	(Yes, it does)

(Interview 12, Wednesday, October 29th, 2014)

From the observation, the students showed improvement on their pronunciation. They could pronounce the words correctly after doing pronunciation drilling. However, when the students did get a guide, they still made some mistakes on pronouncing certain words. To deal with it, she immediately corrected them. Then, she asked the whole class to repeat pronouncing the words together

Besides collecting the data from the interview and observation, this research also gained the data through the score of the students' speaking ability. Interview and observation determine the successful actions and the unsuccessful actions. Meanwhile, scoring the students' performances is needed to know the improvement of their speaking ability. The assessment was conducted in the pre-test and the second meeting of Cycle I.

The researcher and the collaborator used the same speaking rubric adaptation from Brown in assessing the students' speaking performances. The scores were gained from the accumulation of the total scores from the collaborator and the researcher. In this research, they scored the students' speaking ability in the pre-test and the post-test of Cycle I. The tables below describe the score of the students' speaking ability.

Table 4.5 Student's Mean Scores in Speaking Aspects in the Pre-Test

Rater	Fluency		Content			Appearances	
	Pronun-ciation	Intonation & Stress	Compre-hension	Grammar	Vocab	Body Language	Expression
The Researcher	4.91	5.24	12.24	11.36	11.36	5.70	5.48
The Collaborator	5.12	5.56	12.48	12.63	11.64	6.94	6.67
Mean Score	**5.01**	**5.40**	**12.36**	**12**	**11.5**	**6.32**	**6.07**

In the pre-test, some students could not pronounce the English words properly. In addition, they often spoke in flat intonation. There was no stressing in a sentence. They still hesitated when they spoke and often said 'Eemm' while speaking. They often could not understand questions and statements. They lacked of vocabulary and often misplaced the words. They could not know the meaning of the situation given. They also found it difficult to generate ideas and could not arrange the sentences well.

Table 4. 6. Student's Mean Scores in Speaking Aspects in Cycle I

Rater	Fluency		Content			Appearances	
	Pronun-ciation	Intonation & Stress	Compre-hension	Grammar	Vocab	Body Language	Expression
The Researcher	6.73	6.73	14.39	14	14.70	6.73	7.10
The Collaborator	7	7.03	14.51	14.33	14.73	7.27	7.12
Mean Score	**6.86**	**6.88**	**14.48**	**14.16**	**14.71**	**7**	**7.11**

After the implementation of the actions, the students' speaking abilities were improved. In the post-test of Cycle 1, the students' pronunciation was better than before. Some students paid attention to the intonation and stress, even though they were still making several mistakes. They could make the dialogues directly after they got the situations. However, some students still asked the meaning of certain words. They decreased their errors in arranging the sentences. However, some students misplaced words in the sentences. They were more familiar with the expressions although they often used the same expressions in all situations.

2. Report of Cycle II

   a. Planning

      Based on the finding in Cycle I, the researcher and the English teacher decided to conduct Cycle II. In Cycle II, it was aimed to improve the unsuccessful actions in Cycle I. They agreed to focus on

solving the problem related to the classroom management and the type of activities that would motivate the students to speak in English.

In this cycle, the researcher designed a course grid and lesson plan to help her implement the action. In cycle II, she selected the standard of competency and basic competency of Grade VIII in the first semester. She chose the standard of competency 3 and basic competency of 3.2. The basic competency of 3.2 was about expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversation in various spoken forms accurately, fluently, and appropriately to interact in daily life contents with the use of language function such as inviting, accepting, and rejecting invitation, agreeing, or disagreeing, complimenting, and congratulating.

After designing a course grid, the researcher designed a lesson plan as a guideline in the teaching and learning process. The lesson plan covered the activities materials, time allocation, and management that met the students' needs to improve their speaking abilities.

The researcher and the English teacher chose to use the PPP as the teaching methodology. The PPP approach is a unique approach to the teaching of communicative language that works through the

progression of three sequential stages namely Presentation, Practice, and Production.

The first phase was presentation. In the first phase, the researcher introduced the topic. She played the recording that contained the expression, asked the students to listen and write the difficult words, and presented the expressions.

The second phase was Practice. In this phase, the researcher asked the students to identify the expressions, find the Indonesia equivalents, pronounce the correct pronunciation, identify the expression in the dialogue in pairs, and practice the dialogue in pairs.

The last phase was production. In this phase, the students practiced the expression that they had learnt in pairs. They practiced speaking in English based on the pictures given spontaneously in front of class.

The general structure of the PPP is flexible. There are two important features of the PPP. The first one is the movement from controlled and structured speech to less-controlled and more freely used. Secondly, it makes the rapid reduction of the teacher talk time and the increase in student talk time.

1) Applying Think-Pair-Share technique

In Cycle II, TPS technique would be implemented in all the meetings. Different from Cycle I, the technique was combined not only with game but also role play. It would be done in order to attract the students with the material given. Considering the problem during the meetings in the first cycle, the researcher divided them based on the level of ability. It could help the low students to learn the lesson with their friends. It could motivate them to learn together. Before the researcher grouped the students based on the abilities, she discussed it with the English teacher and she agreed with the suggestion. The next problem was about the time management. She managed the time so that the students would get more time in speaking using English. She gave the time for every activity to manage the time.

2) Using the classroom English during the teaching and learning process

This action was the same as the planning in the first cycle.. However, in Cycle II, she rarely translated her explanation into *Bahasa Indonesia*. Her explanations were supported by gestures. Gestures helped the students to understand what she meant. Furthermore, the students familiarized themselves with English utterances. This action had significantly improved students'

speaking abilities and their confidence to speak up. The students understood short explanation which was delivered by the researcher in English. The students became active and they used simple expressions in English to respond to the researcher's questions and explanations. Thus, it motivated the students to speak English better than their friends.

3) Giving feedback to the students' pronunciation

Based on the reflection of Cycle I, the researcher found out that giving feedback to the students' pronunciation was helpful for repairing their mistakes or error. Since it gave benefits, the researcher planned to give feedback to the students' pronunciation. It would help them to know the correct pronunciations. It helped them to repair the wrong pronunciations. The feedback would be given during learning and teaching process

4) Vocabulary practice

Based on the reflection of Cycle I, the researcher found out that vocabulary practice were helpful for the students to enrich their vocabulary. For that the reason, she planned to apply the vocabulary practice again in Cycle II during the teaching and learning process. Similar to Cycle I, the students had to find the equivalent words based on the table and phonetic transcription. In

Cycle II, she gave the students more vocabulary items than in Cycle I.

5) Pronunciation Drill

Since pronunciation drill gave the students a very beneficial practice in speaking, the researcher still used pronunciation drill to improve the students' speaking ability. Based on the refection, she decided to apply pronunciation drilling during Cycle II. She planned to give more drilling for the students.

6) Giving rewards to the best performance

The finding in Cycle I indicated that the students were less enthusiastic when they were tired after doing the ceremony. Thus, the researcher planned to give rewards to the students so that they could be more motivated to be the best performance in the class. The rewards would be given for the big five. The form of credit points were given for the active students. It was expected that rewards could encourage all of the students to be active in the class.

b. Action implementation and Observation

The action of Cycle II was carried out in two meetings on November 3rd 2014 and November 5th 2014. The schedule of Cycle II can be seen in the table below.

Table 4.7. The Schedules of Cycle II

Meetings	Day and Date	Time	Material
1	Sunday, November 3rd 2014	2 x 40 minutes 7.40 a.m. – 9.00 a.m.	Inviting, Accepting, and Rejecting Invitation (Listening, Game, Writing and Speaking)
2	Wednesday, November 5th 2014	2 x 40 minutes 07.00 a.m. – 8.20 a.m.	Inviting, Accepting, and Rejecting Invitation (Speaking)

1) The First Meeting in Cycle II

The first meeting of Cycle II was conducted on November 3rd 2014. The researcher started the class with greeting, checking the attendance, giving some questions to check the students' readiness. It can be seen in the extract below.

The R greeted "Good Morning" then the Ss answered "Good Morning" She continued with "How are you today?" and they replied "I'm fine and you?" Then, the R replied "I'm fine too thanks you. She then continued to call the roll. "Who is absent today?" she asked. "No one Miss", said the Ss. (FN.9, Monday, November 3th, 2014)

She then continued to tell the students about the Standard of Competence and Basic Competence. To build the background knowledge, she asked some questions that were related to the topic. As planned before, the researcher tried to decrease the use of Indonesia translation in

giving questions, instructions, and explaining the materials. It can be seen

in the extract below.

The R continued to tell the Ss the Standard of Competency and Basic of Competency. To build background knowledge, she asked some questions "Did you study last night?", "What did you study last night". After the Ss answered the questions, she questioned which was related to the material "Have you ever invited birthday party?"Some of Ss answered "Yes". She continued the question "What can you say to invite someone?" and "What can you say to respond an invitation?" (FN.9, Monday, November 3th, 2014)

In the first meeting in Cycle II, the researcher explained that the active

students would be given rewards. She said that in the end of the lesson,

she would give five special gifts for the active students in the class. After

they knew about the gift, they became more active to collect stars. Then,

the researcher continued the activity. She asked the students to listen to a

recording which was related to the topic. She asked the students to write

or notice the difficult words in the recording. After listening to the

recording, she asked the students what the expressions were in the

recording. It can be seen in the extract below.

The R explained again if the active students would be given rewards. She said that in the end of the lesson, she would give five special gifts for the active students in the class. The Ss were motivated. Then, she continued the activity 1. She asked the students to listen to a recording which was related to the topic. She asked the students to notice the difficult words. The Ss wrote some note. After listening the recording, they discussed together. (FN.9, Monday, November 3th, 2014)

She distributed the handout for Cycle II containing some tasks and materials. She explained the materials and wrote some expressions in the white board to attract their attention. She then asked the students to read the expressions in the handout to check the pronunciation. After she knew the lack of students' pronunciation, she corrected the wrong pronunciation. The technique used was by listening to her and repeating the words.

The R distributed the handout. She asked them if they found difficult words they could asked it to her. She wanted to know how the Ss pronounce the words. She asked them to read aloud then she did drilling to correct them (FN.9, Monday, November 3th, 2014)

The researcher asked the students to pay attention to Task 1. Task 1 contained some expressions about invitation. They had to classify the expressions into inviting, refusing, or accepting. She used TPS in the activity. The students thought the topic individually first. Then, they shared their thought in pairs. Last, they had to share the result of the discussion with their friends. In the first meeting of Cycle 2, she changed the pair. She wanted to make the silent couple to be active. Therefore, she changed the seat. She paid attention to the pronunciation and corrected it. It can be seen in the extract below.

Next, the R moved on to the next activity. The activity was identifying the expressions into inviting, refusing, or accepting. The Ss had to put the correct table. The activity used TPS. They thought the topic individually first. Then they shared their thought in pairs. last they had to share the

result of the discussion with their friends. She paid attention to the pronunciation and corrected it. (FN.9, Monday, November 3th, 2014)

Activity 2 was vocabulary practice. The researcher divided the students

into six groups. One group consisted of 6 students. They had to find the

Indonesia equivalents. The researcher gave 15 minutes to finish the task

together. She let the students open the dictionary to help them finding the

words. After the time was up, the students shared the result of the

discussion in front of the class. They read the vocabulary words. She gave

the pronunciation's feedback. It can be seen in the extract below.

The next activity was vocabulary practice. The R divided them into six groups. One group consisted of six people. They had to find the Indonesia equivalents. She gave 15 minutes to finish the activity. The Ss were motivated. They wanted to win the activity because the group would get stars. She let the Ss to open the dictionary to help them in finding the words. (FN.9, Monday, November 3th, 2014)

The next activity was to identify the dialogue. In this activity, TPS was

used. Then, the students did role play from the dialogue. Last, they

practiced speaking. Activity 4 was doing think-pair-share, giving the

responses to the invitations, and practicing the dialogue in pairs. It can be

seen in the extract below.

Since they knew they would get rewards if they were active in class. They wanted to speak up and more active. They wanted to practice their speaking in pairs first and then they were not shy to speak up in front of the class. The activity 3 was identifying the dialogue. After that they did role play and practiced the dialogue in pairs.. (FN.9, Monday, November 3th, 2014)

The bell had rung. Then, the researcher asked the students if they had

any questions and something that they did not understand. There was no

question   from the students at that time. She and the students concluded that day lesson together. She asked the students to study at home because the next meeting they would have the test. After that, she ended the lesson. It can be seen in the extract below.

The bell rang. The R then reviewed the materials by asking "What do you learn today?" The Ss answered "invitation". After that, she and the Ss concluded together the lesson of that day briefly and reminded them to study at home because the next meeting they would have test. She then closed the class. (FN.9, Monday, November 3th, 2014)

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2) The Second Meeting in Cycle II

The second meeting was conducted on 5th of November, 2014. The researcher started the class with greeting, checking the attendance and giving some questions to check the students' readiness. The researcher started with some opening questions. As planned before, she tried to use classroom English maximally. She reviewed the lesson of the last meeting. She gave information what would do in the meeting. Then, she delivered the handout. The following extract shows the situation.

She started the lesson by greeting, saying a prayer, checking the attendance and giving some questions to check the students' readiness. She then reviewed the materials from the last week. She then asked them to mention some expressions of inviting and accepting or refusing an invitation. (FN.10, Wednesday 5th, 2014.)

At the meeting, there were two tasks. First, the students did think-pair-share. They had a situation and they took turns inviting and accepting or

refusing an invitation in pairs. They could discuss their ideas with their friends. After that, they had to practice it with their friends. The researcher controlled the students. She moved around to know what the students did and kept them on the track. After that, the students and the researcher discussed together the result of the discussion. She gave feedback to them. The situation can be seen in the extract below.

She then asked them to do Task 5 which was a situation and they took turns inviting and accepting or refusing an invitation in pairs. She gave them ten minutes to do the task. While they did the task, she walked around the class to control them. She also paid attention to some students who were noisy. This time they seemed rather calm. After ten minutes, the R and the Ss discussed the answers. She asked for the volunteer and most of them were volunteered themselves. After that, she gave feedback. (FN.10, Wednesday 5th, 2014.)

In the last meeting, the students made dialogues based on the pictures spontaneously. They did the activity in pairs. The researcher wanted to check the improvement of students' speaking in the task. They had to practice it in front of the class. After that, she gave feedback to the students and gave the motivation to learn speaking. The situation can be seen in the extract below.

In the last meeting, the Ss made dialogues based on the pictures spontaneously. They did the activity in pairs. The R wanted to check the improvement of the students' speaking in the task. They had to practice it in front of the class, she gave feedback and the motivation to learn speaking. (FN.10, Wednesday 5th, 2014.)

The researcher and the students reviewed the lesson. Then she asked the students if they had any questions or things that they did not understand.

At the end of the lesson, she concluded that day's lesson and asked them to study at home. Finally she ended the lesson.

c. Reflection

After implementing the action in cycle II, the researcher and the collaborator did a final reflection to evaluate the implemented actions. These reflections were used to fulfill the democratic and the dialogic validity mentioned in the previous chapter.

1) Applying Think-Pair-Share technique

Similar to Cycle I, Think-Pair-Share technique was implemented in every meeting. It was done in pairs and groups. The students helped each other since they worked together to facilitate their learning. They finished their tasks which need cooperation such as identifying, completing, creating, and practicing a dialogue. The students were controlled more during this cycle.

The improvement also happened in the process. In Cycle I, some students did not participate in groups and refused to share the result of the discussion. There were some students who kept silent in the group discussion. They waited for their friends to finish the tasks without helping them. However, in Cycle II they were able to share the result of their discussion with other pairs. In additional, all students were able to work cooperatively in group. The

researcher managed the time better than cycle I. It could be seen

from the fact that they could share their ideas in front of the class.

All groups shared the results discussions and performed dialogues

punctually. The interview transcripts below show the students'

opinions.

R   : *Kalau pake teknik TPS ini gimana*
         (How do you think of usingTPS technique?)
S   : *Enak aja, jadi lebih banyak waktu buat belajar ngomong, gak cuma monoton liat gurunya nerangin .*
         (It was enjoyable because it was not monotonous. We was not only listening to teacher's explanation but also we have opportunity to speak up.)
R   : *Hari ini tambah berani buat ngomong bahasa Inggris apa enggak?*
         (Are you braver than yesterday to speak English?)
S   : *Iya uda tambah berani, Mbak, walaupun agak malu tapi asik,hehe.*
         (Yes, I am. Although I am still shy but it is fun).

                                        (Interview 14, Wednesday, October 29th)

R   : *Terus, terbantu gak pake* Think-Pair-Share*?*
         (Does Think-Pair-Share help you?)
S   : *Iya, kata-kata yang sebelumnya gak tahu bisa jadi tahu soalnya kan bis didiskusiin sama temen .*
         (Yes, it does because we can discuss with our friends if we find the difficult words.)
R   : *Jadi nambah motivasi buat ngomong gak?*
         (Are you motivated to speak up your idea?)
S   : *Iya, Mbak.*
         (Yes, Miss).

                                        (Interview 16, Wednesday, October 29[th.)]

2) Using the classroom English during the teaching and learning process

Using classroom English during the teaching and learning process had significantly improved the students' speaking ability. It was effective to provide the students with opportunities to speak in English. The researcher used the classroom English in every meeting to make students more aware with English words and increase their vocabulary.

The use of classroom English showed that it helped the students to be more familiar with spoken English and could understand short explanation and expression, even though they could not express their opinions in full English. At least, the use of classroom English was helpful enough to improve two-ways communication between the researcher as the teacher and the students. The situation can be seen in the extract below.

To build background knowledge, the R asked some questions "Did you study last night?", "What did you study last night?". After the Ss answered the questions, she gave questions which were related to the material "Have you ever invited birthday party?"Some of Ss answered "Yes". She continued the question "What can you say to invite someone?" and "What can you say to respond an invitation?" (FN.9, Monday, November 3th, 2014)

There was improvement on the way the students responded to the classroom English that the researcher used. They more understood the expressions and instructions that usually used during the teaching and

learning process better. They also sometimes responded in English even though they did not use full English or they just gave simple respond such as "*Yes*" or "*No*". The classroom English was not only effective on giving exposure to them but also give more opportunities to practice their spoken English.

3) Giving feedback to the students' pronunciation

In this cycle, feedback was usually given during the teaching and learning process. The researcher gave feedback in some ways, like repeating the error or mistakes made, giving option of right pronunciation, and giving a facial expression or gestures. The feedback covered both fluency and accuracy. They are in line with what has been said by Harmer (2001: 104-109). Feedback helped the students to recognize their confidence when they wanted to perform something.

Giving feedback to students' pronunciation also improved the students' confidence when they had to speak in English. From the feedback the students could improve their English since they had already known how to pronounce the words correctly. By having feedback from the teacher, the students knew their strengths and weaknesses of their performance. The situation can be seen in the extract below.

> The R asked them to read aloud the expression of inviting someone, accepting and refusing. Some students made mistakes of pronunciation. She gave feedback in some ways, like repeating the error or mistakes made giving of right pronunciation. (FN.9, Monday, November 3th, 2014)

4) Vocabulary Practice

In Cycle II, the vocabulary practice was given in the first meeting. The vocabulary practice was given after the students did the listening activity. The researcher divided the students into six groups and she asked them to find the equivalent words. The vocabulary task was used as the bridge to pronunciation practice and it helped them to make a dialogue in the next tasks. The researcher made the vocabulary tasks as a game. They had to finish fast and the representative of each group stood in front of the class. After they looked up the meaning of the words, they needed to know on how to pronounce the words, so the next activity was pronunciation practice. Another benefit from this practice was it could enrich their vocabulary items.

Based on the discussion with the English teacher and the students, the researcher could conclude that vocabulary practice successfully enriched the students' vocabulary knowledge. The interview transcripts below show the justification.

> R   :Vocab*nya jadi nambah gak, Dek*?
>   (Do you feel that there is an improvement of vocabulary knowledge?)

S9	:*Iya Mbak,nambah. Lagian tadi dijadiin* game *jadi asyik gitu..* (Yes, Miss. We did game and it was fun.)
S8	:Terus habis itu maju kedepan. Dikasih tau cara ngomongnya.. (After that, we share our result in front of the class. We were taught how to pronounce it correctly)
	(Interview 11, Wednesday, October 29th, 2014.)
R	:*Menurut ibu apakah* vocabulary practice*nya membantu siswa* *dalam mengembangkan kemampuan berbicara*? (Do you think that vocabulary practice help the students to improve their speaking ability?)
ET	:*Oh iya pasti Mbak, mereka semakin banyak tahu tentang* *vocab*. (Yes, of course. They know more vocabulary items from it.)
	(Interview 17, Wednesday, October 29th, 2014.)

5) Pronunciation Drill

The benefit of pronunciation drill was to make the students familiar with the pronunciation in English. Pronunciation practice gave the students opportunities to learn on how to pronounce the words correctly. In vocabulary practice, it was in the form of phonetic transcription. The researcher also taught how to pronounce the letter.

The pronunciation drill helped the students to be more aware of the pronunciation. There was improvement in pronunciation after the researcher gave pronunciation drill during teaching and learning process. Their pronunciation was improved but they still needed a lot of practices to completely pronounce words well especially in intonation and stress of the words. The following interview shows the student's opinion.

R	: *Tadi ada* pronunciation drill, *menurutmu gimana? Kayak anak kecil gak, Dek?*
	(We did pronunciation drill. What do you think of it? It was funny?)
S	: *Enggak Mbak, kan kita jadi tau bacanya yang bener gimana, Mbak.*
	(No, it was not. We can know how to pronounce the words correctly.)
	(Interview 12, Wednesday, October 29[th,] 2014.)

6) Giving rewards for the best performance

The rewards were given to certain students due to their best performance. The extract points were given to the students who had the significant improvement in their speaking ability. After knowing that there would be rewards at the end of the activity, they were encouraged to do their best. All the students worked hard to be strongest team. They became more active to be volunteer and to cooperate in a discussion. The following interview shows the student's opinion.

R	: *Pake* reward *gitu jadi nambah motivasi gak?*
	(Can giving reward improve your motivation?)
S	:*Waktu* perform *ada kesempatan tersendiri, kalau* perform*nya bagus kan bangga juga apalagi ada* reward.
	(When we had a chance to perform and our performances were good we were proud of us. Additionally we got reward from it.)
	(Interview 16, Wednesday. October 29th, 2014.)

The assessment was taken in the second meeting. There were some improvements. In the post-test of Cycle 2, the students could change the pronunciation when they mispronounced without the researcher's

guidance. Most of students could speak in falling or raising intonation based on the type of the sentences. Most students delivered their speaking fluently without hesitation. They could usually handle elementary construction quite accurately but did not have confidence to control the grammar. They could make the dialogues well without asking the meaning of the words. Almost all students placed the words in the right order and used various expressions based on the situation. It can be seen from the table of the students' mean scores in speaking aspects in post test of cycle II below.

