

**IMPROVING THE SPEAKING SKILLS OF THE TENTH GRADE
STUDENTS OF SMK N 1 DEPOK, SLEMAN, YOGYAKARTA
BY USING THE JIGSAW TECHNIQUE IN COOPERATIVE LEARNING
IN THE ACADEMIC YEAR OF 2013/2014**

A THESIS

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



By:
Riska Okta Pratiwi
NIM. 08202241042

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
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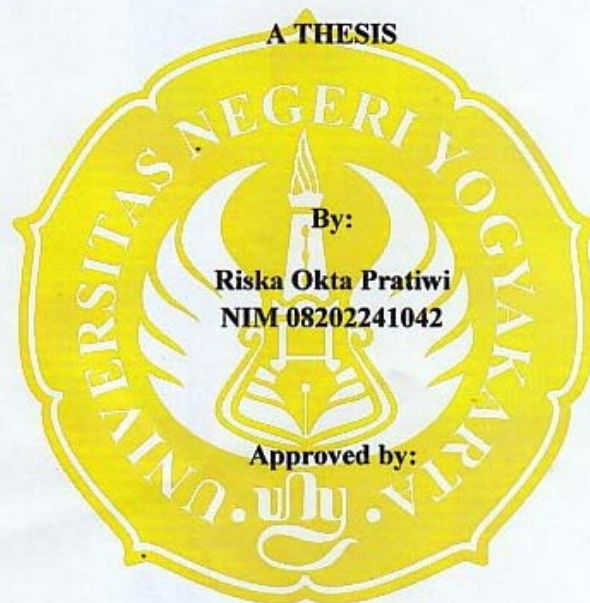
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APPROVAL SHEET

**IMPROVING THE SPEAKING SKILLS OF THE TENTH GRADE
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A THESIS



By:

**Riska Okta Pratiwi
NIM 08202241042**

Approved by:

Yogyakarta, June 8th 2015

First Supervisor,

Second Supervisor,

Drs. Suhaini Muhammad Saleh, M.A.
NIP. 19540120 197903 1 002

Sudiyono, S.Pd.M.A.
NIP. 19720220 200501 1 001

RATIFICATION

IMPROVING THE SPEAKING SKILLS OF THE TENTH GRADE STUDENTS OF SMK N 1 DEPOK, SLEMAN, YOGYAKARTA BY USING THE JIGSAW TECHNIQUE IN COOPERATIVE LEARNING IN THE ACADEMIC YEAR OF 2013/2014

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By:

Riska Okta Pratiwi
NIM. 08202241042

Accepted by the Board of Examiners of English Education Department,
Faculty of Languages and Arts, Yogyakarta State University on 3rd July, 2015
and declared to have fulfilled the requirements for the attainment of the degree of
Sarjana Pendidikan in English Language Education

Board of Examiners

Chairperson : Drs. Samsul Maarif, M.A.

1. 

Secretary : Siti Sudartini, S.Pd., M.A.

2. 

Examiner 1 : Dr. Agus Widyanoro, M.Pd.

3. 

Examiner 2 : Drs. Suhaini M. Saleh, M.A.

4. 

Yogyakarta, July 2015
Faculty of Languages and Arts
Yogyakarta State University

Dean,



Prof. Dr. Zamzani, M.Pd.
NIP: 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya

Nama : Riska Okta Pratiwi

NIM : 08202241042

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Karya : *Improving The Speaking Skills of The Tenth Grade*

Ilmiah *Students of SMK N 1 Depok, Sleman, Yogyakarta*

by Using The Jigsaw Technique in Cooperative

Learning in Academic Year of 2013/2014

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

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

Yogyakarta, Juli 2015
Peneliti,



Riska Okta Pratiwi

DEDICATIONS

This thesis is fully dedicated to:

*My beloved mother and father, Ummi Masdikah
and Abi Gunawan*

My little brother, M. Sigit Permadi

All of my noble teachers who inspire me in my life

MOTTOS

"Allah will put the believers among you and the people who are given knowledge some degrees in the highest place."

(TQS. Al Mujaadilah:11)

"Whoever walks to find the knowledge, Allah will make his/her road to heaven easier."

(HR Bukhari)

"You will not get the knowledge except six things: intelligence, enthusiasm, truthfulness, fund, teacher guidance, and long time."
(Imam Syafi'i)

"Man Jadda wa Jada, Man Shabara Zafira."

"Whoever is hard-working, she/he will achieve. Whoever is patient, she/he is lucky. "(Arabian Proverbs)

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Riska Okta Pratiwi
NIM. 08202241042

ABSTRACT

This study was aimed at improving the speaking skills of the tenth grade students of SMK N 1 Depok, Sleman, Yogyakarta by using the jigsaw technique in cooperative learning in the academic year of 2013/2014.

This study is action research. This research consisted of two cycles with three meetings in each cycle. The subjects of the research were the first grade students of SMK N 1 Depok, Sleman, Yogyakarta, the English teacher as the collaborator and the researcher. The data collection techniques were observations, interviews and tests. Hence, the data were in the form of field notes, interview transcripts and students' speaking scores. In analyzing those data, two methods were used. The qualitative data were analyzed in five steps, i.e. assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The quantitative data in the form of pre-test and post-test scores were analyzed by comparing the mean scores.

The result of the research shows that the use of the jigsaw technique in cooperative learning in combination with other accompanying actions is able to improve students' speaking skills. Based on the qualitative data, most of the students keep their participation during the activities, most of them are not shy to speak and not afraid to make mistakes, they could respond and speak at the normal speech with less grammatical error, they also have rich vocabulary better than before, and they can say some words in correct pronunciation and appropriate intonation. Based on the quantitative data, the students' speaking scores and the number of students who performed each indicator increased. The improvements of the mean scores were 86.92% for comprehension, 72.13% for fluency, 98.82% for vocabulary, 99.36% for pronunciation, and 98.62% for grammatical accuracy. From the data above, it can be concluded that the students' speaking skills improved.

CHAPTER I

INTRODUCTION

A. Background of the Study

English currently develops into more significant language for people in Indonesia. First of all, Indonesia as a developing country needs some information exchange of science, technology, economy, and etc. from other developed countries to improve the quality of human life. For example, how to encourage the people in conducting a research and making innovation in technology; how to improve the quality of health and education institution; how to solve the poverty, and etc. In this situation, it is difficult for Indonesian people to get some information and knowledge without understanding English well. For that reason, Indonesian people need to be able to learn and speak English fluently for narrowing gap among the people on the world through communication.

English language teaching to vocational school learners has some important roles in recent years. Firstly, the vocational schools learners in Indonesia aim to enable students to develop oral communication competencies in school context. It means that the students are expected to have a good speaking skill in communicating with different people and different communicative purposes. Secondly, the vocational graduates are prepared to enter the working world or entrepreneur business. It means that English hopefully may help the students to open the connection among people in this world to support their business. Therefore, English is important to vocational school learners in

developing skills in communication and helping the students to build up the awareness of the importance of English for the future.

The students of vocational schools are demanded to have some skills to support their specific competence especially in English. They are listening, speaking, reading, and writing. Listening and speaking skill can help students to improve their oral skills in English. These skills are useful when two or more people are involved in direct communication. A good oral skill is needed to communicate with people in schools, people in working areas, and foreigners. Moreover, writing and reading will help students in written expressions. These skills are usually used in indirect communication. In conclusion, listening, speaking, reading, and writing are essential skills in English to be learned.

Speaking is one of important skills in English for some reasons. First, speaking is process to carry out conversation. In the process of speaking, it involves two or more people in the same time and context. One is a listener and the other is speaker, or in other words, it is called with reciprocal process. The process of speaking is running since two people or more have a conversation at the same time. Second, speaking is process to get information or meaning from others. When the people are talking with others, they are actually telling or sharing information about something which are discussed. In order to know that information can be kept in people's mind or not, it is depend on process of constructing meaning that involves producing, receiving, and processing information. If the people consider some points are important or have a deep emotion, the people's mind send an order to brain for saving the information in

short-term memory for a while and continued with sending into long-term memory. Otherwise, if the people think some points are not important, the people's mind send an order to brain for saving the information only in short-term memory. As a result, the people will forget unnecessary things easily. Third, speaking is the way to build a good social relationship. The mankind cannot live without interacting with other people. In addition, the people need someone's help to make sure their daily activities are running well. Furthermore, with speaking activities, the people can give motivation, support, effort, sympathy to express what they feel toward others. It helps people to make a good relationship to each other. Thus, speaking skill is necessary things for our life.

The problems occur in SMK N 1 Depok related with this speaking skills. Commonly, they come from teacher and student problems. For teacher's problem, it might occur for the current situation. For example, the method or technique is not interesting for the students to support their speaking activities in class. So, the students are not motivated to practice speaking effectively. Another problem from teacher is related to opportunities that are given to the students itself. Speaking needs more allocation time to practice. So, practicing in group is one way to facilitate and give the students more chances to ask, respond, give a comment without afraid to make mistakes.

Next problem comes from the students. For instance, the students are not maximum and active in the practice of speaking skill in the class. They are mostly passive and difficult to involve in conversation or discussion of speaking lesson in English. So, there are only few students who can follow the speaking class

material given by the teacher. Furthermore, the students do not speak fluently because lack of vocabulary mastery. It makes them feeling afraid to speak and make mistakes because their spoken language full of grammatical errors. In conclusion, these create a problem in developing the skill, particularly speaking skills.

B. Identification of the Problem

Based on the previous observation and interview in the speaking classroom context, there are some problems existing in SMK N 1 Depok. Most of problems may arise because of two factors: students' factor and teacher's factor. Those problems are described as follows.

Related to students' factors, there are five problems arise because of these aspects. First, the lack of vocabulary mastery. It can give the impact when the teacher gives instruction or question to the students, the students respond slowly. It also can occur on the interaction or turn taking process. For example, the students will have a long pause when trying to answer the questions from the teacher and their friends.

Second, the students like to use their native language better than English language in the teaching learning process. It happens as a result of lack of vocabulary and unadequate stimulation to speak English. When they speak in English and get stuck, the easiest way is to switch into familiar words or phrases (L1) that they know and speak with it unconsciously. Therefore, using native language is disruptive habit in English speaking practice.

Third, they have low motivation to practice English outside the classroom. It happens because English in our country still a foreign language not first or second language. In fact, the people are not using English in daily conversation and small talk when the people meet on the street in our country. English language is not functioned well for hence. The students cannot apply their knowledge or speaking skills freely and it is limited in context. It gives an impact towards students' motivation too.

Fourth, most the students are not confident and shy to speak English and engaged autonomously with their peer in learning process. It happens because the characteristics of adolescents tend to have high self-ego and sensitive for self-correction. They just need an interesting technique or strategy to stimulate their peer-interaction and cooperation among members. The technique is expected to help students improve their social skills on communication and also their speaking skills.

Fifth, they are afraid to make a mistake in speaking. The low vocabulary mastery and the low motivation to practice make the meaning is not conveyed well in the process of communication. Besides, the utterance is also full of grammatical errors. It makes them hesitant. Furthermore, the teacher's feedback or correction on the wrong moment also contributes on their unreasonable fear to speak English well.

Related to teacher's factors, there are two problems arise because of these aspects. Firstly, the teacher does not have a creative method or technique in teaching speaking. So, the students get bored easily and low motivation on

learning English. To speak English well needs some supportive elements like comfortable atmosphere and less of pressure with joining group work. For that, the teachers have important role to create good perception that learning English is fun. It can be achieved with applying some communicative techniques or methods in classroom.

Secondly, the teacher does not give more opportunities on the learning process to communicate and express the idea without feeling hesitant with peer group in classroom. The students actually need more speaking practices in classroom. In the speaking process, students need time to process the utterance, expression, even comment from the other speaker to grasp an idea or meaning. After that, how to respond and how to answer the utterance spend more time too. Therefore, the students need more chances to speak English in developing their speaking skills.

C. Delimitation of the Problem

It is impossible for the researcher to overcome all of the problems in the speaking teaching and learning process. The study will focus on improving the first grade students' speaking skills by providing them with more opportunities to practice speaking. Based on the interview and discussions with the English teacher, the jigsaw technique would be implemented to overcome the problems related to the speaking learning process.

The study was conducted in the first semester of the academic year of 2013/2014. The target was tenth grade of *Busana Butik* at SMK N 1 Depok.

D. Formulation of the Problem

In accordance with the discussion above, the problem is formulated as follows, “How can the jigsaw technique be applied to improve the tenth grade students’ speaking skills at SMK N 1 Depok, Sleman, Yogyakarta?”

E. Objectives of the Study

In line with problems are formulated above, the objective of the study is to improve the students’ English speaking skills at the tenth grade of SMK N 1 Depok, Sleman, Yogyakarta through the use of the jigsaw technique.

F. Significances of the Study

In this study, the researcher expects that the research paper has significances both practical and scientific significances:

1. Scientific Significance

The result of this study can be one of meaningful and useful studies which can be a reference to conduct research studies in the English teaching-learning process.

2. Practical Significance

- a. For Yogyakarta State University, as an institution concerned with the production of well-qualified teachers and education development, this study gives information and data related to the use of the jigsaw technique focused on speaking class at SMK N 1 Depok.

- b. For the English teacher of SMK N 1 Depok, the result of study can be used as guidance in using the jigsaw technique to improve students' speaking skills and motivate them to be active in the teaching learning process.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Description

1. Teaching English as a Foreign Language

English in Indonesia has become a nationwide and making an effort to be pursued at all academic levels, from the kindergarten to the University. There has been an increase in the development of public school English programs and private English language schools throughout Indonesia. For instance, English is one of foreign languages that is included in national examination, and some of education institutions use English competence as a requirement. It can be concluded that English becomes an important language to be learned by the students in Indonesia.

However, in Indonesia, English is still a foreign language. There are significant distinctions between Teaching English as a Second Language (TESL) and Teaching English as a Foreign Language (TEFL). Firstly, in second language context, one used it (probably as a *lingua franca*) in the learner's home country. For example, French for people in ex-French colonies while a foreign language is one without that special status (Johnson, 2008: 12). Secondly, in a second language situation, English is the language of the mass media: newspapers, radio and television. English is also the language of official institutions of law courts, local and central government and education. It is also the language of large commercial and industrial organisations. In summary, a good command of

English in a second language situation is the passport to social and economic advancement, and the successful user of the appropriate variety of English as member of that language community.

On the other hand, English is a foreign language in the rest of the world. For example, English is taught in schools, often widely, but it does not play an essential role in national or social life. People do not use English out of classroom because it is not supported by government, institution, environment, and people awareness. In addition, some of the educational effects of foreign language learning are achieved subconsciously in the first months of study at school, though obviously a 'feel' for the new language, together with the subtle impacts on the learner's perceptual, cognitive and affective development, is a function of the growing experience of its written and spoken forms of English (Broughton, et al., 1980: 10).

Furthermore, in foreign language situations of this kind, the learners of English tend to have instrumental motivation and integrative motivation for learning the foreign language (Broughton, et al., 1980: 5). When students learn for instrumental motivation for example, they need it for operational purposes like to be able to read books in the new language; to be able to communicate with other speakers of that language; to integrate within job culture; to facilitate international communication from other countries, and so on. When students learn a foreign language for integrative purposes, they are trying to identify much more closely with a speech community which uses that language variety; they want to feel at home in it, they try to understand the attitudes and the world view of that

community. Therefore, learners of English as a foreign language have a choice of language variety to a larger extent than second language learners.

2. Speaking

a. Definition of Speaking

Speaking is one of the skills that have to be mastered by students in learning English. Speaking has many kinds of definition based on some experts. Speaking is usually defined as a process to convey a meaning between speaker and receiver with using utterance but some experts have their own details about speaking.

Chaney and Burk (1998: 13) state that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. This definition seems to be the same as what is said by Brown (2001: 267). He defines speaking as demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language. While, based on Nunan (2003: 48), speaking is the productive skill that consists of producing systematic verbal utterance to convey meaning. It implies that the process of speaking is interaction between two or more people in particular situation and condition to achieve a objective through verbal and non-verbal language.

Furhermore, Brown and Yule (1989: 14) define speaking as expressing the needs-request, information service, etc. It means that the speakers say words to the listener not only to express what the speakers want in her mind but also to express what the speakers get through ongoing information. In accordance with

Brown and Yule, Widdowson (1978: 96) states that speaking is commonly performed in face to face interaction and occurs as part of a dialogue or other form of verbal exchange. Therefore, communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings.

From some theories of experts above, it can be inferred that speaking is a process to have a conversation with someone using utterance and non-verbal language to send a meaning in target language. Besides, interaction with others involves not only verbal language, but also paralinguistic elements of speech such as, pitch, stress, and intonation. In addition, nonlinguistic elements such as, gestures, body language, posture, facial expression, and so on may accompany the process of speaking.

b. The Nature of Speaking

The teacher and the students are expected to know about the nature of speaking in order to improve the speaking ability itself. It is divided into three aspects. They are as follows:

1) Differences between spoken and written language

Many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time. It means that the listener is waiting for the speaker's respond right then. Second, when the people speak, it cannot be edited or revised, as the

people are writing. The other differences are proposed by Nunan (2003: 48) that is presented in table:

Table 1: The Differences between Spoken Language and Written Language

Spoken Language	Written Language
Auditory	Visual
Temporary; immediate reception	Permanent; delayed reception
Prosody (rhythm, stress, intonation)	Punctuation
Immediate feedback	Delayed or no feedback
Planning and editing limited by channel	Unlimited planning, editing, revision

2) Speaking competence or speaking skill

Speaking is one of the four language skills that are taught in English teaching. The objective of teaching speaking is the ability of the students to communicate with other speakers in the target language. In order to be able to communicate, language learners need to have communicative competence. Communicative competence includes knowledge of grammar and the vocabulary of the language, knowledge of rules in speaking, knowing how to use and respond to different types of speech acts, and knowing how to use language appropriately (Richards in Nunan, 1999: 226).

Some other aspects such as, grammar, fluency, vocabulary, pronunciation, and comprehension help students to improve and support the speaking ability of the students. For example, grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. Sentences are acceptable if they follow the rules set out by grammar of the language. So, it gives

an effect towards the students' accuracy in speaking. In addition, it also gives an effect towards the meaning that is conveyed by the speaker.

Second is fluency. Fluency and accuracy are both important to consider in speaking activities. Fluency is the ability to talk fairly freely, without too much stopping or hesitating, while accuracy is emphasized on correct English (Riddell, 2003: 118-119). Accuracy and fluency are equally important in speaking, but it depends on who the learners are. Here, the teacher has to help the students to build their language accuracy little by little until they can speak more fluently.

Third is vocabulary. If the students want to use the language fluently and want to sound like native-speakers, they need to be able to put words together quickly in typical combinations. For that, the students are expected to have rich vocabularies input to develop fluency.

Fourth is pronunciation. It is related to the sounds while the speaking. The students have to try how to listen carefully, repeat, memorize, and practice the language samples in order to reproduce them automatically. A correct pronunciation and fluency is a good combination to have a good speaking skill.

Last is comprehension. Related to the speaking, for instance, the students know how to use language appropriately and understand how to respond the sentence. Thus, in speaking activities, both of speaker and listener have the same perception about the topic of discussion.

3) Function of speaking

The speaker has to know about the purpose of conversation. Richards (2008: 22-27) proposes some functions of speaking. Here are the functions of speaking as proposed by him:

1) Talk as interaction

Talk as interaction means people are doing normal conversation that is filled a primarily social function. The focus is more on the speakers and how they present themselves to each other than on the message. For example: when people meet they exchange greetings, engage in small talk, recount recent experiences, joking, turn-taking, interrupting, and so on.

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Examples of talk as transaction are: classroom group discussions problem-solving activities, discussing plans with a hotel clerk, making a telephone call, buying something in market, and so on.

3) Talk as performance

Talk as performance refers to public talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

c. Elements of Speaking

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

Harmer (2001:269) states that there are some elements that are necessary for spoken production. The elements are called language features. They are as follows:

1) Connected speech

Effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech. In connected speech sounds are modified, omitted, added, or weakened. It is important to engage the students in activities designed to improve their connected speech ability.

2) Expressive devices

The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. The students should be able to deploy at least some of such supra segmental features and devices in order to communicate well.

3) Lexis and grammar

Teachers should therefore supply a variety of phrases for different functions such as greeting, thanking, leave-taking, agreeing or disagreeing, expressing sympathy, and etc. So, the students can produce some useful phrases at various stages of interaction.

4) Negotiation language

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

As stated above that the students need to have knowledge of language features in order to communicate well, the rapid processing skills are also necessary. Furthermore, Harmer (2001:271) states that the other element of speaking is a mental or social processing. They are as follows:

1) Language processing

A language processing is a process to convey the intention of the speaker and also to process the words or phrases from memory to communicate with people. It helps students to develop habits of English rapid language processing.

2) Interacting with others

Effective speaking also involves a good deal of listening, knowing how other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.

3) Information processing

It is related to how to response others' feelings. A good communicator has to give response as quick as possible when processing information from other speaker.

3. Teaching Speaking to Adolescent

a. The Characteristics of Adolescent Learners

Brown (2001: 91) states that the adolescents or teenagers are the people who have range of ages between twelve to eighteen. In other words, the people who have life phase between childhood and adulthood is called adolescent. For that reason, the way to teach English to adolescent is different from adults or children. Some experts have different ideas about the characteristic of adolescents. Here is the list of their characteristics proposed by Brown (2001: 92).

- 1) Adolescents are able to solve some complex problems with logical thinking as a result of the linguistic development. They can think with abstract concept to achieve the comprehension.
- 2) The period of time to concentrate can be lengthened as a result of intellectual maturation.
- 3) Adolescents still need to see, listen, speak, feel, touch something to improve their understanding about the lesson.
- 4) The special characteristics that distinguish between adolescents and children are related to ego, self-image, and self-esteem. The change of physical and emotional in this age makes adolescents are hypersensitive.

In this condition, the teacher has to keep self-esteem high by avoiding embarrassment of students, supporting each person's talents and strengths, allowing mistakes and other errors to be accepted, de-emphasizing competition between classmates, and encouraging small-group work where risks can be covered.

- 5) Adolescents can deal with grammar or vocabulary items in immediate communicative contexts.

From the characteristics above, it can be concluded that adolescents are the group of people who have a great ability to develop their knowledge about language. The teacher may try to manage the class well, push the students with motivation, gives the students opportunity to express their ability without too much pressure, knows the adolescents characteristic, learns to cover their mistakes, and so on. So, the teaching learning process is expected to run well in line with adolescents need.

In addition, Herbert and Michael in Harmer (2001: 38) said that adolescents seemed to be less energetic and humorous than adults. Harmer (1998: 2) states different things about adolescents. Adolescent students may be disruptive in class because of some factors such as the need for self-esteem, the peer approval, and the boredom they feel. In addition, adolescents also can cause discipline problems. But, if adolescents are engaged, they have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. So, teachers must stimulate student engagement with

material which is relevant and involving. They also need to boost students' esteem and be conscious of their need for identity.

Basically, adolescents have a unique characteristic as it has been explained above. Therefore, teachers should prepare relevant strategies to teach speaking to them. The appropriate method, technique, and materials are necessary to help them understand how to improve their speaking skills.

b. Principles for Teaching Speaking

There are several principles of teaching speaking that can be used to help language learners practice speaking in the target language. It can be taken as consideration for the teacher in conducting speaking activities in classroom. Nunan (2003: 54) proposes some principles in teaching speaking.

First, the teacher has to consider of the differences between second language and foreign language learning contexts. For example, Indonesia is a country where the target language is not the language of communication in society. As a result, learning English speaking skills is very challenging for the students in foreign language contexts, because they have very few opportunities to use the target language outside the classroom. So, the teacher should make the process of teaching speaking is suitable based on its context.

Second, the teacher gives students opportunity to practice with both fluency and accuracy. In speaking classroom, the students cannot develop fluency if the teacher is constantly interrupting them to correct their oral mistakes. The teacher should consider the right moment when feedback or correction is given.

Furthermore, the teacher also provides the students with fluency-building practice and realizes that making mistakes is a natural part of learning a new language.

Third, the teacher provides opportunities for students to talk by using group work or pair work, and limiting teacher talk. Pair work or group work activities can be used to increase the amount of time that students get to speak in the target language during lessons. In that situation, the students can take speaking roles that are normally filled by the teacher like questioning and offering clarification.

Fourth, the teacher has a plan of speaking tasks that involve negotiation for meaning. Negotiating for meaning is a process to check if the person has understood with what someone has said, clarifying understanding, and confirming the meaning. By asking for clarification, repetition, or explanation during conversations, the students can learn about the differences of negotiation meaning expressions.

Fifth, the teacher may design classroom activities that involve guidance and practice in both transactional and interactional speaking. Transactional speech is a process of communicating with someone to get something done, including the exchange of goods or services. Instead, interactional speech is a process of communicating with someone for special purposes like establishing and maintaining social relationships. Thus, the teacher can arrange speaking activities or tasks that make the students are involved in interaction process both interactional and transactional settings.

c. Types of Classroom Speaking Performance

There are many speaking activities that can be applied by the teacher to improve students' motivation and to improve their speaking skills. Brown (2001: 271-274) proposes some types of oral production that students are expected to carry out in the classroom.

The first type is imitative speaking. Imitative speaking is related to human ability to simply parrot back a word or phrase or possibly a sentence. The process of imitation is enabling the students to focus on some particular elements of language form like phonetic level, lexical, and grammatical properties of language. Kind of activities that can be applied by teacher is drilling. Drills offer students an opportunity to listen and repeat certain strings of language in a controlled activity. This activity gives the students more opportunities to practice how to pronounce words or phrases correctly.

The second type is intensive speaking. Intensive speaking actually is the next step after the imitative speaking process. In this type of oral production, the students are expected to produce short sentences and demonstrate speaking competence in grammatical, phrasal, lexical, semantic, and phonological relationships. Furthermore, intensive speaking can be initiated in pair work activity to give the students opportunity to practice.

The third type is responsive speaking. Responsive speaking happens when the teacher can give short replies and the students initiated questions or comments. It is usually limited level of very short conversations, standard

greetings and small talk, simple requests and comments. This kind of speech can be meaningful and authentic.

The fourth type is transactional dialogue. This type has the purpose of exchanging specific information or conveying a message. It is an extended form of responsive language. This process includes multiple exchange and or multiple participants. The teacher can carry out this type of speaking performance with using group work.

The fifth type is interpersonal dialogue. In interpersonal exchanges, it carried out more of the purpose of maintaining social relationships than for transmission of information. Oral production can become more complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic aspects.

Sixth type is extensive monologue. The language that used in this type is more formal and deliberative. The teacher can use some tasks include of speeches, oral presentations, summaries, and story-telling for the students at intermediate or advanced level.

In summary, the teacher can apply some relevant activities to stimulate and improve the motivation of the students to speak English well. The activities also are expected to give more opportunities to students to practice using the language. Besides, another important thing is how the activities in classroom can achieve the objective of the lesson.

d. Characteristics of Teaching Speaking Effectively

There are some characteristics of teaching speaking effectively that should be known by the teacher. First, the teachers should provide meaningful materials and tasks that interest the students to promote their speaking autonomy. Therefore, the more meaningful materials and tasks are for the learners involved, the better the outcome will be.

Second, the teachers should provide an opportunity for the students to participate in the classroom activities. Good speaking classrooms are ones where learners talk a lot, participation is even, motivation is high and the language is at an acceptable level. In other words, the teacher has a role as a facilitator of learning whose job it is to set the stage for learning, to direct movement of students' ideas, to turn them on to their own abilities, and to help channel those abilities in certain purpose. However, there are some reasons why learners are unwilling to participate in speaking classroom activities: the students perceive themselves to be at low proficiency level, they worry about making mistakes and the resultant derision from peers, teachers may be intolerant of silence, turn-taking is uneven across the class and input is incomprehensible (Tsui in McDonough and Shaw, 2003: 142). So, it is important for the teachers to pay attention with some conditions that make the students are unwilling to participate.

Third, the teacher provides the students with feedback and correction if they are needed. In most EFL situations, the students are totally dependent on the teacher for useful linguistic feedback and correction (Brown, 2001: 275). Where students are involved in their own speaking activities, there is a good chance that

their understanding of the feedback which their teacher gives them will be greatly enhanced as their own awareness of the learning process increases. But, the teachers have to realize that reacting to absolutely every mistake that student makes maybe it will be de-motivate that student. It means judging just the right moment to correct or intervene.

In conclusion, the meaningful materials and tasks that interest students to promote their speaking autonomy, the students' participation during activities in classroom, and the chance to have a feedback or correction in right moment are some indicators in effective teaching speaking process.

e. Students' Common Problems in Learning Speaking

Speaking a new language is especially difficult for foreign language learners. It is because effective oral communication requires the ability to use the language appropriately in social interactions. In addition, the target language that the students have learned is not used in their daily life. It makes the students have difficulty to develop their speaking abilities. Furthermore, Brown (2001: 270-271) proposes some characteristics of spoken language that can make speaking easy as well as, in some cases difficult.

1) Clustering

The common problem in speaking that is usually faced by students is lack of vocabulary. So, they have difficulty when grouping of similar things that are close together in one sentence.

2) Redundancy

The students have an opportunity to make meaning clearer so the message can be delivered well. When it happens, they speak over, uncontrolled, and talk unnecessary more than is needed.

3) Reduced forms

The special problems in teaching spoken English are contractions, elisions, reduced vowels, etc. The students who do not know about those tend to speak too formal and talk in unnatural ways.

4) Performance variables

The other problem is a number of hesitation, pauses, backtracking, and corrections. The students keep silent in a long time and feel hesitate to speak.

5) Colloquial language

The students are not familiar with forms of idioms, and phrases of colloquial language.

6) Rate of delivery

The students still have a difficulty to maintain speaking in stable speed and other attributes of fluency. The teachers need to play a number of different roles during the speaking activities to get students to speak fluently.

7) Stress, rhythm, and intonation

The students have obstacles in understanding the most important characteristic of English pronunciation like stress, rhythm, and intonation.

8) Interaction

The students have difficulty to produce waves of language in the process of interaction with creativity of conversational negotiation. Therefore, the teachers or language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using learner-learner interaction as the key to teaching language for communication because communication derives essentially from interaction (Rivers in Richards and Renandya, 2002: 208).

When looking at some realities that the students have many obstacles to speak English well, the teachers have to think of some strategies to resolve the difficulty they are encountering. Some experts propose some solutions related to problems in learning speaking. Harmer (2001: 249) states some solutions to deal with difficulty in speaking.

The first is improvising. The speakers sometimes try any word or phrase to convey the meaning at the time without having planned it. Such improvisations sometimes work, but it is also difficult to understand for many people. The second is discarding. It happens when the speakers simply cannot find words for what they want to say. The speakers may remove the thought that they cannot put into words. The third is foreignising. This happens when the speakers choose a word in first language they know well and change it into the other word that will be equivalent to the meaning that they want to express in the foreign language. The fourth is paraphrasing. It means that the speakers are using different words

without changing its original meaning. For example, if the speakers do not know the word *broom*, they can talk about *something for sweeping the floor*.

In addition, Lloyd in Westwoods (2008: 45-46) tells about the most effective approaches for reducing student failure rates. The first is structured. It is related to a great deal of teacher direction in the initial stages of learning. The second is objective oriented. It means that the students understand about what is to be achieved. The third is emphasizing on practice. It means that new information and skills are repeated and applied many times to ensure acquisition and maintenance. The fourth is independence oriented. It means that the learners are expected to acquire knowledge and skills that will enable them later to work independently.

In summary, there are some solutions that are offered to solve the common problems in learning speaking. When the students have difficulty in speaking, the teacher is demanded to introduce them with the other ways to make speaking easier and to give the students more confidence.

4. Cooperative Learning

a. Definition of Cooperative Learning

Cooperative learning is commonly used by the teachers in foreign language contexts. It is usually defined as one methodology in language teaching that put students in groups and give them something to do. However, some experts have their own definition about cooperative learning.

According to Larsen-Freeman (2000: 164), cooperative learning essentially involves students learning from each other in groups. It is the way that students and teachers work together that is important. Besides, in cooperative learning, teachers teach students social skills so that they can work together more effectively. Furthermore, Olsen and Kagan in Richards and Rodgers (2001: 192) define cooperative learning as group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is responsible for his or her own learning and is motivated to increase the learning of others.

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

In accordance with Larsen-Freeman, Slavin (1995: 2) states cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content. Furthermore, cooperative learning is learning based on small group approach to teaching that holds students accountable for both individual and group achievement (Orlich, Harder, Callahan, and Brown, 2007: 273). In cooperative learning, the students are expected to

discuss and help each other, to assess each others' current knowledge and fill in gaps of missing information to achieve understanding.

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

It can be concluded that cooperative learning is a kind of teaching strategy to develop cooperation among the students in understanding the lesson. It helps teachers create a learning environment that involves students' individual and group achievement. Moreover, cooperative learning increases the students' motivation to talk, provides the students with relaxing atmosphere, and stimulates more negotiation of meaning.

b. Characteristics of Cooperative Learning

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

1) Positive Interdependence

Cooperative learning happens only when students perceive that the success of one depends on the success of others. All group members feel responsible for everything happens in the group. It can be created by structuring cooperative learning task and building a spirit of mutual support within the group.

2) Face-to-Face Interaction

Team members in cooperative learning need to think that ongoing interactions, particularly face-to-face interactions, are required for success. In face-to-face interaction, the students learn actively in ongoing conversation, dialogue, exchange, and support. The students need to do real work together in which they promote each other's success by sharing resources, helping, supporting, encouraging, and applauding each other's efforts to achieve.

3) Group Formation

Group formation is an important factor in creating positive interdependence. There are some factors involved in setting up group and assigning students to group. The tasks, the age of the learners, and the time limits for lesson are some factors which should be considered in deciding

the size of the group. Group members should think about how well they have cooperated as a team and how to enhance their cooperation in the future. Some of the keys to successful processing are allowing sufficient time for it to take place, emphasizing positive feedback, maintaining students' involvement in the teaching and learning process, etc.

4) Individual Accountability

Individual accountability involves both group and individual performance. It is the belief by each individual that she/he will be accountable for her/his performance and learning. Individual accountability exists when the performance of each individual student is assessed, and the results are given back to the group and the individual in order to know who needs more assistance, support, and encouragement in learning.

5) Social Skills

Social skills determine the way students interact with each other as teammates. Social skills are specific behaviours which can help students to achieve objectives.

Those characteristics in cooperative learning should be considered by the teacher. In this case, the teacher plays important role in designing learning activities in the classroom.

c. Benefits of Cooperative Learning

There are many benefits of implementing cooperative learning in the classroom based on some experts. Slavin (1995: 19) states that there are seven benefits of the use of cooperative learning:

- 1) Cooperative learning methods that use group goals and individual accountability will increase students' achievement.
- 2) The most psychological outcome of cooperative learning methods is their effect on students' self-esteem. Students' beliefs that they are valuable and important individuals are of critical importance for their ability to withstand the disappointments of life, to be confident decision-makers, and ultimately to be happy and productive individuals.
- 3) Cooperative goals create peer norms that support high achievement. Essentially, the argument is that cooperative incentives motivate students to try to get each other to do academic work, and thereby gets students to feel that their classmates want them to do their best.
- 4) Cooperative learning increases time on-task by engaging students' attention and to increase their motivation to master academic materials.
- 5) Cooperative learning increases contact between students, gives them a shared basis of similarity (group membership), engages them in pleasant activities together, and has them work toward common goals.
- 6) Cooperative learning increases the student retention of the topic or language function that is discussed.

- 7) Cooperative learning help students develop skills in oral communication like sharing an idea, clarifying, turn-taking, and etc.

In addition, Cooper and Robinson (2000:12) state that cooperative learning method is not only provide rich experiences that foster achievement and critical thinking but also develop affective dimensions of students, such as sense of community, altruism, self-efficacy, and learner empowerment. In line with Cooper and Robinson, Bill McKeachie in Cooper and Robinson (2000: 14) suggests that if teachers want students to become more effective in meaningful learning and thinking, they need to spend more time in active, meaningful learning and thinking. The learning process is not just sitting and just passively receiving information. Based on the benefits that are mentioned by experts above, it can be said that cooperative learning gives positive effects on students in teaching learning process.

d. The Jigsaw Technique in Cooperative Learning

1) Definition of the Jigsaw Technique

There are some kinds of technique in cooperative learning such as Students Teams-Achievement Division (STAD), Teams-Games-Tournaments (TGT), Team Assisted Individualization (TAI), Jigsaw, Group Investigation. Learning Together, and Think-Pair-Share. Borich (2007: 391) proposes differences of the jigsaw technique among four cooperative learning activities that are presented in table below:

Table 2: The Differences of the Jigsaw Technique among Cooperative Learning Activities

Student Teams-Achievement Division (STAD)	<ol style="list-style-type: none"> 1. The teacher presents content in lecture or discussion 2. Teams work through problems/questions on worksheets 3. The teacher gives quiz over material studied 4. The teacher determines team average and individual improvement scores
Team-Games-Tournament (TGT)	<ol style="list-style-type: none"> 1. The teacher presents content in lecture or discussion 2. Teams work through problems/questions on worksheets 3. Teams play academic games against each other for points 4. The teacher tallies team points over 4 week period to determine best team and best individual scores
Jigsaw	<ol style="list-style-type: none"> 1. Students read section of text and are assigned unique topic. 2. Students within teams with same topic meet in “expert groups” 3. Students return to home group to share knowledge of their topic with teammates. 4. Students take quiz over each topic discussed 5. Individual quizzes are used to create team scores and individual scores
Team-Assisted Individualization (TAI)	<ol style="list-style-type: none"> 1. Students are given diagnostic test/exercise by student monitor to determine placement in materials. 2. Students work through assigned unit at their own pace. 3. Teammate checks text against answers and student monitor gives quiz 4. Team quizzes are averaged and number of units completed are counted by monitor to create team scores.

Mattingly and Van Sickle in Mayer & Alexander (2011: 356-357) define the jigsaw technique as group work that group members share the same section and then join with another pair of students. If the sections are more open-ended so there is no single right answer, or if students are encouraged to take notes during the focus groups to provide a support when the original groups re-assembles. It means when group members are doing the jigsaw technique, they have all the pieces or few pieces in front of them. Each group has a different part with other

groups which may be information from a story or factual fact, parts of picture or comic strip, parts of short explanation of relating materials, have to be fitted together to find the solution. That is why the jigsaw technique is said to improve cooperation and mutual acceptance within the group and well-known for cooperative learning. In this context, the group members also have to do a lot of talking before they are able to fit the pieces together in the right way.

In addition, Burkart (1998) states that the jigsaw technique is focused in group working and more elaborate information gap activities that is able to build the students' bravery and communication ability with other people or friends because by using this technique each student gets one or few pieces of the "puzzle". With that piece, students are expected to share, retell the story or discuss certain topic with English language in their group or other group and also can give opinion or response from other students' opinion to fit all the pieces and get meaningful information.

It can be said that the jigsaw technique is a kind of group work that the students are expected to share the information, retell the story, or discuss the certain topic with other members in the same and in the different group to get meaningful information and find the solution. Besides, because each group has different part of information, the group members have to make a good cooperation with involving actively in order collecting all the pieces together.

2) Benefits of the Jigsaw Technique in Language Teaching

Dycus (1996) states that the jigsaw technique is focused on peer tutoring and information gaps. It means that the students can express their idea and their ability to solve the problems. Besides, the students are motivated to ask some questions if there is difficulty to their friends who are clever. This technique also increases the participation of the students in teaching learning process.

In addition, the jigsaw technique is a kind of group work activities. Related to this, Harmer (2001: 117) proposes some advantages of group work. First, group work increases the amount of talking for individual students. It gives more opportunity for students to practice language without hesitant. Second, personal relationships are usually less problematic. There is greater chance of different options or opinions and varied contributions than in pair work. Third, group work helps students who have difficulty to master the lesson material as a result of asking and interacting with other friends. In other words, it allows the students to interact at all stages to accomplish a given task. Fourth, group works creates a comfort and creative atmosphere. It can enhance students' self confidence and motivation to speak English fluently. Last, group work encourages boarder skills of cooperation and negotiation. In summary, the jigsaw technique is expected to give some benefits in language teaching process like the benefits of group work as well.

3) The Implementation of the Jigsaw Technique to Improve Speaking Skills

Implementing the jigsaw technique to improve speaking skills is not easy. It needs hard efforts to be successful on it. The jigsaw technique involves some groups; therefore, it needs a good time management. When the jigsaw technique is conducted in classroom, the students are asked to complete a task by obtaining missing information. This activity is related to the real communication.

The following are the guidelines on applying the jigsaw technique to enhance speaking skills of students at classroom. First, on pre-teaching process, the teacher explains the objective of the lesson, gives direction how to conduct a the jigsaw technique. Second, on whilst-teaching process, the teacher introduces the topic, presents the materials based on Standard Competency and Basic Competency at SMK N 1 Depok, introduces language function and the context, modelling, and so on. After that, the teacher gives each students in group one topic. Students within teams with same topic meet in 'expert groups'. Next, after discussing and finishing some tasks, students return to home group to share knowledge of their topic with teammates. They can share, retell, ask some questions to the others. In the end of this section, students take quiz over each topic discussed. It creates team scores and individual scores. Third, in post-teaching process, students and teacher review the material and make a conclusion.

In conclusion, those are some steps to conduct the jigsaw technique in classroom. Generally, the jigsaw technique tries to involve all students to work together in finishing the task. The teacher can vary the activities with the

interesting topics and media. Moreover, the teacher can brainstorm with the students when setting up the activity to preview the language they will need, eliciting what they already know and supplementing what they are able to produce themselves.

B. Review of Relevant Studies

In this study, the researcher summarizes the related studies to prove the originality of the research. The first is Nurkasih (2010) in her thesis *Improving Students' Speaking Skill through Communicative Group Technique (A Classroom Action Research at SMP Negeri 1 Bojonegoro)*. From the research, she concludes that Communicative Group Technique (CGT) has implication to improve students' speaking ability. The English teachers are expected to use CGT that makes students communicate based on the context to increase and apply some teaching learning techniques to motivate in speaking English. She also states that making a mistake becomes a natural part of the teaching learning process for someone in English learning.

The second is Khameis (2006) in *Using Creative Strategies to Promote Students' Speaking Skills*. In this research, she states that teachers should encourage students to work collaboratively on speaking tasks. She also strongly recommend that teachers consider implementing other strategies to promote students' speaking skills, such as presentations, interviews, role plays and show-and-tell sessions. The data collected seem to support her assumptions that using songs and puppets would have a positive impact on students' spoken production,

and would increase students' confidence in acquiring the language, and would improve their speaking skills.

The third is Wulandari (2009) in her thesis *Improving Students' Speaking Skill by Using Jigsaw (A Classroom Action Research at The 8th Year of SMP N 2 Pracimantoro)*. In her research, she concludes that using the jigsaw in speaking activities gives better improvement in students' speaking skills. The teacher plays important roles to give and arrange interesting material. Gap information among students stimulates them to interact with others.

Based on the related studies above, there are many strategies and techniques to promote the speaking skills. The previous studies put the emphasis on the Communicative Group Technique and using songs and puppets. The other study uses the jigsaw as the technique. Some strategies and techniques can make a better improvement towards the students' speaking skills. This research is also implementing the jigsaw technique in cooperative learning with the tenth grade students of SMK N 1 Depok as research members of the study that is different with the previous studies.

C. Conceptual Framework

Speaking is one of important skills in English for some reasons. First, speaking is process to carry out conversation. Second, speaking is process to get information or meaning from others. Third, speaking is the way to build a good social relationship. Thus, speaking skill is necessary things for our life.

However, the problems occur in SMK N 1 Depok related to this speaking skill. Related to students' factors, there are five problems. First, the lack of vocabulary mastery. Second, the students like to use their native language more than English language in teaching learning process. Third, they have low motivation to practice English outside the classroom. Fourth, most the students are not confident and shy to speak English and engaged autonomously with their peer in learning process. Fifth, the students are afraid to make mistakes.

Related to teacher's factors, there are two problems. Firstly, the teacher does not have a creative method or technique in teaching speaking. Secondly, the teacher does not give more opportunities on learning process to communicate and express the idea without feeling hesitant with peer group in classroom.

Dealing with those problems, the jigsaw technique in cooperative learning proposes some solutions to solve problems in SMK N 1 Depok. The first, the jigsaw technique, 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. The students in a group are intended to convey the information as good as possible to other members. In this kind of situation, the students will make the other students to understand with their explanation. The students are expected to speak longer on rich vocabulary in order to make their explanation comprehensible.

The second, the jigsaw technique increases the amount of talking time for individual students. It gives students more opportunity to practice language without feeling hesitant. In most condition, the students like to use their native language more than English language in teaching learning process. This technique

can anticipate this problem with providing more opportunity to the teacher to give feedback and correction during the activities. The other members in group also help to monitor the use of native language itself.

The third, the jigsaw technique holds students accountable for both individual and group achievement. Cooperative objectives create peer norms that support high achievement. Essentially, the argument is that cooperative incentives motivate students to try to get each other to do academic work, and thereby gets students to feel that their classmates want them to do their best. All of these things can help students who have problem with low motivation to practice English.

The fourth, many of the students are not confident and shy to speak English and engaged autonomously with their peer in learning process. Like authentic communication, the jigsaw technique uses information gaps that must be bridged for successful completion of the task. In other words, in this technique students must depend on each other for their information, so they must interact at all stages to accomplish a given task. Furthermore, based on characteristics of cooperative learning, the students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills. Although some of the group work may be parcelled 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. The jigsaw technique is an alternative way to make students feel secure and enjoy. When they

are in comfort zone, it makes them to speak longer, fluent, and not afraid to make a mistake.

The fifth, the jigsaw technique is one of speaking activities that can be applied by the teacher in the classroom. It gives opportunities for the students to practice speaking and helps to maintain their interest for achieving competence and cooperative objective among students. In addition, the previous research results also present that the jigsaw technique is one of effective strategies to promote students' speaking skills.

Therefore, the researcher decided to use the jigsaw technique to solve the problems in learning speaking. It is expected that the jigsaw technique can promote the students' speaking skills at the tenth grade of SMK N 1 Depok.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research was classified as action research since it tried to solve problems discovered in the teaching and learning process based on the preliminary observation and interviews. According to Burns (1999: 30), action research is the application of fact finding to practical problem solving in a social situation with a view to improve the quality of actions in it by involving the collaboration and corporation of researcher, practitioners and laymen.

Furthermore, Carr and Kemis in Burns (2010: 5) state that action research is ‘self-reflective enquiry’ undertaken by participants in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out. So, one of the aims of action research is to identify a ‘problematic’ situation or obstacles that the participants who may include teachers, students, managers, administrators, or even parents in order to bring about changes, and even better improvements in practice based on information or data that researcher collects systematically.

B. Research Design

The research on improving the tenth grade students’ speaking skills through jigsaw technique at SMK N 1 Depok focused on the efforts to make better

improvements especially for the students' speaking skills on the topics that were taught. It was conducted collaboratively with the English teacher, a collaborator and the students of *Busana Butik* class at SMK N 1 Depok to improve the students' speaking skills by formulating the problems in speaking, teaching and learning process, planning, implementing the action, observing, and reflecting. Two important factors that could influence the criteria of success of the research were discussion and collaboration among all of the research members. The action research was conducted through the process below.

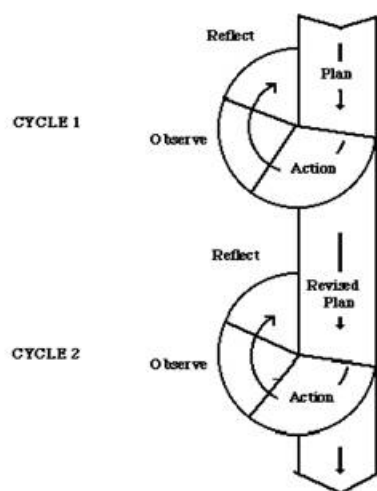


Figure 1: Cyclical action research model based on Kemmis and McTaggart in Burns (2010: 9)

C. Setting of the Research

1. Place of the Research

This action research was carried out at SMK N 1 Depok that was located in Ring Road Utara, Maguwoharjo, Depok, Sleman, Yogyakarta. The school had 24 classrooms, a headmaster's room, a teachers' room and some supporting

facilities, such as a computer laboratory, a library, a canteen, extracurricular rooms, toilets and a medical room. There were also nine English teachers there.

2. Schedule of the Research

The research was conducted on the first semester in the academic year of 2013/2014. It was from October to December 2013.

