USING JIGSAW TECHNIQUE TO IMPROVE THE SPEAKING ABILITY OF GRADE VII STUDENTS OF SMPN I MOYUDAN IN THE ACADEMIC YEAR OF 2012/2013

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of

the Degree of *Sarjana Pendidikan* in English Language Education

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APPROVAL

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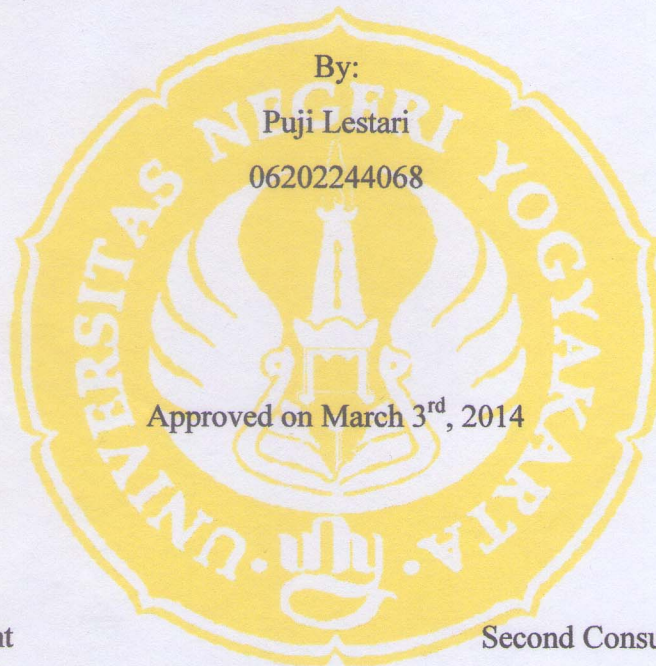
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USING JIGSAW TECHNIQUE TO IMPROVE THE SPEAKING ABILITY
OF GRADE VII STUDENTS OF SMPN I MOYUDAN
**IN THE ACADEMIC YEAR OF 2012/2013**

A THESIS

Accepted by the Board of Examiners of the Faculty of Languages and Arts of the State University of Yogyakarta on March 6th, 2014 and declared to have fulfilled the requirements for the attainment of the *Sarjana Pendidikan* degree in English Education.

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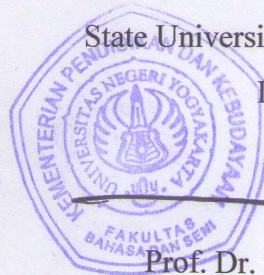
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PERNYATAAN

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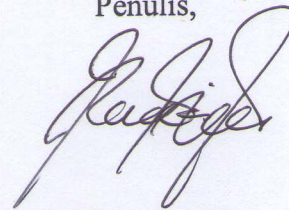
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Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 3 Maret 2014

Penulis,

Puji Lestari
06202244068

iv

MOTTOS

Slow But Sure

Champions Are Known For What They Finish Not
For What They Start
(Darmadi Darmawangsa)

DEDICATIONS

I dedicate this thesis to:

My parents

My Husband & Son

My Brother & His Wife

My friends

ACKNOWLEDGEMENTS

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USING JIGSAW TECHNIQUE TO IMPROVE THE SPEAKING ABILITY OF THE GRADE VII STUDENTS OF SMPN I MOYUDAN SLEMAN IN THE ACADEMIC YEAR OF 2012/2013

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Abstract

This study is action research that aims to improve the speaking ability and the teaching learning process for the grade VII students of SMP N 1 Moyudan in the academic year of 2012/2013.

This study consisted of two cycles used qualitative and quantitative data. The researcher worked collaboratively with the English teacher, the collaborator and the students. The subjects of this research were 36 students of VII class of SMP N 1 Moyudan in the academic year of 2012/2013. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the students and the collaborator about the implemented actions. The qualitative data were in the form of field notes and interview transcripts. Meanwhile, the quantitative data were gained by assessing the students' speaking ability through the pre-test and post-test. Therefore, the quantitative data were in the form of the students' speaking scores. The research procedure of this study consist of Reconnaissance, Planning, Acting and Observing the action, Evaluation, and Reflection.

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

CHAPTER I

INTRODUCTION

A.   Background of the Problem

In Indonesia, English has become one of compulsory subjects in junior high schools. One of the language skills that must be mastered by students is speaking or communicating ability used the target language. The School- Based Curriculum states that one of the English learning objectives in junior high school is developing the ability to communicate in English, either in written or oral form which covers listening, speaking, reading and writing.

Based on the National Curriculum, it is stated that English teaching has to covers four main skills in equal portion. In fact, most Indonesian English teachers focus more on the reading and writing skills, and less on oral skills, speaking and listening. In the classrooms, it seems that the English teaching and learning processes are focused on helping the students to pass the final exam. Students were taught about grammar, structure and written communication, while the oral one is put aside. Besides, the speaking activities are less communicative because the teachers give many theories to the students without giving chance to them to practice language. In addition, the teaching and learning process seems to be teacher – centered since the teachers always explain the materials and the students only listen to her.

That was what happened in SMPN 1 Moyudan. Based on an interview with the English teacher and a preliminary observation in the class, the researcher

found some problems related to English learning process, especially in learning speaking. The fact showed that students' speaking ability was still low. It could be seen from the students' speaking score. Here, the students were not given sufficient opportunity to develop and practice the speaking skills. Most of the students were shy and reluctant to speak English in front of the class. When the students were asked to practice or perform the activity in front of the class, they refused to do it. They were afraid of making mistakes. In addition, during the English lesson, they tended to use Indonesian rather than English, so they did not practice English they had learnt. Therefore, their speaking ability was still poor. They could not speak fluently and accurately. However, most of the teacher did not correct the students' mispronunciations.

In addition, the activities during the English lesson seemed to be boring and less interactive. Therefore, it made the students less active during the lesson. There were only some students who were actively involved in the English lesson, especially in the speaking lesson. Besides, the teachers mostly used individual and pair work. They rarely used group work which can improve the students' participation in the lesson. When the students worked individually, they could not practice the language function they had learnt to other students. It means that there was no communication among the students.

Based on the description above a new strategy or technique to improve the students' speaking skill is needed to overcome the above problems. The researcher tried to use a teaching technique and some accompanying actions which can encourage the students to speak English. By using Jigsaw technique

and other accompanying actions during the speaking lesson, the teacher can give sufficient opportunities to the students to practice speaking in the classroom. Moreover, the students' interaction in the class can be improved and the speaking ability can be improved.

B. Identification of the Problem

From the researchers' observation and interview when she was at the school, the researcher found that there were some problems related to English teaching learning process in the class. Based on the discussion with the teacher of the school, four problems can be identified.

The first problem was related to the students. The students considered English as difficult subject and speaking was one of the difficult skills to be acquired. Most of them were not actively engaged in the speaking lesson. Besides, when they were asked to speak, they were shy. They were not really interested and motivated in the learning speaking. Some of them were busy with their own activities. During the lesson, they used Bahasa Indonesia instead of English. Moreover, based on the observations the researcher had done in SMP N 1 Moyudan, most of the students were reluctant when they were asked to speak English or perform a conversation. Then, they also lacked English vocabulary so that they do not know the meaning of English words and sentences. When they are asked to speak English, they cannot pronounce the word appropriately.

The second is related to the teacher. The teacher took only a little role in her teaching, modifying a little activity to improve the students' skills. She mostly

focused on the students' writing and reading skill and she seldom gave speaking practice so far. In the teaching speaking the teacher tended to use conversation in the textbook and the students were asked to practice. She also explained the materials very fast and very short so that the students could not get the meaning well. The teacher seldom used interactive teaching techniques, such as games or group works. She mostly used individual practice that made the students feel bored of the lesson. This problem makes the learning activities boring because they are monotonous and less challenging for some students. Moreover, the technique that the teacher brought into the class cannot accommodate the students to communicate with and learn the language effectively.

The third problem is related to the technique and activities used in the teaching-learning process. The speaking tasks and activities were difficult for the students. The activties did not attract the students, so they were bored with the tasks and the activities. There were no interactive teaching techniques, such as games or group works. The activities were sometimes too difficult and uninteresting for the students. They felt bored with the task and activities, so that the students found many problems in doing the activities. Here, the speaking was taught in formal classes using old method. It made the students have low motivation to speak.

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

C. Limitation of the Problem

From the identification of the problem above, it is clear that there are many problems related to the teaching of speaking, it is impossible for the researcher to discuss the entire problems. This study is limited to the problem in the use of teaching and learning technique, particularly the technique to improve English speaking ability. This research focuses on improving the speaking ability of Grade VII A students' at SMP N 1 Moyudan by using Jigsaw technique.

D. Formulation of the Problem

Based on the background, identification, and limitation of the problem presented above, the researcher formulates the problem as follows:

"How can *Jigsaw technique* improve the speaking ability in class VII A of SMP Negeri 1 Moyudan in the academic year 2012/2013?"

E. Objectives of the Research

In relation to the formulation of the problem above, the objective of the research are:

1. To improve students' speaking ability by using Jigsaw technique

2. To find out how much Jigsaw technique can improve students' speakinng ability

F. Significance of the Research

It is hoped that the findings of this study will give some benefits in the following ways. First, it is hoped that these research provides beneficial and referential contributions in giving general knowledge of the way to improve the students' speaking ability.

Second, it is expected that these research findings will be useful for the English teachers. The result of this study hopefully can provide the teacher with information on which technique is more effective to be used in teaching speaking to improve the speaking ability of the students, particularly the seventh grade students of junior high school. Third, it is expected that this study will make the students of SMP N 1 Moyudan more interested and motivated to learn and to speak English.

CHAPTER II

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

The theories discussed in this chapter are those which support the understanding of the problem formulated in Chapter I. The review is presented in four subheadings. The first part discusses the English speaking. The second part discusses matters related to the cooperative learning. The third part explains the jigsaw. The last part describes the conceptual framework.

A. Speaking

1. Definition of Speaking

Speaking is a productive skill that can be directly and empirically observed (Brown, 2004:140), According to Harmer (2001: 67) speaking is involving two people who are engaged in talking to each other. Moreover Cameron states that speaking is using language to express meaning so that other people can make sense of them (2001: 40). The productive skill is the skill that is used by learners to produce language. In this point the speaker performance can be directly observed and empirically measured in the speaking process. Involving two people who are engaged each to other it means that the speakers share their understanding with other people in some kinds of informational exchanges. Here, the speaker delivers their intention in appropriate diction so that the listener will understand the meaning. By using language to express meaning, the speaker expresses their intended meaning to others so that other people can make sense of them. Here, the participants have the same knowledge so that the speaker's intended meaning can be easily delivered.