Table 4.8. Student's Mean Scores in Speaking Aspects in Cycle II

Rater	Fluency		Content			Appearances	
	Pronun-ciation	Intonation & Stress	Compre-hension	Grammar	Vocab	Body Language	Expression
The Researcher	6.79	6.79	14.76	14.03	14.88	6.75	7.36
The Collaborator	7.21	7.12	15.40	14.70	14.91	7.57	7.15
Mean Score	**7**	**6.95**	**15.08**	**14.36**	**14.89**	**7.16**	**7.25**

In the post-test, errors in pronunciation were quite rare. The students had good intonation and stress in almost 70% of the words pronounced. Control of grammar was good. They were able to speak the language with sufficient vocabulary. They also were good at appropriate body language and appropriate expressions in all over the dialogue. It can be seen from the table of the students' mean scores in speaking aspects in post test of cycle II below.

Table 4.9. Student's Mean Scores in Speaking Aspects in the Post-Test

Rater	Fluency		Content			Appearances	
	Pronun-ciation	Intonation & Stress	Compre-hension	Grammar	Vocab	Body Language	Expression
The Researcher	7	7.30	16.51	15.79	16.18	7.36	7.42
The Collaborator	7.03	7.30	16.61	16.27	16.27	7.30	7.45
Mean Score	**7.01**	**7.30**	**16.56**	**16.03**	**16.22**	**7.33**	**7.43**

d. Summary of the Finding

This research began on 22nd October, 2014 and ended on 5th November, 2014. The objective of this research was to improve the speaking ability at VIIIC of MTSN Karangmojo. After implementing the actions, the researcher found some changes in teaching and learning process. In summary, the change results of teaching and learning process during Cycle I and Cycle II are presented in the following table.

Table 4.10. The Results after Implementing TPS Technique in Improving Students' Speaking Ability

No.	Before the Implementation		After the Implementation	
	Indicators of Success		Cycle I	Cycle II
1.	The students' confidence	The students were not brave to speak up in front of the class	The students were still shy to speak up their idea. There were some students who refused to share the discussion in front of the class.	The students were able to speak confidently. Most students wanted to share their result of the discussion in front of class

(Continued)

(Continued)

No.	Before the Implementation		After the Implementation	
	Indicators of Success		**Cycle I**	**Cycle II**
2.	Pronunciation	The students could not pronounce the English words properly. They often pronounced the English words based on the written style.	The students pronounced the English words better than before. They could change the pronunciation when they mispronounced with the researcher's guide.	The students could change the pronunciation when they mispronounced without the researcher's guide.
3.	Intonation	The students could not deliver their speech in right intonation. They often spoke in flat intonation	Some students could speak in falling or raising intonation based on the type of the sentences	Almost all students could speak in falling or raising intonation based on the type of sentences.
4.	Fluency	The students often hesitated when they spoke.	The students decreased the hesitation slightly.	Most of students delivered their speaking fluently without hesitation.
5.	Accuracy	The students lacked of vocabulary and often misplaced the words. They could not know the meaning of the situations given.	Some of students could make the dialogue well without asking the meaning of the words	Most of students could make the dialogue well without asking the meaning of the words

(Continued)

(Continued)

No.	Before the Implementation		After the Implementation	
	Indicators of Success		Cycle I	Cycle II
6.	The students' motivation	The students had low motivation.	Some students had low motivation. They were less active.	Most of the students had high motivation. They were active in the class.

3. Discussion

This research aimed at describing how Think-Pair-Share (TPS) could improve the speaking ability of class VIIIC students of MTSN Karangmojo. This technique was implemented both in the first and the second cycle. The research findings showed that TPS was successful in improving the students' speaking ability. According to the actions, observation, and the reflections, the researcher found some facts as the following.

First, TPS was able to gain students' self confidence. Previously, they were shy to speak up their mind. The students were not confident to perform speaking in front of the class. During the implementations of TPS, they have a lot of chances to interact with their partner and their group. This interaction encouraged them to speak English more, yet they should not feel shy because all of the students were also practicing.

Second, TPS was able in giving the students more opportunity to speak up their minds. It is in line with what has been said by Banikowski

and Mehring, 1999; Whitehead, 2007 cited on Azlina (2010: 23) that TPS can improve students' confidence as well as provide more opportunity to practice speaking. The approach of teaching and learning process was not teacher-centre anymore. The students could explore their speaking ability in English. Therefore, they could improve the speaking ability since language is a matter of habits.

Third, TPS was able to improve the students' speaking ability in some aspects like fluency, vocabulary, pronunciation, and intonation. By using this technique, the students had more opportunities to be able to speak in English since they had a partner to share their ideas and gave feedback.

Fourth, TPS was able to increase the students' motivation in speaking. The students were motivated to show their improvement in speaking because the class situation was active and enjoyable. Besides, in order to increase the students' motivation, the teacher needed to do other actions in improving the students' motivation by giving rewards to the active students. By giving the reward, the teacher could attract the students' attention.

The last, the implementation of TPS technique provides positive effects to the students' speaking ability. The students were able to speak fluently and confidently after they had been taught by using TPS. In addition, the steps in conducting TPS facilitate them to have chances to

practice and encourage their motivation to speak English. Therefore, TPS

technique required them to be the active speaker in every activity.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter discusses about the conclusion of the research, implication and suggestion for the English teacher, and the students and to the other researchers. The discussion of each section will be delivered as follows.

A. Conclusions

This research was implemented to the 8th grade students of MTSN Karangmojo in academic year of 2014/2015 started on September, 2014, during the first semester of the academic year of 2014/2015. This program was successful to improve students' speaking ability using Think-Pair-Share (TPS) of cooperative learning for the 8th grade students of MTS N Karangmojo in academic year of 2014/2015. The research that was carried out in two cycles was successful in improving the students' pronunciation, intonation and stress, comprehension, grammatical mastery, vocabulary and confidence.

The research findings and discussion in Chapter IV show that the students' speaking ability was improved through the use of TPS technique. In Cycle I, the researcher implemented the TPS technique and some additional actions, namely using classroom English, vocabulary practice, giving feedback to the students' pronunciation, and pronunciation drill. Those actions gave an improvement in the students' speaking skills. However, there were some unsuccessful actions in

Cycle I needed to be improved. Therefore, the researcher decided to conduct Cycle II.

The actions in Cycle II were using TPS technique, classroom English, vocabulary practice, giving feedback to the students' pronunciation, pronunciation drilling, and giving rewards to the best performance. There were some actions from Cycle I that were revised in Cycle II. In Cycle I, the teacher divided the students based on the position of their seat. However in Cycle II, the researcher grouped the students based on their ability. It helped the passive students to be active. The class management was also improved during Cycle II.

Based on the result of the speaking performance tests, the students made a better improvement in their speaking ability. It could be seen from the mean of the post-test that is higher than the mean of the pretest by 9.06

B. **Implications**

There were some implications due to the result of this research. The implications of the actions are presented as follows.

1. The use of the TPS technique was able to encourage the students to practice speaking during the teaching and learning process. By applying TPS technique, they got more opportunity in interacting with their friends using English and they also could enjoy the teaching and learning process. It helped the students to formulate what they want to say. As a result, they could explore themselves in expressing their opinions in English. Moreover, it was

effective in improving the students' confidence in speaking. This condition improved their involvement in the teaching and learning process. It can be implied that TPS gave the students an opportunity to speak up. It was effective to improve students' speaking ability.

2. The implementation of classroom English was able to help the students to be more familiar with English. They got much exposure of English. Consequently, they were accustomed to English expressions and instructions. This condition helped them to be more confident to speak English. It can be implied that using classroom English can make the students more familiar with English.

3. The implementation of vocabulary practices was also able to enrich the students' vocabulary knowledge. The students' vocabulary knowledge improved and they knew a lot of vocabulary. Furthermore, they were able to use the vocabulary whenever it was needed. It can be implied that vocabulary practice was useful to improve the students' speaking ability.

4. The implementation of pronunciation drill was able to build the students' accuracy. They were more aware of their pronunciation and their pronunciation was also improved. It can be implied that pronunciation drill was useful to make students aware with the pronunciation.

5. Giving feedbacks to the students was able in boosting the students' confidence in pronouncing the English words since they had known how to

pronounce it correctly. It helped them to repair the students' mistakes in pronouncing the words. It can be implied that giving feedbacks made the students more confidence and it could repair their mistakes.

C. Suggestions

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

1. For the English teacher

   The English teacher should consider the students' needs and interest before designing the speaking materials. It is important for the teacher to use various techniques that are appropriate with the students' needs because it can reduce the students' boredom and monotonous during teaching and learning process. It is useful for them to use TPS technique as one of the appropriate techniques in teaching speaking.

2. For Students

   Through the Think-Pair-Share technique, the students have opportunities to share their ideas. It also improves students' ability and motivation.

3. For Other Researchers

   The weakness of this study is its limited time in implementing the actions. Other researchers who are interested in the same field are recommended to

implement the actions in a longer period of time to get more maximum results

so that the improvement will be more significantly seen.

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A. FIELD NOTE

FIELD NOTE

FIELD NOTE 1

Lokasi   : Ruang tamu MTSN Karangmojo
Hari, tanggal : Selasa, 21 Januari 2014
P   : Peneliti
WK   : Waka Kurikulum
KS   : Kepala Sekolah
G   : Guru Bahasa Inggris

P menemui Waka Kurikulum di ruang tamu MTSN Karangmojo dengan tujuan untuk meminta ijin agar bisa melaksanakan observasi kelas dan penelitian di MTSN Karangmojo. WK menanggapi dengan baik. WK menerima surat ijin observasi dari P. WK memilihkan guru bahasa Inggris sesuai permintaan P. Selanjutnya, WK mempertemukan P dengan G untuk membicarakan lebih lanjut.

FIELD NOTE 2

Lokasi   : Kantor MTSN Karangmojo
Hari, tanggal : Kamis, 23 Januari 2014
P   : Peneliti
G   :Guru Bahasa Inggris

P menemui G di kantor MTSN Karangmojo dengan membuat janji terlebih dahulu. P menyampaikan maksud kedatangan, yakni untuk meminta bantuan kepada G untuk menjadi kolaborator dalam penelitian. G menyetujui. Kemudian G memberitahu materi apa yang harus P ajarkan dalam penelitian sesuai dengan silabus yang telah disusun. P menanyakan kepada G tentang kemapuan siswa di dalam *listening, speaking, reading,* dan *writing skill*. G menceritakan kepada P bahwa siswa mempunyai kendala di *speaking skill* terutama *vocabulary* dan *pronuonciation*. P menanyakan beberapa pertanyaan seperti di *interview guideline*.

FIELD NOTE 3
Lokasi   : Kantor MTSN Karangmojo
Hari, tanggal   : Jumat, 24 Januari 2014
P   : Peneliti
G   : Guru Bahasa Inggris
S   : Siswa

P sudah membuat janji dengan G untuk mengadakan observasi hari itu. Pelajaran bahasa Inggris di kelas VII C adalah pada jam ke 3-4 yaitu pukul 08.40- 09.20 WIB. P dan G memasuki kelas. P melakukan observasi untuk mengetahui proses pembelajaran bahasa Inggris dengan rincian sebagai berikut:

1. G menyapa S,"*Good Morning*" dan "*How are you today?*". S menjawab dengan serentak.

2. G mengisi presensi kelas dan melanjutkan pelajaran pertemuan kemarin. G mencoba menayakan dengan bahasa Inggris, tetapi banyak S yang diam dan beberapa menjawab dengan sebisanya. G melanjutkan lagi pelajarannya dengan menggunkan bahasa Indonesia.

3. Materi pembelajaran waktu itu adalah *regular* dan *irregular verb*. G mencoba memancing dengan menanyakan *vocabulary items* yang telah mereka pelajari tetapi S mempunyai *vocabulary* yang limit. G meminta S untuk mengeluarkan kamus yang seharusnya mereka bawa dan mencari *translate* dalam bahasa Inggris tetapi banyak siswa yang tidak membawanya.

4. G menerangkan materi yang akan mereka pelajari pada pertemuan itu, tetapi beberapa S tidak memperhatikan. S memilih untuk mengobrol dan beberapa S mengerjakan tugas mata pelajaran lain.

5. Setelah menjelaskan materi, G memberi tugas kepada S. G mendekte S untuk menerjemahkan 10 kalimat ke dalam bahasa Inggris secara individu. Karena beberapa S tidak membawa kamus kelas, banyak S yang menanyakan bahasa Inggrisnya kepada orang yang membawa kamus sehingga kelas menjadi agak ramai.

6. Setelah selesai, G meminta S maju kedepan untuk menuliskan jawaban yang telah mereka buat dan membacanya. Beberapa anak masih mengalami kesulitan dalam penataan *grammar* pada kalimat dan salah pengucapannya. G membimbing S dalam membenarkan *grammar* dan *pronounciation*.

7. Bel berbunyi. G menutup pelajaran dan memberikan PR (Pekerjaan Rumah) pada S untuk dibahas di pertemuan selanjutnya.

8. G mengucapkan salam.

FIELD NOTE 4

Lokasi   : Kantor MTSN Karangmojo

Hari, tanggal : Senin, 29 September 2014

P   : Peneliti

WK   : Waka Kurikulum

KS   : Kepala Sekolah

G   : Guru Bahasa Inggris

   P bertemu WK untuk menyerahkan surat ijin penelitian. WK mengantarkan P ke Ruang Kepala Sekolah dan mempertemukan P dengan KS. KS mengijinkan P melakukan penelitian di MTSN Karangmojo. KS menyerahkan kepada WK untuk urusan selanjutnya. WK mempertemukan P dengan G untuk keperluan lebih lanjut. P meminta ijin untuk melakukan observasi ulang di kelas pada hari Rabu pada saat kelas *speaking*. P meminta ijin kepada untuk segera melakukan penelitian dan G memberikan ijin.

FIELD NOTE 5

Lokasi   : Kelas VIII C MTSN Karangmojo

Hari, tanggal : Rabu, 1 September 2014

P   : Peneliti

G   :Guru Bahasa Inggris

   P sudah membuat janji dengan G untuk mengadakan observasi hari itu. Pelajaran bahasa Inggris di kelas VIII C adalah pada jam ke 1-2 yaitu pukul 07.00-08.40. P dan G memasuki kelas. P, G dan salah satu teman P melakukan observasi untuk mengetahui proses pembelajaran bahasa Inggris dengan rincian sebagai berikut:

1. G mempersilakan P duduk di kursi kosong di belakang siswa agar bisa memperhatikan proses belajar mengajar dengan baik.
2. G menyapa siswa dan memeriksa presensi siswa. Pada hari itu, siswa datang semua.
3. G menanyakan materi apa yang mereka pelajari di pertemuan sebelumnya. Sebagian siswa berusaha menjawab pertanyaan itu dengan bahasa Inggris, grammar yang digunakan masih sekedarnya, namun maknanya dapat tersampaikan. Mereka mengalami kesulitan dalam mengekspresikan apa yang mereka pikirkan ke dalam bahasa lisan, sehingga tidak jarang mereka

kemudian menyelipkan beberapa kata-kata dalam bahasa Indonesia karena tidak tahu bagaimana mengungkapkannya dalam bahasa Inggris.

4. G menanggapi jawaban para siswa dengan baik.
5. Kemudian G meminta siswa untuk maju berbicara dengan materi *descriptive text* yang telah mereka tulis dan pelajari sebelumnya.
6. G me-*recall* apa yang telah mereka pelajari kemarin dengan mulai mendiskripsikan rumah mereka. G menanyakan pertanyaan dengan bahasa Indonesia dikarenakan siswa tidak mengerti bila ditanyakan dengan bahasa Inggris.
7. Beberapa siswa mencoba menjawab pertanyaan G, walaupun dengan *vocabulary* terbatas serta grammar yang belum tertata. Beberapa siswa ramai dan sibuk dengan tugas lain dikarenakan tidak tertarik dengan pelajarannya.
8. Setelah itu, G menanyakan kepada siswa, siapa diantara mereka yang bersedia maju dan berbicara bahasa Inggris di depan. G memberikan contoh bagaimana cara berbicara deskriptif di depan dengan awal menyapa, memperkenalkan diri, menceritakan dan penutupan,
9. Tetapi tak seorang siswa pun maju dikarenkan malu dan tidak percaya diri dengan kemampuan *speaking* mereka. Akhirnya G menujuk siswanya untuk maju. Salah seorang dari siswa maju dan mencoba berbicara dengan *pronuonciation* yang sebisa mereka.
10. Beberapa siswa tidak mau maju dan berbicara bahasa Inggris sehingga G harus datang dan menayakan *interview* untuk mengetahui kemapuan *speaking* dalam hal *descriptive text*.
11. G bersama-sama dengan siswa menyimpulkan apa yang telah mereka pelajari hari itu.
12. G memberi PR (Pekerjaan Rumah) dan menyuruh siswa untuk belajar dirumah.
13. G menutup pelajaran dengan salam.

FIELD NOTE 6

Lokasi : Kelas VIII C MTSN Karangmojo
Hari, tanggal : Senin, 20 Oktober 2014
P : Peneliti
G : Guru Bahasa Inggris

Pada hari itu, P melakukan *pre-test* dengan tujuan untuk mengetahui kemampuan awal *speaking performance* siswa sebelum penelitian dilakukan. P

masuk kelas ditemani G. P memberitahu siswa bahwa hari itu akan dilakukan *pre-test*. Prosedurnya adalah P memberitahu bahwa *performance* yang harus siswa lakukan adalah membuat dialog dari *short functional text* dari *asking for* and *giving an opinion* melalui *cards* yang berisi gambar dan harga. Siswa melakukan *pre-test* secara acak, bagi siapa yang sudah siap untuk bercerita, maka dia akan maju ke depan kelas. Penilaian dari *pre-test* ini dilakukan oleh P dan Kolaborator yang kemudian dijumlah dan dibagi dua.

FIELD NOTE 7

Lokasi   : Kelas VIII C MTSN Karangmojo
Hari, tanggal   : Rabu, 22 Oktober 2014
P   : Peneliti
G   : Guru Bahasa Inggris
S   : Siswa
K   : Kolaborator (salah satu teman P)
KBM   : Kegiatan Belajar Mengajar

        P datang ke sekolah pagi-pagi sekitar pukul 06.35. Pelajaran bahasa Inggris di kelas VIII C pada hari itu adalah pada jam ke 1-2, yaitu pukul 07.00-08.20. P mempersiapkan materi yang akan diajarkan di ruang tamu MTSN Karangmojo. Setelah itu, P menemui G di kantor guru dan memberikan *lesson plan, observation checklist* dan *course grid* yang telah disepakati beserta lembar observasi yang akan digunakan pada saat KBM nanti. Pertemuan ini merupakan pertemuan pertama dari *cycle 1*. Begitu bel jam pelajaran berbunyi, P dan G sudah bersiap akan masuk ke kelas. P dan G masuk ke kelas.

1. P memulai proses KBM dengan memberi salam *"Good morning, everyone"*, bertanya kabar *"How are you today?"* dan mengecek kehadiran siswa *"Who is absent today?"*. Beberapa siswa mampu menjawab pertanyaan tersebut.

2. Setelah mengecek kehadiran siswa, P memberitahu materi apa yang akan dipelajari hari itu dan tujuan mempelari materi tersebut. Selanjutnya, P membangun pengetahuan dasar siswa terlebih dahulu dengan cara menanyakan beberapa pertanyaan seperti *"Did you study last night?", "What did you study last night?",* setelah menanggapi jawaban siswa tentang pertanyaan-pertanyaan tersebut, P menanyakan ke hal-hal lain yang sudah menjurus pada materi yang akan diajarkan, seperti *"Have you ever visited Yogyakarta city?", "What is your opinion about the city?, "Do you think the city is interesting?"* dan sebagainya.

3. Siswa diam dan terlihat bingung. P menerjemahkan dalam bahasa Indonesia. S mencoba menjawab pertanyaan P dan menjelaskan sebisa mereka dalam bahasa Inggris dan Indonesia. P menuliskan bahasa Inggrisnya di papan.

4. Kemudian P menanyakan pada siswa *"How do you ask an opinion to someone?"* P mengganti dengan bahasa Indonesia. S menjawab dengan bahasa Indonesia dan P menerjemahkan ke bahasa inggris.

5. P memutarkan rekaman yang berkaitan dengan *asking for* and *giving an opinion*. S diminta untuk mendengarkan dan menulis kata susah di dalam rekaman. Selanjutnya, S menanyakan kata susah dan membahasnya bersama.

6. P meminta siswa untuk memperhatikan bagaimana cara *speaker* menanyakan pendapat dan memberi pendapat didalam rekaman. P dan S membahas jawaban yang bersama dan memberikan motivasi dan pujian atas jawaban siswa.

7. P membagikan kertas *handout* yang berisi ekspresi *asking for* and *giving opinions* dan siswa diminta mendengarkan rekaman untuk mengetahui bagaimana intonasi dan *pronunciation* yang benar.

8. P meminta S untuk membaca dengan keras bersama untuk mengetahui kesalahan *pronunciation* dan membenarkannya dengan cara *drilling*.

9. Kemudian P memberikan aktivitas baru dengan membagi siswa menjadi 6 kelompok untuk menemukan *vocabulary* yang benar. P memberikan motivasi siswa untuk aktif dalam *speaking* dengan memberikan motivasi dengan hadiah. S diharapkan aktif dalam KBM dengan cara mengumpulkan banyak bintang. 5 besar yang mendapatkan bintang terbanyak di akhir penelitian akan mendapatkan hadiah. S sangat antusias dalam memperoleh bintang sehingga dalam mengerjakan aktifitas-aktifitas selanjutnya anak- anak menjadi lebih aktif.

10. P memberikan waktu 10 menit untuk menyelesaikan dan membahas jawaban-jawaban siswa bersama-sama dengan siswa. Siswa diminta untuk membaca *vocabulary* yang ada di dalam tabel. Setelah itu P mengucapkan kata-kata yang sudah ditulis di papan tulis dan siswa diminta untuk menirukan setelah P, sebanyak 3 kali.

11. P meminta S untuk mengidentifikasikan ekspresi *asking for* and *giving opinions* secara berpasangan didalam dialog.

12. P dan S membahas bersama jawaban yang benar.

13. P membacakan dialog tersebut dan S menyimaknya kemudian S diminta untuk mempraktekkannya dengan teman secara berpasangan.