3. Learning Setting

The target of this study was the students of class *Busana Butik* at SMK N 1 Depok in the academic year of 2013/2014. There were 32 female students in class *Busana Butik*. They were about 14 to 15 years old. Most of them came from middle to lower economical background.

Based on the observation and interviews, however, the speaking skills of the tenth grade students were still low. They could not communicate well in classroom context because lack vocabulary mastery. The students are also afraid to make mistakes. Moreover, they rarely got speaking opportunity in the English lessons.

D. Research Members

The participants of this research were the English teachers, the tenth grade students of SMK N 1 Depok and the researcher. The English teacher and the researcher worked collaboratively to overcome some problems related to speaking teaching and learning activities and try to improve the students' speaking skills. They worked together in identifying the problems of the English teaching and learning process related to the teaching of speaking, collecting data, planning the

solution, conducting the action in the class, evaluating and reflecting the use of action done.

E. Data Collection Techniques

In this research, the data were the qualitative ones that were supported by quantitative data. The qualitative data were obtained through observations and interviews. The qualitative data were collected in the form of field notes and interview transcripts. The data were used to describe the action process, to know respond or feedback of students directly, and the changes after the actions were conducted. The quantitative data were collected in the form of students' score in pre-test and post-test.

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

Table 3: The Data Collection Techniques and Research Instruments

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

1. Observation

According to Burns (1999: 80), observation is an essential thing of action research. It enables researchers to document and reflect systematically upon classroom interactions and events. This gives a basis for examining underlying assumptions, sharing with others, and opening alternative viewpoints.

The observation was conducted to monitor the teaching learning process in *Busana Butik* class while the actions were implemented. With this technique, the data were collected by observing the teaching learning process in the classroom. The observation sheet was used to help the researcher observing the process. The observation was done for 70 minutes. During the observation, the collaborator was at the back of the classroom taking notes on the class activities in the teaching and learning process. The results of the observations were recorded in the form of field notes.

2. Interview

Some advantages of carrying out interviews based on Koshy (2005: 93) are: First, interview transcripts provide powerful evidence for presenting the real situation and making conclusion from those data. Second, interviews can give a relaxed context for exploration. Third, the interviewer can control the discussion through a route with the certain aim. Fourth, group interviews save time and are realistic in classroom contexts. Fifth, interviews can provide unexpected but useful perspectives.

In this research, the researcher interviewed the students and the English teacher about the activities in the teaching and learning process before and after the implementation. The researcher developed some open-ended questions as the guideline in the interview. It meant that the interviews were guided but the researcher was allowed to ask further questions to get more data about the responses. The information was recorded into interview transcripts.

3. Pre-test and Post-test

The pre-test was conducted before the actions were implemented, while the post-test was done after the actions were carried out. The pre-test and the post-test were in the form of performance tests. They were used to measure the students' speaking skills on the topic taught. During the performance, the researcher and the English teacher gave scores on their speaking ability. In assessing the students' speaking, a rubric is taken from *The English Language Learners' Knowledge Base* namely *Students Oral Language Observation Matrix* (in Linse, 2005: 149). The data of the pre-test were collected in the form of students' scores. The results of the post-test were calculated and compared with the result of the pre-test.

F. Data Analysis

In analyzing the qualitative data, the researcher used the processes of analysis proposed by Burns (1999: 157-160). The data analysis was done in some stages described as follows.

1. Assembling the Data

The first step was to bring together the data that had been collected over the period of the research, such as field notes and interview transcript. In this stage, broad patterns were compared and contrasted to see what fit together.

2. Coding the Data

This process was to reduce the large amount of data that could be collected to more manageable categories. The researcher scanned recorded data and developed categories of phenomena. These categories were called codes. They enabled the researcher to manage data by labeling, storing, and retrieving it according to the codes.

3. Comparing the Data

After the data had been categorized, the researcher identified the relationships and connection between different sources of data. This stage aimed at describing and displaying the data rather than to explain or interpret them.

4. Building Meanings and Interpretations

In this stage, the researcher interpreted the data based on the previous stages to make some sense of the meaning of the data.

5. Reporting the Outcomes

The final stage of the data analysis was reporting the major process and outcomes that were well supported by the data.

The quantitative data in the form of students' speaking scores were analyzed by calculating the mean of each test. The means of the pre-test and the

post-test were compared. The increase of the mean indicated that the students' speaking skills were improved.

G. Validity and Reliability of the Data

1. Validity

To accomplish the research validity, the researcher applied the validity criteria proposed by Anderson, et.al in Burns (1999: 161-162). Those criteria were democratic validity, process validity, outcome validity, catalytic validity and dialogic validity.

Democratic validity was related to the stakeholders' opportunity to give their opinion, ideas, and comments about the implication of the action research. This validity was fulfilled by conducting interview with the English teacher and the students. They were given chance to express their opinion about the actions. The teacher was also asked to be the observer during the implementation of the actions and to contribute in reflecting the actions.

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

Outcome validity was related to the concept that actions leading to successful outcome in the research contexts. The outcome validity depends on the process validity of conducting the research.

Catalytic validity was related to the extent to which the research allowed participants to deepen their understanding of the social realities of the contexts and how they could make changes within it. It meant that the collaborator and the students were given opportunities to give their response to the change occurred after the implementation of the actions.

Dialogic validity was the process of peer review that was commonly used in academic research. This dialogic validity was fulfilled by conducting discussion with the English teacher during the research.

2. Reliability

To enhance the trustworthiness of the data and to avoid the subjectivity in analyzing the data, the researcher used triangulation (Burns in Burns, 1999: 163). Burns (1999: 164) proposes four forms of triangulation. They are time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. This research used time triangulation and investigator triangulation to check the trustworthiness of the research. Time triangulation was used in this research because the data of the research were collected over a period of time to identify the factors involved in the change processes. In investigator triangulation, more than one observer is used in the same research setting to avoid the biased interpretation (Burns, 1999: 163).

The aim of triangulation was to gather multiple perspectives on the situation being studied (Burns, 1999: 163). The researcher used some techniques to get the same data. In this study, the researcher compared the data collected

from the observation, interviews, and the pre-test and the post-test. The data being compared were observation data in the form of field notes, interview data in the form of interview scripts, and the pre-test and the post test's scores.

H. Research Procedure

The research was conducted by following the action research procedure proposed by Kemmis and Mc Taggart in Burns (2010: 8). It included the following four steps.

1. Reconnaissance

This step was conducted to identify the existing problems and to determine the most feasible problem to be solved. In this first step, the researcher conducted classroom observations and interviews with the English teacher as well as the first grade students of SMK N 1 Depok. The researcher focused on the problems related to teaching and learning of speaking in the classroom. Then the researcher and the English teacher selected some problems that were feasible to be solved. It was to assess the democratic validity in which every participants were given opportunities to give their opinions, suggestions, and expectations during the research.

2. Planning

After identifying the problems or issue, the researcher and the English teacher discussed to plan some actions as the efforts to improve the speaking ability of the first grade students. The actions were planned based on the discovered problems, the Standard of Competence and Basic Competence, as well

as the condition of the school. It was decided to use jigsaw technique as the basic of the actions. The implementation of jigsaw technique would be supported by applying other actions.

3. Action and Observation

The researcher implemented the actions that had been planned in the previous step. The actions were implemented in two cycles with three actions in each cycle. Each cycle was done in three meetings. At first, the researcher conducted cycle one. Based on the reflection of cycle one, some weaknesses were found. In that case, the cycle two was conducted with considering the reflection of the previous cycle. To find the weaknesses of the actions, the researcher, the English teacher as the collaborator observed the teaching and learning processes. The researcher also interviewed the students after the actions were implemented. Those processes were related to assess democratic validity. The results of observation, field notes, and interviews were analyzed to know the effectiveness of the actions and to find problems that occurred. Besides that, the researcher took consideration about the current situation and plan new and alternative ways of doing next action.

To assess the process validity, the researcher examined the data and identified it whether the students could continue learning from the process or not yet. It determined how adequate the process of conducting action is. To assess catalytic validity, it meant that the collaborator and the students were given opportunities to give their responses to the change occurred after the

implementation of the actions. This may be addressed by recounting changes in teacher and learners' understanding of their role and the actions taken as a result of these changes.

4. Reflection

In this step, the actions implemented in the previous step were discussed and evaluated. The reflection was done by discussing what had happened and to understand the problem that had explored more clearly. In other words is to know what the problems and the achievement during the implementation with the English teacher. The evaluation was focused on whether the implemented actions were successful or not. The actions would be considered successful if the means of the students' speaking score improved. Here are the indicators that show the successful actions.

- a. The students are able to respond correctly.
- b. The students participate actively in group and even feel confidently to speak.
- c. The students are able to speak at the normal speech without pausing words for a long time.
- d. The students are able to use the rich vocabulary for daily conversation and normal classroom discussion appropriately.
- e. The students are able to say in correct pronunciation and appropriate intonation.
- f. The students are able to speak without grammatical error and to use correct words order.

The result of the reflection was used as the basis for further planning. The successful actions would be continued in the next teaching and learning process, but the unsuccessful actions would be modified and be optimized to be more suitable in order to improve students' speaking. It was to assess the outcome validity.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Reconnaissance

1. Identification of the Field Problems

Interviews and the classroom observation were done to identify the field problems. The researcher interviewed the English teacher who became the collaborator and the students of X *Busana Butik*. The interview with the English teacher was conducted on September 10th, 2013 and the interview with the students was done on September 27th, 2013. The researcher also observed the English teaching and learning process of X *Busana Butik* on September 27th, 2013. To give a clearer description, here is the vignette of the teaching and learning process during the observation.

As the researcher and the teacher entered the classroom, the students were still reciting Al Qur'an for 15 minutes. The teacher sat in her seat and the researcher sat at the back row of the students' seat. After the students had finished reading Al Qur'an, the teacher said Salam and greeted the students. 'Good morning, students,' she said. The students answered, 'Good morning, teacher.' Next, the teacher checked the students' attendance. The class became noisy and the teacher shouted 'What are you talking about?' and 'quite, please!'.

After that, the teacher introduced the topic by drawing some shapes on white board. The teacher also introduced some vocabulary items and modeling the language function. The teacher began by introducing the topic and asking a question. 'Today we learn how to describe things. What is the form of it?' Together the students responded 'Square'. She continued 'What about this one?'. 'Rectangle, circle, *tabung*..' the students answered. 'Good' she exclaimed. The teacher moved into the next step. She introduced the colors. 'It is a cylinder. How many colour do you have?'. The students chorused '*Banyak*....pink, brown, white, black'.

Some minutes later, the teacher asked students to make a dialogue with their partner about describing things in class. First of all, the teacher gave examples on white board. She wrote, 'What is the shape of lamp? It is cylinder. What is the colour of it? It is white.'

The teacher gave students opportunity to ask or respond to the explanation. Then, students were invited to practice the dialogue in front of class one by one. Some of them refused because they were not ready yet. When this process began, most students mispronounced some words and spoke with grammatical errors. The students' speech was hesitant and some of them spoke word by word while memorizing the dialogue. A few students even spoke with long pause. Most of the students still had to repeat after the teacher. While the teacher was checking a pair of students' practice, the others were busy chatting to each other.

After the students had finished practice, the teacher asked students to open their book and practice to pronounce some words correctly. The teacher gave feedback with some corrections.

At the end of lesson, the teacher gave students homework for next meeting. The teacher summarized the topic and the objective of lesson today in last minutes before saying goodbye. When the time was up, the teacher said goodbye and left the class with the researcher.

(Field Notes 1, Appendix D)

Based on the vignette above, it can be concluded that the teaching and learning process did not run very well and the students had difficulties in doing the activities. Those difficulties also could be seen in the following interviews.

R : *Ok. Menurut adik pembelajaran Bahasa Inggris hari ini bagaimana?*
(Ok. What do you think about English lesson today?)

S1 : *Ya...bisa.*
(Yes...I can.)

R : *Ada kendala atau kesulitan nggak dalam belajar Bahasa Inggris hari ini?*
(Is there any obstacle or difficulty in learning English today?)

S1 : *Ya, ada*
(Yes, there is.)

R : *Kendalanya apa?*
(What is your difficulty?)

S1 : *Kalau mengerjakan itu harus ada rumusnya, susah...*
(Some exercises that were given have to use formula or tenses. It was difficult for me.)

R : *O, berarti terkait grammar ya.*
(So, it is related to the grammar.)

R : *Kalau kosakata atau vocabulary-nya gimana?*

- (How about the vocabulary?)
- S1 : *Ya, masalahnya sama.*
(I have the same problem)
- R : *Jadi suka nggak hafal gitu ya..*
(You cannot memorize it well, can you?)
- R : *Kalau misal disuruh berdialog atau maju ke depan biasanya langsung mau atau gak?*
(If you are asked to practice dialogue in front of class, do you respond it immediately?)
- S1 : *Ya, langsung.*
(Yes, I do.)
- R : *Tanpa malu-malu? Atau kadang-kadang malu?*
(Without feeling shy? Or sometimes feeling shy?)
- S1 : *Ya, kadang-kadang malu.*
(Sometimes I feel shy.)
- R : *Biasanya kan malu, terus biasanya itu kenapa?*
(Why are you feeling shy?)
- S : *Grogi.*
(I am nervous.)
- R : *Pernah merasa kesulitan dalam pelajaran bahasa inggris?*
(Did you ever have difficulty in English lesson?)
- S2 : *Pernah*
(Yes, I did.)
- R : *Itu tentang apa?*
(What was it about?)
- S2 : *Itu mbak,emm.. Simple present tense.*
(It was about simple present tense.)
- S2 : *OK, berarti terkait grammar ya?*
(OK. It was related to grammar, right?)
- R : *Kalau kosakatanya bagaimana?*
(How about the vocabulary?)
- S2 : *Kosakatanya agak..nggak paham*
(I think, I don't understand it well.)
- R : *Tadi pas disuruh maju ke depan gimana ada nervousnya atau gimana?*
(When your teacher asked you to practice, are you nervous or not?)
- S2 : *Ya nervous.*
(I am nervous)
- R : *Itu kenapa?*
(Why are you nervous?)
- S2 : *Ya, nggak PD aja.*
(I do not have any confidence.)
- R : *Nggak PD-nya kenapa?*
(Why you do not have any confidence?)
- S2 : *Karena belum fasih bahasa Inggrisnya.*
(Because I can't speak English fluently.)

R: Researcher Ss: Students (Interview 2, Appendix E)

R: *Bagaimana pembelajaran Bahasa Inggris di kelas yang Ibu ampu selama ini?*

(How about the English lesson that you handle until now?)

T: *Ya secara keseluruhan baik, tapi untuk speaking kebanyakan anak-anak banyak yang tidak tahu vocab mbak.*

(Overall it's ok, but for speaking, most of students have limited vocabulary.)

R: *Apa kesulitan yang Ibu temukan ketika mengajar anak-anak di kelas yang Ibu ampu?*

(What obstacles do you find out in the teaching students in class?)

T: *Ya itu tadi mbak, banyak yang tidak hafal vocab, kalau ditanya banyak yang tidak bisa jawab.*

(As what I mentioned before, most students have limited vocabulary. When I asked them, they cannot answer it quickly.)

R: *Untuk pengajaran speaking biasanya aktivitas yang sering dilakukan apa saja?*

(What do the students usually do in speaking activities, Ma'am?)

T: *Dialogue in pairs, fill in the blanks, membaca puisi.*

(Dialogue in pairs, fill in the blanks, reading poetry.)

R: *Kalau untuk speaking biasanya respon siswa bagaimana Bu? Dan kesulitan atau kendala apa saja yang biasanya muncul?*

(In speaking class, how students respond speaking activity? And what is the obstacle or difficulty that usually rises?)

T: *Mereka kalau sedang berbicara itu sering berhenti agak lama, ya mungkin karena vocab-nya kurang. Terus grammar juga masih banyak kesalahan seperti penggunaan verb yang harus ditambah s/es mereka masih sering keliru.*

(They have a long pause when they are speaking. Maybe it is caused by lack of vocabulary. And then, the next problem is grammatical errors. They often make mistakes when using verbs that have to add s/es.)

R: *Jadi speaking skills anak-anak masih perlu ditingkatkan ya, Bu?*

(Do you think that the students' speaking skills need to be improved, Ma'am?)

T: *Iya, Mbak, soalnya jarang juga pelajaran fokus ke speaking.*

(I think so because my lessons are rarely focused on speaking.)

R: Researcher T: English Teacher (Interview 1, Appendix E)

The result of the classroom observation and interviews both with the teacher and the students indicated that there were some problems related to the

speaking teaching and learning process. The problems that affected the low speaking skills of the tenth grade students at SMK N 1 Depok are presented in the table below.

Table 4: The Problems Affecting the Tenth Grade Students' Low Speaking Skills at SMK N 1 Depok

No.	Problems	Codes
1	The English lesson in the classroom was rarely focused in speaking.	TT
2	The students were shy and hesitant to speak English.	S
3	The students often spoke with grammatical errors.	S
4	The students had difficulty in memorizing formula or tenses.	S, TT
5	The students had problems in memorizing the vocabulary.	S, TT
6	The students still had difficulties in pronunciation.	S, T
7	The teaching and learning process lacked the use of media.	Md
8	The students did not fully participate in the speaking activities.	S, TT
9	The speaking teaching and learning process lacked fun activities.	TT
10	The students' speaking practice only lasted for a few times.	TT
11	Speaking activities were not varied.	TT, T
12	Most of the students could not speak fluently.	S

S: Students TT: Teaching Techniques T: Teacher Md: Media

2. Weighing the Field Problems

Since there were many problems in the teaching and learning process, it was necessary to figure out the very urgent problems that needed to be solved soon. Those problems were related to the students' speaking skills in the English teaching and learning process. As there were many problems occurred, the

researcher and the English teacher had a discussion to weigh the problems based on the urgency level. The problems were grouped into three categories, i.e. very urgent, urgent, and less urgent problems. Here are the very urgent problems that were taken.

Table 5: The Problems Affecting the Tenth Grade Students' Low Speaking Skills at SMK N I Depok that Needed to be Solved Soon

No.	Aspect	Problems	Sources
1	Confidence and Comprehension	The students were shy and hesitant to speak English.	Observation and interview
2	Grammar	The students often spoke with grammatical errors.	Observation and interview
3	Fluency	Most of the students could not speak fluently.	Observation and interview
4	Vocabulary	The students had problems in memorizing the vocabulary.	Observation and interview
5	Pronunciation	The students still had difficulties in pronunciation.	Observation
6	Teaching technique	The speaking teaching and learning process lacked of fun activities.	Observation and interview
7	Participation	The students did not fully participate in the speaking activities.	Observation

From the problems described above, it can be seen that the teaching and learning of speaking need to be improved with the certain teaching technique. The researcher decided to use the jigsaw technique in cooperative learning to solve the problems dealing with the confidence, comprehension, grammar, fluency, vocabulary, pronunciation, and participation.

3. Determining Actions to Solve the Feasible Field Problems

After identifying the field problems that were urgent and feasible to be solved, the researcher and the teacher formulated some actions to overcome the problems. There were five actions that were planned as the result of the discussion.

- a. Using the jigsaw technique during the speaking.
- b. Giving feedback during or in the end of the teaching and learning process.
- c. Using interesting English material to make the students more interested to learn and discuss with others.
- d. Giving vocabulary items enrichment and modeling some words.
- e. Using various media and fun activities in presenting new language to gain the students' interest during the teaching and learning process.

Table 6: The Problems Affecting the Tenth Grade Students' Low Speaking Skills at SMK N I Depok and the Actions

No.	Problems	Actions
1	The students were shy and hesitant to speak English.	Implementing the jigsaw technique.
2	The students often spoke with grammatical errors.	Giving some feedbacks that could be oral or written.
3	Most of the students could not speak fluently.	Providing more opportunities to practice speaking in the jigsaw technique, giving vocabularies enrichment, using simple the classroom English instruction, and giving feedback.
	(continued)	(continued)

No.	Problems	Actions
	(continued)	(continued)
4	The students had problems in memorizing the vocabulary.	Using media, giving vocabulary items enrichment, giving feedback, and implementing the jigsaw technique.
5	The students still had difficulties in pronunciation.	Conducting pronunciation practice, giving feedback or correction during activities
6	The speaking teaching and learning process lacked of fun activities.	Using various media and fun activity.
7	The students did not fully participate in the speaking activities.	Implementing the jigsaw technique and using interesting English material.

B. Implementation of the Actions

1. Reports on Cycle 1

The teaching and learning process of Cycle 1 was conducted in three meetings. In each meeting, the jigsaw technique was applied in the teaching and learning process to motivate the students to speak and provide them with enough opportunities to practice the language functions. The use of the jigsaw technique was accompanied by the other actions that supported the jigsaw technique's roles in improving the students' speaking skills.

a. Planning

The first step in the action research is planning. After obtaining the information on the existing problems in the reconnaissance, the researcher and the

collaborator planned several actions to solve the problems. The action focused on the implementation of the jigsaw technique in the speaking teaching and learning process as an effort to improve the students' speaking skills.

Table 7: The Field Problems and the Planning of Cycle I

Problems	Meeting 1	Meeting 2	Meeting 3
	Planning		
The students were shy and hesitant to speak English.	<ul style="list-style-type: none"> • Implementing the jigsaw technique in the teaching learning process. • Telling a short story "Traveler and an Oldman" to motivate the students. • Conducting competition among teams to answer questions in the end of the lesson 	<ul style="list-style-type: none"> • Implementing the jigsaw technique in the teaching learning process. • Conducting competition among teams to answer questions in the end of the lesson 	<ul style="list-style-type: none"> • Implementing the jigsaw technique in the teaching learning process. • Conducting competition among teams to answer questions in the end of the lesson
The students often spoke with grammatical errors.	Giving feedback and correction through the learning process.	Giving feedback and correction through the learning process.	Giving feedback and correction through the learning process.
Most of the students could not speak fluently.	<ul style="list-style-type: none"> • Using simple the classroom English instruction • Asking the students to speak and practice the language function of 'cardinal and ordinal number', and 'describing things' in group 	<ul style="list-style-type: none"> • Using simple the classroom English instruction • Asking the students to speak and practice the language function of 'describing people' in group 	<ul style="list-style-type: none"> • Using simple the classroom English instruction • Asking the students to speak and practice the language function of 'expressing regret, apology, and sympathy' in group
The students had problems in memorizing the vocabulary.	Using realia and video in presentation to introduce vocabulary and language function.	Using song, flashcards, and videos in giving vocabulary items input	Using listening activity like filling-in-blanks in a song that contains language function to introduce vocabulary
Continued	Continued	Continued	Continued

Continued	Continued	Continued	Continued
			and language function.
The students still had difficulties in pronunciation.	Conducting pronunciation practice that words were taken from video and story slide presentation.	Conducting pronunciation practice that words were taken from the media.	Conducting pronunciation practice that words were taken from video and song
The speaking teaching and the learning process lacked of fun activities.	<ul style="list-style-type: none"> • Using realia and video in presentation • Using interesting modified English materials that were related to 'cardinal and ordinal number', and 'describing things' for each group 	<ul style="list-style-type: none"> • Using song, flashcards. • Using interesting modified English materials that were related to 'describing people' for each group 	<ul style="list-style-type: none"> • Using video and singing together • Using interesting modified English materials that were related to 'expressing regret, apology, and sympathy' for each group
The students did not fully participate in the speaking activities.	<ul style="list-style-type: none"> • Implementing the jigsaw technique in the teaching learning process. • Inviting the students in competition among teams to answer questions in the end of the lesson 	<ul style="list-style-type: none"> • Implementing the jigsaw technique in teaching learning process. • Inviting the students in competition among teams to answer questions in the end of the lesson 	<ul style="list-style-type: none"> • Implementing the jigsaw technique in teaching learning process. • Inviting the students in competition among teams to answer questions in the end of the lesson

The use of the jigsaw technique would be proposed by the researcher in every meeting in this cycle. It is aimed at improving the students' involvement that led to the students' speaking skills improvement. The students were expected to participate actively in the speaking activities. Besides that, with this technique they were expected also to feel confident to speak up without fewer mistakes. It may sustain the speaking practice among the students and gives them more chances to practice speaking. Moreover, telling an inspiring short story in the first

meeting and conducting competition among teams in the end of the lesson were actions that aimed to motivate the students too.

Inviting the students in competition among teams is one of actions that make the students more interested to get more points for their group. It can encourage them to speak up and to enhance their confidence. This action is also useful to strengthen the cooperation among members in group and to make the students were responsible for all of decisions that they make in group.

Giving some feedbacks that can be oral or written is also an important process in the speaking class. This gives something related to grammatical errors that were not realized by students when they were speaking. It also provides students a chance to make self-correction. In this situation, the students were also introduced how to pronounce some words correctly in the context.

The researcher and the teacher have a plan to use the classroom English during the teaching and learning process. The purposes were to introduce the students to simple expressions used in the classroom and to make the students more familiar with English. By using the classroom English, the students would be familiar with the expressions and will be able to use them later. Classroom English is used in opening the lesson, such as greeting, asking the students' condition, and checking the students' attendance. It is also used during the main activities, such as in asking simple questions, giving instruction and giving comments on students' achievement. In closing the lessons, it is used in leave taking.

Various kinds of media would be applied during the teaching and learning process. The media would be used in presenting new language functions and in giving listening activities. It is aimed at helping the students in memorizing the new language function that had been presented and to keep their attention during the activities. The researcher and the English teacher have a plan to use pictures, flashcards, video, slides and realia.

Related to the students' problem in pronunciation, the researcher and the English teacher have a plan to give pronunciation practice in every meeting. This activity would support the students' fluency too. Pronunciation practice is planned to be conducted during and after material presentation. Some words would be taken from the material or the topic that day. It makes the students know how to pronounce some words correctly.

The ways how to encourage the students' motivation in class were using fun activities and interesting media. The researcher and the English teacher have a plan to use realia, video, flashcards, slide presentation as media. Moreover, listening to music and singing together were fun activities that would be applied in this cycle. In using the jigsaw technique, English material modification is needed. The material is broken down into some parts that in each part would be used in different groups. It is expected to make the students more interested to learn and to discuss with others in using the material itself.

The whole plan is formulated in the course grid in Appendix A. The process of determining the solvable problems and planning the actions to overcome the problems was considered valid as it was in line with concept of

democratic validity in which the researcher and the English teacher worked collaboratively. In this process, the students and the teacher were given opportunity to give their opinions, feelings and expectation related to the English teaching and learning process.

b. Implementation and Observation

Cycle 1 was conducted in three meetings. The first meeting was held on October 17th, 2013, the second meeting was on October 18th, 2013, and the third one was conducted on October 24th, 2013. The researcher taught the materials during the implementation and the teacher who became the collaborator took the role as the observer. The students were taught different topics and different language functions in each meeting. The collaborator observed the teaching and learning process and filled in the observation sheet. The implementation of the actions was elaborated as follows.

1) Meeting I

The first meeting was held on Thursday, October 17th, 2013. It began at 12.30 p.m. to 14.00 p.m. The researcher opened the lesson by greeting the students and asked them to pray first. The students answered the greeting but they did not answer when she checked students' attendance in English. Finally, she explained how to answer the question when she checked the attendance. The following field notes show the opening part of the first meeting.

The researcher entered the classroom of X BB after the students had finished to study in laboratory. She greeted the students by saying Salam and good afternoon. Some of the students answered “Good afternoon”. After that, the researcher asked the students’ condition by saying “How are you all today?” They responded “I am fine. Thank you. And you?” She answered, “I’m fine. Great. Thank you.” At that time, the research collaborator came into the room and then sat at the back seat to observe the English lesson that afternoon. Before starting the lesson, the researcher asked all of students to pray together first.

The researcher checked the students’ attendance by saying, “Is anybody here?” the students did not answer and only looked at the researcher. They still did not get the point. Finally, the researcher explained the expressions used in checking the attendance and how to answer it. She changed into clarification “There is no absence, isn’t it?”, the students answered “Yes”.

(Field Notes 2, Appendix D)

After having students’ presence, the researcher introduced herself to the students and discussed some rules in the speaking class. In the first meeting, it was important to discuss with the students about rules that they had to pay attention to the speaking class. The rules had some purposes, such as: the students were expected to have self-consideration to speak English in the classroom because their opportunity to speak English outside was limited, they would be aware to speak Indonesian or Javanese language because it was restricted, they would realize if they broke some rules so that their team score would be eliminated, and the students were more responsible for their actions. In fact, some of the students agreed with these kinds of rules and the other students did not. It can be seen on the following field notes.

.... The researcher also discussed some rules in speaking class with the students and one of rules was 'full speaking English while the lesson begins'. There were nine rules of speaking class, some of students were not satisfied with this. It can be seen when the researcher asked students "Do you agree with these rules?". Some students answered "Yes" and the others said "No".

(Field Notes 2, Appendix D)

Based on this situation, the researcher revised the rules and then motivated students in learning English especially in speaking. She asked them, '*Do you like story?*'. Some students answered the question by saying '*Yes.*' and the other students gave response to the question too. The story was delivered in slide presentation and the students paid attention to the story seriously. During this activity, the researcher introduced how to pronounce some words in that story and also gave them some vocabulary items.



Figure 2: The researcher is telling a story to motivate students.

In the main activity process, she informed about the jigsaw technique application in the teaching-learning process. The students paid attention to the simple explanation. The researcher gave instruction to make 'homebase group'

and provided them with name tags. Each group consisted of five to six students. It took a long time after the process finished.



Figure 3: The researcher is giving instruction to make ‘homebase’ group.

After that, the researcher presented a short explanation of the materials, gave the language function using a video, the examples of language function, vocabulary items and how to pronounce some words. The language function and vocabulary related to the topic were presented through the video. The students were enthusiastic while watching the video; they mentioned some words spontaneously without command. After watching the video, the researcher reviewed language function, gave the examples of language function, wrote some vocabulary items and told them how to pronounce it. She asked the students repeated after her and corrected the pronunciation.



Figure 4: The researcher is giving explanation about the language function.

Afterwards, the students practiced the language function in their 'homebase group'. Each student used something on their tables and asked their friends to describe it. Sometimes, the students asked the researcher the English word for "shape" or "colour". A few students still forgot the language function. The students got an assistance from the researcher and sometimes students in the same groups helped the others when they forgot the word or language functions.



Figure 5: The researcher is giving feedback and answer questions from the students.

All of the students said the language function while practicing how to describe things in their groups. Most of the students said the language function well, even though they still mispronounced some words, forgot some words, and

sometimes the question that they delivered in groups still had errors in grammar.

It can be seen on the following field notes.

In 'homebase group', she asked all of students to practice to use the expression how to describe things. The researchers gave feedback, monitored the students' activities, and tried to answer the question from the students by using realia. In the process of practicing language function, sometimes one of the students in group is asked by the researcher to ask her friend about something. "Can you ask Mita about this book?". The student asked her friend "What the shape of this book?", her friend answered "Rectangular".

(Field Notes 2, Appendix D)

After practicing for about ten minutes, the students were asked to make some expert groups. The researcher gave them the jigsaw worksheets for each expert group. Each group had different questions to answer together. They were expected to comprehend the materials in expert group.

The students lacked of time to come back into 'homebase group'. Then, the students were asked to submit their group work. After that, the materials were reviewed; summary was made with the students about describing things; and homework was given as substitution of individual work. Then the researcher closed the lesson, said goodbye and said *Salam*.

2) Meeting II

The second meeting was held on Friday, October 18th, 2013. It began at 07.15 a.m. to 08.30 a.m. The researcher greeted the students by saying good morning and asked their condition. All of the students answered, '*Good morning, I am fine*'. She then checked the students' attendance by asking, '*Is anybody absent today?*' Most of the students answered, '*Yes.*' and the others said so after

her. The researcher asked them about the students who did not come that day, *'Who is she?'*. The students told the information about their friends' condition, *'Dina and Ika'*. *'Are they sick?, I hope Dina and Ika will get better soon.'*, the researcher showed her sympathy.

Some minutes later, after checking the attendance, the researcher told the students the objective of the lesson for that day. The objective was how to describe people appropriately based on their profession, nationality, physical appearance, quality and activities. To build background knowledge of the students, the researcher introduced some adjectives to describe people in a song. This condition created a relaxed atmosphere for the students to speak English without hesitant. This running process can be seen in the following field notes.

.... Then, the researcher said "Do you like to sing a song?". 'Yes' all of students answered. "Who wants to accompany me to sing in front of class?" she added. "Rafiq" some students recommended one student there. But, Rafiq was shy. "Come on. I'll give you smiley" said researcher. Finally, the other student wanted to accompany the researcher confidently. "I will show you a video, all of you can sing together. I think you are familiar with this song. The title is three little bear. This song is related to what we have to learn today" she said. The researcher also showed the special dance in that song and invited that student to imitate her. All of students were happy and laughed together.

(Field Notes 3, Appendix D)

After singing and dancing together, the students were asked by the researcher, *'So, what are the adjectives that you find in that song?'* The students answered correctly, *'Fat, slim, cute'*, *'OK. Good.'* the researcher said. Next, the examples of language function through some videos were given by the researcher. She played it and asked the students to pay attention to adjectives to describe people. The students listened to the conversations and pronounce some

vocabulary items that presented in videos without any command. Then, it was time to give a modeling, reviewed some vocabulary items, and told them about the correct pronunciation. The stress or intonation in videos, such as: words ‘attractive’ *and* ‘mysterious’ were introduced by the researcher. The students seemed interested in this activity.

In ‘homebase group’, all of the students were asked to practice using the expression how to describe people. When the students were practicing, each group performance was monitored. The activity such as: gave feedback, monitored the students’ activities, and tried to answer the question from the students were conducted by the researcher. During the practice, the students used the functions fluently and they did not have problems in vocabulary. However, the students still answered questions with a single word and sometimes they said a word on incorrect pronunciation. The process can be seen in the following field notes.

.... . The researcher gave them some flashcards. “Can you describe this picture?” she asked one of students in group. “Fat.” She answered. “She is fat.” the researcher made a correction. “What is about her hair?” she said again. “emm....” she looked confused. “She has brown hair.” But, the student pronounced it ‘bron’. “braun not bron” she repeated. “brown” the student said, “Yeah, that’s correct.” she said.

.... . In other condition, most of students answered the question with one word. “What is the colour of his eyebrow?” the researcher asked. “Brown.” she replied. ...

(Field Notes 3, Appendix D)

Some minutes later, the researcher invited the students to make expert group like last Thursday, *‘It’s enough to practice. Please, stop working and make an expert group’*. Each group was given a group work to solve or answer the

questions related to the topic in the worksheet together. They were allowed to discuss, asked to the other friends in one group, and shared the knowledge. The guidance and short explanation when the students did not understand with the questions were given by the researcher. When this process began, the students often were asked by the researcher about their difficulty and tried to help them. The students were expected to finish all of their tasks.



Figure 6: **The students are doing group work in expert group.**

Then, the students were asked in expert group to come back to the 'homebase group' for sharing their knowledge or information. The students were busy to tell the other friends about what they knew in their group. Each student shared the different topic. *'In the first group, I make a dialogue about how to describe the people based on their profession.'* said one student. *'I learn about tempat-tempat bersejarah.'* said the other student. Next, the students were given an individual work.



Figure 7: **The students are sharing information in ‘homebase group’.**

After the students had finished the individual work, they were invited to answer the questions in the worksheet. If they could answer it correctly, they would be given a reward ‘smiley’ to add points in their group. They could put the ‘smiley’ in team scores’ board. The competitive atmosphere arose when the students were trying to answer some questions.



Figure 8: **The student is putting ‘smiley’ in team score board.**

Afterwards, the lesson was reviewed. The students were asked about the difficulties and their feeling during activities in groups. They enjoyed the jigsaw technique and still wanted to sing and dance together again.

.... The researcher reviewed the materials, made a conclusion and asked the students about their feeling while practicing of speaking in group. They said that they were happy, liked the song and wanted to dance together again.

(Field Notes 3, Appendix D)

3) Meeting III

The third meeting was conducted on Thursday, October 24th, 2013. It began at 12.30 p.m. to 14.00 p.m. The researcher greeted the students by saying Salam, good afternoon and asked them to pray first. Then, the students' attendance was checked. That day, two students were absent because they became supporters in some kind of competitions in another school.

After opening the lesson, the researcher asked one of the students what students had to do if she had mistakes. Without any command, some of students gave a quick response in Indonesian language even Javanese language. Afterwards, the researcher repeated their answer in English and told about the objective of the lesson that day. It could be seen in the following field notes.

.... Afterwards, the researcher asked one of students "Tiwi, what will you do if you have a mistake to your friends?", "*meminta maaf, nyuwun pangapuro*" some students answered. "Yes, we have to apologize to our friends.", "So, today we will learn about apologize, regret, and also sympathy expressions." the researcher mentioned the objective of lesson today. ...

(Field Notes 4, Appendix D)

Then, the students were instructed to fill in blanks of song that would be played next. The song contained language function of apology expression. The students had been in their 'homebase group' already. They were expected to listen it carefully. It can be seen in the following field notes.

.... “I will give you a song, please listen it carefully and fill-in-the-blanks in your worksheet here.” The researcher gave instruction. “Are you ready?” the researcher asked students. “Yes” the students answered. The students had understood and ready for listening the music from Chicago “Hard to say I am sorry”. This process began for 6 minutes and the song was played twice. After that, the students were invited to answer in front of class. Many of them raised their hands. The researcher and the students discussed the answers together. There was no group that had all correct answers. “What apology expression that you found in this song?” the researcher asked. “I am sorry” the students answered. “Good.” the researcher gave a compliment.

(Field Notes 4, Appendix D)

After discussing the answers together, the students were showed videos to get more vocabulary items input, to get more explanation, and to know how some words were pronounced. Some of the students were interested in the videos. They very enjoyed it.



Figure 9: The students are watching videos.

Some minutes later in ‘homebase group’, the researcher asked all of students to practice to use the expressions of how to apologize, how to show regret, and how to show sympathy. Some students were invited in groups to practice in front of class *‘Which groups that brave enough to practice in front of*

class? I will give you a 'smiley'. They would be given a 'smiley' sticker for the reward. The students seemed interested in this activity; most of students raised their hand to take a chance. They could choose the language function that would be used in their conversation.



Figure 10: **The students are practicing apology expression in front of the class.**

After practicing, the students were invited to make expert groups. Each group was given a worksheet to solve or answer together. They were allowed to discuss, asked to the other friends in one group, shared the knowledge. The guidance and short explanation when the students did not understand with the questions were given by the researcher. When this process began, the students were asked about their difficulty and the researcher tried to help them. The students were expected to finish all of their work.

Then, the students were asked in expert group to come back to the 'homebase group' for sharing their knowledge or information. The students were busy to tell the other friends in their group. Each student shared the different topic. After that, the students were given an individual work.

After the students had finished the individual work, the researcher invited them to answer the questions in the worksheet. If they could answer it correctly, they would be given the ‘smiley’ sticker as a reward to add points for their group. They could put it in team scores’ board.



Figure 11: **The students are trying to answer the questions.**

The materials were reviewed, a conclusion was made and the students were asked about their feeling while practicing of speaking in groups. On the third meeting, some of students said that they were happy and were motivated to learn English. They wanted to answer more questions so they could get more ‘smiley’ stickers as a reward, as seen in the field notes below.

The researcher reviewed the materials, made a conclusion and asked the students about their feeling while practicing of speaking in group. They said that they were happy and wanted to answer more questions to get a ‘smiley’ for their group, Then the researcher closed the lesson, said goodbye and said *Salam*.

(Field Notes 4, Appendix D)

The teaching and learning process of the three meetings was valid because it was done corresponding to the concept of process and catalytic validity. The

process validity was fulfilled by gathering the data through more than one technique, i.e. observation, interview and discussion with the collaborator. It was supported by some data sources, such as field notes and interview transcripts. The catalytic validity was fulfilled by giving chances to the students and the collaborator to give their response dealing with the action implemented. Besides, the result of the action was reliable because it was in line with the concept of time triangulation.

c. Reflection

In the first cycle, the use of the jigsaw technique and the accompanying actions had made some improvements. The first improvement lied on students' participation in speaking activities. The students were enthusiastic to join the activities and to practice speaking. They used the language functions throughout speaking practice in groups. Moreover, the use of the jigsaw technique could also sustain the students' interest in practice speaking until the end of the activities. In other words, the students' participation was improved. It can also be seen in the following data.

R: *Kalau pada saat mereka di dalam kelompok tadi gimana, maksudnya apakah mereka benar-benar memanfaatkan waktu?* (How were the activities of the students in their groups? Did they really manage the time well?)

C: *Ada beberapa kelompok, ada beberapa anak yang mandiri, misal nggak didatangi sama gurunya atau observer-nya itu dia berlatih sendiri, dalam kelompok itu aktif ngomong. ...* (There were some groups practicing autonomously and speaking actively even without teacher or observer's monitor. ...)

R: Researcher

C: Collaborator

(Interview 3, Appendix E)

R: *Bagaimana respon siswa atau keterlibatan mereka dalam kelompok Bu, apakah mereka sudah menggunakan bahasa Inggris?* (How was the students' response or their participation in groups, did they speak English?)

T: *Ya, lumayan. Kebanyakan sudah menggunakan Bahasa Inggris. Apalagi kalau dipantau satu-satu dan dipancing-pancing biar mau ngomong. ...*
(Yes, it was not bad. Most of the students had used English in speaking. It would be better to monitor one by one and gave stimulation to speak more...)

R: Researcher T: English Teacher (Interview 5, Appendix E)

R : *Apakah tadi Adik terlibat aktif dalam kelompok?* (Did you participate actively in group?)

S1 : *Kadang aktif kadang nggak tergantung mood.* (Sometimes I participated actively, sometimes I did not, It was depend on mood.)

S15: *Kadang-kadang.* (Sometimes.)

S23: *Kalau kita cerewet-cerewet semua.* (All of us were chatty.)

S4 : *Kita cerewetnya pake bahasa Inggris kok miss.* (We were chatting in English, Miss.)

R : *Keren itu...grup apa sih kalian?* (That was cool. What was your group name?)

S4 : *Apple.*(Apple.)

R : *Berarti terlibat aktif ya, kalau ada temen tanya kita jawab.* (So, you participated actively, if your friend asked, you would answer it.)

All : *Ya.* (Yes.)

R: Researcher Ss: Students (Interview 6, Appendix E)

Then, the researcher asked the students in expert group to come back to the 'homebase group' for sharing their knowledge or information. The students were busy to tell the other friends in their group. Each student shared the different topic. "In the first group, I make a dialogue about how to describe the people based on their profession." said one student. "I learn about tempat-tempat bersejarah." said the other student. ...

... The researcher reviewed the materials, made a conclusion and asked the students about their feeling while practicing of speaking in group. They said that they were happy, liked the song and wanted to dance together again in the next meeting. ...

(Field Notes 3, Appendix D)

In 'homebase group', she asked all of students to practice to use the expression how to apologize, showed regret, and showed sympathy. The researchers invited some students in group to practice in front of class "Which groups that brave enough to practice in front of class? I will give you a 'smiley' ".They would be given a 'smiley' for the reward. The students seemed interested with this activity; most of students raised their hand to take a chance. They could choose the language function that would be used in their conversation. ...

(Field Notes 4, Appendix D)

The improvement on students' participation was in line with their progress on their confidence to speak English. The students' confidence was better than before. Since the students liked the jigsaw technique and the accompanying actions, they were not shy and afraid to speak English. It can be seen in the interview transcript below.

- R : *Bagaimana perasaannya setelah belajar bahasa Inggris dengan teknik jigsaw tadi yang barusan?*
(How was your feeling after learning English using the jigsaw technique?)
- S17: *Seneng sih...karena apa ya....bisa menggunakan bahasa Inggris dengan baik dan benar.*
(I was happy....because I could use English well and appropriately.)
- S32: *Lumayan seneng.* (I was happy enough.)
- S29: *Seneng, nggak bosenin gitu lho, kan ada permainannya.* (I was happy. It did not make me bored because there was a game.)
- S13: *Asyik, seru, seneng.* (I was happy and enjoyed it.)
- S27: *Senang karena jadi tahu banyak kata-kata...* (I was happy because I knew many words)
- R : *Vocabulary-nya?* (Did you mean the vocabulary?)
- S27: *Ya, sebelumnya nggak tahu jadi tahu.* (Yes, I didn't know it before, but I just knew it now.)
- R : *Lebih banyak tahu ya berarti vocabulary-nya.* (You knew more vocabulary items, didn't you?)
- ...
- R : *Tadi pas tadi diminta teman untuk berbicara bahasa Inggris apakah masih merasa malu, takut atau sudah lumayan PD?* (When your friend asked you for speaking English, did you feel shy, nervous, or confident enough?)
- S17: *PD.* (I felt confident.)
- S29: *Saya terlalu PD mbak tapi masih dalam batas wajar.* (I was confident in normally.)

S13: *Di PD-PD-in aja.*(I was confident.)

R: Researcher Ss: Students (Interview 4, Appendix E)

R : *Bagaimana perasaannya setelah belajar bahasa Inggris dengan teknik jigsaw tadi yang barusan mbak praktekan?*

(How was your feeling after learning English by using the jigsaw technique?)

S1 : *Seneng...tambah ilmu juga, tambah pengalaman, ya intinya seneng.*

(I was happy..I got more knowledge and more experiences.)

S15: *Seneng karena bisa bersosialisasi lebih.*

(I was happy because I could take a part with others.)

S24: *Seneng juga, ada deg-degan juga karena belum lancar bicara bahasa Inggris.*

Tapi cara pembelajarannya asyik, beda kayak biasanya..

(I was happy, I was excited too because I was not fluent enough in speaking English. However, the technique was fun, it was different than before.)

S23: *Sama aja sih, tambah ilmu, sukanya kita bisa bersosialisasi.*

(Almost the same with others, I got more knowledge, I could take a part with others.)

S4 : *Seneng mbak....nggak seperti biasanya, rame bisa, cerewet bisa...* (I was happy, Miss. It was different, I could speaking and chatting with friends.)

....

R : *Tadi pas tadi diminta untuk berbicara bahasa Inggris apakah sudah merasa PD?* (When your friend asked for you to speak English, Did you feel confident enough?)

S1 : *PD banget.* (I was very confident.)

S15: *Baru setengah sih, karena masih belum lancar.* (Just a half, because I was not so fluent.)

R : *Tapi kepercayaan dirinya sudah mulai timbul kan?* (Did your confidence arouse step-by-step?)

S15: *Ya.* (Yes.)

S24: *baru 50%.* (Just fifty percents)

S23: *Lumayan.* (That was not bad.)

S4 : *Kalau aku sih PD-PD aja, walaupun belum tahu tetap PD aja.* (I was confident although I did not know.)

R: Researcher Ss: Students (Interview 6, Appendix E)

R: *Kalau untuk confidence-nya bagaimana Bu tadi?* (How was about their confidence, Ma'am?)

T: *Confidence-nya sudah bagus, semua bersemangat untuk maju, malah berebut. Jadi kepercayaan dirinya sudah mulai meningkat.* (Their confidence was good. All of the students were interested to come in front of the class. So, their confidence was improved.)

R: Researcher T: English Teacher (Interview 8, Appendix E)

During the implementation the students had performed the indicators of speaking aspects, i.e. comprehension, fluency, vocabulary, pronunciation and grammar. The students who had achieved the indicators in every meeting could be seen in Appendix F. Here is the table that presented the number of students who achieved each indicator in Cycle 1.

Table 8: The Number of Students Who Achieved Each Indicator in Cycle 1

Indicators	Number of Students						
	Meeting 1		Meeting 2		Meeting 3		Average (%)
	Σ	%	Σ	%	Σ	%	
Comprehension	22	68.75	26	86.67	27	90	81.80
Fluency	5	15.63	5	16.67	8	26.67	19.66
Vocabulary	13	40.63	20	66.67	23	76.67	61.32
Pronunciation	9	28.13	18	60	22	73.33	53.82
Grammar	5	15.63	10	33.33	12	40	29.65

From the table, it could be inferred that during Cycle 1 there was improvement in all aspects. The students' good improvements lied on their comprehension, vocabulary and pronunciation. However, most of the students still got problems in fluency and grammar. The observation result on those aspects in Cycle 1 was elaborated as follows.

The number of students who comprehended the language functions and instructions were increased. In the first meeting 68.75 % of the students performed the indicator. In the second meeting 86.67% and third meeting also increased into 90%. The students' comprehension on the language function could be seen from their responses to the language functions that were taught and their

response toward the instructions that were given. During those meetings, all of the students gave appropriate responses to the taught language functions and the instructions. The outcome could also be seen in the following field notes and interview.

In 'homebase group', all of students were asked to practice to use the expression how to describe things. The students were given feedback, the activities were monitored, and the questions from the student were tried to answer by the researcher by using realia. In the process of practicing language function, sometimes one of students was asked by the researcher in group to ask her friend about something. "Can you ask Mita about this book?". The student asked her friend "What the shape of this book?", her friend answered "Rectangular".