2. Speaking Activities

There are some activities that can be use to promote speaking. Some of them are acting from a script, communication games, discussion, prepared talks, questionnaires, simulation, and role plays (Harmer, 2007: 348-352).

a. Acting from a script

In the teaching of speaking, the teacher can ask the students to act out scenes from plays or from their course book. The students can also act out dialogues they have written themselves. Students pretend that they are in various social contexts and have a variety of social roles. In this activity, the teacher gives information to the learners such as who they are and what they do. It is important that when the students are working on plays, they should act in totally. In other words, the teacher needs to help them to go through the scripts, as if the teacher were the director. By giving students direction, the teacher can engage the students in this both learning and a language producing activity.

b. Communication games

A game is an activity which provides pleasure and fun for the players that is supported by rules for the purposes of communicative language teaching. Games are a part of playing and play is a purposeful activity. Communication games can also be structured to maximize the English language use. One of the communication games that is used in teaching speaking is "Describing Games". Here, the teacher give each student one sheet of paper. One student sits at the front of a room. He/she describes a person and the rest of the class draws the person being described. It is more interesting if the person being described is

known by everyone. Once the student has finished describing that person then he/she reveals who it is and each student shows his/her drawing. This game is a good idea to encourage students to ask the interviewee student questions about who they are describing.

c. Discussion

A discussion is an activity that talks about something to reach a decision. It can be held for various reasons. In speaking activities, discussion is used to share students' ideas about an event or find solutions in the discussion groups. Here, the teacher can divide the class into two groups. The students prepare arguments in pro or contra arguments about various problems. When the discussion starts, those who are appointed as 'speakers' in the group produce the arguments. Here, the others will response it with the arguments that are contradictory. In this activity, the students need to be given adequate time to plan the arguments.

d. Prepared talks

A prepared talk is an activity where a student makes a presentation on a topic of their own choice. One of the prepared talks that is often used in the teaching of speaking is storytelling. Here, the students can briefly summarize a tale or story they heard beforehand or create their own stories. In this activity, the teacher can give feedback on what the speaker has said. When a student makes a presentation, it is important for the teacher to give other students some tasks to be carried out.

e. Questionnaires

A questionnaire is a list of questions to be answered to get information. In the teaching of speaking, questionnaires can be used as a component in games. By

using questionnaires, the students can play a 'Survey Games'. The questionnaire is in the form of tables. The table contains some kinds of foods and drinks. The students play the survey game by asking their friends about their favorite foods and drinks. The students will check the column if they like the foods and drinks or cross it if not. The students report the result of the survey in the end of the game.

f.   Simulation and role play

Simulation is a technique to replicate real world situations in the classroom. In the simulation activities, the students can bring items to the class to create a realistic environment.   Here, the students are put in someone's characteristics. The examples of the activities are a conversation in a shop, a class, a library, and a school as if they were doing so in the real world. Role plays is an activity when a group of people act out roles for a particular scenario. In this activity, for example the teacher asks the students to act- out a sale scenario. One student acts as the sales person, and the other acts as the customer. Both activities are part of drama activities. They are attracting for the students because they allow the students to be creative. In this activity, the teacher gives information about the background for them to function properly. Here, the students are allowed to be as creative as possible.

3.   The Elements of Speaking

Harmer (2001: 269-271) mentions some elements of speaking. They are language features, and mental social processing.

a. Language Features

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

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

b. Mental Social Processing

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

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

In teaching speaking, teacher can use different types of classroom speaking performance. Brown (2000: 271-274) mentions six categories that are

applied to the kinds of oral production that students are expected to carry out in the classroom:

a. Imitative

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

b. Intensive

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

c. Responsive

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

d. Transactional (dialogue)

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

e. Interpersonal (dialogue)

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

f. Extensive (monologue)

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

4. Teaching Speaking

The teaching English in the Junior High School is aimed at developing the ability of the students to communicate in English which includes the four language skills of reading, listening, speaking and writing. The mastery of the language skills are used to support the ability both in the written and oral forms.

To achieve the goals of teaching English to Junior High School students, the four language skills should be taught equally. It means that the teacher provides the balanced proportion of attention toward each skill. From the curriculum of 2006, it can be seen that there are more learning objectives and activities for the teaching of speaking skill.

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

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

1)   Standard Competency of Speaking

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

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

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

2)   Basic Competency of Speaking

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

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

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

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

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

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

B. Cooperative Learning

1. The Definition of Cooperative Learning

The cooperative learning is defined as students work together in pairs and groups, they share information and come to each others' to get helps. They are a

"team" whose players must work together in order to achieve goals successfully (Brown, 2001:47). Cooperative learning model is opposite to individual learning. It means that in cooperative learning there should be a cooperation between the students. It is called a group work, it is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self initiated language (Brown 2000: 177).

According to Slavin (1995:2) cooperative learning is a variety of teaching method in which students work in small groups to get helps from one student to another in learning academic content. In cooperative classroom, students are expected to help each other, to discuss and argue with each other, to assess each other's current knowledge and fill in gaps in each other's understanding.

From the definition above, it can be concluded that cooperative learning is a teaching method which encourage the students' team work. It differs from others teaching approaches because students work together rather than compete with each other individually. If the teacher can apply cooperative learning correctly, it will make the teacher manage the class more effectively.

2. **Elements of Cooperative Learning**

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

a. Positive Interdependence.

In the positive independence, the students must feel that they need each other in order to complete the group's task that is they "sink or swim together". Each group member depends on each other to accomplish a shared goal or task. Without the help of one member the group is not able to reach the desired goal. For a true cooperative learning condition, students must perceive that they are positively interdependent with other members of their group.

b. Face-to-face Interaction

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

c. Individual Accountability

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

d. Interpersonal Skill

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

e. Group Processing

The fifth element of this discussion is *group processing*. The students have to come back together in their groups at the end, and discuss how well they achieved their goals and how effective their working was. It is also allows individuals and groups to synthesize and to possibly evaluate the information developed and then to discuss the achievement that accomplished. If all of the five things are done by the students, the cooperative learning process will work effectively.

3. The Advantages of Cooperative Learning

According to Slavin (1995:49) some of the advantages of cooperative learning besides to get the academic achievement are as follows:

a. Intergroup Relationship

According to Slavin (1995:51) cooperative learning is not only an instructional technique for increasing students' achievement, it is also a way of creating a happy, uniting the different students' idea of different race and ethnic, creating pro-social environment in the class room and throwing the individual competition in the class.

b. Acceptance of Mainstream Academically Handicapped Students.

There is good reason to believe that the structure of the traditional classroom contributes to the expression to negative effect toward low performing students. Students in almost all classrooms compete with one another for acceptable grades and other rewards. The academically handicapped students will be losing because they cannot compete with the academically competent students who always to be the winner. The academically handicapped students will feel isolated from the academically competent students because they always do better.

In the cooperative learning, the academically handicapped students will be accepted in the group, every student can contribute into the group. They can share and accept every student's opinion in the group, so that the academically handicapped students can make a meaningful contribution to the success of a cooperative. Here, cooperation is emphasized rather than the competition.

c. Self-Esteem

In the big class students still feel afraid to convey and share their opinion in the classroom but in the small group work they become confident to share their opinion to their group mate. This is most important of psychological outcome of cooperative learning method that is they get self esteem. Students feel that they are valuable and important in their group, students become confident as decision-makers, and ultimately students become happy and productive individuals.

d. Liking Classmates and Feeling Liked by Classmates

Cooperative learning increases contact between students, give them a shared basis of similarity (group membership), engaged them in pleasant activity

together, and has them to work toward the same goals. In the cooperative learning, students like their classmates because they help them to reach the group goal. Their classmates always help them when they get difficulty in learning because their classmates succeed when they also reach the success.

C. Jigsaw

1. The Definition of Jigsaw

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

Slavin (1995: 111) stated that jigsaw includes a procedure whereby the students share information they have gathered with their group mates and with the other group mate in the class. Students are quizzed on all topics and the quiz scores are averaged to form team scores. So, if the team wants to be successful, the team members must not only accomplish their subtasks but also do a good job of sharing information with their teammates.

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

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

2. Implementing Jigsaw

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

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

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

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

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

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

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

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

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

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

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

Below is the graphic of implementing Jigsaw technique in classroom:

The Home Groups (Five or six members grouped heterogeneously)

1	2	3		1	2	3		1	2	3		1	2	3
4	5	6		4	5	6		4	5	6		4	5	6
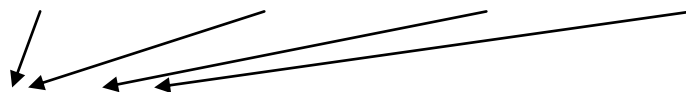
1	1	1		2	2	2		3	3	3		4	4	4
1	1	1		2	2	2		3	3	3		4	4	4

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

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

D. Conceptual Framework

In junior high school, English becomes one of compulsory subjects. One of the language skills that must be mastered by foreign language learners is speaking or communicating ability used the target language. The KTSP curriculum states that one of the English learning objectives in junior high school is developing the ability to communicate in English, either in written or oral form which covers listening, speaking, reading and writing.

Based on the observation in SMP N 1 Moyudan, the fact showed that students' speaking ability was still low. Here, the students are not given sufficient opportunity to develop and practice the speaking skill. Most of the students were shy and reluctant. The fact showed that students' speaking ability was still low. Here, the students are not given sufficient opportunity to develop and practice the speaking skill.

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

Based on the description above a new strategy or method to improve the students' speaking skill is needed to overcome the above problems. The researcher tried to use a cooperative learning which can encourage the students to

speak English. It can engage the students into the intergroup relationship, the acceptance of mainstream academically handicapped students, the self-esteem, and the liking classmates and feeling liked by classmates (Slavin, 1995:51).

By using Jigsaw technique and other accompanying actions during the speaking teaching, the teacher can give sufficient opportunities to the students to practice speaking in the classroom. It is a special form of information gap in which each member of a group is given some specific information and the goal is to pool all information to achieve some objectives (Brown 2000: 185). The students may enjoy the technique and almost always find it challenging. Moreover, the students' interaction in the class can be improved and the speaking ability can be improved. The conceptual framework of the study is summarized in a visual illustration below.