14. P meminta beberapa siswa untuk maju dan mempraktekkannya di depan kelas.
15. Kemudian P memberikan aktifitas baru yaitu menyusun kalimat acak menjadi dialog yang benar.
16. P membahas jawaban yang benar bersama S. P meminta siswa untuk membaca dialog secara bersama untuk mengetahui kalimat yang susah. P membacakan dialog dan S diminta untuk mendengarkan. Selanjutnya P meminta S untuk membaca sendiri dan P mengulang kata bila terdapat pengucapan yang salah.
17. Kemudian P menanyakan apabila masih ada yang ingin ditanyakan dan masih ada yang belum dimengerti.
18. P mengajak S unuk menyimpulkan pelajaran hari itu.
19. P meminta siswa untuk belajar di rumah.
20. P menutup pelajaran dengan salam.

FIELD NOTE 8

Lokasi   : Kelas VIII C MTSN Karangmojo
Hari, tanggal   : Rabu, 29 Oktober 2014
P   : Peneliti
G   : Guru Bahasa Inggris
K   : Kolaborator (salah satu teman P)
KBM   : Kegiatan Belajar Mengajar

P datang ke sekolah pagi-pagi sekitar pukul 07.30. Penelitian terpaksa ditunda selama 1 minggu karena dipakai untuk membagikan hasil tes UTS, sehingga tidak ada KBM di hari Senin. Pelajaran bahasa Inggris di kelas VIII C pada hari itu adalah pada jam ke 2-3, yaitu pukul 07.40-09.00. P mempersiapkan materi yang akan diajarkan di ruang tamu MTSN Karangmojo. P menunggu G yang sedang ada *briefing* di kantor. Setelah itu, P menemui G di kantor guru dan memberikan *lesson plan* dan *course grid* yang telah disepakati beserta lembar observasi yang akan digunakan pada saat KBM nanti. Pertemuan ini merupakan pertemuan kedua dari *cycle* 1. Begitu bel pergantian jam pelajaran berbunyi, P dan G bersiap akan masuk ke kelas. P dan G masuk ke kelas.

1. P memulai proses KBM dengan memberi salam, bertanya kabar dan mengecek kehadiran siswa. Pada hari itu semua siswa hadir yang tidak hadir. Siswa yang hadir berjumlah 33 siswa.

2. Setelah mengecek kehadiran siswa, P memberi pertanyaan-pertanyaan pembukaan untuk memeriksa kesiapan siswa dalam mengikuti pelajaran, seperti *"Did you study last night?", "Who remembers what we have discussed in the last meeting?"* Setelah menanggapi jawaban siswa tentang pertanyaan-pertanyaan tersebut, P menginformasikan apa yang akan dilakukan pada hari itu.

3. Siswa mencoba menjawab pertanyaan P dan menjelaskan sebisa mereka dalam bahasa Inggris. Sebagian besar siswa masih ingat apa yang dipelajari pada pertemuan sebelumnya. Beberapa siswa menjawab *"Last week, we studying* bertanya dan memberi pendapat". Mereka berusaha menjawab pertanyaan dari P dalam bahasa Inggris meskipun dengan grammar yang masih belum tepat, namun masih bisa dipahami dan mencampurkan bahasa Inggris dan bahasa Indonesia.

4. Kemudian P memberitahu lagi bahwa P akan mengambil penilaian di akhir kegiatan pada hari itu. P menanyakan apakah S siap dan S menjawab, "Siap tidak siap".

5. P memutarkan sebuah rekaman mengenai *asking for* and *giving opinion* dan meminta S untuk mengidentifikasikan secara bersama. Kemudian P meminta S untuk me-*recall* ekspresi *asking for* and *giving opinions*.

6. Setelah selesai, P memberikan aktitias baru yang berisi situasi dan siswa diminta untuk membuat situasi tersebut seseuai dengan contoh yang telah diberikan P.

7. P meminta S untuk mempraktekkan dialog yang telah mereka buat secara berpasangan. Setelah selesai, P meminta beberapa S untuk maju dan mempraktekkan dialog yang telah mereka buat.

8. Setelah selesai, P meminta S untuk mengisi percakapan dengan memberikan opini S secara berpasangan.

9. P meminta S secara berpasangan untuk mempraktekkan dialog yang telah mereka buat.

10. P menunjuk beberapa siswa untuk membacakan dialog yamg telah mereka buat dan membenarkan *pronunciation* bila terdapat kata yang salah.

11. Kemudian P menanyakan apakah masih ada yang ingin ditanyakan dan masih ada yang belum dimengerti. Tidak ada yang ingin ditanyakan oleh siswa pada saat itu.

12. P menjelaskan akan diadakan penilaian seperti *pre-test* sebelumnya. S diminta untuk memilih *role cards* yang berisi tempat. S diminta untuk menanyakan

pertanyaan bagaimana cara menanyakan pendapat dan bagaimana mereka memberikan pendapat.

13. P memberikan contoh dan meminta S untuk suka rela maju.
14. Setelah selesai pengambilan nilai P dan S menyimpulkan pelajaran hari itu.
15. P meminta siswa untuk belajar di rumah.
16. P memerikan topik untuk dipelajari S di pertemuan selanjutnya.
17. P menutup pelajaran dengan salam.

FIELD NOTE 9

Lokasi   : Kelas VIII C MTSN Karangmojo
Hari, tanggal   : Senin, 3 November 2014
P   : Peneliti
G   : Guru Bahasa Inggris
K   : Kolaborator (salah satu teman P)
KBM   : Kegiatan Belajar Mengajar

Pukul 07.10 P dan K sudah tiba di SMP N 3 Depok karena pelajaran bahasa Inggris pada hari itu adalah pada jam ke 2-3 yaitu sekitar pukul 07.30. P mempersiapkan materi yang akan digunakan dalam KBM pada pertemuan pertama di *cycle* ke-2 ini, kemudian menyerahkan RPP (Rencana Pelaksanaan Pembelajaran) dan *observation checklist* pada G dan K.

1. P membuka dengan salam, mengecek kehadiran siswa, dan memberikan beberapa pertanyaan untuk mengecek kesiapan siswa.
2. P memberitahu SKKD (Standar Kompetensi dan Kompetensi Dasar) dan tujuan pembelajaran
3. P membangun pengetahuan dasar siswa terlebih dahulu dengan cara menanyakan beberapa pertanyaan seperti *"Did you study last night?", "What did you study last night?"* Setelah menanggapi jawaban siswa tentang pertanyaan-pertanyaan tersebut, P menanyakan ke hal-hal lain yang sudah menjurus pada materi yang akan diajarkan, seperti *"Have you ever invited birthday party?", "What can you say to invite someone?", "What can you say to respond an invitation?"* dan sebagainya.
4. P meminta S untuk menyimak rekaman dialog tentang *invitation*.
5. P memutar 3 kali dan meminta S untuk menemukan ekspresi-ekspresi di dalam *invitation*.

6. Kemudian P membagikan *handout* yang berisi ekspresi *inviting, accepting,* dan *refusing*. Untuk menarik perhatian siswa, P menjelaskan dan menulisnya di papan tulis.

7. P membacakan ekspresi-ekspresi *invitation* dan S mendengarkan dan mengulang ekspresi tersebut.

8. P meminta S untuk membacakan bersama-sama dan melakukan *drilling* bila terjadi kesalahan

9. P membagikan *activity* kepada S.

10. Aktifitas 1, S mengidentifikasikan ekspresi-ekspresi *invitation* dengan cara Think-Pair-Share. S membacarakan hasil pekerjaan dan didiskusikan bersama. P melakukan *drilling* setiap terdapat kesalahan.

11. S dibagi menjadi 6 *group* untuk aktifitas 2. Setiap *group* terdiri dari 4-5 siswa. S diminta untuk mememasangkan kata bahasa Inggris ke bahasa Indonesia. Setelah selesai berdiskusi, siswa maju dan membacakan di depan,

12. P memberikan *dialogue*. S menyimak dialog yang berkaitan dengan *invitation* kemudian mengidentifikasi dan mempraktekkan dialog tersebut dengan teman sebangku.

13. P kemudian memberikan aktifitas 3 yang berisi dialog. S melakukan *role play*. S merespon dialog tersebut dan mempraktekkannya dengan teman sebangku. P menujuk beberapa siswa untuk membacakan hasil tugasnya.

14. Kemudian P menanyakan apakah masih ada yang ingin ditanyakan dan masih ada yang belum dimengerti. Tidak ada yang ingin ditanyakan oleh siswa pada saat itu.

15. P dan S menyimpulkan pelajaran hari itu.

16. P meminta siswa untuk belajar di rumah.

17. P menutup pelajaran dengan salam.

FIELD NOTE 10

Lokasi : Kelas VIII C MTSN Karangmojo
Hari, tanggal : Rabu, 5 November 2014
P : Peneliti
G : Guru Bahasa Inggris
K : Kolaborator (salah satu teman P)
KBM : Kegiatan Belajar Mengajar

P dan K sudah tiba di MTSN Karangmojo sekitar pukul 06.30 karena pelajaran Bahasa Inggris pada dua jam pelajaran pertama. Setelah bel berbunyi, P, G dan K masuk ke dalam kelas VIII C.

1. P membuka dengan salam, mengecek kehadiran siswa, dan memberikan beberapa pertanyaan untuk mengecek kesiapan siswa.
2. P membuka dengan beberapa pertanyaan pembuka.
3. Kemudian P menerangkan kepada S kegiatan yang akan dilakukan pertemuan itu.
4. P dan S me-*review* kegiatan yang telah dilakukan di pertemuan kemarin.
5. Setelah itu P membagikan aktifitas selanjutnya. P memberikan situasi kepada S dan S diminta untuk membuat dialog dengan *inviting, accepting/refusing* sesuai dengan situasi yang telah diberikan.
6. P menunjuk beberapa siswa untuk mepraktekkannya di meja.
7. Setelah selesai, P mengambil penilaian dengan cara S secara berpasangan maju ke depan menggambil *role card* dan membuat dialog yang berisi mengajak, menerima atau menolak secara bergiliran.
8. Siswa melaksanakan apa yang diinstruksikan oleh P dengan baik.
9. Bel ganti pelajaran berbunyi, P meminta siswa untuk berlatih di rumah dan memberitahu S kalau pertemuan selanjutnya terdapat penilaian yang topiknya *invitation* tetapi dengan *role card* yang berbeda.
10. P menutup pelajaran berdoa dan salam.

FIELD NOTE 11

Lokasi   : Kelas VIII C MTSN Karangmojo
Hari, tanggal : Senin, 10 November 2014
P   : Peneliti
G   : Guru Bahasa Inggris
K   : Kolaborator (salah satu teman P)
KBM   : Kegiatan Belajar Mengajar

P, G dan K masuk kelas pada jam pelajaran pertama pada pukul 07.40 pada hari Senin. P masuk, memberi salam dan mengecek kehadiran siswa. P mengungkapkan bahwa hari ini adalah akan diadakan penilaian *speaking* untuk terakhir kalinya seperti yang telah diberitahukan pada pertemuan sebelumnya. *Post-test* ini berlangsung selama 2 X 40 menit dan bertujuan untuk mengetes *speaking performance* setiap anak. Siswa maju satu persatu berdasarkan kesiapan mereka.

Penilaian dilakukan pada hari Selasa selama dua jam pelajaran dan dilanjutkan pada hari Jumat selama hanya satu jam pelajaran saja. Setelah selesai tes, bel berbunyi. P menutup pelajaran dan keluar kelas.

B. INTERVIEW GUIDELINES AND TRANSCRIPTS

INTERVIEW GUIDELINE

These guidelines list the questions or issues to be explored during the interviews which were conducted in the planning process and during the implementation of the actions.

1. **IN THE PLANNING PROCESS**
a. **Interviewee   : English teacher**
b. Questions:
   1. Dapatkah ibu menjelaskan kepada saya bagaimana cara ibu mengajar di kelas yang ibu ampu?
   2. Bagaimana kemampuan bahasa inggris siswa kelas VIII terutama speaking?
   3. Apa kendala yang sangan signifikan dalam mengajar speaking di kelas VIII?
   4. Bagamaina cara ibu mengatasi kendala atau masalah tersebut?
   5. Aktivitas apa saja yang ibu biasa lakukan dalam mengajarkan speaking di kelas VIII?

a. **Interviewee: students**
b. Questions:
   1. Apakah anda suka dengan bahasa inggris?
   2. Menurut anda mana yang lebih sulit listening, speaking, reading, atau writing?
   3. Bagian manakah yang menurut anda itu susah?
   4. Apa yang anda lakukan untuk mengatasi kesulitan tersebut?
   5. Apa yang anda inginkan dalam pelajaran bahasa inggris?

2. DURING THE IMPLEMENTATION OF THE ACTION

Cycle 1

a. Interviewee: the English teacher

b. Questions:

1. Bagaimana penilaian ibu terhadap kemampuan berbicara siswa di cycle 1?
2. Apakah teknik yang di terapkan efektif?
3. Apa kekurangan dari cycle 1 menurut pengamatan ibu yang perlu dikembangkan?
4. Kemajuan apa yang telah diraih siswa menurut pendapat ibu dalam cycle ini?
5. Apa saran ibu untuk cycle berikutnya?

a. Interviewee: students

b. Questions:

1. Bagaimana menurut pendapat adik dalam pembelajaran bahasa inggris selama ini?
2. Apakah adik lebih termotivasi belajar speaking?
3. Apakah dengan memakai teknik TPS membantu adik berbicara bahasa inggris?
4. Apa kesulitan selama belajar speaking?
5. Bagaimana materi yang diajarkan?

Cycle 2

a. Interviewee: the English teacher

b. Questions:

1. Bagaimana penilaian ibu terhadap kemampuan berbicara siswa di cycle 2?
2. Apa kekurangan yang ada dalam cycle ini?
3. Apa kelebihan dalam cycle ini?

4. Kemajuan apa yang telah diraih siswa menurut pendapat ibu dalam cycle ini?

5. Apa saran ibu dalam kegiatan semacam ini?

a. Interviewee: students

b. Questions:

1. Bagaimana menurut pendapat adik dalam pembelajaran bahasa inggris selama ini?

2. Apakah adik lebih termotivasi belajar speaking?

3. Apakah dengan memakai teknik TPS membantu adik berbicara bahasa inggris? Alasannya?

4. Kemajuan apa yang kamu rasakan selama pelaksanaan kegiatan belajar bahasa Inggris terutama speaking?

5. Kesan apa saja yang adik alami dalam kegiatan pemelajaran selama ini?

Interview Transcripts

No.   : **Interview 1**
Day   : **Thursday**
Date   : **January 16ᵗʰ, 2014**
Time   : **08.00 a.m.**
Respondents : R   : **Researcher**
                VPC   : **Vice Principal Curriculum (Bambang Siswoyo, S.Pd., M.Pd)**
                ET   : **English Teacher (Mur Setyaningsih, S.Pd)**

R   : Selamat pagi, Pak. Saya mahasiswa Universitas Negeri Yogyakarta ingin melakukan penelitian di sini. Apakah diizinkan, Pak?

VPC   : Silahkan saja, Mbak. Tetapi harus ada surat ijin dari kampus dulu, Mbak.

R   : Iya, Pak. Surat ijinnya boleh menyusul, Pak? Saya ingin melakukan observasi terlebih dahulu di sekolah ini.

VPC   : Ya boleh. Mbaknya pengennya kelas berapa, Mbak?

R   : Kelas satu dulu, Pak. Saya akan melakukan penelitian di tahun ajaran depan waktu mereka kelas VIII.

VPC   : Ya sama Bu Mur saja ya, Mbak?

R   : Iya Pak.

WC   : (memanggil Bu Mur) Silahkan mengobrol lebih lanjut.

ET   : Iya, Mbak. Ada apa?

R   : Bu, saya mahasiswa UNY ingin melakukan penelitian di sini, tetapi saya ingin melakukan observasi dulu di kelas Ibu.

ET   : Kelas berapa ya, Mbak? Kalau kelas XI saya tidak bisa karena mereka fokus dengan ujian.

R   : Kelas VII dulu, Bu. Tetapi besok saya akan melakukan penelitian pada tahun ajaran depan.

ET   : Iya bisa, Mbak.

R   : Ibu ada jadwal ngajar untuk kelas VII hari apa, Bu?

ET   : Saya lihat jadwal saya dulu ya, Mbak. Tiap hari ada semua Mbak, kecuali hari Rabu.

R   : Saya boleh melakukan observasi, Bu?

ET   : Boleh tapi harus memakai surat ijin dulu dari kampus. Kamu ntar ngasih suratnya ke Pak Bambang.

R   : Iya, Bu. Saya boleh minta nomor hp Ibu? Kalau saya ada keperluan bisa menghubungi Ibu.

ET   : Iya ini.

R   : Terimakasih, Bu.

ET   : Iya sama-sama. Jadi mau observasi kapan?

R   : Saya mengurus surat ijin dulu Bu di kampus. Kalau sudah selesai, saya kesini lagi, Bu.

ET   : Oh gitu ya.
R   : Terimakasih, Bu atas waktu yang telah diberikan
ET   : Iya sama-sama.

No.   : Interview 2
Day   : Tuesday
Date   : January 21ᵗʰ, 2014
Time   : 08.00 a.m.
Respondents : R   : Researcher
**   VPC   : Vice Principal Curriculum (Bambang Siswoyo, S.Pd.,**
**   M.Pd)**
**   ET   : English Teacher (Mur Setyaningsih, S.Pd)**

R   : Selamat pagi, Pak Bambang. Saya Erlin, mahasiswa UNY yang ingin
           melakukan penelitian di sini.
VPC   : Iya Mbak yang kemarin. Jurusannya apa Mbak? Saya lupa.
R   : Bahasa Inggris, Pak.
VPC   : Ada perlu apa, Mbak?
R   : Begini Pak, saya sudah membawa surat observasi dari kampus, Pak. Saya
           boleh segera melakukan penelitian di sini, Pak?
VPC   : Kelas yang diampu bu Mur ya, Mbak?
R   : Iya, Pak.
VPC   : Coba saya panggilkan dengan Bu Mur.
ET   : Iya,Mbak. Gimana, Mbak?
R   : Ibu, saya ingin melakukan penelitian di sini tetapi saya ingin melakukan
           observasi terlebih dahulu.
ET   : Iya.
RT   : Ibu mengajar kelas VII dan VIII ya, Bu?
ET   : Iya.
RT   : Besok Jumat saya bisa melakukan observasi, Bu?
ET   : Mbak Erlin ingin kelas berapa? Besok Jumat saya ada kelas VII C, VIII E,
           dan VIII D.
RT   : Saya berencana untuk melakukan penelitian tahun depan, tetapi saya ingin
           melihat terlebih dahulu kemampuan bahasa Inggris di kelas VII dan VIII,
           Bu.
ET   : Ya kebetulan saya mengajar besok Jumat.
RT   : Jam ke berapa ya, Bu?
ET   : Jumat saya *full* dari jam 1, 2,dan jam 3.
RT   : Jadi saya Jumat akan melakukan observasi di sini ya, Bu.
ET   : Silahkan saja, Mbak.
R   : Terima kasih, Bu.
ET   : Sama-sama, Mbak.

No. : **Interview 3**
Day : **Tuesday**
Date : **August 28nd, 2014**
Time : **08.00 a.m.**
Respondents : R : **Researcher**
VPC : **Vice Principal Curriculum (Bambang Siswoyo, S.Pd., M.Pd)**
ET : **English Teacher (Mur Setyaningsih, S.Pd)**
HM : **Headmaster (Drs. Sutoyo, M.Pd.)**

R : Selamat pagi, Pak Bambang. Saya Erlin, mahasiswa UNY Pendidikan Bahasa Inggris.
VCP : Iya, Mbak. Lama tidak bertemu, Mbak.
R :Iya, Pak. Kemarin saya menyelesaikan proposal saya untuk membuat surat ijin penelitian di sini, Pak. Ini Pak, surat permohonan ijin untuk melakukan penelitian di sini.
VCP : Surat ini saya terima. Saya akan menyerahkan surat ini kepada kepala sekolah dulu. Lalu, Mbak ntar minta ijin secara pribadi kepada kepala sekolah ya?
R : Iya, Pak.
VCP : Mbak, Kepala sekolah sudah menunggu.
HM : Selamat siang, Mbak. Namanya siapa, Mbak?
R : Erlinna, Pak.
HM : Kuliah dimana, Mbak?
R : Universitas Negeri Yogyakarta, jurusan Pendidikan Bahasa Inggris, Pak.
HM : Jauh ya, Mbak. Kenapa ambil sekolah ini, Mbak?
R : Dekat dengan rumah saya, Pak.
HM : Rumahnya dimana, Mbak?
R : Badaranbaru Papahan yang depan PKU Muhammadiyah itu, Pak.
KP : Dekat dong, Mbak?
R : Iya, Pak.
HM : Bapak kerjanya dimana, Mbak? Namanya siapa, Mbak?
R : Bapak saya dulu pengawas guru TK dan SD, Pak, di daerah Karanganyar, tetapi bapak saya sudah meninggal.
HM : Mbak mau melakukan penelitian disini ya, Mbak? Ini judulnya apa, Mbak?
R : Ini Pak, meningkatkan kemampuan berbicara siswa kelas 8 menggunakan *think-pair-share* dari *cooperative learning*.
HM : Itu mau mengambil berapa kelas, Mbak? Semua kelas 8?
R : Tidak, Pak. Ini PTK (Penelitian Tindakan Kelas) hanya memerlukan satu kelas saja. Diijinkan, Pak?
HM : Iya, saya ijinkan. Semoga berhasil ya, Mbak.
R : Terima kasih, Pak.

HM   : Kalau perlu bantuan atau perlu apa yang kurang, Mbak bilang saja sama Pak Bambang ya, Mbak.

R   : Terima kasih. Bapak telah memberikan saya ijin untuk melakukan penelitian disini.

HM   : Sama-sama, Mbak. Pak Bambang, tolong ya Pak dibantu.

VCP   :Iya, Pak. Mbak ada yang perlu diperbincangkan lagi?

R   : Saya rasa cukup, Pak.

VCP   : Ya sudah, Pak. Yuk Mbak, keluar.

VCP   : Ini Mbak mau langsung mau melakukan penelitian? Kelas dua ya, Mbak. Saya kasih ke Pak Didik ya?

R   : Bapak kemarin minta saya dengan bu Mur, Pak? Mau ganti atau bagaimana, Pak?

VCP   : Ya sudah dengan Bu Mur saja. Mau saya panggilkan Bu Mur?

R   : Terima kasih, Pak.

VCP   : Saya tinggal dulu ya, Mbak.