(Field Notes 2, Appendix D)

"I will give you a song, please listen it carefully and fill-in-the-blanks in your worksheet here." The instruction was given by the researcher. "Are you ready?" the researcher asked students. "Yes" the students answered. The students had understood and ready for listening the music from Chicago "Hard to say I am sorry". ... "What is apology expression that you find in this song?" the researcher asked. "I am sorry" the students answered. "Good." the researcher gave a compliment.

....

(Field Notes 4, Appendix D)

R: *Kalau Ibu lihat dari 5 aspek, ada comprehension, fluency, vocabulary, grammar, pronunciation, yang paling menonjol dari kegiatan siswa tadi apa Bu?* (When you saw from five aspects, there were comprehension, fluency, vocabulary, grammar, pronunciation, Which one was dominant?)

T: Pronunciation, *saya pikir. Pengucapannya....sama ini....comprehension juga sudah lumayan.* (Pronunciation, I think. The comprehension also was good enough.)

R: Pronunciation *sama* comprehension-nya *sudah mulai ada peningkatan ya Bu.* (So, pronunciation and comprehension had been improved already.)

T: *Ya.* (Yes.)

R: Researcher

T: English Teacher

(Interview 5, Appendix E)

The next improvement laid on students' vocabulary. The number of students who had positive development in vocabulary was increased. In the first meeting 40.63 % of the students performed the indicator. In the second meeting 66.67% and third meeting also increased into 76.67%. The use of accompanying actions helped them in memorizing the vocabulary more easily. Since, video, picture, song, and story-telling gave the students more vocabulary items input. The following data presented their improvement on vocabulary.

R: *Menurut Ibu, KBM hari ini bagaimana? (In your opinion, how was the teaching learning process?)*

T: *Ya...lumayan mbak, sudah ada kemajuan. Anak-anaknya sudah mulai ngomong sedikit-sedikit, sudah tambah kosakatanya. (Yes, it was good, there was an improvement. The students began to speak and they got more vocabulary items too.)*

R: Researcher T: English Teacher (Interview 7, Appendix E)

R: *Yang paling terlihat hari ini apa? (What was dominant?)*

C: *Oh ini....participation, vocabulary sama confidence. (Oh..participation, vocabulary and confidence.)*

R: Researcher C: Collaborator (Interview 3, Appendix E)

R :*Apakah dalam pembelajaran tadi Adik sudah banyak mengetahui kosakata baru? Bisa disebutkan apa saja kosakata yang diingat? (Did you know more vocabulary items during the teaching learning process? Could you tell me, what were they?)*

S17:*Ya ada, kayak bent, curve. (Yes, there were, for example: bent, curve)*

S32:*Ada, tapi nggak ingat. (Yes, there was, but I did not remember.)*

S13:*Ada, kayak cylindrical. (Yes, there was, like cylindrical.)*

R: Researcher Ss: Students (Interview 4, Appendix E)

R :*Mengetahui banyak kosakata baru nggak hari ini? Bisa kasih contohnya? (Did you know some new vocabulary items? (Could you give the examples?)*

S1 : *Ya. (Yes.)*

S24: *Beard...*

S23: *Misal kayak botak itu bald. (For example, botak is bald in English.)*

S4 : *moustache*.

S15 : *stunning*.

R: Researcher

Ss: Students

(Interview 6, Appendix E)

... “Can you describe this person to all your friends?” the researcher asked. “He is *botak*.” the student said. “What *botak* in English?” the researcher asked her. “Bald” the student answered it. ...

(Field Notes 3, Appendix D)

The students’ pronunciation was improved in Cycle 1. The number of students who had positive development in pronunciation was increased. In the first meeting 28.13% of the students performed the indicator. In the second meeting 60% and third meeting also increased into 73.33%. The use of accompanying actions such as; video, picture, song, and story-telling gave the students a model how to pronounce some words in correct way. Besides that, in every meeting, the students were taught how to pronounce some vocabulary items. The improvement can also be seen in the following data.

R: *Kalau Ibu lihat dari 5 aspek, ada comprehension, fluency, vocabulary, grammar, pronunciation, yang paling menonjol dari kegiatan siswa tadi apa Bu?* (If you saw from five aspects, those were comprehension, fluency, vocabulary, grammar, pronunciation, Which one was dominant?)

T: Pronunciation, *saya pikir. Pengucapannya....sama ini....comprehension juga sudah lumayan.* (Pronunciation, I think. The comprehension also was not bad enough.)

R: Pronunciation *sama comprehension-nya sudah mulai ada peningkatan ya Bu.* (So, pronunciation and comprehension had been improved already.)

T: *Ya.*(Yes.)

R: Researcher

T: English Teacher

(Interview 5, Appendix E)

R :*Kalau untuk pronunciation tadi gimana Dek? Bisa paham nggak apa yang mbak jelaskan? Misal kalau yang ada tanda kecil diatas itu harus di-stress atau dinaikkan intonasinya. Sudah mulai paham penggunaannya?* (How was about pronunciation aspect? Did you understand? Like, if there was a small strip on word, it meant the intonation was rising. Did you get the point how to use it?)

S1 : *Ya.* (Yes.)

S24: *Ya.* (Yes.)

R :*Seneng nggak belajar pronunciation tadi?* (Were you happy with learning pronunciation?)

S23: *Seneng banget.* (I was very happy.)

S4 :*Ya, seneng.* (Yes, I was happy.)

R: Researcher

Ss: Students

(Interview 6, Appendix E)

The researcher gave the examples of language function and introduced some vocabulary items through some videos. She played it and asked the students to pay attention to adjectives to describe people. *'Please repeat after him!'* the researcher said. The students pronounced some words that presented in videos *'tall, pretty, handsome, fat, short'*. The students repeated it in any occasions with correct intonation, in their groups, when they were practicing to use language function, even when they were interviewed. ...

(Field Notes 3, Appendix D)

Even though the students' comprehension, vocabulary, and pronunciation were significantly improved, there were still problems that emerged in Cycle 1. The first problem was that the students had difficulties in fluency. Most of them still answered the questions with single word and made the answers with a long pause. In the first meeting, there were only five students that spoke without a long pause. In the second meeting, there were 5 students and in the third one there were eight students. The problems could also be found in the following data.

... The researcher made a correction. 'What is about her hair?' she said again. 'emm.....' the student looked confused. ...

(Field Notes 3, Appendix D)

R : *Ketika berbicara dengan Bahasa Inggris dalam kelompok tadi apa yang Adik rasakan? Misal, berhenti agak lama karena tidak tahu apa yang akan dikatakan, terbata-bata atau lumayan lancar dibandingkan sebelumnya?* (When you were speaking in your group, what did you feel? Did you stop in long pause? Or were you not fluent? Or did you speak smooth enough compared with previous meeting?)

S32: *Masih terbata-bata.* (It was still not fluent.)

S29: *Belum lancar ngomongnya.* (It was not fluent.)

S13: *Masih terbata-bata tapi diusahain agar bisa lebih lancar lagi.* (It was not fluent, but I would try harder.)

S27: *Terbata-bata.* (It was not fluent.)

R: Researcher

Ss: Students

(Interview 4, Appendix E)

R : *Ketika berbicara dengan Bahasa Inggris dalam kelompok tadi apa yang Adik rasakan? Misal, berhenti agak lama karena tidak tahu apa yang akan dikatakan, terbata-bata atau lumayan lancar dibandingkan sebelumnya?* (When you were speaking in your group, what did you feel? Did you stop in long pause, not fluent, or smooth enough compared with previous meeting?)

S1 : *Masih terbata-bata.* (It was still not fluent.)

R : *Itu penyebabnya apa? Vocabulary-nya kan sudah mbak kasih banyak tadi, pronunciation-nya juga sudah mbak kasih tahu, ini lho cara mengucapkannya, terus ada videonya juga kan tadi...* (What was the causes? The vocabulary items had been taught already, pronunciation was too, I told you how to pronounce some words, there was also a video)

S24: *Merangkai kata-katanya itu mbak...* (How to arrange the words, Miss...)

S23: *Ya...* (Yes.)

S4 : *Grammar-nya itu masih belum lancar, jadi kalau mau jawab itu masih terbata-bata...harus mikir dulu.* (The grammar usage was not smooth, when I wanted to answer, it was still not fluent....I had to think about it first.)

R: Researcher

Ss: Students

(Interview 6, Appendix E)

The second problem that emerged during the first cycle was students' grammar accuracy in using the language functions. In the first meeting, the students mostly left 'to be' when saying a sentence. They tended to say '*What_ the shape of this book?*' instead of '*What is the shape of this book?*'

In the second meeting, the students got the same problem like previous meeting. The students had a difficulty to define 'to be' in a sentence. They tended to say '*She _fat*' instead of '*She is fat*'. The problems could also be found in the following data.

... In the process of practicing language function, sometimes the researcher asked one of students in group to ask her friend about something. "*Can you ask Mita about this book?*". The student asked her friend "*What the shape of this book?*", her friend answered "*Rectangular*".

(Field Notes 2, Appendix D)

.... The researcher gave them some flashcards. '*Can you describe this picture?*' she asked one of students in group. '*She fat.*' she answered. '*She is fat.*' The researcher made a correction. ...

(Field Notes 3, Appendix D)

- R :*Ketika berbicara dalam kelompok tadi atau menjawab soal-soal, apakah Adik masih mengalami kesalahan grammar?* (When you spoke in your group or answered the questions, did you speak with grammar mistakes?)
 S18:*Masih.* (Yes, I still made mistakes.)
 R :*Kalau misalkan dibuat ukuran, selalu,sering, kadang-kadang, jarang?* (If you had to measure, It happened always, often, sometimes, seldom?)
 S9 :*Kadang-kadang.* (Sometimes.)
 S6 :*Kadang-kadang.* (Sometimes.)
 S12:*Kadang-kadang.* (Sometimes.)
 S11:*Itu lho mbak, kalau ada kalimat yang ditambah s/e situ kadang-kadang masih salah.* (I still made a mistake in sentence that was added s/es.)

R: Researcher

Ss: Students

(Interview 9, Appendix E)

R :*Ketika berbicara dalam kelompok tadi, apakah Adik masih mengalami kesalahan grammar?* (When you spoke in your group, did you speak with grammar mistakes?)

S1 :*Ya, kadang-kadang.* (Yes, sometimes.)

S15:*Kadang-kadang.* (Sometimes.)

S24:*Kadang-kadang.* (Sometimes.)

R: Researcher

Ss: Students

(Interview 6, Appendix E)

From the explanation above, it can be concluded that there were some improvements dealing with students' speaking skills as well as their participation and confidence to speak. Their comprehension, vocabulary, and pronunciation were improved. However, there were still some problems related to their fluency and grammar. The percentage of the students' improvement could also be seen from the following chart.

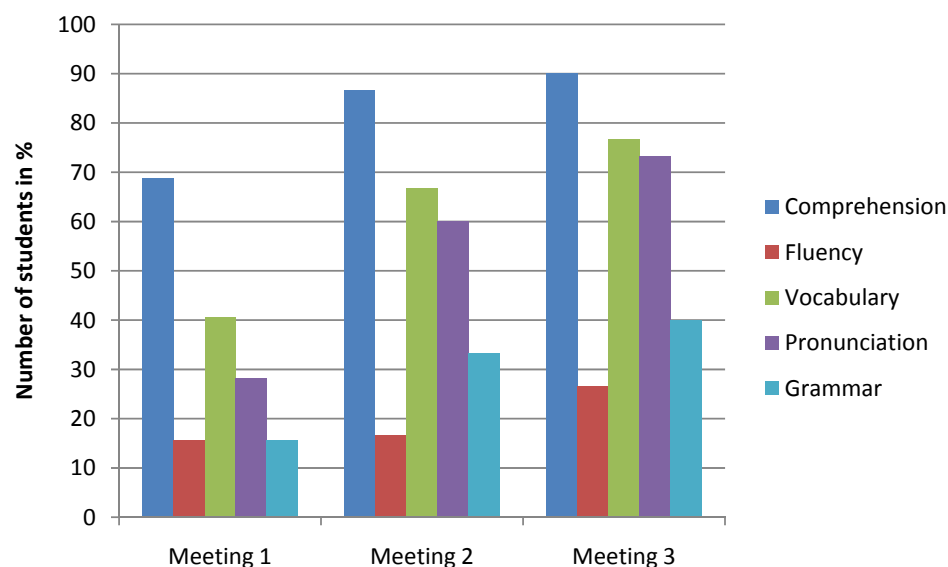


Figure 12: The Students' improvements in Cycle 1

As the students still had problems in fluency and grammar or accuracy, the researcher and the English teacher decided to continue the cycle to solve the problems arose and improve the students' speaking skills in those aspects. Before conducting the next cycle, the actions done in Cycle 1 were evaluated. Here is the conclusion of actions in Cycle 1 and the recommendation for Cycle 2.

Table 9: The Conclusion of Actions Done in Cycle 1 and the Recommendation for Cycle 2

Actions in Cycle 1	Reflection	Conclusion in Cycle 1	Recommendation for Cycle 2
Using the jigsaw technique during the speaking activities	<p>The jigsaw technique that was applied during speaking practice was not fully effectively improved the students' motivation to speak, their comprehension, as well as their speaking skill. Most of the students could use the language functions in the provided context in their groups and memorize the vocabulary well.</p> <p>The jigsaw technique could maintain most of the students' motivation to practice speaking. The action that had been conducted in this cycle was expected to reach the better result in the next cycle.</p>	This action would be sustained and be optimized to be used in Cycle 2.	<p>The jigsaw technique should provide more opportunities to speak in front of class. It made the students use the language functions as if they were in the real situation. Besides, management of time was needed to make sure this technique was running well.</p>
Continued	Continued	Continued	Continued

Actions in Cycle 1	Reflection	Conclusion in Cycle 1	Recommendation for Cycle 2
Continued	Continued	Continued	Continued
Using interesting modified English material	<p>Interesting modified English material that was used during the jigsaw technique helps to increase the motivation and participation most of the students to practice speaking in group.</p> <p>Give the students more vocabulary items and also stimulate them to ask some questions or to ask some unfamiliar words when they do not understand the meaning.</p> <p>Therefore, the composition of the materials needs to be revised by considering the allocation of time.</p>	This action would be sustained and be optimized to be used in Cycle 2.	The English material would be decreased in quantity.
Using various media or fun activity in presenting new language	<p>Media or fun activity was helpful during the teaching and learning process. Most of the students could understand the materials more easily.</p> <p>They were also encouraged to give responses in English during the presentation and practice process.</p> <p>The action that had been conducted in this cycle was expected to reach the better result in the next cycle.</p>	This action would be sustained and be optimized to be used in Cycle 2.	Media or fun activity could be used to insert language function, give examples, and check the grammar. The activity should be more stimulate the students to speak.
Continued	Continued	Continued	Continued

Actions in Cycle 1	Reflection	Conclusion in Cycle 1	Recommendation for Cycle 2
Continued	Continued	Continued	Continued
Giving simple the classroom English instructions	The use of the classroom English were useful in making the students more familiar with English. It could gain the students' responses in English too. It also provided them with the real use of the language. During the Cycle 1, the researcher still translated some instructions into <i>Bahasa Indonesia</i> .	This action would be sustained and be optimized to be used in Cycle 2.	Gestures, facial expression, and mimics would be used to reduce the translation into <i>Bahasa Indonesia</i> . Gave more English instruction with slow speed and repetition.
Giving some feedbacks during or in the end of teaching and learning process.	Feedbacks during practicing in group were very helpful to correct students' grammar error. It also supplied vocabulary input in solving the questions in group. This action needed to be conducted in the next cycle to cover more students' grammar error.	This action would be sustained and be optimized to be used in Cycle 2.	Oral and written feedback or correction was needed. Stimulated the students to make a self-correction when they were speaking.
Giving vocabulary items enrichment	Vocabulary items enrichment were very helpful for the students in developing their fluency. This action needed to be conducted in the next cycle to supply more students' vocabulary items.	This action would be sustained and be optimized to be used in Cycle 2.	Rare and new vocabulary items supply were added.
Continued	Continued	Continued	Continued

Actions in Cycle 1	Reflection	Conclusion in Cycle 1	Recommendation for Cycle 2
Continued	Continued	Continued	Continued
Conducting pronunciation practice	Pronunciation practicing made the students interested. It made them more confident to say some words correctly. This action was expected to get the better result for supporting the students' speaking fluency.	This action would be sustained and be optimized to be used in Cycle 2.	It was important to allocate more times to practice.

Based on the explanation above, it can be concluded that the result of Cycle 1 was valid because it was in line with the concept of dialogic, process and outcome validity. It meant that there were some improvements and weaknesses after the implementation of the actions which were supported by some data in the form of field notes and interview transcripts. In addition, the results were said to be reliable because there were more than one observer in gathering the data. It was in line with the concept of researcher triangulation.

2. Reports on Cycle 2

a. Planning

Based on the reflection of Cycle 1, there were some improvements on students' participation, confidence, comprehension, vocabulary and pronunciation in using the language functions. However, there were still some weaknesses found during the cycle. The students still did not use the functions accurately and the students lacked fluency in using a certain language function. Therefore, the next

cycle was necessary to be conducted. The actions conducted in Cycle 1 were sustained to be used in the Cycle 2 with improvements or modification.

To overcome the problems related the fluency and the accuracy of their speaking; the researcher would provide more opportunities to practice speaking, drilling and give feedback to them during the practice. To maintain the students' motivation in speaking while practicing in group, she gave reward to the winner in each group by inviting the students in competition among teams to answer questions during or in the end of the lesson. The rules were modified in such a way that the students needed to use the functions in order to win. To make them memorize the vocabulary more easily, the researcher invited the students in competition among teams to write some vocabulary items correctly that they heard from dictation and allowed the students to present vocabulary items at least fifteen words with the meaning in front of class to get 'smiley'.

Those activities in the teaching and learning process aimed at solving the field problems that emerged and still existed after Cycle 1.

Table 10: The Field Problems and the Planning of Cycle II

Problems	Meeting 1	Meeting 2	Meeting 3
	Planning		
The students often spoke with grammatical errors.	<ul style="list-style-type: none"> • Giving feedback and correction when the students shared the topic of 'modal'. • Using game 'Word Transfer' 	<ul style="list-style-type: none"> • Giving some models of offering and requesting expression • Reviewing the examples of language function through the video 	<ul style="list-style-type: none"> • Giving some models of present continuous tense through flashcards • Giving more examples of present continuous tense through the video.
Continued	Continued	Continued	Continued

Problems	Meeting 1	Meeting 2	Meeting 3
	Planning		
Continued	Continued	Continued	Continued
		<ul style="list-style-type: none"> • Giving feedback and correction when the students discussed the language function of offering and requesting. 	
Most of the students could not speak fluently.	<ul style="list-style-type: none"> • Using simple the classroom English instruction • Using game 'Word Transfer' • Giving vocabulary enrichment • Inviting students to practice a dialogue with using language function of asking, giving, and refusing permission. 	<ul style="list-style-type: none"> • Using simple the classroom English instruction • Using game 'Hard Bargaining' • Giving vocabulary enrichment through vocabulary dictation quiz • Asking the students to practice using the language function in group 	<ul style="list-style-type: none"> • Inviting students to practice using present continuous tense in front of class using flashcards. • Inviting the students to present the ending of story of film fragment in short drama with using present continuous tense.

In cycle 2, some accompanies action of the jigsaw were still conducted. However, the problem of the students related to the grammar or accuracy and fluency become a priority. To cover the grammatical errors, the researcher and the teacher have some plans to reduce it. Some models of tenses, language functions, and some examples were given to the students. In addition, feedback and correction were also given in the learning process. Besides, the fluency of students can be improved by the vocabulary enrichment in every meeting. The other plans were stimulating the students to speak more with inviting them to play a game, to give examples of tenses, to practice a dialogue with using some language functions, and to present a short drama in group with using present continuous tense.

b. Implementation and Observation

In Cycle 2 was also conducted in three meetings. The first meeting was held on October 25th, 2013, the second meeting was on November 1st, 2013 and the third one was conducted on November 8th, 2013. The researcher taught the materials during the implementation and the teacher who became the collaborator took the role as the observer. Different language function was taught in each meeting. The collaborator observed the teaching and learning process and filled in the observation sheet. The implementation of the actions was elaborated as follows.

1) Meeting I

The first meeting of Cycle 2 was conducted on Friday, October 25th, 2013. It began at 07.15 a.m. to 08.30 a.m. The researcher greeted the students by saying Salam and good morning. All of the students answered, '*Good morning.*' She then checked the students' condition and attendance. She asked, '*Is anybody absent today?*' One of the students answered, '*No.*' and the others said so after her. '*No one?*' she asked. '*Nobody.*' the students responded. At that time, the students had sat in their 'homebase group' and they were ready to learn.



Figure 13: The students are playing a game 'words transfer'.

Some minutes later, after having students' presence, the researcher told the students the objective of the lesson for that day on playing a game. The language function was introduced and the model was given through 'words transfer' game. The process can be seen in the following field notes.

... the researcher said *'Do you like playing game?'* *'Yes, I like'* all of students answered. *'I invite three groups to come'* she added after seeing some students raised their hands. *'Strawberry, grape, and apple group, please come.'* *'Four students in each group'* instruction was given by the researcher. *'Make a line, one group one line. I'll give you the rule of this game.'* *The name of this game is 'word transfer.'* *I will give one sentence to the first student, she has to remind it and she has to tell her friend with whispering and touching her friend's shoulder. The last student writes the sentence in white board. The winner is group which has the most resemble of my sentence. Do you understand the rules?'* the rules were explained by the researcher. *'Yes'* the students answered. *'Are you ready? One..two...three...'* the order was given. The students were enjoyed the game and they were looked trying hard to remind the sentence. The other students laughed to see foolish action from their friends. It took about 5 minutes to finish. After that, with asking the first student related to the sentence, the researcher was scoring and she decided the winner of that game.

She gave a 'smiley' for the reward. In the end of this activity, explanation was given by the researcher that the sentences used in that game were using asking, giving, and refusing permission. In other words, she told the objective of the lesson that today.

(Field Notes 5, Appendix D)

Then, more examples of language function were given through a video. The video was played and the students were asked to pay attention to ask permission expression while at the same time, the researcher was writing on white board. Next, it was time to give a modeling, reviewed some vocabulary items, and told them about the correct pronunciation. She introduced the students about the stress or intonation in videos, like words 'volume', 'tonight', 'mind', and etc. *'Do you have any questions?'* the researcher asked. *'No'* the students replied.

In 'homebase group', all of students were asked by the researcher to practice to use the expression how to ask permission, give permission, and refuse permission. The guidance and a short explanation to students' question were given. Next, some students were invited in group to practice in front of class *'Have you finished? Which groups that brave enough to practice in front of class? I will give you a 'smiley'.* They would be given a 'smiley' sticker for the reward. The students seemed interested with this activity; most of students raised their hand to take a chance. The competitive atmosphere was seen as long as this activity. *'Grape...Strawberry...'* some students yelled of their group.



Figure 14: **The students are interested to practice speaking in front of class.**

Some minutes later, the students were invited to make expert groups like third meeting on Thursday. Each group was given a group work to solve or answer together. They were allowed to discuss, asked to the other friends in one group, shared the knowledge. The guidance and short explanation were given when the students did not understand with the questions. When this process began, the researcher often asked the students about their difficulty and tried to help them. Some students asked about vocabulary items like *engine*, *cooling*

down, steam on the text. Some students were asked to translate all of the text. The students were expected to finish all of their works.

Then, the students in expert groups were asked to come back to the 'homebase group' for sharing their knowledge or information. The students were busy to tell the other friends in their groups. Each student shared the different topics. After that, the students were given an individual work. It can be seen in the following field notes.

... '*I learn emm....*' said one student. '*You can look at white board.*' The researcher gave a direction '*I learn about modal.*' the student said. '*How about you?*' the researcher asked the other student. '*Tadi sudah.*' she said '*I want hear it once again*' the researcher said. '*I ...menyusun itu apa?*' she asked the researcher '*arrange.*' the researcher answered. '*I arrange modal verb, can, shall..*' she said. ...

(Field Notes 5, Appendix D)

After the students had finished the individual work, the researcher invited the students to answer the questions in the worksheet. If they could answer it correctly, they would be given a reward 'smiley' sticker to add points in their group. They could put it in team scores' board. In this process, the chance was used by researcher to give more feedback or correction when the students had grammatical errors in speaking or in using the language function.



Figure 15: The researcher is monitoring and checking the accuracy while the students are practicing a dialogue.

In the end of the lesson, the materials were reviewed and the students were asked about their feeling when they played the game and practiced to speak. They said that they liked the game because the game gave more points, they could enjoy speaking English with their friends and they had opportunity to answer more questions to get more 'smiley'. The winners were happy for getting the prize. It can be seen in the field notes below.

.... The researcher reviewed the materials, made a conclusion and asked the students about their feeling while practicing of speaking in group and playing a game. They said that they were happy and wanted to answer more questions to get a 'smiley' sticker for their group, extra chances were given to know by heart some vocabulary items from first meeting until fourth meeting for all of groups. *'If you could memorize more than fifteen vocabulary items with their meaning, she would be given a 'smiley'.'* The researcher said. Then, the lesson was closed by researcher, said goodbye and said *Salam*.

(Field Notes 5, Appendix D)

2) Meeting II

The second meeting was conducted on Friday, November 1st, 2013. It was at 07.15 a.m. to 08.30 a.m. The researcher greeted the students by saying *Salam* and good morning. The students responded the greeting appropriately. The

students' attendance was checked by saying, *'Is anybody absent today?'* They answered, *'No one.'* Like the previous meeting, the students had sat in their 'homebase group' and they were ready to learn. Next, apperception related to the topic was conducted to build a context. The process could be seen in the following field notes.

... Afterwards, the researcher said to one student there *'Rafiq, can you stand up?'*, the student did the instruction. *'Can you sit down?'* the researcher said again, the student did the instruction. *'Ranti, can you raise your hand?'* the same instruction was given to other students, she did the action well. *'So, those are the examples of request expression. It uses Can you...or could you...'* the researcher told the objective for today.

(Field Notes 6, Appendix E)

Some minutes later, the researcher gave more examples of the language function on playing a game. The language function was introduced and the model was given through 'hard bargaining' game. The process can be seen in the following field notes.

... Next, the researcher invited the students to play a game. *'I want to invite you to play a game. Do you like playing a game?'* The students said *'Yes.'* *'I invite three groups, I will give a chance for group with the lowest score first. Orange, mango, banana, one student in each group comes to me.'* The researcher explained the rule, *'Here, Fanda is a seller, and three of you are buyers. The buyers will ask for some things that are written in a piece of paper. The seller must say a password when the buyers come. The password is 'would you like to buy, Ma'am?'. The password for buyers is 'could you give me for examples flour, eggs, butter'. It depends on lists on your paper. If you do not know the meaning of words, you can ask the seller with password for example 'Can you tell me what polish is?' If you have understood with things that you are looking for, you can start to find it. Who gets all of the things correctly and quickly, she is the winner. Do you understand what I mean?'* ...

(Field Notes 6, Appendix D)

Then, the researcher gave more examples of language function through a video. The video was played and the students were asked to pay attention to offer and request expression. While at the same time, the researcher was writing on the white board. Next, it was time to give a modeling and reviewed the examples in the video. The students were invited to get more 'smiley' stickers through vocabulary dictation. The researcher read the vocabulary items and the students wrote on the white board. They were looked satisfied and happy with the result. They wanted to do the same activities next time.



Figure 16: **The students are writing down vocabulary review in competition.**

In 'homebase group', all of students were asked by researcher to practice to use the expression how to offer something and how to request something. Besides that, the students were invited to present vocabulary items review that they had to remember. Some students were interested to get 'smiley' for their team. They could pass it well. Because of limited time, some students could not have a chance to present vocabulary items.

Some minutes later, the students were invited to make expert groups like last Friday. Each group was given a group work to solve or answer together. They were allowed to discuss, asked to the other friends in one group, shared the

knowledge. The guidance and short explanation were given by the researcher when the students did not understand with the questions. When this process began, the students often were asked by researcher about their difficulty and tried to help them. Some students were asking about the meaning of the questions. The students were expected to finish all of their work.



Figure 17: The students are discussing to answer the questions.

Then, the students in expert group were asked to come back to the ‘homebase group’ for sharing their knowledge or information. The students were given an opportunity to tell the other friends in their group. Each student shared the different topic. After that, the students were given an individual work.

After the students had finished the individual work, the students were invited to answer the questions in worksheet. They were invited to practice a dialogue in front of class with their friends. In the end of teaching learning process, the materials were reviewed and made a conclusion. Then, the researcher closed the lesson, said goodbye and said *Salam*.



Figure 18: The students are practicing a dialogue.

3) Meeting III

The third meeting was conducted on Friday, November 8th, 2013. It was at 07.15 to 08.30 a.m. The researcher opened the lesson by saying *Salam* and *good morning*. The students responded the greeting well as they had been accustomed to it. Some minutes later, the researcher introduced present continuous tense examples with using flashcards. The process can be seen in the following field notes.

... the researcher was showing a flashcard and she was giving some examples of present continuous tense in sentences. *'Please, look at this picture everyone!'* *'What is he doing?'* No answer....*'He is brushing his teeth.'* *'What am I doing?'* *'You... are... holding a board marker'*. *'What is Rohmatun doing?'* *'She is sitting down.'* *'To express or say something that is happening, we use present continuous tense.'* *'Who wants to describe the other pictures here?'* The students were invited to practice present continuous tense in front of class. *'Can I get smiley?'* one student said. *'Yes.'* The researcher said *'Please describe this picture in affirmative, negative, and interrogative forms, if you know all of it! But if you do not know, just in affirmative form.'* The student answered *'This baby is sleeping. This baby is not sleepy. Is the baby sleeping?'* The student described it in all of sentence forms. She got a reward for her excellent job. A correction was given *'In negative sentence, 'This baby is not sleeping.' That is the correct one. We use sleeping not sleepy.'*

(Field Notes 7, Appendix E)

Then, the researcher gave explanation about the formula of present continuous tense, the usage, and gave more examples of language function through a video. She played it and asked the students to pay attention to tenses. After that, she explained ‘there is/there are’ usage and its formula too.



Figure 19: The researcher is showing a flashcard to give some examples of present continuous tense.

In ‘homebase group’, the students were showed a fragment of film. Next, all of students were asked to discuss and to write sentence in present continuous tense and ‘there is/there are’ in designing their own story. They had to create the ending of story that different with other groups. They are would be invited to practice in short drama and presented their result in front of class if it finished. The grammar was checked in their written story. The students’ speaking was observed when they were speaking in dialogue and feedback was given to the students after they finished. Students’ mispronunciation was corrected. They also spoke in normal speed with better pronunciation.

... many of students were involved in their group. They tried hard to ask some vocabulary items, verbs, even a sentence that they did not know. One student said '*Miss, kalau itu semua hanya mimpi. Bahasa Inggrisnya apa?*' '*You can say 'all of that is just a dream.'*' The researcher tried to answer. The researcher often asked the students about their difficulty and tried to help them. Because of time limitation, not all of groups could present their story. But, they looked satisfying with this activity.

(Field Notes 7, Appendix E)



Figure 20: The students are preparing to present a short drama.

Some minutes later after presenting the result, the students were invited to make expert group. Each group was given a group work to solve or answer together. They were allowed to discuss, asked to the other friends in one group, shared the knowledge. Then, the students in expert group were asked to come back to the 'homebase group' and share their knowledge or information. The students were busy to tell the other friends in their group. Each student shared the different topic. After that, the students were given an individual work.

After the students had finished the individual work, the students were invited to answer the questions in worksheet. To maintain their motivation, they got a reward 'smiley' sticker when answering correctly. They could put it in team

scores' board. The opportunity was given to the students who want to present some vocabulary items review.

In the end of teaching learning process, the materials were reviewed, made a conclusion and asked the students about their feeling while practicing of speaking in group and playing a drama. They said that they were happy. Then, the researcher closed the lesson, said goodbye and said *Salam*.

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

c. Reflection

In the Cycle 2, the jigsaw technique was also applied in speaking activities for the students. In each meeting, the jigsaw technique was used to accommodate students' speaking practice in line with the language function that would be taught. During the activities, the students needed stimulation by applying some enjoyable activities like role play, game, competition, and drama to encourage their motivation to speak more. Some supporting actions above helped to maintain

the students' interest and participation in speaking class by using the jigsaw technique.

The implementation of the jigsaw technique and some supporting actions in this cycle sustained the students' participation in speaking class by using the jigsaw technique. They were still enthusiastic to join the activities and to practice speaking. The game, role play, competition and drama were effective to make the students speak up in 'homebase group'. Moreover, the students were asked to use the language functions throughout the activities. The students were interested when it aimed to collect the most points. They considered that the speaking activities were fun. It can also be seen in the following data.

- R : *Bagaimana perasaannya setelah belajar bahasa Inggris dengan teknik jigsaw tadi yang barusan mbak praktekan?* (How was your feeling after learning English with using the jigsaw technique that I just applied?)
- S15: *Seneng, dapet ilmu juga. Bahasa Inggris itu awalnya saya pikir tidak menantang. Tapi tadi rasanya seneng tambah ilmu. Tambah nge-dong dengan bahasa Inggris.* (I was happy and I could get knowledge too. I thought that English was not challenging. But, I was happy because of getting more knowledge. I felt more understand about English.)
- S3 : *Seneng, tambah pengetahuan. Terus, ada kelompok-kelompok-an gitu. Kalau kita nggak tahu, terus temennya tahu, itu bisa saling sharing.* (I was happy and I got more knowledge. In addition, we worked in groups. If we did not know about something, we could ask to the other friends.)
- S26: *Seneng, semangat, terus kerja bareng-bareng, dapet smiley...* (I was happy and enthusiastic. I could cooperate with other friends and got the smiley too.)
- R : *Berarti Adek seneng ya dengan teknik pembelajaran tadi?* (So, were you happy with teaching-learning technique?)
- All : *Ya.* (Yes.)
- ...

R : *Tadi Adik terlibat aktif nggak dalam kelompoknya? Misalnya: menjawab pertanyaan atau mengisi group work tadi?* (Did you participate actively in your group, like answered the questions or did the group work?)

S15: *Ya.* (Yes.)

R : *Kalau boleh tahu dalam hal apa?* (In what condition that you participated?)

S15: *Tadi pas ngisi jawaban yang ada could, should, can (modal).* (I participated when trying to answer questions about could, should, can (modal) more active than last week.)

S3 : *Terlibatnya pas ikut ngisi yang disuruh buat dialog.* (I involved in making a dialogue.)

S26: *Terlibat pas ikut jawab pertanyaan.* (I involved in answering questions.)

S29: *Terlibat, pas waktu maju ke depan untuk dapat smiley.* (I involved when trying to get 'smiley'.)

R: Researcher

Ss: Students

(Interview 11, Appendix E)

R : *Yang paling Adik sukai apa dari kegiatan tadi?* (What did the activities that you most like?)

S26: *Ngapalin vocab.* (Memorizing the vocabulary items.)

S5 : *Sama.* (I was the same.)

S10: *Rebutin smile-nya...ikutan senang.* (I was happy when trying to obtain a 'smiley'.)

S13: *Teknik-teknik pembelajarannya. Kayak maju tadi, terus pelafalannya juga.* (I liked the teaching technique, including an activity when I performed in front of class and the pronunciation too.)

R: Researcher

Ss: Students

(Interview 13, Appendix E)

R : *Apa yang paling Adek sukai dari awal sampai akhir tadi?* (What did the activities that you most like from beginning?)

S8 : *Bisa main drama.* (I could play a drama.)

S17: *Main drama sama dapat smiley.* (I played a drama and got 'smiley'.)

S24: *Bisa nonton film Cinderella dan dapat smiley.* (I could watch Cinderella and got a 'smiley'.)

R: Researcher

Ss: Students

(Interview 15, Appendix E)

R: *Ini sedikit agak mereview KBM hari ini. Kalau Ibu melihat dari segi partisipasi siswa-siswa dalam kegiatan hari ini bagaimana Bu?* (I will review teaching-learning process today. What did you think about students' participation, Ma'am?)

 T: *Sudah bagus. Siswanya sudah mulai berani untuk ngomong, untuk berbicara. Jadi sudah ada peningkatan dari hari-hari sebelumnya.* (It was running well. The students had a confidence to speak. There was an improvement than before.)

R: Researcher T: English Teacher (Interview 14, Appendix E)

Beside their participation, the students' confidence to speak was also maintained. Since the students still liked the speaking activities, they were not shy either afraid to speak English. It can be seen in the data below.

R : *Pas di dalam kelompok tadi bicara dengan Bahasa Inggris nggak?* (Did you speak English in your group?)
 S15: *Sedikit.* (Yes, a little bit.)
 S29: *Sedapatnya.* (Yes, as I could do.)

R: Researcher Ss: Students (Interview 13, Appendix E)

 R : *Tadi pas mbak minta untuk practice di depan, masih malu nggak?* (Did you feel shy when I asked you to practice in front of class?)
 S15: *Nggak.* (No, I did not.)
 S1 : *Nggak.* (No, I did not.)
 S3 : *Malah tambah semangat mbak untuk majunya.* (I was more enthusiastic to practice.)

R: Researcher Ss: Students (Interview 11, Appendix E)

 R : *Kalau untuk latihan berbicara di depan tanpa teks tadi bagaimana?* (How was your feeling to practice in front of class without looking at your text?)
 S13: *Ya, seru sih..* (It was challenging.)
 R : *Mau coba lagi nggak besok?* (Do you want to try it again next time?)
 S13: *Pengen.* (Yes, I would.)
 R : *Yang lain?* (How did about the others?)
 S26: *InshaAlloh.* (InshaAlloh.)

R: Researcher Ss: Students (Interview 13, Appendix E)

R: Kalau untuk confidence-nya bagaimana Bu? (What did your opinion about the confidence?)

T: Sudah meningkat juga, hanya beberapa anak saja yang masih diam, tapi tadi sudah diganti maksudnya anak yang sudah pernah maju diganti dengan yang belum pernah maju, jadi sudah mulai meningkat confidence-nya. (The confidence had been improved. Some students kept silent, but the other students who never joined substituted them. In other words, the students who ever invited changed by the other students who never invited.)

R: Researcher T: English Teacher (Interview 14, Appendix E)

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

Table 11: The Number of Students who Performed Each Indicator in Cycle 2

Indicators	Number of Students in Cycle 2						
	Meeting 1		Meeting 2		Meeting 3		Average (%)
	Σ	%	Σ	%	Σ	%	
Comprehension	30	93.75	32	100	32	100	97.92
Fluency	16	50	22	68.75	28	87.5	68.75
Vocabulary	29	90.63	32	100	32	100	96.88
Pronunciation	27	84.38	29	90.63	30	93.75	89.59
Grammar	19	59.38	27	84.38	29	90.63	78.13

According to the result, the students' improvements lied on every aspect of speaking. The students' comprehension, pronunciation and vocabulary were

improved in the previous cycle, while they still got difficulties in fluency and grammar. In Cycle 2, all of the aspects were improved. The improvements were elaborated as follows.

The students' comprehension on the language function was maintained during the cycle. All the students performed the indicator in the three meetings. During those meetings, all of the students could respond to the language functions that had been taught appropriately. The result could also be seen in the following field notes and interview.

... *'To express or say something that is happening, we use present continuous tense.'* *'Who wants to describe the other pictures here?'* The students were invited to practice present continuous tense in front of class. *'Can I get smiley?'* one student said. *'Yes.'* The researcher said *'Please describe this picture in affirmative, negative, and interrogative forms, if you know all of it! But if you do not know, just in affirmative form.'* The student answered *'This baby is sleeping. This baby is not sleepy. Is the baby sleeping?'* The student described it in all of sentence forms. She got a reward for her excellent job. A correction was given by researcher *'In negative sentence, 'This baby is not sleeping.' That is the correct one. We use sleeping not sleepy.'*

...

(Field Note 5, Appendix D)

R : *Apakah Adek paham dengan instruksi yang mbak berikan?* (Did you understand with my instruction?)

S15: *Ya.* (Yes.)

S1 : *Ada yang paham ada yang nggak. Yang nggak paham, mungkin karena nggak denger.* (There were some instructions that I had understood. I could not understand because I did not hear it.)

S3 : *Ya, paham.* (Yes, I understood.)

R: Researcher

Ss: Students

(Interview 11, Appendix E)

R: *Mungkin Ibu bisa menceritakan bagaimana tadi hasil observasinya?* (How did the observation result, Ma'am?)

T: *Cukup menarik tadi, banyak kegiatan. Tidak terlalu banyak materi, jadi anak-anak bisa cepat paham, dan bisa ngomong dan diskusi tentang materi itu.* (It was interesting because of many activities. It was not full of material so the students could get understand easily, the students could speak and discuss the material.)

R: Researcher T: English Teacher (Interview 10, Appendix E)

R: *Kalau untuk penggunaan language function sendiri bagaimana Bu, apakah mereka sudah paham dan menggunakannya saat berbicara?* (How did the language function used? Did they understand and use it in speaking?)

T: *Kalau menurut saya, anak-anak sudah paham karena sudah ditulis di papan tulis juga ya. Jadi sudah bisa membaca, menerapkannya langsung di depan kelas dan berbicara.* (In my opinion, the students had been understood because it was written in whiteboard. They could read, speak, and apply it immediately in front of class.)

R: Researcher T: English Teacher (Interview 14, Appendix E)

The first problem that emerged during Cycle 1 was students' fluency in using the language functions. The students' fluency in using the language functions could be improved in Cycle 2 by providing a lot of opportunities to practice speaking in the jigsaw technique. In the first meeting, there were 50% students who spoke the language function at normal speed. In the second and third meeting, their fluency was still improved. The improvement can also be seen in the following data.

R : *Tadi pas ngomong di depan atau pas ngomong dengan teman bicara Bahasa Inggris-nya sudah lancar belum?* (Did you speak fluently when you were speaking in front of class or speaking English with your friends?)

S15: *Lancar. Nggak lancar mungkin karena belum tahu artinya.* (Yes, I was fluent. I was not fluent because I did not know the meaning.)

-
- S1 : *Sedikit-sedikit. Tapi menata bahasanya masih belum baik.* (Yes, a little bit. But, I thought that I did not arrange the words well yet.)
- R : *Tapi sudah mulai lancar dibandingkan sebelumnya?* (Did you speak more fluent than before?)
- S1 : *Ya.* (Yes.)
- S3 : *Sedikit-sedikit, artinya itu saya banyak yang belum tahu.* (Yes, a little bit. I did not know much the meaning of words.)
- S26 : *Sudah ada peningkatan sedikit mbak.* (There was a little bit improvement, Miss.)
- S29 : *Ya, sudah lebih baik dibandingkan sebelumnya.* (Yes, it was better than before.)

R: Researcher Ss: Students (Interview 11, Appendix E)

- R: *Kalau untuk kelancaran atau fluency mereka dalam berbicara di depan atau dalam bermain drama tadi, menurut Ibu bagaimana?* (How did the students' fluency when they were speaking or playing a drama?)
- T: *Kalau yang pas berbicara di depan kelas tadi hanya satu kelompok saja yang kelihatan bingung, yang lainnya sudah bagus, sudah mulai tahu dan mengerti, O...ceritanya tentang ini....* (There was only one group which looked confused when they were speaking. The others were good. They had already known and understood about the story. ...)

R: Researcher T: English Teacher (Interview 14, Appendix E)

- R: *Bisa diceritakan kondisi dan hasil pengamatan Ibu selama KBM di kelas tadi?* (Could you tell me about the condition and observation result during teaching-learning process?)
- T: *Sudah mengalami peningkatan, lumayan. Anak-anak sudah di-drill, sudah dikasih tahu bagaimana membaca yang benar, kemudian membuat dialog dan sebagainya.* (Well, it was not too bad I thought. The students' speaking skills had been improved. The students had drilled, known how to pronounce the words, made a dialogue, and etc.)
- R: *Kalau pada saat mereka latihan tadi, bagaimana Ibu melihat fluency dan grammar mereka?* (How did their fluency and grammar when they were practicing?)
- T: *Sudah cukup baik, sudah ada peningkatan dari pertemuan-pertemuan yang sebelumnya.* (Their fluency and grammar were good enough. There was a better progress than some meetings before.)

R: Researcher T: English Teacher (Interview 12, Appendix E)

The next improvement was on students' vocabulary. Their vocabulary mastery was better compared to theirs in the Cycle 1. In the first meeting 90.63% of them could use the words in the language function. As the use of accompanying actions in the jigsaw technique helped them in memorizing the vocabulary more easily, more students performed the indicator in the next meetings. The following data presented their improvement on vocabulary.

R : *Apakah teman-teman dapat banyak kosakata baru hari ini? Bisa kasih contohnya?* (Did you get many vocabulary items today? Could you tell me what they were?)

S15: *tonight....*

S29: *volume...*

R: Researcher Ss: Students (Interview 11, Appendix E)

R : *Dari awal mbak mengajar kalian sampai hari ini ada kemajuan nggak dalam speaking kalian?* (From the beginning I taught you, was there any progress in your speaking?)

S26: *Ada.* (Yes, there was.)

S5 : *Ada.* (Yes, there was.)

R : *Yang paling terlihat apa?* (What was the most raised?)

S26: *Kalau ngomong pake Bahasa Inggris sudah lumayan lancar.* (I was speaking more fluently.)

S5 : *Bicaranya sudah mulai lancar sedikit.* (I spoke a little bit fluent already.)

S10: *Vocabulary-nya sudah lumayan banyak. Pas ngomong jadi sedikit terbantu.* (I had rich vocabulary items. It helped me to speak.)

S13: *Sudah mulai meningkat vocab-nya yang belum tahu jadi tahu, terus kalimat2 tanya, pengucapannya juga.* (There were improvement in vocabulary, question words, and pronunciation.)

R: Researcher Ss: Students (Interview 13, Appendix E)

R : *Kalau untuk vocabulary-nya?* (How was your vocabulary?)

S8 : *Sudah dapat banyak. Misalnya: suicide.* (I got many vocabulary items, like suicide.)

S17 : *Ya dapat banyak, apalagi ditambah dengan yang pertemuan-pertemuan kemarin.* (Yes, I got many vocabulary items and it added with the previous meeting.)

S24: *Dapat banyak dari film tadi juga.* (I got many vocabulary items from the movie too.)

R: Researcher Ss: Students (Interview 15, Appendix E)

R: *Kalau untuk vocabulary dari anak-anak sendiri sudah ada peningkatan belum Bu dari pertemuan pertama sampai hari ini?* (How was the students' vocabulary itself from the first meeting until now?)

T: *Sudah lumayan...karena semuanya kan proses ya, jadi sudah mulai kelihatan pinter, sudah lancar.* (I thought that during the process their vocabulary was not too bad. They were looked smart and fluent.)

R: Researcher T: English Teacher (Interview 14, Appendix E)

The next improvement was on students' pronunciation. In the first meeting, there were 84.38% students pronounced the words correctly. In the third meeting, there were 93.75% students who performed this indicator. It meant that the students' pronunciation was improved. The following interviews also showed the students' improvement on pronunciation.

R : *Kalau untuk pronunciation bagaimana?* (How was the pronunciation?)

S15: *Ya, jadi banyak tahu, kalau kata ini begini cara ngomongnya.* (They knew more how pronounce some words.)

S1 : *Teryata gak hanya volume, tapi ada stress-nya. Ada nada-nadanya juga.* (It was not only *volume* but also there was a stress. There was intonation too.)

R: Researcher Ss: Students (Interview 11, Appendix E)

R: *Kalau untuk pronunciation bagaimana Ibu melihat perkembangannya?* (For pronunciation, how did you see the progress?)

T: *Untuk pronunciation sudah bagus, sudah mulai meningkat, dari pertemuan pertama, kedua, ketiga, dan seterusnya, sudah ada peningkatan.* (The pronunciation had been adequately improved. There were improvement during the first, second, third meeting, and etc.)

R: Researcher T: English Teacher (Interview 14, Appendix E)

The second problem that emerged during Cycle 1 was students' grammar accuracy in using the language functions. The students' accuracy in using the language functions could be improved in Cycle 2 by implementing the jigsaw

technique and accompanying actions. During the cycle, their mistakes in word order could be minimized. It is shown in the following data.

R: *Tadi apa masih ada yang terbalik-balik menggunakan function-nya, Bu?* (Was there any one who said the language function with incorrect order?)

T: *Yah, masih ada beberapa, tapi tadi setelah dibenarkan dan dibantu temannya jadi bisa.* (There were some of the students did, but they corrected it with their friends' help.)

