

**IMPROVING THE STUDENTS' SPEAKING SKILL
THROUGH COMMUNICATIVE ACTIVITIES
FOR THE SEVENTH GRADE STUDENTS OF SMP N 4
SRAGEN IN THE ACADEMIC YEAR 2011/2012**

A THESIS

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



**Written By:
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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2012**

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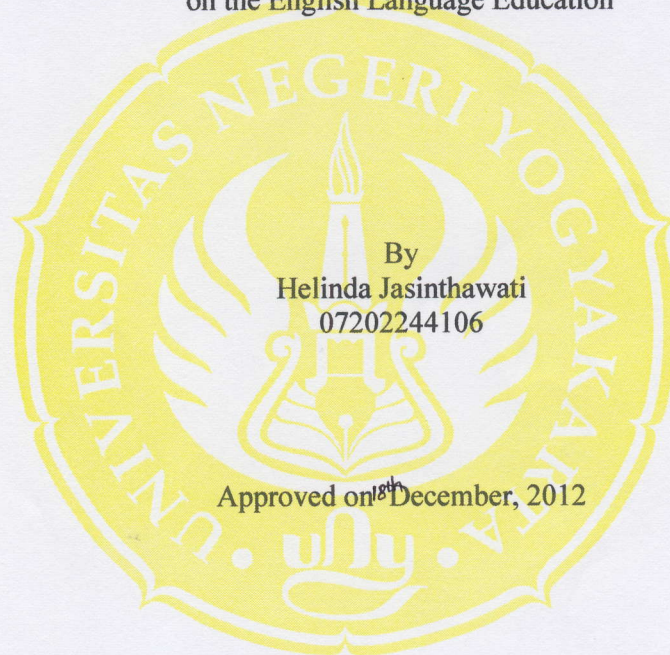
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APPROVAL

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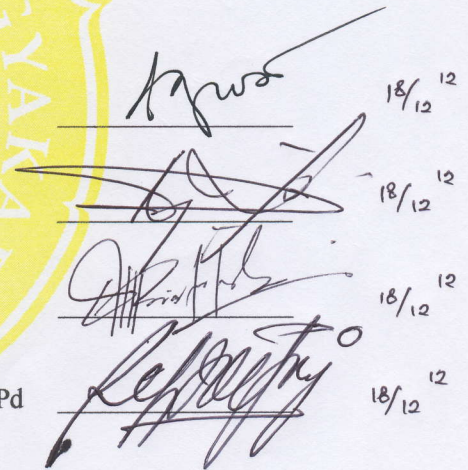
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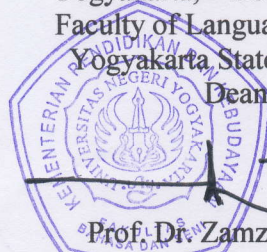
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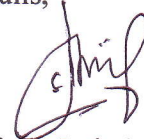
Judul Skripsi : *Improving the Students' Speaking Skill through Communicative Activities for the Seventh Grade Students of SMP N 4 Sragen in the Academic Year of 2011/2012*

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

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

Yogyakarta, 18 Desember 2012

Penulis,



Helinda Jasinthawati

DEDICATIONS

I dedicate this thesis to my family, especially...
to Dad and Mom for your patience and understanding,
Thank you for giving me the opportunity to get better
education to reach my dreams, and
to De' Raza, Auntie Tika and Auntie Ris for your
advice and love.

MOTTOS

Today My Life Begins — Bruno Mars's Song

***Sometimes that which we fear strengthens our spirit and
gives us a splash of hope. — Harley King***

A short saying often contains much wisdom. — Sophocles

***It is possible to fail in many ways..
while to succeed is possible only in one way. — Aristotle***

ACKNOWLEDGEMENTS

Alhamdulillahirobbil 'Alamin. All praise is to Allah SWT, the Most Merciful and the Almighty, who has given the mercy and blessing without which I would have never been able to accomplish this thesis.

In addition, this research study would not have possibly finished without support from many people. I would like to express my greatest gratitude and appreciation to Dra. R.A. Rahmi D Andayani M.Pd as my first supervisor, who has helped me abundantly and offered invaluable support, advice and guidance until the end of my thesis. I also would like to express my highest gratitude to Dwiyani Pratiwi, S.Pd, M.Hum as my second supervisor, who has been so patient and helpful; without her this study would not have been finished.

I also would like to dedicate my gratitude to all members of SMP N 4 Sragen, Christina Natalia, S.Pd as the headmistress, Cahya Puspitarini, S.Pd as the English teacher of class VII A, all of the teachers, and all students in class VII A who have participated in this research.

Moreover, I would like to express my gratitude to my beloved mother, Mrs. Herini Brontowati, who always supports me, with her endless love, praise, and patience, my beloved father, Mr. Gatot Sulardi, who always gives support in my whole live, and my beloved brother who always prays for me.

I also thank my dearest friends, Rulia, Ruri, Yenny, Titin, Dyah who give me support in happiness and sadness life and spend times for me if I have problems during doing my thesis. You make my life more colorful. To all my friends in English Education Department, especially in class L-07, thank for your support and suggestions during writing my thesis.

Realizing that this thesis is still far from being perfect, I would like to welcome all criticisms and suggestions. However, I expect that this thesis will give some contribution to all readers.

Yogyakarta, November, 2012

Helinda Jasinthawati

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**Helinda Jasinthawati
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ABSTRACT

The objective of the research was to improve the students' speaking skill through communicative activities.

This research was held in SMP N 4 Sragen from April to May 2012. The subjects of the research were the students of class VII A in SMP N 4 Sragen that consisted of 24 students. This research is action research in nature. The researcher conducted the research collaboratively with the English teacher of class VII A. The data were collected through giving the pre-test and the post-test, questionnaire, observations and interviews with the students and the English teacher, photographs and doing the research procedure (reconnaissance, planning, action and observation, and evaluation and reflection). The instruments of the research were the questionnaire, observation checklist, interview checklist, pre-test and post-test, and camera. This research used descriptive qualitative analysis technique which was supported by quantitative data. The qualitative data were obtained by observing the teaching and learning process and interviewing the English teacher and the students of class VII A. The qualitative data were in the forms of field notes and interview transcripts that were analyzed based on the qualitative data analysis. While the quantitative data were obtained by giving the pre-test, progress test and post-test to measure the students' speaking performance. The quantitative data were in the forms of the students' speaking performance scores.

The findings showed that the use of communicative activities in this research successfully improved the students' speaking skills. The improvements covered: 1) the students started to speak English during the teaching and learning process, 2) the students could contribute in the speaking activities, 3) the students' motivation, involvement and self confidence to speak English also improved, and 4) and there was an improvement in the students' pronunciation, grammar, vocabulary and fluency in speaking English. The result of the students' speaking skill can also be seen from the score of the students' speaking performance. The students' speaking performance was scored in the pre-test, progress test and post-test. In the pre-test, progress test and post-test, they were scored by performing speaking individually. The average score of the students' speaking skill in the pre-test was 49.25, in the progress test of Cycle 1 was 60.50, and in the post-test was 82.25.

CHAPTER I

INTRODUCTION

A. Background of the Problem

English has become an international language for a long time ago in Indonesia. As an international language, English has been taught as a communication tools both spoken and written communication. In order to be able to communicate using English, people can acquire it informally, formally and personally whether in courses, schools or at home. In fact, the government has imposed that English should be taught as a compulsory subject in the schools.

Because English is very important to communicate, the Indonesian government tries hard to improve the system of education and human resources development by arranging and determining a new curriculum called School-Based Curriculum (KTSP) in the junior high school. The implementation of School-Based Curriculum (KTSP) is the students have to be able to master the four skills in this competency, they are: speaking, listening, writing and reading.

Related to the School-Based Curriculum (KTSP), SMP N 4 Sragen is one of junior high schools which implement the curriculum. In the newest curriculum, SMP N 4 Sragen has a policy that speaking is one of the skills that the students have to master English. The students are expected to be able to communicate using English whether spoken or written. In speaking, the students are expected to be able to convey meanings both transactional and interpersonal in various spoken texts.

Talking about the curriculum, the teacher must understand the objectives of the teaching English in junior high school students based on the curriculum 2006 are as follows:

1. Developing the communication competence in English both spoken and written language to reach the functional literature stage.
2. Having awareness of the English reality and importance to improve the nations' competitiveness on the global society.
3. Developing the understanding of language and culture.

Based on the observation in the English teaching and learning process, the teacher taught monotonously because she referred to the students' worksheet or LKS in her teaching. She said that to prepare the students in the final examination, the students do not need to learn speaking because the test will be in the form of written text. In fact, the students never got a chance to practice English orally.

In other hand, the teacher often used *Bahasa Indonesia* in teaching English. It made the students have less motivation in learning English because their teacher never used the classroom English in her teaching. In addition, the students had less vocabulary in English and it made them did not know the English words and its meaning.

Based on the explanation of the observation above, it could be concluded that the students' speaking skill was still low. It could be seen that the factors of the teachers, students, learning materials, methods, tasks, etc can improve the students in learning English.

Responding to the problems above, the researcher and the English teacher discussed an effort to improve the students' speaking skill. First of all, we decided Classroom Language Teaching (CLT) as an approach in teaching English. It is used to improve the students' speaking skill because the teacher can use many activities in teaching English. Then, the researcher and the teacher decided the activities that supported in implementation of CLT in the teaching and learning process. One of the activities was giving the Communicative Activities. The students are expected to be more courageous and more active in speaking English when they are asked to deliver the ideas in the classroom. This activity has not been done in SMP N 4 Sragen where the researcher found the problems. The purpose of this research is to improve the students' speaking skill through Communicative Activities for Grade Seven students.

Based on the description above, the researcher is interested in conducting a research about "using Communicative Activities to improve the students' speaking skill." The subject of the research is the first grade students of Class VII A at SMP N 4 Sragen in the academic year of 2011/ 2012.

B. Identification of the Problem

By having conducted an observation and interview in English classroom at Class VII A of SMP N 4 Sragen, the researcher found some problems in the English teaching and learning process. The problems might come from many factors, such as the teacher, students, teaching facilities, teaching activities, teaching method, etc.

The first problem came from the students' involvement and motivation that were low. The researcher observed that during the teaching and learning process the students just sat and kept silent to the teacher's explanation. When the teacher asked the students to answer the questions in front of the class, they were shy to express the idea in front of the class.

The second problem related to the students' chance to practice English orally. Based on the observation, the students were afraid of making mistakes in speaking English and the teacher never gave more chance to speak during the English teaching and learning. It was because the students had less vocabulary of English and they confused with the words in English.

The third problem related to the learning activities. The researcher found that the teaching and learning activities were not interesting and challenging. The teacher used the students' worksheet (LKS) only as the main resource of the teaching. The activities from work sheet are mostly in written forms; therefore the students just answer the questions although it was speaking. In brief, the students could not impress the language that they learned and interacted with the others by using their own words/language. It means that the teaching learning activities are almost for writing and reading skill rather than listening and speaking skill.

The last problem related to the atmosphere during the teaching and learning English. When the researcher conducted the observation, the teacher often used *Bahasa Indonesia* in explaining the materials and asking the questions. The students also used *Bahasa Indonesia* in answering the teacher's questions. It was because the students had less vocabulary in using English.

The problems, furthermore, actually can be solved by an effective effort in order to make the speaking activity run well. It refers to make the students able to use language as in a real communication. The teacher needs to use an effective way (technique) in teaching speaking, and then step by step the students' speaking skill will improve. The teacher may use various activities, such as song, picture, role-play, group work, discussion and game.

C. Limitation of the Problem

The problems were found in English classroom in Class VII A of SMP N 4 Sragen are complicated enough. However, because of the limitation of time, the researcher limits the problems on the lack of speaking activity. The researcher thinks that it is the basic problem that must be solved to get the students' involvement in learning speaking.

Improving the speaking activity actually can be done by several ways. In this research, the researcher focused on implementing Communicative Activities to improve speaking between students to teacher and among students on the purpose of making the students active in oral communication using the language.

The reason why the researcher used communicative activities is because the technique is an alternative way to improve the students' speaking skill. This activity can help the students to construct meanings deeply, enhance critical thinking skills, provide opportunities for feedback and self reflection, promote social and emotional development and enhance an awareness and acceptance of diversity Cooper and Robinson (2000: 81). In addition, this activity is appropriate

to be taught in junior high schools of Class VII A students to provide them into a real communication with others. This activity includes the task which is also appropriate to the material in the syllabus in which it is taught in the second semester of Class VII A, including *descriptive* and *procedure* texts.

D. Formulation of the Problem

Based on the background as well as the identification and the limitation of the problems, the research problem is formulated as follows: how can students improve their speaking in Communicative Activities?

E. Objective of the Research

Based on the formulation of the research question, this research aims at improving the seventh grade students' speaking skill through Communicative Activities in SMP N 4 Sragen.

F. Significances to the Research

This research is expected to give some contributions to the English teaching and learning process. The contributions are as follows:

1. Theoretical Significance
 - a. This research describes an alternative way to improve the speaking skill.
 - b. This research can be used to develop the existing theory to improve the speaking skill, organizing and practicing of Communicative Activities in the classroom.

2. Practical Significance

a. For the seventh grade students of SMP N 4 Sragen

The researcher offers an opportunity for the students to speak up freely, creatively and actively in order to improve their speaking in the use of language as in a real communication.

b. For the English teachers of SMP N 4 Sragen

1)The researcher challenges the teacher to use this activity creatively in teaching English, especially in teaching speaking through Communicative Activities.

2)The researcher also offers a chance for the teacher to develop the communication in the classroom using English. It helps students to use language effectively in the classroom by using those activities. Therefore, the students can apply their English in speaking.

c. For the English Education Students of Yogyakarta State University

The researcher offers the use of Communicative Activities in which it can be collaborated with various activities in teaching speaking.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

In reviewing the literature related to improve the students' speaking skill through group work activities of SMP N 4 Sragen, this chapter will present the literature review in four major points: teaching and learning speaking English as a foreign language, teaching speaking English and communicative activities.

1. Teaching and Learning Speaking English as a Foreign Language

Recently, English is very important language in the world. It makes English as an international language and the use of English is permeating into the whole world. In fact, English is studied by over million people in the world. In academic study in Indonesia, the existence of English is to be learned as a foreign language. English as a foreign language (EFL) refers to teaching English to the students that their first language is not English. It is because English is not a major language of commerce and education.

The use of English in the teaching and learning process is as a means of communication among native speakers. A large number of the students in the world study English in general; it means that the language purpose of the teaching and learning English is for human experience (for business or academic study) (Harmer, 2004:9). While Cameron (2001: 11) states that English as a foreign language (EFL) is in which the students study English just only in a class. When

they go home or play with their friends outside the classroom, they may forget what they have been studied about English in the school. It is because the use of classroom English has not applied by the teacher.

In the teaching and learning process, English is divided into two types, namely, *receptive skills* and *productive skills*. The receptive skills are used for reading and listening in which people have to take out the meaning from the situation that about what they see or hear (Harmer, 2004:199). The productive skills are used for speaking and writing in which people use the language by themselves to show their contributions in a communication (Harmer, 2007:265). In writing, for example, the students may write the events of the story or describe things. While in speaking, the students must active in delivering their ideas, opinions or an argument.

2. Teaching Speaking English

a. The Nature of Speaking English

In this globalization era, many schools in Indonesia have to master English although it is still passive. Speaking has an important role in the English teaching and learning process. Speaking is giving an oral interaction between two people or more to express thoughts, feelings, opinions, and ideas fluently to communicate in English teaching and learning process. The objective of teaching speaking English is to prepare the students to be active in daily communication.

Hornby (1995: 1140) states that speaking is the way to use a language and/or to say something related to the situation. While Cameron (2001: 40) says

that speaking is the way to use language to express meanings in order to interact with other people to make sense. Speaking is perhaps the most demanding skill for the teacher to teach because it occurs between two people when they communicate. In consequence, the standard of the successful language acquisition is the learners' skill to interact with others.

Based on the descriptions of speaking which are stated by some experts above, the researcher concludes that speaking skill is a skill to put ideas into words through someone's perceptions, feelings and intentions to make other people grasp the message in a communication. People speak to other people are to make a communication run well. When they want something, they know how to say it.

b. Aspects of the Speaking Skill

When the teacher decides to teach speaking in the classroom, he/she must understand the aspects that influence the teaching speaking activities. Brown (2001: 268-269) proposes the aspects of speaking, namely, pronunciation, vocabulary, accuracy and fluency. To be a good speaking, the most people have to master the following aspects.

1. Pronunciation

Brown (2001: 284-285) states the goal of pronunciation at the beginning levels are focused on clear and comprehensible pronunciation. While the goal of pronunciation at the advance levels are focused on intonation, voice quality and stress pattern. Here are the factors of the learners that affect pronunciation.

a) Native language

The native language is the most influential factor affecting the learners' pronunciation. The learner will use their tongue and mouth to produce sounds. It can also influence the students' dialects.

b) Age

In the teaching speaking, the children under the age of puberty will have an excellent chance of "sounding like a native." It can be a myth if teaching the adult students, because they will almost surely maintain a "foreign accent." It can be concluded that the range of ages can influence the speaking mastery.

c) Exposure

Having exposure makes the learners are courageous in speaking English. It is very different if the learners come from foreign country. They will be more courageous in speaking English than the Indonesian people.

d) Innate phonetic ability

In a communication, some people use their ear to manifest a phonetic coding ability. They believe that the use of ear can make them easier to learn English. The students may have difficulties in pronunciation, but they can improve their competence with some efforts and concentration.

e) Identity and language ego

In learning English especially speaking, the learner must have positive attitude toward the people who speak the language.

f) Motivation and concern for good pronunciation

It can be the strongest influence in pronunciation. The students who have

higher motivation and concern can improve their pronunciation.

2. Vocabulary

Vocabulary is the most important things in the teaching and learning speaking. There are some problems in teaching and learning English, but the main problem is the students' vocabulary is less. The students have to master vocabulary to communicate with other people fluently and accurately. To master vocabulary, it concerns with the form and the meaning in every words to start the communication (Thornbury, 2005:22). People cannot communicate well if they do not know the form and the meaning of the English words.

3. Accuracy

In the learning speaking, there will be some factors to improve the students' speaking skill. One aspect in speaking mastery is accuracy. To achieve accuracy, the speaker needs to focus on the elements of phonology, grammar and discourse (Brown, 2001:268).

4. Fluency

To be fluent speaker, he/she needs to stop time to time to allow the formulation without produce one word at a time (Thornbury, 2005:7). He suggests that the use of pause is equally important factor in speaking. The speaker can be a fluent speaker if they as follows:

- pause may be long but not frequent.
- usually use pauses to fill.
- pause at meaningful transition points.
- use long runs of syllables and words between pauses.

Based on the aspects of speaking above, the teacher not only paying attention on the teaching speaking but also he/she has to paying attention to the students' language. The teacher will be the center of the learning that gives something better in the improvement of the learning speaking.

c. Approaches to the Teaching Speaking

The teacher must develop her teaching using an approach. Approach is the theory, philosophy and principles of teaching practices in the language teaching Richards (2002: 29-30). There are many approaches coming from the old approaches into the modern approaches in the teaching speaking such as the aural-oral approach, the cognitive code approach, the communicative approach, etc.

Because the teaching speaking needs some practices, so this research will point out to the communicative approach. The communicative approach in the language learning and teaching is an approach which focuses on the learning communication. The basic concept of the communicative approach is learner centered. The teacher may not dominate the class during the teaching and learning process. It is proposed to communicate effectively and appropriately based on the context of the situation. One of the approaches is deal with the language structure and communicative structure, namely, Communicative Language Teaching (CLT). Brown (2007: 241) characterizing the Communicative Language Teaching as follows:

1. Classroom goals are focused on communicative competence.
2. Language techniques are designed to engage the students to use the

language for meaningful purposes.

3. Fluency and accuracy are included in the communicative technique.
4. The students have to use the language in the communicative classroom.

Based on the approach above, Communicative Language Teaching (CLT) is the best way to teach speaking in implementing Communicative Activities because the teacher can use the activities to gain the goal of the teaching English.

d. The Teachers' Role in Teaching Speaking

In English teaching and learning process, especially in the speaking skill, both the teacher and the students must be aware to their roles. The teacher has to be the best example for the students in the teaching and learning process while the students have to be also active in the speaking activities. In English teaching and learning process, the teacher should know her roles as follows (Harmer, 2004: 58-60):

1. Organizer

The teacher must organize the students to do various activities. Her roles is giving the instructions in doing the activities, organizing the students into pairs or groups, giving feedback and managing the time when the teaching and learning process is over.

2. Prompter

The teacher may help the students to think creatively in the learning speaking, e.g. when the students do not know the idea/information that will be shared. The teacher must help the students to solve the problems.

3. Participant

In English teaching and learning process, the teacher is as a centre of learning who knows everything. She must join with the students in the learning process, e.g. group work, role-play and games.

Besides those, the teacher must be ready as students' controller of the teaching and learning situation, assessor of the students' performance, resource of the students' questioning, and also observer in doing the activities.

e. Teaching and Learning Speaking Difficulties

When someone tries to learn something new, there are many difficulties and/or problems to be faced. In the teaching and learning process, whether the teacher or students may have problems in teaching and/or learning speaking that must be solved. The teaching and learning speaking is not an easy materials/lesson to be taught and learned. The teacher does not know how to minimize the difficulties that happen in the teaching and learning process.

Brown (2001: 270-271) states that the following of the speaking characteristics that can make an oral performance easy in some cases, they are:

1. Clustering

Learners usually communicate in word by word. However, the learners can organize the difficult words into groups. It makes the learners easier to understand the meaning of the words than look for the word in dictionary when they want to use those words. In the teaching and learning speaking is not need to speak

fluently but between the teacher and students can interact each other.

2. Redundancy

During the communication, the teacher gives the information briefly to the students in order to make them understood the information. It can also avoid the miscommunication between the teacher and the students.

3. Reduced forms

There are also some problems in the teaching speaking. Not all students understand English very well. In which they have different characteristic in accepting the materials. The teacher must be careful when he/she uses the contractions and elisions in teaching that can make the students confuse with the words.

4. Performance variables

This characteristic is the process of thinking that speaker has to know how he/she uses the hesitations, backtracking and pauses during the communication.

5. Colloquial language

This characteristic is used to make sure that the students are familiar with the words, idioms and phrases of colloquial language and they can produce those words.

6. Rate of delivery

The teacher must help the students to speak fluently with the acceptable speed when they communicate.

7. Stress, rhythm and intonation

It is the most important characteristic of teaching speaking. Stress, rhythm

and intonation take a part to convey the message of the information. Different information is mostly caused by the dialect/language of each person.

8. Interaction

It is very important characteristics because when we have difficulty in interacting with other people, it can be difficult to understand the situation when someone speaks.

f. Teaching Speaking in Junior High School

Junior high school students are classified into the beginner students in the seven to eleven years old. Piaget in Pinter (2006:7) declares that the students in the early ages (seven to eleven years old) must develop their intellectual. The students with the different interests and needs of learning are divided into four stages. Piaget states that in those ages the students may use their logical thinking of human intellectual in understanding. Based on the age, human intellectual is generally developed through the following stages:

1. Sensori-motor stage (from birth to two years age), the students are trying to interact with the environment by using their sense to manipulate things or objects around them.
2. Pre-operational stage (under seven years of age), the students use their logical thinking to characterize objects.
3. Concrete operational stage (seven to eleven years of age), the students begin to use their logical thinking like adults. However, they cannot generalize their understanding yet.

4. Formal operational stage (eleven years onwards), the students can understand when they communicate with other people.

It can be concluded that the students in this age is categorized in the concrete operational stage. It means that the students may think logically like adult, however they cannot consistent about what they said. In addition, the students in this age still like playing with their friends, make a noise during the teaching and learning process and even change their mind if they are asked the questions. In other hand, the students do not know how to solve their problems. It cannot be solved if the students do not want to improve themselves in the teaching and learning process. In improving the students in the teaching and learning process, there are factors that influencing the students in learning language as follow:

- a. Motivation

Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit Brown (2001: 72). While Harmer (2001: 51) states that motivation is people desire to achieve goal. The teacher must motivate the students in learning language as well as the students. The teacher can do the following points to improve the students' motivation as follows:

1. According to Zoltan Dornyei and Kata Csizer cited in Brown (2001: 79-80) there are “ten commandments” of the teacher for motivating learners.

- giving example of personal behavior,
- making the pleasant atmosphere,

- present the task appropriately,
- develop a good relationship between the teacher and the students and among the students,
- increase the students' self-confidence,
- make the language classes interesting,
- promote learners' autonomy,
- personalize the learning process,
- increase the learners' goal, and
- familiarize the learners with the language.

Brown (2001: 79) adds that there are many ways to be followed by the teacher to improve the students' extrinsic motivation:

- allowing sufficient time for learning
- cooperative learning activities
- rewarding innovation and creativity.

2. Encourage the students to support each other in the teaching and learning process in order to make the other students is motivated.

3. Creating a classroom environment that is conducive to learning. The teacher starts giving the interesting activity to make the students motivate in learning language Brown (2007: 181). Pinter (2006: 37) adds that the students are willing to learn language if because they enjoy the activities and the comfortable atmosphere in class.

b. Confidence

Dornyei in Pinter (2006: 37) states that the teacher needs to take care to

maintain and protect their learners' motivation by offering stimulating activities and self-confidence. Brown (2001: 62-63) cites that the teacher must give the ample of verbal and nonverbal assurances to students and teach them from easier to more difficult to sustain self-confidence.

g. Assessing Speaking

Speaking is one of the central elements of communication. The functions are transactional and interpersonal. According to Brown (2001: 271-274), there are six categories to apply the kinds of oral production:

1. Imitative

Imitative is not for the purpose of meaningful interaction, but it is for forming the language elements. The teacher sometimes uses drills in English teaching and learning to control the activity. The teacher hopes that drills offer the students opportunity to listen and repeat the word orally, because it is limited by repetition.

2. Intensive

Intensive is designed to practice the phonological and grammatical aspects of the language. It is usually used in some part of pair work activity in which the learners do the tasks carefully and completely of the task that are given by the teacher.

3. Responsive

It is a form of replies to teacher or students-initiated questions. These replies are used for answering the short questions that are given by the teacher. It

is usually in the form of short dialogue between teacher and students. The teacher uses this kind of oral production to check the students' understanding of the information or ask someone condition.

4. Transactional

The purpose of transactional is to convey or exchange the specific information in the form of conversation (dialogue). It is an extended form of responsive. This language is usually used in group work activity because the teacher wants learners to be active in speaking/delivering their ideas.

5. Interpersonal

It purposes for maintaining the social relationship than the transmission of facts and information. The students may be trickier when they use this language to conversation because they have to study about a casual register, colloquial language, emotionally changed language, slang, ellipsis, etc.

6. Extensive

It purposes for giving the students extended monologue in the form of oral reports, summaries and also speeches.

The assessments will depend on the type of the speaking. The other things must be paid attention are the process of the teaching and learning, students' interest and the level of proficiency. In English teaching and learning process, the teacher must provide the opportunities to the students for meaningful communicative behavior about relevant topics. The teacher gives the guidance to the students' needs. In order to provide the effective speaking, the teacher will examine carefully the factors that underlie the speaking effectiveness.

3. Communicative Activities

a. The Definition of Communicative Activities

In the teaching speaking, the teacher must select the activities based on the students' needs. Brown (1995: 4) cites that the language teaching activities are the activity to what language teachers and their students do in the teaching and learning process. It can be divided into four categories: ways of defining what the students need to learn, organizing the instruction to meet the needs, presenting the lessons and practicing what the teacher actually teaches.

Shavelson and Stern in Nunan (1989: 47) state that activity is the part of materials in the teaching and learning that must be done by teacher and students in the class. The objective of using the activity is both the teacher and students can involve the knowledge in the teaching and learning English.

There are a lot of activities in the teaching and learning process to be done as the researcher explained above. The teacher must be careful when she chooses the activity to be taught. The teacher must make the teaching and learning English more fun and interesting in hence the students are not bored in doing the activities. One of the activities is Communicative Activities. Communicative activities are a piece of classroom work that involves students in producing, comprehending, or interacting in the target language. Communicative activities can give some contributions toward language learning Littlewood (1981).

According to Littlewood (1981), four purposes of communicative activities are as follows:

- a. To provide "whole task" practice

Learning something involves not only practice in the part skill but also practice in the total skill so called whole task practice. This means, in foreign language learning, that teachers provide learners with various kinds of communicative activities, organized in order to suit the ability level of the learners.

b. To improve motivation

The learners' final objective in learning a language is to participate in communication with others. Their motivation to learn is more likely to be maintained if their classroom learning can help them to accomplish this objective with this increasing success.

c. To allow natural learning

Many aspects of language learning take place through natural processes, which operate when a pupil is involved in using the language to communicate. If this is so, communicative activities either inside or outside the classroom are needed in the learning process.

d. To create a context which supports learning

Communicative activities can create an environment that supports an individual in his efforts to learn. It is because the activity provides opportunities for positive personal relationships to develop among students and between students and the teacher.

b. Classroom Speaking Activities

In selecting the activities in the teaching speaking, the teacher must select

the appropriate activity to promote the successful teaching. The teacher must collaborate the activities with the technique in the teaching and learning English process. It means that the teacher must be creative in giving the activity to the students. Here is the list of activities that the teacher can use in promoting the group work by Brown (2001: 183-186) and Harmer (2001: 271-275):

1. Communication Games

This activity is designed to involve the communication among students to speak fluently. The examples of these activities are drawing a picture, matching the picture into the right order, finding the similarities or differences on a picture, etc. These activities are appropriate to do in the group work because these activities involve more than one person. It can be done in pairs or in groups.

2. Role-play and Simulations

Role play and simulation involve one or more members of a group to assign the purpose to the participant, so it can be done on group work. The activity is usually in the form of acting. The students take the roles of different participants in a different situation and act out what may typically happen in that situation. The objective of this activity is to solve the problem of their decisions including the actions, feelings and what situations are actually happened.

3. Drama and/or Acting from a script

This activity involves the students' production in the language learning. They have to act like an actress/actor although in a stage. To do this activity is the students have to pay attention with the appropriate pronunciation, intonation and speed when they are asked to perform. They have to prepare what they are going

to perform in the scenes before.

4. Projects and/or Discussion

The students work in pairs or in groups to produce a product, such as a written paper or group presentation. This activity is usually taken outside the classroom in order to the students are not annoying the other students when the teaching and learning process is going on. The goal of this activity is making the purpose of activity clear and making an obvious outcome of the aim of the learning.

5. Interview

Interview is a conversation between an investigator and an individual in order to gather the information. The interview commonly contains of the question of the personal data. The simple examples of interview are asking someone's name, address, etc related to the investigator. The purpose of this activity is to improve the expression of asking the personal data and producing questions by the students.

6. Brainstorming

Brainstorming is a kind of activity to gather the ideas and viewpoint related to the topic to produce in our brain. In this activity, the students have a free and relatively unstructured discussion on an assigned topic as a way of generating the ideas. The students are asked to make a group and choose the leader of the group. The members of the group are asked to use their background knowledge to give a keyword/clue to be answered by the leader. The objective of this activity is involving the students' knowledge about anything.

7. Information gap

Information gap is the kind of activity in which two or more people communicate in a situation where the information is known by only some of them. The example of this activity is matching the information of the different picture. The objective of this activity is to convey or request the information what the students have to the other students.

8. Jigsaw

Jigsaw is a type of information gap in which each groups has different information to be solved. It can be done in listening and/or reading activity. The member of a group has a piece of information that is needed to complete a group task. The example of this activity is to combine the information that is found by the students. The objective of this activity is to pool all the information.

9. Problem solving and decision making

Problem solving focuses on the group's solution of the problem faced. The example of this activity is giving direction to the tourist and word puzzles. The objective of this activity is characterized of the lesson phrases.

10. Opinion exchange

Opinion exchange is a kind of activity for intermediate level because it deals with the proficiency of the skill including opinion about believing or feeling of the fact. The example of this activity is debate. The objective of this activity is conveying the information that his/her position is right.

The goal of those Communicative Activities is to give a chance for the students to speak up freely, actively and confidently in front of the class. Based on

the activities are appropriate to do in class whether in pairs or groups. Communicative Activities is the best way in improving students' speaking skill.

There are some techniques to control the activity are stated by Brown (2001). In this research, the teacher is helped to use the free technique in implementing group work activities. It is because free technique focuses on students-centered learning, communicative drills, open-ended questions, unpredictable responses, negotiated objectives and cooperative curriculum. To make it clear, here Brown (2001: 134-135) describes the example of taxonomy of language teaching learning techniques in implementing communicative activities through free technique.

- a. Role-play: the students are asked to act out the specified roles and functions of the lesson topic into this activity.
- b. Games: the kinds of fun activities that can be collaborated with many kinds of media. The teacher must creative when teaching speaking using games.

Based on the taxonomy language-teaching technique above, the teacher must apply many activities in improving the students' speaking skill through communicative activities. The teacher focuses on the use of role-play and games because the teacher believes that the use of those activities can improve the students' motivation, attention and their speaking skill in the learning English process.