R   : Terima kasih, Pak.

ET   : Ada apa,Mbak?

R   : Selamat pagi, Bu.

ET   : Pagi, Mbak.

R   : Begini, Bu. Saya tahun kemarin sudah melakukan observasi di kelas Ibu, kelas VIIC ya, Bu. Saya ingin melakukan observasi lagi, Bu, di kelas VIII C. Muridnya sama kan, Bu?

ET   : Iya, Mbak. Muridnya sama, Mbak.

R   : Kalau bisa, saya ingin observasi waktu pelajaran *speaking*, Bu. Boleh, Bu?

ET   : Boleh, Mbak.

R   : Jadwalnya kapan ya, Bu?

ET   : Sebentar saya lihat jadwal dulu ya, Mbak. Besok Rabu ya, Mbak?

R   : Iya, Bu. Terima kasih.

ET   : Mbak kalau butuh silabus kelas VIII, kami masih memakai KTSP (Kurikulum Tingkatan Satuan Pendidikan) dan itu bisa di *download* di internet-internet, Mbak. Sama kok, Mbak.

R   : Iya, Bu.Saya kira cukup, Bu. Besok saya akan melakukan observasi. Maaf ya, Bu, menggangu Ibu.

ET   : Tidak menggangu kok, Mbak. Kalau ada apa-apa hubungin saya saja, Mbak. Tau nomer saya kan, Mbak?

R   : Iya, Bu. Saya pamit dulu ya, Bu. Terimakasih atas waktunya. Assalamu'alaikum wr.wb.

ET   : Wassalammu'alaikum wr. wb. Sama-sama, Mbak. Pulangnya hati-hati ya, Mbak.

R   : Iya, Bu. Sekali lagi saya ucapkan terima kasih.

No : Interview 4
Day : **Wednesday**
Date : **September 1nd, 2014**
Time : 09.10 a.m.
Respondent : **R** : Researcher
                  S : **Student (Tyas)**

R   :Dek, gak istirahat?

S   :Gak, Mbak.

R   :Ngobrol sama Mbak sebentar bisa ya?

S   :Ya, Mbak.

R   :Tadi gimana belajar bahasa Inggrisnya?

S   :Ya gitu, Mbak. Agak bosen.

R   :Kok bosen?

S   :Ya gitu deh, Mbak.

R   :Nah, bahasa Inggris kan punya empat *skill, listening, speaking, reading* sama *writing*, menurut kamu yang paling sulit yang mana?

S   :Hmmm, apa ya…. *speaking* mungkin, Mbak.

R   :Jadi *speaking*nya. Kenapa?

S   :Klo mau ngomong gak tau kata katanya.

R   :Itu namanya *vocabulary*. Kan bisa buka kamus?

S   :Iya, Mbak. Tapi kan kata katanya sama ngomongya beda jadi susah. Tulisannya apa ngomongnya beda, Mbak.

R   :Gitu ya, trus kalo di kelas tu belajar *speaking*ya gimana?

S   :Disuruh baca dialog trus di praktekkin, jarang sih Mbak *speaking*, paling baca dialog trus jawab pertanyaan.

R   :Jadi latihanya kurang ya. Oke, trus kamu maunya belajar *speaking* yang gimana?

S   :Ya dibanyakin latihan *speaking*nya.

R   :Gitu ya,makasih ya.

No : Interview 5
Day : **Wednesday**
Date : **September 1st, 2014**
Time : 09.10 a.m.
Respondent : **R** : Researcher
                  S : **Student (Regina)**

R   : Dek, kok ga jajan?

S   : Ngantuk, Mbak.
R   : Begadang ya semalem?
S   : Iya, Miss. Ngerjain PR.
R   : PR apa, Dek?
S   : Agama, Miss.
R   : Dek, mbak boleh tanya-tanya dikit gak?
S   : Boleh, Mbak. Tanya apa, Mbak?
R   : Kamu suka bahasa Inggris?
S   :Sedikit.
R   :Kok sedikit?
S   :Soalnya susah kata katanya.
R   :Maksudnya?
S   :Itu lho Mbak, aku gak tahu *vocab*nya.
R   :Bahasa Inggris itu ka punya empat *skills*. Menurutmu yang paling sulit yang mana?
S   :*Speaking*.
R   :Makanya tadi pas ditanya diem aja ya?
S   :Hehehe (tersenyum).
R   :Oke sekarang, kenapa kamu nggak suka *speaking*?
S   :Kesulitan dalam *speaking* sih tadi itu Mbak, nggak tau *vocab*nya jadi kan bingung mau ngomong apa.
R   :Lalu *pronunciation*nya gimana?
S   :Itu apa mbak?
R   :*Pronunciation* itu cara pengucapan *vocab*nya.
S   :Itu juga sulit Mbak, soalnya kata kata sama pengucapannya beda.
R   :Trus menurutmu bagaimana dengan pelajaran tadi? Asik nggak?
S   :Biasa sih Mbak, biasanya juga kayak gitu.
R   :kamu pengenya belajar bahasa Inggris itu gimana?
S   :yang nyenengin, Mbak.
R   : lebih suka kalau speaking maju sendiri ngomong di depan kelas apa maju berdua sama temennya?
S   : Sama temen, Mbak.
R   : Kenapa?
S   : Grogi Mbak, kalau harus maju sendiri. *Ogah*.
R   :Gitu ya, ya udah makasih ya.
S   : Ya, mbak

No : **Interview 6**
Day : **Wednesday**
Date : **September 1st, 2014**
Time : 09.10 a.m.
Respondent : R : Researcher
S : Student (Pophi)

R : Siang, Dek.
S : Siang, Mbak.
R : Mbak tanya-tanya bentar boleh ya?
S : Boleh, Mbak?
R : Dek, bahasa Inggris susah gak si, Dek?
S : Susah banget, Mbak.
R : Alasannya apa, Dek?
S :Bingung Mbak, beda sama matematika. Kalo matematika kan pasti ada rumusnya, cuma ketemu angka doing. Kalo bahasa tu agak bingungin soalnya beda beda tiap orang.
R :Gitu ya. Trus kamu gak suka bahasa Inggris dimana? *Speaking*? *Grammar*?
S :Dua duanya Mbak, sama *writing* juga sulit.
R :Biasanya kalo belajar *speaking* gimana?
S :Disuruh hapalan Mbak, sama gurunya terus maju, Mbak. Jarang kalau pelajaran *speaking* fokusnya cuma latihan soal aja.
R :Ada kegiatan lain gak?
S :Paling ya itu *sih,* Mbak.
R : Kamu pengennya pelajaran *speaking* nya gimana?
S : Ya ga cuma maju sendiri terus ngomong sendiri gitu Mbak. Kan grogi ya, Mbak.
R : Pasnya berapa, Dek kalau maju *speaking?*
S : Dua cukup, Mbak. Ada tanya ma ada jawabnya. Bisa nglatih cara ngomongnya.
R : OK. Terimakasih ya Dek, waktunya
S : Sama-sama, Mbak.

Day   : Wednesday
Date   : September 1st, 2014
Time   : 09.10 a.m.
Respondent   : R   : Researcher
                 S1   : Student (Mahanani)
                 S2   : Students (Ridho)

R   : Mahanani, Ridho, Mbak tanya-tanya dikit ya? Gakpapa kan?

S1 & S2 : Gakpapa, Mbak.

S1   : Tapi jangan susah-susah ya, Mbak.

R   : Hehe..gampang kok. Kalian suka pelajaran bahasa Inggris gak?

S2   : Sebenernya suka si, mbayangin kalo bisa lancar bahasa Inggrisnya pasti asyik. Tapi susah, Mbak.

S2   : Iya, Mbak. Susah. Hehe.

R   : O…gitu. Yang paling susah apa? *Listening, reading, speaking* atau *writing*?

S1 & S2 : *Speaking.*

R   : Kompak ya?

S1 & S2 : Haha..harus dong, Mbak.

R   : Kenapa susah?

S1   : Ya..kalo menurutku banyak banget kata-kata baru yang aku belum ngerti artinya sama cara ngomongnya, Mbak. Kalo disuruh langsung ngomong gitu kan jadi takut. Kalo-kalo salahnya parah. Hehe.

S2   : Iya, Mbak. *Writing* juga susah sih, Mbak. Tapi karena bisa sambil mikir agak lama jadi mending, kalo *speaking* kan harus langsung ngomong.

S1   : Ga Pede Mbak, kalau maju. *Speaking* kan ngomong pakai bahasa Inggris terus biasanya kalau ngomong gitu maju sendiri jadi gak pede, Mbak.

R   : Kalau sendiri takut ya?

S1&S2   : iya, Mbak..malu kalau diketawain

R   : Pengennya speaking gimana, Dek? Maju rame-rame apa berpasangan aja?

S2   : Berpasangan aja, Mbak yang ada timbal balik biar sama-sama ngomong.

S1   : Kalau rame-rame ntar malah ada yang cuma diem.

S2   : Iya, Mbak.

R   : O..oke oke. Makasih ya.

S1 & S2 : Sip, Mbak. Sama-sama.

No.   : Interview 8
Day   : Wednesday
Date   : September 1nd, 2014
Time   : 10.00 a.m.
Respondents : R   : Researcher
                ET   : English Teacher (Mur Setyaningsih, S.Pd)

        R melakukan wawancara dengan ET mengenai proses dan permasalahan yang terjadi di kelas VIII C, dengan membuat janji terlebih dahulu.

R   : Ibu, mengenai kemampuan bahasa Inggris murid kelas VIIIC bagaimana, Bu?
ET   : Sangat kurang sekali ya, Mbak. *Vocabulary*nya sangat sedikit.
RT   : Ibu, saya boleh *interview* sebentar saja, Bu?
ET   : Silahkan, Mbak.
R   : Ibu bisa menjelaskan kepada saya bagaimana *step-step* ibu mengajar di kelas yang ibu ampu?
ET   : Pertama-tama mengucapkan salam kepada siswa, memimpin doa, mengulang materi yang kemarin kalau ada kurang jelas dijelaskan kembali terus lanjut ke materi yang diajarkan selanjutnya berdiskusi dengan teman mengenai materi kemarin kalau ada yang belum jelas saya jelaskan kembali.
R   : Apakah ada kendala yang dialami siswa kelas VII dan VIII sama bu?
ET   : Iya, kendala mereka hampir sama. Masalah *vocabulary* mereka masih kurang ya kalau dalam bahasa Inggris kan itu penting.
R   : Dari *listening, speaking, reading* dan *writing*, menurut Ibu hal apa yang paling sulit dipahami siswa?
ET   : *Speaking* yang paling sulit. Soalnya kan itu kan gak keluar di ujian jadi saya tidak terlalu fokus dengan *speaking,* tetapi saya tetap mengajarakan *speaking* di kelas. Selain itu, kalau *skill* lain kan bisa latihan sendiri ya Mbak di rumah, kalau *speaking* ya harus mengajak orang untuk diajak bicara.
R   : Terkait dengan *Speaking*, bu. Bagaimana kemampuan bahasa Inggris siswa kelas VIII?
ET   : Kalau *speaking* masih kurang banget ya. Soalnya pengucapan bahasa yang dipelajari siswa bahasa Indonesia berbeda dengan cara pengucapan di bahasa Inggris, jadi logatnya berbeda. Itu susah banget. Masih rendah banget. Mereka juga kurang motivasinya dalam bahasa Inggris.
R   : Apa kendala yang sangat signifikan dalam mengajari kendala atau masalah tersebut?
ET   :*Grammar*nya agak rendah, terus siswa kurang maen *vocab*, siswa kurang aktif dan kreatif, beberapa siswa pandai dan sebagian memahami *grammar*.
R   : Bagaimana cara ibu mengatasi kendala tersebut?

ET	: Kalau *speaking* di kelas agak susah karena terfokus masing-masing siswa. Kalau *speaking* secara keseluruhan susah, jadi harus per siswa. Misalkan kalau saya mengajarkan *speaking,* saya menyuruh satu anak untuk maju kedepan untuk membaca jadi saya mengetahui apa kelemahan siswa.
R	:Tadi ada beberapa siswa yang saya amati terlihat kurang aktif. Mereka harus ditunjuk saat diminta menjawab pertanyaan.
ET	:Ya memang begitu mbak, ada yang aktif tapi ada pula yang pasif, beraninya kalo bicara bareng bareng, kalo ditunjuk satu satu ada yang malu malu.
R	: Aktifitas apa saja yang ibu biasa lakukan dalam mengajarkan *speaking* di kelas VIII?
ET	: Kalau saya tidak fokus megajarkan *speaking* kepada anak mbak. Soalnya kan speaking tidak diujikan tapi kalau ada dialog saya biasanya menyuruh siswa untuk maju kedepan untuk menyapa temennya, cara mengenalkan diri, saling berkomunikasi dengan teman.
R	: Bu dari hasil *interview* tadi anak-anak merasa malu, gak pede, takut salah kalau disuruh maju ke depan untuk *speaking*, tidak ada waktu untuk berfikir, terus *nervous* kalau harus maju sendiri di depan jadi pas di depan mereka jadi *blank*. Menurut Ibu, kalau saya menggunakan *Think-Pair-Share* untuk memecahkan masalah tersebut bagaimana, Bu?
ET	: *Think-Pair-Share* itu bagaimana, Mbak?
R	: Jadi TPS itu adalah salah satu strategi dari *cooperative learning* dimana kita membuat mereka berpasangan untuk memikirkan sebuah topik dan mendiskusikannya dengan pasangannya. Kalau *speaking* kelas VIII semester awal itu *short functional text* ya, Bu?
ET	: Iya *short functional text*, Mbak. Jadi mereka ntar berpasangan ya, Mbak?
R	: Iya, Bu. Mereka mempunyai kendala tidak pede dan suka *blank* kalau maju di depan. Kalau ada temen untuk berdiskusi dan maju berpasangan saya rasa itu bisa membantu.Bagaimana, Bu?
ET	: Saya sih setuju, Mbak. Kalau masalahnya karena itu, dengan strategi TPS yang Mbak jelaskan tadi sepertinya bisa, Mbak. Tapi kemampuan *speaking*nya memang agak kurang Mbak, soalnya *speaking* kan gak diujikan di UN, jadi kami tidak terlalu fokus, Mbak.
R	: Begitu ya, Bu. Ibu ada waktu longgar hari dan jam keberapa saja, Bu? Saya ingin mengkonsultasikan RPP dan memberikan *observation checklist*.
ET	: Bagaimana kalau besok? Saya hanya mengajar jam pertama dan kedua saja setelah itu saya *free*, Mbak.
R	: Iya, Bu. Jadi saya besok kesini jam 9 ya, Bu. Terimakasih ya, Bu.
ET	: Sama-sama, Mbak.
R	: Maaf ya Bu, merepotkan Ibu.
ET	: Ga papa Mbak, santai saja Mbak.
R	: Saya pamit ya bu.
ET	: Iya hati-hati ya mbak.

No.　　　　　: **Interview 9**
Day　　　　　: **Wednesday**
Date　　　　　: **October 29th, 2014**
Time　　　　　: **10.00 a.m.**
Location　　　: **VIII C**
Respondents : **R　　: Researcher**
　　　　　　　　S1　: Ummi
　　　　　　　　S2　: Tiyar
　　　　　　　　S3　: Asih
　　　　　　　　S4　: Sri

　　　　R melakukan wawancara dengan siswa-siswa kelas VIII C mengenai proses pembelajaran bahasa Inggris pada *cycle* 1.

Interview 10

R　　　　　　　:Ika. Mbak, ganggu sebentar boleh ya? Mau tanya-tanya, sambil makan gakpapa kok.

S1, S2, S3, S4 : Iya, Mbak. Gakpapa kok.

R　　　　　　　: Mau tanya ni, gimana pelajaran bahasa Inggris yang Miss Erlin ajarkan sejauh ini? Materinya mudah dipahami atau tidak?

S2　　　　　　　: Enak si Mbak, pasang-pasangan gitu Mbak, ada *game*nya juga.

R　　　　　　　: Alhamdulillah deh kalo suka, hehe. Berarti menurut kalian, belajar *speaking* kalau berpasangan cukup membantu gak?

S1　　　　　　　: Iya, *Miss*. Lumayan membantu, kita bisa diskusi dulu sama temen kita. Ada pengulangan kata.

R　　　　　　　: *Drilling*

S1　　　　　　　: Iya *drilling* terus juga kita jadi tahu gimana cara ngomongnya, *Miss*.

R　　　　　　　: Kalo ngajarnya, menurut kamu *Miss* Erlin jelas gak njelasinnya?

S3　　　　　　　: Jelas, *Miss*. Kita jadi tau bagian-bagiannya, trus *grammar* yang dipake, trus sante, *Miss*. Gak tegang.

R　　　　　　　: Kalian merasa dapat banyak kesempatan untuk berbicara atau tidak pas pelajaran? Berlatih ngomongnya."

S4　　　　　　　: Banyak kok, *Miss*. Pas jawab-jawab pertanyaan, trus tapi aku tadi udah tunjuk tangan pengen maju tapi *miss* ga nunjuk aku.

R　　　　　　　: Hehehe…maaf Dek, tadi kalah cepet tunjuk tangan ma yang lain. Besok langsung tunjuk tangan ya kalau ada kesempatan, yang semangat *Miss* tunjuk deh. Oke deh..makasih ya semua. Dilanjut makannya, hehe.

S3, S4　　　　　: Bener ya, *Miss*. Hehe..iya, *Miss*.

No. : **Interview 10**
Day : **Wednesday**
Date : **October 29th, 2014**
Time : **10.00 a.m.**
Location : **VIII C**
Respondents : R : **Researcher**
              S1 : **Kornelia**
              S2 : **Ika**
              S3 : **Annisa**

R : Hei..*Miss* Erlin tanya-tanya dikit boleh ya?

S1, S2,S3 : Oke, *Miss*. Tanya apaan, *Miss*?

R : Oke deh, gimana pelajaran bahasa Inggris yang *Miss* Erlin ajarkan tadi? Materinya mudah dipahami atau tidak?

S2 : Bisa dipahami banget lah, *Miss*. Materinya juga enak.

R : Terus menurut kalian, belajar berpasangan tadi kesannya gimana? Bosen gak, Dek?

S3 : Asyik kok, *Miss*. Enak, gak ngantuk. Malah kita jadi sering latihan *speaking*nya ngomong terus sama temennya

R : *Miss* Erlin ngajarnya menurut kalian gimana?

S1 : Ngajarnya jelas, *Miss*. Cuma kadang aku gak tau *Miss* Erlin ngomong apa, kalo pas lagi pake bahasa Inggris. Hehe.

R : O…gitu ya? Hehe..belajar terus ya. Lama-lama pasti ngerti. Terus kalian merasa dapat banyak kesempatan untuk berbicara atau tidak?

S2 : Iya, *Miss*. Kita banyak latihan ngomongnya, waktu *Miss* Erlin ngucapin, terus kita niruin. Terus waktu kita disuruh berpasang-pasangan.

R : Oke..makasih ya semua. Lanjutin istirahatnya deh kalau gitu.

S1, S2, S3 : Sip, *Miss*. Sama-sama.

No. : **Interview 11**
Day : **Wednesday**
Date : **October 29th, 2014**
Time : **10.00 a.m.**
Location : **VIII C**
Respondents : R : **Researcher**
              S1 : **Fitri**

R   : Lagi pada makan ya ini? *Miss* Erlin ganggu sebentar gakpapa?
S1, S2, S3   : Gakpapa, *Miss*. Silahkan saja, hehe.
R   : Oke. Mau tanya-tanya sedikit nih. Menurut kalian pelajaran bahasa Inggris yang *Miss* Erlin ajarkan sejauh ini? Materinya mudah dipahami atau tidak?
S1, S2   : Enak, *Miss*.
R   : Enak gimana? Hehe.
S2   : Enak, *Miss*. Ngumpulin bintang juga jadi semangat pengen aktif terus kalau disuruh praktek *speaking*nya. Lagian kalau mau maju praktek dulu ma temennya. Jadi gak gitu takut kalau di depan kelas.
R   : Kalo cara mengajar *Miss* Erlin menurut kalian gimana?
S1   : Enak kok, *Miss*. Jelas juga.
R   : Terus kalian merasa mendapat banyak kesempatan berbicara atau gak?
S2   : Iya, *Miss*. Kita jadi berani ngomong karena awalnya latihan dulu yang pasang-pasangan itu. Jadi gak grogi banget pas maju satu per satu.
R   : *Vocab*nya jadi nambah gak, Dek?
S2   : Iya Mbak, nambah. Lagian tadi dijadiin *game* jadi asyik gitu, Mbak.
S1   : Trus habis itu dibahas maju ke depan. Dikasih tau cara ngomongnya
R   : Tadi latihannya jadi nambah motivasi buat belajar bahasa Inggris, Dek?
S3   : Iya, *Miss*. Soalnya jadi tau *vocab* baru dan cara ngomongnya gimana.
R   : Oke. Makasih ya semua.
S1, S2, S3   : Sama-sama

No.   : **Interview 12**
Day   : **Wednesday**
Date   : **October 29th, 2014**
Time   : **10.00 a.m.**
Location   : **VIII C**
Respondents : R   : Researcher
             S   : Yuniar

R   : Selamat pagi, Dek
S   : Pagi, Mbak.
R   : Namanya siapa, Dek?

S	: Yuniar, Mbak.
R	: Dek, gimana pelajaran hari ini?
S	: Asyik, Mbak. *Miss*nya juga asyik jadi pelajarannya juga asyik.
R	: Tadi ada pelajaran yang menirukan pelafalan kata, menurutmu gimana? Kayak anak kecil gak, Dek?
S	: Enggak Mbak, kan kita jadi tau bacanya yang bener gimana, Mbak.
R	: Terus aktifitas tadi jadi tambah motivasinya tidak untuk belajar bahasa Inggris?
S	: Iya nambah, Mbak
R	: Nambah percaya diri tidak?
S	: Iya dikit, Mbak.
R	: Tadi pelajarannya ada yang susah gaek?
S	: Gak ada, *Miss*. Kadang masih bingung kalau *Miss* ngomong pake bahasa Inggris harus nunggu pakai bahasa Indonesia dulu.
R	: Lama-lama ntar akan paham sendiri kok Dek, kalau sudah terbiasa. Makasih ya, Dek.
S	: Iya, *Miss*.