R: Researcher T: English Teacher (Interview 10, Appendix E)

R: *Kalau untuk grammar-nya? Bagaimana Ibu melihatnya? Maksudnya, apa mereka sudah menggunakan ungkapan dengan benar, kata-katanya tidak terbalik-balik?* (How was their grammar accuracy, sir? I mean, did they use the expressions with correct word order?)

T: *Sudah mulai bagus, sudah ada peningkatan juga. Mungkin satu atau dua anak saja yang masih perlu bantuan. Tapi secara keseluruhan sudah bagus.* (It had been adequately improved. There were one or two students who still needed a help. Most of them used the expressions correctly.)

R: Researcher T: English Teacher (Interview 14, Appendix E)

In conclusion, there were some improvements dealing with students' participation, confidence, comprehension, fluency, vocabulary, pronunciation, and grammar as well as students' speaking skills. Therefore, the researcher and the English teacher decided not to continue the cycle as the improvements were considered sufficient. The percentage of the students' improvement could also be seen from the following chart.

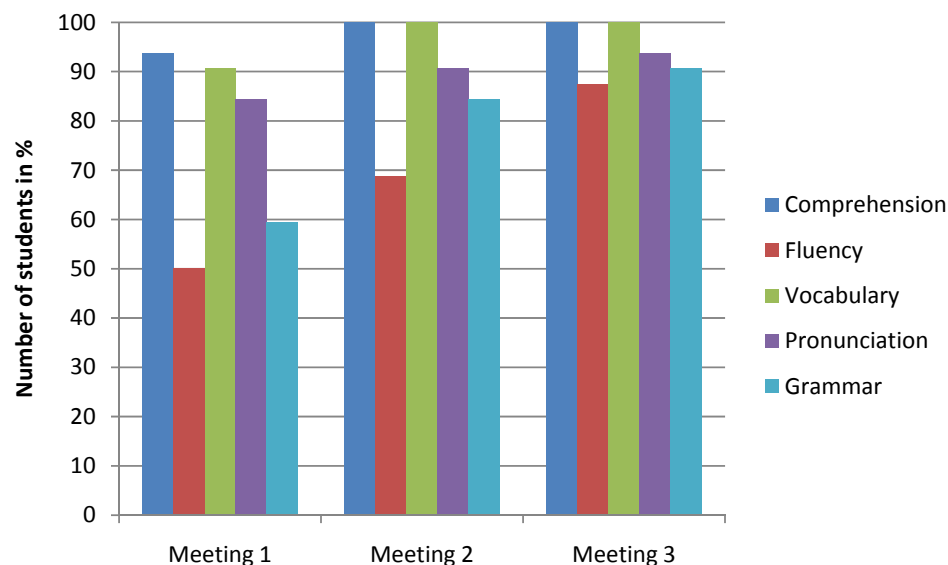


Figure 21: The number of students who performed each indicator in Cycle 2

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

3. General Findings

Based on the reflection of Cycle 1, the students had shown improvements on their participation, confidence, comprehension, vocabulary and pronunciation. However, they still got problems in fluency and grammar. Therefore, the

researcher and the English teacher decided to continue the cycle. In Cycle 2, it was found that the students improved in every indicator. The result of the both cycle can be seen in the following chart.

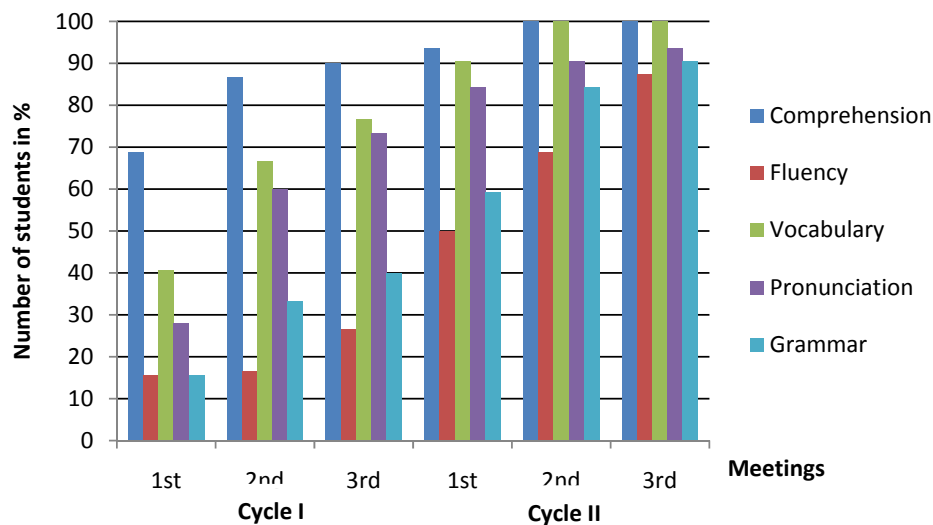


Figure 22: The number of students performing each indicator in cycle 1 and 2

The chart above shows that the number of students who performed each indicator improved. It indicates that the use of the jigsaw technique and the accompanying actions were successful in improving the students' speaking skills. As the result, there were changes that occurred during the implementation of the actions. Here is the summary of changes that happened before and after the actions were conducted.

Table 12: **The Changes that Existed after the Implementation**

Before the Actions were Implemented	After the Actions were Implemented	
	Cycle 1	Cycle 2
The students did not fully participate during the speaking activities.	The students participated in the speaking activities. They paid attention and gave responses to the explanation. Most of them were enthusiastic to join in.	The students kept their participation during the activities. They practiced speaking enthusiastically.
Most of the students were not confident to speak English. They were shy and afraid to make mistakes in speaking.	Most of them were not shy and afraid to speak anymore. They were willing to practice speaking. However, they still needed much encouragement.	The students' confidence in speaking English improved. They were not shy to speak and not afraid to make mistakes.
The students had difficulties in following what was said in English. They could comprehend only a few instructions and social conversation, such as <i>greeting and leave taking</i> .	The students had been accustomed to the use of the classroom English. Most of them could give appropriate responses on greeting, checking attendance and leave taking. However, they were still confused when the researcher used English in explanation. The students needed more help in translation.	The students could appropriately respond to greetings, checking attendance, and leave taking. They could comprehend explanation and some instructions in English better with less translation.
Most of the students could not speak fluently. They were hesitant to speak and sometimes forced into silence when they were asked to practice.	Some students were fluent enough when they used the language functions that had been taught. However, some of them sometimes forgot the language function and made grammatical mistakes.	Some students were fluent enough when they used the language functions that had been taught in correct order. Their grammatical mistakes were reduced.
The students lacked vocabulary mastery. They stopped speaking to look for the vocabulary by asking their friends.	Even though the students still forgot some words, they could memorize the vocabulary better than before.	The students could memorize the vocabulary well. They could use the words in language functions.
Continued	Continued	Continued

Before the Actions were Implemented	After the Actions were Implemented	
	Cycle 1	Cycle 2
Continued	Continued	Continued
The students often spoke with grammatical errors.	The students realized the grammatical errors in their speaking.	The students were more aware if they said something wrong in grammar.
The students had difficulties in pronunciation. They mispronounced some words and used inappropriate intonation.	Some students could apply the appropriate intonation when they said the language functions. However, they still got difficulties in pronouncing the words.	Most of the students could pronounce the words correctly and said the functions with the appropriate intonation better than before.
The speaking teaching and the learning process lacked of fun activities.	The students began to explore and try some various media and activities during the learning process.	The students enjoyed the activities during the learning process.

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

Table 13: **The Mean Score of Each Indicator in Pre-test and Post-Test**

Indicators	Pre-Test	Post-Test
Comprehension	2.14	4
Fluency	1.83	3.15
Vocabulary	1.70	3.38
Pronunciation	1.56	3.11
Grammar	1.45	2.88

The table shows that in each indicator, the post-test score is higher than the pre-test score. It means that the students' speaking skills were improved. The improvements of students' speaking skills can also be seen in the following chart.

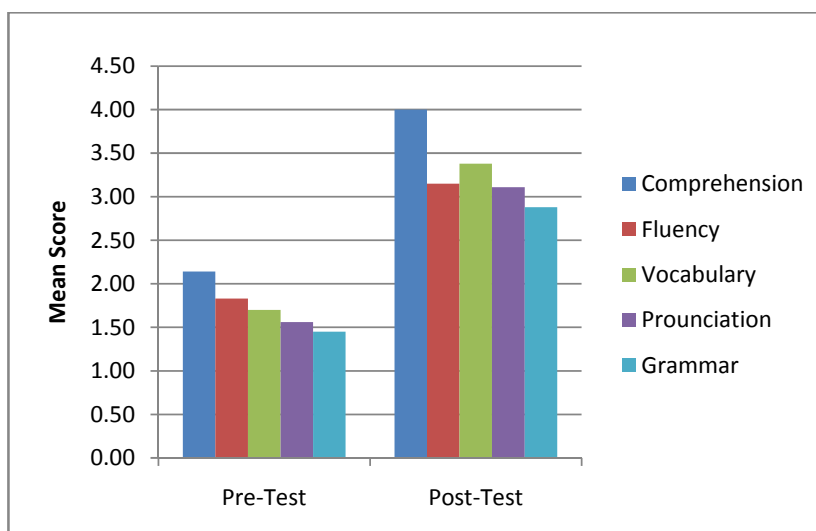


Figure 23: The Mean Score of Each Indicator in Pre-test and Post-Test

From the chart above it is clearly seen the mean score of each indicator in the post-test increased. The improvements of the mean scores were 86.92% for comprehension, 72.13% for fluency, 98.82% for vocabulary, 99.36% for pronunciation, and 98.62% for grammatical accuracy. To support the data of grammar, the researcher conducted a written test of grammar to the students. The improvement of mean score was 45.75%. The result can also be seen in the following table.

Table 14: **The Mean Score of Written Grammar**

Indicator	Pre-Test	Post-Test
Written Grammar	55.1	80.31

As the final reflection, the researcher and the English teacher discussed the result of this research. They agreed that the actions implemented were successful to improve students' speaking skills. In other words, the objective of the research was achieved. Therefore, after the result of the last cycle had shown a good improvement in students' speaking, they decided to stop the cycle.

C. Research Discussion

From the observation and interview at reconnaissance stage, it could be implied that there were a lot of problems occurred in the teaching and learning process related to students' speaking. Besides, the students had difficulties in pronouncing words appropriately and using language functions in correct grammar. They also had problems in comprehension, fluency and vocabulary mastery. In other words, their speaking skills were still low.

To overcome the problems related to students' low speaking skills, some actions were implemented. The main action was applying the jigsaw technique. The jigsaw technique was chosen because this activity could provide the students with a lot of speaking practice as well as contexts where a certain language functions would be used without hesitant. This activity also helped the students who had difficulty to master the lesson material as a result of asking and interacting with other friends. Furthermore, the students were facilitated to

develop their self-confidence and motivation to speak English fluently in comfort and creative atmosphere.

The implementation of the jigsaw technique was combined with other actions, i.e. using interesting modified English material, using various media or fun activity in presenting new language, giving simple the classroom English instructions, giving some feedbacks during or in the end of teaching and learning process, and inviting the students in competition among teams to answer questions in the end of the lesson. The aim of these actions was to improve students' confidence, comprehension, fluency, pronunciation, vocabulary and grammar. It was also aimed at providing them with adequate language input and opportunities to practice speaking. In addition, it was to encourage students to participate in the speaking activities.

The implementation was conducted in two cycles. Based on the reflection of Cycle 1, the students' improvement had not covered all aspects of speaking. Their comprehension, vocabulary mastery, and pronunciation were improved. The findings also showed that the students were interested in the jigsaw technique activity and accompanying actions. They enthusiastically practice speaking, solve problem in their group, answer questions in group, and compete with other teams to get a 'smiley'. However, they had not showed great improvement on fluency. Moreover, another problem emerged during the cycle, i.e. the students' grammar accuracy had not been achieved.

The Cycle 2 was conducted to overcome problems that emerged in the previous cycle as well as to improve the speaking aspects that were still low. In

this cycle, the students were provided with more opportunities to practice speaking, given more vocabulary items enrichment. They were also drilled the language functions and given feedback during the teaching learning process. Rewards were also given to maintain their interest. The following discussion shows how the jigsaw technique improved the students' speaking skills.

1. The jigsaw technique was useful in improving students' comprehension as this technique helped the slow learners to comprehend the material with asking and interacting with other friends in heterogeneous students' competence. The students directly knew when and where the expressions or language functions would be used. The jigsaw technique was occupied with monitoring from the teacher during practice or discussion to solve their problem and to help them in understanding the material.
2. From the finding, it could be inferred that the implementation of the jigsaw technique made the students' vocabulary mastery improved. During the practice, the students who got difficulties in vocabulary could learn from the others who knew the words. Competition among teams to memorize vocabulary as many as possible also contributed on their vocabulary mastery progress. Therefore, their vocabulary mastery showed a better improvement than before.
3. It was found out that the students had difficulties in speaking fluently. The use of the jigsaw technique was helpful in solving the problem. The jigsaw technique provided the students with a lot of practice and discussion. It made the students' fluency also improved. Through the practices and discussion, they

were accustomed to the words related to a certain expression or language function. Besides, the process of drilling in presenting language function made them more fluently in speaking. In addition, the students must depend on each other for their information, so they must interact at all stages to accomplish a given task. In other condition, feedback and correction from the teacher kept on controlling their speaking activities.

4. The implementation of the jigsaw technique made the students' pronunciation was improved. The use of audio visual media like video in pre-teaching process helped the students to learn how some words pronounced. In addition, there was pronunciation practice after watching a video and explaining the expression or language function. The students who got difficulties could learn from the video and the other friends who used the words and expressions well. To help them in pronunciation, more feedback was given during practice.
5. The use of the jigsaw technique was useful to reduce the students' difficulties in grammar accuracy. They tended to apply incorrect word order or missed part of speech of the sentences. The students who got difficulties could learn from the others. Besides, the student could also learn from the video and feedback from the teacher.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This research was aimed at improving the speaking skills of the tenth grade students of SMK N 1 Depok, Sleman, Yogyakarta by using jigsaw technique in cooperative learning in the academic year 2013/2014. In reference to the discussion in the previous chapter, it could be concluded that the implementation of the jigsaw technique and the supporting actions successfully improved the students' speaking skills. The improvement lied on all aspects of speaking, i.e. students' comprehension, fluency, vocabulary mastery, pronunciation as well as their grammar accuracy. It could also be seen in the result of pre-test and post-test. Here is the brief summary of the improvement.

1. The students' comprehension on language functions was improved. It could be seen from their responses to the language functions that were taught. The students gave appropriate responses or answered to a certain expression or instruction spoken in English. The post-test mean score of students' comprehension is 86.92%. Implementing jigsaw technique successfully improved students' comprehension as this technique provided more opportunities for the students to practice the expressions communicatively.
2. After the implementation, the students' vocabulary mastery was improved. The post-test mean score of the students' vocabulary is 98.82%. The vocabulary review on the pre-teaching process helped the students to memorize the

vocabulary more easily. Competition among teams to memorize vocabulary as many as possible also contributed on their vocabulary mastery progress.

3. The students' fluency was better than before. The post-test mean score of students' fluency is 72.13%. At first, the students had difficulties in fluency. After the implementation, some of the students could use the language function or expression at normal speed without hesitation and pauses for words. With a lot of practice and discussion during the implementation, it made them more accustomed with the expression or language function. As the result, their fluency was better than before.
4. The students' pronunciation was enhanced. The mean score of pronunciation test is 99.36%. After the actions were implemented, most of the students could pronounce the words correctly and say the functions with the appropriate intonation. The use of audio visual media like video in pre-teaching process and pronunciation practice after watching a video were very helpful.
5. The students' grammatical accuracy was improved. The mean score of the test is 98.62%. It can also be proved from the students' grammar written test. The improvement of mean score was 45.75%. In the beginning, the students tended to use the expression with incorrect word order or to miss part of speech of the sentences. After the implementation, the students' grammatical mistakes were reduced.

B. Suggestions

1. For English Teachers

English teachers need various techniques to create enjoyable atmosphere in the classroom to improve students' speaking skills. Speaking skills include some aspects, i.e. comprehension, fluency, vocabulary, pronunciation and grammar. Jigsaw technique can be used as one of the solutions to improve students' speaking skills in every aspect. However, it is necessary to provide the students with adequate language input before they practice and discuss in groups. The language input could be in the form of song, story-telling, video, movie, games, etc. To maintain the students' interest, different actions should be used to accompany jigsaw technique in presenting each language function or expression. The rewards also need to make the students are motivated to speak.

2. For Material Developers

It has been proved that the use of jigsaw technique could improve students' speaking ability as well as sustain their interest to practice speaking. It is a good idea to include jigsaw technique as an activity in the practice or production stage of speaking lessons. However, this technique should be supported by attractive media in presenting material and interesting accompanies actions to attract the students.

3. For Students of English Education Department

Jigsaw technique can be used as fun activities when they practice teaching speaking skills in micro teaching or PPL. It can be combined with other actions to

make the students are motivated to speak up. The jigsaw technique may be adapted for any topics or language functions.

4. For Other Researchers

The jigsaw technique in cooperative learning is still rarely conducted in English speaking classroom, especially in vocational school. The result of this research can help the other researchers who want to conduct a comparative research or advanced research. Besides saying that this research can still be an additional reference, however, the researcher also admit that there are some weaknesses in this research. Firstly, jigsaw technique needs long time duration in every meeting. So, the other researchers who want to conduct this technique are expected to manage time well before applying it. Secondly, this technique needs a lot of learning material. Therefore, it is suggested to other researchers to prepare the learning material with considering time and the number of groups in certain classroom. Thirdly, because jigsaw technique is applied in groups, the other factors like motivation, environment condition, and psychological condition of students also give an effect towards the running teaching learning process.

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APPENDIX A

COURSE GRID

COURSE GRID

Cycle 1

Basic Competency	Indicators	Materials				Activities
		Functions	Key Structure	Vocabulary	Examples of the Expressions	
1.3 Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun	The students are able to: <ol style="list-style-type: none"> 1. Use cardinal / ordinal number appropriately in context. 2. Arrange words appropriately to describe things based on colour, shape, origin, size, material, quantity, and quality. 	<ul style="list-style-type: none"> • Cardinal Numbers and Ordinal Numbers • Describing things based on colour, shape, origin, size, material, quantity, quality 	-	one, first, black, round, Indonesian, big, gold, one hundred, good, etc.	Cardinal Numbers 8 puppies Ordinal Numbers Third fastest A: What is the colour of your shirt? B: My shirt is blue. A: What is the shape of this table? B: This table is round.	Pre-teaching <ul style="list-style-type: none"> • The researcher greets the students. • The researcher checks the students' attendance. • The researcher prepares media and learning materials for lesson today. Whilst-teaching <ul style="list-style-type: none"> • The researcher introduces the topic. • The researcher introduces new words or vocabularies.

					<p>A: What is origin of your watch? B: My watch is from Swiss.</p> <p>A: What is your size of your shoes? B: My shoes are 37.</p> <p>A:What is it made of? B: Wool.</p> <p>A: How many bicycle in your house? B: There are two bicycles.</p> <p>A: What is your doll look like? B: It is beautiful.</p>	<ul style="list-style-type: none"> •The researcher introduces language function and the context. •The researcher gives the model of language functions. •The researcher uses media in presentation. •The researcher checks the students' understanding. •The researcher asks students to make some expert groups. •The researcher directs and guides students related to materials which they do not understand in expert groups. •The researcher provides opportunities for the students to practice. •The researcher corrects the
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1.3 Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun	The students are able to: Arrange words appropriately to describe people based on their profession, nationality, physical appearance, quality, and activities.	Describing people based on their profession, nationality, physical appearance, quality, and activities.	-	Teacher France, French, French. (country, language, nationality) medium-length, short, straight, curly, green, pointed, oval, high, small, thin, tall, old, friendly, good-looking, and etc.	A : What is your father like? B: He is tall and fat. He is a serious and gentle person. He is kind and friendly. X : What is your mother's profession? Y : She is a nurse. X : What is her nationality? Y : She is Indonesian.	students' mistakes. <ul style="list-style-type: none"> • The researcher monitors the students during activities. • The researcher gives quiz/group work. • The researcher asks students to come back to "homebase" group. • The researcher provides opportunities for the students to practice, explain, discuss, asking for details information and combine it into one to other members in "homebase" group. • The researcher invites students to answer quiz/group work. • The researcher is scoring of
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1.4 Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar	<p>The students are able to:</p> <ol style="list-style-type: none"> 1. Convey regret and apologize expression and its response appropriately. 2. Convey sympathy expression and its response appropriately. 	<ul style="list-style-type: none"> • Expressing regret and apology • Expressing sympathy 	-	pity, shame, nuisance, awful, terrible, dreadful, and etc.	<p>Regret</p> <p>A: My best friends lost all of her money.</p> <p>B: What a pity.</p> <p>Apology</p> <p>A: Forgive me. I'm terribly sorry about your accident this morning.</p> <p>B: That's quite all right.</p> <p>Sympathy</p> <p>A: I've got a bad cold.</p> <p>B: I'm sorry to hear that.</p>	<p>group work.</p> <ul style="list-style-type: none"> • The researcher gives individual work/quiz. <p>Post-teaching</p> <ul style="list-style-type: none"> • The researcher summarizes the lesson. • The researcher gives reward to an active group to motivate others and the most active student. • The researcher says goodbye.
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Cycle 2

Basic Competency	Indicators	Materials				Activities
		Functions	Key Structure	Vocabulary	Examples of the Expressions	
1.4Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.	The students are able to: Convey asking and giving permission expression appropriately.	<ul style="list-style-type: none"> Asking and giving for Permission. 	-	borrow, fixed, drizzle, petrol, etc.	Asking and giving for Permission A: I wonder if I could borrow your motorbike. B: Sure.	Pre-teaching <ul style="list-style-type: none"> The researcher greets the students. The researcher checks the students' attendance. The researcher prepares media and learning materials for lesson today.
1.4Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.	1.Use command and request expression appropriately. 2.Use offering thing and service expression appropriately.	<ul style="list-style-type: none"> Request. Offering things and service. 	-	repair, rug, tidy, and etc	Request A: Could you tidy the rug in the living room? B: Certainly / I'd be glad to.	Whilst-teaching <ul style="list-style-type: none"> The researcher introduces the topic. The researcher introduces

					Offering things and service A : Shall I type you the letter ? B : Yes please.	new words or vocabularies. • The researcher introduces language function and the context. • The researcher gives the model of language functions.
1.5 Menjelaskan secara sederhana kegiatan yang sedang terjadi.	The students are able to: 1. Tell a happening event appropriately based on the time and place. 2. Convey statements with using "there is/are" appropriately based on time and place.	• Present Continuous Tense • There + be	Simple Present Tense: (+) Subject + to be + Verb-ing (-) Subject + to be + not + Verb-ing (?) To be + Subject + Verb-ing? There + be There is: Used with a countable and	in, on, at, above, across, at the moment, at present, and etc.	Simple Present Tense • She is taking a photo. • She is not taking a photo. • Is she taking a photo? There + be • There is a television in	• The researcher uses media in presentation. • The researcher checks the students' understanding. • The researcher asks students to make some expert groups. • The researcher directs and guides students related to materials which they do not understand in expert

			<p>uncountable nouns</p> <p>There are: Used with plural and countable nouns</p>		<p>the living room.</p> <ul style="list-style-type: none"> • There is not a television in the living room. • Is there a television in the living room? <p>(+) Yes, there is. (-) No, there isn't.</p>	<p>groups.</p> <ul style="list-style-type: none"> • The researcher provides opportunities for the students to practice. • The researcher corrects the students' mistakes. • The researcher monitors the students during activities. • The researcher gives quiz/group work. • The researcher asks students to come back to "homebase" group. • The researcher provides opportunities for the students to practice, explain, discuss, asking for details information
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						<p>and combine it into one to other members in “homebase” group.</p> <ul style="list-style-type: none"> • The researcher invites students to answer quiz/group work. • The researcher is scoring of group work. • The researcher gives individual work/quiz. <p>Post-teaching</p> <ul style="list-style-type: none"> • The researcher summarizes the lesson. • The researcher gives reward to an active group to motivate others and the most active student.
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						<ul style="list-style-type: none">• The researcher says goodbye.
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APPENDIX B

LESSON PLANS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Cycle 1 Meeting 1

Satuan Pendidikan : SMK N 1 Depok, Sleman, Yogyakarta

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/1

Alokasi Waktu : 2 x 45 menit

Aspek/Skill : Mendengarkan - Berbicara

Standar Kompetensi : Berkomunikasi dengan Bahasa Inggris setara Level
Novice

Kompetensi Dasar : 1.3 Mendeskripsikan benda-benda, orang, ciri-ciri, waktu,
hari, bulan, dan tahun

Indikator :

1. Siswa dapat menggunakan bilangan (*cardinal / ordinal*) dengan tepat dalam berbagai konteks.
2. Siswa dapat merangkai kata-kata dengan tepat untuk mendeskripsikan benda berdasarkan warna, bentuk, asal (*origin*), ukuran, bahan, jumlah dan kualitas.

1. Tujuan Pembelajaran

- a. Siswa dapat membedakan antara bilangan kardinal atau ordinal.
- b. Siswa dapat menggunakan bilangan (*cardinal / ordinal*) dengan tepat dalam berbagai konteks.
- c. Siswa dapat menyebutkan dengan tepat kata-kata sifat untuk mendeskripsikan benda berdasarkan warna, bentuk, asal (*origin*), ukuran, bahan, jumlah dan kualitas.
- d. Siswa dapat merangkai kata-kata dengan tepat untuk mendeskripsikan benda berdasarkan warna, bentuk, asal (*origin*), ukuran, bahan, jumlah dan kualitas.
- e. Siswa dapat menggunakan kata benda tunggal dan jamak dengan tepat.

2. Materi

a. *Language functions:*

Cardinal Numbers	Examples: a. 8 puppies b. 14 friends c. 2013 = two thousand and thirteen
Ordinal Numbers	Examples: a. Third fastest b. Sixth in line. c. Charles II = Charles the Second.
warna	Example: A : What is the colour of your shirt? B: My shirt is blue.
bentuk	Example: A : What is the shape of this table? B: This table is round.
asal (<i>origin</i>)	Example: A: What is origin of your watch? B: My watch is from Swiss.
ukuran	Example: A: What is your size of your shoes? B: My shoes are 37.
bahan	Example: A: What is it made of? B: Wool.
jumlah	Example: A: How many bicycle in your house? B: There are two bicycles.
kualitas	Example: A: What is your doll look like? B: It is beautiful.

b. *Vocabulary*

Cardinal Numbers	one, two, three, four, five.
Ordinal Numbers	first, second, third, fourth. Fifth.
warna	black, white, yellow, pink, red.
bentuk	round, oval, square, circle, triangle.
asal (<i>origin</i>)	American, Chinese, Indonesian.
ukuran	big, small, tall, short, large.

bahan	gold, wooden, wood, bamboo.
jumlah	one, two, one hundred, a million.
kualitas	good, bad, nice, ugly.

3. Teknik : *Jigsaw*

4. Langkah-langkah Kegiatan (*Procedure*)

Activities	Time Allocation
1. Kegiatan Pendahuluan	15'
a. Guru memberi salam kepada siswa dan menanyakan kehadiran siswa. b. Guru menyiapkan kondisi fisik kelas, c. Guru menyiapkan media dan sumber belajar yang akan digunakan dalam pembelajaran. d. Guru menginformasikan tujuan pembelajaran yang akan dicapai setiap siswa. e. Guru memotivasi siswa dan menginformasikan model pembelajaran yang akan digunakan yaitu model pembelajaran kooperatif teknik jigsaw.	
2. Kegiatan Inti	65'
a. Guru mengenalkan dengan topik, kosakata, <i>pronunciation</i> dan <i>language function</i> . b. Guru menyampaikan sekilas tentang arti dan contoh (<i>modelling</i>) dari bilangan (<i>cardinal / ordinal</i>), kata-kata untuk mendeskripsikan benda berdasarkan warna, bentuk, asal (<i>origin</i>), ukuran, bahan, jumlah dan kualitas. c. Guru membagi siswa dalam kelompok pembelajaran kooperatif tipe jigsaw (<i>homebase group</i>) dengan kemampuan yang heterogen. d. Guru memberikan kesempatan kepada siswa untuk berlatih menggunakan <i>language function</i> yang telah diajarkan bersama teman dalam satu <i>homebase group</i> . e. Guru memberikan topik pada setiap kelompok berupa copian materi tentang contoh dari bilangan (<i>cardinal / ordinal</i>), kata-kata untuk mendeskripsikan benda berdasarkan warna, bentuk, asal (<i>origin</i>), ukuran, bahan, jumlah dan kualitas. f. Guru membimbing dan mengarahkan tiap-tiap kelompok	

<p>agar setiap anggota kelompok masing-masing mendapatkan tugas satu topik.</p> <p>g. Guru meminta siswa agar anggota kelompok yang menerima tugas yang sama berkumpul membentuk kelompok baru, selanjutnya disebut kelompok ahli (<i>expert group</i>).</p> <p>h. Guru membagikan LKS Jigsaw 01 sesuai dengan tugas yg diterima.</p> <p>i. Siswa mendiskusikan tugasnya dalam kelompok ahli.</p> <p>j. Guru memantau kerja tiap kelompok ahli, memberikan bimbingan, memberikan <i>feedback</i> atau <i>correction</i>.</p> <p>k. Siswa kembali ke kelompok asal masing-masing.</p> <p>l. Tiap anggota kelompok asal (<i>homebase group</i>) saling menularkan, bertanya, menjelaskan, dan menggali informasi, dan pengetahuan tentang materi yang didiskusikan dalam kelompok ahli kemudian menyatukan semua pengetahuan yang diperoleh menjadi satu kesatuan pengetahuan yang baru.</p> <p>m. Guru mempersilahkan siswa menjawab LKS kelompok asal secara individu.</p> <p>n. Guru membahas LKS kelompok asal bersama siswanya.</p> <p>o. Memberikan penghargaan kepada kelompok yang mendapatkan skor paling tinggi, dan kepada siswa yang paling aktif.</p>	
3. Kegiatan Penutup	10'
<p>a. Guru dan siswa membuat rangkuman atau kesimpulan.</p> <p>b. Guru mengakhiri pelajaran.</p>	

4. Sumber Belajar

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- Gambar-gambar

5. Penilaian

- a. Teknik : Observation
- b. Bentuk : Performance
- c. Instrumen :

Arti tanda

✓: sudah tercapai

- : belum tercapai

Indikator	Nama Siswa				
Siswa dapat menggunakan bilangan (<i>cardinal / ordinal</i>) dengan tepat dalam berbagai konteks.					
Siswa dapat merangkai kata-kata dengan tepat untuk mendeskripsikan benda berdasarkan warna, bentuk, asal (<i>origin</i>), ukuran, bahan, jumlah dan kualitas.					

Guru Mata Pelajaran

Sri Lestari, S.Pd.

Yogyakarta, Oktober 2013

Peneliti

Riska Okta Pratiwi

Lembar Kerja Siswa Jigsaw 01**Topik:**

Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun.

Indikator:

Siswa dapat menggunakan bilangan (*cardinal / ordinal*) dengan tepat dalam berbagai konteks.

Hari/Tgl:**Anggota Kelompok Ahli:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli I**1. How do you write these numbers using digits?**

- a. thirty-one
- b. eight hundred and three
- c. forty-six
- d. four thousand three hundred
- e. ninety-two
- f. five hundred thousand and sixty-four
- g. seventy-nine
- h. Twelve thousand five hundred
- i. Sixty thousand, ten hundred and fifty-five
- j. Three billion

2. How do you write these numbers using words?

- a. 6, 874
- b. 1,907
- c. 5,899
- d. 2013
- e. 1, 345, 760

3. Match column A with column B.

COLUMN A		COLUMN B	
1	Rp. 3,950.00	A	Eight three one one five three two
2	1,500 m ³	B	Two hundred and fifty kilometres per hour
3	Apt. No. 35	C	Two thousand and eight
4	07.15 a.m.	D	One thousand five hundred cubic metres
5	50%	E	Three thousand nine hundred and fifty rupiahs
6	250 kph	F	Twenty-five kilograms
7	1000 C	G	Apartment number 35
8	25 kg	H	Fifty percent
9	2008	I	A quarter past seven in the morning (a. m.)
10	8311532	J	One hundred degrees centigrade.

Lembar Kerja Siswa Jigsaw 01

Topik:

Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun.

Indikator:

Siswa dapat menggunakan bilangan (*cardinal / ordinal*) dengan tepat dalam berbagai konteks.

Hari/Tgl:
Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli II
1. Write the numbers.

- a. thirty-first
- b. forty-sixth
- c. ninety-second
- d. fifth
- e. twenty-seventh
- f. eight hundred and third
- g. four thousand and three hundredth
- h. five hundred thousand and sixty-fourth
- i. seventy-ninth
- j. fourteenth

**2. Write down day, date, month, and year based on the calendar
OCTOBER 2013. Use the ordinal and cardinal numbers.**

2013		OCTOBER		Dzulqa'adah Dzulhijjah	1434 H
SUNDAY		6	(13)	20	27
MONDAY		7	14	21	(28)
TUESDAY	1	8	15	22	29
WEDNESDAY	(2)	9	16	23	30
THURSDAY	3	10	17	(24)	31
FRIDAY	4	11	(18)	25	
SATURDAY	5	(12)	19	26	

Example:

(1) Today is Wednesday. The first of October, two thousand and thirteen. Or
October the first, two thousand and thirteen.

(2)

(3)

(4)

(5)

(6)

Lembar Kerja Siswa Jigsaw 01

Topik:

Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun.

Indikator:

Siswa dapat merangkai kata-kata dengan tepat untuk mendeskripsikan benda berdasarkan warna, bentuk, asal (origin), ukuran, bahan, jumlah, dan kualitas.


Hari/Tgl:

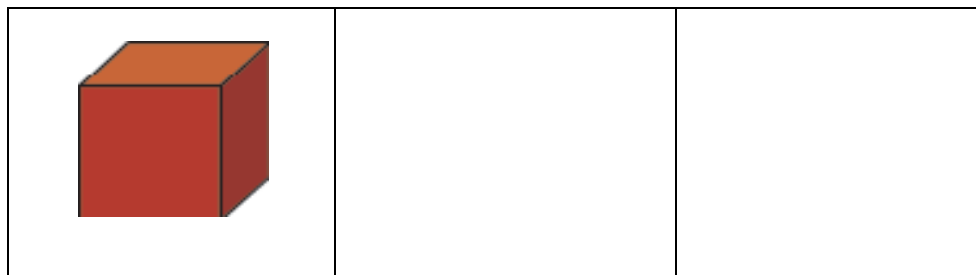
Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli III

Look at the pictures, and describe these things based on shape and colour.

**Example:**

The rectangle is white. It is a white rectangle.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

Lembar Kerja Siswa Jigsaw 01

Topik:

Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun.

Indikator:

Siswa dapat merangkai kata-kata dengan tepat untuk mendeskripsikan benda berdasarkan warna, bentuk, asal (origin), ukuran, bahan, jumlah, dan kualitas.

Hari/Tgl:

Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli IV

Look at the pictures, and describe the origin.

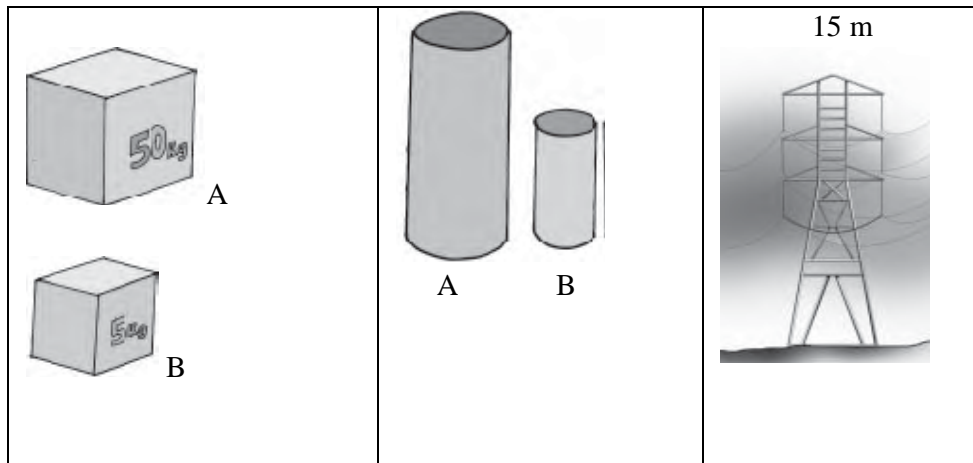


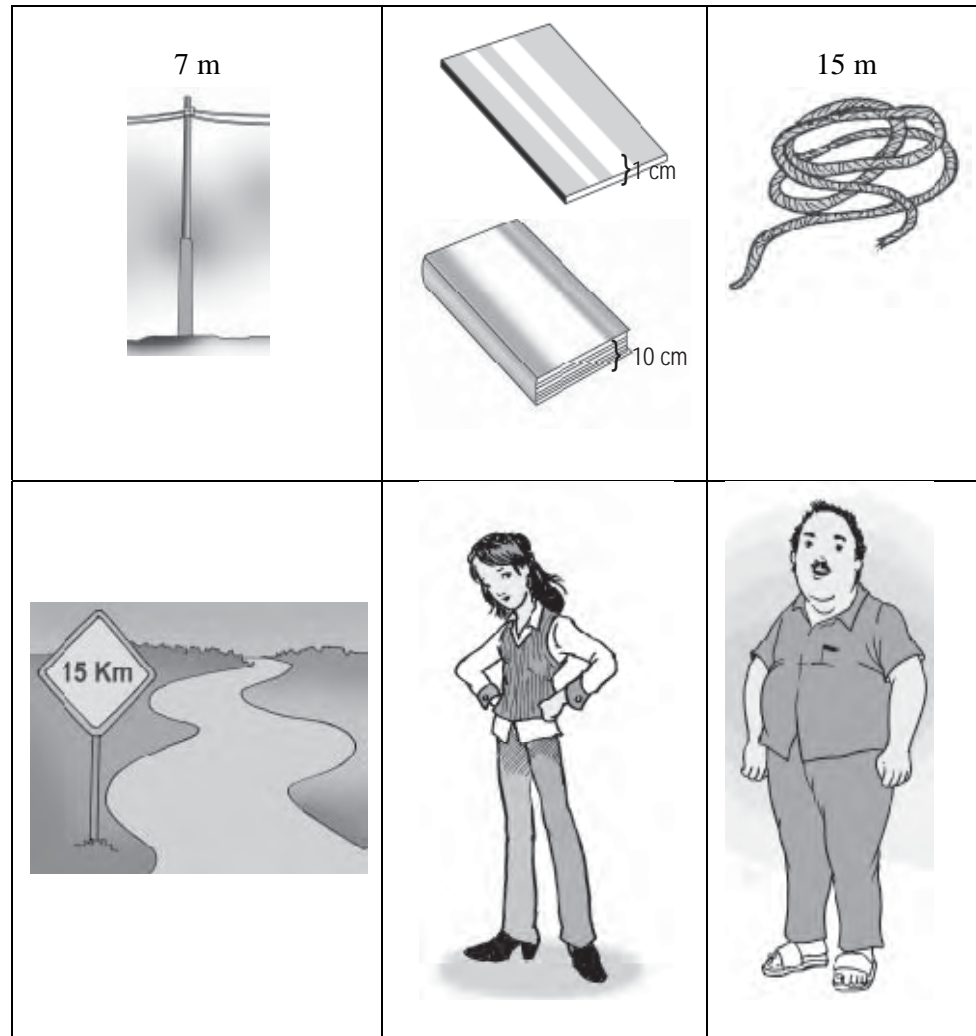


Example :

1. That is a kangaroo. Kangaroo comes from Australia.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Look at the pictures, and describe the size.





Example :

1. Box A is heavy. It's a heavy box.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

Lembar Kerja Siswa Jigsaw 01

Topik:

Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun.

Indikator:

Siswa dapat merangkai kata-kata dengan tepat untuk mendeskripsikan benda berdasarkan warna, bentuk, asal (origin), ukuran, bahan, jumlah, dan kualitas.

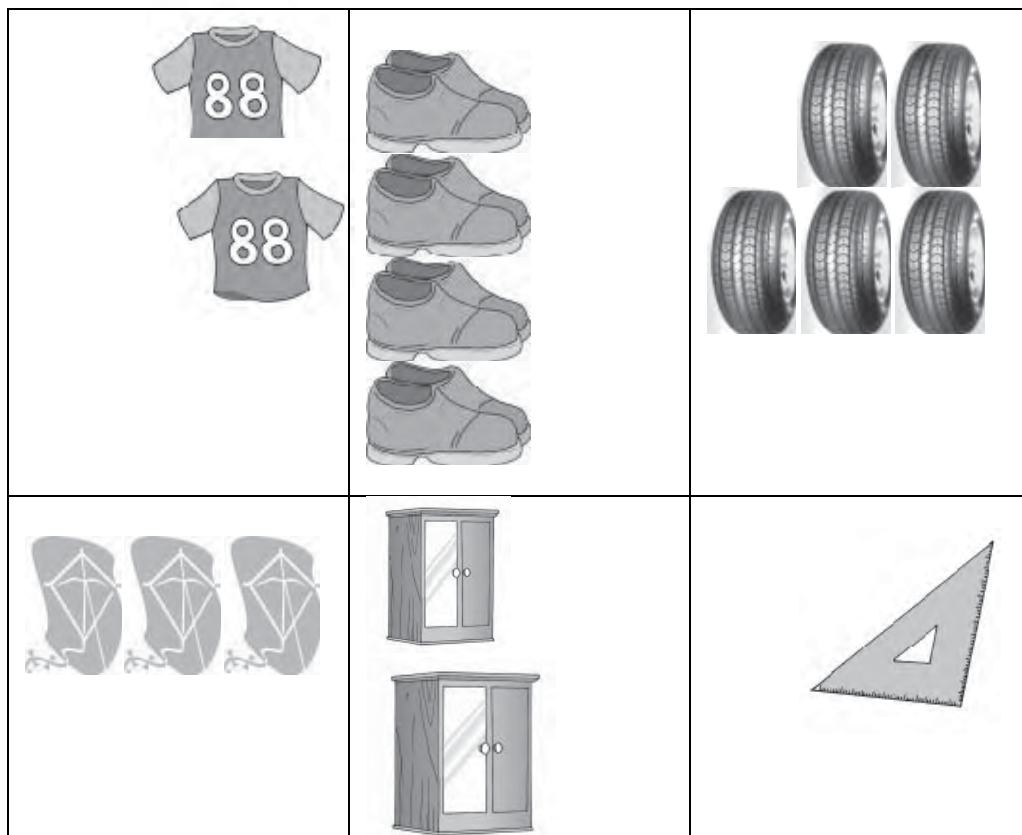
Hari/Tgl:

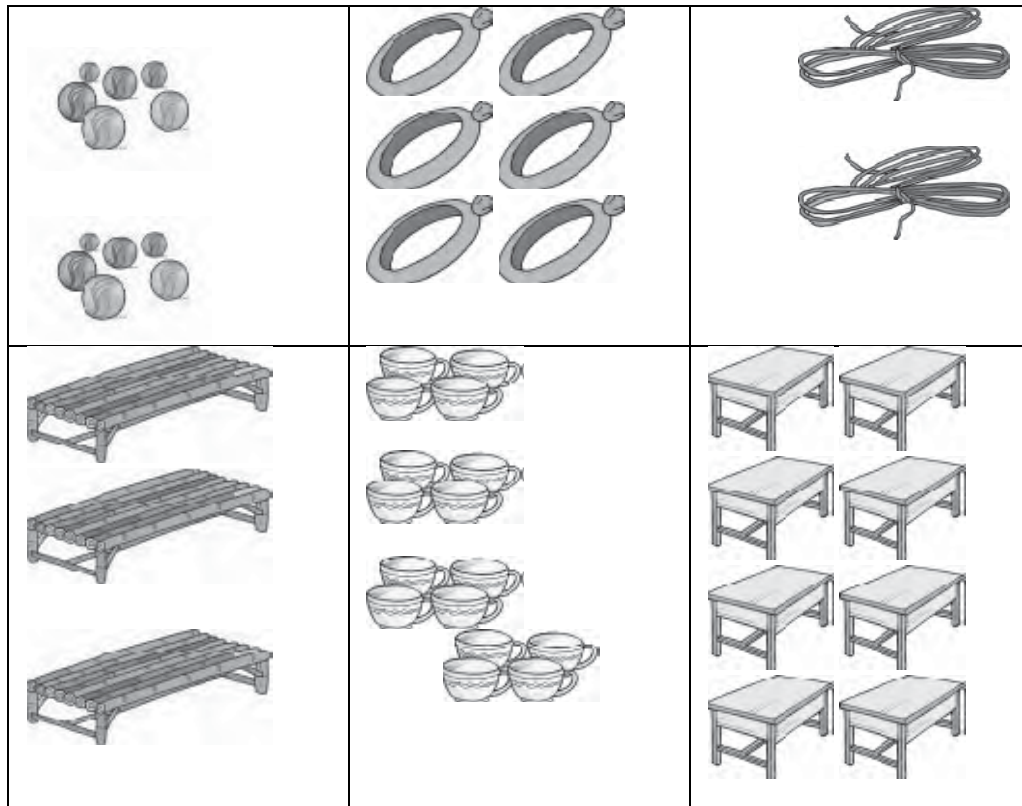
Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli V

Describe these pictures below based on material, quality and quantity.





Example:

1. These shoes are made of leather. They're leather shoes. There are six pairs of shoes. My shoes are cool.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.

Lembar Kerja Siswa Jigsaw 01

Topik:

Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun.

Indikator:

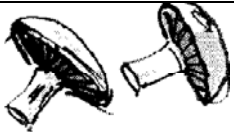
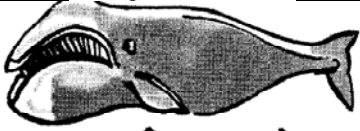



Siswa dapat merangkai kata-kata dengan tepat untuk mendeskripsikan benda berdasarkan warna, bentuk, asal (origin), ukuran, bahan, jumlah, dan kualitas.







Hari/Tgl:
Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli VI

1. Make a sentence based on these pictures below (use there is/are).

	Example: There <u>are</u> two mushrooms.
	
	
	
	

2. Write plural forms of these singular noun.

No	Singular	Plural
1	School	
2	Door	
3	Brush	
4	Potato	
5	Piano	
6	Country	
7	Donkey	
8	Knife	
9	Curriculum	
10	Bacteria	
11	Mouse	
12	Tooth	
13	Wife	
14	Lady	
15	Flower	

LKS Jigsaw 01 (Individual Work)

Topik:

Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun.

Hari/Tgl:

Nama Kelompok Asal:

Masalah Kelompok Asal

1. How do you write these numbers using digits?
 - a. thirty-one
 - b. eight hundred and three
 - c. forty-six
 - d. Five thousand, one hundred and sixty-nine
 - e. One million, five hundred forty thousand.
 - f. second
 - g. twenty-seventh
 - h. ninetieth
 - i. sixteenth
 - j. Edward the ninth
2. Describe two things in your classroom and in your bag based on its colour, shape, origin, size, material, quantity, and quality.
3. Write plural forms of these singular noun.

No	Singular	Plural
1	Chair	
2	Tree	
3	Bus	
4	Mango	
5	Photo	
6	Baby	
7	Boy	
8	Wolf	
9	Foot	
10	Medium	

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

 Cycle 1
Meeting 2

Satuan Pendidikan : SMK N 1 Depok, Sleman, Yogyakarta
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X/1
 Alokasi Waktu : 2 x 45 menit
 Aspek/Skill : Mendengarkan - Berbicara
 Standar Kompetensi : Berkomunikasi dengan Bahasa Inggris setara Level Novice
 Kompetensi Dasar : **1.3** Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun
 Indikator : Siswa dapat merangkai kata-kata dengan tepat untuk mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya.

1. Tujuan Pembelajaran

- a. Siswa dapat merangkai kata-kata dengan tepat untuk mendeskripsikan orang yang terkait dengan profesi.
- b. Siswa dapat merangkai kata-kata dengan tepat terkait dengan kebangsaan.
- c. Siswa dapat merangkai kata-kata dengan tepat terkait ciri-ciri fisik.
- d. Siswa dapat menyusun kata sifat dengan tepat terkait urutan kualitas dan aktivitas seseorang atau suatu benda.

2. Materi

- a. *Language functions:*

A : What is your father like?

B: He is tall and fat.

He is a serious and gentle person.

He is kind and friendly.

X : What is your mother's profession?

Y : She is a nurse.