In doing those activities, the teacher can implement communicative activities to be done in pairs or in groups. The teacher can also use group work in implementing communicative activities because it can be done to measure the

students' understanding about the lesson in English teaching and learning process. The aim of communicative activities is to ensure the students to understand what they are going to do. It relates to the materials that are given by the teacher by working independently and cooperatively in a team (Bogaard et al, 2005:25).

B. Conceptual Framework

Considering the needs of improving the students' speaking skill, the researcher has to identify and implement some efforts in the field. There were some problems that the researcher found in Grade Seven students of SMP N 4 Sragen. The problems were found in the teaching and learning English process have mentioned as follows:

1. The students' involvement and motivation were low.
2. The students had less chance to practice the English speaking tasks orally.
3. The speaking activities were mostly in the form of written tasks.
4. The atmosphere during English teaching and learning process was less interactive and communicative.
5. The students were shy to express their idea in English.

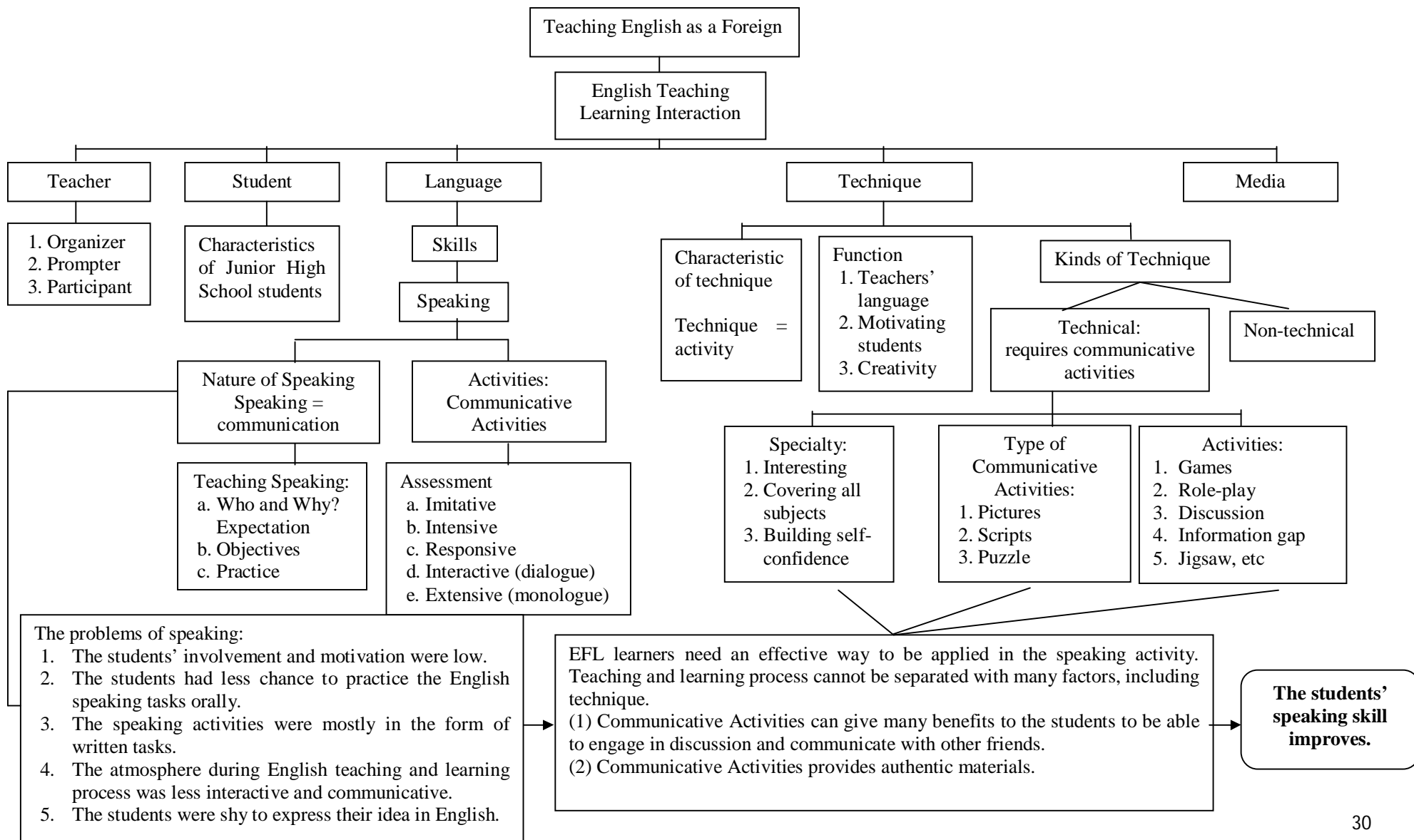
The improvement of the learning achievement needs a process. It requires the period of times and efforts from many factors including the students, teacher, materials and educational institution. In understanding the theories related to the problems that the students have, the researcher needs to find the effective and suitable activities to be arranged in a school. Teaching and learning process cannot be separated with the use of the approach and also the technique in making

the activities are more interesting. The researcher uses the Communicative Language Teaching (CLT) as an approach of the teaching. The researcher and the English teacher think that the use of Communicative Activities can improve the students' speaking skill.

According to the problem above, the researcher and the English teacher assume that the use of Communicative Activities will improve the students' speaking skill. The purpose of using Communicative Activities is to give a chance for the student's to speak up freely and confidently in front of the class. The rational of the study is as follows: (1) Communicative Activities can give many benefits to the students to be able to engage in discussion and communicate with other friends by using English. (2) Communicative Activities provides authentic materials which makes the students interested in and motivated to speak English.

By combining the speaking learning, the use of approach and technique, it can produce the improvement both the quality and ability of the students' speaking skill as described on the analytical construct diagram below.

Figure 1. The analytical construct of Teaching and Learning English



CHAPTER III RESEARCH METHOD

This chapter gives the information about how this research was conducted. It includes type of the research, setting of the research, subject of the research, time of the research, instrument of the research, data collecting procedure, data analysis technique, data validity and reliability and procedure of the research.

A. Type of the Research

Burns (2010: 2) states that action research is the research which is a self-reflective, critical, and systematic approach to explore the contexts of teaching. It is used to identify and investigate the problems within a particular situation including teachers, students, managers, administrators, or even parents by bringing the changes and improvement in practice.

The aim of this research was improving the students' speaking skill through Communicative Activities at the seventh grade students of SMP N 4 Sragen in the academic year of 2011/2012. Kemmis and McTaggart in Burn (2010:9) state that there are four steps in doing action research they are: planning, action, observation and reflection.

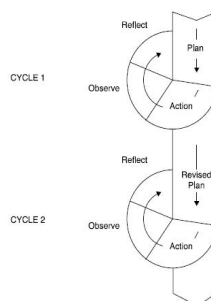


Figure 2. Steps in Action Research

In this research, the researcher worked together with the collaborator (the English teacher) to study the implementation in the form of collaborative action research. The research team involved the English teacher as the collaborator, I as the researcher, the headmistress and also the students of Class VII A at SMP N 4 Sragen.

B. Setting of the Research

The research was conducted in SMP N 4 Sragen that is located in Jl Pattimura No. 23 Mageru Sragen, Central Java. The location of the school is in the centre of Sragen city; therefore it is not difficult to be reached by public transportation. Many students go to school by bicycle and bus and others go there on foot because their houses are near from the school.

Physically SMP N 4 Sragen has nineteen classrooms, tape recorder, blackboards and whiteboards in every class, three portable LCDs, a teacher's office, an administrative office, a principal room, a library, a counseling room, a computer laboratory, a science laboratory, a mosque, three canteens and two parking lots. The total students of SMP N 4 Sragen were 430 students. While, the total teachers of SMP N 4 Sragen were 48 teachers including 5 English teachers.

C. Subject of the Research

This research was focused on the second semester of the academic year of 2011/2012 on the Grade Seven students of Class VII A where the problems were found. The total students of Class VII A were 24 students that consisted of 10 males and 14 females.

D. Time of the Research

This research started from April-May 2012. First of all, the researcher conducted an observation on 19th April 2012 to gain the problems in Class VII A at SMP N 4 Sragen. The actions were conducted by the researcher followed the school schedule in which English subject was taught twice a week every Thursday and Saturday. After the researcher did the observation, she conducted a pre-test on 21st April 2012. In Cycle 1, the researcher conducted the actions in three meetings, on 26th and 28th April 2012 and 3rd May 2012. The implementation of the progress test in Cycle 1 was conducted on 5th May 2012 to observe the students progression in learning speaking. As a result, in Cycle 1 the students' speaking skill did not improve yet, the researcher implemented the next cycle. In Cycle 2, the researcher conducted some actions in two meetings, on 10th and 12th May 2012, and the post-test conducted on 19th May 2012 to see the improvement of the students' speaking skill.

E. Instrument of the Research

In this research, the researcher used instrument to collect the data included observation checklist, interview guidelines, lesson plans, course grids, the pre-test and post-test, questionnaire, speaking assessment, speaking rubric and a digital camera. Every instrument above has a function on the research that is presented as follows:

Table 1. Instrument of the research

No.	Instrument	Function
1.	Observation checklist	To observe the teaching and learning English process.

2.	Interview guidelines	To guide the researcher in conducting interview with the teacher and the students to find the problems and ask the students and/or teacher's opinion about the use of the activities.
3.	Lesson plans	To plan the material and activity to be implemented in the teaching and learning process.
4.	Course grids	To guide the research to design the materials to be taught.
5.	Pre-test and post-test	To measure the students' speaking skill before and after implementing the actions.
6.	Questionnaire	To gain the data about the students and the teacher's opinion about the technique that is used by the researcher.
7.	Speaking assessment	To get the information about the score of the students' speaking skill.
8.	Speaking rubric	The formula in scoring the students' speaking skill.
9.	Digital camera	To take the photographs during the teaching and learning process.

F. Data Collection Procedure

In this research, the researcher used the qualitative and the quantitative data in collecting the data during the teaching and learning process. The qualitative data which were interview transcripts and field notes were collected through: 1) guided interview with the English teacher and the students of Seven A class, 2) classroom observation during the teaching and learning process.

While, the quantitative data were in the form of the students' speaking scores were collected through the speaking assessment which were conducted three times in this study. The first was the pre-test. It was conducted to know the students' proficiency in speaking English. Then, the progress test was conducted to know the students' speaking skill has an improvement or not. The last was the post-test was conducted to know the significant improvement of the students' speaking skill after giving the activities.

G. Data Analysis Technique

In qualitative data, the data of the research which were interview transcripts and field notes. While in quantitative data, the students' speaking performance was tested by using speaking rubric proposed by Brown (2004). The result of the students' speaking performance was computed by using Excel to find the mean of the data. The score showed the students' improvement in speaking.

H. Validity and Reliability of the Data

Based on Madya (2009: 38-44), data validity separated into five validities, as follows:

1. Democratic Validity: a process of understanding of the persons' ideas and opinions, etc by interviewing the parties of the research. The researcher interviewed the English teacher and also the students of Class VII A to get the information about their opinion in doing the action. During the teaching and learning process, when the English teacher taught as a teacher, the researcher was as an observer and she was responsible to report the classroom situation to be reflected in the next meeting.
2. Result Validity: a process of looking for the problems and the actions of the problems, whether the actions in each cycle success or not. If the problems did not improve yet, the researcher and the teacher would plan another action in the next cycle.
3. Process Validity: a process of observing the teaching and learning process during the implementation. The researcher did the efforts during the teaching

and learning process by observing the classroom activities, making field notes during the teaching and learning process and interviewing the students related to the learning English.

4. Catalytic Validity: a process of implementing the method or technique in the teaching and learning process by the researcher. To gain the catalytic validity, the researcher interviewed the students to know their opinions about the changes that occurred themselves in learning speaking English.
5. Dialogic Validity: in a research, the teacher would participate in the process of the research by giving opinions and ideas related to the implementation. The researcher and the teacher had to dialogue about the weaknesses of the action to be revised and planned better action in the next meeting.

Reliability data was gained by using triangulation data in the form of qualitative and quantitative data. The researcher combined the qualitative data were (interview transcripts and field notes) and the quantitative data were (pre-test, progress test and post-test) to know whether the use of communicative activities improved or not.

I. Procedure of the Research

1. Reconnaissance

First procedure in the research was reconnaissance. The researcher found the problems by interviewing the members of the research including the English teacher and the students of Class VII A and observing the teaching and learning process at Class VII A. The problems related to the teacher, students and learning material in the teaching and learning process. After the researcher found the

problems from the field observation, the researcher worked together with the teacher to identify the problems. The researcher and the teacher divided the problems into urgent and feasible problems. In urgent problems, we made a list of the field problems and divided into feasible problems. Then, we decided to solve the problems by focusing on the students' speaking skill and concerned to solve the following problems:

- a. the students' involvement was low,
- b. the students had low motivation in joining the lesson,
- c. the students had less chance to practice the English speaking task orally,
- d. the speaking activities were mostly in the form of written task,
- e. the atmosphere during English teaching and learning process was less interactive and communicative, and
- f. the students were shy to express their idea in English.

2. Planning

After the researcher and the teacher identifying the problems or issues that happened in the classroom, they discussed and developed some plans for the actions and designed the actions to solve the problems. The data from reconnaissance were processed to create some actions to be implemented by conducting the plans in improving the students' speaking skill. The actions were planned as follows:

- a. using effective media in the teaching and learning English,
- b. using classroom English in the teaching and learning process,
- c. giving communicative activities to encourage the students in expressing

the ideas, and

- d. organizing a group work of role-play in order to improve the students' speaking skill.

3. Action and observation

After the researcher and the teacher planned and designed the actions, the actions were implemented in the class. The teaching and learning process were observed in the form of field notes and the students' responses. The implementation of the actions was observed by the teacher to be reflected in the next action. The result of the students' responses would be measured whether the use of the actions success or not.

4. Reflection

The next step of the research was reflection. The reflection was done to see what happened after implementing the actions. The reflection was got from the interview with the English teacher and the students of Class VII A and the observation of the teaching and learning process. The actions were continued if they were successful. However, the actions were revised if they were unsuccessful.

CHAPTER IV

THE RESEARCH PROCESS, FINDING AND INTERPRETATION

In this section, the researcher presents the description of using Communicative Activities for Class VII A students of SMP N 4 Sragen. After conducting the observation, interview and identification of the problems, the researcher designed the lesson plan and conducted the actions in two cycles. Every action of the cycle consists of the planning, action and observation, reflection and finding.

The researcher also identified field problems in the teaching and learning process. The purpose of identifying field problems is to find the problems and obstacles in the teaching and learning process. The researcher explains the field problems of the research in the reconnaissance as follows.

A. Reconnaissance

Reconnaissance is began with the formulation of the problems identified in the English teaching and learning process. The researcher did an observation and interview with the English teacher related to the problems that occurred in the English teaching and learning process.

1. Observation in the Classroom during the Teaching and Learning Process

The researcher came to the school on Thursday, 19th April 2012 at 9 o'clock A.M to do the observation. The researcher entered the teacher office to meet Mrs. Cahya, the English teacher, to begin the observation of the teaching and learning process. The researcher should wait for an hour because the class began at 10.15 a.m. Before the researcher and Mrs. Cahya went to the class, the researcher asked the English materials of the lesson. Mrs. Cahya said that the material is about the expression of like and dislikes. Then, the bell rang and the

continued

continued

bell signed of changing the lesson. Mrs. Cahya and the researcher walked into the class. From the office, we see that one of the students of VII A class sometimes pipes from the class to see their teacher and a few of them are outside the class to wait our arrival. When we enter the class, there is a boy who asks to Mrs. Cahya about who I am. Mrs. Cahya smiles and puts her book on the table. Before she starts the lesson, some of the students do not ready yet to study because the class begin after the break. The teacher asks them to calm down for a while and to get ready have the lesson. Then, she begins the lesson by greeting and asking the students to take a prayer first. After greeting and taking a prayer, Mrs. Cahya introduces me to the students. Then, I introduce myself and also explain my purpose to take a research in their class. All of the students of Class VII A are happy. After I introduce myself, Mrs. Cahya asks me to sit down on the back of the class to begin the observation. As Mrs. Cahya said, before the material of the expression of like and dislikes, she asks students about the previous material and asks the homework of the last lesson. Some of the students look ready for their homework and Mrs. Cahya asks them to write down their answers on the whiteboard. Mrs. Cahya chooses some students to write their answers in the whiteboard. When the students write it, there are a few students making a noise and they eat during the teaching and learning process. The teacher is just silent and does not care what they do. After they finish writing their homework on the whiteboard, the teacher asks them about the difficulties in doing their homework. Some of the students are silent and few of them say “*Tidak ada Bu*”. Then, the teacher goes to the next material, namely, the expression of like and dislikes. The teacher explains the material of the expression of like and dislikes and the students do not know what it is meant. The teacher takes the example of the expression of like and dislikes from the LKS, and some of the students still do not understand about her explanation. Then, the teacher gives another example of it and they seem understand the explanation because they nod their head in the agreement of understanding that lesson. After the teacher gives the material, she asks them to do the task related to the expression of like and dislikes on the LKS. While they are doing the task, the teacher goes around the class to check the students’ understanding. Many students are noise and talk each other during they are asked to do the task, especially boys. The teacher asks them to be quite a while; however the students still make a noise. After they finish doing the task, the teacher asks them to write in the whiteboard. They write the task on the whiteboard coincide with the bell ringing. So, the teacher closes the lesson by giving them homework related to the expression of like and dislikes and taking a prayer to close the lesson.

Based on the vignette of the observation above, the teaching and learning process went by some problems. The problems of the observation above were, 1) the students talked each other when the teaching and learning process and the

teacher did not warn the students when they made a noise, 2) the teacher asked the students to write their homework in the form of written text because the teacher used the material from the LKS in which it is in the form of written task.

- Interview transcript

- R : Menurut kamu gimana pelajaran bahasa Inggris tadi? Tadi kan diminta bu guru maju kedepan untuk menulis jawaban kan? (*What is your opinion about the English lesson today? Your teacher asked you to write your homework in the whiteboard, didn't she?*)
- S : Senang mbak. (*I am very glad, miss.*)
- R : Senangnya gimana? Bisa paham akan penjelasan dari bu guru? (*How glad are you? Can you understand your teacher explanation?*)
- S : Ada yang tidak paham sih sebenarnya. Tapi takut bertanya. (*Actually, I did not understand yet what she explained. But, I am afraid to ask her.*)
- R : Kenapa takut? Kan lebih bisa tahu malah tambah senang donk. Kalau untuk cara mengajarnya bu guru gimana menurut kamu, dek? (*Why do you feel afraid? You have to ask her to make you understand and you will be happy. What is your opinion about her teaching?*)
- S : Gimana ya miss. Sebenarnya aku gag suka e kalo pas pelajaran malah ramai sendiri. Tapi bu guru jarang negur mereka. Jadi kadang bikin kita gag konsen gitu. (*How is it, miss? Actually, I do not like a noise. However, the teacher never addresses what they do. Sometimes we cannot concentrate well with the lesson.*)
- R : Kenapa kamu gag bilang langsung ke bu guru atau kamu sendiri yang ngasih tau temen mu buat gag rame. (*Why do not you ask your teacher or let him know that he disturbs you and your friends during the learning English?*)
- S : Ah males miss nanti kalo malah dibilang sok. Ya gag mau donk aq. (*I am lazy for warning him because I am afraid to be judged as an arrogant guy. I don't want it, miss.*)

Appendix C/Interview transcript 2, line (3-15)

Based on the interview above, the student did not like a noise when the teaching and learning process. However, their teacher did not warn the students who made a noise.

- R : Bisa paham akan penjelasan dari bu guru tadi? (*Did you understand what your teacher said?*)

continued

continued

- S : Sedikit, karena bu guru hanya menjelaskan dari LKS saja dan sangat membosankan miss. (*A little because she just explained the lesson from the LKS. It made us bored.*)
- R : Apakah bu guru pernah memberikan materi yang membuat kamu dan teman-temanmu tertarik? (*Did your teacher ever give you and your friend interesting materials?*)
- S : Waaaah gag pernah, miss. Bu guru aja gag pernah pake LCD padahal udah disediakan sama sekolah. (*Never, miss. She never uses the LCD in teaching although it is prepared by the school.*)
- R : Kenapa bu guru gag memakai LCD saat mengajar? (*Why she does not use the LCD in her teaching?*)
- S : Gag tau tuch, miss. (*I do not know.*)
- R : Berarti hanya menggunakan LKS saja, ya. Tapi menurutmu, kalau belajar menggunakan LKS saja membuat kamu sudah paham banget atau belum? (*So, she only uses the LKS, right? Can you understand better, if you learn English just from the LKS?*)
- S : Tidak begitu mengerti, miss. Contohnya dalam pelajaran berbicara. Pernah bu guru memintaku maju kedepan untuk berbicara dan aku gag bisa. Hehehe... (*Not really, miss. For example in the speaking, the teacher asks me to speak and I cannot speak English. Hehehe...*)
- R : Apa yang kamu maksud dengan gag bisa itu? (*What do you mean that you "cannot speak English?"*)
- S : Gag tau kata-kata yang mau diucapkan, miss. Malu juga kalau diketawain. (*I do not know what I want to speak and I feel ashamed if my friends laugh at me.*)

Appendix C/Interview transcript 4, line (7-21)

Based on the interview transcript above, the students were bored with the way the teacher taught because it was monotonous. The students were shy to express their idea in English because they lacked vocabulary. Then, the teacher did not use the facility that was prepared by the school, such as the LCD. The teacher used the LKS as a main material in teaching English that it is in the form of written text.

- R : Oh ya Bu, menurut ibu kesulitan apa yang mereka hadapi selama belajar bahasa Inggris? (*What are the students' difficulties in learning English?*)

continued

continued

T :	Kebanyakan dari mereka kelemahannya pada speakingnya mbak. (<i>Most of the students cannot speak English.</i>)
R :	Kalau boleh saya tahu hal apa saja yang menyebabkan mereka tidak bisa berbicara menggunakan bahasa Inggris, Bu? (<i>What are the problems that make them not able to speak English, Ma'am?</i>)
T :	Motivasi belajar mereka dalam bahasa Inggris terutama speaking sangat rendah. Mereka banyak yang takut maju kedepan, takut salah gitu katanya. Diminta untuk mencoba tetapi takut, jadi saya jarang meminta mereka maju kedepan untuk berbicara. (<i>They have low motivation in joining the lesson, especially in speaking. Most of them are afraid to express the ideas in front of the class. Some of them say they are afraid of making mistakes. When I teach speaking, I ask them to try speaking in front of the class, but they are afraid. So, I rarely ask them to speak English in front of the class.</i>)
R :	Bagaimana dengan kontribusi siswa didalam pelajaran? (<i>How are the students' contributions in learning English?</i>)
T :	Mereka sangat jarang berkontribusi didalam pelajaran bahasa Inggris. Mereka tidak mengerjakan apabila tidak disuruh. (<i>They seldom contribute during the teaching and learning process. They do not do the task if I do not ask them to do it.</i>)

Appendix C/Interview transcript 5, line (5-16)

Based on the interview transcript with the English teacher above, the teacher said that the students had low motivation in joining the lesson because the students never contributed in the teaching and learning process. The teacher seldom gave the students a chance to practice their English speaking because the students were afraid of making mistakes.

2. Identification of the Field Problems

After conducting the observation and interview, the researcher together with the English teacher made a list of problems during the teaching and learning process. The problems were related to the students' activity during the English teaching and learning process.

Table 2. The list problems of English teaching and learning process

No.	Problems	Causes
1.	The students' involvement was low.	S
2.	The students had a low motivation in joining the lesson.	S
3.	The students had less chance to practice the English speaking task orally.	S,T
4.	The students had less vocabulary.	S
5.	The teacher did not use an interesting media in the teaching and learning process.	T
6.	The teacher could not handle the children well.	T
7.	The teacher did not use the facility optimally in the learning activity.	F
8.	The speaking activities were mostly in the form of written tasks.	LM
9.	The atmosphere during the English teaching and learning process was less interactive and communicative.	T
10.	The students were shy to express their idea in English.	S

S : Student F : Facility T : Teacher

LM : Learning Material

3. Weighing the Identified Field Problems based on the Level of Urgency

After the researcher and the English teacher identified the field problems from the observation and interview, they weighed the problems based on the level of urgency. These problems need to be solved to improve the students' speaking skill.

Table 3. The urgent problems of English teaching and learning process

No	Problems	Causes
1.	The students' involvement was low.	S
2.	The students had a low motivation in joining the lesson.	S

continued

continued

3.	The students had less chance to practice the English speaking task orally.	S,T
4.	The speaking activities were mostly in the form of written task	LM
5.	The atmosphere during the English teaching and learning process was less interactive and communicative.	T
6.	The students were shy to express their idea in English.	S

S : Student T : Teacher LM : Learning Material

4. Selection of the Identified Field Problems based on the Feasibility

The feasible problems were determined by considering the time and skill of the researcher to conduct the research. The result of the selection of the identified field problems is as follows.

Table 4. Selected problems based on the feasibility to be solved

No	Problems	Indicators	Causes
1.	The students' involvement was low.	- During the teaching and learning process they just sat and kept silent while listening to the teacher's explanation. - The students were shy in expressing the ideas.	S
2.	The students had a low motivation in joining the lesson.	- The students did not pay attention to the teachers' explanation.	S
3.	The students had less chance to practice the English speaking task orally.	- The students were afraid to make mistakes when they spoke out in front of the class because they had less vocabulary. - The teacher never gave them a chance to practice speaking in front of the class by themselves.	S,T
4.	The speaking activities were mostly in the form of written	- The teacher explained the materials just from the	LM

continued

continued

	tasks.	- students' work sheet (LKS).	
5.	The atmosphere during the English teaching and learning process was less interactive and communicative.	The students talked to each other when the teaching and learning process was still going on. - The teacher and the students used <i>Bahasa Indonesia</i> during the teaching and learning process.	T
6.	The students were shy to express their idea in English.	- The students were afraid of making mistakes when they wanted to answer the teachers' questions.	S

S : Student T : Teacher LM : Learning Material

5. Pre-requisite Analysis

After conducting the selection of the identified field problems, the researcher and the English teacher formulated a pre-requisite analysis based on the feasible problems as listed in Table 4. The purpose of the pre-requisite analysis was to find the cause-effect and the relationship among the problems. Firstly, the researcher and the teacher arranged the problems that each problem naturally had a cause-effect relationship with other problems.

Table 5. Pre-requisite analysis

Cause-effect of Table 4

No	Problems	Main Cause(s)
1.	The students' involvement and motivation were low.	- The students were shy to express their idea; they were confused with how to express the words in English. - The teaching and learning process was monotonous.
2.	The students had less chance to practice the	- The students were afraid of making mistakes.

continued

continued

	English speaking tasks orally.	- The teacher never gave them a chance to practice speaking English.
3.	The speaking activities were mostly in the form of written tasks.	- The students just learned from the students' work sheet (LKS) without any interesting materials from the teacher. - The students never spoke orally without texts.
4.	The atmosphere during English teaching and learning process was less interactive and communicative.	- The students made noise during the teaching and learning process. - The teacher and the students used <i>Bahasa Indonesia</i> during the teaching and learning process.
5.	The students were shy to express their idea in English.	- The students were lack of vocabulary. - The students did not know the meaning of English words and sentences.

6. Determining the Actions to overcome the Selected Field Problems

After formulating pre-requisite and finding the main cause problems, the researcher and the English teacher decided to conduct some actions to overcome the problems. The researcher and the teacher decided to use Communicative Activities in improving the students' speaking skill. The topic of the research is the lesson of the second semester of seventh grade. The aim of the action was to improve the students' speaking skill by using Communicative Activities.

Table 6. The actions applied in the research

No	Problems	Actions
1.	The speaking activities were mostly in the form of written tasks.	Using effective media in teaching English.
2.	The atmosphere during English teaching and learning process was less interactive	Using classroom English in the teaching and learning process.

continued

continued

	and communicative.	
3.	The students' involvement and motivation were low.	Giving communicative activities to encourage the students in expressing the ideas.
4.	The students were shy to express their idea in English.	
5.	The students had less chance to practice the English speaking task orally.	Organizing a group work of role-play in order to improve the students' speaking skill.

B. The Result of the Research

Because this research is an action research in the nature, the researcher focused the research on the students' speaking skill in the classroom.

The researcher gave the pre-test to identify the students' skill in learning English especially in speaking before giving the actions. The researcher conducted the pre-test on Saturday, 21st April 2012. The students should do the pre-test by practicing their English speaking in front of the class without bringing the text individually. Therefore, the researcher scored the students' speaking skill by considering some aspects (pronunciation, grammar, vocabulary, and fluency). The English teacher also helped the researcher score the students' performance. In doing the task, the students could ask the researcher or the teacher if they had difficulties.

In the pre-test, the researcher prepared a paper to be distributed to the students that consisted of three kinds of tasks. The tasks were divided into three; they were introducing themselves, describing the means of public transportations and making a procedure text about "How to make a cup of tea" and every student

would answer the questions orally from the researcher in front of the class without a text. In introducing themselves, the students would introduce their full name, address, all about their family, etc. In describing the means of public transportations, the students were given different pictures by the researcher. The pictures were the kinds of public transportations (the land, water, or air transportations), the kinds of fuel that were needed by the public transportations (petrol, solar, wood) where the transportations were found (in the country, village, town), etc. The last one was about making a procedure text. In this task, the students would imagine what they needed in making tea (the materials and the steps).

Here is the formula for scoring the students' speaking skill in learning English at Class VII A of SMP N 4 Sragen as follows:

The maximum score = 20

The students' proficiency = $\frac{\text{the students' score}}{\text{the maximum score}} \times 100$

Table 7. The average score of speaking skill in the pre-test at Class VII A of SMP N 4 Sragen

No	Aspects	Score
1.	Pronunciation	55.00
2.	Grammar	42.00
3.	Vocabulary	57.00
4.	Fluency	43.00
The average score of the class		49.25

Based on the table above, the researcher explains the result in scoring the students' speaking performance descriptively as follows.

In scoring the students' speaking performance, the researcher and the English teacher scored four aspects, namely, pronunciation, grammar, vocabulary, and fluency. In the pronunciation, the students' score was 55.00 and the mean was 23.00. In scoring the pronunciation, the researcher and the teacher scored the students' pronunciation, for example, the use of stress and intonation. In the grammar, they had 42.00 score and the mean was 17.00. It consisted of relevance, creative, harmony and accuracy when the students delivered their ideas. In scoring the vocabulary, they had 57.00 score and the mean was 24.00. The researcher and the teacher scored the use of diction, vocabulary and denotation. In scoring the fluency, they had 43.00 and the mean was 18.00. The score of fluency consisted of pause and time allotment. The average score of the students' speaking skill at Class VII A was 49.25 and the mean was 20.50 and the score was good in scoring the students' speaking skill.

Here is the rating scale for scoring the students' speaking skill in the English learning at VII A class of SMP N 4 Sragen as follows:

Scale:
0-20 = Poor
21-40 = Fair
41-60 = Good
61-80 = Very good
81-100 = Excellent

In scoring the pre-test, the students were asked to do the task from the

researcher and there were problems related to the students' performance.

- R: Tadi pas disuruh “*introducing yourself*”, “*describing public transportations*” dan bikin teks prosedur tentang “*How to make a cup of tea*”, menurut Robert yang susah dibagian mana tadi? (*When you were asked to introduce yourself, describe public transportations and make a procedure text about how to make a cup of tea, what do you think of it? Which one was difficult? Can you tell me the difficulties of that activity?*)
- S: Susah semua miss masalahnya kita gag pernah maju ke depan apalagi majunya tanpa menggunakan teks. Bener-bener susah banget. (*All of those were difficult. Because we are never asked by the teacher to practice speaking in front of the class without the text. It is really difficult for me.*)
- R: Tapi kira-kira kamu suka gag dengan pelajaran speaking majunya tanpa teks gitu? (*Do you like that activity?*)
- S: Ya seneng tapi takutnya salah, diketawain temen-temen juga. (*I like it, but I am afraid of making mistakes and afraid to be laughed by friends.*)

Appendix C/Interview transcript 6, line (3-10)

The interview transcript above shows the students' opinion about the pre-test. The student said that the task in the pre-test was difficult to do because he was never asked by the teacher to practice speaking using English in front of the class. In other hand, it was the first time for the student to practice speaking without a text. He also added that the task was not only difficult to practice speaking using English but also he was afraid of making mistakes and being laugh with his friends. However, he was happy with this activity.

C. The Reports of Cycle 1

1. Planning

After the researcher conducted the observation and interview with the students and the English teacher, she and the teacher divided the feasible problems

to be solved. The researcher and the teacher discussed together to decide the planning and the expectations in Cycle 1 as follows.