No. : **Interview 13**
Day : **Wednesday**
Date : **October 29th, 2014**
Time : **10.00 a.m.**
Respondents : R : **Researcher**
              S : **Student (Muh. Y. Hafis)**

R	: *Hallo, What is your name*?
S	: *My name is ….*
R	: *Do you like English*?
S	: *Yes, Miss*.
R	: *Why do you like English?*
S	: Pakai Bahasa Indonesia aja, *Miss*.
R	: Oke. Kenapa kamu suka bahasa Inggris?
S	: Keren aja *Miss*, kalau bisa bahasa Inggris.
R	: Oke, kamu paling suka bahasa Inggris yang apa?*Listening, speaking, reading* atau *writing*?
S	:*Reading Miss*,
R	:How about *speaking?*
S	:Kalo *speaking* agak sulit Miss, soalnya agak susah.

R   :Oke, lalu gimana tadi pelajaran hari ini?
S   :Menyenangkan *Miss*, latihan *speaking*.
R   :Tadi tau dong mau ngomong apa terutama dalam Bahasa Inggris?
S   :Iya *Miss*, soalnya sebelum itu kan kita udah banyakan latihan, *Miss*.
R   :Tadi latihanya pake Bahasa Inggris kan?
S   :Iya dong, *Miss*.
R   :Lalu menurut kamu ada peningkatan dalam *speaking* gak?
S   :Iya ada *Miss*, dapet kata kata baru sama cara bacanya. Lalu tadi pelajaranya juga banyak kesempatan buat latihan *speaking*.
R   :Oya makasih ya.
S   :Sama sama, *Miss*.

No.   : **Interview 14**
Day   : **Wednesday**
Date   : **October 29th, 2014**
Time   : **10.00 a.m.**
Respondents : **R   : Researcher**
                   S   : Student (Roshsyid)

R   : Dek, menurutmu hari ini gimana pelajarannya?
S   : Nyenengin, Miss.
R   : Aktivitas hari ini gimana? Susah gak?
S   : Kalau susah sih enggak, soalnya kan juga sama temen, jadi lebih enak aja Mbak ngomongnya.
R   : Kalau pake teknik TPS ini gimana?
S   : Enak aja, jadi lebih banyak waktu buat belajar ngomong, gak cuma monoton liat gurunya nerangin.
R   : Hari ini jadi tambah berani buat ngomong bahasa Inggris apa enggak?
S   : Iya udah tambah berani Mbak, walaupun agak malu tapi asik, hehe.
R   : Kurangnya hari ini apa?
S   : Kurangnya dari siswanya sih, kalau buat praktek, masih agak malu sama gak percaya diri gitu.
R   : Oh gitu, ya makasih ya, Dek.
S   : Sama-sama, Mbak.

No. : **Interview 15**
Day : **Wednesday**
Date : **October 29th, 2014**
Time : **10.00 a.m.**
Respondents : R : **Researcher**
 S : **Student (Ummi)**

R : Dek Ummi, gimana pembelajaran hari ini?
S : Asyik.
R : Kenapa?
S : Ya jadi lebih berani ngomong pake bahasa Inggris.
R : Terus, terbantu gak pake *Think-Pair-Share*?
S : Iya, kata-kata yang sebelumnya gak tahu bisa jadi tahu soalnya kan bisa diskusi samatemen juga.
R : Jadi tambah motivasi buat ngomong gak?
S : iya, Mbak.
R : Okay, makasih ya, Dek.
S : Iya, Mbak.

No. : **Interview 16**
Day : **Wednesday**
Date : **October 29th, 2014**
Time : **10.00 a.m.**
Respondents : R : **Researcher**
 S : **Student (Asih)**

R : Dek Ratih, gimana pembelajaran hari ini?
S : Nyenengin Mbak, bisa belajar ngungkapin ekspresi lewat drama gitu.
R : Terus tadi kan pake *Think-Pair-Share*, itu mbantu gak?
S : Mbantu banget, jadi kita juga bisa tau yang belum bisa itu bagian apa gitu.
R : Jadi berani ngomong gak?
S : Insyaallah, hehe.
R : Pake *reward* gitu jadi tambah motivasi gak?
S : Waktu *perform* ada kesenengan tersendiri, kalau *perform*nya bagus kan bangga juga, apalagi ada *reward*nya.
R : Oke, makasih ya.
S : Iya, Mbak.

No.   **: Interview 17**
Day   **: Wednesday**
Date   **: October 29th, 2014**
Time   **: 11.00 a.m.**
Respondents : R   : Researcher
              ET   : English Teacher (Mur Setyaningsih, S.Pd)

R   :Selamat pagi, Bu.

ET   :Pagi, Mbak.

R   :Jadi langsung saja ya, Bu?

ET   :Ya, Mbak.

R   : Menurut Ibu, aktifitasnya sudah cocok?

ET   :Ya, saya rasa sudah cukup bagus Mbak, di dahului dengan *listening* dulu baru ke *speaking*, anak anak juga banyak latihan ngomong.

R   :Menurut Ibu, apakah murid-murid menyukai proses belajar mengajar?

ET   :Kalo dilihat tadi muridnya antusias ya, Mbak. Tapi masih ada yang rame ya, Mbak.

R   :Iya, Bu. Menurut Ibu, bagaimana saya meng-*handle* yang rame, biasanya saya dekati trus saya peringatkan.

ET   :Itu juga sudah bagus, kalo gak mau diam ya dipindah saja tempat duduknya. Tapi kelas ya lebih mending Mbak daripada kelas D.

R   :Hehehe. Lalu bagaimana menurut Ibu cara saya mengajar?

ET   :Ya lumayan Mbak, paling cuma kelas manajemenya yang perlu ditingkatkan, lalu juga *time management*. Siswa itu kalo mau dibuat lama ngerjain tugas ya bisa kalo sebentar ya bisa, besuk diberi batasan waktu saja.

R   :Lalu apakah ada peningkatan pada *speaking skill* siswa?

ET   :Ya menurut saya ada. Mereka lebih banyak kesempatan belajar sendiri. Cari arti sama *pronunciation*nya jadi mereka lebih aktif belajar sendiri.

R   :Menurut ibu apakah *vocabulary practice*nya membantu siswa dalam mengembangkan kemampuan berbicara?

ET   :Oh iya pasti Mbak, mereka semakin banyak tahu tentang *vocab*.

R   :Lalu bagaimana dengan materinya Ibu, apakah terlalu sulit atau malah terlalu gampang?

ET   :Sedengan, Mbak. Soalnya materi yang baik itu kan materi yang menantang untuk muridnya.

R   : Lalu mengenai TPS apakah itu bisa memotivasi siswa untuk belajar bahas Inggris, Bu?

ET   : Iya, Mbak. Soalnya mereka mengerakan tugas kan bersama-sama jadi semangat.

R   :Lalu mungkin ada saran untuk *cycle* yang selanjutnya, Bu?

ET   :Peraturanya mungkin bisa dibuat dalam bahasa Indonesia jadi mereka lebih ngerti.

R   :Gitu ya, Bu. Mungkin cukup sekian. Terimakasih banyak atas waktunya.

ET   :O ya Mbak, sama sama.

C. COURSE GRIDS

COURSE GRID OF CYCLE I

School : **MTS Negeri 1 Karangmojo**
Class/Semester : **VIII/I**
Subject : **English**
Academic Year : **2014/2015**
Standard of Competence : 3. Expressing the meaning of the short and simple transactional and interpersonal conversation to interact in the daily life context.
Basic Competence : 3.1 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently, and acceptable to interact in daily life contents with the use of language functions such as asking, giving, and refusing services, asking, giving, and refusing things, accepting and denying facts, and asking for and giving opinions.

Cycle	Language Focus	Key Vocabulary	Speaking Skill	Materials	Learning Activities	Indicators	Media
I	Simple Present Tense	honest, opinion, think, feeling, temple, plan, holiday, visit, place, monument, interesting, awesome, beautiful, unique, delicious, dirty, and	At the end of the learning process, the students are expected to be able to use the expressions of asking for and giving an opinion appropriate	Asking for an opinion ➢ What is your opinion about…? ➢ What do you think of/about…? ➢ What do you feel about…? ➢ What are your feelings about…? ➢ What would you say	Pre-Teaching 1) Greeting the students and checking the attendance. 2) Asking /reminding a little bit about the last meeting material. 3) Explaining Standard of Competence and Basic Competence. 4) Building knowledge about the material that will be taught by asking them • Have you ever visited Yogyakarta city? • What is your opinion	a. Students are able to identify the expressions of asking for and giving opinions in the class accurately. b. Students are able to utter	- Hand out - Diction ary - Picture - Laptop - Speaker

| | | comfortable | ly. | about…?
➢ How do you feel about…?
➢ Do you think that…?

Giving opinions

➢ In my opinion,…
➢ I think…
➢ I believe…
➢ I feel …
➢ To be honest,… | about the city?
• Do you think the city is interesting?

Whilst teaching:
(Meeting 1)
✓ **Presentation**
a. The teacher replays a record that is related to ask for and give opinions.
b. The teacher asks students to listen and write difficult words.
c. The teacher explains the expression of asking for and giving opinions.

✓ **Practice**
a. Students find the Indonesia equivalents of following words in a table.
b. Students pronounce the correct pronunciations of the words.
c. Students identify the expression of asking for and giving opinions in pairs. (TPS) | expressions of asking for and giving opinions in the class accurately.

c. Students can use the expressions of asking and giving opinions in the class through pair work activities with intelligible pronunciation and grammar. | |

| | | | | | d. Students practice the dialogue in pairs. (TPS)
e. Students rearrange jumbled sentences into a good dialogue in pairs. (TPS)
f. Students practice the dialogue in pairs. (TPS)

(Meeting 2)
✓ **Practice:**
a. Students give their opinions about the following places. (TPS)
b. Students practice the dialogues in pairs. (TPS)

✓ **Production**
a. In pairs, students make dialogues based on the pictures. (TPS)

Post-Teaching
    1) The teacher gives the students opportunity to ask about what they have not understood yet. | | |

					The teacher concludes what they have learned in the teaching and learning process		

COURSE GRID OF CYCLE 2

School	**: MTS Negeri 1 Karangmojo**
Class/Semester	**: VIII/I**
Subject	**: English**
Academic Year	**: 2014/2015**
Standard of Competence	**:** 3. Expressing the meaning of the short and simple transactional and interpersonal conversation to interact in the daily life context.
Basic Competence	**:** 3.2 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently, and acceptably to interact in daily life contents with the use of language functions such as inviting, accepting, and rejecting invitation, agreeing, or disagreeing, complimenting, and congratulating.

and refusing things, accepting and denying facts, and asking for and giving opinions.

Cycle	Language Focus	Key Vocabulary	Speaking Skill	Materials	Learning Activities	Indicators	Media
II	Simple Present Tense	invite, invitation, accept, refuse, wonder, sound, think, wish, afraid, thank, birthday, party, bring, great, exam, idea, tonight, and	At the end of the learning process, the students are expected to be able to use the expressions of inviting and accepting or refusing	*Inviting someone*: • Would you like to...? • Shall we...? • Will you…? • I was wondering if we can…. • I would like to invite you for…. • Let's….	Pre-Teaching 1) Greeting the students and checking the attendance. 2) Asking /reminding a little bit about the last meeting material. 3) Explaining Standard of Competence and Basic Competence. 4) Building knowledge about the material that will be taught by asking them • Have you ever invited someone?	a) Students are able to identify the expressions of inviting, accepting, rejecting an invitation accurately	- Hand out - Diction ary - Picture - Video - Laptop - Portable Speaker

				Accepting an invitation:		b) Students are able to utter expressions of inviting, accepting, rejecting an invitation accurately
tomorrow.		an invitation appropriately.		*Accepting an invitation*: • Thank you, I'd like to very much. • That would be very nice. • That sounds a very nice idea. • Yes, I will/do. • I'd love to. • I'd like to. • Sure. What time? • Sounds like a good idea. • Okay. *Refusing an invitation*: • Thank you very much, but..... • I'm very sorry, I don't think I can. • I wish I could, but... • Sounds good, but	• What can you say to invite someone? • What can you say to respond an invitation? Whilst teaching: (Meeting 1) ✓ **Presentation** a. The teacher replays a record that is related to invite, accept or reject an invitation. b. The teacher asks students to listen and write difficult words. c. The teacher explains the expression of inviting, accepting, rejecting an invitation. ✓ **Practice** a. Students identify the expression of inviting, accepting, rejecting an invitation. (TPS) b. Students pronounce the correct pronunciations of the words. (TPS)	b) Students are able to utter expressions of inviting, accepting, rejecting an invitation accurately c) Students can use the expressions of inviting, accepting, rejecting an invitation through pair work activities with intelligible pronunciation and

| | | | | | I can't.
 • No, thanks.
 • I'd love to, but I can't.
 • No, but thanks for inviting me.
 • I'm afraid that I can't accept your invitation. | c. Students find the Indonesia equivalents of the following words in the table.
 d. Students pronounce the correct pronunciations of the words.
 e. Students identify the expression in the dialogue with his/her partner. (TPS)
 f. Students practice the dialogue in pairs. (TPS)
 g. Students give their response to the invitation.
 h. Students practice the dialogue in pairs.(TPS)

 (Meeting 2)
 ✓ **Practice:**
 a. Students take turns inviting and accepting or refusing an invitation with her/his partner.(TPS)
 b. Students practice the dialogues in pairs.(TPS)

 ✓ **Production**
 a. In pairs, students make | grammar. | |

					dialogues based on the pictures spontaneously. (TPS) Post-Teaching 1) The teacher gives the students opportunity to ask about what they have not understood yet. 2) The teacher concludes what they have learned in the teaching and learning process.		

D. LESSON PLANS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	:	**MTS N Karangmojo**
Mata Pelajaran	:	**Bahasa Inggris**
Kelas/Semester	:	**VIII / 1**
Alokasi Waktu	:	**4 x 40 menit (2 x pertemuan)**
Topik Pembelajaran	:	**asking for and giving opinion**
Jenis Teks	:	**Transactional & Interpersonal**
Skill / Aspect	:	**Speaking**

Standar Kompetensi

Berbicara

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

Kompetensi Dasar

Berbicara

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

Indikator Pencapaian Kompetensi

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengidentifikasi ungkapan-ungkapan untuk meminta dan memberi pendapat secara akurat.

2. Mengucapkan ungkapan-ungkapan untuk meminta dan memberi pendapat secara akurat.

3. Menggunakan ungkapan-ungkapan untuk meminta dan memberi pendapat ajakan dalam sebuah percakapan secara lancar dan berterima.

I. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, siswa dapat meminta dan memberi pendapat secara lisan secara akurat, lancar, dan berterima.

II. . Materi Pembelajaran

A. Ekspresi-ekspresi sebagai berikut:

Expressions of asking for and giving opinions

To ask for someone's opinion, you could use these expressions:
➢ What is your opinion about…?   ➢ What do you think of/about…?   ➢ What do you feel about…?   ➢ What are your feelings about…?   ➢ What would you say about…?   ➢ How do you feel about…?   ➢ Do you think that…?
To give your opinion to someone, you could use these expressions:
➢ I think…   ➢ In my opinion, …   ➢ I believe…   ➢ I feel…   ➢ To be honest, …

B. Input Text (Dialogue)

Dialogue 1

Anton : Dewi, what do you think of Borobudur temple?

Dewi : I think it is the most beautiful temple in the world.

Dialogue 2

Andi : Sinta, what is your opinion about Sekaten?

Sinta : In my opinion, Sekaten is an interesting place.

III. Metode: PPP (Presentation, Practice, Production)

IV. Kegiatan Pembelajaran

Langkah- langkah Pembelajaran :

1. Kegiatan Awal
   a. Memberi salam
   b. Mengecek kehadiran siswa
   c. Tanya jawab berbagai hal terkait dengan siswa
   d. Menyampakaikan SK-KD
   e. Menyampaikan tujuan pembelajaran
   f. Apersepsi.

      Contoh:

      1. Have you ever visited Yogyakarta city?
      2. What is your opinion about the city?
      3. Do you think it is interesting?

2. Kegiatan Inti

   a. Presentation
   - Guru memutarkan sebuah rekaman yang berkaitan dengan meminta dan memberi pendapat.
   - Guru meminta siswa untuk mendengarkan dan menulis kata-kata yang susah yang terdapat dalam dialog didalam rekaman.
   - Guru membantu siswa kalau terdapat kata-kata yang susah didalam dialoge.

   b. Practice
   - Siswa diminta untuk mencari arti kata yang tepat dari *vocabulary table* yang disediakan secara berkelompok.*(attachment1)*
   - Siswa diminta untuk membaca bersamaan yang terdapat di *vocabulary table* dengan tepat.
   - Siswa menyimak percakapan singkat yang memuat ungkapan-ungkapan meminta dan memberi pendapat.*(attachment2)*
   - Siswa diminta untuk mengelompokkan ungkapan meminta dan memberi pendapat kedalam table yang telah disediakan.

- Siswa diminta untuk memperagakan beberapa contoh percakapan singkat yang memuat ungkapan-ungkapan meminta dan memberi pendapat dan mencari ungkapan-ungkapan meminta dan memberi pendapat yang terdapat di dalam percakapan tersebut.
- Siswa diminta untuk menyusun dialog acak *(attachment 3)*
- Siswa diminta untuk memperagakan dialog tersebut secara berpasangan.
- Siswa diminta untuk membuat dialog sesuai dengan situasi tersebut secara berpasangan.*(attachment 4)*
- Siswa diminta untuk memperagakan percakapan singkat yang telah mereka buat di bangku masing-masing secara berpasangan.
- Siswa diminta untuk memberikan opini sesuai dengan dialog yang telah disediakan.*(attachment 5)*
- Siswa dimina untuk memperagakan dialog yang telah mereka buat.

c. Production.

- Secara berpasangan, siswa membuat sebuah percakapan singkat berdasarkan *cards* yang telah disediakan dengan spontan dan mempresentasikannya di depan kelas.

3. Kegiatan Penutup
   a. Membuat ringkasan materi yang telah dipelajari dengan bimbingan guru.

   b. Melakukan refleksi sederhana terhadap kegiatan yang telah dilaksanakan dengan bimbingan guru.
   c. Mendapatkan umpan balik terhadap proses dan hasil pembelajaran.

IV.   Sumber dan Media Belajar
A. Sumber Belajar

> B. Priyana, J., Irjayanti, A. R., dan Renitasari, V. 2008. Scaffolding English for Junior High School Students Grade VIII. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

C.   Media   :

-Rekaman

-Gambar

V.   **Penilaian:**

a. Teknik : Tes lisan, presentasi, dan TPS

b. Bentuk : Dialog

c. Instrument penilaian:

Activity 6

Make up a short dialogue with your partner based on themes on the picture. Perform the dialogues in front of the class. *(Buatlah percakapan pendek dengan temanmu berdasarkan gambar. Praktekkan dialogue didepan kelas).*

d. Rubrik penilaian

	Fluency		**Content**			**Appearance**	
	Pronun-ciation	Intonation & Stress	Comprehension	Grammar	Vocabulary	Body Language	Expression
Score	**1-4** (Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.)	**1-4** (Not really paying attention to the stress and intonation)	**7-11** (Can understand simple questions and statements if delivered with slowed speech)	**7-11** (Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner)	**7-11** (Speaking vocabulary inadequate to express anything but the most elementary needs.)	**1-4** (Not using any body language)	**1-4** (Flat expression)
	5-8 (Accent is intelligible though often quite faulty.)	**5-8** (Paying attention to the intonation and stress, even though still making several mistakes)	**12-15** (Can get the gist of most conversations of non-technical subjects)	**12-15** (Can usually handle elementary constructions quite accurately but does not have through or confident	**12-15** (Has speaking vocabulary sufficient to express himself simply with some circumlocutions.)	**5-7** (Enough body language in particular parts of the dialogue)	**5-7** (Already having enough expressions in about 50% of the dialogue)

				control of the grammar.)			
8-10 (Errors in pronunciation are quite rare.)	**8-10** (Good intonation and stress in almost 70% of the words pronounced)	**16-20** (Comprehension is quite complete at a normal rate of speech)	**16-20** (Control of grammar is good. Able to speak the language with sufficient structural accuracy)	**16-20** (Able to speak the language with sufficient vocabulary)	**8-10** (Good and appropriate body language in all over the dialogue)	**8-10** (Good and appropriate expressions in all over the dialogue)

    e. Pedoman Nilai

NILAI: <u>Skor Perolehan</u> x 100 = Score

Selasa, 22 Oktober 2014

Guru

Praktikan,

Mur Setyaningsih, S.Pd.

Erlinna Dewi Sanjani

NIM.10202241068

Task Unit
Activity 1(attachment 1)

Find the Indonesian equivalents of the following words in group.

(Temukan persamaan kata dalam Bahasa Indonesia secara kelompok)

No	Words	Pronunciation	Meaning
1.	honest (ks)	/ˈɒn ɪst/	jujur
2.	opinion (kb)	/əˈpɪn yən/	
3.	think (kk)	/θɪŋk/	
4.	feeling(kb)	/ˈfi lɪŋ/	
5.	temple (kb)	/ˈtɛm pəl/	
6.	plan(kb,kk)	/plæn/	
7.	holiday (kb)	/ˈhɒl ɪˈdeɪ/	
8.	visit (kk)	/ˈvɪz ɪt/	
9.	place (kb)	/pleɪs/	
10.	Monument(kb)	/ ˈmɒn yə mənt /	
11.	Interesting(ks)	/ˈɪn tər ə stɪŋ /	
12.	awesome(ks)	/ˈɔːs(ə)m/	
13.	beautiful (ks)	/ˈbjuːtɪfʊl/	
14.	unique(ks)	/juːˈniːk/	
15.	delicious(ks)	/dɪˈlɪʃəs/	
16.	dirty(ks)	/ˈdəːti/	
17.	comfortable (ks)	/ˈkʌmf(ə)təb(ə)l/	

Activity 2(attachment 2)
In pairs, identify the expressions of asking for and giving opinions and practice the following dialogue. *(secara berpasangan, identifikasikan ekspresi meminta and memberi pendapat dan praktekan dialog tersebut)*

Dinda : I plan to go to Jakarta next week.
Tono   : I have ever visited the National Monument and Ancol beach.
Dinda : What do you think about the National Monument?
Tono   : I think it is an interesting place. It is a museum inside a high pillar. Up there, you can see the view of Jakarta city.
Dinda : That sounds interesting. Do you think that Ancol beach is also interesting?
Tono   : Yes, it is. In my opinion, it is a beautiful beach.

Asking for opinions	Giving opinions

Activity 3 (attachment 3)
Rearrange jumbled sentences below into good order sentences to make a good dialogue and then, practice with your partner. *(Susun kembali kalimat acak dibawah ini kedalam kalimat yang bagus urutannya menjadi dialog yang benar)*

Reza : I will visit Jatim Park next week. Have you ever visited there?
Dika : Yes, I have.
Reza : Do you think it is very far from here?
Dika : Yes, I do. You will spend about eight hours from here.
Reza : I think I will be so tired. What is your opinion about Jatim Park?
Dika : I think Jatim Park is an awesome place.