Communicative Language Teaching

- The students speaking ability are low
- The students were shy and reluctant
- The students less active during the lesson
- The lesson seem to be boring and less interactive

Jigsaw Activity

Students' speaking ability improves

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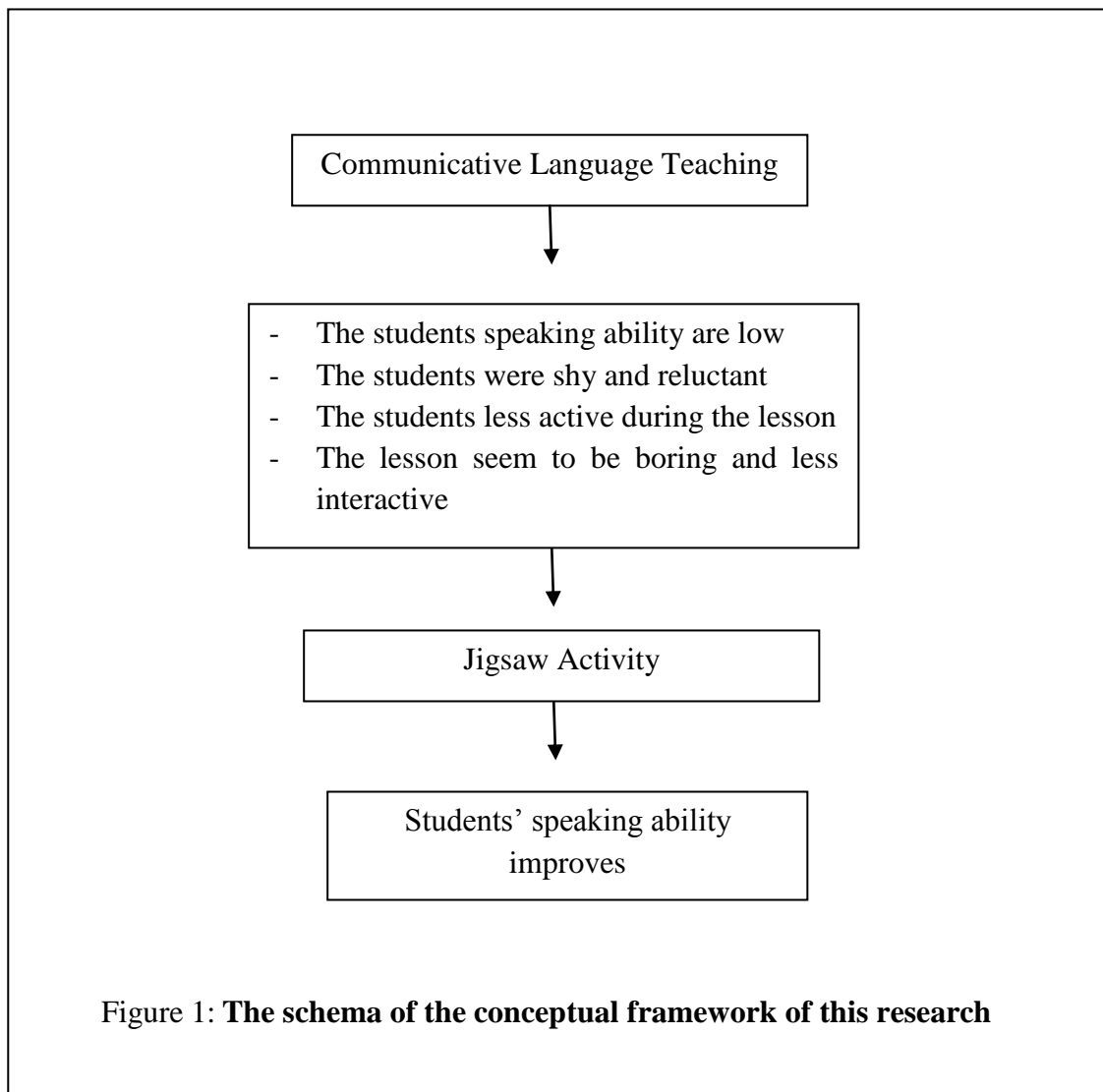
CHAPTER III

RESEARCH METHOD

This chapter presents the discussion of the research method of the study. This chapter is presented in six subchapters. They are research design, subject of the study, setting of the study, instruments, data analysis technique, research procedure, and research validity and reliability.

A. Research Design

This study is categorized into action research. It is the research that focuses on solving practitioner's problems and it is generally conducted by the practitioners after they have learnt about the methods of research and research concepts. Carr and Kemmis (1990: 162) said that action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices. Their understanding of these practices is carried out. According to Kemmis and Mc Taggart in Burns (1999:32), action research occurs through a dynamic and complementary process, which consists of four essential moments. They are planning, action, observation, and reflection.

The aim of this study was to show the process of improvement of the students' speaking ability. In this process, the researcher worked together with the English teacher and the students to identify and investigate the problems occurring in the English learning. Then, the researcher and teacher planned the possible solution to solve the problems, carried out the actions in the class, and finally, analyzed the use of activity to improving the students' speaking ability. The steps

done by the researcher and collaborators above are suitable with the sequence steps done in action research. They are identifying the problem, planning the solution, doing the action in the class, and reflecting the use of action done (Burns, 1999: 30). The first cycle may become a continuing, or *iterative*, spiral of cycles which reoccur until the action researcher has achieved a satisfactory outcome and feels it is time to stop. This model of AR has often been illustrated through the diagram in Figure 2 to show it's iterative or recursive nature.

0 = The problems
1 = Planning
2 = Action and observation 1
3 = Reflection 1
4 = Revised plan 1
5 = Action and observation 2
6 = Reflection 2
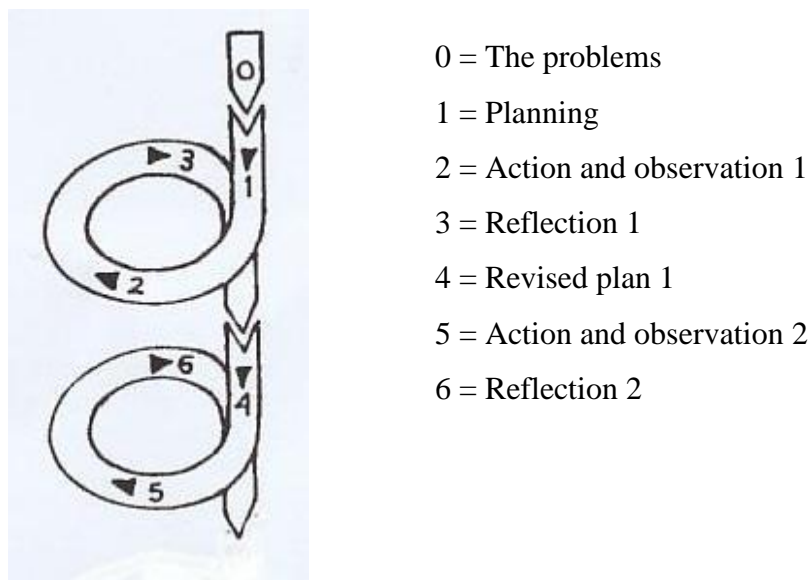
Figure 2: **Kemmis & McTaggart Action-Research Cycle.**

(Burns, 1999: 33)

B.   **Subject and Setting of the Study**

The subjects of this research study consisted of the seventh grade students of SMP N 1 Moyudan. There were 36 students in this class. There were nineteen female students and seventeen male students. The ages of students varied from eleven to twelve years. Generally they had the same characteristics. In this school, English was taught in 5 x 40 minutes per week. The students were permitted to

use dictionary and the books available in the library with the permission of the teacher while having class with her.

During the English class the students usually listened to the teacher's explanation, worked on the exercise given, discussed the answers, and so on. The materials given in English classes were sometimes unrelated with the needs of the students. Here the students were asked to translate some texts. The activities were lack of speaking practices it made there are less proportion on the speaking skills to learn.

The setting of this study is at SMP N 1 Moyudan. It was located in Moyudan, Sleman, Yogyakarta. The research was done with the seventh grade students in VII A as participants. This school had 12 classrooms, one teacher room, one room for the school principal's office, a laboratory for computer, one for the official administration, one room for guidance and conseling, and one room for school health unit.

C.   Instruments

The research instruments for collecting the data were observation guide, pre-test and post-test of students' speaking performances, and interview guide.

1.   Observation Guide

The observations guideline was used in the reconnaissance, action, and observation steps. In the reconnaissance step, the observation guideline was used to find out the existing problems. Meanwhile, in the action and observation steps, the observation guideline was used to see the implementation of the actions. The guidelines covered three main parts they were the opening, the core, and the

closing of the lesson. The opening part covered the way the teacher greeted the students and opened the lesson. The core part covered several points such as the activities during the lesson, the techniques that the teacher used, the students' involvement in the teaching and learning process, and the students' speaking ability. Then, in the closing part the guideline focused on the way the teacher reviewed the material and closed the lesson. It is used to find out the existing problems and the students improvements during the implementation. Meanwhile, in the action and observation steps, the points of the observation guideline were almost the same as the guideline in the reconnaissance step but there were some additional points in the core part such as the students' responses toward the activities and techniques that were used by the teacher, and the students' understanding of the material.

2.   Speaking test

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

3.   Interview

An interview guide was used in the reconnaissance and reflection steps. In the reconnaissance step, the in-depth interview guide was used to find the existing problems in the field. While in the reflection step, it was used to see the students'

and collaborator' responses to the implementation of the action. There were two kinds of interview guide, one was for interviewing the English teacher and one was for interviewing the students. The interview guide was used by the teacher, the focuses of the points were the teacher's perception of the students' English competence, the students' involvement during the lesson, the technique that was used by the teacher, the activities, the materials, also the facilities and media in the English teaching and learning process. For interviewing the students, the interview guide focused on the students' perception of the English lesson, the difficulties in learning English, and the activities and techniques used by the teacher during the English lesson.

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

D. Data Collection Technique

The data of the research were qualitative and quantitative. The qualitative data were obtained by observing the English teaching-learning process in the classroom and interviewing the English teacher and the students. The researcher observed the process and the problems related to the teaching and learning process

in speaking and write them down in field notes. In addition, the interview was conducted to obtain the data about the problems related to the English teaching and learning process in the class and the quality of the students' speaking ability. The data gathered from the interview were written in the form of interview transcripts. From the observation and interview transcripts, the researcher concluded the successful and unsuccessful result of the action.

The quantitative data was obtained through the speaking performances score. The students' speaking performances were used to measure their speaking improvement. Here, the researcher worked collaboratively with the English teacher to assess the students' speaking ability. Therefore, there were two data in the students' speaking score.

E.   Data Analysis Technique

In the research and development, there are two kinds of data. They are qualitative and quantitative data.