X : What is her nationality?

Y : She is Indonesian.

b. Vocabulary

Professions
<ul style="list-style-type: none"> • Teacher • Doctor • Scientist • Nurse • Policeman • Fisherman • Farmer • Singer

Country	Language	Nationality
<ul style="list-style-type: none"> • France • Greece • England • Denmark • The Netherlands 	<ul style="list-style-type: none"> • French • Greek • English • Danish • Dutch 	<ul style="list-style-type: none"> • French • Greek • English • Danish • Dutch

Physical Appearances	
Hair	long, medium-length, short, straight, curly, wavy, blonde, fair, dark, brown, black, gray, white, thinning.
Eyes	green, blue, brown, gray, black, greenish-blue.
Nose	long, pointed.
Mouth	wide, generous, thin lips, full lips.
Chin	pointed, firm, weak.
Face	oval, round, long
Forehead	high, low.
Ears	big, small.
Shoulders	broad, narrow.
Build	thin, slender, muscular, plump, overweight, fat.
Height	tall, of medium height, short.
Age	young, middle-aged, elderly, old.
Personality traits	serious, cheerful, worried, friendly.
General	good-looking, pretty, beautiful, attractive, plain.

appearance	
------------	--

Article Demonstrative Possessive	Nounal								Noun
A An That the	first	1 Quality	2 Size	3 Age	4 shape	5 color	6 origin	7 material	Book Box watch
		Beautiful Old Thin antique	Large small	Old New	Round Oval	Red green	Swiss Japanese	Plastic wooden	

3. Teknik : *Jigsaw*

4. Langkah-langkah Kegiatan (*Procedure*)

Activities	Time Allocation
1. Kegiatan Pendahuluan	15'
a. Guru memberi salam kepada siswa dan menanyakan kehadiran siswa. b. Guru menyiapkan kondisi fisik kelas, c. Guru menyiapkan media dan sumber belajar yang akan digunakan dalam pembelajaran. d. Guru menginformasikan tujuan pembelajaran yang akan dicapai setiap siswa. e. Guru memotivasi siswa dan menginformasikan model pembelajaran yang akan digunakan yaitu model pembelajaran kooperatif teknik jigsaw.	
2. Kegiatan Inti	65'
a. Guru mengenalkan dengan topik, kosakata, <i>pronunciation</i> dan <i>language function</i> . b. Guru menyampaikan sekilas tentang arti dan contoh (<i>modelling</i>) dari profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitas seseorang. c. Guru membagi siswa dalam kelompok pembelajaran kooperatif tipe jigsaw (<i>homebase group</i>) dengan kemampuan yang heterogen. d. Guru memberikan kesempatan kepada siswa untuk berlatih menggunakan <i>language function</i> yang telah diajarkan bersama teman dalam satu <i>homebase group</i> . e. Guru memberikan topik pada setiap kelompok berupa	

<p>copian materi tentang contoh dari profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitas seseorang.</p> <p>f. Guru membimbing dan mengarahkan tiap-tiap kelompok agar setiap anggota kelompok masing-masing mendapatkan tugas satu topik.</p> <p>g. Guru meminta siswa agar anggota kelompok yang menerima tugas yang sama berkumpul membentuk kelompok baru, selanjutnya disebut kelompok ahli (<i>expert group</i>).</p> <p>h. Guru membagikan LKS Jigsaw 02 sesuai dengan tugas yg diterima.</p> <p>i. Siswa mendiskusikan tugasnya dalam kelompok ahli.</p> <p>j. Guru memantau kerja tiap kelompok ahli, memberikan bimbingan, memberikan <i>feedback</i> atau <i>correction</i>.</p> <p>k. Siswa kembali ke kelompok asal masing-masing.</p> <p>l. Tiap anggota kelompok asal (<i>homebase group</i>) saling menularkan, bertanya, menjelaskan, dan menggali informasi, dan pengetahuan tentang materi yang didiskusikan dalam kelompok ahli kemudian menyatukan semua pengetahuan yang diperoleh menjadi satu kesatuan pengetahuan yang baru.</p> <p>m. Guru mempersilahkan siswa menjawab LKS kelompok asal secara individu.</p> <p>n. Guru membahas LKS kelompok asal bersama siswanya.</p> <p>o. Memberikan penghargaan kepada kelompok yang mendapatkan skor paling tinggi, dan kepada siswa yang paling aktif.</p>	
3. Kegiatan Penutup	10'
<p>a. Guru dan siswa membuat rangkuman atau kesimpulan.</p> <p>b. Guru mengakhiri pelajaran.</p>	

5. Sumber Belajar

- Sutinah, dkk. 2006. *Get Along with English for Vocational School Grade X Novice Level*. Jakarta: Erlangga.
- Suryana, Nanan. 2006. *Bring Me to The World of a Professional Worker English for Vocational Schools*. Bandung: Armico.
- Pramesti, Maria R.D. 2008. *English for SMK 1*. Jakarta: Depdiknas.
- Gambar-gambar

6. Penilaian

- a. Teknik : Observation
- b. Bentuk : Performance
- c. Instrumen :
 Arti tanda
 ✓: sudah tercapai
 - : belum tercapai

Indikator	Nama Siswa				
Siswa dapat merangkai kata-kata dengan tepat untuk mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya.					

Guru Mata Pelajaran

Sri Lestari, S.Pd.

Yogyakarta, Oktober 2013

Peneliti

Riska Okta Pratiwi

Lembar Kerja Siswa Jigsaw 02

Topik:

Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun.

Indikator:

Merangkai kata-kata dengan tepat untuk mendeskripsikan orang yang terkait dengan profesi.

Hari/Tgl:

Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli 1





Look at the picture. Make a dialogue like the model below.

Example:

A: Who are they?

B: They are my father and my uncle.

A: What are their profession?

B: They are farmer.

A: Where they work?

B: They work in rice field every morning.

Lembar Kerja Siswa Jigsaw 02

Topik:

Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun.

Indikator:

Merangkai kata-kata dengan tepat terkait dengan kebangsaan.

Hari/Tgl:

Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli II





Look at the picture. Make a dialogue like the model below.

Example:

A: Where does he come from?

B: Indonesia.

A: What is his nationality?

B: An Indonesian.

A: What language does she speak?

B: Indonesian.

Lembar Kerja Siswa Jigsaw 02

Topik:

Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun.

Indikator:

Merangkai kata-kata dengan tepat terkait ciri-ciri fisik.

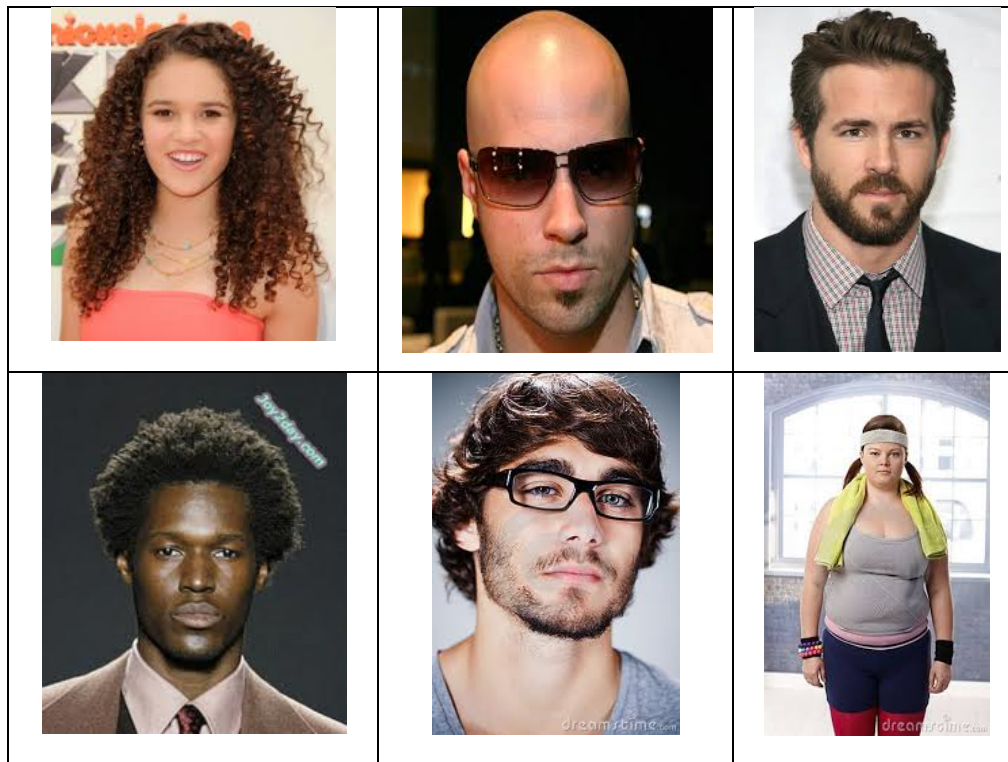
Hari/Tgl:

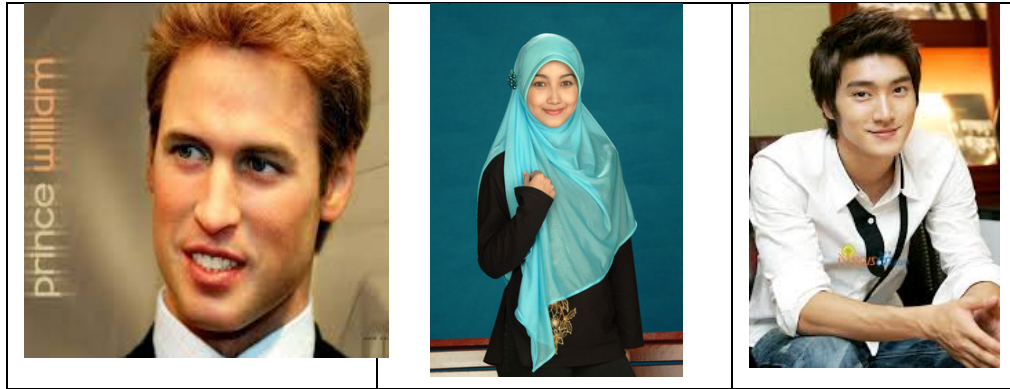
Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli III

Describe these pictures below based on their physical appearance.





Lembar Kerja Siswa Jigsaw 02

Topik:

Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun.

Indikator:

Menyusun kata sifat dengan tepat terkait urutan kualitas dan aktivitas seseorang atau suatu benda.

Hari/Tgl:
Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli IV

Put the adjectives in the right order and in the right place.

Example:

My brothers buy table (old, wooden, an, square)

Answer: My brothers buy an old square wooden table.

1 2 3 4

1. The company provides tankers. (black, big, steel)
2. Can you bring me that box? (thin, brown, square)
3. The dancers wear a dress. (silk, green, beautiful)
4. Mr. Ali's family lives in that house in the mining area. (bamboo, small, green)
5. Look! The pipe is under the ground. (thin, long, white)
6. She bought a bag in the department store. (leather, big, black)
7. In the next room there was a set of furniture. (Jepara, carving, wooden, beautiful)
8. We could find a crown. (golden, old)
9. We saw a big and tall statue in the middle of park. (green, round, large, beautiful)
10. It was a day. (sunny, nice)

Lembar Kerja Siswa Jigsaw 02

Topik:

Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun.

Indikator:

Menyusun kata sifat dengan tepat terkait urutan kualitas dan aktivitas seseorang atau suatu benda.

Hari/Tgl:
Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli V

Put the adjectives in the right order and in the right place.

Example:

My brothers buy table (old, wooden, an, square)

Answer: My brothers buy an old square wooden table.

1 2 3 4

1. The company provides tankers. (black, big, steel)
2. Can you bring me that box? (thin, brown, square)
3. The dancers wear a dress. (silk, green, beautiful)
4. Mr. Ali's family lives in that house in the mining area. (bamboo, small, green)
5. Look! The pipe is under the ground. (thin, long, white)
6. She bought a bag in the department store. (leather, big, black)
7. In the next room there was a set of furniture. (Jepara, carving, wooden, beautiful)
8. We could find a crown. (golden, old)
9. We saw a big and tall statue in the middle of park. (green, round, large, beautiful)
10. It was a day. (sunny, nice)

LKS Jigsaw 02 (Individual Work)

Topik:

Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun.

Hari/Tgl:
Nama Kelompok Asal:

Masalah Kelompok Asal

Write a list of friends, relatives and neighbours (just choose people who have jobs). Can you write down what each person does? Use a bilingual dictionary to help you if necessary.

Example: My uncle Jim is an engineer. His wife is an accountant.

Complete these sentences with the name of the people from the country on the right.

Examples: I've worked a lot with Germans.....

I've spent a lot of time with the French....

- 1 We do a lot of business with
- 2 are usually hard-working.
- 3 I have always found very friendly.
- 4 People often say that are reserved.
- 5 are very organised.
- 6 I met a lot of on my trip to Athens.

Germany
France
Japan
Israel
Brazil
Britain
Switzerland
Greece

3. a) Complete the table with information about yourself.

b) Write some paragraphs describing yourself using the information from the table

Identity	Name:	...
	Date of birth:	...
	Place of birth:	...
	Age:	...
	Nationality:	...
	Occupation/Job:	...
Physical appearance	Face:	Round - Square - Oval
	Height:	Tall - average height - small

	Build:	Slim - Fat - Rounded
	Eyes:	Fair - dark - color=.....
	Hair:	Fair - dark - straight - curly - wavy - short - long
	Complexion:	Fair - dark - color=.....
Personality		Helpful - cheerful - Generous - Audacious - Careful - Ambitious - Selfish - courageous -

Choose the correct word order.

1. a. A small Canadian thin lady.
b. A Canadian small thin lady.
c. A small thin Canadian lady.
d. A thin small Canadian lady.
2. a. A beautiful blue sailing boat.
b. A blue beautiful sailing boat.
c. A sailing beautiful blue boat.
d. A blue sailing beautiful boat.
3. a. An old wooden square table.
b. A square wooden old table.
c. An old square wooden table.
d. A wooden old square table.
4. a. A new French exciting band.
b. A French new exciting band.
c. An exciting French new band.
d. An exciting new French band.
5. a. A red big plastic hat.
b. A big red plastic hat.
c. A plastic big red hat.
d. A big plastic red hat.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Cycle 1
Meeting 3

Satuan Pendidikan : SMK N 1 Depok, Sleman, Yogyakarta

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/1

Alokasi Waktu : 2 x 45 menit

Aspek/Skill : Mendengarkan - Berbicara

Standar Kompetensi : Berkomunikasi dengan Bahasa Inggris setara Level Novice

Kompetensi Dasar : **1.4** Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.

Indikator :

1. Siswa dapat menyampaikan ungkapan penyesalan dan permintaan maaf serta pemberian responnya dengan tepat.
2. Siswa dapat menyampaikan ungkapan simpati serta pemberian respon terhadapnya dengan tepat.

1. Tujuan Pembelajaran

- a. Siswa dapat menyampaikan ungkapan penyesalan dan permintaan maaf serta responnya dengan tepat.
- b. Siswa dapat menyampaikan ungkapan simpati serta pemberian responnya dengan tepat.
- c. Siswa dapat memahami penggunaan *adjectives for expressing feelings*.
- d. Siswa dapat memahami penggunaan *adjectives* '-ing' dan '-ed' dengan tepat.
- e. Siswa dapat menggunakan *adjective set expressions* dengan tepat.
- f. Siswa dapat memahami penggunaan *subject-verb agreement*.

2. Materi

- a. *Language functions*:

Expressing Regret	
Expressing regret about someone's personal circumstances	<ul style="list-style-type: none"> • I'm sorry to hear about that. • Oh, that's too bad. I'm sorry to hear it.
Expressing regret about a minor accident or event.	<ul style="list-style-type: none"> • What a pity. • What a shame. • What a nuisance.
Expressing shock or regret about a serious incident.	<ul style="list-style-type: none"> • Goodness! • How awful! • How terrible!

APOLOGY	RESPONSE
Forgive me. I'm terribly sorry about ... Please accept my apology for ... Please excuse ... (e.g., my cat) I would like to apologize for ... I apologize for ... I'm sorry. I didn't mean to ... I'm sorry that ... Sorry...	That's quite all right I completely understand You don't need to apologize. Oh, that's all right. It can happen to anyone. It's not your fault. Don't worry about it It's OK No problem. Forget it.

Expression of sympathy
<ul style="list-style-type: none"> • I'm sorry to hear that. • I'm sorry for your loss. My thoughts are with you and your family. • I was deeply saddened to hear of your loss. • You have my deepest sympathies on the death of your aunt. • May the comfort of God help you during this difficult time.

EXPRESSING FEELING
An adjective is used to describe how someone feels. There are many adjectives we can use, such as: angry, confident, happy, sad, etc. Look at these sentences. <ul style="list-style-type: none"> • The teacher is angry. • He feels confident. • They are happy. • You look sad.

Adjectives ending in –ed and –ing

Look at these sentences:

- I was **attracted** by the title of the film.
- You said that waiting is **boring**.
- I was **satisfied** with the service because it is **satisfying**.

The bold typed words are adjectives which are ending –ed and –ing. Adjectives ending in –ed show the result of feeling towards something, while adjectives ending in –ing show that something cause or affect people in a certain way. It can be understood from this example.

- Agus was **disappointed** with the hotel service (Agus feels disappointed because of the service).
- The hotel service is **disappointing** (the hotel service causes Agus disappointed).

Adjective Set Expressions

Read these sentences.

The man **looks angry**.

The children **feel shy**.

The woman **seems confident**.

The words *looks, feel, seems* are called linking verbs. Some adjectives may come after them.

These are the other common verbs which are followed by adjectives:

appear
smell
become
sound
get
taste
grow

Subject and Verb Agreement

- ❖ **I am** happy to see you.
- ❖ **John is** happy to see you.
- ❖ **We are** happy to see you.
- ❖ The **idea sounds** great.
- ❖ The **ideas sound** great.

4. Langkah-langkah Kegiatan (*Procedure*)

Activities	Time Allocation
1. Kegiatan Pendahuluan	15'
a. Guru memberi salam kepada siswa dan menanyakan kehadiran siswa. b. Guru menyiapkan kondisi fisik kelas, c. Guru menyiapkan media dan sumber belajar yang akan digunakan dalam pembelajaran. d. Guru menginformasikan tujuan pembelajaran yang akan dicapai setiap siswa. e. Guru memotivasi siswa dan menginformasikan model pembelajaran yang akan digunakan yaitu model pembelajaran kooperatif teknik jigsaw.	
2. Kegiatan Inti	65'
a. Guru mengenalkan dengan topik, kosakata, <i>pronunciation</i> dan <i>language function</i> . b. Guru menyampaikan sekilas tentang arti dan contoh (<i>modelling</i>) dari <i>expressing regret</i> , <i>apology</i> , <i>expression of sympathy</i> , <i>adjectives to express feeling</i> , <i>adjectives ending in –ed and –ing</i> , <i>adjective set expressions</i> , <i>subject and verb agreement</i> . c. Guru membagi siswa dalam kelompok pembelajaran kooperatif tipe jigsaw (<i>homebase group</i>) dengan kemampuan yang heterogen. d. Guru memberikan kesempatan kepada siswa untuk berlatih menggunakan <i>language function</i> yang telah diajarkan bersama teman dalam satu <i>homebase group</i> . e. Guru memberikan topik pada setiap kelompok berupa copian materi tentang contoh dari <i>expressing regret</i> , <i>apology</i> , <i>expression of sympathy</i> , <i>adjectives to express feeling</i> , <i>adjectives ending in –ed and –ing</i> , <i>adjective set expressions</i> , <i>subject and verb agreement</i> . f. Guru membimbing dan mengarahkan tiap-tiap kelompok agar setiap anggota kelompok masing-masing mendapatkan tugas satu topik. g. Guru meminta siswa agar anggota kelompok yang menerima tugas yang sama berkumpul membentuk kelompok baru, selanjutnya disebut kelompok ahli	

<p>(<i>expert group</i>).</p> <p>h. Guru membagikan LKS Jigsaw 03 sesuai dengan tugas yg diterima.</p> <p>i. Siswa mendiskusikan tugasnya dalam kelompok ahli.</p> <p>j. Guru memantau kerja tiap kelompok ahli, memberikan bimbingan, memberikan <i>feedback</i> atau <i>correction</i>.</p> <p>k. Siswa kembali ke kelompok asal masing-masing.</p> <p>l. Tiap anggota kelompok asal (<i>homebase group</i>) saling menularkan, bertanya, menjelaskan, dan menggali informasi, dan pengetahuan tentang materi yang didiskusikan dalam kelompok ahli kemudian menyatukan semua pengetahuan yang diperoleh menjadi satu kesatuan pengetahuan yang baru.</p> <p>m. Guru mempersilahkan siswa menjawab LKS kelompok asal secara individu.</p> <p>n. Guru membahas LKS kelompok asal bersama siswanya.</p> <p>o. Memberikan penghargaan kepada kelompok yang mendapatkan skor paling tinggi, dan kepada siswa yang paling aktif.</p>	
3. Kegiatan Penutup	10'
<p>a. Guru dan siswa membuat rangkuman atau kesimpulan.</p> <p>b. Guru mengakhiri pelajaran.</p>	

3. Sumber Belajar

- Sutinah, dkk. 2006. *Get Along with English for Vocational School Grade X Novice Level*. Jakarta: Erlangga.
- Suryana, Nanan. 2006. *Bring Me to The World of a Professional Worker English for Vocational Schools*. Bandung: Armico.
- Pramesti, Maria R.D. 2008. *English for SMK 1*. Jakarta: Depdiknas.
- Gambar-gambar

4. Penilaian

- Teknik : Observation
- Bentuk : Performance
- Instrumen

Arti tanda: ✓: sudah tercapai

- : belum tercapai

Indikator	Nama Siswa				
Siswa dapat menyampaikan ungkapan penyesalan dan permintaan maaf serta pemberian responnya dengan tepat.					
Siswa dapat menyampaikan ungkapan simpati serta pemberian respon terhadapnya dengan tepat.					

Guru Mata Pelajaran

Sri Lestari, S.Pd.

Yogyakarta, Oktober 2013

Peneliti

Riska Okta Pratiwi

Lembar Kerja Siswa Jigsaw 03

Topik:

Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.

Indikator:

Siswa dapat menyampaikan ungkapan penyesalan dan permintaan maaf serta pemberian responnya dengan tepat.

Hari/Tgl:

Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli 1

What could you say in these situations? (If it is an apology, give an explanation/excuse if you think it is necessary.)

- 1 You get on a bus at the same time as another person and he/she almost falls over.
.....
- 2 You arrange to meet some friends in the centre of town but you are twenty minutes late.
.....
- 3 You are pushing your car into a side road and a stranger offers to help you.
.....
- 4 A friend borrows a pen from you and then loses it. When they apologise, you want to reassure them.
.....
- 5 Some English friends invite you to dinner. How could you thank them as you leave their house at the end of the evening?
.....
- 6 A colleague at work tells you that a number of files are in a mess: papers are all in the wrong order and he doesn't know what to do. When he apologises to you for this mess, how can you reassure him, and what offer can you make?
.....
- 7 You are unable to go to a meeting you arranged with a client at their office, and now you must write to them to explain.
.....
- 8 Your company promised to send some information about new products to a customer last week. You still haven't sent the information and must now write to explain.
.....

Lembar Kerja Siswa Jigsaw 03**Topik:**

Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.

Indikator:

Siswa dapat menyampaikan ungkapan simpati serta pemberian respon terhadapnya dengan tepat.

Hari/Tgl:**Anggota Kelompok Ahli:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli II

Create some dialogues to show your sympathy and give the response based on the following situations.

1. I've got a bad cold.
2. Our team lost in the basketball competition.
3. Your best friends lost all of his/her money.
4. Your classmates had a traffic accident.
5. One of your friend's relatives passed away.

Lembar Kerja Siswa Jigsaw 03

Topik:

Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.

Tujuan:

Siswa dapat memahami penggunaan *adjectives for expressing feelings*.

Hari/Tgl:

Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli III

Complete the sentences with suitable adjectives in the box.

rightened	disappointed	angry	happy	proud
nervous	interested	surprised	worried	brave

1. The teacher was ... at Toni because he didn't do his homework.
2. My friend felt ... when she got a flower stalk from her boyfriend.
3. The little child was ... enough to kill a snake himself at the playground
4. Mr. Andrew felt very ... because finally he got his promotion for the higher position.
5. My parents are ... of me because I become the first model student in my school this year.
6. At first, I was attracted by the title of the film, but then I was ... of the poor plot of the story.
7. Meisya feels ... every time she watches horror film.
8. Ms. Tuti felt ... when her daughter came home late last night.
9. Actually, Dewi was ... in cooking, but her boss hired her in front office.
10. He got ... when he was called to go ahead in front of the classroom.

Lembar Kerja Siswa Jigsaw 03

Topik:

Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.

Tujuan:

Siswa dapat memahami penggunaan *adjectives* ‘-ing’ dan ‘-ed’ dengan tepat.

Hari/Tgl:

Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli IV

Construct and perform dialogs with the following model using the words provided.

Example :

- Question : confused / confusing explanation.

Dialogs:

Yeni : I'm confused.

Tono : May I know why?

Yeni : The explanation is confusing.

1. satisfied / satisfying service.
2. embarrassed / embarrassing action.
3. worried / worrying situation.
4. excited / exciting experience.
5. depressed / depressing exam.
6. tired / tiring trip.
7. disappointed / disappointing performance.
8. exhausted / exhausting job.
9. shocked / shocking news.
10. disgusted / disgusting bathroom.

Lembar Kerja Siswa Jigsaw 03

Topik:

Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.

Tujuan: Siswa dapat menggunakan *adjective set expressions* dengan tepat.

Hari/Tgl:

Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli V

Construct dialogs with the words provided.

Example :

Question : seem / happy / gets a big prize.

Dialogs :

Yeni : Look! Amel seems happy.

Tono : How do you know?

Yeni : She gets a big prize.

1. look / beautiful / wear a long gown.
2. seem / confident / have a job experience.
3. turn / happy / get back his lost wallet.
4. seem / ill / hear a bad news.
5. look / annoyed / wait too long.

Lembar Kerja Siswa Jigsaw 03

Topik:

Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.

Tujuan: Siswa dapat memahami penggunaan *subject-verb agreement*.

Hari/Tgl:

Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli VI

Choose the correct form of the verbs in brackets.

1. The classroom (get, gets) quiet when the teacher comes in.
2. Most men (am , is, are) excited at football matches.
3. Roses (smell, smells) fragrant when they are fresh.
4. My sister and I (am, is, are) frightened when walking in the darkness
5. The chair (look, looks) comfortable to sit on.
6. I don't like motorist gangster because their actions (am, is, are) embarrassing.
7. Every plant (grow, grows) higher day by day.
8. Hendra (am, is, are) sad when he gets a bad mark in English test.
9. The fried rice (taste, tastes) very good when it is hot.
10. Some students (am, is, are) depressed during final exam period.

LKS Jigsaw 03 (Individual Work)

Topik:

Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.

Hari/Tgl:

Nama Kelompok Asal:

Masalah Kelompok Asal

1. Create some dialogues with using apology expression for the following situation and its response.

- a. bump into someone on a bus
- b. spill a hot drink on someone's hand

2. Make some dialogues to show your sympathy and give the response based on the following situations. One student says his illness or misfortune from the following sentences, and another student expresses sympathy.

- a. I failed my competency test.
- b. I broke my leg when playing volleyball.

3. Complete these dialogues with the adjectives of feeling.

At work

Bagus : You look _____ today, what's the good news?

Melly : I've got back all my money and ID cards.

Bagus : Do you mean that you lost your wallet before?

Melly : Yes, I lost it yesterday. I was _____ and couldn't sleep all night last night. Fortunately, a taxi driver returned my wallet this morning. How _____ I am!

4. Choose the correct adjective to complete these sentences.

- a. I'm starting a new job next week. I'm quite (exciting/excited) about it.
- b. He's one of the most (bored/boring) people I've ever met. He never stops talking and never says anything (interesting/interested).
- c. Why do you always look so (bored/boring)? Is your really life really so (bored/boring)?
- d. We had to walk for more than two hours. It was very (tired/tiring).
- e. I seldom visit art galleries. I'm not very (interested/interesting) in art.

5. Construct dialogs with the words provided.

Example :

Question : seem / happy / gets a big prize.

Dialogs :

Yeni : Look! Amel seems happy.

Tono : How do you know?

Yeni : She gets a big prize.

1. look / beautiful / wear a long gown.
2. seem / confident / have a job experience.

6. Put the words in the brackets into the correct form.

- a. The new teacher(look) very angry.
- b. The guest(seem) to be dissapointed with the service.
- c. I didn't sleep well last night, so I(feel) sleepy now.
- d. My parents(be) busy working night and day, so I often(feel) lonely at home.
- e. Watching a fotball match on TV(be) interesting.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

 Cycle 2
Meeting 1

Satuan Pendidikan : SMK N 1 Depok, Sleman, Yogyakarta

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/1

Alokasi Waktu : 2 x 45 menit

Aspek/Skill : Mendengarkan - Berbicara

Standar Kompetensi : Berkomunikasi dengan Bahasa Inggris setara Level Novice

Kompetensi Dasar : **1.4** Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.

Indikator :

Siswa dapat menyampaikan ungkapan permintaan dan pemberian izin dengan tepat.

1. Tujuan Pembelajaran

- a. Siswa dapat menyampaikan ungkapan permintaan izin, pemberian izin, dan respon masing-masing dengan tepat.
- b. Siswa dapat menggunakan *modal* dengan tepat.

2. Materi

a. *Language functions:*

Asking for Permission I wonder if I could ... Do you mind if I ... Is it all right if I ... May I ... Could I Can I ...	Giving Permission By all means Not at all Go ahead Certainly Sure
	Refusing Permission Well, actually I'd rather you didn't I'd rather you didn't I'm sorry, but I'm afraid you can't. ...

	Sorry, but ...
--	----------------

Modals are auxiliary verbs which are used to give additional meaning to the main verbs.

Modal	Function
✓ Can	possibility, ability, permission
✓ Could	possibility, ability in the past
✓ May	probability, permission
✓ Might	probability
✓ Must	necessity, logical conclusion
✓ Shall	future with emphasis
✓ Should	advice, obligation, prediction
✓ Will	future
✓ would	condition

Examples:

- They *might* visit us.
- The train *should* be on time.
- After you show me the way, I *can* go by myself.

3. Teknik : *Jigsaw*

4. Langkah-langkah Kegiatan (*Procedure*)

Activities	Time Allocation
1. Kegiatan Pendahuluan	15'
a. Guru memberi salam kepada siswa dan menanyakan kehadiran siswa. b. Guru menyiapkan kondisi fisik kelas, c. Guru menyiapkan media dan sumber belajar yang akan digunakan dalam pembelajaran. d. Guru menginformasikan tujuan pembelajaran yang akan dicapai setiap siswa. e. Guru memotivasi siswa dan menginformasikan model pembelajaran yang akan digunakan yaitu model pembelajaran kooperatif teknik jigsaw.	

2. Kegiatan Inti	65'
<ul style="list-style-type: none"> a. Guru mengenalkan dengan topik, kosakata, dan <i>language function</i>. b. Guru menyampaikan sekilas tentang arti dan contoh (<i>modelling</i>) dari ungkapan permintaan dan pemberian izin beserta responnya dan <i>modal</i>. c. Guru membagi siswa dalam kelompok pembelajaran kooperatif tipe jigsaw (<i>homebase group</i>) dengan kemampuan yang heterogen. d. Guru memberikan kesempatan kepada siswa untuk berlatih menggunakan <i>language function</i> yang telah diajarkan bersama teman dalam satu <i>homebase group</i>. e. Guru memberikan topik pada setiap kelompok berupa copian materi tentang contoh dari ungkapan permintaan dan pemberian izin serta <i>modal</i>. f. Guru membimbing dan mengarahkan tiap-tiap kelompok agar setiap anggota kelompok masing-masing mendapatkan tugas satu topik. g. Guru meminta siswa agar anggota kelompok yang menerima tugas yang sama berkumpul membentuk kelompok baru, selanjutnya disebut kelompok ahli (<i>expert group</i>). h. Guru membagikan LKS Jigsaw 04 sesuai dengan tugas yg diterima. i. Siswa mendiskusikan tugasnya dalam kelompok ahli. j. Guru memantau kerja tiap kelompok ahli, memberikan bimbingan, memberikan <i>feedback</i> atau <i>correction</i>. k. Siswa kembali ke kelompok asal masing-masing. l. Tiap anggota kelompok asal saling menularkan, bertanya, menjelaskan, dan menggali informasi, dan pengetahuan tentang materi yang didiskusikan dalam kelompok ahli kemudian menyatukan semua pengetahuan yang diperoleh menjadi satu kesatuan pengetahuan yang baru. m. Guru mempersilahkan siswa menjawab LKS kelompok asal secara individu. n. Guru membahas LKS kelompok asal bersama siswanya. o. Memberikan penghargaan kepada kelompok yang mendapatkan skor paling tinggi, dan kepada siswa yang paling aktif. 	
3. Kegiatan Penutup	10'

a. Guru dan siswa membuat rangkuman atau kesimpulan.	
b. Guru mengakhiri pelajaran.	

5. Sumber Belajar

- Sutinah, dkk. 2006. *Get Along with English for Vocational School Grade X Novice Level*. Jakarta: Erlangga.
- Suryana, Nanan. 2006. *Bring Me to The World of a Professional Worker English for Vocational Schools*. Bandung: Armico.
- Pramesti, Maria R.D. 2008. *English for SMK 1*. Jakarta: Depdiknas.
- Gambar-gambar

6. Penilaian

- Teknik : Observation
- Bentuk : Performance
- Instrumen : Arti tanda

✓ : sudah tercapai

- : belum tercapai

Indikator	Nama Siswa				
Siswa dapat menyampaikan ungkapan permintaan dan pemberian izin dengan tepat.					

Guru Mata Pelajaran

Sri Lestari, S.Pd.

Yogyakarta, Oktober 2013

Peneliti

Riska Okta Pratiwi

Lembar Kerja Siswa Jigsaw 04

Topik:

Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.

Indikator:

Siswa dapat menyampaikan ungkapan permintaan dan pemberian izin dengan tepat.

Hari/Tgl:
Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli I

Make some dialogues with using the cues below to ask and refuse permission. Refuse with different reason each time.

Cues	Reasons
Smoke	This is a non-smoking section. There is a "No Smoking" sign. I feel sick when people smoke.
Borrow your motorbike	There's just little petrol in it. It's being fixed. There's something wrong with the brake.
Ask you to go out	It's drizzle now. You are broke.
Call you at night	There are too much homework to do. I have to study. It's time to sleep. It will disturb other people at home.

Lembar Kerja Siswa Jigsaw 04

Topik: Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.

Tujuan: Siswa dapat menggunakan *modal* dengan tepat.

Hari/Tgl:

Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli II

Modal verbs

Adam, Lisa, Don and Melanie are students. They were on their way to visit some friends last week in Adam's car when it broke down. Complete the conversation by putting in one of the following: *can, can't, could, must, mustn't, needn't, ought to, should, might, 'll, will, won't, shall, would*. (Sometimes more than one answer is correct.)

Lisa What's the matter? Why have you stopped?

Adam There's something wrong. It isn't going properly.

Don Let's have a look.

Lisa We ... be out of petrol, I suppose.

Adam We ... be out of petrol. We only got some half an hour ago.

Lisa Well, if there is something wrong, ... you put it right, do you think?

Adam Give me a chance. I don't know what the trouble is yet.

Melanie Look at this steam. The engine ... be too hot.

Don Don't take the cap off the radiator. You ... do that. You ... get boiling water all over you.

Adam If it's too hot, we ... have to wait until it cools down.

Lisa And how long ... that take?

Don We ... wait about half an hour before we go on.

Melanie I suppose there ... be something else wrong with it.

Lisa We passed a garage about a mile back. I suppose they ... come and have a look at it if we ask them.

Adam The car ... be all right. Our local garage has just serviced it. I paid £30 for a full service.

Don You ... worry. I'm sure it's just got too hot. Let's wait a bit.

Lisa We ... be late now, I expect.

Melanie There's some coffee in the back of the car. ... we have some while we're waiting? There are some sandwiches, too.

Don I'm starving. I ... have something to eat.

Melanie ... you like a sandwich, Lisa?

Lisa No, thanks. I ... eat bread. I'm on a diet.

Adam We ... phone Matthew if we're going to be late.

Don We ... be very late, I don't think.

Melanie You ... buy a new car, Adam.

Adam Well, it ... be nice if I had the money. But I'm afraid we ... have to put up with this old thing for a little longer.

Lembar Kerja Siswa Jigsaw 04

Topik:

Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.

Indikator:

Siswa dapat menyampaikan ungkapan permintaan dan pemberian izin dengan tepat.

Hari/Tgl:

Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli III

Make some dialogues with using the cues below to ask and refuse permission. Refuse with different reason each time.

Cues	Reasons
Smoke	This is a non-smoking section. There is a "No Smoking" sign. I feel sick when people smoke.
Borrow your motorbike	There's just little petrol in it. It's being fixed. There's something wrong with the brake.
Ask you to go out	It's drizzle now. You are broke.
Call you at night	There are too much homework to do. I have to study. It's time to sleep. It will disturb other people at home.

Lembar Kerja Siswa Jigsaw 04

Topik: Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.

Tujuan: Siswa dapat menggunakan *modal* dengan tepat.

Hari/Tgl:

Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli IV

Modal verbs

Adam, Lisa, Don and Melanie are students. They were on their way to visit some friends last week in Adam's car when it broke down. Complete the conversation by putting in one of the following: *can, can't, could, must, mustn't, needn't, ought to, should, might, 'll, will, won't, shall, would*. (Sometimes more than one answer is correct.)

Lisa What's the matter? Why have you stopped?

Adam There's something wrong. It isn't going properly.

Don Let's have a look.

Lisa We ... be out of petrol, I suppose.

Adam We ... be out of petrol. We only got some half an hour ago.

Lisa Well, if there is something wrong, ... you put it right, do you think?

Adam Give me a chance. I don't know what the trouble is yet.

Melanie Look at this steam. The engine ... be too hot.

Don Don't take the cap off the radiator. You ... do that. You ... get boiling water all over you.

Adam If it's too hot, we ... have to wait until it cools down.

Lisa And how long ... that take?

Don We ... wait about half an hour before we go on.

Melanie I suppose there ... be something else wrong with it.

Lisa We passed a garage about a mile back. I suppose they ... come and have a look at it if we ask them.

Adam The car ... be all right. Our local garage has just serviced it. I paid £30 for a full service.

Don You ... worry. I'm sure it's just got too hot. Let's wait a bit.

Lisa We ... be late now, I expect.

Melanie There's some coffee in the back of the car. ... we have some while we're waiting? There are some sandwiches, too.

Don I'm starving. I ... have something to eat.

Melanie ... you like a sandwich, Lisa?

Lisa No, thanks. I ... eat bread. I'm on a diet.

Adam We ... phone Matthew if we're going to be late.

Don We ... be very late, I don't think.

Melanie You ... buy a new car, Adam.

Adam Well, it ... be nice if I had the money. But I'm afraid we ... have to put up with this old thing for a little longer.

Lembar Kerja Siswa Jigsaw 04

Topik:

Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.

Indikator:

Siswa dapat menyampaikan ungkapan permintaan dan pemberian izin dengan tepat.

Hari/Tgl:
Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli V

Make some dialogues with using the cues below to ask and refuse permission. Refuse with different reason each time.

Cues	Reasons
Smoke	This is a non-smoking section. There is a "No Smoking" sign. I feel sick when people smoke.
Borrow your motorbike	There's just little petrol in it. It's being fixed. There's something wrong with the brake.
Ask you to go out	It's drizzle now. You are broke.
Call you at night	There are too much homework to do. I have to study. It's time to sleep. It will disturb other people at home.

LKS Jigsaw 04 (Individual Work)

Topik: Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.

Hari/Tgl:

Nama Kelompok Asal:

Masalah Kelompok Asal

1. Complete these dialogues below with using asking and giving permission expression.

a. At school park.

Tommy : Hi, Maria, _____ sit beside you?

Maria : _____. Have a seat please.

Tommy : Thank you. And is that your new magazine?

Maria : Yes, it is.

Tommy : Do _____ it?

Maria : Sorry, _____ finished reading it yet.

Tommy : It's OK. Thanks

b. At the office

Mr. Santoso : _____ go home now, please?

Mr. Agung : _____ you can't. Just stay for a couple of minutes. We almost finish our work today.

Mrs. Wati : What about me? I've finished my work.

May _____ now, please? I want to attend the evening lecture.

Mr. Agung : _____ you can.

2. Make sentences with modal and then you give or refuse permission by saying: "Yes, you can" or "No, I'm afraid you can't."

Example:

Rafi wants to sleep early.

Rafi : Can I sleep early?

You : No, I'm afraid you can't.

1. Bambang wants to use your pen.
Bambang : _____?
You : _____.
2. Ani and Rita want to borrow your motorbike.
Ani : _____?
You : _____.
3. Dodi wants to go home now.
Dodi : _____?
You : _____.
4. Edi and Hendra want to smoke at school.
Edi and Hendra : _____?
You : _____.
5. Ali wants to use your computer.
Ali : _____?
You : _____.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

 Cycle 2
Meeting 2

- Satuan Pendidikan : SMK N 1 Depok, Sleman, Yogyakarta
- Mata Pelajaran : Bahasa Inggris
- Kelas/Semester : X/1
- Alokasi Waktu : 2 x 45 menit
- Aspek/Skill : Mendengarkan - Berbicara
- Standar Kompetensi : Berkomunikasi dengan Bahasa Inggris setara Level Novice
- Kompetensi Dasar : **1.4** Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.
- Indikator :
1. Siswa dapat menggunakan ungkapan permintaan secara tepat.
 2. Siswa dapat menggunakan ungkapan penawaran barang dan jasa secara tepat.

1. Tujuan Pembelajaran

- a. Siswa dapat menggunakan ungkapan permintaan secara tepat.
- b. Siswa dapat menggunakan ungkapan penawaran barang dan jasa dengan tepat.

2. Materi

- a. *Language functions:*

Request	Response
Can you ...	I'd be glad to.
Could you ...	Certainly.
Will you ...	Sure.
Would you ...	
Would you mind ...	
(V-ing) ...	

<p style="text-align: center;">Offering</p> <p>1. Shall I?</p> <p>2. Would you like me to.....?</p> <p>3. Would you like?</p>	<p style="text-align: center;">Accepting an Offer</p> <p>Oh yes, I'd love to. That sounds nice. That's very kind of you. Oh, thank you. Yes, please.</p>
	<p style="text-align: center;">Refusing an Offer</p> <p>I'm sorry I can't. I have to ... Oh, I'd love to, but I don't think I can't. It's all right. I can ...</p>

3. Teknik : Jigsaw

4. Langkah-langkah Kegiatan (Procedure)

Activities	Time Allocation
1. Kegiatan Pendahuluan	15'
a. Guru memberi salam kepada siswa dan menanyakan kehadiran siswa. b. Guru menyiapkan kondisi fisik kelas, c. Guru menyiapkan media dan sumber belajar yang akan digunakan dalam pembelajaran. d. Guru menginformasikan tujuan pembelajaran yang akan dicapai setiap siswa. e. Guru memotivasi siswa dan menginformasikan model pembelajaran yang akan digunakan yaitu model pembelajaran kooperatif teknik jigsaw.	
4. Kegiatan Inti	65'
a. Guru mengenalkan dengan topik, kosakata, dan <i>language function</i> . b. Guru menyampaikan sekilas tentang arti dan contoh (<i>modelling</i>) dari ungkapan permintaan, ungkapan penawaran barang dan jasa. c. Guru membagi siswa dalam kelompok pembelajaran kooperatif tipe jigsaw (<i>homebase group</i>) dengan kemampuan yang heterogen. d. Guru memberikan kesempatan kepada siswa untuk berlatih menggunakan <i>language function</i> yang telah	

<p>diajarkan bersama teman dalam satu <i>homebase group</i>.</p> <p>e. Guru memberikan topik pada setiap kelompok berupa copian materi tentang contoh dari ungkapan permintaan, dan ungkapan penawaran barang dan jasa.</p> <p>f. Guru membimbing dan mengarahkan tiap-tiap kelompok agar setiap anggota kelompok masing-masing mendapatkan tugas satu topik.</p> <p>g. Guru meminta siswa agar anggota kelompok yang menerima tugas yang sama berkumpul membentuk kelompok baru, selanjutnya disebut kelompok ahli (<i>expert group</i>).</p> <p>h. Guru membagikan LKS Jigsaw 05 sesuai dengan tugas yg diterima.</p> <p>i. Siswa mendiskusikan tugasnya dalam kelompok ahli.</p> <p>j. Guru memantau kerja tiap kelompok ahli, memberikan bimbingan, memberikan <i>feedback</i> atau <i>correction</i>.</p> <p>k. Siswa kembali ke kelompok asal masing-masing.</p> <p>l. Tiap anggota kelompok asal saling menularkan, bertanya, menjelaskan, dan menggali informasi, dan pengetahuan tentang materi yang didiskusikan dalam kelompok ahli kemudian menyatukan semua pengetahuan yang diperoleh menjadi satu kesatuan pengetahuan yang baru.</p> <p>m. Guru mempersilahkan siswa menjawab LKS kelompok asal secara individu.</p> <p>n. Guru membahas LKS kelompok asal bersama siswanya.</p> <p>o. Memberikan penghargaan kepada kelompok yang mendapatkan skor paling tinggi, dan kepada siswa yang paling aktif.</p>	
5. Kegiatan Penutup	10'
<p>c. Guru dan siswa membuat rangkuman atau kesimpulan.</p> <p>d. Guru mengakhiri pelajaran.</p>	

2. Sumber Belajar

- Sutinah, dkk. 2006. *Get Along with English for Vocational School Grade X Novice Level*. Jakarta: Erlangga.
- Suryana, Nanang. 2006. *Bring Me to The World of a Professional Worker English for Vocational Schools*. Bandung: Armico.
- Pramesti, Maria R.D. 2008. *English for SMK 1*. Jakarta: Depdiknas.

d. Gambar-gambar

3. Penilaian

a. Teknik : Observation

b. Bentuk : Performance

c. Instrumen : Arti tanda

✓: sudah tercapai

- : belum tercapai

Indikator	Nama Siswa				
Siswa dapat menggunakan ungkapan permintaan secara tepat.					
Siswa dapat menggunakan ungkapan penawaran barang dan jasa secara tepat.					

Guru Mata Pelajaran

Sri Lestari, S.Pd.

Yogyakarta, November 2013

Peneliti

Riska Okta Pratiwi

Lembar Kerja Siswa Jigsaw 05

Topik:

Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.

Indikator:

Siswa dapat menggunakan ungkapan permintaan secara tepat.

Hari/Tgl:

Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli I

1. Use the cues above to make dialogues including requests and their responses.

For Example:

Tidy / rug / living room.

The model: Could you tidy the rug in the living room?

Certainly / I'd be glad to.

1. tidy / books / room .
2. empty / basket / kitchen.
3. vacuum / carpet / living room.
4. clear up / table / dining room.
5. wash / dishes / kitchen.
6. clean / the stove / kitchen.
7. scrap / floor / bathroom
8. repair / water tap / bathroom
9. water / plants / front yard.
10. cut / grass / front yard.

Lembar Kerja Siswa Jigsaw 05

Topik:

Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.

Indikator:

Siswa dapat menggunakan ungkapan penawaran barang dan jasa secara tepat.

Hari/Tgl:
Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli II

1. Write the right expressions on the blanks based on these dialogue cues. Then, role play the dialogue with your partner.

Situation : Your close friend has just arrived from a visit to his/her relatives in Kalimantan. On the next day, you come to his/her house

You	Your close friend
1. Greet his/her. “.. <i>Hi. How have you been?</i> ..”	1. Returns greeting. “
2. Ask if he/she enjoyed his/her trip. “	2. Says he/she did, and thank him/her. “
3. Ask how long he/she paid a visit there. “	3. Says how long he/she spent time there. “
4. Change a new topic, offer him/her to go out somewhere this evening. “	4. Refuses, thanks and tells him/her that he/she is still tired. “
5. Offer him/her to go out somewhere next weekend. “	5. Accepts and thanks him/her. “
6. Say you'll come to his/her house next Saturday. “	6. Says alright. “
7. Say you have to go and good bye. “	7. Says good bye. “







2. Write expressions of making and accepting offers and then practice them with your partner.

Example:

A : Shall I type you the letter ?

B : Yes please.

Use the pictures below:

 <p>1. Have some tea.</p>	 <p>2. Have a snack.</p>	 <p>3. Give someone a lift.</p>
 <p>4. Push the car.</p>	 <p>5. Get you a medicine.</p>	 <p>4. Give free meal.</p>

Lembar Kerja Siswa Jigsaw 05

Topik:

Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.