Activity 4 (attachment 4)
In pairs, have a dialogue with your classmate based on the following situations. Use the expressions of asking for and giving opinions. Look at the example.
(Secara berpasangan, buatlah dialoge dengan temanmu berdasarkan situasi yang telah diberikan. Gunakan ekspresi meminta dan memberi pendapat. Lihatlah contoh tersebut)

1. Your friend asks you about Malioboro. You think it is awesome and it is a beautiful place.
   A: What do you think of Malioboro?
   B: I think Malioboro is awesome and it is a beautiful place.

2. Your friend asks you about your home. You think that your home is comfortable.
3. Your friend asks you about Waduk Lalung Lake. You don't like because the lake is dirty.
4. Your friend asks you about Sondokoro. You think that Sondokoro is an interesting place.
5. Your friend asks you about Sukuh temple. You think that Sukuh temple is awesome.

Activity 5 (attachement 5)

In pairs, give your opinion the following places and then practice it with a partner.(*secara berpasangan, berikan opinimu di tempat berikut dan praktekkan dengan temanmu*)

Example:

A: What do you think of Bali?

B: I think Bali is really interesting and unique island. It is very beautiful.

A: What is your opinion about "Restoran Padang?"

B: _____

A: Do you think that Jakarta is a dangerous city?

B: _____

A: Have you ever visited Grojokan Sewu? What do you think of it?

B: _____

Make up a short dialogue with your partner based on themes on the picture. Perform the dialogues in front of the class. *(Buatlah percakapan pendek dengan temanmu berdasarkan gambar. Praktekkan dialogue didepan kelas).*

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	:	**MTS N Karangmojo**
Mata Pelajaran	:	**Bahasa Inggris**
Kelas/Semester	:	**VIII / 1**
Alokasi Waktu	:	**4 x 40 menit (2 x pertemuan)**
Topik Pembelajaran	:	**Invitation**
Jenis Teks	:	**Transactional & Interpersonal**
Skill / Aspect	:	**Speaking**

Standar Kompetensi

Berbicara

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

Kompetensi Dasar

Berbicara

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

Indikator Pencapaian Kompetensi

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengidentifikasi ungkapan-ungkapan untuk mengundang, menerima, dan menolak ajakan secara akurat.
2. Mengucapkan ungkapan-ungkapan untuk mengundang, menerima, dan menolak ajakan secara akurat.
3. Menggunakan ungkapan-ungkapan untuk mengundang, menerima, dan menolak ajakan dalam sebuah percakapan secara lancar dan berterima.

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I.   Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, siswa dapat mengundang, menerima dan menolak ajakan secara lisan secara akurat, lancar, dan berterima.

II. . Materi Pembelajaran

A. Ekspresi-ekspresi sebagai berikut:

1. *Inviting someone*, misalnya:

   a. Would you like to...?

   b. Shall we...?

   c. Will you…?

   d. I was wondering if we can….

   e. I would like to invite you for….

   f. Let's….

2. *Accepting an invitation*, misalnya:

   a. Thank you, I'd like to very much.

   b. That would be very nice.

   c. That sounds a very nice idea.

   d. Yes, I will/do.

   e. I'd love to.

   f. I'd like to.

   f. Sure. What time?

   g. Sounds like a good idea.

   h. Okay.

3. *Refusing an invitation*, misalnya:

   a. Thank you very much, but.....

   b. I'm very sorry, I don't think I can.

   c. I wish I could, but...

   d. Sounds good, but I can't.

   e. No, thanks.

   f. I'd love to, but I can't.

   g. No, but thanks for inviting me.

   h. I'm afraid that I can't accept your invitation.

B. Input Text (Dialogue)

(Accepting Invitation)

David : Hi, Terri.

Terri : Hi, David.

David : Would you like to go with me to Diana's birthday party next Sunday?

Terri : Sure, I'd like to.

David : Great!

(Refusing Invitation)

Neil : Good morning, Clara.

Clara : Good morning. What are you bringing, Neil?

Neil : I have two tickets to the basketball game tonight. Would you like to go?

Clara : I'd like to, but I have an exam tomorrow.

Neil : Oh, that's okay.

Clara : Maybe next time.

(Accepting Invitation)

Ajun : Hello, Bob?

Bob : Hello, Ajun.

Ajun : Are you free tomorrow? Let's play football.

Bob : Sounds like a good idea.

Ajun : Okay, see you then.

Bob : See you.

III. Metode: PPP(Presentation, Practice, Production)
IV. Kegiatan Pembelajaran

Langkah- langkah Pembelajaran   :
1. Kegiatan Awal

   a. Memberi salam
   b. Mengecek kehadiran siswa

c. Tanya jawab berbagai hal terkait dengan siswa

d. Menyampakaikan SK-KD

e. Menyampaikan tujuan pembelajaran

f. Apersepsi.

Contoh:

1. Have you ever invited someone?

2. What can you say to invite someone?

3. What can you say to respond an invitation?

2. Kegiatan Inti

a. Presentation

- Guru memutarkan sebuah rekaman yang berkaitan dengan mengundang, menerima dan menolak ajakan.

- Guru meminta siswa untuk mendengarkan dan menulis kata-kata yang susah yang terdapat dalam dialog didalam rekaman.

- Guru membantu siswa kalau terdapat kata-kata yang susah didalam dialoge.

- Guru menjelaskan tentang ungkapan-ungkapan untuk meminta dan memberi pendapat.

b. Practice

- Siswa mengidentifikasi ekspresi-ekspresi mengundang, menerima, dan menolak ajakan yang terdapat pada dialog yang sudah ada kedalam table.(attachment 1)

- Siswa mempelajari pengucapan yang benar dengan mendengarkan sebuah rekaman.

- Siswa diminta untuk mencari arti yang tepat yang terpadap didalam *vocabulary table* secara berkelompok.(attachment 2)

- Siswa diminta membaca kata dalam *vocabulary table* dengan benar.

- Siswa menyimak dialog yang berkaitan dengan *invitation.(attachment3)*

- Siswa membaca dialog secara berpasangan dan mengidentifikasi ekspresi yang terdapat dalam dialog tersebut.

- Secara berpasangan, siswa merespon dialog rumpang dan mempraktikannya.*(attachment 4)*

- Siswa diminta untuk mempraktikkan mengundang, mengajak dan menerima ajakan berdasarkan situasi yang telah diberikan secara berkelompok. *(attachment 5)*
- Secara berpasangan, siswa mempraktikkan dialog berdasarkan situasi yang sudah ditentukan *(attachment 6)*

c. Production.
- Secara berpasangan, siswa mempraktikkan dialog berdasarkan gambar dengan spontan.

3. Kegiatan Penutup
   a. Membuat ringkasan materi yang telah dipelajari dengan bimbingan guru.
   b. Melakukan refleksi sederhana terhadap kegiatan yang telah dilaksanakan dengan bimbingan guru.
   c. Mendapatkan umpan balik terhadap proses dan hasil pembelajaran.

IV. Sumber dan Media Belajar
A. Sumber Belajar

Bates, Nina. 2007. *Real Time An Interactive English Course for Junior High School Students Year VIII*. Jakarta: Erlangga.

B. Media :

-Rekaman
-Gambar

V. Penilaian:
a. Teknik : Tes lisan, presentasi, dan TPS
b. Bentuk : Dialog
c. Instrument penilaian:

Unit 5

Make a dialogue with your partner based on these pictures spontaneously.

(Attachment)

d. Rubrik penilaian

	Fluency		Content			Appearance	
	Pronun-ciation	Intonation & Stress	Comprehension	Grammar	Vocabulary	Body Language	Expression
Score	**1-4** (Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.)	**1-4** (Not really paying attention to the stress and intonation)	**7-11** (Can understand simple questions and statements if delivered with slowed speech)	**7-11** (Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner)	**7-11** (Speaking vocabulary inadequate to express anything but the most elementary needs.)	**1-4** (Not using any body language)	**1-4** (Flat expression)
	5-8 (Accent is intelligible though often quite faulty.)	**5-8** (Paying attention to the intonation and stress, even though still making several mistakes)	**12-15** (Can get the gist of most conversations of non-technical subjects)	**12-15** (Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.)	**12-15** (Has speaking vocabulary sufficient to express himself simply with some circumlocutions.)	**5-7** (Enough body language in particular parts of the dialogue)	**5-7** (Already having enough expressions in about 50% of the dialogue)
	8-10 (Errors in pronunciation are quite rare.)	**8-10** (Good intonation and stress in almost 70% of the words pronounced)	**16-20** (Comprehension is quite complete at a normal rate of speech)	**16-20** (Control of grammar is good. Able to speak the language with sufficient structural	**16-20** (Able to speak the language with sufficient vocabulary)	**8-10** (Good and appropriate body language in all over the dialogue)	**8-10** (Good and appropriate expressions in all over the dialogue)

				accuracy)			

e. Pedoman Nilai

NILAI: <u>Skor Perolehan </u> x 100 = Score

3 November 2014

Guru   Praktikan,

Mur Setyaningsih, S.Pd.   Erlinna Dewi Sanjani

NIM.10202241068

Attachment 2

Activity 2
Find the Indonesian equivalents of the following words in group.

(Temukan persamaan kata dalam Bahasa Indonesia secara kelompok)

No	Words	Pronunciation	Meaning
1.	invite	/ɪnˈvʌɪt/	
2.	invitation	/ɪnvɪˈteɪʃ(ə)n /	
3.	accept	/əkˈsɛpt /	
4.	refuse	/rɪˈfjuːz /	
6.	wonder	/ˈwʌndə /	
7.	sound	/saʊnd /	
8.	think	/θɪŋk /	
9.	wish	/wɪʃ /	
10.	afraid	/əˈfreɪd /	
11.	thank	/θaŋk /	
12.	birthday	/ˈbə:θdeɪ /	
13.	party	/ˈpɑːti /	
14.	great	/ɡreɪt /	
15.	bring	/brɪŋ /	
16.	exam	/ɪɡˈzam /	
17.	tonight	/təˈnʌɪt /	
18.	tomorrow	/təˈmɒrəʊ /	
19.	idea	/ʌɪˈdɪə /	

Activity 3 (attachment 3)

Practice and identify the expressions in the dialogue below with your partner.

David : Hi, David.

Terri　　: Hi, Terri.

David :Would you like to go with me to Diana's birthday party next Sunday?

Terri　: Sure, I'd like to.

David : Great!

Neil　: Good morning, Clara.

Clara　　: Good morning. What are you bringing, Neil?

Neil　　: I have two tickets to the basketball game tonight. Would you like to go?

Clara : I'd like to, but I have an exam tomorrow.

Neil　: Oh, that's okay.

Clara : Maybe next time.

Ajun　　: Hello, Bob?

Bob　　: Hello, Ajun.

Ajun　　: Are you free tomorrow? Let's play football.

Bob　　: Sounds like a good idea.

Ajun　　: Okay, see you then.

Bob　　: See you.

Activity 4 (attachment 4)

Do think-pair-share. Give your response to the following invitations and practice these short dialogues with your partner.

1. A : Would you like to see a movie this afternoon?

　B : …….

2. A : How about going to the gym?

   B : …….

3. A : Tomorrow night is my graduation party. I was wondering if you can come.

   B: ……

Activity 5 (attachment 5)

Do think-pair-share. Take turns inviting and accepting or refusing an invitation with your partner.

Student A : invitation to a birthday party.

Student B : invitation to go to the zoo.

Student A : invitation to go to a concert.

Student B : invitation to have dinner.

Student A : invitation to play football together.

Student B: invitation to go to the cinema.

Activity 1 (attachment 1)

Do think- pair- share. Identify these
expressions by writing in the right column.

Would you like to...?

Shall we...?

Thank you very much, but.....

Let's….

Thank you, I'd like to very much.

That would be very nice.

I'd like to.

I'm afraid that I can't accept your

invitation.

Sure. What time?

Will you…?

I would like to invite you for….

Sounds like a good idea.

Okay.

That sounds a very nice idea.

I'm very sorry, I don't think I can.

I was wondering if we can….

I wish I could, but...

Sounds good, but I can't.

No, thanks.

I'd love to, but I can't.

Yes, I will/do.

I'd love to.

No, but thanks for inviting me.

NO	INVITING	ACCEPTING	REFUSING

Attachment

Make up a short dialogue with your partner based on themes on the picture. Perform the dialogues in front of the class. *(Buatlah percakapan pendek dengan temanmu berdasarkan gambar. Praktekkan dialogue didepan kelas).*
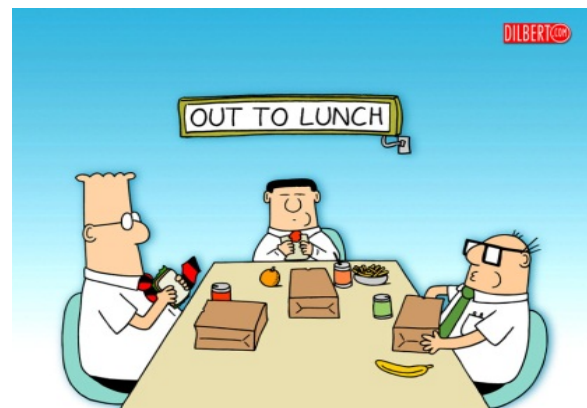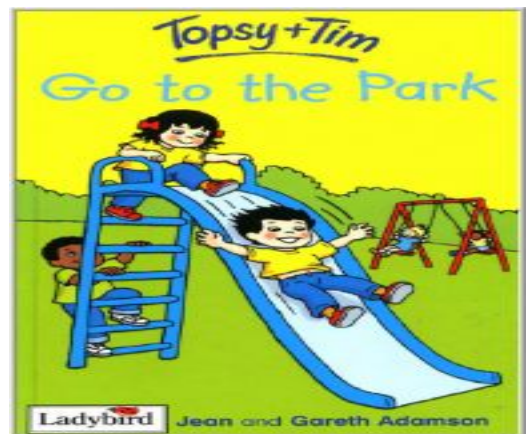
E. OBSERVATION SHEETS

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

Instruction:
1. 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.
2. The observer checks ($\sqrt{}$) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No   : 1
Cycle : 1
Meeting : 1
Day, Date : Wednesday, October 29th 2014

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	**Researcher's Activities**				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.	V			
	b. The researcher prepares the class condition.	V			
	c. The researcher gives the students apperception to attract their attention and motivation	V			
	d. The researcher states Standard of Competence and Basic Competence.	V			
	e. The researcher states the learning objective.	V			
	2. Main Activities				
	a. The researcher replays a record that is related to ask for and give opinions.	V			
	b. The researcher asks students				

	to listen and write difficult words.	V			
	c. The researcher explains the expression of asking for and giving opinions.	V			
	d. The students find the Indonesia equivalents in a table.	V			
	e. The students pronounce the correct pronunciations of the words.	V			
	f. The students identify the expression of asking for and giving opinions in pairs.	V			
	g. The students practice the dialogue in pairs.	V			
	h. The students rearrange jumbled sentences into a good dialogue in pairs.	V			
	i. The students practice the dialogue in pairs.	V			
	3. Closing activities				
	a. The researcher and the students summarize the lesson.	V			
	b. The researcher gives an opportunity for the students to ask about what they do not understand.	V			
	c. The researcher and the students do a reflection.	V			
	d. The researcher closes the lesson.	V			
B.	**Students' Activities**				
	1. The students pay attention to the researcher's explanation.	V			
	2. The students are active in the class.	V			
	3. The students concentrate to the researcher's explanation.	V			
	4. The students understand the	V			

	expression of asking for and giving an opinion.				
	5. The students are confidence to speak.	V			
	6. The students are able to pronounce some words correctly.	V			
	7. The students ask the researcher or their friends if they find difficulties.	V			
	8. The students practice their tasks.	V			

Observer

Mur Setyaningsih, S.Pd

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

Instruction:
1. 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.
2. The observer checks ($\sqrt{}$) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No   : 2
Cycle   : 1
Meeting   : 2
Day, Date   : Wednesday, October 22nd 2014

NO.	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	**Researcher's Activities**				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.	V			
	b. The researcher prepares the class condition.	V			
	c. The researcher gives the students apperception to attract their attention and motivation	V			
	d. The researcher states Standard of Competence and Basic Competence.	V			
	e. The researcher states the learning objective.	V			
	2. Main activities				
	a. The students give their opinions in the task.	V			
	b. The students practice the dialogue in pairs.	V			
	c. The students make dialogues				

			V			
		based on the pictures in pairs in front of the class.	V			
		3. Closing activities				
		a. The researcher and the students summarize the lesson.	V			
		b. The researcher gives an opportunity for the students to ask about what they do not understand.	V			
		c. The researcher and the students do a reflection.	V			
		d. The researcher closes the lesson.	V			
B.		**Students' Activities**				
		1. The students pay attention to the researcher's explanation.	V			
		2. The students are active in the class.	V			
		3. The students concentrate to the researcher's explanation.	V			
		4. The students understand the expression of asking for and giving an opinion.	V			
		5. The students are confidence to speak.	V			
		6. The students are able to pronounce some words correctly.	V			
		7. The students ask the researcher or their friends if they find difficulties.	V			
		8. The students practice their tasks.	V			

Observer

Mur Setyaningsih, S.Pd

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

Instruction:
1. 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.
2. The observer checks ($\sqrt{}$) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No : 3
Cycle : 2
Meeting : 1
Day, Date : Monday, November 3rd 2014

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	**Researcher's Activities**				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.	V			
	b. The researcher prepares the class condition.	V			
	c. The researcher gives the students apperception to attract their attention and motivation	V			
	d. The researcher states Standard of Competence and Basic Competence.	V			
	e. The researcher states the learning objective.	V			
	2. Main Activities				
	a. The researcher replays a record that is related to ask for and give opinions.	V			
	b. The researcher asks students to listen and write difficult words.	V			

		V			
	c. The researcher explains the expression of inviting, accepting and refusing an invitation.	V			
	d. The students identify the expression of inviting, accepting, and refusing an invitation.	V			
	e. The students pronounce the correct pronunciations of the expression.	V			
	f. The students find the Indonesia equivalents of the following words in the table.	V			
	g. The students pronounce the correct pronunciations of the words.	V			
	h. The students identify the expression in the dialogue with his/her partner.	V			
	i. The students practice the dialogue in pairs.	V			
	j. Students give their response to the invitation	V			
	k. The students practice the dialogue in pairs.	V			
	3. Closing activities				
	a. The researcher and the students summarize the lesson.	V			
	b. The researcher gives an opportunity for the students to ask about what they do not understand.	V			
	c. The researcher and the students do a reflection.	V			
	d. The researcher closes the lesson.	V			
B.	**Students' Activities**				
	1. The students pay attention to the researcher's	V			

	explanation.				
	2. The students are active in the class.	V			
	3. The students concentrate to the researcher's explanation.	V			
	4. The students understand the expression of inviting, accepting, and refusing an invitation.	V			
	5. The students are confidence to speak.	V			
	6. The students are able to pronounce some words correctly.	V			
	7. The students ask the researcher or their friends if they find difficulties.	V			
	8. The students practice their tasks.	V			

Observer

Mur Setyaningsih, S.Pd

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

Instruction:
1. 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.
2. The observer checks ($\sqrt{}$) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No   : 4
Cycle   : 2
Meeting   : 2
Day, Date   : Wednesday, November 5th 2014

NO.	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	**Researcher's Activities**				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.	V			
	b. The researcher prepares the class condition.	V			
	c. The researcher gives the students apperception to attract their attention and motivation	V			
	d. The researcher states Standard of Competence and Basic Competence.	V			
	e. The researcher states the learning objective.	V			
	2. Main activities				
	a. The students take turns inviting and accepting or refusing an invitation with	V			

		V			
	her/his partner .				
	b. The students practice the dialogue in pairs.	V			
	c. The students make dialogues based on the pictures in pairs in front of the class.	V			
	3. Closing activities				
	a. The researcher and the students summarize the lesson.	V			
	b. The researcher gives an opportunity for the students to ask about what they do not understand.	V			
	c. The researcher and the students do a reflection.	V			
	d. The researcher closes the lesson.	V			
B.	**Students' Activities**				
	1. The students pay attention to the researcher's explanation.	V			
	2. The students are active in the class.	V			
	3. The students concentrate to the researcher's explanation.	V			
	4. The students understand the expression of inviting, accepting, and refusing an invitation.	V			
	5. The students are confidence to speak.	V			
	6. The students are able to pronounce some words correctly.	V			
	7. The students ask the researcher or their friends if they find difficulties.	V			

	8. The students practice their tasks.	V		

Observer

Mur Setyaningsih, S.Pd

F. SCORING RUBRIC

Scoring Rubric Adaptation

	Fluency		Content			Appearance	
	Pronun-ciation	Intonation & Stress	Comprehension	Grammar	Vocabulary	Body Language	Expression
Max. score	10	10	20	20	20	10	10

	Fluency		Content			Appearance	
	Pronun-ciation	Intonation & Stress	Comprehension	Grammar	Vocabulary	Body Language	Expression
Score	**1-4** (Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.)	**1-4** (Not really paying attention to the stress and intonation)	**7-11** (Can understand simple questions and statements if delivered with slowed speech)	**7-11** (Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner)	**7-11** (Speaking vocabulary inadequate to express anything but the most elementary needs.)	**1-4** (Not using any body language)	**1-4** (Flat expression)
	5-8 (Accent is intelligible	**5-8** (Paying attention to	**12-15** (Can get the gist of	**12-15** (Can usually	**12-15** (Has speaking	**5-7** (Enough body	**5-7** (Already having

	though often quite faulty.)	the intonation and stress, even though still making several mistakes)	most conversations of non-technical subjects)	handle elementary constructions quite accurately but does not have through or confident control of the grammar.)	vocabulary sufficient to express himself simply with some circumlocutions.)	language in particular parts of the dialogue)	enough expressions in about 50% of the dialogue)
	8-10 (Errors in pronunciation are quite rare.)	**8-10** (Good intonation and stress in almost 70% of the words pronounced)	**16-20** (Comprehension is quite complete at a normal rate of speech)	**16-20** (Control of grammar is good. Able to speak the language with sufficient structural accuracy)	**16-20** (Able to speak the language with sufficient vocabulary)	**8-10** (Good and appropriate body language in all over the dialogue)	**8-10** (Good and appropriate expressions in all over the dialogue)