1.   Qualitative Data

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

2. Quantitative Data

The quantitative data was gathered from the speaking performances score. The students' speaking performances were used to measure their speaking improvement. Here, the researcher worked collaboratively with the English teacher to assess the students' speaking ability. Therefore, there were two data in the students' speaking score.

F. Research Procedure

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

1. Reconnaissance

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

2. Planning

After doing the observation in the reconnaissance step, then the researcher makes some plans to choose the actions that are feasible to be implemented in the

field. In planning the actions, the researcher worked together with the English teacher of grade VII A SMP N 1 Moyudan. The aim of the actions is increasing the students' speaking ability. The action plan is using Jigsaw to improve students' speaking ability.

3. Acting and Observing the action

In this process, the researcher carries out the actions which have been planned in the class. The actions will be implemented in some cycles depends on the need of the research.

4. Evaluation

In this process, the researcher takes note on how the students react to the actions and some obstacles of implementing the action.

5. Reflection

In this last stage, the researcher makes some reviews on what happened in the implementation of action process. Moreover, this reflection is done to find out whether the action is successful or not. If the action was successful, the researcher will continue to implement it. However, if the action is not successful, the researcher will try to modify the action or find the suitable action so that the condition will be better.

G.   **Research Validity and Reliability**

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

1. Democratic validity

   It is concerned to the extend in which the research is trully collaborative. The researcher use the democratic validity by asking the seventh-grade English teacher, the principal, and the class VII A students to work collaborativelly to improve the speaking ability of the students in the teaching learning process.

2. Outcome validity

   It is related to the outcome achieved by the researcher. The achievement of the outcome involves not only problem solving but also appearing new questions in the related research. To get the outcome validity, here the researcher use the result of the study at the first grade students of SMP N 1 Moyudan in a scheme to make new questions.

3. Process validity

   Process validity means the actions that are done in the research are believable. To get the process validity, the researcher collected the data by doing classroom observations and took some notes during the research. The researcher noted/recorded anything which happened in the teaching learning process of the seventh grade students at SMP N 1 Moyudan.

4. Dialogic validity

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

after the whole actions were implemented and the findings were formulated to validate her findings and to evaluate what had she done.

5. Catalytic validity

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

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

In order to ensure the reliability, the researcher used the scores of students' performance tests, interview transcripts, and field notes. To obtain the data about teaching and learning processes, the researcher interviewed the collaborator, observed the teaching and learning processes, and interviewed the students who

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

CHAPTER IV

RESEARCH PROCESS AND FINDINGS

The study process was conducted based on the steps that had been previously planned. The following are the reconnaissance steps and the actions implemented in the steps of action research. Chapter IV presents the process of the research conducted in Cycle I and Cycle II, the result of the research and the interpretation of the findings. Each cycle in this research consists of planning, actions and observation, and reflection. This chapter also presents the pre–test and post–test of the students' speaking ability and the questionnaire of the students' response in speaking through Jigsaw. The details of the research processes are presented below.

A. Reconnaissance

The research process began with the formulation of problems identified in the field. To identify the field problems, the researcher conducted observations, distributed questionnaires, and arranged interviews with the teacher and the students. The questionnaires distributed on the same day when the interviews were carried out.

1. Identification of the Field Problems

The researcher conducted the research and worked collaboratively with the other research members, such as the English teacher, the headmaster, and the students of VII A class, SMP Negeri 1 Moyudan. It was used to identify the field problems possibly found in the English teaching and learning process, especially related to the speaking activity. In this process, the researcher gave questionnaires

to the English teacher and the students of VII A class. Here, the observations were done during the English teaching and learning process. There were some problems related to the students' speaking ability in the classroom as depicted in the following vignette written by the researcher:

At grade VII A of SMP N 1 Moyudan,

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

(field notes 4, Thursday, August 29th 2013)

From the vignette above, it can be seen that the processes of teaching and learning at VII A class of SMP Negeri 1 Moyudan need to be improved in term of teaching and learning techniques. The researcher found that the students often made mistakes in pronouncing some words. They also did not demonstrate good intonation in their speaking performances. Some students were less active and still

nervous when they were asked to speak to the class. It was difficult to get some volunteers to practice the dialogue in front of the class. During the class, there were only few students who brought the dictionary.

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

1. The students considered English as a difficult lesson.

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

3. Some students were bored.

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

5. The students pronounced words incorrectly.

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

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

8. The students had low motivation in learning English.

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

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

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

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

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

14. The teacher rarely created interesting speaking activities.

15. The activities were monotonous because the teacher mostly use individual and pair work.

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

From the identified problems above, the researcher and the other members of the research weighed the field problems by interviewing the English teacher and the students of VII A class. The weighing of the field problems was based on the urgency level.

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

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

Based on the interview, it is found some other problems that occurred in the English teaching-learning process. The problems are:

1. The students considered English as a difficult lesson.

2. Some students felt bored.

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

4. The students pronounced words incorrectly.

5. The students had low motivation in learning English.

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

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

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

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

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

11. The activities were monotonous.

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

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

1. Some students felt bored.

2. The students pronounced words incorrectly.

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

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

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

4. **Pre-requisite Analysis**

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

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

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

5. **Objective Analysis**

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

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

6. Determining some Actions to Overcome the Field Problems

Based on the pre-requisite and objective analysis, the researcher and the English teacher formulated some actions to overcome the problems. Here, the teacher and the researcher tried to look for the appropriate ways to improve the students' speaking ability. At that time, Jigsaw technique is proposed as a technique to be used in the action and the teacher agreed about it. The use of Jigsaw was based on the problems that existed in the field. The teacher said that this technique had never been used before.

B. The Implementation of the Actions

1. Cycle 1

a. Planning

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

1. Using Jigsaw technique in teaching speaking.

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

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

1. the students' motivation to speak English

2. the students' confidence to speak English

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

4. the students' ability in speaking English

2. Using classroom English.

Here, the researcher acted as a teacher. The data from the interviews showed that the teacher seldom used Classroom English so that the students were not encouraged to speak English in class. Therefore, during this cycle, the researcher used Classroom English during the teaching and learning process in order to make the students more familiar with English words. It is because the students were expected to improve their opportunities to speak English in the class.

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

The data from the observation and the interview showed that the students had less opportunity to speak in front of the class during the teaching and learning process. The students were asked to perform their work in front of the class to make them confident in speaking in front of their friends before the classmates. By doing this activity, the students were expected not to be shy to speak in front of their friends.

b. Action and Observation in Cycle 1

The actions of cycle 1 were implemented on September 12th, 28th 2013. The topic focused on expressing *Like and Dislike* and *Spoken Descriptive*. The materials were taken from the a source book and an electronic book such as "Let's talk and Buku Sekolah Elektronik". The implementations of the actions were discussed below:

1) Using jigsaw technique in teaching speaking.

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

a. 1st meeting

The first meeting was conducted on Thursday, September, 12th 2013. The approach that was used during the teaching and learning process was a text–based approach. This approach consists of four phases; BKOF, MOT, JCOT, and ICOT. For the first phase of the teaching and learning process which was Building Knowledge of the Field phase (BKOF), the students were given information related to the text, such as the characteristic of the text. Then, in the Modeling of the Text phase (MOT), the students were given an example of spoken descriptive text in a dialogue. After giving the model of the text, they were asked about the descriptive text. Meanwhile, Jigsaw technique was employed in the Join Construction of the Text phase (JCOT).

The process was started with the teacher's greeting. After conducting the pre-teaching, the teacher asked the students to make groups. There were six groups; each group consisted of six students. The teacher asked them to sit in their group and told them the rules of Jigsaw. The teacher gave them opportunities to ask if the students did not understand the rules.

The activity of the first meeting was about practicing the expressions of *Like and Dislike*. Each group was given some pictures of food and drink. The

students discussed what food and drink that each student likes and does not like. Then, after the discussion, they asked and shared information to other groups. This activity was done to find out how many students in the group who like or do not like the food and drink.

b. Second meeting

The second meeting was conducted on Thursday, September, 19[th,] 2013. The meeting was about spoken descriptive which involved the expressions for describing people. It enables the researcher to implement the Jigsaw technique because the students seemed more interested in the topic in this second meeting than in the first one. It was because the students were familiar with this activity. The students worked in groups of six. Each group had a picture of family members. Each student had to describe the characteristics of one of the family members. The students who got the same picture of family member would gather in the expert group. Then the students came back to the home group. In the home group, each student shared the information of the picture. The group described the physical characteristic of the whole family member.

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

R : *"Gitu ya dek, terus pendapat kalian tentang aktivitas yang baru itu lho, Jigsaw itu, menurut kalian gimana?*
(What did you think about the teaching and learning using jigsaw?)
S1 : *"Lumayan menarik mbak."*
(It was interesting.)
S2 : *"Iya mbak, kayak diskusi tapi menarik gitu."*
(It was like a discussion, but more interesting.)
R : *"Menarik gimana dek?"*
(Interesting?)

S1 : *"Soalnya bisa kerjasama sama teman yang lain gitu mbak, kaya diskusi."*
(We could make teamwork with our friends.)
R : *"Sebelumnya pernah pake Jigsaw ga dek?"*
(Have you had done this activity before?)
S1 : *"Gak pernah mbak. Ini pertama kali"*
(Not yet, it was the first time)
R : *"Oh gitu, menurut kalian ada kesulitannya ga?"*
(Did you think there were some difficulties?)
S1 : *"Awalnya sie agak gak dong mbak sama aturannya, tapi lama-lama bisa kok."*
(In the beginning, we did not understand with the rule.)

(Interview 6, Thursday, September 26th, 2013)

In the implementing of the Jigsaw it is founded that there were some students who were not active in their groups. Some groups did not do their tasks. Some of them relied on the other students within their group in completing the task.

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

R : *"Bagaimana menurut pendapat ibu tentang Jigsaw yang telah dilaksanakan hari ini Bu?"*
(Mam, what did you think about jigsaw that we have done today?)
T : *"Untuk pertemuan pertama tadi, sepertinya masi banyak siswa yang agak bingung dengan aturan-aturan Jigsaw. Memang ini sepertinya agak ribet karena siswa harus berpindah tempat."*
(In the beginning, some students were confused with the activity and the role because we have to move from one place to another place.)
R : *"Menurut Ibu kekurangan apa yang harus diperbaiki dari pelaksanaan hari ini?"*
(Were there any suggestions for the activity?)
T : *"Mungkin peraturan tentang teknik ini harus lebih diperjelas, biar para siswa tidak bingung, terus pengaturan waktu juga harus efektif. Lalu pembagian kelompok juga mungkin harus lebih adil biar siswanya lebih kompak."*
(The role should be explained clearly, so the students would not be confused. The time management should be more effective.)
R : *"Terus kelebihanya menurut Ibu apa aja ya?"*
(What were the benefits of this jigsaw activity?)