Table 8. The planning of actions and expectations

No	Planning of actions	Expectations
1.	Using effective media in teaching English.	The teacher used the facilities that were provided by the school and other medias to make the students were more interested in learning English.
2.	Using classroom English in the teaching and learning process.	The teacher applied the use of English during the teaching and learning process.
3.	Giving communicative activities to encourage the students in expressing the ideas.	The teacher used spoken activities during the teaching and learning process.
4.	Organizing a group work of role-play in order to improve the students' speaking skill.	The teacher gave a chance to the students to speak English bravely.

2. Action and observation

Due to the time limitation, Cycle 1 was conducted in three meetings on Thursday, 26th April 2012, Saturday, 28th April 2012, and Thursday, 3rd May 2012 and the progress test of Cycle 1 was done on Saturday, 5th May 2012.

The researcher and the English teacher prepared the effort to improve the students' speaking skill through Communicative Activities. In Cycle 1, the researcher implemented four kinds of actions in Communicative Activities, the following discussion are presented.

In meeting 1 on Thursday, 26th April 2012, the English teacher was as the teacher and the researcher was the observer. Before the researcher and the English teacher entered the class, the researcher borrowed the LCD to be used in teaching

English. Because the material was a procedure text, the researcher showed a video of making delicious instant noodles and the students answered the questions related to the video.

T : Apakah semua materi sudah siap? (*Is everything ready?*)

R : Sudah, Bu. Saya juga sudah meminjam LCD untuk memutar video tentang membuat mie instant yang enak dan nanti siswa diminta untuk menjawab pertanyaan berdasarkan video yang mereka lihat dan dengar. (*Yes, Ma'am. I also borrow the LCD to play a video of making delicious instant noodles. When the students watch and listen to the video, they will answer the questions related to the video.*)

T : Kalau begitu, mari kita segera masuk kelas saja untuk memulai pelajaran. Kalau tidak nanti mereka pada keluar kelas dan ramai mengganggu kelas-kelas yang lain. (*Well then, let's go to the class to begin the lesson because I'm afraid that they will leave the class and make a noise that is annoying other classes.*)

Appendix A/Field note 5, line (3-9)

1. Using effective media in teaching English.

In this meeting, the researcher prepared the LCD and a video to be played as the input material. The researcher used the LCD to play a video in the teaching and learning process in order to engage the students in learning English. Based on the observation, the teacher did not use the facilities maximally in teaching English because she felt afraid and could not use well. As a result, the students were bored in learning English.

R : Menurut ibu dengan media tadi membantu para siswa untuk lebih memahami pelajaran yang disampaikan tidak? (*According to you, can the media help the students to understand the materials or not, Ma'am?*)

T : ... Saya sebenarnya juga ingin menggunakan media menggunakan LCD. Tapi saya takut dan tidak bisa mengoprasikannya. Jadi lebih baik saya

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menggunakan LKS. (... *Actually, I want to use the LCD. However, I feel afraid and cannot operate and use it well. So, it is better if I use the LKS to teach them.*)

Appendix B/Field note 5, line (81-86)

R : Pahamiya yang dimana? (*Can you explain your understanding in learning the materials from me?*)

S : Tadi kan miss linda ngasih video tentang cara membuat mie, jadi kita lebih tau orang memasak mie itu dengan ngomong pake bahasa inggris tuh seperti itu. Yang pasti lebih menarik miss bisa lihat videonya. (*You play a video about how to make instant noodles, so we can speak how to make instant noodles by using English. It is more interesting because we can see the video that you played.*)

Appendix B/Interview transcript 8, line (8-11)

The researcher played a video about a girl, Miss Claire, who demonstrates how to cook delicious instant noodles. In that video, Miss Claire shows how to cook instant noodle step by step by using transactional marker such as first, then, finally, etc. and giving more materials like meat, eggs and/or vegetables. She also gives the information of consuming the instant noodle that is bad for the body.

Unfortunately, the LCD did not work to play a video. Then, one of the students offered himself to borrow another LCD to the teacher. After the LCD was ready, the teacher played a video of *How to Cook Delicious Instant Noodles* twice to introduce the material that they learnt. After the video had been played by the teacher, she gave questions related to the video to the students.

2. Using classroom English in the teaching and learning process.

In learning speaking, the teacher should speak English in delivering the

materials in the teaching and learning process. The students had to be familiar with English words if they could speak English, especially they should have many vocabulary to speak English. However, they used English as a lesson that is taught and learned in the school. The teacher could help the students to speak English appropriately by using English during the teaching and learning process.

The implementation of using classroom English in the teaching and learning process included the expressions that were used by the researcher and the teacher to greet the students. When the teacher greeted and asked the students' condition, they responded and answered the teachers' greeting and telling about their condition. Before the teacher introduced the material of the lesson, the teacher gave some questions related to their favorite foods, for example; "*What is your favorite food?*" "*Do you like to eat instant noodles?*" "*Why do you like to eat instant noodles?*" "*What is your opinion about consuming instant noodle?*", etc. It can be seen in this following observation.

T asks Ss to pray and she says "*Assalamu'alaikum Wr.Wb*" and it is followed by greeting Ss, "*Good Morning. How are you today?*" Ss answer "*Wa'alaikumsalam Wr.Wb* followed by answering "*I am fine. And you?*" After T greets, T introduces the first material. However, T asks Ss at first related to the material, such as: "*What is your favorite food?*" "*Do you like to eat instant noodles?*" "*Why do you like to eat instant noodles?*" "*What is your opinion about consuming instant noodles?*" etc. The material in meeting 1 is talking about a procedure text and the topic is about "Foods." The T asks the students about their favorite foods and they answer differently by various favorite foods.

Appendix A/Field note 5, line (4-6)

Furthermore, the implementation of using English in the teaching and learning process was expected to improve the students' speaking skill, because the researcher observed that the use of English during the teaching and learning

process was low. The teacher often used *Bahasa Indonesia* in delivering the materials because the students lacked vocabulary.

When the researcher played a video, some of the students made a noise.

R : Kalau bu guru sedang menerangkan diam dulu sebentar. Diminta untuk menjawab harus dijawab jangan malah ramai. (*When your teacher explains the lesson, please be quite. If your teacher asks you to answer the questions, you must answer the questions and do not make a noise.*)

S : Eee... Bayu yang mulai duluan, miss. Pas aku dengerin bu guru, dia ngajak aku ngobrol, aku bilang gag mau tapi dia nya malah gangguin aku. (*Eee... Bayu started it first, miss. When I listened to the teacher's explanation, he tried to chat with me. I rejected him but he started annoying me.*)

T : Kalau ramai sendiri, bu guru pindah saja kursinya. Bayu, bisa diam tidak? (*If you make a noise, I'll try to move your chair. Can you calm down during the lesson, Bayu?*)

S : Ya, Bu. (*Yes, Ma'am.*)

Appendix A/Field note 5, line (81-86)

The statements above showed that when the teacher taught, one of the students made a noise, so it was annoying the other students. The teacher tried to warn him to be quite during the teaching and learning process and he listened to what the teacher said.

3. Giving communicative activities for the students to encourage the students in expressing the ideas.

The students were asked to discuss the material with the partner to tell the steps of making a procedure text of how to make an omelette and arrange the jumble pictures into the right order to be presented in groups. Firstly, in telling the steps of making an omelette, many students were confused in doing this activity.

The students did not know how to start the discussion. Then, the teacher explained what they should do in the discussion. She told that the students would contribute in the discussion by giving ideas and opinions what they knew. It helped the students motivated themselves in learning English.

S : Ini disuruh gimana to Bu? Gag mudeng ini.. (*What should we do with this task, Ma'am? We do not understand.*)

T : Kalian diminta untuk bekerja dengan teman sebangku kalian, diskusikan tentang bagaimana cara membuat omelet. Kan kata-katanya uda ada diatasnya. Tinggal memberi penanda dengan *first, then, finally* gitu sama kaa yang dicontohkan tadi. Udah paham belum? (*You have to work together with your partner to discuss how to make an omelette. You can see the example of how to make an omelette above and you just add the transactional markers such as first, then, finally, etc. It is like the example of making delicious instant noodles from video. Do you understand?*)

S : Owh, jadi ini disuruh menambahkan yang kaya *first, then* gitu tadi ya Bu? (*Owh, so we have to add 'first, then, etc.' as the example.*)

T : Iya, setelah itu kalian nanti belajar untuk menceritakan cara membuat omelet tersebut dengan teman sebangkumu. (*That's right. Then, you have to retell it with your partner.*)

Appendix A/Field note 6, line (38-45)

The second activity was arranging the jumble pictures into the right order to be presented in groups. The teacher divided the students into groups of three to discuss the activity. In arranging the jumble pictures, many students did not know the meaning of the words in the pictures. The teacher asked them to open a dictionary but there were just a few students who checked the meaning of the words in the dictionary. The teacher and the researcher helped them to translate

the meaning of the words in every picture. The teacher translated the sentences in each picture into *Bahasa Indonesia*, then the students understood the meaning of the words and started to discuss the right order of the pictures with their groups. After they finished the discussion, the teacher asked all groups to present their discussion and one of the groups has right order arrangement.

4. Organizing a group work of role-play in order to improve the students' speaking skill.

In meeting 3 on Thursday, 3rd May 2012, the researcher and the teacher prepared a game, namely, *How to Make*. The purpose of this activity was to give the students' chance in speaking English orally whether in groups or individual.

T : Nanti mau dikasih permainan apa mbak? Dan tujuan permainannya apa mbak? (*What kind of game that you will do today? What is the purpose of this game?*)

R : Saya telah mempersiapkan game dengan nama "How to Make" dan nanti mereka diminta untuk bermain secara berkelompok. Karena permasalahan mereka terkait dengan kesempatan siswa dalam berbicara bahasa Inggris, maka saya mencoba permainan ini untuk menumbuhkan interaksi dan kontribusi antar siswa. Dan materi yang saya gunakan masih sama yaitu procedure text. (*I prepare a "How to Make" game and ask them to do it in groups of four. Because the problems of the students related to the students' chance and contribution in speaking English, so I try to give this game to build their interactions among the students. And the material is still about a procedure text.*)

Appendix C/Interview transcript 13, line (17-24)

The researcher managed a "How to Make" game. Before the students worked in groups, the researcher and the teacher divided the students into six groups. The students were asked to count 1 to number 4 in order to find their group. After the students have the number of groups, the students who got number

1 should work with number 1 group, the students with number 2 belonged to number 2 group, and so on. In hence, the students had to work in groups of four in this activity. The aim of working in groups was building the students' interaction and contribution among other students to improve the students' speaking skill. By using this technique, the students were expected to speak up freely in learning English.

In this game, every member in each group had the same chances to throw the dice and counted the number of the dice to take her/his position on the game. There were three instructions to do this game. They consisted of black questions that the students answered the question orally and individually, blue instructions that the students were doing the instruction; for example dancing, clapping hand, hugging somebody, singing a song, etc., and the students should make a procedure text based on the pictures; for example the picture of a toaster, so the students would make a procedure text about how to use a toaster, etc. The kinds of instructions above related to the material about a procedure text. The function of the arrow was like in a "Snake and Stairs" game. If the head of the arrow went to the left side, it was meant the player had to move to the position like a Snake that he/she fell and the player would get the punishment. While if the head of the arrow went to the right, the player had to move the position like a Stair in which he/she rose to do the next instruction, if the head of the arrow went to the right and the left, the player might move or not. It depended on the player. Here is the example of the picture of a "How to Make" game.






START		Rules for this game:			
Clap your hand.	Throw a dice and do the following: Black question - answer the question. Blue instructions - do what is said. Picture - make sentences about the picture. Otherwise miss a turn.			What do you usually slice?	See I eat sliders.
I need water to boil me. Who am I?					
What do you use to stir?		Shake your head.	What do you grate?	Write: I am proud on the board.	Mention materials of making French fries.
What is the first step of making coffee?					Lie down.
What do you need?		Jump three times.		What is the last step of making something?	What do you use to boil?
Dance.		Do you need flour in making fried chicken?		Fixe somebody.	
What does your mother cook for your breakfast today?		What do you need to make chicken soup?		What do you need to make fried chicken?	
				Do you need water to fry an egg?	
What is the purpose of procedure text?		What do you use to scramble?		What do you cut up?	
What do you add in your tea?		Mention 10 kinds of vegetables.			FINISH
	Do you usually help your mother to cook something?	Run around the class.		What do you usually fry?	Sing a song.
				Shoot: I love you.	Explain the transitional marker in procedure.

Figure 3. "How to Make" game

However, when they were asked to play this activity, they could not interact with the other students. They could not organize the groups and play the game better. It was because some of the students did not want to work with the selected groups. So, when the researcher and the teacher asked the students to work in the selected groups, they rejected it. Then, the teacher addressed them and they followed the teacher's rules. Because of the necessity, the students wanted to work with the selected groups that were decided by the researcher and the teacher.

R : Kenapa kamu tidak mau dikelompokkan sama bu guru? (*Why do not you want to be grouped by the teacher?*)

S : Aku gag bisa kalo kerja bareng dia. Dia gag pernah dengerin bu guru dan sering bikin ribut. (*I cannot work together with him. He never pays attention to the teacher's explanation and sometimes he makes a noise.*)

R : Nanti tak kasih tau biar gag rame selama bekerja kelompok. (*I'll warn him to be quite during the discussion in group.*)

Appendix A/Field note 7, line (10-13)

R : Bagaimana menurutmu pelajaran-pelajarannya? Dari diminta untuk berdiskusi dengan teman sebangku ataupun dalam kelompok sampai dengan permainan ini tadi? (*What do you think of the lesson when you were asked to discuss it with your partner or in groups? How about this game?*)

S : Ya, bagus, mbak. Tapi kalau berdiskusi gitu jadinya tahu harus bagaimana sebenarnya. (*It was good. When you asked me to do the discussion with my partner or in groups, I knew what I had to do.*)

Appendix C/Interview transcript 18, line (5-9)

After the researcher and the teacher did the action, they decided to take the test of Cycle 1 individually, namely, the progress test. The purpose of the progress test was to measure the score of the students' speaking skill in Cycle 1 whether it improved or not. The researcher gave the different topic and the students were asked to make a procedure text individually on Saturday, 5th May 2012. The purpose of giving different procedure texts were to give the students a chance to express their ideas to speak up freely in front of the class. Many students were afraid and nervous to speak in front of the class because they were afraid of making mistakes. When the researcher and the teacher observed the students' activity, most of them were actually afraid and nervous, but they could speak well. In addition, some of the students had a wrong pronunciation.

R : Kenapa tadi ngomongnya ragu-ragu? Sebenarnya lupa atau bagaimana? (*Why do you feel nervous? Do you forget it or how is it?*)

S : Aku takut salah, miss. Banyak yang ngetawain aku pas lagi maju. Aku malu banget. (I am afraid of making mistakes, miss. When I am speaking in front of the class, the other students laugh me. I embarrass with them.)

R : Santai saja. Saya yakin kalo mereka itu belum tentu bisa kaya kamu. Tunjukkan kalo kamu bisa. (*Take it easy. I am sure that the students who*

continued

continued

laugh at you, cannot do what you do. Do the best.)

Appendix C/Interview transcript 17, line (6-10)

The interview transcript above shows that one of the students was afraid of making mistakes when the researcher asked him to perform in making a procedure text in front of the class individually. In other hand, the other students who were not asked to perform; made a noise and disturbed their friends who stayed in front of the class to perform. It made the students who performed in front of the class felt nervous and embarrass when the performance.

R : Bagaimana menurut ibu tadi dengan penampilan siswa dalam speaking?
(What do you think of the students' speaking performance?)

T : Terlihat malu-malu tetapi mereka bisa melakukannya dengan baik. *(They look ashamed but they can do the best.*

Appendix C/Interview transcript 19, line (1-3)

During the progress test of making a procedure text in Cycle 1 individually, the researcher and the teacher did an observation to evaluate whether the actions could improve the students' speaking skill or not. Here is the average result in the students' performance and the implementation of Communicative Activities in Cycle 1.

Table 9. The average score of speaking skill in the pre-test and progress test of Cycle 1 at Class VII A of SMP N 4 Sragen through Communicative Activities

No	Aspects	Pre-test	Progress test
1.	Pronunciation	55.00	64.00

2.	Grammar	42.00	57.00
3.	Vocabulary	57.00	69.00
4.	Fluency	43.00	52.00
The average score of the class		49.25	60.50

Table 10. The students' proficiency in the pre-test and progress test of Cycle 1

Class	Mean		The students' proficiency			
	Pre-test	Progress-test	Lowest score		Highest score	
			Pre-test	Progress-test	Pre-test	Progress-test
VII A	49.25	60.50	25	40	50	65

The diagram below shows the average score of the speaking performance in the pre-test and progress test of Cycle 1 in learning English.

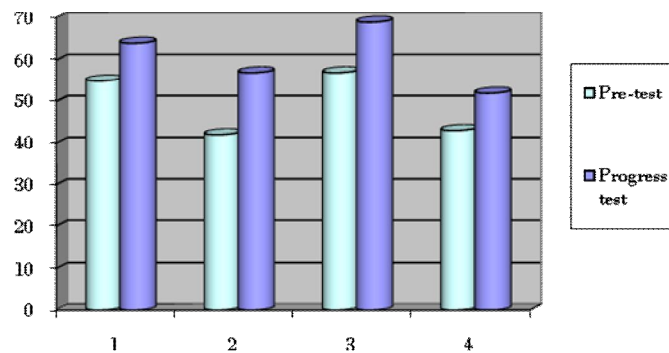


Diagram 1. The comparison of the average score of the speaking performance in the pre-test and progress test of Cycle 1 at Class VII A of SMP N 4 Sragen through Communicative Activities

Based on the tables and diagram above, the average score of the

pronunciation was 64.00 and the mean was 27. The students were still confused about the pronunciation; there were the wrong pronunciation in the words of “*pour*” and “*chop*”. The score of grammar was 57.00 and the mean was 23. It was because that the students could not organize the words well. The students’ score of vocabulary was 69.00 and the mean was 29. The students still lacked vocabulary because they would not check in a dictionary. However, the researcher and the teacher helped them to translate the words. The score of fluency was 52.00 and the mean was 22. The students were still nervous when they practiced their speaking. They were afraid of making mistakes and they spoke with pauses because they forgot about what he/she said. The average score of the students’ speaking skill at Class VII A was 60.50 and the mean was 25.25. The researcher and the teacher felt enough and they would prepare and plan the next actions in Cycle 2.

3. Reflection

In the reflections, the researcher and the teacher analyzed the data from field notes and interview transcripts to evaluate the planning actions in Cycle 1 and the recommendations for Cycle 2. The followings are the results of the reflection.

Table 11. The action happened in Cycle 1 and the recommendation for Cycle

2

No	Action	Reflection	Cycle 1	Recommendation for Cycle 2
1.	Using effective	The students	The use of the	The teacher

continued

continued

	media in teaching English.	were happy and interested in using the LCD in the teaching and learning process.	LCD was sustained.	would use the LCD in every activity.
2.	Using classroom English in the teaching and learning process.	The teacher presented the materials by using <i>Bahasa Indonesia</i> and the students also answered the teacher's questions by using <i>Bahasa Indonesia</i> .	The use of classroom English were sustained by some modifications.	The researcher would give more vocabulary and ask the students to speak using English during the teaching and learning process.
3.	Giving communicative activities for the students to encourage the students in expressing the ideas.	The students talked with other friends when the teaching and learning process was going on.	The use of communicative activities was sustained by some modifications.	The researcher would give the activities to do in pairs.
4.	Organizing a group work of role-play in order to improve the	The students did not want to work with the selected groups	The group work organization of role-play was	The researcher organized group work by their closed-friends.

continued

continued

	students' speaking skill.	that were decided by the researcher.	sustained by some modifications.	
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After the actions in Cycle 1 were been done, the researcher and the teacher still found the problems in English teaching and learning process. The following are the problems that still occurred in Cycle 1.

1. Some students used *Bahasa Indonesia* in the teaching and learning process.
2. Some students made a noise during the teaching and learning process.
3. Some students rejected to work with the selected groups by the teacher.

Besides the problems that were occurred in Cycle 1, there were insignificant improvements that the score of pronunciation was 64.00; the grammar was 57.00, the vocabulary was 69.00, and the fluency was 52.00. The average score of the speaking performance in Cycle 1 was 60.50 by mean 25.25. It showed that the students' speaking skill a bit increase in Cycle 1.

4. Finding of Cycle 1

Based on the researcher's planning, observation, and reflection the actions in Cycle 1, the findings of Cycle 1 are as follows.

1. The use of effective media was very interesting to the students in learning English.

2. The use of classroom English was very effective in learning and mastering the English words.
3. Communicative activities were very effective in preparing the students to speak actively in the teaching and learning process.
4. Organizations of group work activities were very effective in contributing the students in a group discussion.

It could be concluded, that the actions of implementing Communicative Activities were success because the researcher used the spoken activities. She also gave some interactive activities by using the media that is provided by the school and gave the students more vocabulary as well. Beside she gave the students a chance to express their ideas to help them to improve their speaking skill.

D. The Report of Cycle 2

1. Planning

Before designing the next actions, the researcher together with the English teacher reviewed what the researcher had been done in Cycle 1. It indicated that the actions of Cycle 1 were successful implemented in Class VII A. There were some improvements that were presented in the following table.

Table 12. The students' improvements in Cycle 1

No	Problems	After implementing the actions in Cycle 1
1.	The speaking activities were mostly in the form of written tasks.	There were various spoken activities applied in the teaching and learning process.
2.	The atmosphere during English teaching and learning process was less interactive and	Classroom activities were maximally used during the teaching and learning process.

continued

continued

	communicative.	
3.	The students' involvement and motivation were low.	The students were motivated to speak actively in learning English.
4.	The students were shy to express their idea in English.	
5.	The students had a less chance to practice the English speaking task orally.	The students could contribute with their friends in a group discussion.

From the table above, it could be seen that the problems in Cycle 1 had been covered. However, the researcher and the teacher found the existing problems after implementing the actions in Cycle 1 that were sustained by modifications covered: 1) Some students used *Bahasa Indonesia* in the teaching and learning process, 2) Some students made a noise during the teaching and learning process, and 3) Some students rejected to work with the selected groups by the teacher.

Based on the reflection and findings in Cycle 1, the researcher and the teacher planned new actions to be implemented in Cycle 2. Basically, the actions in Cycle 2 were the same in Cycle 1 but they needed some modifications. They are:

1. Using effective media in teaching English,
2. Using classroom English in the teaching and learning process,
3. Giving communicative activities for the students to encourage the students in expressing the ideas, and
4. Organizing a group work of role-play in order to improve the students'

speaking skill.

2. Action and observation

The implementation of the actions using Communicative Activities was expected to maximize the students' speaking skill of the seventh grade students of SMP N 4 Sragen. Cycle 2 was conducted in two meetings, i.e. on Thursday, 10th May 2012 and Saturday, 12th May 2012 and the post-test in Cycle 2 was done on Saturday, 19th May 2012.

The researcher and the teacher prepared the second effort to improve the students' speaking skill through Communicative Activities. In Cycle 2, the researcher implemented four kinds of Communicative Activities again as in Cycle 1.

The actions in Cycle 1 and Cycle 2 were different. In Cycle 1, the researcher and the teacher focused on a procedure text by giving them a video of making a procedure text (including the materials and steps), doing the group work activities (retelling, arranging a jumbled picture and game) in groups and also practicing in making a procedure text in groups and individually. While in Cycle 2, the researcher and the teacher focused on a descriptive text by listening to the teacher's explanation about the description of fruits (size and shape, color, vitamin, etc.), retelling what they had listened to and doing the group work activities (filling the blanks of the song's lyric, demonstrating in making a descriptive text by bringing the real fruits in groups and practicing in describing fruit individually in front of the class).

1. Using effective media in teaching English.

In Cycle 1, the students watched a video about a procedure text, namely, “How to make delicious Instant Noodles.” The students learnt about the materials and steps in making a procedure text and their speaking performance was a bit increased. Then, the researcher and the teacher used a descriptive text in teaching in Cycle 2.

In the first meeting of Cycle 2 on Thursday, 10th May 2012, the researcher started the lesson by explaining the aim of the lesson to motivate the students’ to speak up freely. The researcher also reviewed the previous lesson. However, in meeting 1, the researcher began with new materials. In this meeting, the researcher gave the descriptions of fruits in general (size and shape, color, vitamin, etc.) and a piece of song’s lyric of Classic Sesame Street – Fruit Song to be filled in the blanks and sang together to increase the students’ vocabulary in English words.

T :	Ini sudah masuk Cycle 2 ya ,mbak? Trus rencananya mau gimana? (<i>Do we go to the Cycle 2? What is your planning in Cycle 2?</i>)
R :	Iya, Bu. Dalam Cycle 1, siswa sudah melakukan yang disuruh (performance) dengan baik. Kita dapat merasakan peningkatannya dalam berbicara bahasa Inggris, tetapi menurut masalah yang kita hadapi kemarin, mereka masih belum bisa termotivasi untuk berbicara bahasa Inggris. Kira-kira bagaimana menurut ibu? (<i>Yes, Ma’am. In Cycle 1, the students’ performance was good. We can feel the improvement of the students’ speaking skill, but there was a problem about their motivation. We can see that they are not motivated yet. What is your opinion then, Ma’am?</i>)
T :	Memang mereka masih belum bisa termotivasi dalam belajar bahasa Inggris. Di RPP mbak Linda fokusnya ke descriptive teks, ya? Kita bisa menggunakan teks deskriptif untuk memotivasi siswa. Kita harus menyediakan banyak aktifitas untuk embuat mereka termotivasi. (<i>Yes, it is right. They are not motivated yet in learning English. In your RPP,</i>

continued

continued

your materials focus on a descriptive text, right? We must use those texts to motivate them. We must prepare many activities to make them motivated.

Appendix A/Field note 9, line (8-17)

Based on the conversation above, the researcher and the teacher decided to give many activities in Cycle 2 to motivate the students in learning English.

In Cycle 1, the researcher and the teacher gave the activities related to the procedure texts. Here, the researcher and the teacher focused on the different text, namely, descriptive texts. The materials were about the description of fruits. It was difficult enough to understand by the students because the materials were about the description of fruits that were familiar with them.

2. Using classroom English in the teaching and learning process.

Before the researcher taught the descriptive texts, she asked some questions related to the fruits, for example: “*What fruits do you like?*” “*Do you know the vitamin on those fruits?*” “*How is the taste of bananas?*” “*How does the pineapple look like?*” etc. All the students answered enthusiastically and only one student made a noise. Then, the researcher gave them the list of new vocabulary to make them easy to understand the materials. Although the materials in Cycle 2 were rather difficult than in Cycle 1, it made the students learn enthusiastically.

3. Giving communicative activities to encourage the students in expressing the ideas.

After the students got a lot of vocabulary related to the materials, the

teacher played a song of Classic Sesame Street as an input material. The students were asked to fill in the blank of the song lyric after they watched and listened to the song in pairs. Here is the example of the song lyric of “Classic Sesame Street-Fruits Song”.

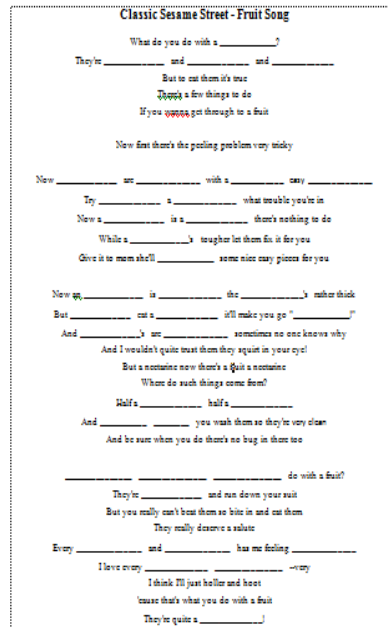


Figure 4. Classic Sesame Street-Fruit Song lyric

The aim of this activity were giving the students knowledge about the fruits and motivating them to learn English better. When the song was played, there was a student who warned her friend to be quite.

S :	Huuuust.... Diem dulu to. (<i>Hush... Be quite, please!</i>)
T :	Hayo mau diputer gag ini lagunya? Kalo mau harus diam dulu. (<i>Do you want me to play this song or not? If you want to, please be quite during this lesson. Ok.</i>)
S :	Ngeyel bu Bima. (<i>Bima is stubborn, Ma'am.</i>)

Appendix A/Field note 9, line (33-35)

Based on the conversation above, there was a student who warned one of her friends to be quite because she felt disturbing in watching and listening to the song. When the students completed the song lyric, the researcher and the teacher observed the students' understanding of this activity. The researcher saw some of the students sing this song in a low volume and repeated the song to find the other missing words. Many students were also asking the researcher to send the song to their cell phone because they wanted to concentrate on the listening to the song with their partner. After fifteen minutes, the researcher asked the students to sing the song and discussed the missing words together. All of the students sang the song and they looked happy with this activity.

R : Gimana tadi menurutmu dengan lagunya? (*What is your opinion about this activity?*)

S : Lucu karena kita bisa nyanyi bareng-bareng gitu. Aku suka belajar dengan mendengarkan musik ataupun menyanyi gini. Itu membuatku seneng dan pelajaran jadi mudah diingat. (*It is funny because we can sing the song together. I love studying by listening to the music or singing. The material makes me happy and makes me easy to remember.*)

Appendix C/Interview transcript 20, line (4-7)

Then, the researcher read aloud five different descriptive texts. The students listened to every word carefully. The students were asked to take a note if they found unfamiliar words in the texts. Some of the students listened to the teacher and they were busy to write the words that they did not know. The purpose of this activity was to introduce the students many kinds of fruits with their descriptions. After the students listened to the other texts from the researcher, the researcher gave pictures of the fruits based on what she read. The

researcher asked the students to work in pairs to discuss the description of those pictures related to the researcher read. The students worked together by sharing the opinion about what they had listened with her/his partner.

R : Pelajarannya susah gag menurutmu? Bisa jelasin dikit gag? (*What do you think of this activity? Can you tell me?*)

S : Lumayan susah tapi uda begitu tau maksud pelajarannya. Kita diminta untuk mendengarkan bu guru membacakan teks setelah itu kami diberi gambar untuk didiskusin dengan teman. (*I already know your explanation. We were asked to listen to the descriptive texts then you gave us pictures to be discussed with our partner related to the text what you read.*)

Appendix C/Interview transcript 20, line (14-17)

Based on the interview transcript above, the students could contribute and interact with other students during the discussion.

4. Organizing a group work of role-play in order to improve the students' speaking skill.

In Cycle 1, the students played a "How to Make" game in groups of four. The students learnt the structure in making a procedure text through the materials and steps that were used in making a procedure text. Then, in Cycle 2, they were also given a game, namely, "How to describe me". The students had to describe a fruit in groups by bringing the real fruit to be demonstrated.

In meeting 2 on Saturday, 12th May 2012, the researcher and the teacher prepared a descriptive game. The kind of this game was demonstrating the fruit by bringing the real fruit in groups of three. The researcher asked the students to work with their closed-friends without made a noise. The students agreed and they

started grouping without any objections like in Cycle 1. When they were asked to present their discussion, they were ready to perform by bringing what the researcher asked. In this meeting, the students looked serious in learning English and they were happy in every activity. The purpose of this activity was improving the students' interaction and contribution in the teaching and learning English. The students had to explain the name, color, size and shape of the fruits, etc if they would add. They had done the activity perfectly.

- | |
|---|
| <p>R : Bagaimana dengan permainannya? (<i>What do you think of this game?</i>)</p> <p>S : Menyenangkan sekali, miss. Kita dapat memberikan pendapat kita dalam diskusi kelompok. (<i>It is enjoyable because we can share our opinion to make a good discussion.</i>)</p> <p>R : Apakah masih ada rasa takut untuk maju kedepan? (<i>Are you still afraid of making mistakes or laughing at your friends if your teacher asks you to perform in front of the class?</i>)</p> <p>S : Sedikit. Tapi sekarang sudah gag begitu <i>nervous</i> saat maju. (<i>A little bit. But now, I am not too nervous when the teacher asks me to perform in front of the class.</i>)</p> |
|---|

Appendix C/Interview transcript 22, line (1-5)

After the researcher and the teacher did the action, the researcher and the teacher saw the improvement of the students' speaking performance whether in groups, pairs and individual. Then the researcher and the teacher decided to take scoring to the students' speaking skill individually as a post-test. However, in Cycle 2 the students would make a descriptive text. The researcher and the teacher scored the students' performance in the post-test Cycle 2 on Saturday, 19th May 2012.

Before the students were asked to perform, the researcher gave different

materials to be presented in front of the class individually. The researcher prepared a paper to be distributed to the students that consisted of three kinds of tasks same in the pre-test. The tasks were divided into three; they were introducing someone's family, describing the family's occupations and making a procedure text about "How to make fried rice" and every student would answer the questions from the researcher by answering in front of the class orally without a text. In introducing someone's family, the students would introduce their family members including name, job, etc. In describing the family's occupations, the students might introduce one of their family members. The last was about making a procedure text. In this task, the students would imagine what they needed in making fried rice (the materials and the steps). Many students were happy to do those activities. When the researcher and the teacher observed the students' activities, they were not afraid and nervous again to perform them in front of the class and they could speak well. The teacher said that in Cycle 2 was successful by implementing Communicative Activities in the classroom.