Indikator:

Siswa dapat menggunakan ungkapan permintaan secara tepat.

Hari/Tgl:

Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli III

1. Use the cues above to make dialogues including requests and their responses.

For Example:

Tidy / rug / living room.

The model: Could you tidy the rug in the living room?

Certainly / I'd be glad to.

1. tidy / books / room .
2. empty / basket / kitchen.
3. vacuum / carpet / living room.
4. clear up / table / dining room.
5. wash / dishes / kitchen.
6. clean / the stove / kitchen.
7. scrap / floor / bathroom
8. repair / water tap / bathroom
9. water / plants / front yard.
10. cut / grass / front yard.

Lembar Kerja Siswa Jigsaw 05

Topik:

Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.

Indikator:

Siswa dapat menggunakan ungkapan penawaran barang dan jasa secara tepat.

Hari/Tgl:
Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli IV

1. Write the right expressions on the blanks based on these dialogue cues. Then, role play the dialogue with your partner.

Situation : Your close friend has just arrived from a visit to his/her relatives in Kalimantan. On the next day, you come to his/her house

You	Your close friend
1. Greet his/her. “.. <i>Hi. How have you been?..</i> ”	1. Returns greeting. “”
2. Ask if he/she enjoyed his/her trip. “”	2. Says he/she did, and thank him/her. “”
3. Ask how long he/she paid a visit there. “”	3. Says how long he/she spent time there. “”
4. Change a new topic, offer him/her to go out somewhere this evening. “”	4. Refuses, thanks and tells him/her that he/she is still tired. “”
5. Offer him/her to go out somewhere next weekend. “”	5. Accepts and thanks him/her. “”
6. Say you'll come to his/her house next Saturday. “”	6. Says alright. “”
7. Say you have to go and good bye. “”	7. Says good bye. “”







3. Write expressions of making and accepting offers and then practice them with your partner.

Example:

A : Shall I type you the letter ?

B : Yes please.

Use the pictures below:

 <p>1. Have some tea.</p>	 <p>2. Have a snack.</p>	 <p>3. Give someone a lift.</p>
 <p>4. Push the car.</p>	 <p>5. Get you a medicine.</p>	 <p>5. Give free meal.</p>

Lembar Kerja Siswa Jigsaw 05

Topik:

Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.

Indikator:

Siswa dapat menggunakan ungkapan permintaan secara tepat.

Hari/Tgl:

Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli V

1. Use the cues above to make dialogues including requests and their responses.

For Example:

Tidy / rug / living room.

The model: Could you tidy the rug in the living room?

Certainly / I'd be glad to.

1. tidy / books / room .
2. empty / basket / kitchen.
3. vacuum / carpet / living room.
4. clear up / table / dining room.
5. wash / dishes / kitchen.
6. clean / the stove / kitchen.
7. scrap / floor / bathroom
8. repair / water tap / bathroom
9. water / plants / front yard.
10. cut / grass / front yard.

LKS Jigsaw 05 (Individual Work)

Topik: Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.

Hari/Tgl:

Nama Kelompok Asal:

Masalah Kelompok Asal

1. Complete these dialogues with the clauses or sentences provided below them.

a. At the front office.

Guest : Good morning. Can I meet Mr. Abdul?

Assistant : _____. _____ to fill in the guest book on the table. I'll check if he is available.

(after some minutes)

Assistant : _____ sir. I'll take you to his room.

Guest : Sure, thank you.

b. At a restaurant.

Ben : _____ the salt, Alice?

Alice : Sure, anything else?

Ben : In fact, I need more sauce.

Alice : Tom, _____ the waiter?

Tom : Waiter! _____ more sauce, please?

Waiter : I'd be glad to.

Don't forget	Please have a seat
Follow me	Would you pass me
Could you bring us	Can you call

2. Complete these dialogues with appropriate expressions of offering things or services

a. In a classroom.

Student : Would _____ clean the blackboard?

Teacher : ____, please.

Student : _____ some chalks?

Teacher : Oh, _____.

Student : You're welcome, Sir.

b. At Joana's house.

Darmawan : What's the matter, Joana?

Joana : I'm not _____.

Darmawan : _____ the doctor?

Joana : No, I don't need the doctor.

Darmawan : _____ go for a walk?

Joana : _____ a good idea.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

 Cycle 2
Meeting 3

Satuan Pendidikan : SMK N 1 Depok, Sleman, Yogyakarta
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X/1
 Alokasi Waktu : 2 x 45 menit
 Aspek/Skill : Mendengarkan - Berbicara
 Standar Kompetensi : Berkomunikasi dengan Bahasa Inggris setara Level Novice
 Kompetensi Dasar : 1.5 Menjelaskan secara sederhana kegiatan yang sedang terjadi.
 Indikator :

1. Siswa dapat menceritakan peristiwa yang sedang terjadi dengan tepat sesuai dengan waktu dan tempat kejadian.
2. Siswa dapat menyampaikan pernyataan dengan menggunakan "there is/are" dengan tepat sesuai dengan waktu dan tempat kejadian.

1. Tujuan Pembelajaran

- a. Siswa dapat memahami penggunaan present continuous tense.
- b. Siswa dapat menggunakan "there be" dengan tepat.

2. Materi

- a. *Language functions:*

Present Continuous Tense	
The Patterns	(+) Subject + to be + Verb-ing (-) Subject + to be + not + Verb-ing (?) To be + Subject + Verb-ing?
Functions	a. To describe an action in progress at the moment b. To describe actions which are happening around now, even though not at the moment of speaking.

Time Signals	<ul style="list-style-type: none"> • Now • At this moment • At present
Examples	(+) I'm writing a letter now. (-) I'm not writing a letter now. (?) Am I writing a letter now?

There + be		Function	Example
There	is	Used with a countable and uncountable nouns	<ul style="list-style-type: none"> • There is a book on the table. • There is a student in the class. • There is water in my cup.
	are	Used with plural and countable nouns	<ul style="list-style-type: none"> • There are some books on my desk. • There are some students in the class.

Pattern	Countable	
	Singular	Plural
Affirmative	There is a television in the living room.	There are a lot of students in the yard.
Negative	There is not a television in the living room.	There are not any students in the yard.
Interrogative	Is there a television in the living room? (+) Yes, there is. (-) No, there isn't.	Are there any students in the yard? (+) Yes, there are. (-) No, there aren't

3. Teknik : Jigsaw

4. Langkah-langkah Kegiatan (Procedure)

Activities	Time Allocation
1. Kegiatan Pendahuluan	15'
a. Guru memberi salam kepada siswa dan menanyakan kehadiran siswa. b. Guru menyiapkan kondisi fisik kelas, c. Guru menyiapkan media dan sumber belajar yang akan digunakan dalam pembelajaran.	

<ul style="list-style-type: none"> d. Guru menginformasikan tujuan pembelajaran yang akan dicapai setiap siswa. e. Guru memotivasi siswa dan menginformasikan model pembelajaran yang akan digunakan yaitu model pembelajaran kooperatif teknik jigsaw. 	
2. Kegiatan Inti	65'
<ul style="list-style-type: none"> a. Guru mengenalkan dengan topik, kosakata, dan <i>language function</i>. b. Guru menyampaikan sekilas tentang arti dan contoh (<i>modelling</i>) dari <i>present continuous tense</i>, "there be". c. Guru membagi siswa dalam kelompok pembelajaran kooperatif tipe jigsaw (<i>homebase group</i>) dengan kemampuan yang heterogen. d. Guru memberikan kesempatan kepada siswa untuk berlatih menggunakan <i>language function</i> yang telah diajarkan bersama teman dalam satu <i>homebase group</i>. e. Guru memberikan topik pada setiap kelompok berupa copian materi tentang contoh dari <i>present continuous tense</i>, "there be". f. Guru membimbing dan mengarahkan tiap-tiap kelompok agar setiap anggota kelompok masing-masing mendapatkan tugas satu topik. g. Guru meminta siswa agar anggota kelompok yang menerima tugas yang sama berkumpul membentuk kelompok baru, selanjutnya disebut kelompok ahli (<i>expert group</i>). h. Guru membagikan LKS Jigsaw 06 sesuai dengan tugas yg diterima. i. Siswa mendiskusikan tugasnya dalam kelompok ahli. j. Guru memantau kerja tiap kelompok ahli, memberikan bimbingan, memberikan <i>feedback</i> atau <i>correction</i>. k. Siswa kembali ke kelompok asal masing-masing. l. Tiap anggota kelompok asal saling menularkan, bertanya, menjelaskan, dan menggali informasi, dan pengetahuan tentang materi yang didiskusikan dalam kelompok ahli kemudian menyatukan semua pengetahuan yang diperoleh menjadi satu kesatuan pengetahuan yang baru. m. Guru mempersilahkan siswa menjawab LKS kelompok asal secara individu. n. Guru membahas LKS kelompok asal bersama siswanya. 	

o. Memberikan penghargaan kepada kelompok yang mendapatkan skor paling tinggi, dan kepada siswa yang paling aktif.	
3. Kegiatan Penutup	10'
a. Guru dan siswa membuat rangkuman atau kesimpulan. b. Guru mengakhiri pelajaran.	

4. Sumber Belajar

- a. Sutinah, dkk. 2006. *Get Along with English for Vocational School Grade X Novice Level*. Jakarta: Erlangga.
- b. Suryana, Nanan. 2006. *Bring Me to The World of a Professional Worker English for Vocational Schools*. Bandung: Armico.
- c. Pramesti, Maria R.D. 2008. *English for SMK 1*. Jakarta: Depdiknas.
- d. Gambar-gambar

5. Penilaian

- a. Teknik : Observation
- b. Bentuk : Performance
- c. Instrumen :

Arti tanda: ✓: sudah tercapai
- : belum tercapai

Indikator	Nama Siswa				
Siswa dapat menceritakan peristiwa yang sedang terjadi dengan tepat sesuai dengan waktu dan tempat kejadian.					
Siswa dapat menyampaikan pernyataan dengan menggunakan "there is/are" dengan tepat sesuai dengan waktu dan tempat kejadian.					

Yogyakarta, November 2013

Guru Mata Pelajaran

Peneliti

Sri Lestari, S.Pd.

Riska Okta Pratiwi

Lembar Kerja Siswa Jigsaw 06

Topik: Menjelaskan secara sederhana kegiatan yang sedang terjadi.

Tujuan: Siswa dapat memahami penggunaan present continuous tense.

Hari/Tgl:

Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli I

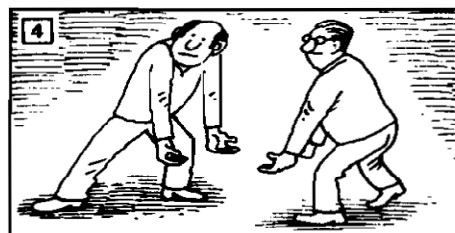
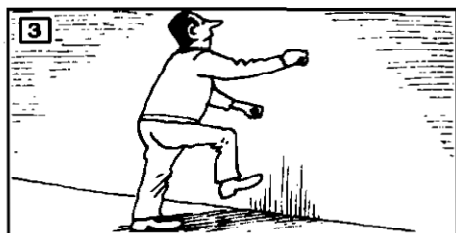
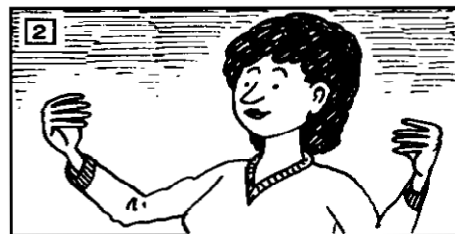
Make sentences in the form of affirmative, negative, and interrogative based on the picture below.

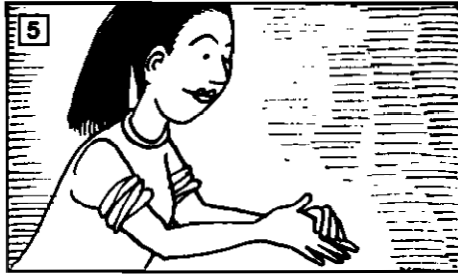
These people are playing a game. They are miming things. You have to say what they are doing. These phrases will help you: *brush his/her teeth, carry something, climb a ladder, comb his/her hair, eat an apple, play cards, read the newspaper, take a photo, wash his/her hands.*



Example

She's taking a photo.





Lembar Kerja Siswa Jigsaw 06

Topik: Menjelaskan secara sederhana kegiatan yang sedang terjadi.

Tujuan: Siswa dapat menggunakan "there be" dengan tepat.

Hari/Tgl:

Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli II

Put there is / there are / there isn't / there aren't / is there / are there to complete the conversation below.

Yossy is a friend of Tunggul. He is telling Tunggul about his new job in Jakarta.

- Yossy : Jakarta is a long way away, of course, but the job is really very good. (1). _____ many like it in Semarang. In fact I don't think (2). _____ any at all.
- Tunggul : Yes, but Jakarta! What (3). _____ in Jakarta? Nothing!
- Yossy : You forgot that (4). _____ a lot of money there, money for people like me!
- Tunggul : (5). _____ more in life than just money.
- Yossy : (6). _____? What, for example?
- Tunggul : Well . . . uh . . . uh . . .
- Yossy : Besides, what you say simply isn't true! (7). _____ a lot of things besides money. (8). _____ a lot of entertainments.
- Tunggul : (9). _____ any culture in Jakarta, (10). _____?
- Yossy : (11). _____ a good Art Institute and (12). _____ a lot of very good universities in Jakarta.
- Tunggul : (13). _____ any tradition there, now, (14). _____?
- Yossy : Of course (15). _____. You can see *Ondel – ondel*, *Tanjidor*, *Lenong*, and many others.
- Tunggul : But I think Semarang is much better than Jakarta to live.

Lembar Kerja Siswa Jigsaw 06

Topik: Menjelaskan secara sederhana kegiatan yang sedang terjadi.

Tujuan: Siswa dapat memahami penggunaan present continuous tense.

Hari/Tgl:

Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli III

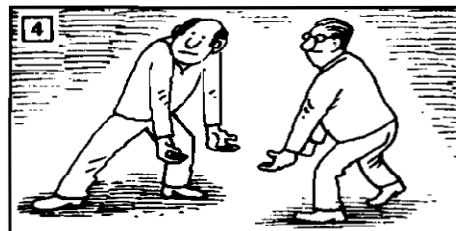
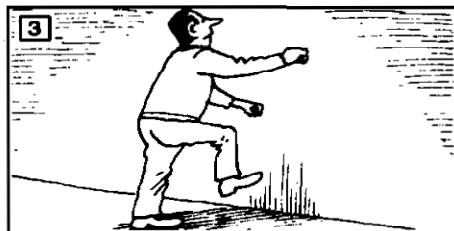
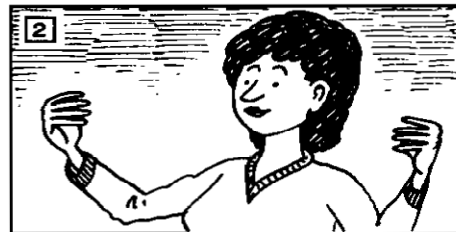
Make sentences in the form of affirmative, negative, and interrogative based on the picture below.

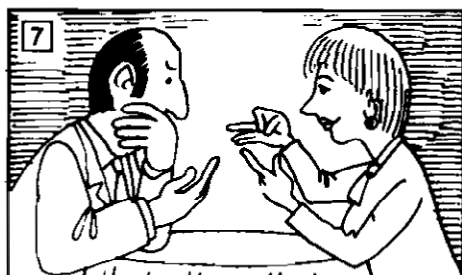
These people are playing a game. They are miming things. You have to say what they are doing. These phrases will help you: *brush his/her teeth, carry something, climb a ladder, comb his/her hair, eat an apple, play cards, read the newspaper, take a photo, wash his/her hands.*



Example

She's taking a photo.





Lembar Kerja Siswa Jigsaw 06

Topik: Menjelaskan secara sederhana kegiatan yang sedang terjadi.

Tujuan: Siswa dapat menggunakan "there be" dengan tepat.

Hari/Tgl:

Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli IV

Put there is / there are / there isn't / there aren't / is there / are there to complete the conversation below.

Yossy is a friend of Tunggul. He is telling Tunggul about his new job in Jakarta.

- Yossy : Jakarta is a long way away, of course, but the job is really very good. (1). _____ many like it in Semarang. In fact I don't think (2). _____ any at all.
- Tunggul : Yes, but Jakarta! What (3). _____ in Jakarta? Nothing!
- Yossy : You forgot that (4). _____ a lot of money there, money for people like me!
- Tunggul : (5). _____ more in life than just money.
- Yossy : (6). _____? What, for example?
- Tunggul : Well . . . uh . . . uh . . .
- Yossy : Besides, what you say simply isn't true! (7). _____ a lot of things besides money. (8). _____ a lot of entertainments.
- Tunggul : (9). _____ any culture in Jakarta, (10). _____?
- Yossy : (11). _____ a good Art Institute and (12). _____ a lot of very good universities in Jakarta.
- Tunggul : (13). _____ any tradition there, now, (14). _____?
- Yossy : Of course (15). _____. You can see *Ondel – ondel*, *Tanjidor*, *Lenong*, and many others.
- Tunggul : But I think Semarang is much better than Jakarta to live.

Lembar Kerja Siswa Jigsaw 06

Topik: Menjelaskan secara sederhana kegiatan yang sedang terjadi.

Tujuan: Siswa dapat memahami penggunaan present continuous tense.

Hari/Tgl:

Anggota Kelompok Ahli:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Masalah Kelompok Ahli V

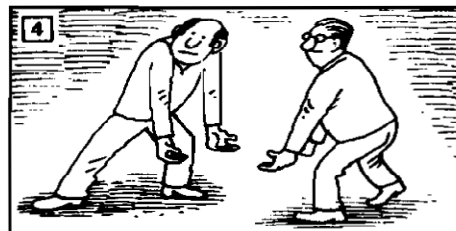
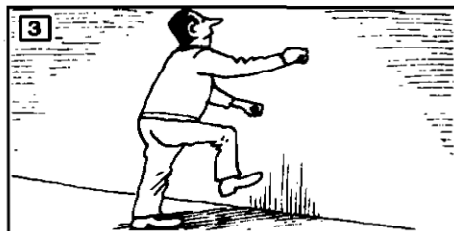
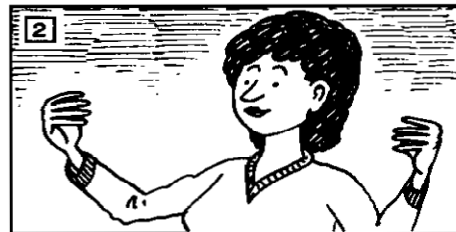
Make sentences in the form of affirmative, negative, and interrogative based on the picture below.

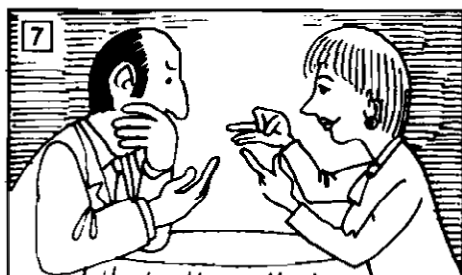
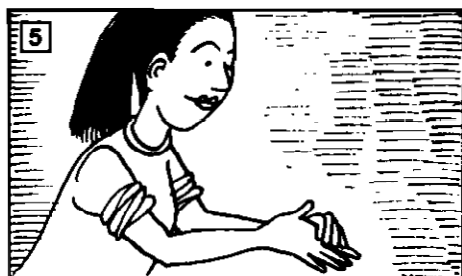
These people are playing a game. They are miming things. You have to say what they are doing. These phrases will help you: *brush his/her teeth, carry something, climb a ladder, comb his/her hair, eat an apple, play cards, read the newspaper, take a photo, wash his/her hands.*



Example

She's taking a photo.





LKS Jigsaw 06 (Individual Work)

Topik: Menjelaskan secara sederhana kegiatan yang sedang terjadi.

Hari/Tgl:

Nama Kelompok Asal:

Masalah Kelompok Asal

1. Make sentences in the form of affirmative, negative, and interrogative based on the picture below (present continuous tense formula).



2. Fill in the blanks with “there is” or “there are”.

- a. a bowl of ice cream in the refrigerator.
- b. some tourists visiting the old temple.
- c. many hotels near the beach.
- d. a lot of passengers on the plane.
- e. a pair of shoes under the bed.
- f. an apple tree in my uncle’s garden.
- g. a computer on the table.
- h. a beautiful painting in the living room.
- i. some tea in the jar.
- j. flowers in the garden.

APPENDIX C

INSTRUMENTS

OBSERVATION CHECKLIST

Teaching and Learning Activities

Observer		Cycle: 1/ 2/ 3	
Date		Time	
Sums of the existing students		Meeting	

NO	TEACHER'S ACTIVITIES			Description
		YES	NO	
	A. Pre-teaching			
1	The researcher greets the students.			
2	The researcher checks the students' attendance.			
3	The researcher prepares media and learning materials for lesson today.			
4	The researcher explains the goal of the lesson.			
5	The researcher informs about jigsaw technique application in teaching- learning process.			
	B. Whilst-teaching			
6	The researcher introduces the topic.			
7	The researcher introduces new words or vocabularies.			
8	The researcher introduces language function and the context.			
9	The researcher gives the model of language functions.			
10	The researcher uses media in presentation.			
11	The researcher checks the students' understanding.			
12	The researcher asks students to make some expert groups.			
13	The researcher directs and guides students related to materials which they do not understand in expert groups.			
14	The researcher provides opportunities for the students to practice.			
15	The researcher corrects the students' mistakes or gives feedback.			
16	The researcher monitors the students during activities.			
17	The researcher gives quiz/group work .			
18	The researcher asks students to come back to			

	'homebase' group.			
19	The researcher provides opportunities for the students to practice, explain, discuss, asking for details information and combine it into one to other members in 'homebase' group.			
20	The researcher gives individual work/quiz.			
21	The researcher invites students to answer quiz/questions.			
22	The researcher gives reward to an active group or to the most active student to motivate others.			
	C. Post-teaching			
23	The researcher summarizes the lesson.			
24	The researcher gives reward to an active group to motivate others and the most active student.			
25	The researcher says goodbye.			

NO	STUDENTS' ACTIVITIES			Description
		YES	NO	
	A. Pre-teaching			
1	The students respond to the greeting.			
2	The students are ready to learn.			
	The students are ready to conduct jigsaw technique.			
	B. Whilst-teaching			
3	The students pay attention to the explanation.			
4	The students respond to the explanation.			
5	The students understand the researcher's explanation.			
6	The students make expert groups.			
7	The students learn, discuss, and practice the language functions or learning materials in expert groups.			
8	The students ask questions when they do not understand.			
	The students do quiz/group work.			
9	The students come back to "homebase" group.			
10	The students speak English during the activity.			
11	The students do activities like peer-tutoring, tell the information and share ideas to the other members.			
12	The students who are weaker at English can take part without being frustrated.			
13	All of the students are involved.			
14	The students answer quiz or group work.			
15	The students answer quiz or do individual work.			
	C. Post-teaching			
16	The students reflect the learning.			

Observer's Signature

INTERVIEW GUIDELINE

A. Before implementation

1. For the English teacher
 - a. *Bagaimanakah pembelajaran bahasa Inggris di sekolah ini?*
 - b. *Bagaimana penyampaian materi dan respon siswa dalam pembelajaran bahasa Inggris?*
 - c. *Apakah ada kendala dalam proses pembelajaran bahasa Inggris? Jika ada, kendala apakah itu? Pada skill apa? Mengapa?*
2. For the students
 - a. *Apakah Adik suka pelajaran/belajar Bahasa Inggris? Mengapa?*
 - b. *Bagaimanakah pembelajaran bahasa Inggris hari ini? Apakah ada kesulitan? Jika ada, kendala apakah itu? Mengapa?*
 - c. *Kegiatan apa yang paling Adik suka ketika belajar Bahasa Inggris?*

B. After Implementation

1. For the English teacher
 - a. *Bagaimanakah penerapan action yang telah dilakukan?*
 - b. *Bagaimanakah penerapan jigsaw technique untuk membantu siswa dalam berbicara?*
 - c. *Bagaimana kemampuan siswa dalam penggunaan language functions yang telah diajarkan?*
2. For the students
 - a. *Apakah adik suka belajar berbicara dengan teknik jigsaw?*
 - b. *Apakah Adik berbicara dengan Bahasa Inggris ketika menjadi anggota kelompok dalam team?*
 - c. *Apakah adik merasa terbantu dengan penerapan teknik jigsaw untuk latihan berbicara?*

PRE-TEST

I. Make a short dialogue based on the following situation:

- a. You meet your old friend on your way to school. You greet him/her cheerfully, but you cannot talk too long because you are in hurry. Give an excuse to your friend.
- b. You introduce yourself to Tina, your new classmate.
- c. You introduce your brother to your neighbour.

II. Read aloud the following text

Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.

The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy. On Monday, we packed our bags and got ready to go home.

Text by Agus Molgana

III. Respond orally to what your teacher says:

Expression	Response
Good Morning Tina.	
How's life?	
Thank you for sharing food together	
I'm so sorry I forgot your birthday	
Nice to meet you.	
See you later.	

IV. Your teacher will take a card. Ask her some questions and guess the animal.

V. Take a picture and describe the people in your own words.

POST-TEST

I. Make a short dialogue based on the following situation:

- a. You meet your old friend on your way to school. You greet him/her cheerfully, but you cannot talk too long because you are in hurry. Give an excuse to your friend.
- b. You introduce yourself to Tina, your new classmate.
- c. You introduce your brother to your neighbour.

II. Read aloud the following text

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Taken from Ready to Write, 2003

III. Respond orally to what your teacher says:

Expression	Response
Good Afternoon.	
How are you?	
Thanks a lot for your help.	
Sorry about the mess. I'll clean up later.	
I'd like to apologize for taking your money.	
Good bye.	

IV. Your teacher will take a card. Ask her some questions and guess the animal.

V. Take a picture and describe the people in your own words.

SPEAKING RUBRIC

Taken from:

'The English Language Learner Knowledge Base' in Linse (2005: 149)

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

APPENDIX D

FIELD NOTES

FIELD NOTES

Field Note 1

Classroom Observation

Day : Friday

Date : September 27th, 2013

Time : 07.00 – 08.25 a.m.

The students were still reciting Al Qur'an for 15 minutes when the teacher and the researcher came. The teacher sat in her seat and the researcher sat at the back row of the students' seat. After the students had finished reading Al Qur'an, the teacher said Salam and greeted the students. 'Good morning, students,' she said. The students answered, 'Good morning, teacher.' Next, the teacher checked the students' attendance. The class became noisy and the teacher said 'What are you talking about?' and 'quite, please!'.

After that, the teacher introduced the topic with drawing some shapes on white board. The teacher also introduces some vocabularies and modeling the language function.

T: Today we learn how to describe things. What is the form of it is?

S: Square.

T: What about this one?

S: Rectangle, circle, tabung..

T: It is a cylinder. How many colour do you have?

S: Banyak....(pink, brown, white, black)

Then, the teacher asked students to open their LKS and invited them to read the dialogues.

T: Now, open your book page 33, please.

T: Imraatun and Ina, please read the dialogue!

S: (speak with weak voice)

T: Louder, please...

The teacher asked students about the content of dialogue and asked students to describe things in class.

T: What is the dialogue talking about?

S: About sweater.

T: What is the colour, size, shape, material, origin?

S: (Students answer based on the picture and dialogue).

T: How to describe the helmet? What about the o'clock?

S: The colour is black. (The students describe things).

Some minutes later, the teacher asked students to make a dialogue with their partner about describing things in class with giving an example on white board.

What is the shape of lamp?

It is cylinder.

What is the colour of it is?

It is white.

The teacher gave students opportunity to ask or respond to the lesson. Then, students are invited to practice the dialogue in front of class one by one. Some of them also refused because they are not ready yet. When this process began, most students mispronounced some words and spoke with grammatical errors. The students' speech was hesitant and some of them spoke word by word while memorizing the dialogue. A few students even speak with long pause. Most of the students still had to repeat after the teacher. While the teacher was checking a pair of students' practice, the others were busy talking to each other.

After the students had finished practice, the teacher asked students to open their book and practice to pronounce some words correctly. The teacher gave feedback with some corrections.

In the end of lesson, the teacher checked about homework last week and gave students homework for next meeting. The teacher introduces the topic and the goal of lesson today in last minutes before saying goodbye. When the time was up, the teacher said good bye and left the class with the researcher.

T: Teacher,

S: Students

Field Note 2

Meeting 1

Cycle 1

Day : Thursday

Date : October 17th, 2013

Time : 12.30-14.00 p.m.

The researcher entered the classroom of X BB after the students had finished studied in laboratory. She greeted the students by saying *Salam* and *good afternoon*. Some of the students answered '*Good afternoon*'. After that, the researcher asked the students' condition by saying '*How are you all today?*' They responded 'I am fine. Thank you. And you?' She answered, 'I'm fine. Great. Thank you. 'At that time, the research collaborator came into the room and then sat at the back seat to observe the English lesson that afternoon. Before starting the lesson, the researcher asked all of students to pray together first.

The researcher checked the students' attendance by saying, *'Is anybody here?'* the students did not answer and only looked at the researcher. They still did not get the point. Finally the researcher explained the expressions used in checking the attendance and how to answer it. She changed into clarification *'There is no absence, isn't it?'*. The students answered *'Yes'*.

After checking the students' attendance, the researcher said *"I think all of you have known my name, I had introduced myself last week."* *"No.."* students said. *"Well, my name is Riska Okta Pratiwi, you can call me miss Riska. I am from Yogyakarta State University. Is there any question?"*. *"No."* students replied.

The researcher also discussed some rules in speaking class with the students and one of rules was *'full speaking English while the lesson begins'*. There were nine rules of speaking class, some of students were not satisfied with this. It can be seen when the researcher asked students *"Do you agree with these rules?"*. Some students answered *"Yes"* and the others said *"No"*. Then, she continued wrote the goals of the lesson for that day.

The researcher asked students *'Do you like story?'*, the students answered *'Yes'*. Then, she told a story about *"Traveler and an Oldman"* to motivate students in learning English, specifically in speaking. There was a moral value that can be reflected on the next meeting, hopefully. During this activity, she introduced how to pronounce some words in that story and also gave them vocabulary. *"Do you know, what is the meaning of diamonds here?"*. *"Permata, miss."* students answered. *"Good, permata atau berlian."*

In the main activity process, the researcher gave instruction to make *'homebase group'* and provide them with name tags. *"Please, all of you make six groups, each group consists of five to six students."* Each group consists of five to six students. It took a long time after it finished. After that, the researcher presented a short explanation of the materials, gave the language function with using a video, examples, vocabularies and how to pronounce some words. *"Ranti, how old are you?"*. *"I am fifteen (she pronounced it with 'faifin') years old."* *"You could say 'fifin' not 'faifin'."* Some students had understood and comprehended the questions, they were also not too bad in grammar and fluency.

In *'homebase group'*, she asked all of students to practice to use the expression how to describe things. The researchers gave feedback, monitor the students' activities, and tried to answer the question from the students with using realia. In the process of practicing language function, sometimes the researcher asked one of students in group to ask her friend about something. *"Can you ask Mita about this book?"*. The student asked her friend *"What the shape of this book?"*, her friend answered *"Rectangular"*.

Some minutes later, the researcher gave instruction to make an expert group and gave them some questions to answer together. So, each group had different questions. The students did not understand with the instruction, so she repeated once again. They were expected to understand and to master the materials in expert group. Unfortunately, time was up. They did not enough time

to come back into 'homebase group'. Finally, the researcher asked students to submit their group work.

The researchers reviewed the materials and made summary with the students, and gave them homework as substitution of individual work. Then the researcher closed the lesson, said good bye and said *Salam*.

Field Note 3

Meeting 2

Cycle 1

Day : Friday

Date : October 18th, 2013

Time : 7.15 – 8.30 a.m.

Like the previous meeting, the researcher and the English teacher entered the classroom of X BB after the students had finished reciting Al Qur'an. She greeted the students by saying *Salam* and *good morning*. Almost all of the students answered, '*Good morning*'. '*How are you all today?*' the researcher said. '*I am fine, thank you, and you?*' replied the students. '*I am great, thanks.*' She said.

In checking the students' attendance, she asked, '*Is anybody absent today?*' One of the students answered, '*Yes.*' and the others said so after her. '*Who is she?*' she asked. '*Dina and Ika*' the students responded. '*Are they sick?, I hope Dina and Ika will get better soon.*' she said. The researcher saw that students had sat in their 'homebase group' and they were ready to learn.

Afterwards, the researcher mentioned the goal of the lesson for that day. The goal was how to describe people appropriately based on their profession, nationality, physical appearance, quality and activities. Then, the researcher said '*Do you like to sing a song?*'. '*Yes*' all of students answered. '*Who wants to accompany me to sing in front of class?*' she added. '*Rafiq*' some students recommended one student there. But, Rafiq was shy. '*Come on. I'll give you smiley*' said researcher. Finally, the other student wanted to accompany the researcher confidently. '*I will show you a video, all of you can sing together. I think you are familiar with this song. The title is three little bear. This song is related to what we have to learn today*' she said. The researcher also showed the special dance in that song and invited that student to imitate her. All of students were happy and laughed together. '*So, what are adjectives that you find in that song?*' she asked. '*Fat, slim, cute*' the students answered correctly. '*OK. Good.*' she said.

The researcher gave the examples of language function and introduced some vocabularies through some videos. She played it and asked the students to pay attention with adjectives to describe people. '*Please repeat after him!*' the researcher said. The students pronounced some words that presented in videos '*tall, pretty, handsome, fat, short*'. The students repeated it in any occasions with correct intonation, in their groups, when they were practicing to use language function, even when they were interviewed. Next, it was time to give a modeling,

reviewed some vocabularies, and told them about the correct pronunciation. She introduced the students about the stress or intonation in that word, like 'əˌtræk.tɪv and mɪˈstɪ.ə.ri.əs'. The students seemed interested with this activity.

In 'homebase group', she asked all of students to practice to use the expression how to describe people. The researchers gave feedback, monitor the students' activities, and tried to answer the question from the students. The researcher gave them some flashcards. '*Can you describe this picture?*' she asked one of students in group. '*She fat.*' She answered. '*She is fat.*' The researcher made a correction. '*What is about her hair?*' she said again. 'emm.....' the student looked confused. '*She has brown hair.*' But, the student pronounced it 'bron'. '*braun not bron*' she repeated. '*brown*' the student said '*Yeah, that's correct.*' she said.

One of students showed a positive improvement when she mentioning a word with correct pronunciation. '*Can you describe this person to all your friends?*' the researcher asked. '*He is botak.*' the student said. '*What botak in English?*' the researcher asked her. '*Bald*' the student answered it with correct pronunciation. In other condition, most of students answered the question with one word. '*What is the colour of his eyebrow?*' the researcher asked. '*Brown.*' she replied.

Some minutes later, the researcher invited the students to make expert group like yesterday. '*It's enough to practice. Please, stop working and make an expert group*'. Each group was given a group work to solve or answer together. They were allowed to discuss, asked to the other friends in one group, shared the knowledge. The researcher gave the guidance and short explanation when the students did not understand with the questions. When this process began, the researcher often asked the students about their difficulty and tried to help them. The students were expected to finish all of their works.

Then, the researcher asked the students in expert group to come back to the 'homebase group' for sharing their knowledge or information. The students were busy to tell the other friends in their group. Each student shared the different topic. '*In the first group, I make a dialogue about how to describe the people based on their profession.*' said one student. '*I learn about tempat-tempat bersejarah.*' said the other student. After that, the students were given an individual work.

After the students had finished the individual work, the researcher invited the students to answer the questions in worksheet. If they could answer it correctly, they would be given a reward 'smiley' to add points in their group. They could put it in team scores' board.

The researcher reviewed the materials, made a conclusion and asked the students about their feeling while practicing of speaking in group. They said that they were happy, liked the song and wanted to dance together again in the next meeting. Then the researcher closed the lesson, said good bye and said *Salam*.

Field Note 4

Meeting 3

Cycle 1

Day : Thursday

Date : October 24th, 2013

Time : 12.30-14.00 p.m.

The researcher entered the classroom of X BB. She greeted the students by saying *Salam* and *good afternoon*. Some of the students answered '*Good afternoon*'. After that, the researcher asked the students' condition by saying '*How are you all today?*' They responded 'I am fine. Thank you. And you?' She answered, '*I'm fine. Great. Thank you.*' At that time, the research collaborator came into the room and then sat at the back seat to observe the English lesson that afternoon. Before starting the lesson, the researcher asked all of students to pray together first.

In checking the students' attendance, she asked, '*Is anybody absent today?*' One of the students answered, '*Yes.*' and the others said so after her. '*Who is she?*' she asked. '*Ratna and Juannita*' the students responded.

Afterwards, the researcher asked one of students '*Tiwi, what will you do if you have a mistake to your friends?*', '*meminta maaf, nyuwun pangapuro*' some students answered. '*Yes, we have to apologize to our friends.*' '*So, today we will learn about apologize, regret, and also sympathy expressions.*' the researcher mentioned the goal of lesson today. The researcher asked students to take some English books in front of class for addition information.

'*I will give you a song, please listen it carefully and fill-in-the-blanks in your worksheet here.*' The researcher gave instruction. '*Are you ready?*' the researcher asked students. '*Yes*' the students answered. The students had understood and ready for listening the music from Chicago "Hard to say I am sorry". This process began for 6 minutes and the song was played twice. After that, the students invited to answer in front of class. All of them were energetic and enthusiastic. The researcher and the students discussed answers together. There was no group that had all correct answers. '*What is apology expression that you find in this song?*' the researcher asked. '*I am sorry*' the students answered. '*Good.*' the researcher gave a compliment.

Then, the researcher gave the examples of language function through some videos. She played it and asked the students to pay attention with apology expression and sympathy expression. Some students said '*Lebay...lebay*' towards the actor in that video. The students looked happy and enjoyed the video so much because it was funny. Next, it was time to give a modeling, reviewed some vocabularies, and told them about the correct pronunciation. She introduced the students about the stress or intonation in videos, like 'æk.sɒ.d ə nt, 'njuː.s ə n t ɪ ŋ,

ə'pɒl.ə.dʒ, and etc. 'Do you have any questions?' the researcher asked. 'No' the students responded.

In 'homebase group', she asked all of students to practice to use the expression how to apologize, showed regret, and showed sympathy. The researchers invited some students in group to practice in front of class 'Which groups that brave enough to practice in front of class? I will give you a 'smiley'. They would be given a 'smiley' for the reward. The students seemed interested with this activity; most of students raised their hand to take a chance. They could choose the language function that would be used in their conversation.

Some minutes later, the researcher invited the students to make expert group like yesterday. Each group was given a group work to solve or answer together. They were allowed to discuss, asked to the other friends in one group, shared the knowledge. The researcher gave the guidance and short explanation when the students did not understand with the questions. When this process began, the researcher often asked the students about their difficulty and tried to help them. The students were expected to finish all of their works.

Then, the researcher asked the students in expert group to come back to the 'homebase group' for sharing their knowledge or information. The students were busy to tell the other friends in their group. Each student shared the different topic. 'I make a dialogue about apologize' said one student. 'Me too, I learn sympathy and make some dialogues.' said the other student. After that, the students were given an individual work.

After the students had finished the individual work, the researcher invited the students to answer the questions in worksheet. If they could answer it correctly, they would be given a reward 'smiley' to add points in their group. They could put it in team scores' board.

The researcher reviewed the materials, made a conclusion and asked the students about their feeling while practicing of speaking in group. They said that they were happy and wanted to answer more questions to get a 'smiley' for their group. Then the researcher closed the lesson, said good bye and said *Salam*.

Field Note 5

Meeting 1

Cycle 2

Day : Friday

Date : October 25th, 2013

Time : 7.15 – 8.30 a.m.

The researcher entered the classroom of X BB. She greeted the students by saying *Salam* and *good morning*. Some of the students answered 'Good morning'. After that, the researcher asked the students' condition by saying 'How are you all today?' They responded 'I am fine. Thank you. And you?' She answered, 'I'm fine. Thank you.' At that time, the research collaborator came into the room and

then sat at the back seat to observe the English lesson that morning. Before starting the lesson, the researcher asked all of students to pray together first.

In checking the students' attendance, she asked, *'Is anybody absent today?'* One of the students answered, *'No.'* and the others said so after her. *'No one?'* she asked. *'Nobody.'* the students responded. The researcher saw that students had sat in their 'homebase group' and they were ready to learn.

Afterwards, the researcher said *'Do you like playing game?'* *'Yes, I like'* all of students answered. *'I invite three groups to come'* she added after seeing some students raised their hands. *'Strawberry, grape, and apple group, please come.'* *'Four students in each group'* the researcher instructed. *'Make a line, one group one line. I'll give you the rule of this game.'* *'The name of this game is 'word transfer.' I will give one sentence to the first student, she has to remind it and she has to tell her friend with whispering and touching her friend's shoulder. The last student writes the sentence in white board. The winner is group which has the most resemble of my sentence. Do you understand the rules?'* the researcher explained the rules. *'Yes'* the students answered. *'Are you ready? One..two...three...'* the researcher gave an order. The students were enjoyed the game and they were looked trying hard to remind the sentence. The other students laughed to see foolish action from their friends. It took about 5 minutes to finish. After that, the researcher was scoring with asking the first student related to the sentence and decided the winner of that game. She gave a 'smiley' for the reward. In the end of this activity, the researcher gave explanation that the sentences used in that game were using asking, giving, and refusing permission. In other words, she told the goal of the lesson that today.

Then, the researcher gave the examples of language function through a video. She played it and asked the students to pay attention with asking permission expression while at the same time, the researcher was writing on white board. Next, it was time to give a modeling, reviewed some vocabularies, and told them about the correct pronunciation. She introduced the students about the stress or intonation in videos, like *□v□l.ju□m* , *t□na□t* , *ma□nd* , and etc. *'Do you have any questions?'* the researcher asked. *'No'* the students responded.

In 'homebase group', the researcher asked all of students to practice to use the expression how to ask permission, give permission, and refuse permission. The researcher gave guidance and gave a short explanation to students' question. Next, the researchers invited some students in group to practice in front of class *'Have you finished? Which groups that brave enough to practice in front of class? I will give you a 'smiley'* .They would be given a 'smiley' for the reward. The students seemed interested with this activity; most of students raised their hand to take a chance. The competitive atmosphere was seen as long as this activity. *'Grape...Strawberry...'* some students yelled of their group.

Some minutes later, the researcher invited the students to make expert group like yesterday. Each group was given a group work to solve or answer together. They were allowed to discuss, asked to the other friends in one group, shared the knowledge. The researcher gave the guidance and short explanation

when the students did not understand with the questions. When this process began, the researcher often asked the students about their difficulty and tried to help them. Some students were asking about vocabularies like *engine*, *cooling down*, *steam* on the text. Some students were asked to translate all of the text. The students were expected to finish all of their works.

Then, the researcher asked the students in expert group to come back to the 'homebase group' for sharing their knowledge or information. The students were busy to tell the other friends in their group. Each student shared the different topic. '*I learn emm....*' said one student. '*You can look at white board.*' The researcher gave a direction '*I learn about modal.*' the student said. '*How about you?*' the researcher asked the other student. '*Tadi sudah.*' she said '*I want hear it once again*' the researcher said. '*I ...menyusun itu apa?*' she asked the researcher '*arrange.*' the researcher answered. '*I arrange modal verb, can, shall..*' she said. After that, the students were given an individual work.

After the students had finished the individual work, the researcher invited the students to answer the questions in worksheet. If they could answer it correctly, they would be given a reward 'smiley' to add points in their group. They could put it in team scores' board.

The researcher reviewed the materials, made a conclusion and asked the students about their feeling while practicing of speaking in group and playing a game. They said that they were happy and wanted to answer more questions to get a 'smiley' for their group. The researcher gave extra chances to know by heart some vocabularies from first meeting until fourth meeting for all of groups. '*If you could memorize more than fifteen vocabularies with their meaning, she would be given a 'smiley'.*' The researcher said. Then, the researcher closed the lesson, said good bye and said *Salam*.

Field Note 6

Meeting 2

Cycle 2

Day : Friday

Date : November 1st, 2013

Time : 7.15 – 8.30 a.m.

The researcher entered the classroom of X BB. She greeted the students by saying *Salam* and *good morning*. Some of the students answered '*Good morning class?*'. After that, the researcher asked the students' condition by saying '*How are you all today?*' They responded '*I am fine. Thank you. And you?*' She answered, '*I'm fine. Thank you.*' At that time, the research collaborator came into the room and then sat at the back seat to observe the English lesson that morning. Before starting the lesson, the researcher asked all of students to pray together first. In checking the students' attendance, she asked, '*Is anybody absent today?*' One of the students answered, '*No one.*' and the others said so after her. '*OK, good.*' the researcher said. The researcher saw that students had sat in their 'homebase group' and they were ready to learn.

Afterwards, the researcher said to one student there *'Rafiq, can you stand up?'*, the student did the instruction. *'Can you sit down?'* the researcher said again, the student did the instruction. *'Ranti, can you raise your hand?'* the researcher gave instruction to the other student, she did the action well. *'So, those are the examples of request expression. It usually uses Can you...or could you...'*. The researcher told the goal for today.

Next, the researcher invited the students to play a game. *'I want to invite you to play a game. Do you like playing a game?'* The students said *'Yes.'* *'I invite three groups, I will give a chance for group with the lowest score first. Orange, mango, banana, one student in each group comes to me.'* The researcher explained the rule, *'Here, Fanda is a seller, and three of you are buyers. The buyers will ask for some things that are written in a piece of paper. The seller must say a password when the buyers come. The password is 'would you like to buy, Ma'am?'. The password for buyers is 'could you give me for examples flour, eggs, butter'. It depends on lists on your paper. If you do not know the meaning of words, you can ask the seller with password for example 'Can you tell me what polish is?' If you have understood with things that you are looking for, you can start to find it. Who gets all of the things correctly and quickly, she is the winner. Do you understand what I mean?'*

The students were enjoyed the game and they were looked trying hard to look for specific things in their paper. After that, the researcher decided the winner of that game. She gave a 'smiley' for the reward. In the end of this activity, the researcher gave explanation that the sentences used in that game were using offering expression and requesting. In other words, she told the goal of the lesson that today.

Then, the researcher gave more examples of language function through a video. She played it and asked the students to pay attention with offering and requesting expression while at the same time, the researcher was writing on white board. Next, it was time to give a modeling and reviewed the examples in the video. The researcher also invited the students to get more 'smiley' through vocabularies dictation. The researcher read the vocabularies and the students wrote on white board. They are looked satisfied and happy with the result. They wanted to do the same activities next time.

In 'homebase group', the researcher asked all of students to practice to use the expression how to offer something and how to request something. Besides that, the researcher invited the students to present vocabularies review that they had to remember. Some students are interested to get 'smiley' for their team. They could pass it well. Because of limited time, some students could not have a chance to present.

Some minutes later, the researcher invited the students to make expert group like yesterday. Each group was given a group work to solve or answer together. They were allowed to discuss, asked to the other friends in one group, shared the knowledge. The researcher gave the guidance and short explanation when the students did not understand with the questions. When this process

began, the researcher often asked the students about their difficulty and tried to help them. Some students were asking about the meaning of the questions. The students were expected to finish all of their works.

Then, the researcher asked the students in expert group to come back to the 'homebase group' for sharing their knowledge or information. The students were busy to tell the other friends in their group. Each student shared the different topic. After that, the students were given an individual work.

After the students had finished the individual work, the researcher invited the students to answer the questions in worksheet. If they could answer it correctly, they would be given a reward 'smiley' to add points in their group. They could put it in team scores' board.

The researcher reviewed the materials, made a conclusion and asked the students about their feeling while practicing of speaking in group and playing a game. They said that they were happy and wanted to answer more questions to get a 'smiley' for their group. Then, the researcher closed the lesson, said good bye and said *Salam*.

Field Note 7

Meeting 3

Cycle 2

Day : Friday

Date : November 8th, 2013

Time : 7.15 – 8.30 a.m.

The researcher entered the classroom of X BB. She greeted the students by saying *Salam* and *good morning*. Some of the students answered '*Good morning students?*'. After that, the researcher asked the students' condition by saying '*How are you all today?*' They responded '*I am fine. Thank you. And you?*' She answered, '*I am not feeling well. Thank you by the way.*' At that time, the research collaborator came into the room and then sat at the back seat to observe the English lesson that morning. Before starting the lesson, the researcher asked all of students to pray together first. In checking the students' attendance, she asked, '*Is anybody absent today?*' One of the students answered, '*No one.*' and the others said so after her. '*OK, good.*' the researcher said. The researcher saw that students had sat in their 'homebase group' and they were ready to learn.