T : "Siswa jadi lebih aktif, melatih kerja sama juga dengan teman yang lain, bisa bertukar pikiran dengan yang lain juga. Materinya juga tersampaikan karena mereka bertanggung jawab buat menguasainya."
(The students will be more active, cooperative, and the material delivered well.)

(Interview 7, Thursday, September, 26th 2013)

2) Using Classroom English.

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

a. First meeting

The first meeting was conducted on Thursday, September 12th, 2013. Here, the researcher acted as the teacher. The topic of the first meeting was *Food and Drink*. At the beginning of the lesson, the teacher said "Good Morning, everyone. How's life?". At the end of the lesson, the teacher used leave taking expressions, such as "See you tomorrow" or "Goodbye" or "Have a nice day". The teacher also asked the leader of the class to lead a prayer in English, "Before we start our lesson today, let's pray together. "Pray do!" at the beginning of the prayer and "Amin" at the end of the prayer. In giving instructions the teacher also used English. Some students had been familiar with the routines above. From the beginning until the end of the lesson, the teacher used English to teach.

As it was the first meeting of the action of using classroom English, the teacher and the students found that it was interesting. It is found that some students did not understand with some instructions and explanations from the teacher. But here, they tried to find some words they did not know by asking the teacher or asking their friends. The proportion of using Classroom English in the classroom was 50:50.

b. Second meeting

The second meeting was done on Thursday, September 19th, 2013. The use of Classroom English was still the same as the first meeting. Some of the students still got difficulties in understanding the instruction related to the use of English. They were not familiar with some English words. In this session, the researcher interviewed a student to know their opinions about the classroom English. The interview is stated below:

R: *"Ini lho dek tentang pelajaran tadi, gimana menurut adek, ada yang beda ga?"*
   (Did you think if there are any differences obout our lessons today?)
S : *"Iya mbak, tadi mbak pas ngajar pake bahasa inggris terus e mbak."*
   (Yes, you used full English when taught us.)
R : *"Terus kamu faham tidak pake bahasa inggris?" jelas tidak sama pelajarannya?"*
   (Did you understand?)
S : *"Ya lumayan mbak, tapi banyak kata-kata yang tidak faham juga sih mbak. Ya sedikit masi bisa dipahami lah mbak."*
   (Yes, but I didn't understand the meaning of some words.)
                                        (Interview 5, Thursday, September, 26th 2013)

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

R : *"Ini lho dek tentang pelajaran tadi. Menurut kalian gimana, ada yang beda ga?*
(Were there any differences about the lesson that we have done today?)

S1 : *"Iya sie mbak, banyakan pake bahasa Inggris."*
(You used full English.)

S2 : *"Iya e mbak, bingung."*
(It was confusing.)

R : *"Bingung gimana dek, tapi paham kan sama materi tadi?"*
(Did you understand with the material?)

S1 : *"Lumayan mbak, lumayan yang udah ngerti…"*
(Yes, I understood.)

S2 : *"Paham mbak, kosakatanya nambah trus cara pengucapan yang benar juga."*
(My ability to spell some words was improve.)

R : *"Trus apa lagi?"*
(What Else?)

S2 : *"Materinya menarik sie mbak, banyak kata-kata baru, ya bisa nambah kosakata juga."*
(The materials were more interesting.)

(Interview 6, Thursday, September, 26th 2013)

The researcher also interviewed the teacher's opinions about the benefits

of classroom English. The interview is stated below:

R : *"Mengenai pembelajaran pada siklus pertama lho Bu, menurut pendapat ibu gimana? Apakah sudah berhasil?"*
(What did you think about the lesson in the cycle 1?)

T : *"Sebenarnya saya sudah terbiasa memakai bahasa inggris di kelas mbak, tapi tidak full pakai bahasa inggris, jadi kadang-kadang saya campur pakai bahasa Indonesia mbak. Soalnya masih banyak siswa yang kadang ga tau artinya. Kadang mereka cuma diem aja kalo diperintah soalnya mereka ga tau artinya."*
(Actually, I had already used classroom English to teach the students, but I also used Indonesian Language because some students seemed to be confused.)

R : *"Menurut Ibu apa ada kesulitan jika memakai classroom English di kelas?"*
(What was the problem in using classroom English?)

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

(The students did not understand the meaning of some unfamiliar words. I had to repeat the words so the students would get the meaning.)

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

(What was your solution if there were some student did not understand about the instruction and the explanation?)

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

(I used body language to explain them.)

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

(What is the benefit in using classroom English?)

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

(There are some benefits in using classroom English, such as increase in spelling, vocabulary, and pronounciation.)

(Interview 7, Thursday, September, 26th 2013)

It can be concluded that during this cycle the teacher the use of classroom English was effective to provide more exposures to increase the students in English.

3) Asking the students to perform their work in front of the class

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

a. First meeting

In this action, the teacher conducted some activities and then asked the students to perform their work in front of the class. The activities used in this action were making a list of food and drink they like and do not like in pairs and

describing people individually in front of the class. The teacher considered these ways would be very helpful in improving students' speaking ability in the classroom.

The first meeting was conducted on Thursday, September, 12th, 2013. The topic of the first meeting of the conversation was "*What food and drink do you like and do not like*?" The media were some pictures of food. The teacher showed pictures of food to the students. The objective of the action was helping the students to practice the expressions of *Like* and *Dislike*. The teacher asked the students to make a list of food and drink they like and do not like.

The action was successful to make the students involve actively and encourage the students to speak up. The classroom was noisy because the students tried to speak up. When the teacher asked some students to practice in front of the class, they seemed enthusiastic although sometimes they were confused to make good sentences. But, there were some students who were still shy and did not want to perform their work. If the students spoke in Bahasa Indonesia, the English teacher and the researcher asked them to speak English and helped them formulate what they wanted to say in English.

b. Second meeting

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

R   :" Gimana tadi pelajaranya? Asik ga?"
    (What do you thing about the lesson?Was it interesting?)
S1 : "Asik mba."
    (Yes.)
R   : "Tadi kesulitan ga pas ngomong di depan?"
    (Were there any difficulties to speak infront of the class?)
*S2 : "Kadang ada kata-kata yang gak tau bahasa inggrisnya, terus cara
    bacanya juga masi ada yang ga bisa, apalagi kalo pas didepan masi grogi
    mbak."*
    (Sometimes, we didn't know how to spell some words, and we also felt
    nervous to speak in front of the class.)
R   : "Malu ga tadi pas disuruh maju ke depan buat berdialog."
    (Did you feel shy to speak in front of the class?)
*S1 : "Agak malu sie mbak, masih grogi mbak nek ngomong di depan kelas,
    soalnya tadi belum siap juga."*
    (Yes, I felt nervous. I were not ready yet)
                                    (Interview 6, Thursday, September, 26th 2013)
        It is found that there were some problems related to this plan. Some of the

students said that sometimes they were not ready yet to perform the dialogue in

front of the class. They suggested me to give them some time to rehearse the

dialogue with their partners.

        The next problem was some of the students were reluctant to perform their

work in front of the class voluntarily. They have to be asked to perform in the

front of the class.

c.   Reflection of Cycle 1

        Having implemented the actions in the first cycle, the researcher and the

English teacher had a discussion to make a reflection. The reflection was based on

the observations during the implementation of the actions and the interview with

the teacher and the students after the actions implemented. The reflections were

used to plan the actions that would be implemented in the next cycle.

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

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

Conducting activities and asking the students to perform their work in front of the class were successful. They were confident to speak with their partners. The conversation was able to improve the motivation of the students to speak in English.

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

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

It seemed that the students did not understand the instructions given by the teacher. Some of the students did not know what they had to do during the activity. It happened because they never tried this kind of technique in a speaking class before.

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

2. Cycle 2

a. Planning

After all the actions had been implemented in the cycle I, the teacher and the researcher did a reflection. Then, based on the result of the first cycle reflection, the teacher and the researcher agreed to continue the similar actions, but the teacher and the researcher adapted the jigsaw group. Here, rewards are given to the students who want to perform their work in front of the class voluntarily and give feedback to the students' pronunciation. The actions are as follows:

1. Using Jigsaw technique in teaching speaking

The researcher tried to adapt the Jigsaw technique taken from the book written by Slavin (1995). The researcher divided the students into six groups, each of the groups consisted of six students. Counting and pointing the students randomly was not effective for the students because they felt these ways were not fair for them. The divisions into groups were not based on counting. Here, the researcher grouped the students by their personal needs. The students were chosen

based on their ability. At least, there was one fast learner in each group. One student was pointed as the group leader. This student was expected to lead the group members.

2. Using classroom English

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

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

The researcher asked the students to perform their work in front of the class each meeting. It was expected to make the students more confident in speaking in front of the class and to improve their speaking ability. By implementing various activities, the students were expected not to be bored of the lesson. The activities involved the students to work in group and pairs. In the end of the cycle it is supposed that the students' speaking ability could be improved.

4. Giving rewards

The researcher planned to give points for the students who were willing to perform their work in front of the class voluntarily. This action was planned based on the findings in the previous cycle revealing that the students were still shy and

reluctant to perform their work in front of the class voluntarily. The students were expected to be more enthusiastic to come in front of the class to perform their work by giving rewards.

5. Giving feedback

Although the students' pronunciation was still poor, as it was found in Cycle I, they were very enthusiastic to know the correct pronunciation of some words. Then, the researcher planned to give feedback on the students' pronunciation to improve their speaking ability so that they did not make the same mistakes in the next activities. The use of Jigsaw technique is expected to increase the students' speaking ability and it could support the quality of the speaking class. It could motivate and encouraged the students to speak English.

b. Action and Observation in Cycle 2

1) Using Jigsaw technique in teaching speaking

The Jigsaw technique was used again in this cycle adapted according to the book of Slavin (1995). Here, the teacher divided the students into six groups, each of the groups consisted of six students. Here, the teacher grouped the students by their needs. The procedure of counting and pointing the students randomly was not effective for the students because they felt it was not fair for them.