R :	Bagaimana menurut ibu saat tadi melakukan post-test Cycle 2? (<i>What do you think of the post-test of Cycle 2, Ma'am?</i>)
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T :	Bagus mbak, mereka nyatanya siap dengan tugas yang diberikan. Itu melatih mereka untuk berfikir secara cepat saat diminta langsung maju kedepan. Meskipun gitu hasil mereka juga tidak jelek-jelek amat kan? Paling ada beberapa aja dari mereka yang nilainya jelek. Tapi itu semua melatih mereka untuk bisa speaking. (<i>It was good. The students are ready with the task that you give. It makes them practice to think critically when they are asked to perform. Their results are not bad, right? There are three students who get bad scores. But it trains them to speak better.</i>)
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R :	Untuk penilaian dari ibu sendiri, yang kurang dari mereka terletak di aspek mana bu? (<i>According to your observation, in what aspects do they</i>
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continued

continued

<i>still lack?)</i>	
T :	Aspek kelancaran dan kosakata yang masih kurang. Karena mereka tidak menggunakan kamus. Tetapi itu hanya beberapa anak saja yang seperti itu, tidak semua anak. <i>(I think the aspects relate to fluency and vocabulary because they do not check in a dictionary. But it is just not more than four students who are bad.)</i>
R :	Apakah ini bisa dikatakan bahwa Cycle 2 sudah sukses bu? <i>(What do you think that it is success, Ma'am?)</i>
T :	Saya rasa seperti itu. Mereka sudah sanggup berbicara bahasa Inggris dengan baik dan benar menggunakan aspek-aspek speaking yang sesuai porsinya. Bagi saya sudah cukup implementasiannya. <i>(I think so. They can speak English well by using the aspects of the speaking skill. I think it is enough for the implementation.)</i>
<i>Appendix C/Interview transcript 25, line (1-15)</i>	

After implementing the actions, the researcher and the teacher conducted the observation to evaluate whether the actions could improve the students' speaking skill or not. Here is the average result in implementing Communicative Activities in Cycle 2.

Table 13. The average score of the speaking performance in the progress test and the post-test at Class VII A of SMP N 4 Sragen through Communicative Activities

No	Aspects	Score	
		Progress test	Post-test
1.	Pronunciation	64.00	91.00
2.	Grammar	57.00	65.00
3.	Vocabulary	69.00	100.00
4.	Fluency	52.00	73.00

The average score of the class	60.50	82.25
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Table 14. The students' proficiency in the pre-test and post-test

Class	Mean		The students' proficiency			
	Pre-test	Post-test	Lowest score		Highest score	
			Pre-test	Post-test	Pre-test	Post-test
VII A	49.25	82.25	25	60	50	95

Here is also the diagram of the average score of the students' speaking performance in the progress test and post-test in learning English.

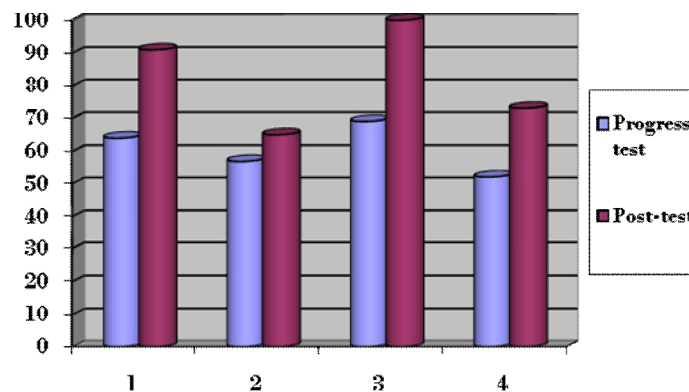


Diagram 2. The comparison of the average score of the speaking performance in the progress test and post-test in learning English at Class VII A of SMP N 4 Sragen through Communicative Activities

Based on the tables and diagram above, the average score of the pronunciation was 91.00 and the mean was 38. It was meant that there were a few students still spoke in an incorrect pronunciation. The score of grammar was 65.00 and the mean was 27. It was because the students understood how to

organize the words. The score of vocabulary was 100.00 and the mean was 41. There were two students still lacked vocabulary because they did not want to check in a dictionary. The score of fluency was 73.00 and the mean was 30. Some students were not afraid to make mistakes and be laughed at their friends because they were courage to perform in front of the class. The average score of the students' speaking skill at VII A class was 82.25 and the mean was 34.00 and it was very good for scoring the students' speaking skill.

3. Reflection

The researcher and the teacher reviewed the actions by doing some reflections. After doing the actions in Cycle 2, the researcher and the teacher found the significant improvement of the students' speaking skill related to the teaching and learning process that it could be said successful in using Communicative Activities. It showed that the students' speaking skill was increased in Cycle 2.

Table 15. The reflection of actions in Cycle 1 and Cycle 2

No	Actions	Reflection Cycle 1	Reflection Cycle 2
1.	Using effective media in teaching English.	The students were happy and interested in using the LCD in the teaching and learning process.	The used of the LCD in every activity was effective in the teaching and learning English.
2.	Using classroom English in the teaching and learning	The teacher presented the materials using <i>Bahasa Indonesia</i> and the students also	The teacher and the students used English during the teaching and learning process.

continued

continued

	process.	answered using <i>Bahasa Indonesia.</i>	
3.	Giving communicative activities to encourage the students in expressing the ideas.	The students talked with other friends when the researcher taught.	The students were happy in doing the activities with their friends.
4.	Organizing a group work of role-play in order to improve the students' speaking skill.	The students did not want to work with the selected groups that were decided by the researcher.	The students worked with their closed-friends without making a noise.

4. Finding of Cycle 2

1. Using a song as a media in teaching and learning process was very effective to build the students' motivation and involvement.
2. The students started to use English in the teaching and learning process.
3. It was good to give the students opportunity to choose their own group in role-play. It could make the students more comfortable working in groups.
4. Organizing a group work of role-play through their closed-friends was effective in improving the students' contributions. The students could

contribute in the speaking activities. In other hand, the students had a chance in practice speaking in order to improve their self-confidence.

5. The improvement on the students' speaking performance indicated that they could improve the aspects of speaking better.

6. The use of real-objects in describing the materials was effective to control the student's understanding in learning English.

It could be concluded that the actions of implementing Communicative Activities were success because the researcher used the spoken activities, gave some interactive activities by using the media that provided by the school and gave the students more vocabulary and a chance to express their ideas to minimize the problems to improve the students' speaking performance. The students had completed the activities seriously, enthusiastically and actively. Here is the result of the students' performance was also good in every activity.

Table 16. The summary of the students' speaking performance at Class VII A of SMP N 4 Sragen through Communicative Activities

No	Aspects	Score		
		Pre-test	Progress test	Post-test
1.	Pronunciation	55.00	64.00	91.00
2.	Grammar	42.00	57.00	65.00
3.	Vocabulary	57.00	69.00	100.00
4.	Fluency	43.00	52.00	73.00
The average score of the class		49.25	60.50	82.25

Here is also the diagram of the average score of the students' speaking

performance in learning English.

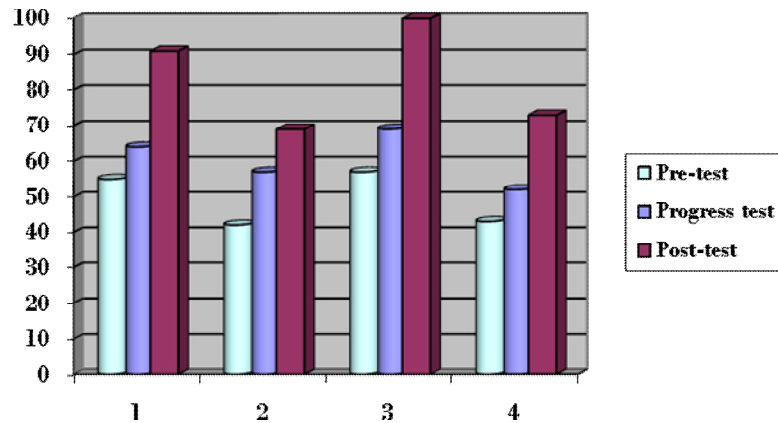


Diagram 3. The result of the students' speaking performance at Class VII A of SMP N 4 Sragen through Communicative Activities

Here is the table showing the students' speaking performance improvement in learning English at Class VII A of SMP N 4 Sragen through Communicative Activities.

Table 17. The improvement of the students' speaking average score in learning English at Class VII A of SMP N 4 Sragen through Communicative Activities

No	Actions	Score	The improvement
1.	0 – Pre-test	0 – 49.25	-
2.	Pre-test – Progress test in Cycle 1	49.25 – 60.50	11.25
3.	Progress test – Post-test	60.50 – 82.25	21.75

Based on the table above, the researcher summarized that the average score of the students' speaking skill through Communicative Activities had

increased, as follows: in the pre-test, the students speaking skill was 49.25 that increase to be 60.50 in the progress test, so the improvement was 11.25. In the progress test to post-test it showed that the score in the progress test was 60.50 and the post-test was 82.25, so the improvement was 21.75. In other hand, the use of Communicative Activities could improve the students' speaking skill.

E. General Findings

This part presents the general findings of all actions done in this research. The research study aimed at improving the students' speaking skill through Communicative Activities.

1. Using classroom activities was very effective in mastering the use of English in pronunciation, grammar, vocabulary, fluency and accuracy.
2. Using effective media was very interesting and made the students did not feel bored. Besides, the use of some media could make the students motivate in and interact to the teaching and learning process.
3. Using role-play was very effective in giving the opportunity for the students to work in groups. The students felt more active and brave in speaking using English.
4. Organizing a group work of role-play with the students' closed-friends was very effective because they could contribute well in groups by sharing their ideas and opinions. They felt comfortable in working with their closed-friends. The students could contribute in the speaking activities. In other hand, the students had a chance in practice speaking in order to improve their self-confidence.

5. Using real-objects in describing the materials was effective to control the students' understanding.
6. Using test in speaking indicated that the students' speaking performance was improved.
7. Using communicative activities were very effective in preparing the students to speak English bravely in front of the class individually. It made the students started to use English in the teaching and learning process.

Table 18. The improvements before and after implementation of the communicative activities

No.	Before action were conducted	After action were conducted			
		Action	Cycle 1	Action	Cycle 2
1.	The speaking activities were mostly in the form of written task.	Using effective media in teaching English	The students were happy and interested in using the LCD in the teaching and learning process	Using the effective media in teaching English with different topic and the use of song.	All students did not feel bored in the teaching and learning process.
2.	The atmosphere during English teaching and learning process was less interactive and communicative.	Using classroom English in the teaching and learning process.	The students used <i>Bahasa Indonesia</i> in asking the teachers' questions.	Using classroom English in teaching and learning process.	The students started to speak English in asking the questions during teaching and learning process.
3.	The students' involvement and motivation were low.	Giving communicative activities to encourage the students in expressing their ideas.	The students talked with other friends when the teaching and learning process was going on.	Giving communicative activities to encourage the students in expressing their ideas with different topic and the students were asked to bring real-objects to be described.	All students could speak actively in learning English.
4.	The students were shy to express their ideas in English				
5.	The students had a less chance to practice the English speaking task orally.	Organizing a group work in a role-play in order to improve the students' speaking skill.	The students did not want to work with the selected groups that were decided by the researcher.	Organizing a group of role-play with their closed-friends.	All students could contribute with their closed-friends who they selected by their own during working in groups in the teaching and learning process.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

In this chapter, the researcher presents three sections of the research study, namely conclusion, implications and suggestions.

A. Conclusions

This research was about improving the students' speaking skill through Communicative Activities. According to the literature, the use of Communicative Activities can be effective to improve the students' speaking skill to communicate through the tasks that have been chosen by the researcher related to the level of students' proficiency. It can be seen as follows.

1. The problems related to the students' speaking skill were the students' involvement and motivation, the students' chance in practicing speaking English orally, the teaching and learning materials in the form of written tasks, the atmosphere of the class that was less interactive and communicative and the students were shy in expressing their ideas. The researcher and the English teacher implemented some actions; they were, a) using effective media in teaching English, b) using classroom English in the teaching and learning process, c) giving communicative activities to encourage the students to express their ideas, and d) organizing a group work of role-play in order to improve the students' contribution.

a. This research was conducted in two cycles; Cycle 1 consisted of three meetings and Cycle 2 consisted of two meetings. In every cycle, the

researcher implemented the actions to improve the students' speaking skill. The researcher found that: 1) the students started to speak English because they had more vocabulary related to the teaching and learning process, 2) the students could contribute in the speaking activities in order to have a chance to express their ideas and opinions in front of the class, and 3) the students' motivation, involvement and self-confident to speak English also improve in the teaching and learning process. The researcher still found some weaknesses: 1) some students used *Bahasa Indonesia* in the teaching and learning process, 2) some students made a noise during the teaching and learning process, and 3) some students rejected to work with selected groups by the teacher.

- b. In Cycle 2, the researcher still used the same actions with some modifications. The researcher gave more vocabulary related to the materials and asked the students to speak using English during the teaching and learning process and she also reorganized the students to work with their closed-friends in doing the role-play. She also gave clearer instruction. In this action, the students enthusiastically did the activity that made them learn how to give the ideas and opinions in every discussion and the English teacher said that the use of this method was more interactive and motivating the students in learning speaking English. That was why the use of those actions in implementing Communicative Activities could improve the students' speaking skill actively, accurately and fluently.

2. Communicative Activities implemented improved the students' speaking skill. The students could mention the materials and steps in making procedure texts, describe fruits, contribute with their friends during the discussion, game and role-play, and they spoke better with the aspects of speaking including pronunciation , grammar, vocabulary and fluency.

This is also supported by the results of speaking test that show speaking skill was improved in each aspect of speaking during the teaching and learning process. The students' speaking skill was scored in the pre-test, progress test and post-test in the end of Cycle 2. The total score of the pre-test was 49.25, the progress test was 60.50 and the post-test was 82.25. In hence, it could be summarized that after doing the actions in implementation Communicative Activities, the students' speaking skill successfully improved during the research.

B. Implications

Based on the conclusion above, it could be implied that:

1. Communicative Activities can be an alternative way to improve the students' speaking skill,
2. Communicative Activities can help the students solve their problems in learning speaking English especially in practicing speaking English. It can be optimized by the teacher to improve the students' achievement of speaking. In hence, this method could be applied in teaching speaking.

C. Suggestions

1. To the English teacher

It is hoped that the teacher can continue and develop the use of Communicative Activities optimally in improving the students speaking skill. The teacher should use a lot of activities related to Communicative Activities.

2. To the students

It is hoped that the students can apply the Communicative Activities in other lessons.

3. To the other researchers

The other researchers can use Communicative Activities innovatively, comprehensively and creatively based on the problems.

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APPENDICES
APPENDIX A
FIELD NOTES

Field note 1
Ijin Penelitian

Tanggal : Senin, 16 April 2012
 Jam : 09.00 WIB
 P : Peneliti
 KS : Kepala Sekolah
 GBI : Guru Bahasa Inggris (Bu Cahya)
 GBK : Guru Bidang Kurikulum (Bu Ratna)
 TU : Tata Usaha (Bp Pardi)
 Tempat : SMP N 4 Sragen, ruang TU, ruang guru

No	Kegiatan
1.	P bertemu dengan KS untuk menyampaikan keperluan untuk ijin melakukan penelitian di SMP N 4 Sragen.
2.	KS memberikan ijin kepada P untuk melakukan penelitian.
3.	KS meminta salah satu pegawai TU untuk memanggil GBK untuk ke ruang kepala sekolah.
4.	GBK datang ke ruang kepala sekolah.
5.	KS meminta GBK untuk mengantar P untuk bertemu GBI untuk mengadakan penelitian.
6.	GBK bersama P menuju ke ruang guru untuk mengantar P bertemu dengan GBI.
7.	GBI menyambut kedatangan P dengan ramah.
8.	P menyampaikan maksud kedatangannya kepada GBI untuk melakukan penelitian dan GBI tidak keberatan untuk melakukan penelitian di kelasnya (VII A).
9.	Saat P ingin bertanya-tanya lebih lanjut tentang kelas yang akan dijadikan objek penelitiannya, ternyata GBI akan mengajar dan diminta untuk datang kembali pada hari esok jam 9 pagi.
10.	P berpamitan pulang kepada GBI dan akan menemuinya kembali besok pagi.

Field note 2

Tanggal : Selasa, 17 April 2012
 Jam : 09.00 WIB
 P : Peneliti
 KS : Kepala Sekolah
 GBI : Guru Bahasa Inggris
 Tempat : SMP N 4 Sragen, ruang TU, ruang guru

No	Kegiatan
1.	P ke ruang KS untuk ijin bertemu GBI dan KS langsung mengijinkan.
2.	P ke ruang guru untuk bertemu GBI, tetapi pada saat itu GBI sedang istirahat dan akhirnya P menunggu di ruang tunggu.
3.	Kurang lebih 10 menit, GBI menghampiri P.
4.	P menyampaikan maksud kedatangannya adalah untuk bertanya-tanya lebih lanjut mengenai kelas yang akan dijadikan objek penelitian.
5.	GBI menceritakan bahwa kelas VII A terdapat 24 anak yang dibagi atas 10 anak laki-laki dan 14 anak perempuan. Menurut pemaparan yang disampaikan oleh bu cahya yang selaku guru bidang studi bahasa inggris mereka mengatakan bahwa kemampuan mereka dalam bahasa inggris belum begitu bagus terutama dalam speaking.
6.	P bertanya tentang kemampuan siswa dalam speaking kepada GBI.
7.	GBI mengatakan bahwa kemampuan mereka dalam bahasa Inggris kurang bagus terutama dalam speaking. Dalam hal speaking yakni vocabnya dan grammar masih perlu untuk dilatih. Selanjutnya pronounciationnya masih terdengar buruk.
8.	P juga menanyakan materi, media yang dipergunakan GBI selama mengajar.
9.	GBI memaparkan bahwa untuk materi GBI selalu menggunakan LKS karena merupakan standar dari sekolah dan GBI merasa sudah cukup dengan mengajar menggunakan LKS. Untuk media sebenarnya sekolah menyediakan LCD portable sebanyak 5 buah tetapi hanya 3 buah yang masih dapat dipergunakan dan GBI tidak pernah menggunakan LCD karena tidak dapat menggunakannya dan dinilai ribet harus membawa dari ruang TU ke ruang-ruang kelas.
10.	P bertanya tentang keadaan siswa didalam kelas saat menerima pelajaran.
11.	GBI menjawab bahwa saat pelajaran, masih tampak dari mereka yang sering ribut dan membuat gaduh didalam kelas.
12.	P pun meminta ijin kepada GBI untuk melakukan observasi terlebih dahulu sebelum melakukan penelitian.
13.	GBI memperbolehkan P untuk melakukan observasi. Jadwal GBI mengajar adalah hari kamis dan sabtu di kelas VII A.
14.	GBI bertanya tentang judul skripsi peneliti.
15.	P menyampaikan bahwa judul skripsinya adalah "Improving the students' speaking skill through Group Work Activities."
16.	GBI akhirnya meminta P untuk melakukan observasi pada hari kamis.
17.	Setelah selesai, P meminta ijin kepada GBI untuk melakukan wawancara kepada beberapa siswa di kelas VII A dan GBI memperbolehkan.

Field note 3

Observasi

Tanggal : Kamis, 19 April 2012

Jam : 09.00 WIB
P : Peneliti
GBI : Guru Bahasa Inggris
Ss : Siswa kelas VII A
Tempat : SMP N 4 Sragen, ruang guru, ruang kelas VII A

No	Kegiatan
1.	P langsung ke ruang guru untuk bertemu GBI.
2.	GBI langsung mengetahui kedatangan peneliti ke sekolah dan langsung meminta P untuk masuk ke ruang guru.
3.	GBI menanyakan kepada P ingin langsung mengajar atau observasi dulu.
4.	P belum berani untuk langsung penelitian karena belum memperoleh masalah-masalah dalam proses belajar mengajar, maka peneliti meminta untuk observasi terlebih dahulu.
5.	GBI meminta P untuk menunggu dulu karena pelajaran dimulai pukul 10.15
6.	Disela-sela menunggu, P menanyakan materi yang akan diberikan pada hari itu.
7.	GBI menyampaikan bahwa pelajaran hari itu adalah tentang expressing like and dislikes.
8.	Setelah bel tanda pergantian pelajaran berbunyi, GBI dan P berjalan menuju kelas VII A untuk melakukan observasi.
9.	Dari kejauhan saat GBI dan P berjalan menuju kelas, terlihat para siswa VII A mengintip keluar dan ada yang terlihat menunggu diluar menunggu kedatangan gurunya.
10.	Saat GBI dan P masuk kelas, ada salah satu anak yang bertanya tentang siapa P, dan GBI hanya tersenyum.
11.	Saat kami masuk, mereka terlihat belum siap karena kelas dimulai setelah istirahat.
12.	Kemudian GBI meminta Ss untuk diam sejenak untuk mempersiapkan diri untuk menerima pelajaran.
13.	Setelah mereka terlihat siap, GBI pun membuka pelajaran dengan salam dan berdoa yang diikuti oleh Ss dan P.
14.	Setelah GBI memberikan salam dan berdoa, GBI meminta P untuk berkenalan terlebih dahulu kepada Ss VII A.
15.	P pun berkenalan yang kemudian diminta oleh GBI untuk duduk dibelakan untuk memulai observasi.
16.	Sebelum GBI memberikan materi baru tentang expressing like and dislikes, GBI mengingatkan PR untuk dibahas bersama.
17.	GBI pun memilih Ss untuk menuliskan jawaban mereka kedepan kelas.
18.	Ketika beberapa siswa yang maju untuk menuliskan jawabannya di papan tulis, ada tiga anak yang sedang berbicara sendiri dan makan selama proses belajar mengajar.
19.	Melihat para siswanya rame dan makan dikelas, GBI hanya diam dan tidak memperdulikan situasi didalam kelas.

20.	Setelah siswa-siswa yang dipilih untuk maju kedepan tadi selesai menulis jawabannya, GBI menanyakan kesulitan-kesulitan yang dihadapi dalam mengerjakan PR dan siswa menjawab “Tidak ada Bu”.
21.	Karena para siswa dirasa sudah memahami PR nya, GBI pun langsung memberikn materi barunya yaitu <i>expressing like and dislikes</i> .
22.	GBI menjelaskan tentang <i>expressing like and dislikes</i> dan para siswa tidak mengerti tentang materi tersebut.
23.	GBI mengambil contoh <i>expressing like and dislikes</i> dari LKS dan beberapa siswa masih terlihat belum mengerti
24.	Akhirnya GBI memberikan contoh ekspresi lain yang menerangkan hal yang sama dan mereka mengangguk paham akan penjelasan dari GBI
25.	Setelah GBI merasa siswanya paham akan penjelasan ekspresi suka dan tidak suka, maka GBI meminta para siswanya untuk mengerjakan latihan di LKS.
26.	Ketika para siswa mengerjakan latihan di LKS, GBI sesekali berkeliling untuk mengecek pemahaman mereka tentang ekspresi tersebut. Dalam mengerjakan latihan, banyak juga siswa yang ramai dan berbicara dengan teman sebangkunya terutama anak-anak laki-laki.
27.	GBI sudah meminta Ss untuk diam tetapi mereka masih ramai.
28.	Setelah Ss selesai mengerjakan latihannya, GBI meminta mereka untuk maju menulis jawabannya untuk dibahas bersama.
29.	Tetapi saat mereka menulis jawabannya di papa tulis, bel pelajaran berakhir pun berbunyi dan GBI akhirnya memberikan latihan tersebut sebagai PR dan menutup pelajaran dengan doa.
30.	GBI dan P pun akhirnya keluar kelas, tetapi P meminta ijin ke GBI untuk interview para siswa dulu dan diperbolehkan.
31.	Setelah P mendapatkan beberapa siswa untuk diwawancarai, P pun kembali ke kantor guru untuk mewawancari GBI dan menyampaikan rencana P untuk memberikan pre-test.

Field note 4

Pre-test

Tanggal : Sabtu, 21 April 2012
 Jam : 09.00 WIB
 P : Peneliti
 GBI : Guru Bahasa Inggris
 Ss : Siswa kelas VII A
 Tempat : SMP N 4 Sragen, ruang guru, ruang kelas VII A

No	Kegiatan
1.	P datang kesekolah langsung ke ruang guru untuk bertemu GBI untuk kesiapannya melakukan pre-test.
2.	Sebelum masuk kelas, P berkonsultasi terlebih dahulu tentang pemberian materi yang akan diberikan saat pre-test. P akan meminta Ss untuk

	melakukan speaking. Dalam pre-test, setiap siswa diminta untuk maju ke depan untuk berbicara mengenai materi yang diberikan oleh P. Karena P memfokuskan penelitiannya pada teks deskriptif dan procedure, maka materinya dibagi menjadi tiga bagian, yaitu: memperkenalkan diri, mendeskripsikan alat transportasi yang ada dalam gambar yang diberikan oleh peneliti (descriptive) dan mendemonstrasikan cara membuat teh menggunakan bahasa Inggris (procedure).
3.	GBI menyetujui materi yang akan dipergunakan untuk pre-test dan beliau mempersilahkan dan menemani P dalam mengambil data dalam pre-test. Saat tiba dikelas, GBI langsung menyerahkan waktunya kepada P untuk melakukan pre-test.
4.	Sebelum melakukan pre-test, P membuka pelajaran dengan doa dan sesuai dengan rencana P, P memberikan selembar kertas yang berupa materi pre-test dan cara mengerjakannya. P meminta Ss untuk menulis jawabannya di selembar kertas, tetapi saat penilaian Ss tidak diperbolehkan untuk membawa teks maupun membacanya saat maju didepan. P memberi Ss waktu untuk mengerjakan selama 15 menit dan sisanya dipergunakan untuk maju dan penilaian.
5.	Banyak Ss yang tidak mau maju tanpa teks, tetapi peneliti meminta Ss untuk berlatih. Dan hasilnya, sedikit dari mereka yang mampu berbicara dengan benar. Tetapi untuk kosakata, grammar dan kelancaran mereka masih banyak yang kurang maupun salah dalam penggunaan diksiya. Untuk refleksinya, peneliti meminta Ss untuk terus belajar dan berlatih berbicara menggunakan bahasa Inggris untuk meminimalisir kesalahan dan ketakutan saat diminta maju.
6.	Setelah P selesai memberikan pre-test kepada siswa kelas VII A, P bertanya tentang pemberian pre-test tersebut kepada GBI.
7.	GBI bangga terhadap Ss yang dapat melakukan speaking tanpa teks meskipun masih banyak yang masih salah.
8.	GBI menanyakan permasalahan apasaja yang diperoleh dari observasi dan pre-test yang telah dilakukan kepada peneliti.
9.	P memperlihatkan table data field problems kepada GBI kemudian GBI beserta P merencanakan action yang akan dipergunakan berdasarkan visible problem.
10.	P juga memperlihatkan RPP yang telah dibuat oleh P untuk dipelajari bersama dan menentukan dimana akan memberikan action dalam penelitian nantinya.

Field note 5
Meeting 1, Cycle 1

Tanggal : Kamis, 26 April 2012
Jam : 09.00 WIB
P : Peneliti
GBI : Guru Bahasa Inggris
Ss : Siswa kelas VII A

Tempat : SMP N 4 Sragen, ruang guru, ruang kelas VII A

No	Kegiatan
1.	P datang kesekolah pagi-pagi untuk bertemu GBI untuk meminjam LCD yang akan dipergunakan untuk mengajar pada meeting 1.
	G :Apakah semua materi sudah siap?
	P :Sudah, Bu. Saya juga sudah meminjam LCD untuk memutar video tentang membuat mie instant yang enak dan nanti siswa diminta untuk menjawab pertanyaan berdasarkan video yang mereka lihat dan dengar.
	G :Kalau begitu, mari kita segera masuk kelas saja untuk memulai pelajaran. Kalau tidak nanti mereka pada keluar kelas dan ramai mengganggu kelas-kelas yang lain.
2.	Setelah semuanya tersedia, dan GBI maupun P sudah mempelajari RPP nya, P meminta GBI untuk mengajar di meeting 1 dan P yang akan menjadi observer.
3.	Setelah bel berbunyi, GBI dan P langsung berjalan menuju kelas dan menempatkan diri masing-masing, yaitu GBI sebagai guru dan P sebagai observer dalam penelitiannya.
4.	GBI meminta Ss untuk berdoa dan mengucapkan salam. <i>"Assalamu'alaikum Wr.Wb. Good Morning. How are you?"</i>
5.	Ss dan P serentak menjawab <i>"Wa'alaikumsalam Wr.Wb. Good Morning Ma'am. I am fine. And you?"</i>
6.	Setelah GBI memberi salam kepada Ss, GBI langsung masuk ke topik pelajaran pertama. Tetapi sebelumnya, beliau bertanya kepada Ss mengenai topik pelajarannya, seperti: <i>What is your favorite food? Do you like to eat instant noodle? Why do you like to eat instant noodle? What is your opinion about consuming instant noodle?.</i> Topik pelajaran pada meeting 1 adalah mengenai procedure text yang berjudul <i>"Foods."</i> GBI menanyakan makanan favorit dari Ss nya. Dan banyak dari mereka yang memiliki makanan favorit yang berbeda-beda. Disaat siswa yang ditanya makanan favoritnya, ada yang menertawakan makanan favorit temannya.
7.	Setelah GBI mengetahui makanan favorit Ss nya, beliau mengatakan bahwa tema pelajarannya adalah mengenai <i>"Foods"</i> dan P membagikan handout untuk Ss untuk dipelajari.
8.	Setelah P membagikan handout, GBI memulai memancing Ss dengan mie instant. <i>"What do you think of instant noodle?"</i>
9.	Ss ada yang menjawab bahwa mie instant adalah makanan instant dan makanan yang murah.
10.	GBI bertanya kepada Ss nya tentang cara memasak mie instant.
11.	Ss banyak yang mengerti bagaimana cara memasak mie instant terutama anak perempuan.
12.	GBI bertanya kepada salah satu anak untuk menjelaskan bagaimana cara memasak mie instant. <i>"Dimas, tahu cara memasak mie instant?"</i>
13.	Dimas pun menjawab <i>"Rebus dulu airnya baru dimasukkan mie nya Ma'am."</i>

14.	GBI mengangguk setuju, dan beliau meminta P untuk menayangkan video seorang gadis yang akan memasak mie. Ss diminta untuk mendengarkan dan memperhatikan selama video tersebut diputar. Dan Ss wajib menulis kata-kata yang susah di selembar kertas.
15.	Ss dan G sedang menunggu P menyiapkan LCD untuk memutar video <i>How to Cook a Delicious Instant Noodle</i> . Setelah LCD sudah di set dengan laptop, ternyata gambar yang ada pada LCD tidak terlihat. Dan bel berbunyi tanda 1 jam pelajaran sudah usai dan Ss beristirahat. Pelajaran dilanjutkan setelah istirahat.
16.	Disaat istirahat, ada salah satu anak yang menawarkan diri untuk meminjam LCD dari wakil kepala sekolah. Setelah siswa tersebut mendapatkan LCD nya, maka dengan segera P kembali set ulang LCD dengan laptopnya tersebut. Video dalam LCD itu terlihat dan akhirnya bel istirahat sudah habis, maka Ss masuk kelas untuk melanjutkan pelajaran. P pun memutar videonya.
17.	GBI meminta Ss nya untuk tenang dan memperhatikan video tersebut untuk menjawab pertanyaan yang ada pada handout yang diberikan oleh P. Selama P memutar video, sebagian Ss sangat serius dalam melihat maupun mendengarkan. Ada beberapa dari Ss yang menulis apa yang dikatakan oleh seseorang yang ada dalam video tersebut. Ada pula yang masih ribut terkadang usil dengan teman sebangkunya dan GBI pun membiarkan mereka ribut.
18.	Setelah video tersebut sudah diputar dua kali oleh P, maka GBI langsung meminta Ss untuk menjawab pertanyaan berdasarkan video yang telah mereka lihat dan meminta Ss untuk menceritakan kembali.
19.	GBI menanyakan isi dari video tersebut dan Ss mengerti dengan langkah-langkah cara memasak mie yang didemonstrasikan oleh Miss Claire selaku gadis yang ada pada video tersebut.
20.	Selanjutnya GBI menjelaskan bahwa video tersebut adalah contoh teks procedure. GBI pun menjelaskan transactional marker yang digunakan dalam teks procedure tersebut dan sebagian siswa masih ada yang belum mengerti. GBI juga meminta Ss untuk menjawab pertanyaan yang ada dalam video tersebut. Tetapi saat GBI meminta menjawab pertanyaan, sebagian Ss malah ramai dan berbicara dengan temannya.
21.	P memperingatkan Ss untuk diam dan memperhatikan penjelasan dari GBI dan menjawab pertanyaan yang diberikan oleh GBI. GBI pun berniat untuk memindah kursi salah satu siswa karena ramai dan sudah mengganggu teman-temannya yang sedang memperhatikan.
	P :Kalau bu guru sedang menerangkan diam dulu sebentar. Diminta untuk menjawab harus dijawab jagan malah ramai.
	S :Eee... Bayu yang mulai duluan, miss. Pas aku dengerin bu guru, dia ngajak aku ngobrol, aku bilang gag mau tapi dia nya malah gangguin aku.
	G :Kalau ramai sendiri, bu guru pindah saja kursinya. Bayu, bisa diam tidak?