Afterwards, the researcher was showing a flashcard and she was giving some examples of present continuous tense in sentences. '*Please, look at this picture everyone!*' '*What is he doing?*' No answer.... '*He is brushing his teeth.*' '*What am I doing?*' '*You... are... holding a board marker.*' '*What is Rohmatun doing?*' '*She is sitting down.*' '*To express or say something that is happening, we use present continuous tense.*' '*Who wants to describe the other pictures here?*' The researcher invited the students to practice present continuous tense in front of class. '*Can I get smiley?*' one student said. '*Yes.*' The researcher said '*Please describe this picture in affirmative, negative, and interrogative forms, if you know*

all of it! But if you do not know, just in affirmative form.' The student answered *'This baby is sleeping. This baby is not sleepy. Is the baby sleeping?'* The student described it in all of sentence forms. She got a reward for her excellent job. The researcher gave a correction *'In negative sentence, 'This baby is not sleeping.' That is the correct one. We use sleeping not sleepy.'*

Then, the researcher gave explanation about the formula of present continuous tense, the usage, and gave more examples of language function through a video. She played it and asked the students to pay attention with tenses. After that, she explained there is/there are usage and its formula.

In 'homebase group', the researcher showed the students a fragment of film. Next, the researcher asked all of students to discuss and to write present continuous tense and there is/there are in designing their own story. They had to create the ending of story that different with other groups. They are would be invited to practice in drama and present their result in front of class if it finished. In this process, many of students were involved in their group. They tried hard to ask some vocabularies, verbs, even a sentence that they did not know. One student said *'Miss, kalau itu semua hanya mimpi. Bahasa Inggrisnya apa?'* *'You can say 'all of that is just a dream.'* The researcher tried to answer. The researcher often asked the students about their difficulty and tried to help them. Because of time limitation, not all of groups could present their story. But, they were looked satisfied with this activity.

Some minutes later after presenting the result, the researcher invited the students to make expert group. Each group was given a group work to solve or answer together. They were allowed to discuss, asked to the other friends in one group, shared the knowledge. The researcher gave the guidance and short explanation when the students did not understand with the questions. When this process began, the researcher often asked the students about their difficulty and tried to help them. Some students were asking about the meaning of the questions. The students were expected to finish all of their works.

Then, the researcher asked the students in expert group to come back to the 'homebase group' for sharing their knowledge or information. The students were busy to tell the other friends in their group. Each student shared the different topic. After that, the students were given an individual work.

After the students had finished the individual work, the researcher invited the students to answer the questions in worksheet. If they could answer it correctly, they would be given a reward 'smiley' to add points in their group. They could put it in team scores' board. The researcher also gave opportunity to the students who want to present some vocabularies review.

The researcher reviewed the materials, made a conclusion and asked the students about their feeling while practicing of speaking in group and playing a drama. They said that they were happy. Then, the researcher closed the lesson, said good bye and said *Salam*.

APPENDIX E
INTERVIEW TRANSCRIPT

INTERVIEW TRANSCRIPT

Interview 1 (with the English teacher)

Day : Wednesday

Date : September 10, 2013

Time : 10.15 a.m.

R: Researcher T: English teacher

R: Selamat pagi Bu?

T: Pagi.

R: Saya mau tanya-tanya sedikit tentang pembelajaran Bahasa Inggris, Bu.

T: Oh, iya. Yang untuk penelitian itu ya? Ya, ya, silakan.

R: Iya, Bu. Bagaimana pembelajaran Bahasa Inggris di kelas yang Ibu ampu selama ini?

T: Ya secara keseluruhan baik, tapi untuk *speaking* kebanyakan anak-anak banyak yang tidak tahu *vocab* mbak.

R: Kalau boleh tahu Ibu mengajar berapa kelas?

T: 4 ada AK (Akuntansi), PM (Pemasaran), ADP (Administrasi Perkantoran), sama BB (Busana Butik)

R: Jadi semuanya 4 kelas ya Bu?

T: Eh...kalau ditambah kelas XI, jadi semuanya 6 kelas mbak.

R: Apa kesulitan yang paling Ibu rasakan ketika mengajar anak-anak di kelas yang Ibu ampu?

T: Ya itu tadi mbak, banyak yang tidak hafal *vocab*, kalau ditanya banyak yang tidak bisa jawab.

R: Kemudian untuk materi pembelajaran sumbernya darimana saja Bu?

T: Dari internet ... buku....

R: Kalau media pembelajarannya?

T: Biasanya pake *slide*....video....ppt, tapi lcd-nya disini banyak yang rusak jadi kadang-kadang *slide* yang sudah saya siapkan *ndak* jadi dipake, terus jadinya manual saja...

R: Apa Ibu menggunakan LKS juga?

T: Ya mbak.

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

T: Biasanya digabung mbak dengan *skills* lain.

R: Untuk pengajaran *speaking* biasanya aktivitas yang sering dilakukan apa saja?

T: *Dialogue in pairs*, *fill in the blanks*, membaca puisi.

R: Kalau untuk *speaking* biasanya respon siswa bagaimana Bu? Dan kesulitan atau kendala apa saja yang biasanya muncul?

T: Mereka kalau sedang berbicara itu sering berhenti agak lama, ya mungkin karena *vocab*-nya kurang. Terus grammar juga masih banyak kesalahan seperti penggunaan *verb* yang harus ditambah s/es mereka masih sering keliru.

R: Dari semua kelas yang Ibu ampu kira-kira kelas mana yang paling membutuhkan perbaikan dan peningkatan keterampilan *speaking*?

T: Kelas BB

R: Kelas BB itu kelas X atau XI Bu?

T: Kelas X Busana Butik

R: Itu jurusan baru ya Bu?

T: Ya, baru tahun kemarin bukanya.

R: Jadi *speaking skills* anak-anak masih perlu ditingkatkan ya, Bu?

T: Iya, Mbak, soalnya jarang juga pelajaran fokus ke *speaking*. Mungkin *njenengan* bisa membantu, saya terima kasih sekali.

R: *Insyallah*, Bu. Kalau begitu, *matur nuwun sanget*, Bu.

T: Sama-sama, Mbak.

Interview 2 (with the students after observation)

Day : Friday

Date : September 27, 2013

Time : 08.30 a.m.

R: Researcher S22: Pratiwi S31:Shofiyyah S23: Rafiq S11: Fatika

R : Halo dek, namanya siapa?

S1 : Pratiwi.

R : Ok, Pratiwi. Menurut adik pembelajaran Bahasa Inggris selama ini bagaimana?

S1 : Ya...bisa.

R : Ada kendala atau kesulitan gak selama belajar Bahasa Inggris ini?

S1 : Ya, ada

R : Kendalanya apa?

S1 : Kalau mengerjakan itu harus ada rumusnya, susah...

R : O, berarti terkait grammar ya.

R : Kalau kosakata atau vocabulary-nya gimana?

S1 : Ya, masalahnya sama.

R : Jadi suka nggak hafal gitu ya..

R : Kalau misal disuruh berdialog atau maju ke depan biasanya langsung mau atau gak?

S1 : Ya, langsung.

R : Tanpa malu-malu? Atau malu-malu. Kadang-kadang malu ya?

R : Biasanya Kita kan malu, terus biasanya itu kenapa?

S : Grogi, sama temen2 juga.

R : Kalau speaking biasanya seringnya ngapaian, bekerja secara kelompok atau games atau kegiatan lain suka nggak?

S : Suka

R : Pernah diajar kegiatan yang seperti itu nggak sama Bu Tari?

S1 : Kalau games belum pernah.

R : Kalau bekerja secara kelompok atau diskusi sudah pernah?

S1 : Pernah.

R : Itu berdua saja atau....

S1 : Ya, berdua saja.

R : Ya sudah, makasih ya Dek.

S1 :Ya.

R : Ok, dek. Namanya siapa?

S2 : Sophia.

R : Menurut Shofiyyah pembelajaran hari ini gimana?

S2 : Hmm.. seru.

R : Serunya gimana?

S2 : Ada bercandaan sedikit dan juga bisa komunikasi dengan guru juga.

R : Bisa berkomunikasi dengan guru dan teman ya.

R : Pernah merasa kesulitan dalam pelajaran bahasa inggris?

S2 : Pernah

R : Itu tentang apa?

S2 : Itu mbak,emm.. simple present tense.

S2: OK, berarti terkait grammar ya?

R : Kalau kosakatanya bagaimana?

S2 : Kosakatanya agak..nggak paham

R : Kadang-kadang nggak paham.

R : Bisanya kalau speaking Bu Tari ngomongnya pake bahasa Inggris terus atau ada bahasa Indonesianya.
 S2 : Nggak. Biasanya ada bahasa Indonesianya.
 R : Tadi pas disuruh maju ke depan gimana ada nervousnya atau gimana?
 S2 : Ya nervous.
 R : Itu kenapa?
 S2 : Ya, nggak PD aja.
 R : Nggak PD-nya kenapa?
 S2 : Karena belum fasih bahasa Inggrisnya.
 R : Terima kasih ya Dek.

R : Dek Rafiq, pembelajaran Bahasa Inggris hari ini menurut kalian bagaimana?
 S3 : Cukup Seru...menyenangkan...
 R : Ada kesulitan nggak kalau belajar bahasa Inggris?
 S3 : Nggak, Belum pernah .
 S4 : Kadang-kadang.
 Kadang-kadang ya...dari belakang itu suaranya nggak kedengaran?
 R : O...jadi gurunya kalau ngomong kurang keras ya.
 S4 : Ya.
 R : Tadi Speaking ya... tadi disuruh maju kan pas awal?
 R : Tadi ditunjuk belum mau Tho?
 S4 : Itu tadi kan belum selesai...
 R : Ok..ok..berarti mau ya.
 R : Kalau pas pembelajaran speaking, pernah diajar kerja kelompok atau diskusi atau apa?
 S3 : Pernah satu kali..
 S4 : Apa itu dialog...
 S3 : Ya buat dialog.
 R : Kalau speaking Itu bisaya bikin dialog dulu atau langsung ditunjuk maju ke depan?
 S4 : Bikin dialog dulu.
 R : Berarti nggak langsung ngomong ya...
 R : Ok.ok...

CYCLE1

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

Day : Thursday
 Date : October 17th, 2013
 Time : 02.20 p.m.
 R: Researcher C: Collaborator

R: Tadi gimana Nis pelajarannya...prosesnya.
 C: Tadi sih, sequence atau tahapan-tahapannya sudah, sudah apa ya...prosesnya itu sudah bagus hanya ada beberapa kekurangannya. Yang pertama itu soal *pronunciation* eh bukan *pronunciation*, jadi masih...eh, struktur *grammar* yang kamu ajarkan itu kadang-kadang masih salah. Misal, *Are you understand?* Harusnya *Do you understand? Are you agree?* Harusnya *Do you agree?* Itu kalau bisa, memang kalau speaking kadang-kadang spontan dan terkadang terjadi kesalahan, spontan mengajar. Terus apa lgi ya....
 R: Kalau untuk penerapan jigsaw?
 C: Cukup efektif, tapi suaranya kurang menjangkau ke belakang, jadi kurang keras, jadi yang belakang itu kurang bisa memperhatikan. Suaramu itu kurang keras, kalau bisa sambil jalan-jalan saja ke belakang biar bisa focus ke depan, karena kebanyakan yang

- di belakang itu mengantuk. Sequencenya sudah bagus, tertata, tinggal diatur waktu keefektifan waktunya biar gak molor kepanjangan atau pertemuan ke depannya dibikin lebih padat lagi tapi bisa cukup, kalau tadi kan waktunya kurang ya.
- R: Kalau untuk, e...pada saat mereka di dalam kelompok tadi gimana, maksudnya apakah mereka benar-benar memanfaatkan waktu?
- C: Ada beberapa kelompok, ada beberapa anak yang mandiri, misal nggak didatangi sama gurunya atau observer-nya itu dia berlatih sendiri, dalam kelompok itu aktif ngomong. Tapi ada juga yang nunggu didatangi guru, Tapi mereka mayoritas sih, pada asyik ngobrol sendiri. Untuk penggunaan bahasa Inggris ada yang belum PD ngomong, cuma ada beberapa anak saja yang sudah PD ngomongnya.
- R: Kalau menurut Nisa apa yang perlu dipertahankan dari kegiatan atau action-actionnya dan apa yang perlu diperbaiki?
- C: Yang perlu dipertahankan mungkin ini ya...interaksi guru dengan siswa, maksudnya speaking-nya lebih dibanyakan, misalnya interaktifnya itu lebih banyak. Misal, kayak *stories* tadi kan kurang bisa menjangkau ke belakang jadi ada yang nggak...apa namanya, kalau tidak baca artinya dia nggak *dong*. *Pronunciation* juga penting, kalau bisa per kata itu diajarkan cara yang benar untuk mengucapkan, itu kan salah satu hal yang penting dalam speaking.
- R: Jadi pronunciationnya ditambahkan lagi?
- C: He eh...kan ada beberapa kata yang mereka itu asal aja. Misal, mengajarkan barang-barang di dalam kelas, diajarkan benar-benar bagaimana mengucapkannya. Terus yang diperbaiki, lebih ke manajemen waktu dan pronunciation. Ada grammatical structure yang perlu diperbaiki terutama pada *instruction*-nya.
- R: Kalau untuk apa namanya dari mulai e...partisipasi mereka, mungkin comprehension mereka, grammar, yang paling menonjol apa hari ini? Dari keterampilan berbicara tadi.
- C: Kayaknya fluency deh...kalau...
- R: Yang paling terlihat hari ini apa?
- C: Oh ini...participation, vocabulary sama confidence. Kalau untuk fluency mereka belum. Kalau comprehension juga sudah mulai terbentuk.
- R: Terima kasih, Nis.
- C: Sama-sama.

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

Day : Thursday

Date : October 17th, 2013

Time : 02.00 p.m.

R: Researcher S17: Lidya S32:Yainap S29:Septi S13: Ika S27: Rohmatun

R : Bagaimana perasaannya setelah belajar bahasa Inggris dengan teknik jigsaw tadi yang barusan?

S17: Seneng sih...karena apa ya....bisa menggunakan bahasa Inggris dengan baik dan benar.

S32: lumayan seneng.

S29: seneng, nggak bosenin gitu lho, kan ada permainannya.

S13: asyik, seru, seneng.

S27: senang karena jadi tahu banyak kata-kata...

R : Vocabulary-nya.

S27: Sebelumnya nggak tau.

R : Lebih banyak tahu ya berarti vocabulary-nya.

R : Apakah adik suka belajar berbicara dengan teknik jigsaw?

S17: Ya seneng.

S32: Suka.

S29: Lumayan.

S13: Asyik.

S27: Bagus.

R : Apa yang paling adik suka dari kegiatan belajar bahasa Inggris tadi?

S17: Yang short story.

R : Story, telling story. Kalau adek?

S32: Ada gambarnya itu lho mbak.

R : O...seneng sama gambarnya karena berwarna ya...kalau adek?

S29: Mendeskripsikan gambarnya sama cerita tadi.

R : Cerita tadi yang di slide?

S29: Ya, karena ada *moral value*-nya itu lho mbak.

S13: Itu lho, yang sebelumnya nggak tau, teka-teki, jadi bisa mengetahui secara pelan-pelan.

R : Teka-teki yang dari Mr. Duncan?

S13: Bukan, yang tentang *shape*. Hexagonal, pentagon.

S27: Mendeskripsikan gambar.

R : Apakah adik berbicara dengan Bahasa Inggris ketika menjadi anggota kelompok dalam team? Jujur ya.

S17: Sedikit.

S32: No..no..

R : Tidak berbicara sama sekali?

S32: Berbicara, tapi cuma no dan yes.

R : O..berarti sedikit ya. Kalau adek?

S29: Sedikit-sedikit tapi diselingi bahasa Indonesia.

S13: Dusahain bisa pake Bahasa Inggris.

S27:Sebagian.

R : Apakah Adik merasa terbantu dengan penerapan teknik jigsaw untuk latihan berbicara?

S17: Banget.

S32:Ya.

S29:Cukup.

S13:Lumayan.

S27:Ya.

R :Alasannya karena apa?

S17: Karena bisa latihan bahasa Inggris.

S32: Lebih enak, lebih asyik belajarnya.

S29: Ya, asyik karena nggak terlalu fokus jadi diselingi itu bisa masuk gitu lho.

S13:Inovasi baru.

S27:Asyik.

PARTICIPATION

R : Apakah tadi Adik terlibat aktif dalam kelompok? Jujur ya, apakah berbicara, menjawab pertanyaan, menanggapi pertanyaan mbak atau guru.

S17: Terlibat, tapi kalau aktif nggak terlalu.

R :Semuanya apa terlibat aktif?

All : Ya.....

CONFIDENCE

R :Tadi pas tadi diminta teman untuk berbicara bahasa Inggris apakah masih merasa malu, takut atau sudah lumayan PD?

S17: PD.

S32: Nggak PD.

R : Kenapa?

S32: Nggak dong.

R : Nggak dong sama apa yang mau diucapkan.

S29: Saya terlalu PD mbak tapi masih dalam batas wajar.

S13: Di PD-PD-in aja.

S27: Sedikit bingung, takut salah.

COMPREHENSION

R : Apakah tadi Adik bisa memahami instruksi atau arahan yang mbak berikan?

S17: Bisa

S32: Lumayan

S29: Bisa.

S13: Sedikit-sedikit.

S27: Sedikit.

R : Apakah Adek menggunakan *language function* yang dicontohkan?

S17: Menggunakan.

R : Menggunakan semua kan?

All : Ya....

FLUENCY

R : Ketika berbicara dengan Bahasa Inggris dalam kelompok tadi apa yang Adik rasakan? Misal, berhenti agak lama karena tidak tahu apa yang akan dikatakan, terbata-bata atau lumayan lancar dibandingkan sebelumnya?

S17: Lumayan lancar dibandingkan sebelumnya.

S32: Masih terbata-bata.

S29: Belum lancar ngomongnya.

S13: Masih terbata-bata tapi diusahain agar bisa lebih lancar lagi.

S27: Terbata-bata.

VOCABULARY

R : Apakah dalam pembelajaran tadi Adik sudah banyak mengetahui kosakata baru? Bisa disebutkan apa saja kosakata yang diingat?

S17: Ya ada, kayak *bent*, *curve*.

S32: Ada, tapi nggak ingat.

S29: Nggak ingat.

S13: Ada, kayak *cylindrical*.

PRONUNCIATION

S27: Jadi tahu bedanya pengucapan *five* sama *fifteen*.

GRAMMAR

R : Ketika berbicara dalam kelompok tadi, apakah Adik masih mengalami kesalahan grammar?

S17: Kadang-kadang.

S32: Kadang-kadang.

S29: Kadang-kadang lebih sedikit.

S13: Jarang.

S27: Kadang-kadang.

R : Terima kasih atas waktunya. *Bye-bye*.

All: *Bye*.

Interview 5 (with the English teacher after meeting 1 of cycle 1)

Day : Thursday

Date : October 18th, 2013

Time : 02.15 p.m.

R: Researcher T: English teacher

- R: Menurut Ibu, bagaimana proses belajar mengajar secara keseluruhan tadi?
- T: Ya, saya pikir teknik-nya sudah bagus, hanya perlu peningkatan lagi karena anak-anaknya masih kurang kosakata, kemudian untuk *handle* 32 siswa itu agak susah *ya arena speaking* itu paling nggak *monitor* satu-satu.
- R: Bagaimana respon siswa atau keterlibatan mereka dalam kelompok, apakah mereka sudah menggunakan bahasa Inggris atau seperti apa?
- T: Ya, lumayan. Kebanyakan sudah menggunakan Bahasa Inggris. Apalagi kalau dipantau satu-satu dan dipancing-pancing biar mau ngomong. Kadang ada yang diam juga sih, tapi hanya beberapa. Ya itulah, harus dikasih motivasi biar ngomong.
- R: Kalau Ibu lihat dari 5 aspek, ada *comprehension*, *fluency*, *vocabulary*, *grammar*, *pronunciation*, yang paling menonjol dari kegiatan siswa tadi apa Bu?
- T: *Pronunciation*, saya pikir. Pengucapannya....sama ini....*comprehension* juga sudah lumayan.
- R: *Pronunciation* sama *comprehension*-nya sudah mulai ada peningkatan ya Bu.
- T: Ya.
- R: Apa yang masih perlu diperbaiki dari kegiatan atau teknik tadi Bu?
- T: Ya itu mbak, saya pikir untuk *memonitor* anak satu-satu, memang harus jalan dari kelompok satu ke kelompok yang lain terutama yang di belakang karena ada anak-anak yang diam.
- R: Kalau yang masih perlu dipertahankan apa Bu?
- T: Yang *simple-simple* dulu saja lah, misalnya pertanyaan yang paling mudah. Tanya jawab ke anak-anak.
- R: Ada masukan mungkin Bu, untuk kegiatan yang akan datang?
- T: Anak-anak mungkin disuruh menghafalkan kosakata yang setiap hari kita gunakan untuk menambah atau nonton film bahasa Inggris.
- R: Berarti diberi semacam pekerjaan rumah gitu ya Bu untuk menghafal *vocabulary*-nya.
- T: Ya.
- R: Terima kasih Bu.
- T: Ya.

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

Day : Friday

Date : October 18th, 2013

Time : 08.35 a.m.

R: Researcher S1: Ain S15:Nita S24:Ratna S23:Rafiq S4:Ranti

- R : Bagaimana perasaannya setelah belajar bahasa Inggris dengan teknik *jigsaw* tadi yang barusan mbak praktekkan?
- S1 : Seneng...tambah ilmu juga, tambah pengalaman, ya intinya seneng.
- S15:Seneng karena bisa bersosialisasi lebih.
- S24: Seneng juga, ada deg-degan juga karena belum lancar bicara bahasa Inggris. Tapi cara pembelajarannya asyik, beda kayak biasanya..
- S23:Sama aja sih, tambah ilmu, sukanya kita bisa bersosialisasi.
- S4 : Seneng mbak....nggak seperti biasanya, rame bisa, cerewet bisa...
- R : Yah...namanya *speaking class*, kalau diem aja bukan *speaking class* namanya. Berarti semuanya suka ya dengan teknik tadi?
- All : Ya....suka.
- R : Apa yang paling adik suka dari kegiatan belajar bahasa Inggris tadi?
- S1 : Waktu *games*.... yang waktu kita bisa menjawab pertanyaan, terus bisa dapat score juga.
- R : Yang di akhir pelajaran tadi...
- S1 : Ya.

S15: Sama pas ada lomba-lomba tadi.

S24: Kalau aku yang pas ada nari-nari itu lho...sama mendekripsikan orang.....

S23: Sama...pas singing a song.

S4 : Sama. Aku juga seneng pas nempelin smiley-nya.

R : Apakah adik berbicara dengan Bahasa Inggris ketika menjadi anggota kelompok dalam team buah? Jujur ya.

S1 : campur-campur.

R : Banyak mana?

S1 : Seimbang sih...tapi banyak Bahasa Inggris-nya.

S15: Campur-campur.

S24: Campur-campur juga.

R : Tapi masih mau berusaha, maksudnya....

S24: Ya.

S23: Sama. Yang saya bisa saya ucapkan kalau ndak bisa saya tanya temen.

S4 : Campur-campur.

R : Apakah Adik merasa terbantu dengan penerapan teknik jigsaw untuk latihan berbicara?

S1 : Terbantu.

S15: Ya, terbantu.

S24: Terbantu.

S23: Terbantu.

S4 : Terbantu.

R : Ada masukan nggak buat kegiatan yang akan datang?

S1 : Kalau saya lebih diasyikkan lagi, biar lebih semangat.

S15: Lebih diinovasikan lagi.

S24: Kalau bisa semuanya nge-dance.

PARTICIPATION

R : Apakah tadi Adik terlibat aktif dalam kelompok? S1 :

S1 : Kadang aktif kadang nggak tergantung mood.

S15: Kadang-kadang.

S23: Kalau kita cerewet-cerewet semua.

S4 : Kita cerewetnya pake bahasa Inggris kok miss.

R : Keren itu...grup apa sih kalian?

S4 : *Apple*.

R : Berarti terlibat aktif ya, kalau ada temen tanya kita jawab.

All : Ya.

CONFIDENCE

R : Tadi pas tadi diminta untuk berbicara bahasa Inggris apakah sudah merasa PD?

S1 : PD banget.

S15: Baru setengah sih? Karena masih belum lancar.

R : Tapi kepercayaan dirinya sudah mulai timbul kan?

S15: Ya.

S24: baru 50%.

S23: Lumayan.

S4 : Kalau aku sih PD-PD aja, walaupun belum tahu tetap PD aja.

COMPREHENSION

R : Apakah tadi Adik bisa memahami instruksi atau arahan yang mbak berikan?

S1 : Ya, paham.

S15: Paham.

S24: Ada yang paham ada yang nggak.

S23: Paham.

S4 : Paham.

R : Apakah Adek menggunakan *language function* yang dicontohkan? Kayak *What is he like?* Untuk mendeskripsikan orang misalnya.

S1 : Ya..ya...dipake.

S15:Dipake.

S24: Dipake.

S23:Ya.

S4 : Dipake.

FLUENCY

R : Ketika berbicara dengan Bahasa Inggris dalam kelompok tadi apa yang Adik rasakan? Misal, berhenti agak lama karena tidak tahu apa yang akan dikatakan, terbata-bata atau lumayan lancar dibandingkan sebelumnya?

S1 : Masih terbata-bata.

R : Itu penyebabnya apa? Vocabulary-nya kan sudah mbak kasih banyak tadi, pronunciation-nya juga sudah mbak kasih tahu, ini lho cara mengucapkannya, terus ada videonya juga kan tadi...

S24: Merangkai kata-katanya itu mbak...

S23:Ya...

S4 : Grammar-nya itu masih belum lancar, jadi kalau mau jawab itu masih terbata-bata...harus mikir dulu.

VOCABULARY

R : Mengetahui banyak kosakata baru nggak hari ini? Bisa kasih contohnya?

S1 : Ya.

S24: *Beard..*

S23: Misal kayak botak itu *bald*.

S4 : *moustache*.

S15 : *stunning*.

PRONUNCIATION

R : Kalau untuk pronunciation tadi gimana Dek? Bisa paham nggak apa yang mbak jelaskan? Misal kalau yang ada tanda kecil diatas itu harus di-*stress* atau dinaikkan intonasinya. Sudah mulai paham penggunaannya?

S1 : Ya.

S24: Ya.

R : Seneng nggak belajar pronunciation tadi?

S23: Seneng banget.

S4 : Ya, seneng.

GRAMMAR

R : Ketika berbicara dalam kelompok tadi, apakah Adik masih mengalami kesalahan grammar?

S1 : Ya, kadang-kadang.

S15: Kadang-kadang.

S24: Kadang-kadang.

S23: Kadang-kadang.

S4 : Kadang-kadang.

R : Tapi tetap nggak putus asa buat memperbaiki grammar-nya ya?

All : Ya...

R : Mungkin begitu saja, terima kasih untuk waktunya.

All : Sama-sama...

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

Day : Friday

Date : October 18th, 2013

Time : 10.15 a.m.

R: Researcher

T: English teacher

- R: Menurut Ibu, KBM hari ini bagaimana?
 T: Ya...lumayan mbak, sudah ada kemajuan. Anak-anaknya sudah mulai ngomong sedikit-sedikit, sudah tambah kosakatanya.
 R: Ada yang masih perlu diperbaiki Bu?
 T: Ya, terutama untuk anaknya biar bisa ngomong lancar berarti harus tambah kosakata yang banyak. Mungkin anak-anak diminta menghafal kosakata yang setiap hari dipelajari, atau kegiatannya tanya jawab dialog.
 R: Contohnya bagaimana Bu yang tanya jawab atau dialog itu?
 T: Anak diminta tanya jawab biar aktif, biar mereka ingat kosakatanya ini. Kemudian, ya...dikasih tahu...diarahkan untuk menjawab, ada yang memahami tapi bingung mengerjakan.
 R: Menurut Ibu penggunaan jigsaw technique ini sudah efektif belum dalam meningkatkan keterampilan berbicara siswa?
 T: Sudah, ada. Tapi karena waktunya kurang, anaknya kurang mendapatkan materi. Perlu dibatasi materinya. Satu point saja, tapi nggak terlalu banyak.
 R: Nggih, terimakasih Bu.
 T: Ya.

Interview 8 (with the English teacher after meeting 3 of cycle 1)

- Day : Friday
 Date : October 24th, 2013
 Time : 02.10 p.m.
 R: Researcher T: English teacher

- R: Bagaimana Ibu melihat KBM hari ini?
 T: Agak turun dibandingkan yang sebelumnya, karena anak-anaknya kelihatan capek, ada yang banyak ngantuk, kondisinya panas, jadi berpengaruh terhadap kondisi pembelajaran.
 R: Kalau untuk confidence-nya bagaimana Bu tadi?
 T: Confidence-nya sudah bagus, semua bersemangat untuk maju, malah berebut. Jadi kepercayaan dirinya sudah mulai meningkat.
 R: Ada masukan untuk pertemuan yang akan datang Bu?
 T: Saya pikir dialog, dua atau satu begitu, ndak usah terlalu banyak, jadi anak-anak bisa bergantian berdialog. Materinya ndak usah terlalu banyak.
 R: Ya mungkin bisa saya pertimbangkan. Terima kasih, Bu.
 T: Sama-sama.

Interview 9 (with the students after meeting 3 of cycle 1)

- Day : Friday
 Date : October 24th, 2013
 Time : 02.10 p.m.
 R: Researcher S18: Lutvi S9:Erni S6:Dewi S12:Faza S11:Fatika

- R : Bagaimana perasaannya setelah belajar bahasa Inggris dengan teknik jigsaw tadi yang barusan mbak praktekkan?
 S18: Seneng.
 S9 : Ya..seneng.
 S6 : Seneng.
 S12: Seneng.
 S11: Seneng, seru. Banyak serunya. Apalagi kalau disuruh maju, pengennya maju biar dapat smiley.

R : Kalau secara keseluruhan seneng nggak?

All : Ya, seneng.

R : Yang paling Adik suka dari kegiatan hari ini apa?

S9 : Dapat smiley.

S6 : Cara belajar yang berkelompok.

R : Jadi lebih seneng daripada belajar sendiri ya?

S9 : Ya mbak, belajar sendiri itu bikin ngantuk.

S12: E....waktu ndengerin lagu.

S11: Waktu disuruh maju untuk dialog.

R : Waktu di dalam kelompok tadi, Adik seringnya bicara pake Bahasa Inggris atau Indonesia?

All : Indonesia....

S11: Kadang campuran.

R : Kenapa?

S11: Lemot mbak...kadang bingung...Kalau mau bilang saya pinjam, I.....apa ya?

R : Adik merasa terbantu nggak dengan teknik jigsaw tadi yang barusan mbak praktekkan untuk latihan bicara Bahasa Inggris biar lancar?

All : Ya..

S11: Ya...terbantu banget.

PARTICIPATION

R : Ketika di dalam kelompok, apakah Adik merasa terlibat aktif?

S18: Ya.

S9 : Ya, sedikit-sedikit.

S6 : Ikut mengerjakan soal.

R : Tapi semuanya terlibat kan, apakah ikut menjawab soal, menjawab pertanyaan dari teman...

S11: Ya.

CONFIDENCE

R : Ketika temen-temen tadi diminta untuk maju, apakah masih merasa malu atau takut atau sudah mulai PD?

S11 : Sudah PD mbak.

COMPREHENSION

R : Apakah Adik paham dengan intruksi yang mbak berikan?

S11: Ya, sedikit-sedikit.

R : Adik paham nggak dengan penggunaan ekspresi sympathy, regret, apologize yang mbak berikan tadi?

S9 : Paham.

All : Paham.

FLUENCY

R : Ketika berbicara dengan Bahasa Inggris dalam kelompok tadi apa yang Adik rasakan? Misal, berhenti agak lama karena tidak tahu apa yang akan dikatakan, terbata-bata atau lumayan lancar dibandingkan sebelumnya?

S6 : Sudah ada peningkatan.

S11: Masih belum lancar.

R : Tapi, ada peningkatan nggak sebelum mbak penelitian disini sampai dengan beberapa hari ini?

S11: Ya...ada.

VOCABULARY

R : Mengetahui banyak kosakata baru nggak hari ini? Bisa kasih contohnya?

S18: Ya.

S9 : Ya, smile..

S6 : Lupa.

S12: Yang nabrak tadi...bump.

S11: Banyak mbak, tapi lupa.

PRONUNCIATION

R : Kalau untuk pronunciation tadi bagaimana? Apakah Adik mendapatkan sesuatu yang baru dalam melafalkan kata? Bisa kasih contohnya?

S18: *shame...*

S9 : Lupa mbak.

GRAMMAR

R :Ketika berbicara dalam kelompok tadi atau menjawab soal-soal, apakah Adik masih mengalami kesalahan grammar?

S18: Masih.

R : Kalau misalkan dibuat ukuran, selalu,sering, kadang-kadang, jarang?

S9 : Kadang-kadang.

S6 :Kadang-kadang.

S12:Kadang-kadang.

S11: Itu lho mbak, kalau ada kalimat yang ditambah s/e situ kadang-kadang masih salah.

R : Apakah kesalahan grammar itu membuat Adik putus asa untuk berbicara pake Bahasa Inggris?

S18: Nggak lah mbak..

S9 : Nggak.

CYCLE 2

Interview 10 (with the English teacher after meeting 1 of cycle 2)

Day : Friday

Date : October 25th, 2013

Time : 08.30 a.m.

R: Researcher T: English teacher

R: Good Morning. Ma'am?

T: Good morning.

R: Mungkin Ibu bisa menceritakan bagaimana tadi hasil observasinya?

T: Cukup menarik tadi, banyak kegiatan. Tidak terlalu banyak materi, jadi anak-anak bisa cepat paham, dan bisa ngomong dan diskusi tentang materi itu.

R: Kalau untuk skill berbicara-nya apakah ada peningkatan dibandingkan yang kemarin?

T: Ya, ada peningkatan. Jadi anak-anak mau menanyakan yang nggak tahu. Yang ini apa...kemudian *modal* itu apa...kemudian membuat dialog berdasarkan *language function* yang ada di papan tulis.

R: Jadi materinya sudah mulai....

T: Lebih bagus, nggak terlalu banyak. Jadi anak-anak paham.

R: Kalau untuk keaktifan mereka sendiri bagaimana Ibu melihatnya?

T: Anaknya yang aktif, yang itu-itu saja mbak. Yang saya hafal, oh yang ini...yang lain malah diem, harus diajak ngomong.

R: Ada yang perlu diperbaiki lagi Bu?

T : Untuk yang besok, mungkin buat dialog juga atau presentasi atau apalah...atau tebak apa...besok itu apa ya materinya?

R: Ekspresi penawaran, request..

T: Oh ya...buat dialog bisa, presentasi bisa...

R: Kalau penggunaan game tadi bagaimana Bu? Jadi menggunakan *language function* yang dipake di dalam game.

- T: Oh ya, bagus itu. Lupa tadi. Jadi dia harus mengingat kalimat yang diberikan, jadi bisa sambil belajar grammar juga.
- R: Jadi masih bisa dipake buat pertemuan besok ya Bu?
- T : Itu bisa dipake lagi untuk pertemuan besok atau game yang lain juga bisa.
- R: Tadi apa masih ada yang terbalik-balik menggunakan function-nya, Bu?
- T: Yah, masih ada beberapa, tapi tadi setelah dibenarkan dan dibantu temannya jadi bisa.

Interview 11 (with the students after meeting 1 of cycle 2)

Day : Friday
 Date : October 25th, 2013
 Time : 08.35 a.m.

R: Researcher S15: Nita S1:Ain S3: Dea S26: Riza S29:Septi

- R : Bagaimana perasaannya setelah belajar bahasa Inggris dengan teknik jigsaw tadi yang barusan mbak praktekkan?
- S15: Seneng, dapet ilmu juga. Bahasa Inggris itu awalnya tak pikir tidak menantang. Tapi tadi rasanya seneng tambah ilmu. Tambah nge-dong dengan bahasa Inggris.
- S1 : Seneng, asyik, dan pelajarannya juga nggak terlalu membosankan. Serius tapi santai.
- S3 : Seneng, tambah pengetahuan. Terus, ada kelompok-kelompok-an gitu.Kalau kita nggak tahu, terus temennya tahu, itu bisa saling sharing.
- S26: Seneng, semangat, terus kerja bareng-bareng, dapet smiley...
- S29: Seneng, serius tapi nggak terlalu tegang..jadi menyenangkan.
- R : Berarti Adek seneng ya dengan teknik pembelajaran tadi?
- All: Ya.

- R : Apa yang paling Adek sukai dari awal sampai akhir tadi?
- S15: Games...Itu, nyari smiley.
- R : Menjawab pertanyaan ya?
- S15: Ya.
- S1 :Kalau saya sukanya waktu practice.
- S3 : Waktu itu lomba-lomba-an menjawab pertanyaan untuk dapat smiley.
- S26: Kalau aku games dan pas nyari smiley.
- S29: Games, nyari smiley, dan pas kerja kelompok.

- R : Pas di dalam kelompok tadi bicara dengan Bahasa Inggris nggak?
- S15: Sedikit.
- S29: Sedapatnya.

- R : Jadi Adik merasa terbantu dengan teknik Jigsaw ini?
- S15: Ya, merasa.
- S1 :Ya, terbantu.
- S3 :Ya.
- S26:Ya.
- S29:Ya.

PARTICIPATION

- R : Tadi Adik terlibat aktif nggak dalm kelompoknya? Misalnya: menjawab pertanyaan atau mengisi group work tadi?
- S15: Ya.
- R : Kalau boleh tahu dalam hal apa?
- S15 : Tadi pas ngisi jawaban yang ada could, should, can (modal).

S1 : Ya, terlibat. Terlibatnya lebih aktif daripada minggu-minggu yang kemarin. Ikut ngisi jawaban.

S3 : Terlibatnya pas ikut ngisi yang disuruh buat dialog.

S26: Terlibat pas ikut jawab pertanyaan.

S29: Terlibat, pas waktu maju ke depan untuk dapat smiley.

CONFIDENCE

R : Tadi pas mbak minta untuk practice di depan, masih malu nggak?

S15: Nggak.

S1 : Nggak.

S3 : Malah tambah semangat mbak untuk majunya.

COMPREHENSION

R : Apakah Adek paham dengan instruksi yang mbak berikan?

S15: Ya.

S1 : Ada yang paham ada yang nggak. Yang nggak paham, mungkin karena nggak denger.

S3 : Ya, paham.

S26: Yang nggak paham itu karena nggak mendengarkan mbak.

R :Tadi itu kan mbak kasih *language function* ya, itu paham nggak dengan penggunaannya?

S15: Paham.

S1 : Paham mbak, soalnya dipake pas practice.

S3 : Paham mbak.

FLUENCY

R : Tadi pas ngomong di depan atau pas ngomong dengan teman bicara Bahasa Inggris-nya sudah lancar belum?

S15: Lancar. Nggak lancar mungkin karena belum tahu artinya.

S1 : Sedikit-sedikit. Tapi menata bahasanya masih belum baik.

R : Tapi sudah mulai lancar dibandingkan sebelumnya?

S1 : Ya.

S3 : Sedikit-sedikit, artinya itu saya banyak yang belum tahu.

S26: Sudah ada peningkatan sedikit mbak.

S29: Ya, sudah lebih baik dibandingkan sebelumnya.

VOCABULARY

R : Apakah temen-temen dapat banyak kosakata baru hari ini? Bisa kasih contohnya?

S15: *tonight....*

S29: *volume...*

PRONUNCIATION

R : Kalau untuk pronunciation bagaimana?

S15: Ya, jadi banyak tahu, kalau kata ini begini cara ngomongnya.

S1 : Teryata gak hanya *volume*, tapi ada *stress*-nya. Ada nada-nadanya juga.

S29: *mind...*

GRAMMAR

R : Kalau untuk *grammar* Dek, masih sering salah nggak kalau pas ngomong.

S15: Ya kadang-kadang.

S1 : Ya, masih.

R : Apakah masih ada usaha dari dalam diri untuk memperbaiki *grammar* kalian?

S3 :Ya.

S26: Ada.

S29: Misalnya dengan baca-baca kamus, karangan bahasa Inggris, novel Bahasa Inggris.

R : Apakah ada perubahan selama beberapa pertemuan ini?

S15: Ada.

S1 : Walaupun sedikit, tapi ada.

S3 : Ada, sedikit.

Interview 12 (with the English teacher after meeting 2 of cycle 2)

Day : Friday

Date : November 1st, 2013

Time : 08.30 a.m.

R: Researcher T: English teacher

R: Pagi, Bu.

T: Pagi.

R: Bisa diceritakan kondisi dan hasil pengamatan Ibu selama KBM di kelas tadi?

T: Sudah mengalami peningkatan, lumayan. Anak-anak sudah di-drill, sudah dikasih tahu bagaimana membaca yang benar, kemudian membuat dialog dan sebagainya.

R: Kalau pada saat mereka latihan tadi, bagaimana Ibu melihat fluency dan grammar mereka?

T: Sudah cukup baik, sudah ada peningkatan dari pertemuan-pertemuan yang sebelumnya.

R: Apa ada yang masih perlu diperbaiki untuk pertemuan yang akan datang?

T: Seperti itu saja mbak, diperbanyak latihan, membuat dialog, pronunciation, grammar-nya, semuanya dilibatkan..

R: Ada tambahan Bu?

T: Sudah cukup, mungkin lain waktu.

Interview 13 (with the students after meeting 2 of cycle 2)

Day : Friday

Date : November 1st, 2013

Time : 08.35 a.m.

R: Researcher S26: Riza S5: Beki S10: Eti S13: Ika

R : Pagi.

All : Pagi.

R : Mbak mau tanya-tanya sedikit boleh ya?

All : Ya...

R : Bagaimana perasaannya setelah mengikuti KBM hari ini?

S26: Seneng.

S5 : Seneng.

S10: Alhamdulillah, seneng.

S13: Sama.

R : Seneng nggak belajar menggunakan teknik tadi?

S26: Seneng.

S5 : Menantang.

S10: Lucu.

S13: Seru.

R : Yang paling Adik sukai apa dari kegiatan tadi?

S26: Ngapalin vocab.

S5 : Sama.

S10: Rebutin smile-nya...ikutan seneng.

S13: Teknik-teknik pembelajarannya. Kayak maju tadi, terus pelafalannya juga.

R : Merasa terbantu nggak dalam berbicara bahasa Inggris menggunakan teknik tadi?

S26: Terbantu.

S5 :Ya.

S10: Terbantu.

R : Kalau untuk latihan berbicara di depan tanpa teks tadi bagaimana?

S13: Ya, seru sih..

R : Mau coba lagi nggak besok?

S13: Pengen.

R : Yang lain?

S26: InsyaAlloh.

R : Tadi ada kesulitan pas ngomong di depan?

S13: Itu sih nggak. Tapi pas nulis vocab itu kurang mendengar dan sedikit bingung.

R :Apakah merasa ada suatu peningkatan dalam berbicara?

S13: Sudah.

R :Hari ini kalian mendapatkan sesuatu dalam pembelajaran grammar nggak? Bisa kasih tahu contohnya apa?

S13: Ya. Bisa tahu cara menolak, merespon.

R : Kemarin ada kesulitan nggak dalam menjawab soal grammar?

S26: Yang bikin kalimat positif, negative....

S10: Nggak tahu sisiran itu bahasa Inggris-nya apa...

S13: Saya nggak ikut kemarin...

R : Dari awal mbak mengajar kalian sampai hari ini ada kemajuan nggak dalam speaking kalian?

S26: Ada.

S5 : Ada.

R : Yang paling terlihat apa?

S26: Kalau ngomong pake Bahasa Inggris sudah lumayan lancar.

S5 : Bicaranya sudah mulai lancar sedikit.

S10: Vocabulary-nya sudah lumayan banyak. Pas ngomong jadi sedikit terbantu.

S13: Sudah mulai meningkat vocab-nya yang belum tahu jadi tahu, terus kalimat2 tanya, pengucapannya juga.

R : Grammar-nya ada peningkatan?

S13: Ya.

Interview 14 (with the English teacher after meeting 3 of cycle 2)

Day : Friday

Date : November 8th, 2013

Time : 08.30 a.m.

R: Researcher T: English teacher

R: Pagi, Bu?

T: Pagi.

- R: Ini sedikit agak mereview KBM hari ini. Kalau Ibu melihat dari segi partisipasi siswa-siswa dalam kegiatan hari ini bagaimana Bu?
- T: Sudah bagus. Siswanya sudah mulai berani untuk ngomong, untuk berbicara. Jadi sudah ada peningkatan dari hari-hari sebelumnya.
- R: Kalau untuk confidence-nya bagaimana Bu?
- T: Sudah meningkat juga, hanya beberapa anak saja yang masih diam, tapi tadi sudah diganti maksudnya anak yang sudah pernah maju diganti dengan yang belum pernah maju, jadi sudah mulai meningkat confidence-nya.
- R: Kalau untuk penggunaan language function sendiri bagaimana Bu, apakah mereka sudah paham dan menggunakannya saat berbicara?
- T: Kalau menurut saya, anak-anak sudah paham karena sudah ditulis di papan tulis juga ya. Jadi sudah bisa membaca, menerapkannya langsung di depan kelas dan berbicara.
- R: Kalau untuk kelancaran atau fluency mereka dalam berbicara di depan atau dalam bermain drama tadi, menurut Ibu bagaimana?
- T: Kalau yang pas berbicara di depan kelas tadi hanya satu kelompok saja yang kelihatan bingung, yang lainnya sudah bagus, sudah mulai tau dan mengerti, O...ceritanya tentang ini....
- R: Kalau untuk vocabulary dari anak-anak sendiri sudah ada peningkatan belum Bu dari pertemuan pertama sampai hari ini?
- T: Sudah lumayan...karena semuanya kan proses ya, jadi sudah mulai kelihatan pinter, sudah lancar.
- R: Kalau untuk pronunciation bagaimana Ibu melihat perkembangannya?
- T: Untuk pronunciation sudah bagus, sudah mulai meningkat, dari pertemuan pertama, kedua, ketiga, dan seterusnya, sudah ada peningkatan.
- R: Kalau untuk grammar-nya? Bagaimana Ibu melihatnya? Maksudnya, apa mereka sudah menggunakan ungkapan dengan benar, kata-katanya tidak terbalik-balik?
- T: Sudah mulai bagus, sudah ada peningkatan juga. Mungkin satu atau dua anak saja yang masih perlu bantuan. Tapi secara keseluruhan sudah bagus.
- R: Kira-kira masih perlu ada cycle selanjutnya atau sudah cukup?
- T: Saya rasa sudah cukup. Anak-anak sudah mulai kelihatan hasilnya, jadi sudah bagus. Tinggal nanti dilanjutkan saja.
- R: Terima kasih Bu untuk waktunya..
- T: Ya...

Interview 15 (with the students after meeting 3 of cycle 2)

Day : Friday
 Date : November 8th, 2013
 Time : 08.30 a.m

R: Researcher S8: Dina S17: Vanda S24: Ratna

R : Bagaimana perasaannya setelah belajar bahasa Inggris dengan teknik jigsaw tadi
 S8 : Paling menyenangkan yang ini.
 S17: Sama, paling menyenangkan.
 S24: Sama.

R : Apa yang paling Adek sukai dari awal sampai akhir tadi?
 S8 : Bisa main drama.
 S17: Main drama sama dapat smiley.
 S24: Bisa nonton film Cinderella dan dapat smiley.

R : Apakah Adek suka belajar speaking dengan teknik tadi?

S8 : Seneng.

S17: Seneng.

S24: Ya.

R : Tadi pas bikin skenario menggunakan present continuous tense dan there is/there are paham nggak?

S8 : Agak sedikit susah karena belum tahu banyak dari kata-kata kerjanya.

S17: Sama, vocab-nya.

S24: Ya..lumayan agak susah menyusun kalimatnya.

R : Dalam drama tadi apakah sudah mulai lancar berdialog dengan menggunakan Bahasa Inggris?

S17: InsyaAlloh lancar.

S24: Lancar.

R : Merasa terbantu nggak dalam berbicara bahasa Inggris menggunakan teknik tadi?

S8 : Ya, terbantu.

S17: Banget.

S24: Terbantu.

PARTICIPATION

R : Tadi Adik terlibat aktif nggak dalm kelompoknya? Misalnya: menjawab pertanyaan atau mengisi group work tadi?