The students were chosen based on the ability. At least, there was one fast learner in each group. One of the students in the group was appointed by the group as the group leader. They were expected to take the lead in the group. The description of the action for each meeting is presented below.

a. 1st meeting

The first meeting was about the procedure text. The students worked in groups of six. They discussed the pictures of a procedure of making *A Sauted Green Shrimp*. Each member of the groups was given a picture. The student who got the same pictures would gather and talk about the picture. Then, they came back to their group to complete the procedure text. When the procedure text was completed, they had to perform the procedure of making *A Sauted Green Shrimp* in front of the class. The teacher assessed their performance, so the students would think that it was just a fun and enjoyable activity.

b. 2nd meeting

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

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

R : *"Mengenai Jigsaw menurut adek-adek gimana? Masih bingung ga cara diskusinya?"*
(What did you thing about jigsaw activity? Did you still confuse?)
S1 : *"Udah ga mbak, menyenangkan mbak, anggota kelompoknya juga enak-enak orangnya, lebih kompakan."*

(No miss, it was interesting. The group was more communicative.)

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

(It was interesting, we could discuss with the other friends.)

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

(What about the group? Did you enjoy with the group?)

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

(Yes miss.)

R   *: "Kalau topiknya sendiri susah ga?"*

(What about the topic of our lesson? Was it difficult?)

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

(No miss, it was interesting because you used some pictures in giving the materials.)

R   *: "Ada peningkatan ga dek speakingnya?"*

(were there any improvement in your speaking ability?)

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

(Yes, our ability to spell the word and vocabulary were improved.)

(Interview 9, Thursday, October 17th, 2013)

2) Using Classroom English

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

It is founded that the students were more familiar with the English words so that they understood the teacher's questions without translating the questions. They were also able to understand the questions and instructions more easily if the teacher spoke slowly. Here, the teacher tried to repeat the questions by

paraphrasing them so that the students did not confuse with the questions and they understood.

> R   : "Dek paham ga sama apa yang diomongin tadi? Paham gas sama perintah-perintahnya?"
>   (Did you understand with the material we have done today?)
> S1 : "Udah banyak yang ngerti sie mba kata-katanya, misalnya kalau bertanya kita udah tahu maksud yang ditanyakan."
>   (Yes. We understood with the instruction given to us)
> R   : "Oh gitu ya, menurutmu bermanfaat ga kalau gurunya selalu pakai bahasa inggris?"
>   (Did you think there was a benefit in using classroom English?)
> S2 : "Pasti mba, kita jadi terbiasa dengan kata-kata dalam bahasa inggris, jadi ga bingungan gitu mba."
>   (Yes, it made us familiar with some difficult words.)
>   (Interview 8, Thursday, October 17th, 2013)

3)   Asking the students to perform their work in front of the class

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

a.   1st meeting

The first meeting was conducted on Thursday, October 3rd, 2013. The text taught for the first meeting was about *spoken procedure*. The teacher told them that there was a reward, which was a plus mark if they were willing to perform their work in front of the class voluntarily. It was successful to make them perform their work. The students participated actively and were encouraged to speak up in front of the class voluntarily. They were challenged to get the reward.

b. 2nd meeting

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

4) Giving Rewards

The students who wanted to perform their work in front of the class voluntarily were given extra points by the teacher. This action was planned based on the findings in the previous cycle found that the students were still shy and reluctant to perform their work in front of the class voluntarily. Here, rewards were given to make the students more enthusiastic to perform their work. By giving reward the students were motivated to perform their work. During the cycle, this action could make the students more enthusiastic to perform.

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

R   : *"Oya, terus ada peningkatan buat speaking kalian ga? Misalnya kalian jadi lebih banyak ngomong gitu?*
        (Were there any improvements in speaking English?)
S1   : *"Iya mbak, sekarang sering ngomong, jadi lebih pinter speakingnya, hehehe…"*

(Yes, our speaking ability was improved.)

R   : "Terus menurut kalian pemberian poin ke siswa kalo mau maju ke depan gimana? Ada manfaatnya ga?"
(Were there any benefits in giving reward to the student who wanted to perform in front of the class?)

S2   : "Iya mbak, kita jadi lebih semangat ngerjain terus maju ke depan."
(Yes, it made us more enthusiastic.)

(Interview 8, Thursday, October 17th, 2013)

5) Giving Feedback

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

c. Reflection of Cycle 2

After implementing the actions in the second cycle, the researcher and the English teacher discussed to make a reflection based on the observations during the implementation of the actions. The reflections were also based on the interview with the teacher and the students after the actions were implemented.

The implementation of classroom English was effective to improve the students' speaking ability and make them more familiar with the English words. It

was found that classroom English could increase the students' opportunities to speak English during the teaching and learning process. Here, the researcher tried to plan the use of paraphrase and synonyms of the English words, such as in eliciting questions and in giving the instructions, to make the students more familiar with the English words. Moreover, the searcher tried to repeat the questions in simpler expressions when the students found difficulties in understanding what the teacher said. This was done so that the students could respond to the teacher's questions.

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

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

English by building up useful language routines so that the students' confidence can increase.

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

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

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

In the meetings of the cycle I, the number of the students who wanted to perform in front of the class was still small. The students had to be asked to perform their work. It might be because they did not have motivation to perform. It was different to the cycle II, the number of the students who performed was

higher. They enjoyed the activity very much. The reward given in the cycle II helped this action work well.

The rewards were successful in improving the students' involvement during the speaking teaching and learning process, especially in improving their motivation to perform their work in front of the class voluntarily. Here the students became more motivated to perform their work in front of the class voluntarily after the researcher implemented this action. It can be seen, in the first meeting, there were four students who wanted to perform their work in front of the class voluntarily.

In the class, the students were very enthusiastic when the teacher provided them with the right pronunciation of some words. Here the teacher also asked the students to repeat the correct pronunciation. The implementation of giving feedback on the students' pronunciation was successful in improving the students' speaking activity. Giving feedback after the lesson was very useful for the students so that they would not make pronunciation mistakes anymore. They were also able to read some abbreviations and numbers.

C. General Findings

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

1. Jigsaw technique was effective to improve the students' speaking ability. In the process, the students were involved and participate actively in the speaking learning process through Jigsaw in small and big groups.

2. Jigsaw can be one of alternative techniques in English teaching learning. It can be used as a technique in improving the students' speaking ability. The students enjoyed the activities that were provided by it.

3. Jigsaw technique gave some benefits for the students. It was effective to improve their independence and group cooperation in learning speaking. Through jigsaw technique and sharing ideas, the students were assigned to think actively, seriously, and critically in speaking. Here, the students could help each other solve their problems.

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

5. Here the students were more familiar with the English words. It made the students understand the teacher's questions without translating the questions. However, sometimes the students seemed confused with the questions. Knowing this condition, the teacher repeated the questions.

6. It is found that the students wanted to perform voluntarily. Here can be seen that the students felt enthusiastic to perform in front of the class although the teacher did not ask them to perform. The students' confidence increased, they were brave to perform without being asked by the teacher. They felt it was challenging to perform their work in front of the class.

7. There were some factors which should be considered in order to minimize the problems during the implementation of the actions. First, the time

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

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

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

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

Next, the researcher decided to stop the cycle since the result in Cycle 2 showed better improvements of the speaking class. The improvements can be seen in the differences in speaking learning process during Cycle I and Cycle II can be seen in Table 1.

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

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

classroom activities.		involved in the speaking teaching and learning process.		during the speaking teaching and learning process.

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

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

Here, the researcher and the English teacher conducted the pre-test on Friday, August 29th, 2013. The students were asked to describe a picture of an actress or an actor. They described the picture with their own words and they were allowed to bring paper but they were not allowed to read the paper all the time. Meanwhile, the post-test was conducted on Thursday, October 17[th,] 2011. The students were asked to describe a picture of an actress or an actor. They described the picture with their own words and they were not allowed to bring any paper.

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

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

Data	Pre-test	
	Researcher	English Teacher
Mean	6.66	6.85
Number of students	36	36

Based on table 2, from my assessment, it was found the mean of the students' speaking ability was 6.66. Meanwhile, from the English teacher's assessment, the mean of the pre-test was 6.85. The two students who got the highest score were Doni and Kayla, their score was 7.5. The two students who got the lowest score were Faris and M.Ikhsan. Their score was 6.0
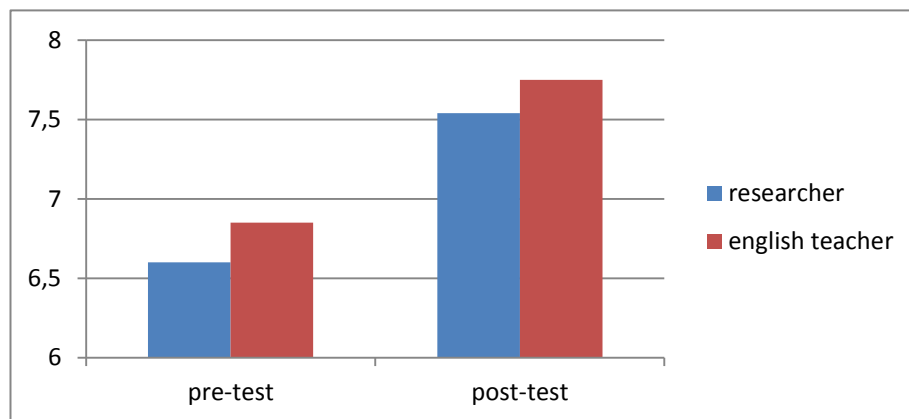
In the post-test, we assessed the students' speaking by using the same rubric. The result of the speaking scores in the post-test can be seen in Appendix. The summary of the students' speaking ability in the post-test is given in table 3.

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

Data	Post-test	
	Researcher	English Teacher
Mean	7.54	7.75
Number of students	36	36

Based on table 3, from the researcher's assessment, it was found that the mean of the students' speaking ability was 7.54. Meanwhile, from the English teacher assessment, the mean of the pre-test was 7.75. The two students who got the highest score were Airlangga and Estri; their score was 8.75. The two students who got the lowest score were Sarasati and Riski; their score was 7.

In brief, the result of the Students' Speaking Ability in the Pre-test and the Post-Test in this study can be seen in the following chart which shows the mean scores of the two test.