	S :Ya, Bu.
22.	Setelah GBI meminta Ss untuk menceritakan kembali dan menjawab pertanyaan yang terdapat dalam video tersebut, GBI memberikan kosakata yang berkaitan dengan procedure text. Tidak terasa bel sekolah sudah berbunyi pertanda jam pelajarannya sudah habis dan GBI menanyakan terlebih dahulu tentang kesulitan dalam pelajaran hari itu dan Ss menjawab "No, Ma'am". Kemudian GBI menutup pelajaran pada siang hari itu dengan doa.
23.	Saat GBI dan P sampai dikantor, P menyampaikan permintaan maaf atas kesalahan pada penggunaan LCD tadi dan P menanyakan hasil dari pengajaran menggunakan materi yang tadi.
24.	GBI memaafkan P karena LCD tersebut mungkin diberikan kepada P yang rusak dan tidak dapat dipergunakan dengan baik. Menurut GBI, materi yang diajarkan sesuai dengan RPP dan silabus dan penggunaan materi dan mediana bagus. GBI juga mengatakan bahwa Ss lebih terlihat serius dan memperhatikan penjelasan tadi meskipun masih terdapat Ss yang ramai.
25.	Setelah P selesai berbincang-bincang dengan GBI mengenai meeting kedua, maka P berpamitan kepada GBI untuk mempersiapkan meeting selanjutnya.

Field note 6

Meeting 2, Cycle 1

Tanggal : Sabtu, 28 April 2012
 Jam : 09.00 WIB
 P : Peneliti
 GBI : Guru Bahasa Inggris
 Ss : Siswa kelas VII A
 Tempat : SMP N 4 Sragen, ruang guru, ruang kelas VII A

No	Kegiatan
1.	P datang kesekolah langsung bertemu dengan GBI. GBI mengingatkan bahwa hari ini P yang akan mengajar di kelas VII A.
2.	Akhirnya bel pergantian pelajaran sudah berbunyi dan P yang ditemani oleh GBI masuk ke dalam kelas. Sesampainya dikelas, GBI langsung menyerahkan waktunya kepada P untuk mengajar.
3.	P membuka pelajaran dengan berdoa dan Ss mengikutinya dengan hikmah. Setelah P memimpin doa, P langsung melanjutkan pelajaran yang kemarin. Sebelum ke pelajaran awal, P mengingatkan pelajaran yang telah dibahas kemarin bersama GBI. Ss tampak senang dengan adanya materi yang diberikan P melalui video kemarin. Kemudian P meminta Ss untuk tenang dan memperhatikan karena P akan segera masuk dalam pelajaran. P akan membacakan dua teks yang berbeda yang berhubungan dengan teks procedure dan meminta Ss untuk tenang, mendengarkan dengan baik dan P meminta Ss untuk menerka teks tersebut. Karena kali ini P memberikan

	<p>materinya tidak menggunakan LCD melainkan melalui lisan, maka Ss langsung mengambil posisi duduk yang tenang yang siap mendengarkan apa yang akan dikatakan oleh P. P jug meminta Ss untuk menuliskan kata-kata yang susah ataupun mencatat langkah-langkah dalam teks yang akan dibacakan tersebut.</p> <p>P memberikan dua teks yang berbeda yaitu berupa “<i>How to make fried chicken</i>” dan “<i>How to operate a digital camera.</i>”</p>
4.	<p>Disaat P membacakan teks, ada siswa yang sesekali menengok ke temannya karena ketinggalan mendapatkan isi dari apa yang P bacakan dan Ss terlihat tenang dan tidak ramai.</p>
5.	<p>Setelah kedua teks tersebut dibacakan, P meminta Ss untuk menerka isi teks yang telah dibacakan oleh P tersebut. Sebagian dari Ss dapat mengerti tentang teks yang dibacakan dari P karena sebagian dari Ss menuliskan kata-kata yang diucapkan oleh P. Setelah mereka mendapatkan pelajaran dari materi tersebut, mereka diminta untuk menerka isi dari teks procedure yang ada pada Activity 8 yaitu tentang langkah-langkah membuat omelet. Sebagian dari Ss ada yang langsung menjawab bahwa teks tersebut adalah cara membuat omelet.</p>
6.	<p>Setelah Ss menerka isi teks tersebut, Ss diminta untuk mengerjakan Activity 9 yang harus ditambahkan dengan transactional marker dalam membuat omelet tersebut. Dalam meeting kedua, ss diminta untuk berdiskusi. Karena diskusi merupakan action yang pertama, maka Ss diminta untuk mengerjakan secara berpasangan dengan teman sebangku.</p>
	<p>S :Ini disuruh gimana to Bu? Gag mudeng ini..</p>
	<p>G :Kalian diminta untuk bekerja dengan teman sebangku kalian, diskusikan tentang bagaimana cara membuat omelet. Kan kata-katanya uda ada diatasnya. Tinggal memberi penanda dengan first, then, finally gitu sama kaya yang dicontohkan tadi. Udah paham belum?</p>
	<p>S :Owh, jadi ini disuruh menambahkan yang kaya first, then gitu tadi ya Bu?</p>
	<p>G :Iya, setelah itu kalian nanti belajar untuk menceritakan cara membuat omelet tersebut dengan teman sebangkumu.</p>
7.	<p>Beberapa Ss sudah paham akan tugas yang diberikan meskipun masih ada teman disekitarnya yang masih ramai.</p> <p>Setelah Ss selesai berdiskusi dengan teman sebangkunya dan sudah paham akan tugasnya tersebut, P meminta mereka kembali untuk berdiskusi secara berkelompok pada Activity 10. Di Activity 10, Ss diminta untuk mengurutkan gambar proses membuat kentang goreng yang masih acak berdasarkan penjelasan yang ada dibawah gambar berdasarkan teks procedure. Banyak Ss yang tidak mengetahui artinya, maka GBI dan P membantu Ss dalam menerjemahkan kedalam Bahasa Indonesia.</p> <p>Dalam berdiskusi dan kerja kelompok tersebut, masih ada Ss yang masih</p>

	ramai tetapi masih dapat diatur untuk diam dan tenang.
8.	Setelah Ss menyelesaikan diskusinya, P meminta satu persatu grup untuk maju kedepan membacakan hasil diskusi mereka. Beberapa dari Ss sudah benar mengurutkan proses membuat kentang goreng.
9.	Karena waktu tinggal 10 menit lagi, maka P menyudahi pelajaran dan memberikan refleksi tentang pelajaran pada saat itu. Didalam refleksinya, P tidak lupa untuk menanyakan kesulitan yang Ss dapatkan pada pelajaran saat itu dan sebagian besar dari Ss mengatakan bahwa pelajarannya menarik. P juga mengatakan bahwa pertemuan yang akan datang P akan memberikan permainan yang menarik untuk Ss. Setelah itu P menutup pelajaran dengan doa dan menutupnya dengan salam.
10.	P berbincang-bincang sebentar tentang meeting kedua dan GBI merasa senang bahwa Ss terlihat antusias dalam menerima pelajaran. GBI juga menanyakan materi selanjutnya untuk meeting ketiga. P mengatakan bahwa akan memberikan action yang kedua yaitu role-play, dan Ss akan diberikan permainan untuk dikerjakan secara berkelompok.

Field note 7
Meeting 3, Cycle 1

Tanggal : Kamis, 3 Mei 2012
 Jam : 09.00 WIB
 P : Peneliti
 GBI : Guru Bahasa Inggris
 Ss : Siswa kelas VII A
 Tempat : SMP N 4 Sragen, ruang guru, ruang kelas VII A

No	Kegiatan
1.	P datang kesekolah langsung bertemu dengan GBI bahwa hari ini akan memberikan permainan sebagai materi pelajaran dan GBI setuju. Dengan ditemani GBI, P masuk kedalam kelas dan memberikan salam dan mempersilahkan berdoa sebelum memulai pelajaran.
2.	Setelah berdoa P langsung mengatakan kepada Ss terhadap janji P di meeting sebelumnya. Anak-anak nampak girang dan P mulai mengelompokkan siswanya untuk bermain "How to Make" dibantu oleh GBI. Beberapa dari Ss tidak mau dikelompokkan tetapi P dan GBI meminta Ss untuk berkelompok dan Ss mau.
	P :Kenapa kamu tidak mau dikelompokkan sama bu guru?
	S :Aku gag bisa kalo kerja bareng dia. Dia gag pernah dengerin bu guru dan sering bikin ribut.
	P :Nanti tak kasih tau biar gag rame selama bekerja kelompok.

3.	<p>Setelah Ss berkelompok, Ss diberi permainan beserta instruksi yang berada dalam permainan tersebut. Ada saatnya apabila salah satu siswa berhenti di kotak yang bergambar, maka siswa diwajibkan untuk membuat teks procedure sesuai dengan gambar.</p> <p>Jika siswa berhenti di gambar panah kekanan berarti ibarat tangga, maka Ss diperbolehkan berpindah dan melakukan apa yang diminta dalam permainan tersebut seperti “<i>Sing a song</i>”.</p> <p>Tetapi jika gambar panah ke kiri, maka Ss diminta untuk berpindah tempat dan diibaratkan sebagai ular, maka Ss harus siap menerima hukuman seperti menulis “<i>I am stupid</i>” di papan tulis.</p>
4.	<p>Ss terlihat asyik memainkannya dan tidak terasa waktu sudah habis. Akhirnya P menutup pelajaran dengan sebelumnya bertanya tentang kesulitan pada pelajaran hari ini. Semua anak berteriak “<i>Asiiik</i>”, “<i>Suka</i>”, “<i>Main Lagi</i>”. Tetapi waktu pelajaran sudah habis. Akhirnya peneliti menutup pelajaran dan mengucapkan “<i>See you</i>” dan serentak dijawab oleh Ss.</p>
5.	<p>P berbincang dengan GBI mengenai pemberian permainan tersebut dan GBI merasa senang karena Ss terlihat tidak begitu ramai seperti biasanya.</p>
6.	<p>P juga menanyakan kepada GBI tentang pelajaran yang diberikan dan GBI senang dan menyatakan bahwa penelitian di Cycle 1 bisa dikatakan sukses dan meningkat di dalam vocab dan pronunciationnya, tetapi masih membutuhkan peningkatan dan planning action selanjutnya untuk di Cycle 2.</p>
7.	<p>Setelah GBI menyatakan bahwa Cycle 1 sukses, P meminta GBI untuk mengadakan post-test di Cycle 1 untuk menilai kemampuan Ss dan GBI menyetujuinya.</p>

Field note 8

Progress test Cycle 1

Tanggal : Sabtu, 5 Mei 2012
 Jam : 09.00 WIB
 P : Peneliti
 GBI : Guru Bahasa Inggris
 Ss : Siswa kelas VII A
 Tempat : SMP N 4 Sragen, ruang guru, ruang kelas VII A

No	Kegiatan
1.	<p>P langsung menemui GBI untuk membantu persiapannya dalam melakukan progress test Cycle 1 nya. Setelah bel berbunyi, GBI dan P masuk kelas dan Ss terlihat agak sedikit ramai saat kami datang. P memimpin doa dan membuka pelajaran. Sebelum P melakukan progress test, P menanyakan pelajaran pada meeting sebelumnya dan ada Ss yang meminta untuk bermain lagi. P tersenyum dan P menjelaskan untuk pelajaran saat itu adalah penilaian bahasa Inggris mereka. Penilaian tersebut adalah Ss diminta untuk maju kedepan tanpa teks untuk membuat teks prosedur yang</p>

	akan dibagi oleh GBI dan P. Ss kaget karena mendadak tanpa persiapan dan P dibantu oleh GBI menentukan Ss dengan teksnya untuk maju kedepan nantinya. Setelah GBI dan P membagi Ss untuk maju kedepan bersama teksnya, Ss diberi waktu sekitar 10 menit untuk mempersiapkan.
2.	Setelah 10 menit, P mulai memanggil Ss satu persatu dengan membuat teks prosedur yang sudah dibagi oleh GBI dan P tersebut. Ada beberapa Ss yang berbicara dengan terbata-bata, dengan pronunciation yang kurang tepat dan grammar yang belum benar. Ada pula beberapa dari Ss yang meminta untuk mengulang karena lupa apa yang akan dikatakan.
3.	Tak lupa GBI dan P mengambil nilai Ss berdasarkan lima aspek yaitu (pengucapan, tata bahasa, kosakata, kelancaran dan pemahaman).
4.	Setelah Ss memperoleh kesempatan yang sama rata untuk maju kedepan, P menanyakan kesulitan Ss dalam melakukan hal tersebut. Kebanyakan dari Ss yang mengatakan “ <i>Grog bu.</i> ”, “ <i>Kaget, gag dikasih tau dulu e masalahnya.</i> ”, “ <i>Kurang siap bu.</i> ”, dsb. Tetapi semua berjalan lancar meskipun ada beberapa dari Ss yang meminta untuk mengulang.
5.	Setelah Ss selesai perform, P memberikan feedback berupa hasil kerja keras Ss dan P mengakhiri pelajarannya dan menutup dengan doa dan salam.
6.	P sempat berbincang dengan GBI mengenai pemberian materi-materi ke dalam penelitiannya dan GBI merespon dengan baik. GBI menyarankan untuk masuk ke Cycle 2 dengan merencanakan planning dan action untuk di Cycle 2 bersama P. GBI juga meminta RPP untuk di Cycle 2.
7.	GBI dan P masih menggunakan action pada Cycle 1 tetapi ditambah dengan aktifitas-aktifitas kelompok yang lainnya lagi di Cycle 2.
8.	Setelah GBI dan P menentukan actionnya bersama-sama, P ijin pamit untuk mempersiapkan materi untuk mengajar di Cycle 2.

Field note 9 Meeting 1, Cycle 2

Tanggal : Kamis, 10 Mei 2012
 Jam : 09.00 WIB
 P : Peneliti
 GBI : Guru Bahasa Inggris
 Ss : Siswa kelas VII A
 Tempat : SMP N 4 Sragen, ruang guru, ruang kelas VII A

No	Kegiatan
1.	P langsung menemui GBI untuk mempersiapkan pelajaran di Cycle 2. P pun juga sudah meminjam LCD untuk mengajar pada meeting pertama tersebut. Setelah bel pergantian pelajaran, GBI dan P masuk ke kelas. Karena hari ini masuk ke Cycle 2 yang topik pelajarannya lain dengan Cycle 1 yaitu mengenai teks deskriptif, maka GBI yang akan mengajar

	terlebih dahulu. GBI sebelumnya juga sudah diberi materi dan RPP oleh P untuk bahan mengajar pada hari ini.
	G : Ini sudah masuk Cycle 2 ya, mbak? Trus rencananya mau gimana? P : Iya, Bu. Dalam Cycle 1, siswa sudah melakukan yang terbaik. Kita dapat merasakan peningkatannya dalam berbicara bahasa Inggris, tetapi menurut masalah yang kita hadapi kemarin, mereka masih belum bisa termotivasi untuk berbicara bahasa Inggris. Kira-kira bagaimana menurut ibu? G : Memang mereka masih belum bisa termotivasi dalam belajar bahasa Inggris. Di RPP mbak Linda fokusnya ke descriptive teks, ya? Kita bisa menggunakan teks deskriptif untuk memotivasi siswa. Kita harus menyediakan banyak aktifitas untuk embuat mereka termotivasi.
2.	Seperti biasanya, sebelum pelajaran dimulai GBI selalu membuka pelajaran dengan salam dan doa. Saat kami masuk kelas, Ss terlihat tenang dan tidak ramai seperti biasa. GBI pun memulai pelajaran dengan memberikan tebak-tebakan kepada Ss seperti: <i>What fruits do you like? Do you know the vitamin on those fruits? How is the taste of bananas? How does the fruits look like?</i> . Ss terlihat antusias menjawab pertanyaan tersebut dan hanya satu siswa yang ramai. P membagikan handout untuk materi deskriptif tersebut.
3.	Kemudian GBI memberikan kosakata baru berdasarkan materi yang ada pada handout yang diberikan oleh P. kali ini, GBI dan P memberikan memutarakan mereka lagu yang berjudul " <i>Classic Sesame Street (Fruit Song)</i> " sebagai input materinya. P pun memutarakan lagunya lewat LCD. Ss diminta untuk melihat dan mendengarkan lagu tersebut dengan mengisikan titik-titik yang sudah dipersiapkan oleh P. Saat lagu diputar, nampak ada satu siswa yang memperingatkan temannya untuk tidak ramai dan diminta untuk mendengarkan.
	S : HUUUust.... Diem dulu to. G : Hayo mau diputer gag ini lagunya? Kalo mau harus diam dulu. S : Ngeyel bu Bima.
4.	Saat Ss memperdengarkan lagunya, GBI mengecek pemahaman mereka dengan berkeliling kelas. Ada beberapa siswa yang terdengar menyanyi dengan pelan menirukan lagu tersebut serta mengisi titik-titik yang masih kosong. Lima belas menit kemudian, GBI meminta siswa untuk menyanyikan lagu bersama dan mendiskusikannya bersama-sama. Semua siswa terlihat senang dengan menyanyikan lagu tersebut.
5.	Selanjutnya GBI meminta Ss memperdengarkan teks yang dibacakan oleh GBI. Karena di Cycle 2 P menggunakan teks deskriptif, maka GBI membacakan teks yang berkaitan dengan mendeskripsikan benda yaitu sesuai dengan tema dari materinya yaitu deskripsi buah. Ss diminta untuk menuliskan setiap kata yang mereka tangkap diselembar kertas. Kemudian, GBI memberikan gambar-gambar buah untuk didiskusikan secara

	berkelompok seperti apa yang mereka tangkap selama memperdengarkan GBI yang membacakan teks sebelumnya. Ss terlihat memberikan pendapatnya satu sama lain berdasarkan informasi yang mereka tangkap selama memperdengarkan tersebut.
6.	Bel berbunyi dan GBI memberikan feedback bagi Ss dalam pelajaran hari itu.
7.	Setelah P berbincang-bincang dengan GBI, GBI menyarankan untuk meeting selanjutnya langsung saja masuk ke action yang kedua yaitu role-play. Didalam role-play nanti, siswa diminta untuk bekerja kelompok bertiga untuk mendeskripsikan buah tetapi dengan membawa buahnya. Mereka diminta untuk mendeskripsikan ciri-ciri buahnya seperti ukuran, warna, kandungan vitamin dan lain-lain.
8.	P masuk kekelas kembali untuk menyampaikan tugas Ss di meeting selanjutnya untuk bekerja kelompok bertiga untuk mendeskripsikan buah dengan membawa langsung buahnya. Awalnya Ss menolak membawa, tetapi akhirnya mereka menuruti permintaan P.

Field note 10
Meeting 2, Cycle 2

Tanggal : Sabtu, 12 Mei 2012
 Jam : 09.00 WIB
 P : Peneliti
 GBI : Guru Bahasa Inggris
 Ss : Siswa kelas VII A
 Tempat : SMP N 4 Sragen, ruang guru, ruang kelas VII A

No	Kegiatan
1.	P langsung menemui GBI untuk mempersiapkan pelajaran selanjutnya di Cycle 2. P dan GBI masuk kekelas untuk mengajar. Di pertemuan kedua di Cycle 2 ini P meminta siswa untuk mendemonstrasikan hasil kerja kelompok Ss kedepan kelas dengan membawa buah asli untuk dipresentasikan. Tetapi sebelumnya, Ss diminta untuk berdiskusi kelompok bertiga dirumah untuk menentukan buah apa yang akan mereka presentasikan.
2.	Saat diminta untuk maju, masih terdapat beberapa siswa yang belum siap akan presentasinya maka P memberi Ss waktu kurang lebih 10 menit untuk persiapan.
3.	Setelah Ss sudah siap dengan presentasinya dan buah masing-masing, P pun meminta mereka untuk maju kedepan secara berkelompok untuk mendemonstrasikan hasil kerja kelompoknya.
4.	Beberapa siswa tampak mengganggu teman-temannya yang maju kedepan

	tetapi P menegur Ss yang sedang mengganggu dan Ss tampak diam dan memperhatikan teman-temannya yang sedang maju. Ada beberapa grup yang meminta diulang dari awal karena belum siap dan lupa akan apa yang mereka katakan.
5.	Bel pelajaran sudah habis dan P menutup pelajaran dengan memberikan feedback sedikit kepada Ss dan memberi salam.
6.	Setelah P selesai mengajar dan kembali ke ruang guru bersama GBI, P berbincang-bincang sebentar dengan GBI mengenai speaking Ss. GBI sudah merasa puas karena dalam action yang dilakukan di Cycle 2 Ss sudah bisa menempatkan diri dan dari Ss tampak termotivasi oleh teman-temannya selama berdiskusi. GBI menyarankan untuk mencukupkan pertemuannya, dan P meminta kepada GBI untuk memberikan post-test Cycle 2 dan GBI menyetujui. Di post-test Cycle 2 nanti akan diberi waktu untuk mengerjakan tugas selama kurang lebih 20 menit. Diharapkan didalam post-test Cycle 2 ini Ss dapat melakukan lebih baik daripada yang di Cycle 1. Bahan untuk post-test sama seperti di pre-test dengan topik yang berbeda.

Field note 11 Post test Cycle 2

Tanggal : Sabtu, 19 Mei 2012
 Jam : 09.00 WIB
 P : Peneliti
 GBI : Guru Bahasa Inggris
 Ss : Siswa kelas VII A
 Tempat : SMP N 4 Sragen, ruang guru, ruang kelas VII A

No	Kegiatan
1.	P langsung menemui GBI untuk mempersiapkan pelajaran selanjutnya. P beserta GBI memasuki kelas untuk mengambil nilai untuk post-test. Pada saat kami masuk, Ss terlihat tenang. Dan P menyampaikan maksud penilaian untuk Ss. P menyampaikan bahwa P akan mengambil nilai mereka kembali sebagai final test. Ss tidak menolak karena sebelumnya P sudah menyampaikan kepada Ss untuk mempersiapkan diri dalam ujian. Dan P membagikan selembarnya seperti yang diberikan saat pre-test.
2.	Didalam post-test tersebut siswa untuk menulis jawaban mereka diselembarnya terlebih dahulu seperti pada saat pre-test dan maju kedepan tanpa menggunakan teks. Untuk post-test, pertanyaan ada tiga jenis yaitu: memperkenalkan keluarga Ss, mendeskripsikan pekerjaan orang tuanya (boleh salah satu), dan proses nasi goreng. Ss diberi waktu selama 15 menit untuk mengerjakan dan sisanya untuk maju satu persatu.
3.	Setelah beberapa dari Ss sudah selesai membuat dan siap untuk maju, maka P langsung Ss satu persatu untuk perform hasil dari tugas yang diperintahkan oleh P untuk diambil nilai. Ss mempersiapkan tugas yang diberikan tersebut dengan baik.

4.	Setelah Ss perform, GBI maupun P memberikan feedback tentang kemajuan Ss dalam speaking dan penilaian yang diberikan oleh GBI maupun P. Ss senang dengan adanya kemajuan dalam speakingnya karena mereka merasa terbantu oleh P yang memberikan materi maupun aktifitas yang membuat Ss dapat berbicara menggunakan bahasa Inggris.
5.	Dan akhirnya P dan GBI menutup pelajaran pada hari itu dan P berpamitan kepada Ss kelas VII A karena sudah membantu dalam proses penelitian. Tak lupa P pun meminta maaf kepada Ss jika selama penelitian ada salah-salah kata dari P dalam mengajar dan Ss pun memaafkan. P memberikan questionnaire kepada Ss sebagai penilaian Ss terhadap P selama mengajar.

Field note 12

Berpamitan

Tanggal : Kamis, 24 Mei 2012
 Jam : 11.00 WIB
 P : Peneliti
 GBI : Guru Bahasa Inggris
 KS : Kepala Sekolah
 Tempat : SMP N 4 Sragen, ruang guru, ruang kepala sekolah

No	Kegiatan
1.	Setelah P melakukan post-test bersama dengan GBI, P bejalan ke kantor untuk menanyakan hasil speaking Ss pada meeting yang baru saja diberikan. GBI mengatakan bahwa penelitian sukses meskipun di awal penelitian terdapat permasalahan tetapi P dapat mengatasinya. GBI juga memberikan selamat kepada P karena sudah menyelesaikan kegiatan penelitiannya dengan baik. Untuk hasil speaking seperti yang dikatakan oleh GBI sebelumnya bahwa kemampuan speaking Ss sudah bagus dan sudah meningkat.
2.	Dan P berpamitan kepada GBI dan juga semua guru yang sudah membantu dan mengijinkan P untuk melakukan penelitian di SMP N 4 Sragen. P juga berpamitan dengan KS karena sudah diberikan waktu dan ijin untuk melakukan penelitian sehingga berhasil dengan baik.

APPENDIX B
INTERVIEW
GUIDELINES

Interview Guidelines

Interview for the students

1. What are the students learn in learning English?
2. What are the students' favorites in learning English?
3. How is the teaching and learning process in the classroom?
4. What are the students' difficulties during learning English?
5. What is the teacher use in teaching English?
6. Does the teacher give another material except from LKS?
7. After the teacher explains the material, do the students understand the lesson?
8. What activities that students' like in learning English?
9. Do the students ask friends/teacher when they got difficulties?
10. What are the students' opinions about the use of group work activities?
11. What benefits they got after doing group work activities?
12. What does the students' contributions in doing group work activities?
13. What does the effect of using group work activities to the students' achievement?
14. What does the teacher influence the students in teaching and learning process?
15. What does the students' feel with their speaking? (improve/not)

Interview for the teacher

1. What materials do you use in teaching English?
2. What does the use of English in the classroom?
3. Do the students do the task that you are given?
4. Do the students understand every material that you are given?
5. How do you organize the atmosphere of the classroom during teaching and learning process?
6. What are your difficulties in teaching English?
7. What technique do you use in teaching English?
8. What is your opinion about the implementation of group work activities?
9. What is your contribution in teaching English?
10. What are the effects of implementing group work activities in the classroom?
11. How is the interaction between teacher and students during the teaching and learning process?
12. Do the students ask you when they got difficulties?
13. What is your expectation through the students' speaking skill?
14. What is the students' contribution in learning English in implementing group work activities?

APPENDIX C
INTERVIEW
TRANSCRIPTS

Interview 1

Tanggal : Selasa, 17 April 2012
 Jam : 10.00 – 10.30 WIB
 P : Peneliti
 Ss : Siswa
 S1 : Hiskia
 S2 : Azizi
 S3 : Sari
 Tempat : SMP N 4 Sragen, ruang kelas VII A

- P : Selamat siang semuanya..
- Ss: Selamat siang, mbak...
 Ada apa ni?
- P : Maav sebelumnya, kira-kira ganggu kalian gag ni kalo kita ngobrol-ngobrol bentar?
- Ss: Ada apa mbak?
- P : Saya Helinda mahasiswi UNY ingin melakukan penelitian di sekolah kalian, dan kebetulan kelas kalian yang akan saya teliti. Ngobrol bentar ga papa ya..
- Ss: Ndak apa-apa mbak..
- P : Mau tanya nih. Menurut kalian gimana pengajaran Bu Cahya kalau dikelas?
 Bu Cahya benar guru bahasa Inggris kalian, kan?
- Ss: Benar mbak.
- P : Namamu siapa dek?
- S1: Hiskia, mbak.
- P ; Ya menurut Hiskia, Bu Cahya kalau ngajarnya bahasa Inggris gimana?
- S1: Pelan mbak suaranya.
- P : Apa lagi?
- S2: Banyak yang rame juga.
- P : Namamu siapa?
- S2: Azizi mbak.
- P : Ramenya gimana?
- S2: Ya banyak yang ngobrol kalo pas lagi diterangin. Gag ngedengerin gitu.
- P : Tapi kan udah ditegur bu guru kan?
- S3: Gag pernah bu. Gag pernah ditegur. Cuman bilangin suruh diam tapi kalo rame tetep didiemin.
- P : Oh gitu.. Kamu siapa namanya?

- S3: Sari bu.
- P : Kalau kalian belajar bahasa Inggrisnya dari mana saja?
- S3: Dari LKS aja bu.
- P : Oke deh makasih ya waktunya. Sampai ketemu besok ya.
- S1: Uduhan to mbak? Kok cepet?
- P : Kita lanjut besok lagi saja. Kalian harus belajar lagi, kan waktu mbak cumin dikit.
Besuk kita bisa ngobrol-ngobrol banyak lagi deh.
OK....
- Ss: OK deh.....

Observasi Interview 2

Tanggal : Kamis, 19 April 2012
 Jam : 11.00 – 11.30 WIB
 P : Peneliti
 S1 : Sita
 Tempat : SMP N 4 Sragen, ruang kelas VII A

- P : Dek Sita, bisa bicara sebentar?
- S1: Apa ya miss?
- P : Menurut kamu gimana pelajaran bahasa Inggris tadi? Tadi kan diminta bu guru maju kedepan untuk menulis jawaban kan?
- S1: Senang.
- P : Senangnya gimana? Bisa paham akan penjelasan dari bu guru?
- S1: Ada yang tidak paham sih sebenarnya. Tapi takut bertanya.
- P : Kenapa takut? Kan lebih bisa tahu malah tambah senang donk. Kalau untuk cara mengajarnya bu guru gimana menurut kamu, dek?
- S1: Gimana ya. Sebenarnya aku gag suka e kalo pas pelajaran malah ramai sendiri. Tapi bu guru jarang negur mereka. Jadi kadang bikin kita gag konsen gitu.
- P : Kenapa kamu gag bilang langsung ke bu guru atau kamu sendiri yang ngasih tau temen mu buat gag rame.
- S1: Ah males miss nanti kalo malah dibilang sok. Ya gag mau donk aq.
- P : Ok deh makasih ya de uda mau ngobrol.
- S1: Ya miss, sama-sama.

Interview 3

Tanggal : Kamis, 19 April 2012
 Jam : 11.00 – 11.30 WIB
 P : Peneliti
 S2 : Arini
 Tempat : SMP N 4 Sragen, ruang kelas VII A

- P : Halo dek Arini, lagi istirahat ya? Bisa sambil ngobrol gag?
 S2: Boleh miss?
 P : Menurut kamu gimana pelajaran bahasa inggris tadi? Tadi kan diminta bu guru maju kedepan untuk menulis jawaban kan? Perasaannya bagaimana?
 S2: Senang miss.
 P : Senangnya gimana? Bisa paham akan penjelasan dari bu guru?
 S2: Paham koq miss
 P : Menurutmu tadi, saat pelajaran kan ada temenmu yang ramai. Gimana perasaanmu?
 S2: Oh yang ramai tadi memang trouble marker miss di kelas. Udah biasa dia bikin gaduh dikelas. Ya sebenarnya terganggu sih, tapi mo gimana lagi.
 P : Tapi apa kamu bisa fokus dikelas kalo ada yang ramai kaya gitu?
 S2: Sebenarnya gag begitu bisa konsen, makanya aku duduk didepan biar denger dan tau apa kata bu guru.
 P : Terima kasih ya.
 S2: Sama-sama miss.

Interview 4

Tanggal : Kamis, 19 April 2012
 Jam : 11.00 – 11.30 WIB
 P : Peneliti
 S3 : Suci
 Tempat : SMP N 4 Sragen, ruang kelas VII A

- P : Suci ada waktu buat ngobrol bentar gag?
 S3: Ada miss?
 P : Tadi pas pelajaran kan ada temenmu yang ramai, mesti itu bikin kamu gag konsen ya? Selain itu apa yang kamu rasakan selama pelajaran bahasa inggris dengan bu guru?
 S3: Iya miss, bikin gag konsen banget. Seneng miss.
 P : Bisa paham akan penjelasan dari bu guru?

- S3: Sedikit, karena bu guru hanya menjelaskan dari LKS saja dan sangat membosankan miss.
- P : Apakah bu guru pernah memberikan materi yang membuat kamu dan teman-temanmu tertarik?
- S3: Waaaah gag pernah, miss. Bu guru aja gag pernah pake LCD padahal udah disediakan sama sekolah.
- P : Kenapa bu guru gag memakai LCD saat mengajar?
- S3: Gag tau tuch, miss.
- P : Berarti hanya menggunakan LKS saja, ya. Tapi menurutmu, kalau belajar menggunakan LKS saja membuat kamu sudah paham banget atau belum?
- S3: Tidak begitu mengerti, miss. Contohnya dalam pelajaran berbicara. Pernah bu guru memintaku maju kedepan untuk berbicara dan aku gag bisa. Hehehe...
- P : Apa yang kamu maksud dengan gag bisa itu?
- S3: Gag tau kata-kata yang mau diucapkan, miss. Malu juga kalau diketawain.
- P : Makasih ya waktunya.
- S3: Sama-sama miss.