S8 : Ya, waktu nyusun ending ceritanya dan waktu latihan di depan.

S17: Ya, waktu buat ceritanya.

S24: Ya, waktu buat ceritanya dan waktu mengkoordinasikan teman-teman.

CONFIDENCE

R : Tadi pas mbak minta untuk practice di depan, masih malu nggak atau sudah PD?

S8 : Sudah PD.

S17: Lumayan.

S24: Ya, lumayan PD.

COMPREHENSION

R : Apakah Adek paham dengan instruksi yang mbak berikan?

S8 : Sudah.

S17: Sudah.

S24: Lumayan.

R : Apakah tadi language function-nya dipake saat berdiskusi atau membuat cerita?

S8 : Dipake.

S17: Dipake.

S24: Dipake.

FLUENCY

R : Kalau adek melihat dari pertemuan pertama kita sampai dengan hari ini, sudah ada peningkatan belum dalam hal kefasihan atau kelancaran dalam berbicara Bahasa Inggris?

S8 : Sudah.

S17: Sudah, lumayan lancar.

S24: Sudah.

VOCABULARY

R : Kalau untuk vocabulary-nya?

S8 : Sudah dapat banyak. Misalnya:suicide.

S17: Ya dapat banyak, apalagi ditambah dengan yang pertemuan-pertemuan kemarin.

S24: Dapat banyak dari film tadi juga.

PRONUNCIATION

R : Kalau untuk pronunciation bagaimana?

S8 : Terbantu banget.

S17: Ya.

GRAMMAR

R : Kalau untuk *grammar* sudah ada peningkatan belum? Misalnya sudah nggak keliru lagi dalam penggunaan to be...

S8 : Ya...hari ini yang there is/ there are...

S24: Ya..sama.

APPENDIX F
STUDENTS'
PRE-TEST AND POST-TEST
SCORES

STUDENTS' SPEAKING SCORES

PRE-TEST

Day : Friday

Date : October 11th, 2013

Time : 11.30-14.30

Class : X BB

NO	NAME	ASPECTS										TOTAL	
		Comprehen-sion		Fluency		Vocab		Pronun-ciation		Grammar Accuracy			
		R	ET	R	ET	R	ET	R	ET	R	ET	R	ET
1	Ain	2	2	2	2	2	1	1	2	1	1	8	8
2	Annisa	1	2	1	1	1	2	2	2	1	2	6	9
3	Ardhia	2	2	2	2	2	1	1	1	1	1	9	7
4	Ayu	3	2	2	2	3	3	4	3	3	2	15	12
5	Bekti	3	3	2	2	1	2	1	3	1	2	8	12
6	Dewi	3	2	2	2	1	2	1	2	2	1	9	9
7	Dian	3	2	2	2	2	2	1	2	1	2	9	10
8	Dina	3	2	1	2	1	1	2	2	1	2	8	9
9	Erni	2	2	1	2	2	1	1	2	1	1	7	8
10	Eti	3	2	2	2	2	1	1	2	1	2	9	9
11	Fatika	3	2	2	2	1	2	1	1	3	2	10	9
12	Faza	3	2	2	1	1	2	2	2	1	2	9	9
13	Ika	2	2	2	3	3	3	1	2	3	2	11	12
14	Imro'atul	2	2	2	1	1	1	2	1	1	2	8	7
15	Juannita	3	2	3	2	2	1	1	2	1	2	10	9
16	Kresti	1	1	1	1	1	2	1	2	1	1	5	7
17	Lidya	1	2	2	3	3	2	2	2	1	1	9	10
18	Lutvi	2	2	2	2	2	2	2	1	1	1	9	8
19	Mukti	2	2	2	2	1	1	1	1	1	2	7	8
20	Niken	3	2	2	2	2	2	3	1	1	2	11	9
21	Prasetya	3	2	3	2	2	2	1	2	1	2	10	10
22	Pratiwi	2	2	1	2	1	1	1	1	1	2	6	8
23	Rafiq	3	2	2	2	3	1	2	2	2	2	12	9
24	Ratna	2	2	2	2	1	3	1	2	1	1	7	10
25	Rina	2	2	1	2	1	1	1	1	1	1	6	7
26	Riza	1	2	1	1	1	2	1	1	1	1	5	7
27	Rohmatun	3	2	2	2	2	1	1	2	1	2	9	9
28	Rosdiana	3	2	3	2	2	2	1	1	1	2	10	9
29	Septi	1	2	1	1	3	2	1	2	1	1	7	8
30	Shinta	2	2	1	2	1	1	1	1	1	1	6	7
31	Shoffiyah	3	2	2	2	2	3	1	2	3	1	11	10

32	Yainap	1	2	2	1	1	1	1	3	1	2	6	9
Total		73	64	58	59	55	54	44	56	42	51	272	284
Mean		2.28	2	1.81	1.84	1.72	1.69	1.37	1.75	1.31	1.59	8.5	8.87
Mean Scores		2.14		1.83		1.70		1.56		1.45		8.67	
Percentage (%)		42.8		36.6		34		31.2		29			

R : Researcher

ET : English Teacher

STUDENTS' SPEAKING SCORES POST-TEST

Day : Friday

Date : November 8th, 2013

Time : 11.30-14.30

Class : X BB

NO	NAME	ASPECTS										TOTAL	
		Comprehen-sion		Fluency		Vocab		Pronun-ciation		Grammar Accuracy			
		R	ET	R	ET	R	ET	R	ET	R	ET	R	ET
1	Ain	4	4	3	4	3	4	2	4	2	4	14	20
2	Annisa	4	4	3	4	3	4	2	4	2	3	14	23
3	Ardhia	4	3	3	4	3	3	3	4	2	3	15	17
4	Ayu	4	4	3	5	3	4	3	5	2	4	15	22
5	Bekti	4	4	3	4	3	4	2	4	2	4	14	20
6	Dewi	4	3	3	3	3	3	3	3	2	3	15	15
7	Dian	4	3	3	3	3	3	3	4	2	3	15	16
8	Dina	4	5	3	5	3	4	3	4	3	4	16	20
9	Erni	4	4	3	4	3	4	2	3	2	4	14	19
10	Eti	4	4	3	4	3	3	3	3	3	4	16	18
11	Fatika	4	5	3	5	4	4	3	4	3	4	17	22
12	Faza	4	4	3	4	3	4	3	3	2	3	15	18
13	Ika	4	4	4	4	3	3	3	4	3	4	17	19
14	Imro’atul	4	4	3	4	4	3	2	4	3	4	16	19
15	Juannita	4	5	4	5	4	4	3	4	3	4	18	22
16	Kresti	4	3	3	4	3	3	3	4	2	4	15	18
17	Lidya	5	5	4	5	4	3	3	4	2	4	18	21
18	Lutvi	5	3	3	3	3	3	3	3	3	3	17	15
19	Mukti	5	4	3	4	3	3	2	3	2	4	15	18
20	Niken	5	3	3	4	4	4	3	4	3	3	18	18
21	Prasetya	4	4	3	4	3	3	3	4	2	3	15	18
22	Pratiwi	4	3	3	3	3	3	2	4	3	3	15	16
23	Rafiqah	4	5	4	4	4	4	3	4	2	3	17	20
24	Ratna	5	4	4	4	4	4	3	3	3	3	19	18
25	Rina	5	4	3	4	3	3	3	4	2	3	16	18
26	Riza	4	4	3	3	3	3	3	2	3	3	16	15
27	Rohmatun	4	3	3	3	3	3	3	4	2	4	15	20
28	Rosdiana	4	4	3	4	3	3	2	3	2	3	14	20
29	Septi	4	4	3	3	3	3	3	4	2	3	15	17
30	Shinta	4	3	3	3	3	3	3	4	2	3	15	16
31	Shoffiyah	4	4	3	4	3	3	2	4	2	3	14	18
32	Yainap	4	3	3	4	3	3	2	3	2	3	14	19

Total	134	123	77	125	108	108	86	113	74	110	499	595
Mean	4.19	3.84	2.41	3.90	3.38	3.38	2.69	3.53	2.31	3.44	15.59	18.60
Mean Scores	4		3.15		3.38		3.11		2.88		17.1	
Percentage (%)	80		63		67.6		62.2		57.6			

R : Researcher

ET : English Teacher

STUDENTS' GRAMMAR SCORES PRE-TEST

Day : Friday

Date : October 11th, 2013

Time : 11.30-14.30

Class : X BB

NO	NAME	SCORE
1	Ain	60
2	Annisa	58
3	Ardhia	50
4	Ayu	70
5	Bekti	66
6	Dewi	44
7	Dian	48
8	Dina	58
9	Erni	48
10	Eti	62
11	Fatika	52
12	Faza	62
13	Ika	46
14	Imro'atul	70
15	Juannita	60
16	Kresti	52
17	Lidya	56
18	Lutvi	56
19	Mukti	54
20	Niken	52
21	Prasetya	56
22	Pratiwi	50
23	Rafiq	64
24	Ratna	60
25	Rina	52
26	Riza	58
27	Rohmatun	48
28	Rosdiana	44
29	Septi	66
30	Shinta	42
31	Shoffiyah	48
32	Yainap	50
TOTAL		1762
MEAN		55.1

STUDENTS' GRAMMAR SCORES POST-TEST

Day : Friday

Date : November 8th, 2013

Time : 11.30-14.30

Class : X BB

NO	NAME	SCORE
1	Ain	70
2	Annisa	70
3	Ardhia	78
4	Ayu	98
5	Bekti	72
6	Dewi	80
7	Dian	66
8	Dina	74
9	Erni	78
10	Eti	76
11	Fatika	70
12	Faza	94
13	Ika	94
14	Imro'atul	90
15	Juannita	86
16	Kresti	82
17	Lidya	78
18	Lutvi	84
19	Mukti	78
20	Niken	88
21	Prasetya	76
22	Pratiwi	94
23	Rafiq	72
24	Ratna	66
25	Rina	86
26	Riza	82
27	Rohmatun	88
28	Rosdiana	50
29	Septi	80
30	Shinta	84
31	Shoffiyah	92
32	Yainap	94
TOTAL		2570
MEAN		80.31

APPENDIX G

OBSERVATION CHECKLIST

ON STUDENTS' SPEAKING

OBSERVATION CHECKLIST
ON STUDENTS' SPEAKING PROGRESS

Meeting : 1

Date : October 17th, 2013

Class : X BB

Time : 12.30-14.00 p.m.

NO	NAME	INDICATORS				
		Comprehension	Fluency	Vocabulary	Pronunciation	Grammar
1	Ain Mawaddah Warohmah	✓	✓	-	✓	✓
2	Annisa Nurfitriyastuti	✓	-	-	-	-
3	Ardhia Rahma Nurpramesti	-	-	✓	-	-
4	Ayu Reranti Galih Apsari	✓	-	-	-	-
5	Bekti Siwi Rohmawati	✓	-	-	✓	✓
6	Dewi Septiana Wahyuni	✓	-	-	-	-
7	Dian Ayu Pratiwi	-	-	✓	✓	-
8	Dina Maryu Leha	-	-	-	-	-
9	Erni Nurhayati	✓	-	✓	-	-
10	Eti Wahyuni	-	-	-	-	-
11	Fatika Kusumaarum Panggali	✓	-	✓	✓	✓
12	Faza Catur Utami	✓	-	-	-	-
13	Ika Tamu Aikah	✓	✓	✓	✓	-
14	Imro'atul Azizah	-	-	-	-	-
15	Juannita Kristanti	-	✓	-	-	-
16	Kresti Anggraeni	✓	-	-	-	-
17	Lidya Vanda Yustianingsih	✓	-	✓	✓	-
18	Lutvi Novita Sari	-	-	✓	✓	-
19	Mukti Sarifi'ah	✓	-	✓	-	-
20	Niken Widyaningrum	-	-	✓	-	-
21	Prasetya Ningrum	✓	-	-	-	-
22	Pratiwi Eka Yuliani	✓	-	✓	-	-
23	Rafiq Sekar Rini	✓	-	-	-	-
24	Ratna Yuliyanti	✓	-	-	-	-
25	Rina Nur Hayati	✓	✓	-	-	-

26	Riza Nur Rizki Julia Martin	✓	-	✓	-	-
27	Rohmatun Murzali	✓	-	-	-	-
28	Rosdiana Nur Annisa	✓	✓	-	-	✓
29	Septi Rahayu	✓	-	✓	✓	✓
30	Shinta Ayu Badarudin	-	-	-	-	-
31	Shofiyyah	✓	-	-	✓	-
32	Yainap Ahgnailma	-	-	✓	-	-
Number of Students		22	5	13	9	5
Percentage (%)		68.75	15.63	40.63	28.13	15.63

- ✓ : The student performs the indicator.
 - : The student has not performed the indicator.

OBSERVATION CHECKLIST ON STUDENTS' SPEAKING PROGRESS

Meeting : 2

Date : October 18th, 2013

Class : X BB

Time : 07.15 –08.30 a.m.

NO	NAME	INDICATORS				
		Comprehension	Fluency	Vocabulary	Pronunciation	Grammar
1	Ain Mawaddah Warohmah	✓	-	✓	✓	-
2	Annisa Nurfitriyastuti	✓	-	✓	✓	-
3	Ardhia Rahma Nurpramesti	✓	-	✓	✓	✓
4	Ayu Reranti Galih Apsari	✓	✓	✓	✓	✓
5	Bekti Siwi Rohmawati	✓	-	-	✓	-
6	Dewi Septiana Wahyuni	✓	-	✓	✓	-
7	Dian Ayu Pratiwi	✓	-	✓	-	-
8	Dina Maryu Leha	A	A	A	A	A
9	Erni Nurhayati	✓	-	✓	-	✓
10	Eti Wahyuni	-	-	✓	✓	✓
11	Fatika Kusumaarum Panggali	✓	✓	✓	✓	-
12	Faza Catur Utami	✓	-	✓	✓	✓
13	Ika Tamu Aikah	A	A	A	A	A
14	Imro'atul Azizah	✓	-	✓	-	-
15	Juannita Kristanti	✓	-	✓	✓	✓
16	Kresti Anggraeni	-	-	✓	-	-
17	Lidya Vanda Yustianingsih	✓	-	✓	✓	-
18	Lutvi Novita Sari	✓	-	-	-	-
19	Mukti Sarifi'ah	-	-	-	-	-
20	Niken Widyaningrum	✓	-	-	-	-
21	Prasetya Ningrum	✓	-	✓	✓	-
22	Pratiwi Eka Yuliani	✓	-	-	-	-
23	Rafiqa Sekar Rini	✓	-	-	-	-
24	Ratna Yuliyanti	✓	✓	✓	✓	✓
25	Rina Nur Hayati	✓	-	✓	✓	-

26	Riza Nur Rizki Julia Martin	-	-	-	✓	-
27	Rohmatun Murzali	✓	-	-	-	-
28	Rosdiana Nur Annisa	✓	✓	✓	✓	✓
29	Septi Rahayu	✓	-	✓	✓	✓
30	Shinta Ayu Badarudin	✓	-	-	-	-
31	Shofiyyah	✓	-	✓	✓	✓
32	Yainap Ahgnailma	✓	✓	-	-	-
Number of Students		26	5	20	18	10
Percentage (%)		86.67	16.67	66.67	60	33.33

- ✓ : The student performs the indicator.
 - : The student has not performed the indicator.
 A : Absent

OBSERVATION CHECKLIST ON STUDENTS' SPEAKING PROGRESS

Meeting : 3

Date : October 24th, 2013

Class : X BB

Time : 12.30-14.00 p.m.

NO	NAME	INDICATORS				
		Comprehension	Fluency	Vocabulary	Pronunciation	Grammar
1	Ain Mawaddah Warohmah	✓	-	✓	✓	-
2	Annisa Nurfitriyastuti	✓	-	✓	✓	✓
3	Ardhia Rahma Nurpramesti	✓	-	✓	✓	✓
4	Ayu Reranti Galih Apsari	✓	✓	✓	✓	✓
5	Bekti Siwi Rohmawati	✓	-	-	✓	-
6	Dewi Septiana Wahyuni	✓	-	✓	✓	-
7	Dian Ayu Pratiwi	✓	-	✓	✓	-
8	Dina Maryu Leha	✓	✓	✓	✓	✓
9	Erni Nurhayati	✓	-	✓	-	✓
10	Eti Wahyuni	✓	-	✓	✓	✓
11	Fatika Kusumaarum Panggali	✓	✓	✓	✓	-
12	Faza Catur Utami	✓	-	✓	✓	✓
13	Ika Tamu Aikah	✓	✓	✓	✓	✓
14	Imro'atul Azizah	✓	-	✓	-	-
15	Juannita Kristanti	A	A	A	A	A
16	Kresti Anggraeni	-	-	✓	-	-
17	Lidya Vanda Yustianingsih	✓	-	✓	✓	-
18	Lutvi Novita Sari	✓	-	-	-	-
19	Mukti Sarifi'ah	-	-	-	-	-
20	Niken Widyaningrum	✓	-	✓	-	-
21	Prasetya Ningrum	✓	-	✓	✓	✓
22	Pratiwi Eka Yuliani	✓	-	✓	-	-
23	Rafiq Sekar Rini	✓	✓	-	✓	-
24	Ratna Yuliyanti	A	A	A	A	A
25	Rina Nur Hayati	✓	-	✓	✓	-

26	Riza Nur Rizki Julia Martin	-	-	-	✓	-
27	Rohmatun Murzali	✓	-	-	-	-
28	Rosdiana Nur Annisa	✓	✓	✓	✓	✓
29	Septi Rahayu	✓	✓	✓	✓	✓
30	Shinta Ayu Badarudin	✓	-	✓	✓	-
31	Shofiyyah	✓	-	✓	✓	✓
32	Yainap Ahgnailma	✓	✓	-	✓	-
Number of Students		27	8	23	22	12
Percentage (%)		90	26.67	76.67	73.33	40

- ✓ : The student performs the indicator.
 - : The student has not performed the indicator.
 A : Absent

OBSERVATION CHECKLIST ON STUDENTS' SPEAKING PROGRESS

Meeting : 4

Date : October 25th, 2013

Class : X BB

Time : 07.15 –08.30 a.m.

NO	NAME	INDICATORS				
		Comprehension	Fluency	Vocabulary	Pronunciation	Grammar
1	Ain Mawaddah Warohmah	✓	✓	✓	✓	-
2	Annisa Nurfitriyastuti	✓	-	✓	✓	✓
3	Ardhia Rahma Nurpramesti	✓	-	✓	✓	✓
4	Ayu Reranti Galih Apsari	✓	✓	✓	✓	✓
5	Bekti Siwi Rohmawati	✓	✓	✓	✓	-
6	Dewi Septiana Wahyuni	✓	-	✓	✓	-
7	Dian Ayu Pratiwi	✓	✓	✓	✓	-
8	Dina Maryu Leha	✓	✓	✓	✓	✓
9	Erni Nurhayati	✓	✓	✓	✓	✓
10	Eti Wahyuni	✓	-	✓	✓	✓
11	Fatika Kusumaarum Panggali	✓	✓	✓	✓	-
12	Faza Catur Utami	✓	✓	✓	✓	✓
13	Ika Tamu Aikah	✓	✓	✓	✓	✓
14	Imro'atul Azizah	✓	-	✓	-	-
15	Juannita Kristanti	✓	✓	✓	✓	-
16	Kresti Anggraeni	-	-	✓	✓	✓
17	Lidya Vanda Yustianingsih	✓	-	-	✓	-
18	Lutvi Novita Sari	✓	✓	-	✓	✓
19	Mukti Sarifi'ah	-	-	-	-	-
20	Niken Widyaningrum	✓	-	✓	-	-
21	Prasetya Ningrum	✓	-	✓	✓	✓
22	Pratiwi Eka Yuliani	✓	-	✓	-	-
23	Rafiq Sekar Rini	✓	✓	✓	✓	-
24	Ratna Yuliyanti	✓	✓	✓	-	✓
25	Rina Nur Hayati	✓	-	✓	✓	-

26	Riza Nur Rizki Julia Martin	✓	-	✓	✓	✓
27	Rohmatun Murzali	✓	-	✓	✓	✓
28	Rosdiana Nur Annisa	✓	✓	✓	✓	✓
29	Septi Rahayu	✓	✓	✓	✓	✓
30	Shinta Ayu Badarudin	✓	-	✓	✓	✓
31	Shofiyyah	✓	-	✓	✓	✓
32	Yainap Ahgnailma	✓	✓	✓	✓	✓
Number of Students		30	16	29	27	19
Percentage (%)		93.75	50	90.63	84.38	59.38

- ✓ : The student performs the indicator.
 - : The student has not performed the indicator.

OBSERVATION CHECKLIST ON STUDENTS' SPEAKING PROGRESS

Meeting : 5

Date : November 1st, 2013

Class : X BB

Time : 07.15 –08.30 a.m.

NO	NAME	INDICATORS				
		Comprehension	Fluency	Vocabulary	Pronunciation	Grammar
1	Ain Mawaddah Warohmah	✓	✓	✓	✓	-
2	Annisa Nurfitriyastuti	✓	✓	✓	✓	✓
3	Ardhia Rahma Nurpramesti	✓	✓	✓	✓	✓
4	Ayu Reranti Galih Apsari	✓	✓	✓	✓	✓
5	Bekti Siwi Rohmawati	✓	✓	✓	✓	-
6	Dewi Septiana Wahyuni	✓	-	✓	✓	✓
7	Dian Ayu Pratiwi	✓	✓	✓	✓	✓
8	Dina Maryu Leha	✓	✓	✓	✓	✓
9	Erni Nurhayati	✓	✓	✓	✓	✓
10	Eti Wahyuni	✓	✓	✓	✓	✓
11	Fatika Kusumaarum Panggali	✓	✓	✓	✓	-
12	Faza Catur Utami	✓	✓	✓	✓	✓
13	Ika Tamu Aikah	✓	✓	✓	✓	✓
14	Imro'atul Azizah	✓	-	✓	-	-
15	Juannita Kristanti	✓	✓	✓	✓	✓
16	Kresti Anggraeni	✓	✓	✓	✓	✓
17	Lidya Vanda Yustianingsih	✓	-	✓	✓	✓
18	Lutvi Novita Sari	✓	✓	✓	✓	✓
19	Mukti Sarifi'ah	✓	-	✓	✓	-
20	Niken Widyaningrum	✓	-	✓	-	✓
21	Prasetya Ningrum	✓	-	✓	✓	✓
22	Pratiwi Eka Yuliani	✓	-	✓	-	✓
23	Rafiq Sekar Rini	✓	✓	✓	✓	✓
24	Ratna Yuliyanti	✓	✓	✓	✓	✓
25	Rina Nur Hayati	✓	✓	✓	✓	✓

26	Riza Nur Rizki Julia Martin	✓	✓	✓	✓	✓
27	Rohmatun Murzali	✓	-	✓	✓	✓
28	Rosdiana Nur Annisa	✓	✓	✓	✓	✓
29	Septi Rahayu	✓	✓	✓	✓	✓
30	Shinta Ayu Badarudin	✓	-	✓	✓	✓
31	Shofiyyah	✓	-	✓	✓	✓
32	Yainap Ahgnailma	✓	✓	✓	✓	✓
Number of Students		32	22	32	29	27
Percentage (%)		100	68.75	100	90.63	84.38

- ✓ : The student performs the indicator.
 - : The student has not performed the indicator.

OBSERVATION CHECKLIST ON STUDENTS' SPEAKING PROGRESS

Meeting : 6

Date : November 8th, 2013

Class : X BB

Time : 07.15 –08.30 a.m.

NO	NAME	INDICATORS				
		Comprehension	Fluency	Vocabulary	Pronunciation	Grammar
1	Ain Mawaddah Warohmah	✓	✓	✓	✓	✓
2	Annisa Nurfitriyastuti	✓	✓	✓	✓	✓
3	Ardhia Rahma Nurpramesti	✓	✓	✓	✓	✓
4	Ayu Reranti Galih Apsari	✓	✓	✓	✓	✓
5	Bekti Siwi Rohmawati	✓	✓	✓	✓	-
6	Dewi Septiana Wahyuni	✓	✓	✓	✓	✓
7	Dian Ayu Pratiwi	✓	✓	✓	✓	✓
8	Dina Maryu Leha	✓	✓	✓	✓	✓
9	Erni Nurhayati	✓	✓	✓	✓	✓
10	Eti Wahyuni	✓	✓	✓	✓	✓
11	Fatika Kusumaarum Panggali	✓	✓	✓	✓	-
12	Faza Catur Utami	✓	✓	✓	✓	✓
13	Ika Tamu Aikah	✓	✓	✓	✓	✓
14	Imro'atul Azizah	✓	✓	✓	✓	✓
15	Juannita Kristanti	✓	✓	✓	✓	✓
16	Kresti Anggraeni	✓	✓	✓	✓	✓
17	Lidya Vanda Yustianingsih	✓	✓	✓	✓	✓
18	Lutvi Novita Sari	✓	✓	✓	✓	✓
19	Mukti Sarifi'ah	✓	-	✓	✓	-
20	Niken Widyaningrum	✓	-	✓	-	✓
21	Prasetya Ningrum	✓	✓	✓	✓	✓
22	Pratiwi Eka Yuliani	✓	✓	✓	-	✓
23	Rafiq Sekar Rini	✓	✓	✓	✓	✓
24	Ratna Yuliyanti	✓	✓	✓	✓	✓
25	Rina Nur Hayati	✓	✓	✓	✓	✓

26	Riza Nur Rizki Julia Martin	✓	✓	✓	✓	✓
27	Rohmatun Murzali	✓	-	✓	✓	✓
28	Rosdiana Nur Annisa	✓	✓	✓	✓	✓
29	Septi Rahayu	✓	✓	✓	✓	✓
30	Shinta Ayu Badarudin	✓	-	✓	✓	✓
31	Shofiyyah	✓	✓	✓	✓	✓
32	Yainap Ahgnailma	✓	✓	✓	✓	✓
Number of Students		32	28	32	30	29
Percentage (%)		100	87.5	100	93.75	90.63

- ✓ : The student performs the indicator.
 - : The student has not performed the indicator.

APPENDIX H
OBSERVATION CHECKLIST
ON THE TEACHING AND
LEARNING PROCESS

OBSERVATION CHECKLIST

Teaching and Learning Activities

Observer	Mrs. Tari	Cycle: 1/ 2/ 3	1
Date	October 17 th , 2013	Time	12.30 to 14.00 p.m.
Sums of the existing students	32	Meeting	1

NO	TEACHER'S ACTIVITIES			Description
		YES	NO	
	A. Pre-teaching			
1	The researcher greets the students.	✓		
2	The researcher checks the students' attendance.	✓		
3	The researcher prepares media and learning materials for lesson today.	✓		
4	The researcher explains the goal of the lesson.	✓		
5	The researcher informs about jigsaw technique application in teaching- learning process.	✓		
	B. Whilst-teaching			
6	The researcher introduces the topic.	✓		
7	The researcher introduces new words or vocabularies.	✓		
8	The researcher introduces language function and the context.	✓		
9	The researcher gives the model of language functions.	✓		
10	The researcher uses media in presentation.	✓		
11	The researcher checks the students' understanding.		✓	
12	The researcher asks students to make some expert groups.	✓		
13	The researcher directs and guides students related to materials which they do not understand in expert groups.	✓		
14	The researcher provides opportunities for the students to practice.	✓		
15	The researcher corrects the students' mistakes or gives feedback.	✓		
16	The researcher monitors the students during activities.	✓		
17	The researcher gives quiz/group work .	✓		
18	The researcher asks students to come back to	✓		

	'homebase' group.			
19	The researcher provides opportunities for the students to practice, explain, discuss, asking for details information and combine it into one to other members in 'homebase' group.	✓		
20	The researcher gives individual work/quiz.	✓		
21	The researcher invites students to answer quiz/questions.	✓		
22	The researcher gives reward to an active group or to the most active student to motivate others.	✓		
C. Post-teaching				
23	The researcher summarizes the lesson.	✓		
24	The researcher gives reward to an active group to motivate others and the most active student.	✓		
25	The researcher says goodbye.	✓		

NO	STUDENTS' ACTIVITIES			Description
		YES	NO	
	A. Pre-teaching			
1	The students respond to the greeting.	✓		
2	The students are ready to learn.	✓		
	The students are ready to conduct jigsaw technique.	✓		
	B. Whilst-teaching			
3	The students pay attention to the explanation.	✓		
4	The students respond to the explanation.	✓		
5	The students understand the researcher's explanation.	✓		
6	The students make expert groups.	✓		
7	The students learn, discuss, and practice the language functions or learning materials in expert groups.	✓		
8	The students ask questions when they do not understand.	✓		
	The students do quiz/group work.	✓		
9	The students come back to "homebase" group.	✓		
10	The students speak English during the activity.	✓		
11	The students do activities like peer-tutoring, tell the information and share ideas to the other members.	✓		
12	The students who are weaker at English can take part without being frustrated.	✓		
13	All of the students are involved.	✓		
14	The students answer quiz or group work.	✓		
15	The students answer quiz or do individual work.	✓		
	C. Post-teaching			
16	The students reflect the learning.		✓	

Observer's Signature

OBSERVATION CHECKLIST Teaching and Learning Activities

Observer	Mrs. Tari	Cycle: 1/ 2/ 3	1
Date	October 18 th , 2013	Time	07.15 to 08.30 a.m.
Sums of the existing students	30	Meeting	2

NO	TEACHER'S ACTIVITIES			Description
		YES	NO	
	A. Pre-teaching			
1	The researcher greets the students.	✓		
2	The researcher checks the students' attendance.	✓		
3	The researcher prepares media and learning materials for lesson today.	✓		
4	The researcher explains the goal of the lesson.	✓		
5	The researcher informs about jigsaw technique application in teaching- learning process.	✓		
	B. Whilst-teaching			
6	The researcher introduces the topic.	✓		
7	The researcher introduces new words or vocabularies.	✓		
8	The researcher introduces language function and the context.	✓		
9	The researcher gives the model of language functions.	✓		
10	The researcher uses media in presentation.	✓		
11	The researcher checks the students' understanding.		✓	
12	The researcher asks students to make some expert groups.	✓		
13	The researcher directs and guides students related to materials which they do not understand in expert groups.	✓		
14	The researcher provides opportunities for the students to practice.	✓		
15	The researcher corrects the students' mistakes or gives feedback.		✓	
16	The researcher monitors the students during activities.	✓		
17	The researcher gives quiz/group work .	✓		
18	The researcher asks students to come back to	✓		

	'homebase' group.			
19	The researcher provides opportunities for the students to practice, explain, discuss, asking for details information and combine it into one to other members in 'homebase' group.	✓		
20	The researcher gives individual work/quiz.	✓		
21	The researcher invites students to answer quiz/questions.	✓		
22	The researcher gives reward to an active group or to the most active student to motivate others.	✓		
C. Post-teaching				
23	The researcher summarizes the lesson.	✓		
24	The researcher gives reward to an active group to motivate others and the most active student.	✓		
25	The researcher says goodbye.	✓		

NO	STUDENTS' ACTIVITIES			Description
		YES	NO	
	A. Pre-teaching			
1	The students respond to the greeting.	✓		
2	The students are ready to learn.	✓		
	The students are ready to conduct jigsaw technique.	✓		
	B. Whilst-teaching			
3	The students pay attention to the explanation.	✓		
4	The students respond to the explanation.	✓		
5	The students understand the researcher's explanation.	✓		
6	The students make expert groups.	✓		
7	The students learn, discuss, and practice the language functions or learning materials in expert groups.	✓		
8	The students ask questions when they do not understand.	✓		
	The students do quiz/group work.	✓		
9	The students come back to "homebase" group.	✓		
10	The students speak English during the activity.	✓		
11	The students do activities like peer-tutoring, tell the information and share ideas to the other members.	✓		
12	The students who are weaker at English can take part without being frustrated.	✓		
13	All of the students are involved.	✓		
14	The students answer quiz or group work.	✓		
15	The students answer quiz or do individual work.	✓		
	C. Post-teaching			
16	The students reflect the learning.	✓		

Observer's Signature

OBSERVATION CHECKLIST Teaching and Learning Activities

Observer	Mrs. Tari	Cycle: 1/ 2/ 3	1
Date	October 24 th , 2013	Time	12.30 to 14.00 p.m.
Sums of the existing students	30	Meeting	3

NO	TEACHER'S ACTIVITIES			Description
		YES	NO	
	A. Pre-teaching			
1	The researcher greets the students.	✓		
2	The researcher checks the students' attendance.	✓		
3	The researcher prepares media and learning materials for lesson today.	✓		
4	The researcher explains the goal of the lesson.	✓		
5	The researcher informs about jigsaw technique application in teaching- learning process.	✓		
	B. Whilst-teaching			
6	The researcher introduces the topic.	✓		
7	The researcher introduces new words or vocabularies.	✓		
8	The researcher introduces language function and the context.	✓		
9	The researcher gives the model of language functions.	✓		
10	The researcher uses media in presentation.	✓		
11	The researcher checks the students' understanding.	✓		
12	The researcher asks students to make some expert groups.	✓		
13	The researcher directs and guides students related to materials which they do not understand in expert groups.	✓		
14	The researcher provides opportunities for the students to practice.	✓		
15	The researcher corrects the students' mistakes or gives feedback.	✓		
16	The researcher monitors the students during activities.	✓		
17	The researcher gives quiz/group work .	✓		
18	The researcher asks students to come back to	✓		

	'homebase' group.			
19	The researcher provides opportunities for the students to practice, explain, discuss, asking for details information and combine it into one to other members in 'homebase' group.	✓		
20	The researcher gives individual work/quiz.	✓		
21	The researcher invites students to answer quiz/questions.	✓		
22	The researcher gives reward to an active group or to the most active student to motivate others.	✓		
C. Post-teaching				
23	The researcher summarizes the lesson.	✓		
24	The researcher gives reward to an active group to motivate others and the most active student.	✓		
25	The researcher says goodbye.	✓		

NO	STUDENTS' ACTIVITIES			Description
		YES	NO	
	A. Pre-teaching			
1	The students respond to the greeting.	✓		
2	The students are ready to learn.	✓		
	The students are ready to conduct jigsaw technique.	✓		
	B. Whilst-teaching			
3	The students pay attention to the explanation.	✓		
4	The students respond to the explanation.	✓		
5	The students understand the researcher's explanation.	✓		
6	The students make expert groups.	✓		
7	The students learn, discuss, and practice the language functions or learning materials in expert groups.	✓		
8	The students ask questions when they do not understand.	✓		
	The students do quiz/group work.	✓		
9	The students come back to "homebase" group.	✓		
10	The students speak English during the activity.	✓		
11	The students do activities like peer-tutoring, tell the information and share ideas to the other members.	✓		
12	The students who are weaker at English can take part without being frustrated.	✓		
13	All of the students are involved.	✓		
14	The students answer quiz or group work.	✓		
15	The students answer quiz or do individual work.	✓		
	C. Post-teaching			
16	The students reflect the learning.	✓		

Observer's Signature

OBSERVATION CHECKLIST
Teaching and Learning Activities

Observer	Mrs. Tari	Cycle: 1/ 2/ 3	2
Date	October 25 th , 2013	Time	07.15 to 08.30 a.m.
Sums of the existing students	32	Meeting	1

NO	TEACHER'S ACTIVITIES			Description
		YES	NO	
	A. Pre-teaching			
1	The researcher greets the students.	✓		
2	The researcher checks the students' attendance.	✓		
3	The researcher prepares media and learning materials for lesson today.	✓		
4	The researcher explains the goal of the lesson.	✓		
5	The researcher informs about jigsaw technique application in teaching- learning process.	✓		
	B. Whilst-teaching			
6	The researcher introduces the topic.	✓		
7	The researcher introduces new words or vocabularies.	✓		
8	The researcher introduces language function and the context.	✓		
9	The researcher gives the model of language functions.	✓		
10	The researcher uses media in presentation.	✓		
11	The researcher checks the students' understanding.		✓	
12	The researcher asks students to make some expert groups.	✓		
13	The researcher directs and guides students related to materials which they do not understand in expert groups.	✓		
14	The researcher provides opportunities for the students to practice.	✓		
15	The researcher corrects the students' mistakes or gives feedback.	✓		
16	The researcher monitors the students during activities.	✓		
17	The researcher gives quiz/group work .	✓		
18	The researcher asks students to come back to	✓		

	'homebase' group.			
19	The researcher provides opportunities for the students to practice, explain, discuss, asking for details information and combine it into one to other members in 'homebase' group.	✓		
20	The researcher gives individual work/quiz.	✓		
21	The researcher invites students to answer quiz/questions.	✓		
22	The researcher gives reward to an active group or to the most active student to motivate others.	✓		
C. Post-teaching				
23	The researcher summarizes the lesson.	✓		
24	The researcher gives reward to an active group to motivate others and the most active student.	✓		
25	The researcher says goodbye.	✓		

NO	STUDENTS' ACTIVITIES			Description
		YES	NO	
	A. Pre-teaching			
1	The students respond to the greeting.	✓		
2	The students are ready to learn.	✓		
	The students are ready to conduct jigsaw technique.	✓		
	B. Whilst-teaching			
3	The students pay attention to the explanation.	✓		
4	The students respond to the explanation.	✓		
5	The students understand the researcher's explanation.	✓		
6	The students make expert groups.	✓		
7	The students learn, discuss, and practice the language functions or learning materials in expert groups.	✓		
8	The students ask questions when they do not understand.	✓		
	The students do quiz/group work.	✓		
9	The students come back to "homebase" group.	✓		
10	The students speak English during the activity.	✓		
11	The students do activities like peer-tutoring, tell the information and share ideas to the other members.	✓		
12	The students who are weaker at English can take part without being frustrated.	✓		
13	All of the students are involved.	✓		
14	The students answer quiz or group work.	✓		
15	The students answer quiz or do individual work.	✓		
	C. Post-teaching			
16	The students reflect the learning.	✓		

Observer's Signature

OBSERVATION CHECKLIST Teaching and Learning Activities

Observer	Mrs. Tari	Cycle: 1/ 2/ 3	2
Date	November 1 st , 2013	Time	07.15 to 08.30 a.m.
Sums of the existing students	32	Meeting	2

NO	TEACHER'S ACTIVITIES			Description
		YES	NO	
	A. Pre-teaching			
1	The researcher greets the students.	✓		
2	The researcher checks the students' attendance.	✓		
3	The researcher prepares media and learning materials for lesson today.	✓		
4	The researcher explains the goal of the lesson.	✓		
5	The researcher informs about jigsaw technique application in teaching- learning process.	✓		
	B. Whilst-teaching			
6	The researcher introduces the topic.	✓		
7	The researcher introduces new words or vocabularies.	✓		
8	The researcher introduces language function and the context.	✓		
9	The researcher gives the model of language functions.	✓		
10	The researcher uses media in presentation.	✓		
11	The researcher checks the students' understanding.	✓		
12	The researcher asks students to make some expert groups.	✓		
13	The researcher directs and guides students related to materials which they do not understand in expert groups.	✓		
14	The researcher provides opportunities for the students to practice.	✓		
15	The researcher corrects the students' mistakes or gives feedback.	✓		
16	The researcher monitors the students during activities.	✓		
17	The researcher gives quiz/group work .	✓		

18	The researcher asks students to come back to 'homebase' group.	✓		
19	The researcher provides opportunities for the students to practice, explain, discuss, asking for details information and combine it into one to other members in 'homebase' group.	✓		
20	The researcher gives individual work/quiz.	✓		
21	The researcher invites students to answer quiz/questions.	✓		
22	The researcher gives reward to an active group or to the most active student to motivate others.	✓		
C. Post-teaching				
23	The researcher summarizes the lesson.	✓		
24	The researcher gives reward to an active group to motivate others and the most active student.	✓		
25	The researcher says goodbye.	✓		

NO	STUDENTS' ACTIVITIES			Description
		YES	NO	
	A. Pre-teaching			
1	The students respond to the greeting.	✓		
2	The students are ready to learn.	✓		
	The students are ready to conduct jigsaw technique.	✓		
	B. Whilst-teaching			
3	The students pay attention to the explanation.	✓		
4	The students respond to the explanation.	✓		
5	The students understand the researcher's explanation.	✓		
6	The students make expert groups.	✓		
7	The students learn, discuss, and practice the language functions or learning materials in expert groups.	✓		
8	The students ask questions when they do not understand.	✓		
	The students do quiz/group work.	✓		
9	The students come back to "homebase" group.	✓		
10	The students speak English during the activity.	✓		
11	The students do activities like peer-tutoring, tell the information and share ideas to the other members.	✓		
12	The students who are weaker at English can take part without being frustrated.	✓		
13	All of the students are involved.	✓		
14	The students answer quiz or group work.	✓		
15	The students answer quiz or do individual work.	✓		
	C. Post-teaching			
16	The students reflect the learning.	✓		

Observer's Signature

OBSERVATION CHECKLIST Teaching and Learning Activities

Observer	Mrs. Tari	Cycle: 1/ 2/ 3	2
Date	November 8 th , 2013	Time	07.15 to 08.30 a.m.
Sums of the existing students	32	Meeting	3

NO	TEACHER'S ACTIVITIES			Description
		YES	NO	
	A. Pre-teaching			
1	The researcher greets the students.	✓		
2	The researcher checks the students' attendance.	✓		
3	The researcher prepares media and learning materials for lesson today.	✓		
4	The researcher explains the goal of the lesson.	✓		
5	The researcher informs about jigsaw technique application in teaching- learning process.	✓		
	B. Whilst-teaching			
6	The researcher introduces the topic.	✓		
7	The researcher introduces new words or vocabularies.	✓		
8	The researcher introduces language function and the context.	✓		
9	The researcher gives the model of language functions.	✓		
10	The researcher uses media in presentation.	✓		
11	The researcher checks the students' understanding.	✓		
12	The researcher asks students to make some expert groups.	✓		
13	The researcher directs and guides students related to materials which they do not understand in expert groups.	✓		
14	The researcher provides opportunities for the students to practice.	✓		
15	The researcher corrects the students' mistakes or gives feedback.	✓		
16	The researcher monitors the students during activities.	✓		
17	The researcher gives quiz/group work .	✓		
18	The researcher asks students to come back to	✓		

	'homebase' group.			
19	The researcher provides opportunities for the students to practice, explain, discuss, asking for details information and combine it into one to other members in 'homebase' group.	✓		
20	The researcher gives individual work/quiz.	✓		
21	The researcher invites students to answer quiz/questions.	✓		
22	The researcher gives reward to an active group or to the most active student to motivate others.	✓		
C. Post-teaching				
23	The researcher summarizes the lesson.	✓		
24	The researcher gives reward to an active group to motivate others and the most active student.	✓		
25	The researcher says goodbye.	✓		

NO	STUDENTS' ACTIVITIES			Description
		YES	NO	
	A. Pre-teaching			
1	The students respond to the greeting.	✓		
2	The students are ready to learn.	✓		
	The students are ready to conduct jigsaw technique.	✓		
	B. Whilst-teaching			
3	The students pay attention to the explanation.	✓		
4	The students respond to the explanation.	✓		
5	The students understand the researcher's explanation.	✓		
6	The students make expert groups.	✓		
7	The students learn, discuss, and practice the language functions or learning materials in expert groups.	✓		
8	The students ask questions when they do not understand.	✓		
	The students do quiz/group work.	✓		
9	The students come back to "homebase" group.	✓		
10	The students speak English during the activity.	✓		
11	The students do activities like peer-tutoring, tell the information and share ideas to the other members.	✓		
12	The students who are weaker at English can take part without being frustrated.	✓		
13	All of the students are involved.	✓		
14	The students answer quiz or group work.	✓		
15	The students answer quiz or do individual work.	✓		
	C. Post-teaching			
16	The students reflect the learning.	✓		

Observer's Signature

APPENDIX I

LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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

FRMFBS/03-01
10 Jan 2011

Nomor : 0906d/UN.34.12/DT/X/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

1 Oktober 2013

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

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

***IMPROVING THE SPEAKING SKILLS OF THE FIRST GRADE STUDENTS OF SMK N 1 DEPOK SLEMAN
YOGYAKARTA BY USING JIGSAW TECHNIQUE IN COOPERATIVE LEARNING IN THE ACADEMIC YEAR
OF 2013/2014***

Mahasiswa dimaksud adalah :

Nama : RISK A OKTA PRATIWI
NIM : 08202241042
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Oktober – Desember 2013
Lokasi Penelitian : SMK N 1 Depok Sleman

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

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



a.n. Dekan
Kasubag Kemahasiswaan FBS,

Drs. Haxjoko Insan Kamil
NIP.19581103 198803 1 001

Tembusan:

1. Kepala SMK N 1 Depok Sleman



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN IJIN
070 /Reg / V/ 7168 / 9 /2013

Membaca Surat : DEKAN KASUBBAG KEMAHASISWAAN
FBS

Nomor : 0906D/UN.34.12/DT/X/2013

Tanggal : 01 OKTOBER 2013

Perihal : PERMOHONAN IJIN PENELITIAN

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : RISKI OKTA PRATIWI
Alamat : FAKULTAS BAHASA DAN SENI

NIP/NIM : 08202241042

Judul : IMPROVING THE SPEAKING SKILLS OF THE FIRST GRADE STUDENTS OF SMKN 1 DEPOK
SLEMAN YOGYAKARTA BY USING JIGSAW TECHNIQUE IN COOPERATIVE LEARNING IN THE
ACADEMIC YEAR OF 2013/2014

Lokasi : KABUPATEN SLEMAN

Waktu : 03 OKTOBER 2013 s/d 03 JANUARI 2014

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website : adbang.jogjaprov.go.id dan menunjukkan naskah cetakan asli yang sudah di syahkan dan di bubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib meneliti ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website : adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 03 OKTOBER 2013

An. Sekretaris Daerah
Asisten Perekonomian dan Pengembangan
Ub.
Administrasi Pembangunan



Tembusan:

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
2. Bupati Sleman CQ Ka. Bappeda
3. Ka. Dinas Pendidikan Pemuda dan Olah Raga DIY
4. DEKAN KASUBBAG KEMAHASISWAAN FBS
5. YANG BERSANGKUTAN



**PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH**

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

SURAT IZIN

Nomor : 070 / Bappeda / 3071 / 2013

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Daerah Daerah Istimewa Yogyakarta
Nomor : 070/Reg/V/7168/X/2013 Tanggal : 03 Oktober 2013
Hal : Izin Penelitian

MENGIZINKAN :

Kepada :
Nama : RISK A OKTA PRATIWI
No.Mhs/NIM/NIP/NIK : 08202241042
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Kampus Karangmalang, Yogyakarta 55281
Alamat Rumah : Jln. Gotong Royong 787 A RT 002 RW 001 Air Paoh, Baturaja Timur OKU, Sum-sel
No. Telp / HP : 0856 4329 3898
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
IMPROVING THE SPEAKING SKILLS OF THE FIRST GRADE STUDENTS OF SMK NEGERI 1 DEPOK SLEMAN YOGYAKARTA BY USING JIGSAW TECHNIQUE IN COOPERATIVE LEARNING IN THE ACADEMIC YEAR OF 2013/2014
Lokasi : SMK Negeri 1 Depok, Sleman
Waktu : Selama 3 bulan mulai tanggal: 03 Oktober 2013 s/d 03 Januari 2014

Dengan ketentuan sebagai berikut :

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

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

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

Dikeluarkan di Sleman

Pada Tanggal : 3 Oktober 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, M.M
Pembina, IV/a
NIP 19630112 198903 2 003

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Depok
6. Kepala SMK Negeri 1 Depok, Sleman
7. Dekan Fak. Bahasa dan Seni UNY
8. Yang Bersangkutan



PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMK NEGERI 1 DEPOK
Ringroad Utara Maguwoharjo Depok Sleman. Telp: 885663
Homepage://smkn1depok-slm.sch.id Email: smkdesta_yk@yahoo.com



SURAT KETERANGAN

Nomor: 421.5/568

Yang bertanda tangan dibawah ini, Kepala SMK Negeri 1 Depok menerangkan bahwa mahasiswa di bawah ini telah selesai melaksanakan penelitian.

Nama : RISK A OKTA PRATIWI.
NIM : 08202241042
Universitas : Universitas Negeri Yogyakarta (UNY)
Judul Tesis : Improving The Speaking Skills of The First Grade Students of
SMK N 1 Depok, Sleman, Yogyakarta by Using Jigsaw Technique in
Cooperative Learning in The Academic Year of 2013/2014
Tanggal : Selasa, 01 Oktober 2013
Kamis, 21 November 2013

Demikian surat keterangan ini, untuk dapat dipergunakan sebagaimana mestinya.

Depok, 21 November 2013

Kepala Sekolah,



Drs. Eka Setiadi, M.Pd.

NIP. 19591208 198403 1 008