G. STUDENTS' SCORES

PRE-TEST SCORES

No	Name	F		C			A		Total
		P	I & S	C	G	V	B L	E	
1.	Alifiaroza Rohmania	4	5	12	11	12	5	5	54
2.	Anangga Jito Prabowo	4	5	12	11	12	5	5	50
3.	Angga Rinal Dinasti	3	5	12	11	11	5	5	52
4.	Annisa Nur Cahyani	5	6	13	12	11	6	5	58
5.	Argias Guntur Pamungkas	5	6	12	11	11	5	5	55
6.	Bagas Putro Utomo	5	6	12	10	11	6	5	55
7.	Chazan Arif Maharani	5	6	12	11	11	6	6	57
8.	Dwi Susanto	5	6	12	11	10	6	5	55
9.	Faudi Krisadana	4	5	12	11	11	5	6	54
10.	Fitri Puji Lestari	7	5	12	13	12	6	6	61
11.	Galih Cahyono Adi Kistoro	4	5	12	11	11	6	5	54
12.	Ika Sulistyo Wati	4	5	12	11	11	6	6	55
13.	Ilham Bagus Saputro	4	4	12	11	10	6	5	52
14.	Khoiri Anggraini H.	4	5	12	11	10	5	5	51
15.	Kornelia Ambar Sari	7	5	13	14	12	5	6	62
16.	Mahanani Fajar Hari W.	6	6	13	11	12	6	6	60
17.	Muh. Yan Hafis Waqos	6	6	14	12	11	6	6	61
18.	Nur Cahyo Wahyuningsih	5	6	12	11	12	6	6	58
19.	Nurkholis Masjid	6	5	13	12	10	6	6	58
20.	Pophi Anjani	5	5	12	11	11	6	5	55
21.	Ragil Setiyawan	6	5	13	12	12	6	6	60
22.	Ricky Setiawan	5	5	12	11	10	6	5	54
23.	Ridho Zainal Nur Huda	6	5	12	11	12	6	5	57
24.	Rohsyid Rahmadani	3	5	12	11	11	5	5	52
25.	Sri Suparmi	5	5	12	12	12	6	6	58
26.	Tegar Damar Widoyo	5	6	13	11	11	6	6	58
27.	Tiyas Mardiyati	5	6	12	11	12	6	6	58
28.	Tyas Kurnia Widiastuti	6	5	12	11	12	6	6	58
29.	Ummi Kulsum	6	5	12	11	14	6	5	59
30.	Yuli Prasetyo	5	5	12	11	10	6	6	55
31.	Yuniar Rina Budiyarti	5	4	12	11	13	5	5	55
32.	Regina Ramadhani	4	5	12	11	12	5	5	54
33.	Asih Sulistyorini	3	5	12	11	12	6	6	55

PRE-TEST SCORES (Collaborator)

No	Name	F		C			A		Total
		P	I & S	C	G	V	B L	E	
1.	Alifiaroza Rohmania	4	6	13	13	12	6	6	60
2.	Anangga Jito Prabowo	4	6	13	13	12	7	6	60
3.	Angga Rinal Dinasti	4	5	13	13	11	7	7	60
4.	Annisa Nur Cahyani	5	6	13	13	11	7	6	61
5.	Argias Guntur Pamungkas	5	6	12	12	11	7	7	60
6.	Bagas Putro Utomo	5	6	12	12	11	7	7	60
7.	Chazan Arif Maharani	5	6	12	12	11	7	7	60
8.	Dwi Susanto	5	6	12	13	11	7	7	61
9.	Faudi Krisadana	5	5	12	13	11	7	7	60
10.	Fitri Puji Lestari	7	7	13	13	12	7	7	66
11.	Galih Cahyono Adi Kistoro	5	5	13	13	11	7	6	60
12.	Ika Sulistyo Wati	5	5	12	13	11	7	7	60
13.	Ilham Bagus Saputro	5	5	12	13	11	7	7	60
14.	Khoiri Anggraini H.	4	5	12	13	11	7	7	60
15.	Kornelia Ambar Sari	7	6	13	14	12	7	7	66
16.	Mahanani Fajar Hari W.	6	7	13	14	12	7	7	66
17.	Muh. Yan Hafis Waqos	6	7	14	13	11	7	7	65
18.	Nur Cahyo Wahyuningsih	5	6	12	12	12	7	6	60
19.	Nurkholis Masjid	6	5	13	12	11	7	7	61
20.	Pophi Anjani	5	5	12	11	11	6	5	55
21.	Ragil Setiyawan	6	5	13	13	12	7	7	63
22.	Ricky Setiawan	5	5	13	12	11	7	7	60
23.	Ridho Zainal Nur Huda	6	5	13	12	12	7	6	61
24.	Rohsyid Rahmadani	4	5	12	13	12	7	6	59
25.	Sri Suparmi	5	5	12	13	12	7	6	60
26.	Tegar Damar Widoyo	5	6	13	13	12	7	7	63
27.	Tiyas Mardiyati	5	6	12	13	12	7	7	62
28.	Tyas Kurnia Widiastuti	6	5	12	12	12	7	7	61
29.	Ummi Kulsum	6	5	12	12	14	7	6	62
30.	Yuli Prasetyo	5	6	12	12	10	7	7	59
31.	Yuniar Rina Budiyarti	5	4	13	12	13	7	7	61
32.	Regina Ramadhani	4	5	12	13	13	7	7	61
33.	Asih Sulistyorini	4	6	12	12	13	7	7	61

PROGRESS-TEST SCORES 1

No	Name	F		C			A		Total
		P	I & S	C	G	V	B L	E	
1.	Alifiaroza Rohmania	6	6	13	13	14	6	7	65
2.	Anangga Jito Prabowo	6	6	13	13	14	7	7	66
3.	Angga Rinal Dinasti	6	6	13	13	14	6	7	65
4.	Annisa Nur Cahyani	6	7	14	14	15	7	7	70
5.	Argias Guntur Pamungkas	6	7	14	13	14	6	7	67
6.	Bagas Putro Utomo	7	7	14	14	15	7	7	71
7.	Chazan Arif Maharani	7	7	14	14	14	7	7	70
8.	Dwi Susanto	7	7	15	14	15	7	7	72
9.	Faudi Krisadana	7	7	15	14	15	7	7	72
10.	Fitri Puji Lestari	7	7	15	14	15	6	8	72
11.	Galih Cahyono Adi Kistoro	6	7	14	14	14	7	7	69
12.	Ika Sulistyo Wati	6	6	14	13	14	7	7	67
13.	Ilham Bagus Saputro	6	7	14	14	15	6	7	69
14.	Khoiri Anggraini H.	6	6	14	14	14	7	7	68
15.	Kornelia Ambar Sari	8	7	15	15	16	8	8	77
16.	Mahanani Fajar Hari W.	6	7	15	14	14	7	7	70
17.	Muh. Yan Hafis Waqos	8	7	16	15	16	7	7	76
18.	Nur Cahyo Wahyuningsih	7	7	15	15	15	7	7	73
19.	Nurkholis Masjid	7	7	15	14	15	6	7	71
20.	Pophi Anjani	7	7	14	14	15	6	7	70
21.	Ragil Setiyawan	8	7	15	15	16	7	7	75
22.	Ricky Setiawan	7	7	15	14	15	6	7	71
23.	Ridho Zainal Nur Huda	7	7	14	15	15	7	7	72
24.	Rohsyid Rahmadani	6	6	13	14	13	7	7	66
25.	Sri Suparmi	7	7	15	14	15	7	7	72
26.	Tegar Damar Widoyo	7	6	15	14	15	7	7	71
27.	Tiyas Mardiyati	7	7	14	14	15	7	7	71
28.	Tyas Kurnia Widiastuti	7	7	14	14	15	7	7	71
29.	Ummi Kulsum	8	7	16	15	15	7	8	76
30.	Yuli Prasetyo	7	7	15	15	15	6	7	72
31.	Yuniar Rina Budiyarti	7	7	15	14	15	7	7	72
32.	Regina Ramadhani	6	6	14	13	14	6	7	66
33.	Asih Sulistyorini	6	6	14	13	14	7	7	67

PROGRESS-TEST SCORES 1 (Collaborator)

No	Name	F		C			A		Total
		P	I & S	C	G	V	B L	E	
1.	Alifiaroza Rohmania	6	7	14	15	15	7	7	71
2.	Anangga Jito Prabowo	7	7	13	14	14	8	7	70
3.	Angga Rinal Dinasti	7	7	14	14	14	7	7	70
4.	Annisa Nur Cahyani	6	8	14	14	15	8	7	72
5.	Argias Guntur Pamungkas	6	7	14	14	14	8	7	70
6.	Bagas Putro Utomo	7	7	14	14	15	8	7	72
7.	Chazan Arif Maharani	7	7	14	15	14	7	7	71
8.	Dwi Susanto	7	7	15	14	15	7	7	72
9.	Faudi Krisadana	7	7	15	14	15	7	7	72
10.	Fitri Puji Lestari	7	7	15	14	15	6	8	72
11.	Galih Cahyono Adi Kistoro	7	7	15	14	14	8	7	72
12.	Ika Sulistyo Wati	7	6	14	14	14	8	7	70
13.	Ilham Bagus Saputro	6	7	14	14	15	7	7	70
14.	Khoiri Anggraini H.	7	7	14	14	14	7	7	70
15.	Kornelia Ambar Sari	8	7	15	15	16	8	8	77
16.	Mahanani Fajar Hari W.	7	7	15	15	14	8	7	73
17.	Muh. Yan Hafis Waqos	8	7	16	15	16	7	7	76
18.	Nur Cahyo Wahyuningsih	7	7	15	15	15	7	7	73
19.	Nurkholis Masjid	7	7	15	14	15	7	7	72
20.	Pophi Anjani	7	7	14	15	15	7	7	73
21.	Ragil Setiyawan	8	7	15	15	16	7	7	75
22.	Ricky Setiawan	7	7	15	14	15	7	7	72
23.	Ridho Zainal Nur Huda	7	7	14	15	15	7	7	72
24.	Rohsyid Rahmadani	7	8	14	14	13	8	7	71
25.	Sri Suparmi	7	7	15	14	15	7	7	72
26.	Tegar Damar Widoyo	7	6	15	14	15	7	7	71
27.	Tiyas Mardiyati	8	7	14	14	15	7	7	72
28.	Tyas Kurnia Widiastuti	7	8	14	14	15	7	7	72
29.	Ummi Kulsum	8	7	16	15	15	7	8	76
30.	Yuli Prasetyo	7	7	15	15	15	7	7	73
31.	Yuniar Rina Budiyarti	8	7	15	14	15	7	7	72
32.	Regina Ramadhani	6	7	14	14	14	8	7	70
33.	Asih Sulistyorini	6	7	14	14	14	7	8	70

PROGRESS-TEST SCORES 2

No	Name	F		C			A		Total
		P	I & S	C	G	V	B L	E	
1.	Alifiaroza Rohmania	6	6	14	13	14	6	7	66
2.	Anangga Jito Prabowo	6	6	14	13	14	6	7	66
3.	Angga Rinal Dinasti	6	6	13	13	14	6	7	65
4.	Annisa Nur Cahyani	7	7	15	14	15	7	7	72
5.	Argias Guntur Pamungkas	6	7	14	13	14	6	7	67
6.	Bagas Putro Utomo	7	7	14	14	15	7	7	71
7.	Chazan Arif Maharani	7	7	14	14	15	7	7	71
8.	Dwi Susanto	7	7	15	14	15	7	7	72
9.	Faudi Krisadana	7	7	15	14	15	7	7	72
10.	Fitri Puji Lestari	7	7	15	14	16	7	8	74
11.	Galih Cahyono Adi Kistoro	6	7	15	14	15	7	7	71
12.	Ika Sulistyo Wati	6	6	14	13	14	7	7	67
13.	Ilham Bagus Saputro	6	7	14	14	15	6	7	69
14.	Khoiri Anggraini H.	6	6	14	14	14	7	7	68
15.	Kornelia Ambar Sari	8	7	16	16	16	8	8	79
16.	Mahanani Fajar Hari W.	7	7	15	14	15	7	7	72
17.	Muh. Yan Hafis Waqos	7	7	16	15	16	7	7	75
18.	Nur Cahyo Wahyuningsih	7	7	15	15	15	7	7	73
19.	Nurkholis Masjid	7	7	15	14	15	6	7	71
20.	Pophi Anjani	7	7	15	14	15	6	7	71
21.	Ragil Setiyawan	8	7	16	15	16	7	7	76
22.	Ricky Setiawan	7	7	15	14	15	6	7	71
23.	Ridho Zainal Nur Huda	7	7	15	15	15	7	7	73
24.	Rohsyid Rahmadani	7	6	13	14	15	7	7	69
25.	Sri Suparmi	7	7	15	14	15	7	7	72
26.	Tegar Damar Widoyo	7	7	15	14	15	7	7	72
27.	Tiyas Mardiyati	7	7	15	14	15	7	7	72
28.	Tyas Kurnia Widiastuti	7	7	15	14	15	7	7	72
29.	Ummi Kulsum	8	7	16	15	15	7	8	76
30.	Yuli Prasetyo	7	7	15	14	15	7	7	72
31.	Yuniar Rina Budiyarti	7	7	15	14	15	7	7	72
32.	Regina Ramadhani	6	6	14	13	14	6	7	66
33.	Asih Sulistyorini	6	7	16	14	14	7	7	71

PROGRESS-TEST SCORES 2 (Collaborator)

No	Name	F		C			A		Total
		P	I & S	C	G	V	B L	E	
1.	Alifiaroza Rohmania	7	7	15	15	15	7	7	72
2.	Anangga Jito Prabowo	7	7	14	14	14	8	7	71
3.	Angga Rinal Dinasti	7	7	15	14	14	7	7	71
4.	Annisa Nur Cahyani	7	8	15	14	15	8	7	74
5.	Argias Guntur Pamungkas	7	7	15	14	14	8	7	72
6.	Bagas Putro Utomo	7	7	15	15	15	8	7	74
7.	Chazan Arif Maharani	7	7	15	15	15	7	7	74
8.	Dwi Susanto	7	8	16	15	15	7	7	75
9.	Faudi Krisadana	7	7	15	15	16	7	8	75
10.	Fitri Puji Lestari	7	7	15	14	15	6	8	72
11.	Galih Cahyono Adi Kistoro	7	7	15	14	14	8	7	72
12.	Ika Sulistyo Wati	7	6	14	14	14	8	7	70
13.	Ilham Bagus Saputro	7	7	15	15	15	7	7	73
14.	Khoiri Anggraini H.	7	7	15	15	14	8	7	73
15.	Kornelia Ambar Sari	8	8	16	16	16	8	8	80
16.	Mahanani Fajar Hari W.	7	7	15	15	14	8	7	73
17.	Muh. Yan Hafis Waqos	8	7	16	15	16	7	7	76
18.	Nur Cahyo Wahyuningsih	7	7	15	15	15	7	7	73
19.	Nurkholis Masjid	8	7	15	14	15	8	7	74
20.	Pophi Anjani	7	7	14	15	15	8	7	78
21.	Ragil Setiyawan	8	7	16	15	16	8	7	77
22.	Ricky Setiawan	8	7	16	15	16	8	7	78
23.	Ridho Zainal Nur Huda	7	7	16	15	15	7	7	74
24.	Rohsyid Rahmadani	7	8	16	15	15	8	7	76
25.	Sri Suparmi	7	7	16	14	15	8	7	74
26.	Tegar Damar Widoyo	7	7	16	14	15	8	7	74
27.	Tiyas Mardiyati	8	7	16	15	15	8	7	76
28.	Tyas Kurnia Widiastuti	7	8	16	15	15	8	7	75
29.	Ummi Kulsum	8	7	17	15	15	8	8	78
30.	Yuli Prasetyo	7	7	16	15	15	7	7	74
31.	Yuniar Rina Budiyarti	8	7	16	15	15	7	7	74
32.	Regina Ramadhani	6	7	15	14	14	8	7	71
33.	Asih Sulistyorini	7	7	16	15	15	7	8	75

POST-TEST SCORES

No	Name	F		C			A		Total
		P	I & S	C	G	V	B L	E	
1.	Alifiaroza Rohmania	7	7	16	14	15	7	7	73
2.	Anangga Jito Prabowo	7	7	16	15	16	7	7	75
3.	Angga Rinal Dinasti	6	7	16	14	15	7	8	73
4.	Annisa Nur Cahyani	7	7	17	16	16	7	7	77
5.	Argias Guntur Pamungkas	7	7	16	15	16	7	7	75
6.	Bagas Putro Utomo	7	8	17	16	16	7	7	78
7.	Chazan Arif Maharani	7	7	17	16	16	7	7	77
8.	Dwi Susanto	7	8	16	16	16	7	7	77
9.	Faudi Krisadana	7	7	17	16	17	7	7	78
10.	Fitri Puji Lestari	7	7	17	17	16	7	7	78
11.	Galih Cahyono Adi Kistoro	7	8	16	16	16	7	7	77
12.	Ika Sulistyo Wati	7	7	16	15	16	7	8	76
13.	Ilham Bagus Saputro	7	7	16	16	16	7	8	76
14.	Khoiri Anggraini H.	7	7	15	15	16	8	7	75
15.	Kornelia Ambar Sari	7	8	17	17	16	7	8	80
16.	Mahanani Fajar Hari W.	7	7	17	16	16	7	7	77
17.	Muh. Yan Hafis Waqos	7	7	17	17	16	7	7	78
18.	Nur Cahyo Wahyuningsih	7	8	17	16	17	7	8	80
19.	Nurkholis Masjid	7	8	17	16	17	7	8	79
20.	Pophi Anjani	7	7	16	16	16	7	8	78
21.	Ragil Setiyawan	7	8	17	16	16	7	7	74
22.	Ricky Setiawan	7	7	17	15	17	8	8	77
23.	Ridho Zainal Nur Huda	8	7	17	15	16	7	8	78
24.	Rohsyid Rahmadani	7	7	16	15	16	7	7	75
25.	Sri Suparmi	7	7	17	16	17	7	8	79
26.	Tegar Damar Widoyo	7	7	16	16	16	7	7	76
27.	Tiyas Mardiyati	7	8	17	16	17	7	8	80
28.	Tyas Kurnia Widiastuti	7	7	16	16	16	7	7	77
29.	Ummi Kulsum	7	8	17	17	17	7	8	81
30.	Yuli Prasetyo	7	7	17	16	16	8	7	78
31.	Yuniar Rina Budiyarti	7	8	16	16	17	7	8	80
32.	Regina Ramadhani	7	7	16	16	16	7	8	77
33.	Asih Sulistyorini	7	7	17	16	16	7	7	79

POST-TEST SCORES (Collaborator)

No	Name	F		C			A		Total
		P	I & S	C	G	V	B L	E	
1.	Alifiaroza Rohmania	7	7	16	16	16	7	7	**76**
2.	Anangga Jito Prabowo	7	7	16	16	16	7	7	**76**
3.	Angga Rinal Dinasti	6	7	16	16	16	7	8	**75**
4.	Annisa Nur Cahyani	7	7	17	16	16	7	7	**77**
5.	Argias Guntur Pamungkas	7	7	16	16	16	7	7	**76**
6.	Bagas Putro Utomo	7	8	17	17	17	7	7	**80**
7.	Chazan Arif Maharani	7	7	17	16	16	7	7	**77**
8.	Dwi Susanto	7	8	16	16	16	7	7	**77**
9.	Faudi Krisadana	7	7	17	16	17	7	7	**78**
10.	Fitri Puji Lestari	7	7	17	17	16	7	7	**78**
11.	Galih Cahyono Adi Kistoro	7	8	16	16	16	7	7	**77**
12.	Ika Sulistyo Wati	7	7	16	16	17	7	8	**78**
13.	Ilham Bagus Saputro	7	7	17	16	16	7	8	**77**
14.	Khoiri Anggraini H.	7	7	17	16	16	8	7	**78**
15.	Kornelia Ambar Sari	7	8	17	17	16	7	8	**80**
16.	Mahanani Fajar Hari W.	7	7	17	16	16	7	7	**77**
17.	Muh. Yan Hafis Waqos	7	7	17	17	16	7	7	**78**
18.	Nur Cahyo Wahyuningsih	7	8	17	16	17	8	8	**81**
19.	Nurkholis Masjid	7	8	17	16	17	7	8	**79**
20.	Pophi Anjani	7	7	16	16	16	8	8	**78**
21.	Ragil Setiyawan	7	8	17	16	16	7	7	**74**
22.	Ricky Setiawan	7	7	17	16	17	8	8	**78**
23.	Ridho Zainal Nur Huda	8	7	17	16	17	8	8	**81**
24.	Rohsyid Rahmadani	7	7	16	16	16	7	7	**76**
25.	Sri Suparmi	7	7	17	17	16	8	8	**80**
26.	Tegar Damar Widoyo	7	7	16	16	16	7	7	**76**
27.	Tiyas Mardiyati	7	8	17	16	16	8	8	**80**
28.	Tyas Kurnia Widiastuti	7	7	16	16	16	7	7	**77**
29.	Ummi Kulsum	7	8	17	17	18	8	8	**83**
30.	Yuli Prasetyo	7	7	17	16	16	8	8	**79**
31.	Yuniar Rina Budiyarti	7	8	16	16	16	8	8	**80**
32.	Regina Ramadhani	7	7	16	16	16	7	8	**77**
33.	Asih Sulistyorini	8	7	17	16	16	7	7	**80**

H. ATTENDANCE LIST

THE STUDENTS' ATTENDANCE LIST

No	Name	M/F	Date April – May 2014							
			16th	22nd	23rd	25th	29th	2nd	9th	13th
1	ALIFIAROZA ROHMANIA	F	√	√	√	√	√	√	√	√
2	ANANGGA JITO PRABOWO	M	√	√	√	√	√	√	√	√
3	ANGGA RINAL DINASTI	M	√	√	√	√	√	√	√	√
4	ANNISA NUR CAHYANI	F	√	√	√	√	√	√	√	√
5	ARGIAS GUNTUR PAMUNGKAS	M	√	√	√	√	√	√	√	√
6	BAGAS PUTRO UTOMO	M	√	√	√	√	√	√	√	√
7	CHAZAN ARIF MAHARANI	F	√	√	√	√	√	√	√	√
8	DWI SUSANTO	M	√	√	√	√	√	√	√	√
9	FAUDI KRISADANA	M	√	√	√	√	√	√	√	√
10	FITRI PUJI LESTARI	F	√	√	√	√	√	√	√	√
11	GALIH CAHYO ADI KISTORO	M	√	√	√	√	√	√	√	√
12	IKA SULISTYO WATI	F	√	√	√	√	√	√	√	√
13	ILHAM BAGUS SAPUTRO	M	√	√	√	√	√	√	√	√
14	KHOIRI ANGGGRAINI H.	F	√	√	√	√	√	√	√	√
15	KORNELIA AMBAR SARI	F	√	√	√	√	√	√	√	√
16	MAHANANI FAJAR HARI W.	M	√	√	√	√	√	√	√	√
17	MUH. YAN HAFIS WAQOS	M	√	√	√	√	√	√	√	√
18	NUR CAHYO WAHYUNINGSIH	F	√	√	√	√	√	√	√	√
19	NURKHOLIS MASJID	M	√	√	√	√	√	√	√	√
20	POPHI ANJANI	F	√	√	√	√	√	√	√	√
21	RAGIL SETIYAWAN	M	√	√	√	√	√	√	√	√
22	RICKY SETIAWAN	M	√	√	√	√	√	√	√	√
23	RIDHO ZAINAL NUR HUDA	M	√	√	√	√	√	√	√	√
24	ROHSYID RAHMADANI	M	√	√	√	√	√	√	√	√
25	SRI SUPARMI	F	√	√	√	√	√	√	√	√

26	TEGAR DAMAR WIDOYO	M	√	√	√	√	√	√	√	√
27	TIYAS MARDIYATI	F	√	√	√	√	√	√	√	√
28	TYAS KURNIA WIDIASTUTI	F	√	√	√	√	√	√	√	√
29	UMMI KULSUM	F	√	√	√	√	√	√	√	√
30	YULI PRASETYO	M	√	√	√	√	√	√	√	√
31	YUNIARRINA BUDIYARTI	F	√	√	√	√	√	√	√	√
32	REGINA RAMADHANI	F	√	√	√	√	√	√	√	√
33	ASIH SULISTYORINI	F	√	√	√	√	√	√	√	√

1. PHOTOGRAPHS

PHOTOGRAPHS

The students volunteer themselves.