Interview 5

Tanggal : Kamis, 19 April 2012
 Jam : 11.30 – 12.00 WIB
 P : Peneliti
 G : Guru Bahasa Inggris
 Tempat : SMP N 4 Sragen, ruang guru

- P : Selamat siang, Bu..
- G : Selamat siang mbak...
 Sudah melakukan wawancara dengan anak-anak?
- P : Sudah tadi Bu, terima kasih.
 Oh ya Bu, menurut ibu kesulitan apa yang mereka hadapi selama belajar bahasa Inggris?
- G : Kebanyakan dari mereka kelemahannya pada speakingnya mbak.
- P : Kalau boleh saya tahu hal apa saja yang menyebabkan mereka tidak bisa berbicara menggunakan bahasa Inggris, Bu?
- G : Motivasi belajar mereka dalam bahasa Inggris terutama speaking sangat rendah. Mereka banyak yang takut maju kedepan, takut salah gitu katanya. Diminta untuk mencoba tetapi takut, jadi saya jarang meminta mereka maju kedepan untuk berbicara.
- P : Bagaimana dengan kontribusi siswa didalam pelajaran?
- G : Mereka sangat jarang berkontribusi didalam pelajaran bahasa Inggris. Mereka tidak mengerjakan apabila tidak disuruh.

- P : Begitu ya bu.
- G : Ini penelitian mbak linda berdasarkan PTK bukan?
- P : Iya bu. Action Research. Butuh perencanaan dan action untuk penelitiannya nanti.
- G : Nah itu yang saya maksud. Kita harus memikirkan planning dan actionnya untuk melakukan penelitian.
- P : Tetapi saya ingin melakukan pre-test terlebih dahulu di kelas VII A bagaimana menurut ibu?
- G : Oh ya tidak apa-apa. Nanti setelah mbak linda melakukan pre-test, baru kita menentukan planning dan action yang akan digunakan.
- P : Baik ibu.
- G : Kapan mau mengadakan pre-test? Dan materi yang dipakai untuk pre-test mau apa saja?
- P : Bagaimana kalau besok sabtu, bu?
Di RPP saya fokus pada genre teks yaitu pada procedure dan descriptive.
Nanti pre-test nya mereka diberi 3 materi yaitu pengenalan dasar, membuat teks deskriptif dan procedure.
- G ; Ya tidak apa-apa.
- P : Tetapi saat pre-test mau diberi nilai bu. Enaknya bagaimana ya bu? Fokusnya sama speaking juga.
- G : Diminta untuk bercerita tanpa teks saja mbak.
- P : Oh baik bu. Terima kasih sarannya.
Saya akan melakukan pre-test hari sabtu dan saya ingin minta tolong kepada ibu untuk membantu saya dalam menilai hasil pre-test mereka bu.
- G : Baik, akan saya bantu.
- P : Terima kasih bu...

**Pre-test
Interview 6**

Tanggal : Sabtu, 21 April 2012
Jam : 10.30 – 11.00 WIB
P : Peneliti
S4 : Robert
Tempat : SMP N 4 Sragen, ruang kelas VII A

- P : De, bisa gag ngobrol sebentar?
- S4: Bisa miss?
- P : Tadi pas disuruh introducing yourself, describing public transportation dan bikin teks procedure tentang how to make a cup of tea, menurut Robert yang susah dibagian mana tadi?

- S4: Susah semua miss masalahnya kita gag pernah maju ke depan apalagi majunya tanpa menggunakan teks. Bener-bener susah banget.
- P : Tapi kira-kira kamu suka gag dengan pelajaran speaking majunya tanpa teks gitu?
- S4: Ya seneng tapi takutnya salah, diketawain temen-temen juga.
- P : Sebelumnya bu guru pernah nyuruh speaking didepan tanpa teks gitu gag?
- S4: Gag pernah, miss.
- P : Ok dech makasih ya waktunya.
- S4: Sama-sama miss.

Interview 7

Tanggal : Sabtu, 21 April 2012
 Jam : 10.30 – 11.00 WIB
 P : Peneliti
 S5 : Candra
 Tempat : SMP N 4 Sragen, ruang kelas VII A

- P : Candra, miss linda pengen ngobrol sama Candra bisa gag?
- S5: Ada apa miss?
- P : Pas tadi miss linda minta maju kedepan ada yang merasa susah gag?
- S5: Ada miss. Pas disuruh maju grogi gitu didepan temen-temen. Masalahnya sebelumnya belum pernah disuruh maju gitu.
- P : Tapi kalau kamu diminta maju lagi mau gag?
- S5: Kalau pas pelajarannya gampang mau miss. Tapi kalo susah semoga jangan aku yang disuruh maju. Hehe.
- P : Lha kenapa koq kalo susah gag au maju? Kan namanya juga berlatih. Ntar kalo susah bisa jadi gampang kalo banyak belajar dan berlatih.
- S5: Tapi takut diketawain sama temen-temen miss. Temen-temen kan sukanya godain juga kalo pas maju. Ntar jadinya malah lupa mau ngomong apa. Dan nanti kalo salah mesti diketawain.
- P : Kamu harus percaya diri. Belum tentu mereka yang menertawakan kamu bisa melakukan kaya apa yang kamu lakukan.
- S5: Tapi bu guru gag pernah nyuruh miss, jadi bagaimana mau bisa?
- P : Nanti miss linda bantu untuk bisa.
 Ok kita sambung lain waktu lagi ya.
 Makasih...
- S5: Ok miss.

Meeting 1, Cycle 1
Interview 8

Tanggal : Kamis, 26 April 2012
 Jam : 10.30 – 11.00 WIB
 P : Peneliti
 S6 : Anggit
 Tempat : SMP N 4 Sragen, ruang kelas VII A

- P : Namanya siapa ade?
 S6: Anggit miss. Ada apa?
 P : Ganggu waktunya sebentar bisa?
 S6: Oh ya bagaimana miss?
 P : Gimana dengan pelajarannya tadi? Bisa dimengerti gag penjelasan guru, trus mengenai video tadi bagaimana menurut Anggit?
 S6: Agak sedikit paham miss.
 P : Pahaminya yang dimana?
 S6: Tadi kan miss linda ngasih video tentang cara membuat mie, jadi kita lebih tau orang memasak mie itu dengan ngomong pake bahasa inggris tuh seperti itu. Yang pasti lebih menarik miss bisa lihat videonya.
 P : Menurut Anggit yang menarik yang bagian mana dari pelajaran tadi?
 S6: Ya videonya miss. Ada gambar nyatanya. Biasanya kita lihat cara membuat mie hanya dari bungkus mienya saja.
 P : Bu guru pernah pernah ngasih materi gini?
 S6: Belum pernah miss. Makanya kali ini menarik gitu. Kita bisa melihat langsung cara membuat mie dengan bahasa inggris.
 P : Jadi Anggit suka gag belajar seperti ini?
 S6: Iya miss suka.
 P : Makasih waktunya ya de. Kapan-kapan kita sambung lagi.
 S6: Baik miss. Terima kasih juga.

Interview 9

Tanggal : Kamis, 26 April 2012
 Jam : 10.30 – 11.00 WIB
 P : Peneliti
 S7 : Friska
 Tempat : SMP N 4 Sragen, ruang kelas VII A

- P : Halo de...
Bisa ganggu sebentar gag?
- S7: Iya mbak, kenapa?
- P : Namanya siapa kalo boleh tau biar lebih akrab juga..
- S7: Friska mbak.
- P : Oke de Friska, bisa certain gimana perasaanya abis pelajarannya tadi.
- S7: Ehm... Gimana to mbak maksudnya?
- P : Ya maksudnya bisa paham atau tidak sama penjelasan dari bu guru tadi?
- S7: Oh itu...
Iya, paham, mbak..
- P : Kalau boleh tahu bisa dijelasin tadi pelajarannya disuruh apa?
- S7: Disuruh liat video tentang cara memasak mie instan.
- P : Apa saja yang kamu dapat dari video tadi?
- S7: Tau caranya masak mie... Hehe
- P : Tapi seneng gag pelajarannya kaya tadi?
- S7: Ehm... Seneng mbak.
- P : Kok kayanya ragu-ragu gitu jawab seneng nya.
Coba senengnya dimana?
- S7: Bisa tau orang masak mie pake bahasa Inggris.
- P : Coba kalo bahasa Inggrisnya merebus apa?
- S7: Boil, mbak..
- P : Ya bagus. Kalo bahasa Inggrisnya memasak?
- S7: Ehm... C..co..cook ya mbak.
- P : Iya benar. Berarti untuk cara membuat mie juga uda tau ya?
- S7: Iya mbak.
- P : Ok dech. Trims ya uda mau ngobrol-ngobrol ma mbak.
- S7: Iya sama-sama. Hehe..

Interview 10

Tanggal : Kamis, 26 April 2012
 Jam : 11.00 – 11.30 WIB
 P : Peneliti
 G : Guru Bahasa Inggris
 Tempat : SMP N 4 Sragen, ruang guru

P : Menurut ibu dengan media tadi membantu para siswa untuk lebih

memahami pelajaran yang disampaikan tidak?

- G : Membantu mbak. Saya sebenarnya juga ingin menggunakan media menggunakan LCD. Tapi saya takut dan tidak bisa mengoprasikannya. Jadi lebih baik saya menggunakan LKS. Dilihat dari antusiasme mereka saat melihat video tentang membuat mie tadi, mereka mencermati gambar yang ada dalam video tersebut. Kalau dari mbak linda sendiri tadi bagaimana berdasarkan observasi mbak linda?
- P : Mereka terlihat tenang dalam menerima materi dari ibu tadi. Tapi masih ada sebagian anak yang masih ramai sendiri.
- G : Kalau untuk hal itu memang susah mbak. Salah satu yang mbak linda tegur dan yang saya minta dia pindah tempat duduk adalah salah satu anak yang kita selalu diberi julukan trouble marker. Karena keusilannya itu yang macam-macam.
- Oh ya, Untuk persiapan meeting kedua bagaimana mbak?
- P : Baik ibu terima kasih. Untuk meeting kedua nanti akan mulai dengan kerja kelompok sesuai dengan planning yang kita bicarakan kemarin bu. Tetapi sebelum mereka diminta untuk kerja kelompok, mereka akan mendengarkan dua teks procedure lagi yang berbeda. Karena sebelumnya adalah cara memasak mie instan, dan untuk meeting kedua akan ada cara membuat ayam goreng dan cara memakai kamera digital.
- G : Untuk meeting kedua mbak linda coba yang mengajar ya, nanti saya yang akan jadi observernya.
- P : Baik ibu.
- G : Apakah untuk meeting kedua memerlukan LCD untuk menyampaikan materinya?
- P : Tidak usah ibu, saya akan membacakannya untuk anak-anak. Terima kasih atas waktunya ibu.
- G : Ya sama-sama mbak.

Meeting 2, Cycle 1

Interview 11

Tanggal : Sabtu, 28 April 2012
 Jam : 10.30 – 11.00 WIB
 P : Peneliti
 S8 : Evi
 Tempat : SMP N 4 Sragen, ruang kelas VII A

- P : Bisa ngobrol sebentar?
- S8: Boleh miss.
- P : Oia sama siapa ni?
 Gimana tadi sama pelajarannya? Bisa nangkep jelas gag?
- S8: Evi miss.

Ya bisa miss.

- P : Menurut Evi enakan pake video atau dibacakan kaya yang tadi?
- S8: Kalau dari video lebih paham gitu sih miss. Karena ada gambarnya lagi ngapain gitu. Kalo tadi kita cuma mendengarkan dan aku sendiri ada yang gag paham kata-kata yang miss linda ucapkan tadi.
- P : Gag pahamnya artinya atau isi teksnya?
- S8: Semuanya miss. Karena miss linda tadi terlalu cepat dalam membacakan teksnya.
- P : Begitu ya. Maaf ya. Kalau dari pelajarannya ngebosenin gag menurutmu?
- S8: Sama kaya pelajaran bu guru miss. Tapi bedanya ini tadi ada kerja kelompok jadi asik.
- P : Menurutmu kerja kelompok efektif gag buat kamu?
- S8: Efektif miss, karena aku tadi sama temen yang pinter jadinya enak diajakin kelompokkan. Hehe..
- P : Suka gag kalo belajar bahasa Inggrisnya dengan kerja kelompok gini?
- S8: Suka miss
- P : Makasih ya uda mau ngobrol sama miss linda.
- S8: Iya miss.

Interview 12

Tanggal : Sabtu, 28 April 2012
 Jam : 10.30 – 11.00 WIB
 P : Peneliti
 S9 : Bima
 Tempat : SMP N 4 Sragen, ruang kelas VII A

- P : Maaf ganggu ya.
 Siapa namamu de?
- S9 Bima mbak.
- P : De, crita donk ke mbak gimana pelajaran tadi pake kerja kelompok.
- S9: Seneng mbak.
- P : Senengnya gimana bisa dijelaskan?
- S9: Senengnya uhm...bisa kerja kelompok mbak. Jadi bisa lebih tau daripada belajar sendiri.
- P : Menurutmu efektif gag belajar bahasa Inggris kaya tadi?
- S9: Efektif itu gimana to mbak?
- P : Mengesankan buatmu gag belajar bahasa Inggrisnya dengan berkelompok gitu?

S9: Mengesankan mbak.

P : Makasih ya uda mau ngobrol sama mbak.

S9: Iya mbak.

Interview 13

Tanggal : Sabtu, 28 April 2012

Jam : 11.00 – 11.30 WIB

P : Peneliti

G : Guru Bahasa Inggris

Tempat : SMP N 4 Sragen, ruang guru

P : Bagaimana menurut ibu tadi pelajarannya?

G : Bagus mbak. Mereka mendengarkan dengan hikmat. Tapi suaranya kurang jelas dan terlalu cepat. Lain kali diperkeras, diperjelas dan pelan-pelan saja ya mbak. Karena tau sendiri kalo anak-anak belum begitu paham.

P : Iya bu maaf. Tadi saat saya interview sama Evi juga dibilang kalau terlalu cepet. Tapi kalau menurut ibu mengenai materinya bagaimana bu?

G : Materinya juga sudah bagus. Mereka terlihat antusias saat diputar video kemarin. Tapi tidak apa-apa.

P : Pada saat tadi bekerja kelompok bagaimana bu?

G : Ada yang bisa memberikan pendapat kepada kelompoknya tetapi ada juga yang terima jadi. Hehehe.. Untuk pemilihan kerja kelompok perlu dipikirkan lagi mbak agar mereka semua dapat berkontribusi untuk mengemukakan pendapat. Trus action yang kedua bagaimana?

P : Iya ibu terima kasih masukkannya. Rencananya, action kedua di meeting ke 3 saya akan memberikannya permainan secara berkelompok

G : Nanti mau dikasih permainan apa mbak? Dan tujuan permainannya apa mbak?

P : Saya telah mempersiapkan game dengan nama “*How to Make*” dan nanti mereka diminta untuk bermain secara berkelompok. Karena permasalahan mereka terkait dengan kontribusi dan motivasi siswa dalam belajar bahasa Inggris, maka saya mencoba permainan ini untuk menumbuhkan interaksi antar siswa. Dan materi yang saya gunakan masih sama yaitu procedure text.

G : Bagus itu mbak, mereka pasti senang memainkannya.

P : Saya harap begitu bu.

G : Untuk selanjutnya bagaimana lagi mbak?

P : Setelah saya besok memberikan permainan kepada mereka secara kelompok, saya akan melakukan post test Cycle 1 dengan meminta mereka untuk membuat teks procedure sesuai dengan Activity 12.

- G : Bagus itu mbak. Dibuat acak saja. Terserah bagaimana baginya agar mereka kebagian dan mencegah mereka memilih yang gampang.
- P : Terima kasih ibu sarannya. Dan setelah saya nanti memberikan post-test di Cycle 1 saya minta bantuan dari ibu untuk memutuskan action apa lagi yang harus saya lakukan.
- G : Saya akan bantu mbak. Kalau mbak linda punya media yang menarik bisa dipergunakan untuk penelitian selanjutnya.
- P : Ya bu. Nanti saat akan melakukan post-test ibu akan saya kasih lihat RPP dan materinya.
Dan mengenai besuk saat permainan saya minta ibu menemani saya dikelas.
Dan untuk pengambilan nilai post-test Cycle 1 saya juga minta bantuan dari ibu untuk membantu memberikan nilainya seperti pada pre-test kemarin
- G : Baik mbak. Kalo ada apa-apa tidak usah sungkan meminta bantuan saya.
- P : Iya bu. Terima kasih.

Meeting 3, Cycle 1

Interview 14

Tanggal : Kamis, 3 Mei 2012
 Jam : 10.30 – 11.00 WIB
 P : Peneliti
 S10 : Yasmine
 Tempat : SMP N 4 Sragen, ruang kelas VII A

- P : Ngobrol bentar boleh, ya.
Namanya siapa?
- S10: Yasmine miss.
- P : Gimana pelajaran hari ini dengan bermain seperti tadi?
- S10: Asik miss.
- P : Bisa dijelaskan gimana?
- S10: Kita diminta berkelompok terus disuruh main kaya ular tangga. Di ular tangga itu lain. Biasanya kita naik atau turun tapi ini kalo pas dapet ungkapan yang jelek berarti diibaratkan ular ada panah kekiri trus kita diminta untuk menulis "*I am stupid*" di papan tulis. Semua teman menertawakan. Tetapi pas ada salah satu teman yang berhenti di kotak yang bergambar, maka kita satu kelompok harus membuat teks prosedur. Contohnya gambar secangkir kopi. Berarti kita satu kelompok harus berdiskusi membuat teks prosedur bagaimana cara membuat secangkir teh.
- P : Tapi menurutmu efektif gag permainan tadi?
- S10: Seru banget miss. Sampai kita gag tau kalo waktu uda selesai.

P : Saking senengnya ya jadi lupa waktu.

S10: Iya bener miss.

Interview 15

Tanggal : Kamis, 3 Mei 2012

Jam : 10.30 – 11.00 WIB

P : Peneliti

S11 : Ratih

Tempat : SMP N 4 Sragen, ruang kelas VII A

P : Ganggu bentar donk de.
Kenalan dulu, namanya siapa?

S11: Ratih mbak.

P : Cerita donk ke mbak gimana pelajaran tadi pake permainan dengan berkelompok?

S11: Gag bisa diungkapkan dengan kata-kata mbak.

P : Maksudnya gimana tuh gag bisa diungkapkan dengan kata-kata? Asik gag?

S11: Bagus...

P : Tadi sempet dapet kotak diminta untuk *Sing a song*, ya? Kenapa tadi malu-malu gitu? Kan itu sebagai hukuman tetapi menyenangkan.

S11: Malu e mbak. Tadi diketawain sama temen-temen tuh.

P : Ya gapapa kan menyenangkan, bikin yang lain ketawa. Tapi kamu suka gag belajar kaya tadi?

S11: Like this mbak.

P : Makasih ya waktunya.

S11: Sip mbak.

Interview 16

Tanggal : Kamis, 3 Mei 2012

Jam : 11.00 – 11.30 WIB

P : Peneliti

G : Guru Bahasa Inggris

Tempat : SMP N 4 Sragen, ruang guru

P : Bagaimana menurut ibu tadi pelajaran dengan permainan tadi?

G : Seru mbak. Mereka seneng banget, girang. Meskipun tadi ramai gara-gara ada yang kena hukuman gitu ya. Tapi memang bagus mbak. Apalagi materinya memang khusus untuk teks prosedur. Ada pertanyaan tentang bahan yang digunakan dalam membuat ayam goreng misalnya.

- P : Makasih ibu. Jadi dari penilaian ibu bagaimana?
- G : Untuk pronounciationnya uda bagus, vocabnya mereka juga sudah sedikit bertambah.
- P : Untuk kontribusi tiap anggota tadi bagaimana menurut ibu?
- G : Karena mereka memiliki peran sendiri-sendiri, maka mereka bisa berkontribusi dengan baik. Kalau saya menggambarkan, Cycle 1 ini sudah sukses tetapi masih perlu adanya peningkatan lagi meskipun hanya sedikit peningkatannya.
- P : Terima kasih bu. Bagaimana kalau meeting berikutnya saya melakukan progress test dengan memberi nilai mereka dalam membuat teks prosedur secara individu?
- G : Ya mbak tidak apa-apa. Untuk bahannya apa? Berarti siswanya besuk diminta untuk langsung ya?
- P : Iya bu.
- G : Ya sudah, tidak apa-apa
- P : Baik, bu. Terima kasih.

Progress test Cycle 1

Interview 17

Tanggal : Sabtu, 5 Mei 2012
 Jam : 10.30 – 11.00 WIB
 P : Peneliti
 S12 : Aviva
 Tempat : SMP N 4 Sragen, ruang kelas VII A

- P : Sama de Aviva bukan?
- S12: Iya mbak. Kenapa mbak?
- P : Tanya dikit donk...
 Gimana tadi pas giliran maju untuk menceritakan cara membuat pisang goreng?
 Kenapa tadi ngomongnya ragu-ragu? Sebenarnya lupa atau bagaimana?
- S12: Aku takut salah, miss. Banyak yang ngetawain aku pas lagi maju. Aku malu banget.
- P : Santai saja. Saya yakin kalo mereka itu belum tentu bisa kaya kamu. Tunjukkan kalo kamu bisa.
 Tapi tadi ngerasa bisa dan puas atau belum dengan hasil speakingmu tadi?
- S12: Gag tau mbak. Bingung. Deg-degan terus pas maju tadi.
- P : Menurutmu, kamu mulai bisa berbicara bahasa Inggris gag dengan kegiatan tadi?
- S12: Bisa dikit kayanya. Hehe...

- P : Besuk kalo sudah terbiasa juga bakalan enak koq ngomongnya. Yang penting percaya aja. Kalo ada yang ngetawain diemin aja. Pura-pura gag liat gt.
Kalo pengen bisa, latihan belajar dirumah belajar ngomong ma kaca di rumah.
- S12: Nanti disangkanya orang gila mbak ngomonk sama kaca?
Hehe...
- P : Ya alangkah lebih baik lagi kamu ngomong langsung ma temen-temenmu pake bahasa Inggris.
- S12: Ya mbak.

Interview 18

Tanggal : Sabtu, 5 Mei 2012
Jam : 10.30 – 11.00 WIB
P : Peneliti
S13 : Suci
Tempat : SMP N 4 Sragen, ruang kelas VII A

- P : De Suci, tadi gimana perasaanya pas disuruh maju?
- S13: Deg-degan miss. Lupa semua sama yang dihafalin.
- P : Karena grogi ya?
- S13: Iya miss.
- P : Bagaimana menurutmu pelajaran-pelajarannya? Dari diminta untuk berdiskusi dengan teman sebangku ataupun dalam kelompok sampai dengan permainan ini tadi?
- S13: Ya, bagus, mbak. Tapi kalau berdiskusi gitu jadinya tahu harus bagaimana sebenarnya.
- P : Tapi kamu ngerasa ada perubahan dari kamu gag terutama dalam berbicara bahasa Inggris?
- S13: Ada miss dikit.
- P : Bisa dijelaskan dimana perubahannya yang kamu alami dalam speaking mu?
- S13: Gag tau miss.
- P : Lebih ngerasa berani ngomong didepan orang banyak gitu gag?
- S13: Iya miss itu. Tapi kalo diketawain jadinya gag konsen lagi.
- P : Tapi tadi waktu miss linda lihat kamu sudah cukup bagus dalam speakingnya. Ditingkatkn lagi ya kalo pingin bisa ngomong bahasa inggris dengan lancar.
- S13: Baik miss.

Interview 19

Tanggal : Sabtu, 5 Mei 2012
 Jam : 11.00 – 11.30 WIB
 P : Peneliti
 G : Guru Bahasa Inggris
 Tempat : SMP N 4 Sragen, ruang guru

- P : Setelah melakukan pre-test dan progress test di Cycle 1, bagaimana menurut ibu tadi dengan penampilan siswa dalam speaking?
- G : Terlihat malu-malu tetapi mereka bisa melakukannya dengan baik. Ada peningkatannya ya mbak. Meskipun mereka kaget dengan tugas yang diberikan secara langsung tyus langsung disuruh perform juga. Tetapi mereka bisa melakukannya meskipun masih ada yang terbata-bata, ketawa karena lupa kata-katanya.
- P : Tapi menurut ibu, materi yang saya berikan tersebut sangat berat dan susah untuk dipelajari oleh anak-anak atau tidak bu?
- G : Wajar mbak itu. Kenyataannya memang mereka dapat melakukan dengan baik meskipun belum seperti yang kita harapkan kan?
- P : Iya benar sekali ibu.
- G : Mau lanjut ke Cycle 2 atau bagaimana?
- P : Menurut ibu apakah ini sudah cukup di Cycle 1?
- G : Saya rasa sudah, dan apabila mau masuk ke Cycle 2 tidak apa-apa. Tetapi saya minta RPP nya dulu juga untuk dipelajari ya.
- P : Iya bu besok langsung masuk Cycle 2 saja dan saya sudah mempersiapkan RPP beserta materi di Cycle 2 untuk ibu.
- G : Untuk materi di Cycle 2 lebih banyak aktivitas kelompoknya ya?
- P : Iya bu. Karena saya masih berdasarkan pada judul skripsi saya. Menurut ibu dari RPP maupun materi apakah ada yang kurang pas untuk dijadikan bahan mengajar besok?
- G : Saya rasa sudah cukup baik dan membantu mereka lebih banyak berkontribusi dalam pelajaran. Sukses ya.
- P : Terima kasih bu.

Meeting 1, Cycle 2

Interview 20

Tanggal : Kamis, 10 Mei 2012
 Jam : 10.30 – 11.00 WIB
 P : Peneliti
 S14 : Janti
 Tempat : SMP N 4 Sragen, ruang kelas VII A

- P : Siang de. Ngobrol bentar donk.
Dengan ade siapa ini?
- S14: Janti miss.
- P : Gimana tadi menurutmu dengan lagunya?
- S14: Lucu karena kita bisa nyanyi bareng-bareng gitu. Aku suka belajar dengan mendengarkan musik ataupun menyanyi gini. Itu membuatku seneng dan pelajaran jadi mudah diingat.
- P : Oh ya? Bagus donk kalo gitu.
Bu guru pernah minta kalian untuk nyanyi-nyanyi gini gag?
- S14: Gag pernah miss.
Paling cuman ngerjain LKS aja udah.
- P : Hemm.. Gitu ya.
Kalo tadi pas diskusi gimana?
Pelajarannya susah gag menurutmu? Bisa jelasin dikit gag?
- S14: Lumayan susah tapi uda begitu tau maksud pelajarannya. Kita diminta untuk mendengarkan bu guru membacakan teks setelah itu kami diberi gambar untuk didiskusii secara kelompok.
- P : Trus kamu ngerasain perbedaan gag setelah belajar yang biasanya bu guru ajarkan dengan yang miss linda ajarkan?
- S14: Beda miss.
- P : Bedanya gimana?
- S14: Kalo miss linda asik, mesti ada main-mainnya dan nambah kosakata gitu juga.
- P : Ok dech kalo gitu. Makasih waktunya ya de Janti.
- S14: Sama-sama miss.

Interview 21

Tanggal : Kamis, 10 Mei 2012
Jam : 11.00 – 11.30 WIB
P : Peneliti
G : Guru Bahasa Inggris
Tempat : SMP N 4 Sragen, ruang guru

- P : Bagaimana tadi ibu?
- G : Ternyata mereka sangat berantusias ya dalam belajarnya.
Tadi mbak linda bisa lihat sendiri pas mbak puterin lagu, saya kan melihat-lihat mereka dan berkeliling, saya mendengar ada yang nyanyi juga.
Saya jadi merasa senang dengan perkembangan anak seperti itu. Karena biasanya mereka hanya diam kalau saat diajar.
- P : Iya bu, saya tadi juga mendengar ada yang nyanyi-nyanyi sendiri.

Malah tadi saya sempet lihat ada yang menegur temannya juga ya bu?

- G : Nah itu juga iya. Mereka bersemangat belajar ya mbak.
Kita langsung saja besok ke action yang kedua saja karena untuk diskusi mereka sudah bisa dan tidak seperti yang sebelumnya.
Untuk role-play mbak linda punya apa?
- P : Oh begitu bu?
Baik, untuk role-play saya ingin mereka bekerja kelompok lagi untuk mendeskripsikan buah yang ada disekitar mereka begitu bu.
- G : Bagus itu, kalau saya boleh menambahkan, biar tidak polos banget, bagaimana kalau mereka disuruh membawa buahnya sekalian?
Biar mereka mendemonstrasikan dan mendeskripsikan buah untuk perform kelompoknya.
- P : Wah bagus itu bu. Boleh, tetapi anak-anak belum diberitahu bu.
- G : Nanti biar saya saja yang memberi tahu kepada mereka.
Atau pas istirahat nanti mbak linda langsung saja ke kelas untuk memberitahukan kepada mereka tugas untuk hari sabtu.
- P : Ya tidak apa-apa bu nanti saya saja yang memberitahu mereka.
Terima kasih bu.

Meeting 2, Cycle 2

Interview 22

Tanggal : Sabtu, 12 Mei 2012
Jam : 10.30 – 11.00 WIB
P : Peneliti
S15 : Santi
Tempat : SMP N 4 Sragen, ruang kelas VII A

- P : Bagaimana dengan permainannya?
- S15: Menyenangkan sekali, miss. Kita dapat memberikan pendapat kita dalam sebuah diskusi.
- P : Apakah masih ada rasa takut untuk maju kedepan?
- S15: Sedikit. Tapi sekarang sudah gag begitu *nervous* saat maju.
- P : Tapi bagus banget lho waktu majunya. Persiapannya bagaimana kalau boleh tahu?
- S15: Tapi ada yang hampir lupa tadi miss tapi alhamdulillah dibantuin sama temen jadi bisa terdeskripsi semua dech.
- P : Lupanya karena apa? Groggi?
- S15: Iya miss. Hehe
- P : Tapi kamu ngerasa ada perubahan dari kamu gag terutama dalam berbicara bahasa inggris?
- S15: Ada miss.

- P : Kamu ngerasain kaya gimana? Jelasin dong.
- S15: Ya tadi, lebih berani kalau disuruh maju kedepan. Soalnya kalo kelompok bisa bagi-bagi tugas buat mengerjakannya.
- P : Kalau diminta speaking pake bahasa Inggris di depan kelas sendiri tanpa berkelompok gimana perasaannya?
- S15: Yang pasti awalnya grogi, takut salah ngomong dan takut diketawain sama temen-temen gt.
- P : Tapi tadi waktu miss linda lihat kamu sudah cukup bagus dalam speakingnya. Ditingkatkan lagi ya kalo pingin bisa ngomong bahasa Inggris dengan lancar.
- S15: Baik miss.

Interview 23

Tanggal : Sabtu, 12 Mei 2012
 Jam : 11.00 – 11.30 WIB
 P : Peneliti
 G : Guru Bahasa Inggris
 Tempat : SMP N 4 Sragen, ruang guru

- P : Menurut pendapat ibu tadi bagaimana saat mereka maju kedepan untuk mendeskripsikan buah-buahan tadi?
- G : Mereka bisa memahami dan mengerjakan perintah dengan baik dan benar.
- P : Untuk aspek speakingnya kira-kira bagaimana bu? Apakah sudah bagus semua aspek-aspek dalam speakingnya?
- G : Sudah lumayan bagus ya mbak. Tapi untuk masalah kelancarannya masih agak kurang begitu lancar. Masih ada yang terbata-bata dalam mengucapkannya.
- P : Dalam pembagian didalam kelompoknya tadi bagaimana bu?
- G : Terstruktur dengan baik dan nampaknya mereka sudah mulai mengerti bagaimana berbicara dalam kelompok sehingga menjadi seperti itu.
- P : Berarti kalo saya meeting selanjutnya melakukan post-test Cycle 2 bagaimana bu?
- G : Tidak apa-apa mbak, mereka nanti diberi waktu saja dulu sebelum maju. Materi apa yang akan diberikan kepada mereka untuk post-test?
- P : Baik bu. Tapi saya minta bantuan ibu lagi dalam memberikan nilainya lagi.
 Untuk materinya masih seputar teks deskriptif dan prosedurnya sama dengan di Cycle 1 kemaren, Ss dibagi berdasarkan teks-teksnya dan diberi waktu kurang lebih 20 menit untuk mengerjakan dan nanti saat performya diminta tidak menggunakan teks.
- G : Iya mbak akan saya bantu menilai. Baik mbak.
 Nanti dilihat saja saat post-test Cycle 2, apakah perform mereka terutama aspek-aspek speakingnya sudah bagus atau belum. Kalau sudah cukup

bagus, menurut saya sudah cukup tidak usah berlanjut ke cycle berikutnya.