In the pre-test it was found that the mean of the students' speaking ability was 6.66. Gathered from the English teacher's assessment, the mean of the pre-test was 6.85. Meanwhile in the pre-test it showed that most of the students got the speaking score between 7 and 8. It can be concluded from the results that the students' speaking ability has improved. It can be seen from the mean of the students' speaking ability scored both by the researcher and the teacher has improved, from 6.66 and 6.85 in the pre-test to 7.54 and 7.75 in the post-test. In table 4 can be seen the changes of the speaking ability between the Pre-Test and the Post-Test

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

No.	The speaking subs skills	Pre-Test	Post-Test
1.	Fluency	- The students did not speak quite fluently when they perform their work in front of the class.	- The students started to speak confidently in front of the class. - The students spoke quite fluently

		- The students spoke slowly and hesitantly. For example they practiced the dialogue in a low volume.	although there are often hesitations.
2.	Accuracy	The students were not able to explain their idea. Sometimes the teacher correct their language.	The students rarely made grammatical mistakes, for example they could arrange the phrases correctly.
3.	Vocabulary	Some students were not able to answer the teacher's questions and instructions because of their limited vocabulary.	- Most of the students were able to answer the teacher's questions although sometimes they used inappropriate word choices. - The students improved her vocabulary. It can be found when they learned how to make a cup of tea.
4.	Pronunciation	Some students still mispronounced some English words.	Most of the students were rarely mispronounced the English words.

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

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

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusions

With regard to the data analysis, some conclusions are made below. Before the action research was conducted, the students' speaking ability was still low. Here, the students are not given sufficient opportunity to develop and practice the speaking skill. Most of the students were shy and reluctant. In addition, during the English lesson, they tend to use mother tongue language or Indonesian rather than in English, so they do not practice English they have learnt.

The teacher took only a little role in her teaching, modifying a little activity to improve the performance of students' language skills. She mostly focused on the students' writing and reading skill and she seldom gave speaking practice so far. When giving speaking practice she tended to use conversation in the textbook and the students were asked to practice. The teacher seldom used interactive teaching techniques, such as games or group works. She mostly used individual practice that made the students feel bored of the lesson. Moreover, the technique that the teacher brought into the class cannot accommodate the students to communicate with and learn the language effectively.

After the researcher conducted jigsaw technique, they were involved in the speaking class. Jigsaw technique was effective to improve the quality of the speaking teaching and learning process. The students found it challenging

to play Jigsaw in the speaking class. The students were engaged to involve and participate actively in the speaking process through Jigsaw in small and big groups. They said that the activities were not only fun and enjoyable, but they were also able to help them increase their speaking ability and their confidence. They felt enthusiastic to perform in front of the class although the teacher did not point them to perform.

The researcher also used classroom English to support his teaching in the class. They felt enthusiastic in learning English although some of the students still did not know the meaning of some English words and instruction from the teacher. Some of the students became more familiar with English but in limited expressions.

In the last action, the researcher used rewards. The rewards were successful in improving the students' involvement during the speaking teaching and learning process, especially in improving their motivation to perform their work in front of the class voluntarily. Here the students became more motivated to perform their work in front of the class voluntarily after the researcher implemented this action.

Using jigsaw technique is more effective by the fact that the students' post test score is higher than pre-test score. In the pre-test it was found that the mean of the students' speaking ability was 6.66. Gathered from the English teacher's assessment, the mean of the pre-test was 6.85. Meanwhile in the pre-test it showed that most of the students got the speaking score between 7 and 8. It can be concluded from the results that the students' speaking ability has

improved. It can be seen from the mean of the students' speaking ability scored both by the researcher and the teacher has improved, from 6.66 and 6.85 in the pre-test to 7.54 and 7.75 in the post-test.

Therefore, by seeing the improvement of students' scores, it can be concluded that the use of jigsaw technique is believed to improve students' speaking skills.

B. Implications

The research findings show that the implementation of Jigsaw technique in learning speaking can improve the students' speaking ability, especially in class VII A of SMP N 1 Moyudan. This can be seen both from the students' daily performances and their speaking achievement. The students were more active in the speaking teaching learning activities so that their speaking ability improved. They were more familiar with the words they learnt.

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

the class. Besides, the teacher should know the students' characteristic so that the activities can accommodate the students' interests.

C. Suggestions

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

1. To the English teacher

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

2. To other researchers

In this study, I conducted the research in two months because of the limited time. Other researchers may follow up this study in a longer time in order to find out more actions to improve the students' speaking ability. Moreover, they can conduct this study in other grades, either in junior or senior high school so that the findings will be more satisfactory. They also can conduct this study in other schools which have different characteristics from SMP N 1 Moyudan.

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APPENDICES

APPENDIX A

List of Students

No	Name	L/P
1	Handika Faris H	L
2	Doni Darmawan	L
3	Alan Wira iB	L
4	Airlangga Dwi S	L
5	Arif Wicaksono	L
6	Nadia Nur Arinda	P
7	Indah Khomsiana	P
8	Dicky Kurniawan	L
9	Annisa Safira	P
10	Dwi Sapto Aji	L
11	Duwi Retnasari	P
12	Dwi Nur Ramadhan	L
13	Febiani Nur K.	P
14	Kayla Anifah	P
15	Eva K S	P
16	Faris R	L
17	Gusti P	L
18	Helen Oktaviara	P
19	Ika Wahyu P.	P
20	Indah U	P
21	Khoirul A	P
22	Naswa Alidya	P
23	Fitria Nuha	P
24	Medawati	P
25	Satria Rizki R	L
26	Muh Abdul A	L
27	Muh Ikhsqan	L
28	Muklas Darmawan	L
29	Ninda Cintya	P
30	Neni Hidayah	P
31	Riski Maulana	L
32	Roni Kamdani	L
33	Sarasati B	P
34	Faris Nur Fahmi	L
35	Stefanus Aldo G.	L
36	Taufik Dwi N.	L

APPENDIX B

COURSE GRID

Course Grid of Speaking Teaching

Cycle	Standard of Competence	Basic Competence	Indicators	Topic	Language Focus	Activities
I (1st and 2nd meeting)	Expressing meaning of short functional oral text and simple dialogue text in form of *descriptive* and *procedure* to interact in the closest social contexts	Expressing meaning of simple monologue text in accurate, fluent, and acceptable spoken language to interact in the closest social contexts in the form of *descriptive* and *procedure* text	The students are able to: - describe the physical characteristics based on the picture given. - perform the dialogue of spoken descriptive text. - use present tense to make a spoken descriptive text. - make a spoken descriptive text and	My Favorite Artist	**Functional text:** Descriptive text **Key vocabulary:** Use of particular noun, e.g. *my uncle, my ssister, a cat.* Use of variety of types of adjectives, e.g. *pointed, flat* Use of relating verbs to provide information about the subject **Key grammar patterns:** Present tense, pronunciation **Key expressions:** describing characteristics of people appearance **Example of expressions:** - Do you have an Idol?	- BKOF: The teacher shows a picture and asks the students to answer the questions orally and identify the part of the body of the picture. - MOT: The teacher gives the example of spoken descriptive text. - JCOT: The teacher divides the students into six groups. Each student has to describe the characteristics of one of the family members. The students who get the same family member gather in the expert group to discuss it. In the home group, each student should share the explanation of the picture given by the teacher. The group should describe the physical characteristic of their picture. - ICOT: The teacher asks the students to take turn describing the picture of one of the family members that you get in the previous task in

			act it out.		- Can you describe his/her characteristic? … he has pointed nose, he has bald hair, he has oval face, he has thin lip and so on.	front of the class.
I (2nd meetings)	Expressing meaning of simple conversation for transactional and interpersonal purposes to interact in the closest social contexts	Expressing meaning of simple conversation for transactional (to get things done) and interpersonal (to socialize) in accurate, fluent, and acceptable spoken language to interact in the closest social contexts involving: the expressing for asking and giving opinions, **expressing like and dislike**, and asking for clarification.	The students are able to: - Practice a dialogue with their partners using the expression of like and dislike. - Response to the expression. - Use the expression like and dislike in the dialogue.	Food and Drink	**Functional text:** Short functional text **Key vocabulary:** food and drink, verb: love, hate **Key grammar patterns:** Interrogative sentences, Verbal and Pronominal Questions, Falling and Raising intonation **Key expressions:** expressing of like and dislike **Example of expressions:** - I like Apple. - I like Orange juice. - I don't like Apple.	- BKOF: the teacher asks the students about their favorite fruit and she shows some pictures of fruit. - MOT: The teacher reads the example of dialogue and athe students repeat after her. - JCOT: The students are divided into six groups. Each group is given some pictures of food and drink. They discuss what foods and drinks does each students like and do not like. Then, after the discussion, they ask and share information to other groups to find out how many students in the group who like or do not like the food and drink. - ICOT: The teacher asks the students to list the food and drink they like and do not like and then perform it in front of

| II (1st and 2nd meetings) | Expressing meaning of short functional oral text and simple monologue text in form of *descriptive* and **procedure** to interact in the closest social contexts | Expressing meaning of simple monologue text in accurate, fluent, and acceptable spoken language to interact in the closest social contexts in the form of *descriptive* and **procedure text** | The students are able to:
- respond the procedure of making food.
- perform a dialogue contained procedure text.
- use present tense to make procedure text.
- make a procedure text of food recipe and act it out. | Food recipe | **Functional text:**
Procedure text

Key vocabulary:
action verbs,*egg, crack, flip*

Key grammar:
- the use of commands (i.e. the imperative form of the verb), e.g. 'melt', 'crack open';
- the use of action verbs, e.g. 'flip'
- the use of connectives to sequence the actions in time,
- the use of adverbials to express details of time and place, manner, and so on, | I don't like Orange juice. | the class.

- 1st Meeting
- BKOF: The teacher shows a picture of fried rice. The teacher asks some questions to the students related to the picture.
- MOT: The teacher gives an example of spoken procedure text. The students read it and repeat after her. The teacher and the students together identify and explore the spoken procedure text.
- JCOT: 1st meeting: The students are divided into 6 groups. Each students in the group have 6 pictures of how to make A Sauted Green Shrimp. Then, the students who get the same picture gather in the expert group to discuss the picture. In the home group, each student should share the explanation of the picture about. The |

					Key expressions: giving instructions **Example of expressions:** - Can you tell me how to make a cup of tea? - What are the steps for making Soto instant noodle? - And then what? *First* put the instant noodle into 400 ml of boiling water. Boil it for 3 minutes.	group should arrange the recipe in the right order. - ICOT: The teacher asks the students to tell the procedure text orally in front of the class. - 2nd Meeting - BKOF: The teacher shows a video of how to make fresh apple strawberry juice. The teacher ask some questions related to the video. - MOT: The teacher gives an example of spoken procedure text. The teacher and the students together identify and explore the spoken procedure text. - JCOT: Jigsaw 2nd meeting: The teacher divides the students into 12 groups (home group). Each group consists of 3 students. Each student in the group have a part of the pictures of how to make a cup of tea. Then, the students should discuss the picture Then, after the discussion, each group ask and share information to other groups to find out the

					complete procedure of the whole pictures.
					- ICOT: The teacher asks the students individually to tell the procedure text orally in front of the class about how to make a cup of tea.