The students do Think-Pair-Share

The students do vocabulary practice

The students and the researcher discuss the answers together.

The students practice speaking in front of the class.

The researcher gives guidance to the students.

The students are active in class.

The students and the researcher pose together.

J. LETTERS

FRM/FBS/33-01
10 Jan 2011

Nomor : 1090/UN.34.12/DT/IX/2014   18 September 2014
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Bakesbanglinmas DIY
Jl. Jenderal Sudirman No. 5 Yogyakarta
55231

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

IMPROVING STUDENTS' SPEAKING ABILITY USING THINK-PAIR-SHARE OF COOPERATIVE LEARNING AT THE 8TH GRADE STUDENTS OF MTS N KARANGMOJO IN THE ACADEMIC YEAR OF 2014/2015

Mahasiswa dimaksud adalah :

Nama : ERLINA DEWI SANJANI
NIM : 10202241068
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : September - November 2014
Lokasi Penelitian : MTs N Karangmojo, Karanganyar Jawa Tengah

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

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

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
1. Kepala MTs N Karangmojo,
   Karanganyar Jawa Tengah

PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
BADAN KESATUAN BANGSA DAN PERLINDUNGAN MASYARAKAT
(BADAN KESBANGLINMAS)
Jl. Jenderal Sudirman No. 5 Yogyakarta - 55233
Telepon : (0274) 551136, 551275, Fax (0274) 551137
YOGYAKARTA

Yogyakarta, 19 September 2014

Nomor   : 074 / 2091/ Kesbang / 2014
Perihal : Rekomendasi Ijin Penelitian

Kepada Yth. :
Gubernur Jawa Tengah
Up. Kepala Badan Penanaman Modal Daerah
    Provinsi Jawa Tengah
di
        SEMARANG

Memperhatikan surat :

Dari   : Dekan Fakultas Bahasa dan Seni UNY
Nomor   : 1090 / UN.34.12 / DT / IX / 2014
Tanggal   : 18 September 2014
Perihal   : Permohonan Izin penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan surat rekomendasi tidak keberatan untuk melaksanakan penelitian dalam rangka penyusunan skripsi dengan judul proposal : " IMPROVING STUDENTS' SPEAKING ABILITY USING THINK-PAIR-SHARE OF COOPERATIVE LEARNING AT THE 8TH GRADE STUDENTS OF MTS N KARANGMOJO IN THE ACADEMIC YEAR OF 2014 / 2015 ", kepada:

Nama   : ERLINNA DEWI SANJANI
NIM   : 10202241068
No. HP   : 08974947700
Prodi / Jurusan : Pendidikan Bahasa Inggris
Fakultas   : Bahasa dan Seni UNY
Lokasi   : MTs N Karangmojo, Karanganyar, Jawa Tengah
Waktu   : September s/d November 2014

Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan / fasilitas yang dibutuhkan.

Kepada yang bersangkutan diwajibkan :
1. Menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah riset / penelitian;
2. Tidak dibenarkan melakukan riset / penelitian yang tidak sesuai atau tidak ada kaitannya   dengan judul riset / penelitian dimaksud;
3. Melaporkan hasil riset / penelitian kepada Badan Kesbanglinmas DIY.

Rekomendasi Ijin Riset / Penelitian ini dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut di atas.

Demikian untuk menjadikan maklum.

An. KEPALA
BADAN KESBANGLINMAS DIY
KABID LINMAS

RIYADI MUJIARTO, SE, MSi
NIP. 19581225 198403 1 007

Tembusan disampaikan Kepada Yth :
1. Gubernur DIY (sebagai laporan);
2. Dekan Fakultas Bahasa dan Seni UNY;

Semarang, 24 September 2014

Nomor   : 070/1301
Lampiran   : 1 (Satu) Lembar
Perihal   : Rekomendasi Penelitian

Kepada

Yth.   Bupati Karanganyar
       u.p.Kepala Badan Kesbangpol
       Kab.Karanganyar.

Dalam rangka memperlancar pelaksanaan kegiatan penelitian bersama ini terlampir disampaikan Rekomendasi Penelitian Nomor. 070/1969/04.5/2014 Tanggal 24 September 2014 atas nama ERLINA DEWI SANJANI dengan judul proposal *IMPROVING STUDENTS' SPEAKING ABILITY USING THINK-PAIR-SHARE OF COOPERATIVE LEARNING AT THE 8TH GRADE STUDENTS OF MTS N KARANGMOJO IN THE ACADEMIC YEAR OF 2014/2015* ,untuk dapat ditindak lanjuti.

Demikian untuk menjadi maklum dan terimakasih.

KEPALA BADAN PENANAMAN MODAL DAERAH
PROVINSI JAWATENGAH

Ir.YUNI ASTUTI,MA.
Pembina Utama Muda
NIP.196206211987092001

Tembusan :

1. Gubernur Jawa Tengah (sebagai laporan);
2. Kepala Badan Kesbangpol dan Linmas Provinsi Jawa Tengah;
3. Kepala Badan Kesbanglinmas Provinsi Daerah Istimewa Yogyakrta;
4. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta;
5. Sdr. ERLINA DEWI SANJANI;
6. Arsip,-

PEMERINTAH PROVINSI JAWA TENGAH
BADAN PENANAMAN MODAL DAERAH
Alamat : Jl. Mgr. Soegiopranoto No. 1 Telepon : (024) 3547091 – 3547438 – 3541487
Fax : (024) 3549560 E-mail :bpmd@jatengprov.go.id http ://bpmd.jatengprov.go.id
Semarang - 50131

REKOMENDASI PENELITIAN
NOMOR : 070/1969/04.2/2014

Dasar	:	1.	Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tanggal 20 Desember 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
		2.	Peraturan Gubernur Jawa Tengah No. 74 Tahun 2012 tentang Organisasi dan Tata Kerja Unit Pelaksana Teknis Pelayanan Terpadu Satu Pintu Pada Badan Penanaman Modal Daerah Provinsi Jawa Tengah;
		3.	Peraturan Gubernur Jawa Tengah No. 67 Tahun 2013 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu Provinsi Jawa Tengah sebagaimana telah diubah dengan peraturan Gubernur Jawa Tengah Nomor 27 Tahun 2014.

Memperhatikan : Surat Kepala Badan Kesatuan Bangsa dan Perlindungan Masyarakat Provinsi Daerah Istimewa Yogyakarta Nomor. 074/2091/Kesbang/2014 tanggal 19 September 2014 perihal : Rekomendasi Ijin Penelitian.

Kepala Badan Penanaman Modal Daerah Provinsi Jawa Tengah, memberikan rekomendasi kepada :

1.	Nama	:	ERLINA DEWI SANJANI
2.	Alamat	:	Badran Baru Rt 009/Rw 008 , Kel.Papahan, Kec.Tasikmadu, Kab.Karanganyar, Provinsi Jawa Tengah.
3.	Pekerjaan	:	Mahasiswa S1.

Untuk		:	Melakukan penelitian dalam rangka penyusunan skripsi dengan rincian sebagai berikut :
a.	Judul Penelitian	:	*IMPROVING STUDENTS' SPEAKING ABILITY USING THINK-PAIR-SHARE OF COOPERATIVE LEARNING AT THE 8TH GRADE STUDENTS OF MTS N KARANGMOJO IN THE ACADEMIC YEAR OF 2014/2015.*
b.	Tempat / Lokasi	:	MTs N Karangmojo, Kab.Karanganyar, Provinsi Jawa Tengah.
c.	Bidang Penelitian	:	Pendidikan.
d.	Waktu Penelitian	:	September s.d. November 2014
e.	Penanggung Jawab	:	Dra. Jamilah, M.Pd
f.	Status Penelitian	:	Baru.
g.	Anggota Peneliti	:	-
h.	Nama Lembaga	:	Universitas Negeri Yogyakarta.

Ketentuan yang harus ditaati adalah :
a. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat setempat /Lembaga swasta yang akan di jadikan obyek lokasi;
b. Pelaksanaan kegiatan dimaksud tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan;
c. Setelah pelaksanaan kegiatan dimaksud selesai supaya menyerahkan hasilnya kepada Kepala Badan Penanaman Modal Daerah Provinsi Jawa Tengah;
d. Apabila masa berlaku Surat Rekomendasi ini sudah berakhir, sedang pelaksanaan kegiatan belum selesai, perpanjangan waktu harus diajukan kepada instansi pemohon dengan menyertakan hasil penelitian sebelumnya;
e. Surat rekomendasi ini dapat diubah apabila di kemudian hari terdapat kekeliruan dan akan diadakan perbaikan sebagaimana mestinya.
Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Semarang, 24 September 2014

KEPALA BADAN PENANAMAN MODAL DAERAH
PROVINSI JAWA TENGAH

BPMD

Ir.YUNI ASTUTI,MA.
Pembina Utama Muda

SURAT TIDAK KEBERATAN (STB)
Nomor : 070 / 475 / IX / 2014

I.	Dasar	:	Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tanggal 20 Desember 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
II.	Memperhatikan	:	1. Surat Kepala Badan Kesatuan Bangsa dan Perlindungan Masyarakat Provinsi Daerah Istimewa Yogyakarta Nomor: 074/2091/Kesbang/2014 tanggal 19 September 2014 perihal: Rekomendasi ijin penelitian.
			2. Surat dari Badan Penanaman Modal Daerah Provinsi Jawa Tengah, Nomor: 070/1961/04.2/2014, tanggal 24 September 2014, Perihal Permohonan Ijin Penelitian.

III. Yang bertanda tangan di bawah ini Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Karanganyar tidak keberatan atas pelaksanaan suatu kegiatan Ilmiah dan pengabdian kepada masyarakat dalam wilayah Kabupaten Karanganyar yang dilakukan oleh :

1.	N a m a	:	ERLINNA DEWI SANJANI / 10202241068
2.	Alamat	:	Badran Baru RT 009/RW 008 Desa Papahan Kec. Tasikmadu Kab. Karanganyar.
3	Pekerjaan	:	Mahasiswai
4.	Maksud dan tujuan	:	Permohonan Ijin Penelitian dalam rangka penyusunan skripsi dengan Judul: *"Improving Students' Speaking Ability Using Think-Pair-Share Of Cooperative Learning At The 8th Grade Students Of MTS N Karangmojo In The Academic Year Of 2014/2015 ".*
5.	L o k a s i	:	MTS N Karangmojo Kec. Tasikmadu Kab. Karanganyar.
6.	Jangka waktu	:	29 September s/d Desember 2014.
7.	Peserta	:	-
8.	Penanggungjawab	:	Dra. Jamilah, M.Pd.
10.	Nama Lembaga	:	Universitas Negeri Yogyakarta

Dengan Ketentuan sebagai berikut :

a. Pelaksanaan kegiatan dimaksud tidak dilaksanakan untuk tujuan lain yang dapat berakibat melakukan tindakan pelanggaran terhadap peraturan Perundang-undangan yang berlaku.

b. Sebelum melaksanakan kegiatan tersebut, maka terlebih dahulu melapor kepada penguasa Pemerintah Desa/Kalurahan setempat.

c. Mentaati segala ketentuan dan peraturan–peraturan yang berlaku juga petunjuk-petunjuk dari pejabat pemerintah yang berwenang dan tidak menimbulkan distorsi/gejolak masyarakat.

d. Setelah melaksanakan kegiatan dimaksud supaya menyerahkan hasilnya kepada Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Karanganyar.

e. Apabila masa berlaku surat ijin ini sudah berakhir, sedangkan pelaksanaan kegiatan belum selesai perpanjangan waktu harus diajukan kepada instansi pemohon

IV. Surat Tidak Keberatan akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang STB ini tidak mentaati/mengindahkan ketentuan-ketentuan seperti tersebut diatas.
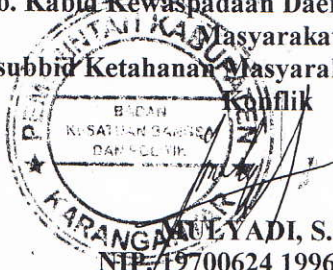
Dikeluarkan di : Karanganyar.
Pada Tanggal : 29 September 2014

An. **KEPALA BADAN KESBANG DAN POLITIK**
KABUPATEN KARANGANYAR
Ub. Kabid Kewaspadaan Daerah dan Ketahanan
Masyarakat
Kasubbid Ketahanan Masyarakat dan Penanganan
Konflik

TEMBUSAN :
1. Bupati Karanganyar (sebagai laporan).
2. Kepala Bappeda Kabupaten Karanganyar

MULYADI, S.Sos
NIP. 19700624 199603 1 004

BADAN PERENCANAAN PEMBANGUNAN DAERAH

Alamat : Jl. KH. Wakhid Hasyim Karanganyar Kode Pos 57716
Telp./ Fax. (0271) 495179 Karanganyar
website : www.bappeda.karanganyarkab.go.id   email : bappeda_karanganyar@yahoo.com

SURAT REKOMENDASI RESEARCH / SURVEY
Nomor : 070 / 462 / IX / 2014

I. M E N A R I K : Surat dari Kepala Badan Kesatuan Bangsa dan Politik Kab. Karanganyar, Nomor 070/ 475 / IX / 2014 Tanggal 29 September 2014.

II. Yang bertanda tangan dibawah ini Kepala Badan Perencanaan Pembangunan Daerah Kabupaten Karanganyar, bertindak atas nama Bupati Karanganyar, menyatakan **TIDAK KEBERATAN** atas pelaksanaan research/penelitian/survey/observasi/mencari data dalam wilayah Kabupaten Karanganyar yang dilaksanakan oleh :

1	Nama	:	ERLINNA DEWI SANJANI / 10202241068
2	Alamat	:	Badran Baru Rt 009/Rw 008 Desa Papahan Kec. Tasikmadu Kab. Karanganyar.
3	Pekerjaan	:	Mahasiswi
4	Penanggungjawab	:	Dra. Jamilah, M.Pd
5	Maksud / Tujuan	:	Permohonan ijin penelitian dalam rangka menyusun Skripsi dengan judull : *"IMPROVING STUDENTS' SPEAKING ABILITY USING THINK-PAIR-SHARE OF COOPERATIVE LEARNING AT THE 8th GRADE STUDENTS OF MTS N KARANGMOJO IN THE ACADEMIC YEAR OF 2014/2015".*
6	Peserta	:	--
7	Lokasi	:	MTS N Karangmojo, Kec. Tasikmadu, Kab. Karanganyar

Dengan ketentuan-ketentuan sebagai berikut :
a. Pelaksanaan research/penelitian/survey/ observasi/mencari data tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah.
b. Sebelum melaksanakan research/penelitian/survey/ observasi/mencari data harus terlebih dahulu melaporkan kepada penguasa setempat.
c. Setelah research/penelitian/survey/ observasi/mencari data selesai, supaya menyerahkan hasilnya kepada BAPPEDA Kabupaten Karanganyar.

III. Surat Rekomendasi research/penelitian/survey/ observasi/mencari data ini berlaku dari :
Tanggal 29 September s/d 29 Desember 2014

Dikeluarkan di : Karanganyar
Pada tanggal   : 29 September 2014

An. BUPATI KARANGANYAR
KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH
Ub.
KA. BID. PENELITIAN, PENGEMBANGAN DAN STATISTIK

Ka. Sub. Bid. Monev dan Statistik,

Ir. AGUSTUR W. ATMOJO.
NIP. 19580831 199103 1 003

Tembusan:
1. Bupati Karanganyar;
2. Kapolres Karanganyar;
3. Ka. Badan KESBANGPOL Kab. Karanganyar;
4. Ka. Dinas Pendidikan, Pemuda dan Olahraga Kab. Karanganyar
5. Ka. Sekolah MTS N Karangmojo, Kec. Tasikmadu, Kab. Karanganyar

PEMERINTAH KABUPATEN KARANGANYAR

DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA

Alamat : Jalan Lawu Komplek Perkantoran Cangakan

. (0271) 495041 – 495014 Fax. 494522 . 57712

KARANGANYAR

Website : disdikpora.karanganyarkab.go.id E-mail : disdikpora@karanganyarkab.go.id

SURAT REKOMENDASI PENELITIAN

Nomor : 070/ 62 /IX /2014

Dasar   : Surat rekomendasi research / penelitian dari Kepala BADAN PERENCANAAN PEMBANGUNAN DAERAH (BAPPEDA) Kabupaten Karanganyar Nomor: 070/462/IX/2014, Tanggal : 29 September 2014

Yang bertanda tangan dibawah ini Kepala Dinas Pendidikan, Pemuda dan Olahraga Kabupaten Karanganyar TIDAK KEBERATAN atas pelaksanaan research / penelitian karya ilmiah dalam bidang pendidikan di wilayah Kabupaten Karanganyar yang dilakukan oleh :

1. Nama   : ERLINNA DEWI SANJANI / 10202241068
2. Alamat   : UNY Yogyakarta
3. Pekerjaan   : Mahasiswi
4. Maksud dan Tujuan : Permohonan Ijin Penelitian dalam rangka menyusun Skripsi dengan judul:
   "IMPROVING STUDENTS' SPEAKING ABILITY USING THINK-PAIR-SHARE OF COOPRATIVE LEARNING AT THE 8th GRADE STUDENTS OF MTS N KARANGMOJO IN THE ACADEMC YEAR OF 2014/2015"
5. Lokasi   : MTs Negeri Karangmojo, Kecamatan Tasikmadu, Kabupaten Karanganyar
6. Penanggunng Jawab : Dra. Jamilah,M.Pd
7. Peserta   : -

Dengan ketentuan-ketentuan sebagai berikut :

a. Pelaksanaan kegiatan dimaksud tidak dilaksanakan untuk tujuan tertentu yang berakibat pada pelanggaran Hukum yang berlaku.

b. Sebelum melaksanakan penelitian terlebih dahulu melaporkan kepada Kepala Unit Kerja yang dituju.

c. Mentaati segala ketentuan dan peraturan-peraturan yang berlaku juga petunjuk dari Kepala Unit Kerja yang dituju.

d. Menjaga kerahasian dokumen-dokumen dalam bidang Pendidikan.

e. Setelah melaksanakan kegiatan harap menyerahkan hasilnya kepada Kepala Dinas Pendidikan, Pemuda dan Olahraga Kabupaten Karanganyar.

f. Surat rekomendasi ini berlaku dari tanggal 29 September s.d 29 Desember 2014

Demikian surat rekomendasi ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di   : Karanganyar

Pada Tanggal   : 29 September 2014

Plt KEPALA DINAS DIKPORA
KABUPATEN KARANGANYAR
SEKRETARIS

AGUS HARIYANTO, SE, MM
Pembina Tk I
NIP. 19650420 199203 1 006

Tembusan :

1. Bupati Karanganyar
2. Kapolres Karanganyar
3. Ka. Badan KESBANGPOLINMAS Kab. Karanganyar
4. Ka. Bappeda Kab. Karanganyar
5. Ka. MTs Negeri Karangmojo, Kecamatan Tasikmadu, Kabupaten Karanganyar

KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI KARANGMOJO
TASIKMADU KAB. KARANGANYAR

Jln. Raya Tasikmadu – Kebakkramat Km.2 Karanganyar Telp. 0271 7071901 Kode Pos 57761

SURAT KETERANGAN
Nomor : Mts.11.13.64/TL.00/324 /2014

Assalamu 'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini :

Nama	:	Drs. Sutoyo, M.Pd.
NIP	:	19650808 199303 1 004
Pangkat gol.ruang	:	Pembina Tk. I / IVb
Jabatan	:	Kepala MTs Negeri Karangmojo
Unit Kerja	:	MTs Negeri Karangmojo Kab. Karanganyar

Menerangkan bahwa :

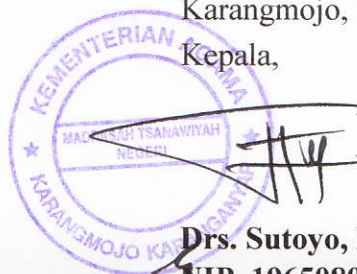|		
Nama	:	Erlinna Dewi Sanjani
NIM	:	10202241068
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Bahasa dan Seni
Alamat	:	Badran Baru RT 009 RW 008 Papahan Tasikmadu Karanganyar
Tempat/Tgl lahir	:	Karanganyar, 18 Februari 1991

Telah melaksanakan Penelitian pada tanggal 01 Oktober s.d. 10 November 2014 di MTs Negeri Karangmojo Kab. Karanganyar guna menyusun Skripsi dengan judul : *IMPROVING STUDENTS' SPEAKING ABILITY USING THINK-PAIR-SHARE OF COOPERATIVE LEARNING AT THE 8th GRADE STUDENTS OF MTsN KARANGMOJO IN THE ACADEMIC YEAR OF 2014/2015.*

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu 'alaikum Wr. Wb.

Karangmojo, 10 November 2014
Kepala,

Drs. Sutoyo, M.Pd.
NIP 19650808 199303 1 004