P : Berarti apabila post-test Cycle 2 berhasil, meeting selanjutnya langsung dipergunakan untuk post-test keseluruhan saja bu?

G : Benar sekali mbak.

P : Baik ibu kalau seperti itu. Terima kasih bu.

Post-test Cycle 2

Interview 24

Tanggal : Sabtu, 19 Mei 2012

Jam : 10.30 – 11.00 WIB

P : Peneliti

S16 : Indah

Tempat : SMP N 4 Sragen, ruang kelas VII A

P : Sebelum miss linda pamit, miss linda mau bertanya tentang pelajaran speaking selama ini yang kamu dapat dari miss linda bagaimana menurutmu?

S17: Bagus miss. Beda dengan yang bu cahya ajarkan.

P : Berbedanya bagaimana? Bisa dijelaskan?

S17: Kalau miss linda ngasih pelajarannya gag bikin bosan. Kita disuruh gini lah disuruh gitu. Kalau bu cahya pakenya LKS aja miss.

P : Jadi yang berbeda kalo miss linda ada aktivitas-aktivitasnya gitu? Kalau kemampuan speakingmu sendiri bagaimana?

S17: Bu cahya gag pernah minta kerja kelompok ataupun diminta maju miss.

P : Jadi menurutmu bahasa inggris yang miss linda ajarkan terutama speaking membuat bahasa inggrismu atau speakingmu lebih baik gag?

S17: Aku rasa gitu miss. Karena aku jadi senang belajar bahasa inggris.

P : Ditingkatkan lagi ya bahasa inggrisnya terutama speaking. Terima kasih udah membantu miss linda. Maaf jika selama mengajar kamu dan teman-temanmu ada perkataan yang kurang berkenan.

S17: Sama-sama miss.

APPENDIX D
OBSERVATION
CHECKLIST

**Observation Checklist
Criteria**

A. Pre-teach	Y	N	Comment
1. The teacher greets and asks the students' condition.	√		
2. The students respond to the teacher; greeting and telling about their condition.	√		
3. The teacher reviews the previous materials.		√	The teacher asks the homework.
4. The teacher introduces new topic to the students.	√		
5. The teacher tells the objective of the teaching and learning process.		√	The teacher goes on with her explanation.
B. Whilst-teach			
6. The teacher distributes handout/worksheet.		√	The teacher teaches from LKS.
7. The teacher asks students to read a dialogue/listen to her.		√	The teacher asks students to write down their homework.
8. The students read the dialogue/listen to the teacher.		√	The students write their homework on whiteboard.
9. The students identify the expressions used in the dialogue.		√	The teacher identifies the expressions.
10. The materials are explained in an understandable way.		√	The teacher teaches monotonously.
11. The teacher checks the understanding.	√		
12. The teacher asks question to the students.		√	The teacher does not give question to students because she continues her explanation.
13. The teacher gives chances to the students for asking questions.		√	The teacher lets them to understand the materials.
14. The students ask questions.		√	The students are lazy to ask question.
15. The students answer the teacher's question.		√	The teacher does not give question.
16. The teacher directions are clear and concise and students are able to carry them out.		√	The teacher directions are monotonous and unclear.
17. The teacher asks students to do the exercise.	√		
18. The lesson is smooth, sequenced and logical.	√		
19. The teacher shows an interest in, and enthusiasm for, the subject being taught.		√	The teacher does not motivate the students to learn.
20. The teacher evaluates the teaching and learning process.	√		
C. Post-teach			
21. The teacher concludes and summarizes the lesson with the students.	√		
22. The teacher previews on the upcoming materials.		√	The teacher gives homework related to the material of the lesson.
23. The teacher closes the teaching and learning process.	√		

D. Methods			
24. There are balance and variety activities during the lesson.		√	There are no activities except from LKS.
25. The teacher moves around the class and makes eye contact with students.	√		
26. The teacher positively reinforces the students.	√		
27. The teacher decrease students' tension and increase their confidence in the teaching and learning process.		√	The teacher never gives chance to the students' performance.
28. Examples and illustrations are used effectively.	√		
29. The teacher uses teaching media.		√	The teacher cannot operate the LCD.
30. Drills are used and presented effectively.	√		
31. The teacher corrects students' errors and mistakes.		√	The teacher does not correct all of the students' errors and mistakes.
32. The teacher uses the allocated time well.	√		
33. The teacher uses English all the time.		√	The teacher uses Bahasa Indonesia when teaching English.
E. Teacher-students' interaction			
34. The teacher encourages and assures full student participation in the classroom.	√		
35. The students feel free to ask question, to disagree and to express their own ideas.		√	The teacher never gives them a chance to speak.
36. The teacher is able to control and direct the class.		√	The teacher does not control the students who make a noise.
37. The students are attentive and involved.		√	The students are talking with other friends while the teaching and learning process goes on.
38. The students are comfortable and relaxed.		√	The students are bored with the way of the teachers' taught.
39. The students are encouraged to do their best.		√	Not all the students encouraged to do the best.
40. The teacher is aware of individual and group needs.	√		
Cycle 1			
A. Pre-teach			
41. The teacher greets and asks the students' condition.	√		
42. The students respond to the teacher; greeting and telling about their condition.	√		
43. The teacher reviews the previous materials.	√		
44. The teacher introduces new topic to the students.	√		
45. The teacher tells the objective of the teaching and learning process.	√		

B. Whilst-teach			
46. The teacher distributes handout/worksheet.	√		
47. The teacher asks students to read a dialogue/listen to her.	√		The students watch a video “How to make a delicious instant noodle.”
48. The students read the dialogue/listen to the teacher.	√		
49. The students identify the expressions used in the dialogue.	√		The teacher explains the material about procedure text.
50. The materials are explained in an understandable way.	√		
51. The teacher checks the understanding.	√		
52. The teacher asks question to the students.	√		
53. The teacher gives chances to the students for asking questions.	√		
54. The students ask questions.		√	The students are lazy to ask question.
55. The students answer the teacher’s question.		√	The students learn about vocabulary related to procedure text.
56. The teacher directions are clear and concise and students are able to carry them out.	√		The teacher explains the materials and steps that uses in making procedure texts.
57. The teacher asks students to do the exercise.	√		
58. The lesson is smooth, sequenced and logical.	√		
59. The teacher shows an interest in, and enthusiasm for, the subject being taught.	√		The teacher gives “How to make” game.
60. The teacher evaluates the teaching and learning process.	√		The researcher takes the students’ speaking performance score by asking the students to practice speaking in making procedure texts individually.
C. Post-teach			
61. The teacher concludes and summarizes the lesson with the students.	√		
62. The teacher previews on the upcoming materials.	√		
63. The teacher closes the teaching and learning process.	√		
D. Methods			
64. There are balance and variety activities during the lesson.	√		
65. The teacher moves around the class and makes eye contact with students.	√		
66. The teacher positively reinforces the students.	√		
67. The teacher decrease students’ tension and increase their confidence in the teaching and learning process.	√		The teacher tries to give a chance to the students’ performance.
68. Examples and illustrations are used effectively.	√		

69. The teacher uses teaching media.	√		
70. Drills are used and presented effectively.	√		
71. The teacher corrects the students' errors and mistakes.	√		
72. The teacher uses the allocated time well.	√		
73. The teacher uses English all the time.		√	The teacher uses bilingual language (Bahasa Indonesia and English) during teaching English.
E. Teacher-students' interaction			
74. The teacher encourages and assures full student participation in the classroom.	√		
75. The students feel free to ask question, to disagree and to express their own ideas.		√	The students are afraid making mistakes.
76. The teacher is able to control and direct the class.	√		
77. The students are attentive and involved.		√	The students are talking with other friends while the teaching and learning process goes on.
78. The students are comfortable and relaxed.	√		The students are happy in doing the activities especially in group..
79. The students are encouraged to do their best.		√	Some students encouraged to do the best.
80. The teacher is aware of individual and group needs.	√		
Cycle 2			
A. Pre-teach			
81. The teacher greets and asks the students' condition.	√		
82. The students respond to the teacher; greeting and telling about their condition.	√		
83. The teacher reviews the previous materials.	√		
84. The teacher introduces new topic to the students.	√		
85. The teacher tells the objective of the teaching and learning process.	√		
B. Whilst-teach			
86. The teacher distributes handout/worksheet.	√		
87. The teacher asks students to read a dialogue/listen to her.	√		The students listen to the teachers' explanation about fruits.
88. The students read the dialogue/listen to the teacher.	√		
89. The students identify the expressions used in the dialogue.	√		The teacher explains the material about descriptive texts.
90. The materials are explained in an understandable way.	√		

91. The teacher checks the understanding.	√		
92. The teacher asks question to the students.	√		
93. The teacher gives chances to the students for asking questions.	√		
94. The students ask questions.	√		
95. The students answer the teacher's question.	√		The students learn about vocabulary related to descriptive text.
96. The teacher directions are clear and concise and students are able to carry them out.	√		
97. The teacher asks students to do the exercise.	√		The students listen to the Classic Sesame Street song by filling the blanks.
98. The lesson is smooth, sequenced and logical.	√		
99. The teacher shows an interest in, and enthusiasm for, the subject being taught.	√		The teacher asks students to perform in front of the class by bringing real-objects in describing fruits.
100. The teacher evaluates the teaching and learning process.	√		The researcher takes the students' speaking performance score by asking the students to practice speaking in making descriptive texts individually.
C. Post-teach			
101. The teacher concludes and summarizes the lesson with the students.	√		
102. The teacher previews on the upcoming materials.	√		
103. The teacher closes the teaching and learning process.	√		
D. Methods			
104. There are balance and variety activities during the lesson.	√		
105. The teacher moves around the class and makes eye contact with students.	√		
106. The teacher positively reinforces the students.	√		
107. The teacher decrease students' tension and increase their confidence in the teaching and learning process.	√		The teacher gives a chance to the students' performance.
108. Examples and illustrations are used effectively.	√		
109. The teacher uses teaching media.	√		
110. Drills are used and presented effectively.	√		
111. The teacher corrects students' errors and mistakes.	√		
112. The teacher uses the allocated time well.	√		
113. The teacher uses English all the time.	√		The teacher uses bilingual language (Bahasa Indonesia and English) during teaching English.

E. Teacher-students' interaction			
114.The teacher encourages and assures full student participation in the classroom.	√		
115.The students feel free to ask question, to disagree and to express their own ideas.	√		A few students are afraid of making mistakes.
116.The teacher is able to control and direct the class.	√		
117.The students are attentive and involved.	√		The students doing what the teacher said.
118.The students are comfortable and relaxed.	√		The students are happy in doing the activities.
119.The students are encouraged to do their best.	√		A few students are still shy in the speaking performance.
120.The teacher is aware of individual and group needs.	√		
F. Improvement of students ' speaking skills			
121.Some students do not feel nervous again when they are asked to perform in front of the class.	√		
122.The students are motivated to learn and practice their speaking skill with the new materials and activities provided by the teacher.	√		
123.The students less noise when the teaching and learning process going on.	√		
124.The students can be organized to do a group discussion.	√		

APPENDIX E

COURSE GRID

Course Grid of Implementation of the Use of Communicative Activities

10. Berbicara

Standar Kompetensi: 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar: 10.2. Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*.

Cycle	Topic	Indicators	Teaching Materials			Time Allotment	Media	Teaching Activities
			Vocabulary	Structure	Materials			
1	Foods	<p>Disajikan teks berbentuk <i>procedure</i>, siswa dapat:</p> <ol style="list-style-type: none"> Mengucapkan kosakata yang berkaitan dengan teks <i>procedure</i> sesuai dengan intonasi dan stress yang baik dan benar. Menjelaskan langkah-langkah retorika dari teks <i>procedure</i>. Menggunakan <i>transactional markers</i> (first, second, next, finally, etc) dalam teks <i>procedure</i> secara lisan dengan benar. Menjawab 	<p>prepare, crack, whisk, heat, salt, pepper, cheese, etc.</p>	<ol style="list-style-type: none"> Past-tense Transactional marker: first, second, then, next, finally, etc. Generic structure: <ul style="list-style-type: none"> - Tujuan - Langkah-langkah Pronunciation: heat /hi:t/, whisk /wisk/, etc. Grammar (<i>First</i>, crack an egg into a bowl like this. <i>Then</i> 	<ol style="list-style-type: none"> Input text: spoken procedure text. "How to make a Cheese Omelet". Transactional markers (first, then, next, finally, etc). 	6jp x 40 menit	<p><i>whiteboard</i>, LCD, teks-teks relevan, dan buku Contextual Teaching and Learning Bahasa Inggris, video of "How to make a Cheese Omelet"</p>	<ol style="list-style-type: none"> Kegiatan pendahuluan: <ol style="list-style-type: none"> Guru memberi salam. Guru mengabsen siswa yang tidak masuk Kegiatan inti: <ol style="list-style-type: none"> <i>Building Knowledge of the field (BKOF)</i> <ul style="list-style-type: none"> Tanya jawab mengenai apakah siswa dapat membuat omelet. (Activity 1 dan Activity 2) Siswa diminta untuk menjodohkan gambar dengan langkah-langkah membuat omelet. (Activity 3) <i>Modeling of Text (MOT)</i> <ul style="list-style-type: none"> Siswa <i>mendengarkan</i> teks monolog lisan berbentuk teks <i>procedure</i> sambil menjawab pertanyaan dari teks tersebut. (Activity 4) Siswa bersama guru mengidentifikasi kata-kata yang terdapat dalam teks tersebut. (Activity 5)

		<p>pertanyaan teks monolog sederhana berbentuk <i>procedure</i>.</p> <p>5. Melakukan membuat monolog berbentuk <i>procedure</i>.</p> <p>6. Mempresentasikan teks monolog lisan berbentuk <i>procedure</i>.</p>		<p>whisk the egg with a fork until it is smooth. <i>After that,</i> add some milk and whisk well.)</p>				<ul style="list-style-type: none"> ▪ Siswa diminta mengulangi melafalkan kata-kata yang diberikan oleh guru. (Activity 6) ▪ Siswa diminta untuk mengisi teks rumpang. (Activity 7) ▪ Siswa diberikan contoh teks mengenai cara membuat chicken soup dan diminta untuk menjawab pertanyaan sesuai dengan teks. (Activity 8) ▪ Siswa diberikan contoh teks <i>procedure</i> lain dengan tema cara menggunakan <i>toaster</i>. (Activity 9) c. <i>Joint Construction of Text (JCOT)</i> <ul style="list-style-type: none"> ▪ Siswa diberikan pertanyaan seputar cara membuat omelet secara berpasangan. (Activity 10) ▪ Siswa diminta untuk latihan menceritakan kembali cara .membuat omelet dari Activity 10 secara berpasangan. (Activity 11) ▪ Siswa diminta untuk menjawab pertanyaan tentang cara menggunakan <i>toaster</i> pada Activity 9. (Activity 12) ▪ Siswa diminta untuk bekerja kelompok bertiga untuk mengurutkan kembali rangkaian gambar dengan penjelasannya untuk dijadikan dalam teks berbentuk <i>procedure</i> dengan menggunakan <i>transactional markers</i> dan <i>generic structure</i> secara urut dan benar. (Activity 13) ▪ Siswa diminta bekerja kelompok untuk menceritakan bagaimana cara membuat makanan berdasar dalam gambar yang diberikan. (Activity 14) ▪ Siswa diminta untuk berlatih membuat dan menggunakan <i>transactional</i>
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								<p><i>markers</i> dalam teks <i>procedure</i> melalui permainan <i>How to Make</i> secara berkelompok. (Activity 15)</p> <p>d. <i>Independent Construction of Text (ICOT)</i></p> <ul style="list-style-type: none"> ▪ Siswa diminta untuk menceritakan bagaimana cara membuat teks <i>procedure</i> secara individu. (Activity 16) <p>3. Kegiatan penutup:</p> <ol style="list-style-type: none"> a. Guru menanyakan kesulitan kepada siswa terkait dengan teks <i>procedure</i>. b. Guru memberikan evaluasi terkait dengan teks <i>procedure</i>. c. Guru menyimpulkan materi pelajaran. d. Closing.
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10. Berbicara

Standar Kompetensi: 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar: 10.2. Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*.

Cycle	Topic	Indicators	Teaching Materials			Time Allotment	Media	Teaching Activities
			Vocabulary	Structure	Materials			
2	Fruits	Disajikan teks berbentuk <i>descriptive</i> , siswa dapat: 1. Mengucapkan kosakata yang	shape, ripe, pulp, etc.	1. Present tense 2. Generic structure: - Identifikasi	1. Input text: spoken descriptive text. "I like	4 jp x 40 menit	<i>whiteboard</i> , LCD, lirik lagu Classic Sesame Street	1. Kegiatan pendahuluan: a. Guru memberi salam b. Guru mengabsen siswa yang tidak masuk

	<p>berkaitan dengan teks <i>descriptive</i> sesuai dengan intonasi dan stress yang baik dan benar.</p> <p>2. Menjelaskan langkah-langkah retorika dari teks <i>descriptive</i>.</p> <p>3. Siswa dapat menjawab pertanyaan teks monolog sederhana berbentuk <i>descriptive</i>.</p> <p>4. Siswa dapat melakukan teks monolog lisan berbentuk <i>descriptive</i>.</p> <p>5. Siswa dapat mempresentasikan teks monolog lisan berbentuk <i>descriptive</i>.</p>		<p>benda/objek/orang.</p> <p>- Deskripsi benda/objek/orang.</p> <p>3. Pronunciation: flavor ripe /raɪp/, pulp /pʌlp/, etc.</p> <p>4. Grammar (I like mango very much.)</p>	<p>mango very much”.</p> <p>2. Song of “Classic Sesame Street – Fruit Song”.</p>	<p>, dan buku Contextual Teaching and Learning Bahasa Inggris, video of “I like mango very much”.</p>	<p>2. Kegiatan inti:</p> <p>a. <i>Building Knowledge of the field (BKOF)</i></p> <ul style="list-style-type: none"> ▪ Tanya jawab mengenai buah-buahan. (Activity 1) ▪ Siswa diminta untuk memberi tanda salah dan benar berdasarkan deskripsi dari “Mango.” (Activity 2) ▪ Siswa bersama guru mendeskripsikan arti kata yang terdapat dalam teks yang berjudul “Mango.” (Activity 3) ▪ Siswa diminta untuk menceritakan kembali deskripsi “Mango” dengan benar berdasarkan Activity 2. (Activity 4) <p>b. <i>Modeling of Text (MOT)</i></p> <ul style="list-style-type: none"> ▪ Siswa mendengarkan teks monolog lisan berbentuk teks <i>descriptive</i> sambil menjawab pertanyaan dari teks tersebut. (Activity 5) ▪ Siswa diminta mengulangi melafalkan kata-kata yang diberikan oleh guru. (Activity 6) ▪ Siswa diminta untuk mengisi teks rumpang. (Activity 7) ▪ Siswa diberikan contoh teks <i>descriptive</i> lain dengan tema “Orange”. (Activity 8) <p>c. <i>Joint Construction of Text (JCOT)</i></p> <ul style="list-style-type: none"> ▪ Siswa diberikan pertanyaan seputar deskripsi “Orange” secara berpasangan. (Activity 9) ▪ Siswa diminta untuk bekerja kelompok untuk mendeskripsikan buah dan bertukar pendapat dengan kelompok lain. (Activity 10) ▪ Siswa diminta untuk mendengarkan
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lagu **Classic Sesame Street – Fruit Song** secara berpasangan. (Activity 11)

- Siswa diminta untuk bekerja kelompok untuk membuat dan kemudian mendemonstrasikan sebuah deskripsi dari buah sesuai dengan generic structure-nya. (Activity 12)

d. *Independent Construction of Text (ICOT)*

- Siswa diminta untuk mendeskripsikan teks *descriptive* secara individu. (Activity 13)

3. Kegiatan penutup:

- a. Guru menanyakan kesulitan kepada siswa terkait dengan teks *descriptive*.
- b. Guru memberikan evaluasi terkait dengan teks *descriptive*.
- c. Guru menyimpulkan materi pelajaran.
- d. *Closing*.

APPENDIX F

QUESTIONNAIRES

Questionnaire for the students

Untuk melengkapi data penelitian yang berjudul “Improving the Students’ Speaking Skill through Communicative Activities for Seventh Grade Students of SMP N 4 Sragen in the Academic Year 2011/2012”, saya selaku peneliti akan melakukan pengambilan data untuk mendukung data penelitian saya. Dalam jawaban Saudara ini tidak akan mengubah suatu apapun. Silahkan memberi tanda (√) pada jawaban yang menurut Saudara benar.

Name :

No :

Class :

No	Pertanyaan	SB	B	C	KB
1.	Bagaimana perasaan Saudara dengan adanya group work activities dalam pelajaran bahasa inggris di kelas?				
2.	Bagaimana pendapat Saudara dengan melakukan group work activities dalam pelajaran bahasa inggris di kelas oleh guru Saudara?				
3.	Apakah guru Saudara dapat menciptakan suasana yang menyenangkan di saat proses belajar mengajar berlangsung?				
4.	Apakah Saudara melakukan group work activities di rumah bersama teman-teman?				
5.	Bagaimana Saudara menghadapi kesulitan ketika sedang belajar bahasa inggris?				
6.	Apakah guru Saudara membantu dan membimbing dalam memecahkan persoalan jika Saudara mengalami kesulitan dalam belajar bahasa inggris?				
7.	Apakah nilai bahasa inggris Saudara semakin baik setelah mengikuti group work activities?				
8.	Ketika sedang pelajaran bahasa inggris, apakah Saudara memperhatikannya?				
9.	Apakah Saudara pernah tidak masuk/bolos sekolah dalam mengikuti pelajaran bahasa inggris di kelas?				
10.	Apakah Saudara menggunakan bahasa inggris dalam pelajaran bahasa inggris?				
11.	Bagaimana dengan metode pembelajaran yang diberikan oleh guru Saudara?				
12.	Apakah Saudara memberikan kontribusi Saudara dalam group work activities?				
13.	Apakah saran Saudara dipergunakan oleh teman Saudara dalam group work activities tersebut?				
14.	Apakah Saudara melakukan diskusi dengan teman-teman Saudara saat proses belajar mengajar?				
15.	Apakah menurut Saudara penggunaan group work activities tersebut efektif dalam proses belajar mengajar?				
16.	Apakah penggunaan group work activities tersebut menurut Saudara baik diterapkan dalam proses belajar mengajar?				
17.	Apakah Saudara dapat dengan baik berinteraksi dengan guru dengan menggunakan bahasa inggris?				
18.	Apakah guru Saudara menegur Saudara saat melakukan keributan di dalam kelas?				
19.	Apakah guru Saudara memberikan umpan balik atau evaluasi terhadap proses pembelajaran bahasa inggris yang baru saja Saudara pelajari?				
20.	Apakah guru Saudara memberikan (pujian/sanjungan) kepada kelompok yang melakukan group work activities dengan baik?				
21.	Apakah guru Saudara menggunakan media yang telah disediakan oleh sekolah untuk pelajaran bahasa inggris?				
22.	Dalam pelaksanaan group work activities tersebut, apakah kemampuan berbahasa inggris Saudara meningkat dengan baik?				
23.	Dalam pelajaran bahasa inggris, apakah penjelasan guru Saudara dapat Saudara pahami?				
24.	Apakah Saudara mengerjakan tugas yang diberikan oleh guru Saudara dengan baik?				
25.	Apakah orangtua Saudara membimbing Saudara dalam mengulangi pelajaran yang telah Saudara pelajari lagi di rumah?				

Keterangan:

SB : Sangat Baik

B : Baik

C : Cukup

KB : Kurang Baik

Questionnaire for the English teacher

Untuk melengkapi data penelitian yang berjudul “Improving the Students’ Speaking Skill through Communicative Activities for Seventh Grade Students of SMP N 4 Sragen in the Academic Year 2011/2012”, saya selaku peneliti akan melakukan pengambilan data untuk mendukung data penelitian saya. Saya mohon untuk melengkapi data dibawah ini dengan memberi tanda (√) pada jawaban yang menurut Anda benar.

Name :

No	Pertanyaan	SB	B	C	KB
1.	Bagaimana proses belajar dan teknik mengajar yang biasanya Anda berikan saat pelajaran bahasa Inggris?				
2.	Apakah kegiatan bahasa Inggris yang Anda berikan dapat membuat siswa berantusias dalam belajar bahasa Inggris?				
3.	Apakah siswa Anda mendapatkan kesulitan dalam belajar bahasa Inggris?				
4.	Bagaimana langkah Anda dalam memecahkan masalah yang siswa Anda hadapi?				
5.	Bagaimana tanggapan siswa dalam memperoleh pelajaran bahasa Inggris dengan menggunakan group work activities?				
6.	Bagaimana perasaan Anda dengan adanya group work activities dalam kelas?				
7.	Bagaimana kontribusi Anda dalam proses belajar mengajar tersebut?				
8.	Bagaimana hasil belajar mereka didalam penerapan pengajaran bahasa Inggris dengan menggunakan group work activities?				
9.	Bagaimana Anda menerapkan group work activities didalam kelas?				
10.	Menurut Anda, bagaimana siswa Anda melakukan group work activities dalam belajar speaking di kelas?				
11.	Menurut Anda eberapa efektif pemberian group work activities tersebut dalam meningkatkan speaking antara siswa dan guru?				
12.	Apakah ada peningkatan dalam berkomunikasi antara siswa dan Anda setelah mengajar menggunakan group work activities?				
13.	Bagaimana penggunaan media dalam pembelajaran bahasa inggris dengan menggunakan group work activities?				
14.	Bagaimana evaluasi kepada siswa setelah proses belajar mengajar?				
15.	Bagaimana kontribusi siswa dalam group work activities tersebut?				
16.	Bagaimana sikap siswa dalam menerima pelajaran khususnya bahasa inggris dari Anda?				
17.	Bagaimana penggunaan bahasa dalam berkomunikasi antara siswa dan Anda?				
18.	Bagaimana cara berdiskusi antar siswa dalam proses belajar mengajar?				
19.	Apakah penggunaan group work activities tersebut menurut Anda baik diterapkan dalam proses belajar mengajar?				
20.	Didalam pelaksanaan group work activities tersebut, apakah kemampuan berbahasa inggris siswa Anda meningkat dengan baik?				
21.	Selama proses belajar mengajar bahasa inggris berlangsung, apakah siswa dapat memahami semua materi yang Anda berikan?				
22.	Menurut Anda, apakah siswa dapat mengerjakan tugas yang Anda berikan dengan baik?				
23.	Apakah siswa mengulangi setiap pelajaran yang Anda berikan untuk diulangi lagi dirumah dengan baik?				
24.	Apakah keuntungan yang diperoleh dari penggunaan group work activities dalam proses belajar mengajar dikelas?				
25.	Dalam menerapkan group work activities, apakah segala permasalahan yang berkaitan dengan peningkatan speaking siswa dapat teratasi?				

Keterangan:

SB : Sangat Baik

B : Baik

C : Cukup

KB : Kurang Baik

Tolong isikan penilaian untuk peneliti, kritik dan saran pada kolom dibawah ini tentang proses pengajaran yang selama ini peneliti berikan kepada siswa siswi Anda.
Terimakasih.

PENILAIAN UNTUK PENELITI :

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APPENDIX G

LESSON PLANS

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
CYCLE 1**

Nama Sekolah : SMP N 4 SRAGEN
Mata pelajaran : Bahasa Inggris
Kelas/semester : VII A/II
Jenis Teks : *Procedure*
Tema : "Foods"
Skill : *Speaking*
Alokasi Waktu : 6 jp x 40 menit

A. Standar kompetensi :

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar :

10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*.

C. Tujuan Pembelajaran:

Pada akhir pembelajaran siswa dapat:

1. Mengucapkan kosakata yang berkaitan dengan teks *procedure* dengan benar.
2. Menjelaskan langkah-langkah retorika teks *procedure* dengan benar.
3. Menggunakan *transactional markers* dalam teks *procedure* secara lisan.
4. Membuat teks sederhana berbentuk *procedure* secara lisan.

D. Indikator

Disajikan teks berbentuk *procedure*, siswa dapat:

1. Mengucapkan kosakata yang berkaitan dengan teks *procedure* sesuai dengan intonasi dan stress yang baik dan benar.
2. Menjelaskan langkah-langkah retorika dari teks *procedure*.
3. Menggunakan *transactional markers* (first, second, next, finally, etc) dalam teks *procedure* secara lisan dengan benar.
4. Siswa dapat menjawab pertanyaan teks monolog sederhana berbentuk *procedure*.
5. Siswa dapat melakukan teks monolog lisan berbentuk *procedure*.
6. Siswa dapat mempresentasikan teks monolog lisan berbentuk *procedure*.

E. Uraian Materi pokok:

Transkrip Video Teks Procedure:

How to make a Cheese Omelet

Hello friend, how are you? Have you ever eaten a cheese omelet? Do you know how to make a Cheese Omelet? No? Would you like me to tell it for you? Okay. This is the way. Listen to me.

To make a Cheese Omelet, you should prepare ingredients such as one egg, 50 grams of cheese, uhm... ¼ cup of milk, three tablespoons of cooking oil, uhm...what else? Oh, yeah, a pinch of salt and don't forget some pepper. Now, to make a Cheese Omelet, you will need some kitchen utensils like a frying pan, a fork, a whisk, a spatula, uhm.... a cheese grater ...and a bowl and of coursea plate. Okay? Are you following me ? Right! Let me tell you how to make it.

First, crack an egg into a bowl like this. Then whisk the egg with a fork until it is smooth. After that, add some milk and whisk well. Grate the cheese into the bowl and stir. Next, heat the oil in a frying pan, and pour the mixture into the frying pan. Then, turn the omelet with a spatula when it browns. See, like this. Okay, next cook both sides. After the omelet is done, place it on a plate, don't forget to season it with salt and pepper and you can eat it while warm. It's easy, isn't it? Bon appetite!

<http://www.youtube.com/watch?v=tBj2GOa6HzI>

Fitur kebahasaan:

1. Tenses yang digunakan adalah present tense.
2. Kata kerja: prepare, crack, whisk, heat, etc.
3. Kosakata: salt, pepper, cheese, etc.
4. Pengucapan: heat /hi:t/, whisk /wɪsk/, etc.
5. Transactional marker: first, second, then, next, finally, etc.
6. Language functional remark: *Spoken monologue procedure text*
 - Hello...
 - Have you ever eat...?
 - Do you know how to...?
 - Would you like to ...?
 - Let me tell you ...?
 - Listen to me.
 - It's easy, isn't it?
 - Bon appetite!

F. Metode Pembelajaran : Text-Based Teaching.

G. Langkah-langkah pembelajaran

1. Kegiatan pendahuluan:

- a. Guru memberi salam
- b. Guru mengabsen siswa yang tidak masuk

2. Kegiatan inti:

a. *Building Knowledge of the field (BKOF)*

- Tanya jawab mengenai apakah siswa dapat membuat omelet. (Activity 1 dan Activity 2)
- Siswa diminta untuk menjodohkan gambar dengan langkah-langkah membuat omelet. (Activity 3)

b. *Modeling of Text (MOT)*

- Siswa mendengarkan teks monolog lisan berbentuk teks *procedure* sambil menjawab pertanyaan dari teks tersebut. (Activity 4)

- Siswa bersama guru mengidentifikasi kata-kata yang terdapat dalam teks tersebut. (Activity 5)
- Siswa diminta mengulangi melafalkan kata-kata yang diberikan oleh guru. (Activity 6)
- Siswa diminta untuk mengisi teks rumpang. (Activity 7)
- Siswa diberikan contoh teks mengenai cara membuat chicken soup dan diminta untuk menjawab pertanyaan sesuai dengan teks. (Activity 8)
- Siswa diberikan contoh teks *procedure* lain dengan tema cara menggunakan *toaster*. (Activity 9)

c. *Joint Construction of Text (JCOT)*

- Siswa diberikan pertanyaan seputar cara membuat omelet secara berpasangan. (Activity 10)
- Siswa diminta untuk latihan menceritakan kembali cara .membuat omelet dari Activity 10 secara berpasangan. (Activity 11)
- Siswa diminta untuk menjawab pertanyaan tentang cara menggunakan *toaster* pada Activity 9. (Activity 12)
- Siswa diminta untuk bekerja kelompok bertiga untuk mengurutkan kembali rangkaian gambar dengan penjelasannya untuk dijadikan dalam teks berbentuk *procedure* dengan menggunakan *transactional markers* dan *generic structure* secara urut dan benar. (Activity 13)
- Siswa diminta bekerja kelompok untuk menceritakan bagaimana cara membuat makanan berdasar dalam gambar yang diberikan. (Activity 14)
- Siswa diminta untuk berlatih membuat dan menggunakan *transactional markers* dalam teks *procedure* melalui permainan *How to Make* secara berkelompok. (Activity 15)

d. *Independent Construction Text (ICOT)*

- Siswa diminta untuk menceritakan bagaimana cara membuat teks *procedure* secara individu. (Activity 16)

3. **Kegiatan penutup:**

- a. Guru menanyakan kesulitan kepada siswa terkait dengan teks *procedure*.
- b. Guru memberikan evaluasi terkait dengan teks *procedure*.

- c. Guru menyimpulkan materi pelajaran.
- d. *Closing*.

H. Alat dan Sumber belajar

1. Alat : *whiteboard*, LCD dan teks-teks relevan, video “How to cook delicious instant noodles”.
2. Buku : Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VII Edisi 4/Th. Kumalarini, [et. al.].Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008.
3. Internet: <http://www.youtube.com/watch?v=tBj2GOa6HzI>, dan <http://busyteacher.org/7886-board-game-wh-questions.html>

I. Penilaian

1. Teknik: Role-play
2. Bentuk:
3. Instument: terlampir

Sragen, 16 April 2012

Mengetahui,

Guru Bahasa Inggris

Peneliti

(Cahya Puspitarini, SPd)

(Helinda Jasinthawati)

UNIT 1

Foods



Activity 1. Answer these questions orally.

1. Do you know how to make an omelet?
2. What materials/ingredients do we need?
3. Tell me how to make an omelet.



Activity 2. Classify these words into fast foods, junk foods, sea foods and snacks by putting a tick (✓) in the right column based on your own opinions.

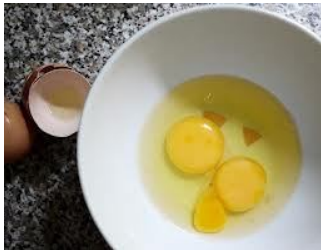
No	Items	Fast foods	Junk foods	Sea foods	Snacks
1.	Omelets				
2.	Burger				
3.	Pizza				
4.	Shrimp				
5.	Nugget				
6.	Spaghetti				
7.	Kebab				
8.	Roasted tuna				
9.	French fries				
10.	Pudding				
11.	Hotdog				
12.	Sushi				

13.	Fried chicken				
14.	Instant porridge				
15.	Crab cake				

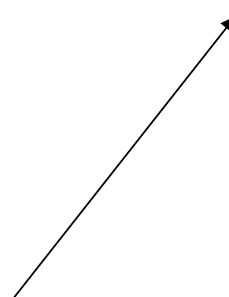


Activity 3. Match this picture.

Step no.1 has been done for you.



1. Crack an egg into a bowl
2. Whisk the egg with a fork until it is smooth
3. Heat the oil in a frying pan
4. Cook
5. An omelet is ready to be served





Activity 4. Watch a video about “How to make a Cheese Omelet” and answer these following questions orally. It will be played twice.



<http://t3.gstatic.com/>

NOTES:

The words *first*, *second*, *then*, *next*, and *finally*, *at last* are used to tell a procedure. *First* is used to begin the procedure. *Second*, *then* are used to tell steps during the procedure. *Finally*, *at last* are used to end the procedure.

Questions:

1. What is the text talking about?
2. What is the purpose of the text?
3. How many steps are there in the text?



Activity 5. Identify these words into verb or noun and find this meaning on your dictionary.

Words	v/n	Meaning	Words	v/n	Meaning
Cheese	() :		Ingredient	() :	
Tablespoon	() :		Pepper	() :	
Pan	() :		Grater	() :	
Heat	() :		Mixture	() :	
Prepare	() :		Egg	() :	
Salt	() :		Utensils	() :	
Whisk	() :		Crack	() :	
Bowl	() :		Add	() :	



Activity 6. Listen to your teacher about these words and repeat after her.

List of words

pan (n) /pæn/	crack (v) /kræk/	plug (n) /plʌg/
fork (n) /fɔ:k/	cut (v) /kʌt/	select (v) /sɪ'lekt/
chop (v) /tʃɒp/	slice (v) /slaɪs/	insert (v) /ɪn'sɜ:t/
put (v) /pʊt/	pour (v) /pɔ:r/	depend (v) /dɪ'pend/
whisk (v) /wɪsk/	grate (v) /greɪt/	lower (v) /'ləʊ.ə (r) /
spatula (n) /'spæt.jʊ.lə/	peel (v) /pi:l/	take (v) /teɪk/
beat (v) /bi:t/	stir (v) /stɜ:(r)/	rinse (v) /rɪnts/
add (v) /æd/	fry (v) /fraɪ/	remove (v) /rɪ'mu:v/
heat (v) /hi:t/	scramble (v) /'skræmbl/	reduce (v) /rɪ'dju:s/
seasoning (n) /'si:zənɪŋ/	move (v) /mu:v/	serve (v) /sɜ:v/



Activity 7. Fill in the blanks using the words on the box below.

Making an omelet is not difficult. (1)..., break all of the eggs into a large bowl and season with salt and pepper. (2)..., heat a large frying pan and melt the butter and oil over a moderate heat. (3)... any other ingredients at this point unless they are to be added before the eggs. Cook the eggs until they begin to set and then with a spatula gently lift the edges of the omelet upwards on each side. (4)... for a further 4 - 5 minutes until the top has set and is also brown in color. (5)..., remove from the grill and cut into wedges. (6)..., serve hot or allow to cool and serve cold.

add finally then next first cook



Activity 8. Read this text and answer the following questions.

How to make Chicken Soup

Ingredients:

- 3 pound, whole fried chicken
- 6 to 8 cups of water
- 1 diced garlic clove
- 1 cup of sliced onion
- 1 cup of sliced celery
- ½ cup of sliced carrots
- 2 cup of chopped leeks
- 3 tablespoons of fresh chopped parsley
- Freshly ground black pepper
- Pinch of salt



Steps:

- Rinse the chicken.
- Place the chicken in a bowl and add vegetables, and enough water to cover them.
- Put the bowl into an oven and boil over medium-high heat.
- Reduce heat to low and simmer, covered for 90 minutes.
- Remove the chicken from the heat.
- Serve the steaming hot chicken, garnished with parsley, salt and ground black pepper.

Questions:

1. What do we do first after rinsing the chicken?
2. "..., and enough water to cover them." (line 2)
What does the word "them" refer to?
3. How many ingredients we need to make chicken soup?



Activity 9. Study this example. You have to imagine on how to use a toaster. There are the steps of using a toaster.



1. Plug in the toaster to an electric plug so that it can work.
2. Insert what you want to put in the toaster into the slot that is closer to you of the two holes at the top.
3. Select the darkness of food in toaster using the adjustment knob.
4. Lower the level to start the toasting cycle.
5. Depending on how dark you selected the food in the toaster to be, it will take a minute or two.
6. Take food out of toaster and put jam, honey, or anything else you may want to add onto it.



Activity 10. Answer this following question based on the text of Activity 7 with your partner.

1. Mention some ingredients you must prepare to make an omelet.

Ingredients:

.....
.....
.....
..... etc .

2. How many steps are there in making an omelet? What are they?

Steps:

.....
.....
.....
..... etc .



Activity 11. Based on Activity 10, practice telling the procedure with your partner in making an omelet.



Activity 12. Answer this following question based on the text of Activity 9 with your partner.

1. What is the text telling us about?

.....
.....

2. Mention some materials you must prepare to use a toaster.

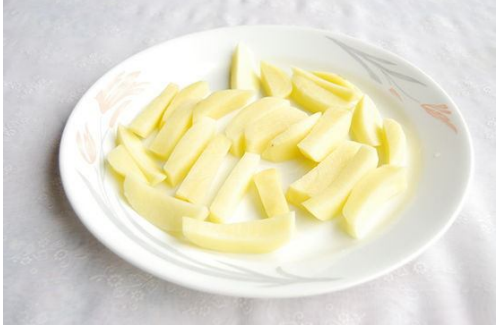



Materials:

.....
.....
..... etc .



Activity 13. Work in groups of three. Rearrange the following pictures based on the steps of making french fries into the right order. Then tell your friend by using transactional markers.



<p>When about 10-20 minutes have passed, drain oil from fries and place on plate.</p>	<p>When oil is very hot, dump the potatoes into the stove/deep fryer.</p>
 <p>Peel potatoes, till they are bare, and then slice them into rectangles.</p>	 <p>Put oil in stove or deep fryer, and heat up to highest heat.</p>
 <p>Your home-made french fries are done!</p>	 <p>Stove.</p>

Tell the class how to make french fries based on the picture above. Use the clues under each picture.

Start like this: I will tell you how to To make it, we need

To prepare it, first,, etc



Activity 14. Work in groups of four. Telling of making foods based on cards.



Activity 15. Work in groups of four. Let's time to play "How to Make" game.



Activity 16. Practice this instruction.

- 1. Tell your friends and demonstrate the procedure how to make an omelet. You should also tell the things you need.**
- 2. Can you cook anything? Tell your friends and demonstrate the procedure how to make your favorite food. You should tell the things you need.**

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
CYCLE 2**

Nama Sekolah	: SMP N 4 SRAGEN
Mata pelajaran	: Bahasa Inggris
Kelas/semester	: VII A/II
Jenis Teks	: <i>Descriptive</i>
Tema	: "Fruits"
Skill	: <i>Speaking</i>
Alokasi Waktu	: 4 jp x 40 menit

A. Standar kompetensi :

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar :

- 10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*.

C. Tujuan Pembelajaran:

Pada akhir pembelajaran siswa dapat:

1. Mengucapkan kosakata yang berkaitan dengan teks *descriptive* dengan benar.
2. Menjelaskan langkah-langkah retorika teks *descriptive* dengan benar.
3. Menggunakan kalimat simple present tense dengan benar.
4. Membuat teks sederhana berbentuk *descriptive* secara lisan.

D. Indikator

Disajikan teks berbentuk *descriptive*, siswa dapat:

1. Mengucapkan kosakata yang berkaitan dengan teks *descriptive* sesuai dengan intonasi dan stress yang baik dan benar.
2. Menjelaskan langkah-langkah retorika dari teks *descriptive*.
3. Siswa dapat menjawab pertanyaan teks monolog sederhana berbentuk *descriptive*.
4. Siswa dapat melakukan teks monolog lisan berbentuk *descriptive*.
5. Siswa dapat mempresentasikan teks monolog lisan berbentuk *descriptive*.

E. Uraian Materi pokok:

Video Transkrip Teks Descriptive:

“I like mango very much”

Good afternoon. I am Silvia and now I am in India. Do you like fruits? What fruits do you like to make juices? Do you know many fruits in this world? Yes, there are many fruits to make us healthy.

I like mango very much. Do you know mango looks like? Beside mango is sweet, mango is like a drug. Let me tell you the truth. You must have more and more and more of the mango until there is no mango left. Why? Because, it is sweet than other fruits and many people like them. Do you know that mango has many varieties? Uhm.. If you come to India, you can find various mango known as Alphonso, Alfonso, Alphanso, Hapus, Hapoos, and ehm.. Bombay variety too. Well... This variety is often considered to be a king even amongst the ‘King of fruits’ and is widely considered to be the tastiest fruit in India. Do you believe that it is one of the famous mango in this country? Yes, Alphonso Mangoes are the most delicious mangoes in India. They are oval in shape and ehm.. about 4 to 6 inches long. The skin of the ripe fruit is golden yellow in color, but is inedible. It has a thin firm skin and a delicious pulp. The stone or seed is smaller than many varieties of mangoes and the yield of pulp is much more than in many varieties. I think it is the tastiest mango I ever eat. It is amazing, right?

You have to try if you come to India. See you another time. Wait for the next places.

<http://www.youtube.com/watch?v=eoFP6AvNWic>

Fitur kebahasaan:

1. Tenses yang digunakan adalah present tense.

2. Kata kerja: is, are, consider, etc.
3. Kosakata: shape, ripe, pulp, etc.
4. Pengucapan: ripe /raɪp/, pulp /pʌlp/, etc.
5. Language functional remark: *Spoken monologue descriptive text*
 - Good afternoon.
 - Do you know it looks like?
 - I think it is the sweetest fruit I ever eat.
 - Do you like...?
 - Let me tell you...
 - Wait for the next places.

F. Metode Pembelajaran : *Text-Based Teaching*.

G. Langkah-langkah pembelajaran

1. Kegiatan pendahuluan:

- a. Guru memberi salam
- b. Guru mengabsen siswa yang tidak masuk

2. Kegiatan inti:

a. *Building Knowledge of the field (BKOF)*

- Tanya jawab mengenai buah-buahan. (Activity 1)
- Siswa diminta untuk memberi tanda salah dan benar berdasarkan deskripsi dari “Mango.” (Activity 2)
- Siswa bersama guru mendeskripsikan arti kata yang terdapat dalam teks yang berjudul “Mango.” (Activity 3)
- Siswa diminta untuk menceritakan kembali deskripsi “Mango” dengan benar berdasarkan Activity 2. (Activity 4)

b. *Modeling of Text (MOT)*

- Siswa mendengarkan teks monolog lisan berbentuk teks *descriptive* sambil menjawab pertanyaan dari teks tersebut. (Activity 5)
- Siswa diminta mengulangi melafalkan kata-kata yang diberikan oleh guru. (Activity 6)
- Siswa diminta untuk mengisi teks rumpang. (Activity 7)
- Siswa diberikan contoh teks *descriptive* lain dengan tema “Orange”. (Activity 8)

c. *Joint Construction of Text (JCOT)*

- Siswa diberikan *pertanyaan* seputar deskripsi “Orange” secara berpasangan. (Activity 9)
- Siswa diminta untuk bekerja kelompok untuk mendeskripsikan buah dan bertukar pendapat dengan kelompok lain. (Activity 10)
- Siswa diminta untuk mendengarkan lagu **Classic Sesame Street – Fruit Song** secara berpasangan. (Activity 11)
- Siswa diminta untuk bekerja kelompok untuk membuat dan kemudian mendemonstrasikan sebuah deskripsi dari buah sesuai dengan generic structure-nya. (Activity 12)

d. *Independent Construction Text (ICT)*

- Siswa diminta untuk mendeskripsikan teks *descriptive* secara individu. (Activity 13)

3. **Kegiatan penutup:**

- a. Guru menanyakan kesulitan kepada siswa terkait dengan teks *descriptive*.
- b. Guru memberikan evaluasi terkait dengan teks *descriptive*.
- c. Guru menyimpulkan materi pelajaran.
- d. *Closing*.

H. Alat dan Sumber belajar

1. Alat : *whiteboard* dan lirik lagu Classic Sesame Street.
2. Buku : Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VII Edisi 4/Th. Kumalarini, ...[et. al.].Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008.
3. Internet: <http://www.youtube.com/watch?v=eoFP6AvNWic>, and <http://www.google.co.id/search?>.

I. Penilaian

1. Teknik: Role-play
2. Bentuk:
3. Instrumen: terlampir

Sragen, 16 April 2012

Mengetahui,
Guru Bahasa Inggris

Peneliti

(Cahya Puspitarini, SPd)

(Helinda Jasinthawati)

UNIT 2

Fruits



Activity 1. Answer your teacher's questions.

- Have you ever made fruits juice in your house?
- What fruits do you like? Why?



Activity 2. Give a tick (✓) in column (T) True and (F) False related to the description of Mango.

No	Questions	T	F
1.	The skin is usually a combination of brown.		
2.	The fruit is rich in vitamin C.		
3.	Its shape is oval and egg shaped.		
4.	The interior flesh is bright red.		
5.	Manalagi mango and Gadung mango are the kind of mangoes.		
6.	The popular name of this fruit is the king of the fruits.		
7.	It has a flat pit in the middle.		
8.	They are yellow when they are unripe.		
9.	It has a unique flavor, fragrance and taste.		
10.	The flesh is hard.		



Activity 3. Find this meaning on your dictionary.

Words	Meaning	Words	Meaning
skin	:	shape	:
combination	:	bright red	:
rich	:	popular	:
interior	:	flat pit	:
unripe	:	flesh	:
unique	:	fragrance	:



Activity 4. Retell the right description of Mango related to the Activity 2.



Activity 5. Watch a video about the description of “Mango” and answer these following questions orally. It will be played twice.



Questions:

1. What is the text talking about?

2. What is the purpose of the text?
3. What is the description of Mango related to the video?



Activity 6. Listen to your teacher about these words and repeat after her.

contain /kən'teɪn/	necessary /'nes.ə.ser.i/	development /dɪ'vel.əp.mənt/	smooth /smu:ð/
cultivated /'kʌl.tɪ.veɪ.tɪd/	flavor /'fleɪvə(r) /	ripe /raɪp/	thick /θɪk/
taste /teɪst/	fiber /'faɪbər /	sour /sauə r /	inedible /ɪ'ned.i.bl /
hermaphrodite /hɜ:'mæɹədɑɪt/	seed /si:d/	dreadful /'dred.f ə l/	raw /rɔ:/
skin /skɪn/	flesh /fleʃ/	flat pit /flæt pɪt/	digestible /d a ɪ'dʒes.tə.bl /
fragrance /'freɪgrənts/	depend /dɪ'pend/	disease /dɪ'zi:z/	delicious /dɪ'liʃ.əs/
essential /ɪ'sen. tʃ ə l/	growth /grəʊθ/	numerous /'nju:.mə.rəs/	tricky /'trɪk.i/
edible /'ed.i.bl/	thickness /'θɪk.nəs/	suggest /sə'dʒest/	peel /pi:l/



Activity 7. Fill in the blanks using the words on the box below.

This tropical fruit is (1)... in vitamin C. Mango fruits contain 10-20 percent sugar and are important source of vitamin A. They have a rich, luscious aromatic flavor and a delicious taste in which sweetness and acidity are delicately blended. The mango fruit is (2)... and increased ethylene production occurs during ripening. The fruit (3)... may be thick, or thin, leathery, green yellow or red or a fanciful combination of these colors. The (4)... of immature fruit is hard and white to light

yellow at maturity the pulp may be more or less fibrous, soft, juicy and light yellow to orange. Mango can be (5)... fresh when green half ripe or ripe.

pulp

eaten

climacteric

skin

high



Activity 8. Study this example. You have to imagine on the description of Orange below.

Orange



<http://www.google.co.id/imgres?q=jeruk>

Orange is the popular fruit which is easy to find and relatively cheap, in fact contain much nutrition, which is good for our health. The fruit has widely been known as not only vitamin and mineral-rich fruit but also containing essential substances, which cannot be produced by human body. As a matter of fact, those substances are necessary since they are used in the process of the growth and development of human body.

The non-nutrition compounds in orange can minimize the risk of some dreadful diseases, such as cardiovascular, cancer, and eyes problems. Unfortunately, for many years people see the fruit only as the source of vitamin C while actually it also produces carbohydrate, potassium, calcium, thiamin, niacin, vitamin B, phosphor, magnesium, riboflavin, another natural chemical compounds.

Consuming orange is also suggested for those who have diet programme since there are only 60-80 calories in one fruit. Therefore, by having this fruit in daily menu, someone can reduce his or her weight.



Activity 9. Answer this following question based on the text of Activity 8 with your partner.

1. What is the text telling us about?

.....
.....

2. Mention the descriptions of Orange.

Descriptions:

.....
.....
..... etc .



Activity 10. Work in groups of four. Describe this picture and share your opinion with other groups.





Activity 11. Work in pairs. Watch and listen to the song of Classic Sesame Street – Fruit Song, and then write the missing words from the song. It will be repeated twice.



Activity 12. Work in groups of three.

Instructions:

1. Present in front of the class by describing the fruit of your group choice.
2. The descriptions at least including shape and size, color and vitamin.
3. Every person in a group has to describe the fruit minimal five sentences.



Activity 13. Practice this instruction

1. Tell your friends and describe Mango in front of the class.
2. Tell your friends and describe your favorite fruits in front of the class.

APPENDIX H
PRE-TEST AND
POST-TEST SCORE

Pre-test

Name :

No :

Class :

Untuk melengkapi data penelitian yang berjudul “Improving the Students’ Speaking Skill through Communicative Activities for the Seventh Grade Students of SMP N 4 Sragen in the Academic Year of 2011/2012”, saya selaku peneliti akan melakukan pengambilan data untuk mendukung data penelitian saya. Dalam jawaban Saudara ini tidak akan mengubah suatu apapun. Silahkan melakukan kegiatan ini kurang lebih 15 menit.

Part 1. Personal Data

Interviewer : Good morning. How are you?

Test taker : _____ .

Interviewer : My name is _____ . In approximately 8 minutes I will ask you some questions for the purpose to assess your speaking. In no more than 2 minutes, please tell me about yourself.

Part 2. Descriptive

Interviewer : Let’s move to the next part. I have a question for you to answer in this part. You will have a 20 second preparation to and 3 minutes to response the question.

Test taker : Describe one of the pictures given. (Public transportations)

Part 3. Procedure

Interviewer : I have a question to you to answer in this part. You will have a 20 second preparation and 3 minutes to response the question.

Test taker : Please, tell me how to make a cup of tea.

Pre-test questions

a. Introducing yourself

1. What is your hobby?
2. What is your favorite food?
3. What is your favorite game?
4. What is your favorite book?
5. What is your favorite lesson in the classroom?
6. What is your favorite film?

b. Descriptive (public transportations)

In this section, the students get one of the public transportation to be described and then answer the teachers' questions.



1. What do you think about this picture?
2. Can you explain what is it?
3. Where do you find this transportation?
4. Do you ever going somewhere with this public transportation?
5. Where do you usually go with this public transportation?
6. Is this transportation give you benefit?
If yes, what benefits do you get?

c. Procedure (How to make a Cup of Tea)

Questions:

1. What do you need to make a cup of tea?
2. Does it (a cup of tea) can change with the cold water?
3. Can you show me/us how to make a cup of tea?

Post-test

Name :
No :
Class :

Untuk melengkapi data penelitian yang berjudul “Improving the Students’ Speaking Skill through Communicative Activities for the Seventh Grade Students of SMP N 4 Sragen in the Academic Year of 2011/2012”, saya selaku peneliti akan melakukan pengambilan data untuk mendukung data penelitian saya. Dalam jawaban Saudara ini tidak akan mengubah suatu apapun. Silahkan melakukan kegiatan ini kurang lebih 15 menit.

Part 1. Personal Data

Interviewer : Good morning. How are you?
Test taker : _____ .
Interviewer : My name is _____ . In approximately 8 minutes I will ask you some questions for the purpose to assess your speaking. In no more than 2 minutes, please tell me about your family.

Part 2. Descriptive

Interviewer : Let’s move to the next part. I have a question for you to answer in this part. You will have a 20 second preparation to and 3 minutes to response the question.
Test taker : Describe one of your family occupations briefly.

Part 3. Procedure

Interviewer : I have a question to you to answer in this part. You will have a 20 second preparation and 3 minutes to response the question.
Test taker : Please, tell me how to make fried rice.

Post-test questions*a. Introducing family*

1. How many sister/daughter do you have?
2. What activity that you and your family do in weekend?

b. Descriptive (family's occupations)

1. What is your father's job?
2. What is your mother's job?
3. What is your brother's/sister's job?
4. What is your uncle's/aunt's job?
5. Can you explain what his /her job is?
6. Do you ever think that his/her job is difficult to do?

c. Procedure (How to make fried rice)

Questions:

1. What do you need to make fried rice?
2. How do you know the fried rice is well-done?

THE STUDENTS' SPEAKING SKILL SCORES IN PRE-TEST

No	Student names	Aspects				Total Score	Students' proficiency
		Pronunciation	Grammar	Vocabulary	Fluency		
1.	ACA	2	2	2	2	8	40
2.	AAN	3	2	3	2	10	50
3.	AV	3	2	3	2	10	50
4.	AMS	3	2	3	2	10	50
5.	BCW	2	1	1	1	5	25
6.	BRP	2	2	3	2	9	45
7.	CK	2	2	3	2	9	45
8.	DK	2	2	2	2	8	40
9.	DJ	3	2	3	2	10	50
10.	EC	2	2	3	2	9	45
11.	FBM	2	1	2	1	6	30
12.	FMV	2	1	2	1	6	30
13.	HCN	2	2	2	2	8	40
14.	JL	3	2	3	2	10	50
15.	RBA	2	2	2	2	8	40
16.	RYP	2	1	1	1	5	25
17.	RHS	2	1	1	1	5	25
18.	RFA	3	2	3	2	10	50
19.	RM	2	2	3	2	9	45
20.	SA	2	2	2	2	8	40
21.	SAN	3	2	3	2	10	50
22.	TH	2	2	3	2	9	45
23.	YPA	2	2	2	2	8	40
24.	JNI	2	1	2	2	7	35

THE STUDENTS' SPEAKING SKILL SCORES IN PROGRESS TEST IN CYCLE 1

No	Student names	Aspects				Total Score	Students' proficiency
		Pronunciation	Grammar	Vocabulary	Fluency		
1.	ACA	3	2	3	2	10	50
2.	AAN	3	3	3	3	12	60
3.	AV	3	3	3	2	11	55
4.	AMS	3	3	3	2	11	55
5.	BCW	3	2	3	2	10	50
6.	BRP	2	2	3	2	9	45
7.	CK	3	3	3	3	12	60
8.	DK	2	2	3	2	9	45
9.	DJ	3	2	3	2	10	50
10.	EC	3	3	3	3	12	60
11.	FBM	2	2	3	2	9	45
12.	FMV	2	2	2	2	8	40
13.	HCN	2	2	3	2	9	45
14.	JL	3	2	3	2	10	50
15.	RBA	2	2	3	2	9	45
16.	RYP	3	2	2	2	9	45
17.	RHS	2	2	2	2	8	40
18.	RFA	3	2	3	2	10	50
19.	RM	3	3	3	2	11	55
20.	SA	3	3	3	2	11	55
21.	SAN	3	3	4	3	13	65
22.	TH	2	2	3	2	9	45
23.	YPA	3	2	2	2	9	45
24.	JNI	3	3	3	2	11	55

THE STUDENTS' SPEAKING SKILL SCORES IN POST-TEST

No	Student names	Aspects				Total Score	Students' proficiency
		Pronunciation	Grammar	Vocabulary	Fluency		
1.	ACA	4	3	5	3	15	75
2.	AAN	5	3	5	5	18	90
3.	AV	5	3	5	3	16	80
4.	AMS	4	3	5	3	15	75
5.	BCW	4	4	5	3	16	80
6.	BRP	3	2	5	2	12	60
7.	CK	5	4	5	5	19	95
8.	DK	5	3	5	3	16	80
9.	DJ	4	4	4	3	15	75
10.	EC	4	4	5	3	16	80
11.	FBM	5	3	3	2	13	65
12.	FMV	4	3	4	4	15	75
13.	HCN	4	3	4	3	14	70
14.	JL	4	4	3	3	14	70
15.	RBA	3	3	3	3	12	60
16.	RYF	4	4	5	3	16	80
17.	RHS	4	3	4	3	14	70
18.	RFA	5	3	4	3	15	75
19.	RM	4	3	5	4	16	80
20.	SA	5	4	5	4	18	90
21.	SAN	5	4	5	5	19	95
22.	TH	3	3	5	4	15	75
23.	YPA	4	4	5	3	16	80
24.	JNI	5	4	5	4	18	90

RUBRIK PENILAIAN SPEAKING		
ASPEK	SKOR	KETERANGAN
Pengucapan	5	Mudah dipahami dan memiliki aksen penutur asli
	4	Mudah dipahami meskipun dengan aksen tertentu
	3	Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang-kadang ada kesalahpahaman. Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang-kadang ada kesalahpahaman
	2	Sulit dipahami karena ada masalah pengucapan, sering diminta mengulang
	1	Masalah pengucapan serius sehingga tidak bisa dipahami
Tata Bahasa	5	Tidak ada atau sedikit kesalahan tata bahasa
	4	Kadang-kadang membuat kesalahan tata bahasa tetapi tidak mempengaruhi makna
	3	Sering membuat kesalahan tata bahasa yang mempengaruhi makna
	2	Banyak kesalahan tata bahasa yang menghambat makna dan sering menata ulang kalimat
	1	Kesalahan tata bahasa begitu parah sehingga sulit dipahami
Kosa Kata	5	Menggunakan kosa kata dan ungkapan seperti penutur asli
	4	Kadang-kadang menggunakan kosa kata yang tidak tepat
	3	Sering menggunakan kosa kata yang tidak tepat, percakapan menjadi terbatas karena keterbatasan kosa kata
	2	Menggunakan kosa kata secara salah dan kosa kata terbatas sehingga sulit dipahami
	1	Kosa kata sangat terbatas sehingga percakapan tidak mungkin terjadi
Kelancaran	5	Lancar seperti penutur asli
	4	Kelancaran tampak sedikit terganggu oleh masalah bahasa
	3	Kelancaran agak banyak terganggu oleh masalah bahasa
	2	Sering ragu-ragu dan terhenti karena keterbatasan bahasa
	1	Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi

APPENDIX I

PHOTOGRAPHS



The students are playing “How to Make” game.



The students are listening to the Classic Sessame Street Song by mobile phone.



The students are describing fruits in groups.



The students are doing a discussion.



The teacher is taking a score of the students' speaking performance.



The student is telling the video that he watches.

APPENDIX J
PERMISSION
LETTERS



**PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

Yogyakarta, 21 Maret 2012

Nomor : 070/2568/V/03/2012

Kepada Yth.

Gubernur Provinsi Jawa Tengah

Cq. BakesbangPol dan Linmas

di -

Tempat

Perihal : Ijin Penelitian

Menunjuk Surat :

Dari : Dekan Fak. Bahasa & Seni UNY

Nomor : 308B/UN34.12/PP/II/2012

Tanggal : 23 Februari 2012

Perihal : Ijin Penelitian

Setelah mempelajari proposal/desain riset/usulan penelitian yang diajukan, maka dapat diberikan surat keterangan untuk melaksanakan penelitian kepada

Nama : HELINDA JASINTHAWATI.

NIM / NIP : 07202244106

Alamat : KARANGMALANG YOGYAKARTA

Judul : IMPROVING THE STUDENTS SPEAKING SKILL THROUGH GROUP WORK ACTIVITIES FOR SEVENTH GRADE STUDEN OF SMP N 4 SRAGEN IN THE ACADEMIC YEAR 2011/2012

Lokasi : - Kota/Kab. SRAGEN Prov. JAWA TENGAH

Waktu : Mulai Tanggal 21 Maret 2012 s/d 21 Juni 2012

Peneliti berkewajiban menghormati dan menaati peraturan dan tata tertib yang berlaku di wilayah penelitian.

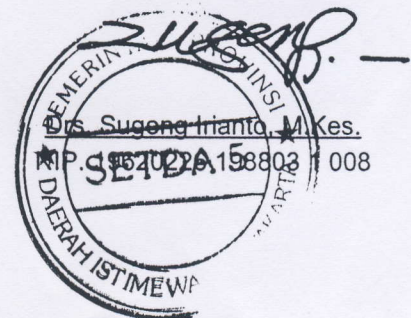
Kemudian harap menjadi maklum

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Ub.

PLH. Kepala Biro Administrasi Pembangunan



Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Dekan Fak. Bahasa & Seni UNY
3. Yang Bersangkutan



PEMERINTAH KABUPATEN SRAGEN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)

Jalan Raya Sukowati Nomor 255 Telp. 0271-891173, Sragen

SURAT REKOMENDASI RESEARCH / SURVEY

Nomor : 072/160/026/2012

- I. Dasar : Surat Rekomendasi Iain/Survey Dari Kepala Badan Kesbang Polinmas Kabupaten Sragen, Tanggal 21 Maret 2012, No: 070/198/028/2012
- II. Yang bertanda tangan dibawah ini Kepala Badan Perencanaan Pembangunan Daerah (BAPPEDA) Kabupaten Sragen bertindak atas nama Bupati Sragen menyatakan tidak keberatan atas pelaksanaan Research/Survey dalam wilayah Kabupaten Sragen yang akan dilaksanakan oleh :
1. Nama : **HELINDA JASINTHAWATI**
 2. Pekerjaan : Mahasiswa
 3. Alamat : Karangmalang, Yogyakarta
 4. Penanggung Jawab : **Drs. RA. RAHMI ANDIYANI. MPd**
 5. Maksud Tujuan : Mengadakan penelitian guna menyusun Skripsi dengan judul:
“ Improving The Students speaking Skill Through Work Activities For Sevent Grade Studen Of SMP N 4 Sragen In The Academic Year 2011/2012 ”
 6. Lokasi : SMP N 4 Kab. Sragen.

Dengan Ketentuan – ketentuan sebagai berikut :

- a. Pelaksanaan research / survey tidak disalah gunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah.
- b. Sebelum melaksanakan pekerjaan harus terlebih dahulu melapor kepada Penguasa Daerah.
- c. Setelah Pekerjaan selesai supaya menyerahkan hasilnya kepada BAPPEDA KABUPATEN SRAGEN.

III. Surat Rekomendasi ini berlaku dari :

Tanggal 21 Maret 2012 s/d 21 Juni 2012

TEMBUSAN :

1. Ka. Kesbang Pol dan Linmas Kab. Sragen
2. Ka. Dinas Pendidikan Kab. Sragen
3. Ka. SMP N 4 Kab. Sragen

Dikeluarkan : S R A G E N
Pada Tanggal : 21 Maret 2012

An. KEPALA BAPPEDA KAB. SRAGEN
KABID. STATISTIK PENGENDALIAN
DAFTAR ALUASI