APPENDIX C

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(LESSON PLAN)

School   **: SMP NEGERI I MOYUDAN**

Subject   **: English**

Text Type   **: Descriptive Text**

Class/Semester   **: VII /Genap**

Skill   **: Speaking**

Time Allotment   **: 2 x 40 menit**

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

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

A. Learning Objectives:

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

B. Indicators

The students are able to:

1. describe the physical characteristics based on the picture given.
2. practice the dialogue of spoken descriptive text.
3. use present tense to make a spoken descriptive text.

C. Learning Materials:

1. A descriptive text describes the characteristics of a specific thing, for example a specific person.
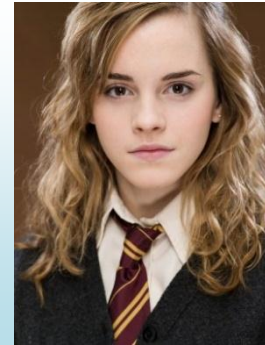
> Hello my friend… I will tell you about my favorite artist.
>
> She is Hermione Granger…uhmm she is tall and beautiful.
>
> She has round eyes, pointed nose, and thick lips.
>
> Her skin is white. Her hair is curly and long.
>
> I love her so much.

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

3. To describe a person, the text has main parts:
   a. The introduction that gives general information about person (for example name, job, age).
   b. The main part that describes the person in details (for example how he/she looks like, how tall, how slim/fat, his/her face shape, nose, eyes, forehead, arms, and leg).

4. Key grammatical patterns
   Descriptive text uses simple present tense.
   Example:
   a. She <u>is</u> an actress.
   b. She <u>has</u> pointed nose.
   c. Her hair <u>is</u> black.

5. Key vocabulary
   a. Body : Tubuh
   b. Face   : Wajah
   c. Lip   : Bibir
   d. Nose   : Hidung

e. Hair   : Rambut

f. Eye   : Mata

6. **Gambits**
   a. I will tell you about my family member…
   b. He has pointed nose, he has bald hair, he has oval face, he has thin lip and so on.
   c. My favorite actor is…

D. Teaching-Learning Method/Techniques:

1. Text-based Instruction

2. The four-stage technique consisting of:

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

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

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

b. Modeling of Text

1) The teacher shows the part of the face.(Task 2)
2) The students practice to pronounce the parts of the face and the adjective. e.g. nose, head, lips, eye,ear, pinted, slanted, flat, etc. (Task 2)
3) The teacher gives the example of spoken descriptive text. (Task3)
4) The teacher and the students identify the structure of spoken descriptive text.
5) The teacher and the students identify the general structure of the text.

c. Join Construction of the Text

1) The teacher implements jigsaw. She asks the students to make a group of six.
2) Each group have a picture of family members. Each student has to describe the physical features of one of the family members. The students who get the picture of the same family member gather in the expert group to identify the characteristics. Then, after the identification of the pictures, the students come back to the home group. In the home group, each student should share the explanation of the picture about. The group should describe the physical characteristic of their picture. (Task 5)

d. Independent Construction of the Text

The teacher asks the students to take turn describing the picture of one of the family member that is given in the previous task in front of the class. (Task 6)

3. Closing Activities

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

F. Learning Resources

1. Priyana Jaka, dkk. 2008. *Scaffolding*. Jakarta. Pusat Perbukuan Departement Pendidikan Nasional)
2. The relevance pictures

G. Assessment

Assessment indicators

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

H. Assessment Rubric

| No	Description	Status (Band)	Range of Score
1 .	Speaking fluently with accurate grammar, diction and pronunciation.	Great (5)	4 – 5
2.	Speaking with occasional hesitations although the hesitations do not interfere with communication, demonstrating correct grammar, vocabulary, and pronunciation.	Good (4)	3-4
3.	Speaking hesitantly because of rephrasing and searching for words, making some grammatical, pronunciation, and vocabulary mistakes.	Fair (3)	2-3
4.	Producing disconnected speech (speaking in single-word utterances and short patterns).	Okay (2)	1-2
5.	Making many mistakes of grammar, vocabulary, and pronunciation.	Poor (1)	0-1

I. Speaking Assessment Sheet

No	Name	Score
1		
2		
3		
4		
5		

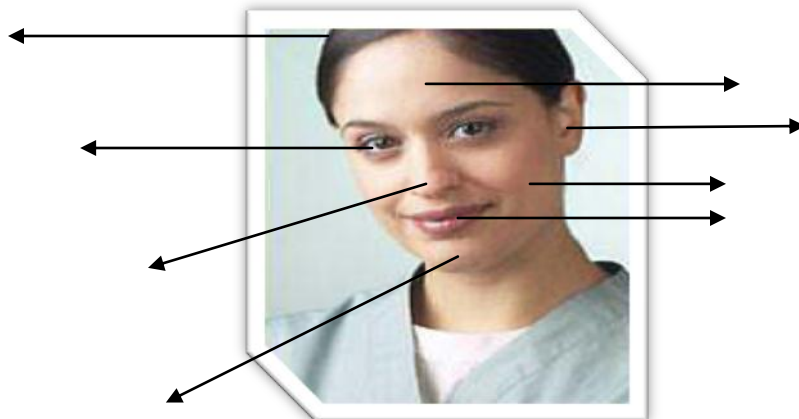## LEARNING MATERIALS

Task 1

Observe the picture. Then, answer the questions orally.
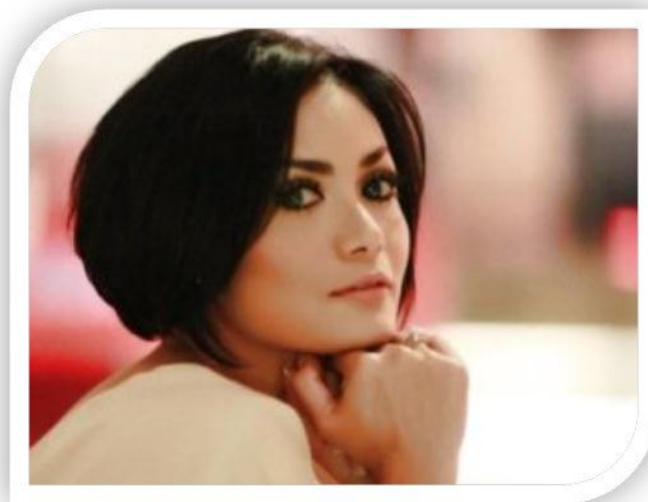
1. Do you know who she is?
2. How does she look like?

Task 2

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

1. Cheek ('tʃiɪk)   :
2. Chin ('tʃɪn)   :
3. Ear ('ɪr)   :
4. Eye ('aɪ)   :
5. Lip ('lɪp)   :
6. Nose ('noʊz)   :
7. Forehead ('fɑrəd)   :
8. Hair ('her)   :

9. slanted (slæntəd)   :

10. pointed (pɔjntəd) :

11. curly (kərli)   :

12. flat (flæt)   :

13. straight (streit)   :
14. wavy (weɪvi)   :

15. chubby (tʃəbi)   :

Task 3

Read the example of spoken descriptive below. Listen and repeat after the teacher.

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

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

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

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

I love her so much.

Work in pairs. Fill the blanks based on the picture!

Desi has... cheek. She has....chin. She has...ear. Tina also has.... eyes. She is beautiful. Her lip is.... She also has... nose. She has... forehead and......hair

Task 4

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

Task 5

Work in groups of six students. Each group get a picture of family members. Each of the students in the group get one picture of family members. Describe the characteristics of one of the family members in the expert group. Then, after the identification in the expert group, you come back to the home group. In the home group, share the information of the picture. Identify the physical features of the faimily nd describe of the whole family members.

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

Task 6

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

RENCANA PELAKSANAAN PEMBELAJARAN

(LESSON PLAN)

School   **: SMP NEGERI 1 MOYUDAN**

Subject   **: English**

Text Type   **: Transactional/Interpersonal**

Class/Semester   **: VII /Genap**

Skill   **: Speaking**

Time Allotment   **: 2 x 40 menit**

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

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

A.   **Learning Objetives**   **:**

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

B. **Indicators**

The students are able to:

1. Practice a dialogue with their partners using the expression of like and dislike.
2. Response to the expressions of likes and dislikes.
3. Use the expression like and dislike in a dialogue.

C. Learning Materials :

1. **Key vocabulary:** food and drink, verb: love, hate

2. **Key grammar patterns:** Interrogative sentences, Verbal and Pronominal Questions, Falling and Raising intonation

3. **Key expressions:** expressing of like and dislike

4. **Example of expressions**

5. **How to express *Like***

   - I like…   - I'm very keen on….
   - I do love…   - I'm crazy about…
   - I really enjoy…

6. **How to express *Dislike***

   - I hate…   - I don' like…
   - I dislike…   - I'm not keen on…

7. **How to ask *Like* and *Dislike***

   - Do they like…?   - Does she like…?
   - Do you like…?   - Does he like…?

D. Teaching-Learning Method/Techniques:

1. Text-based Instruction

2. The four-stage technique consisting of:

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

E. Teaching-Learning Activities :

1. **Opening activities**
   a. Greeting
   b. Praying together
   c. Preparing the students to start the class

    d.   Reviewing the previous lesson

    e.   Linking the previous lesson to the new one

    f.   Informing the learning objectives and the scope of the lesson

2. Main Activities

    a.   Building Knowledge of Field (BKOF)

        1)   The teacher elicits the material that will be taught. *(eliciting: Do you like fruit? What fruit do you like?)*

        2)   The teacher shows some pictures of fruit. She asks the students which fruits they like or do not like.

    b.   Modeling of Text (MOT)

        1)   The teacher gives an example of like and dislike expressions in a table by using power point.

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

        3)   The teacher and the students identifies the expressions of like and dislike in the dialogue (Task 2).

        4)   The teacher and the students then find out the meaning of the expressions.

    c.   Joint Construction of Text (JCOT)

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

        2)   Each of the group is given some pictures of food and drink. They should make a list of food and drink that each student likes and does not like. After that, they ask and share information to the other groups to find out how many students in the group who like or do not like the food and drink. (Task 3)

    d.   Independent Construction of the Text (ICOT)

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

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

3. Closing Activities

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

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

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

d.   The teacher says goodbye.

F.   Learning Resources and Media:

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

G.   Assessment

Assesment Indicators:

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

H. Assessment Rubric

No	Description	Status (Band)	Range of Score
1.	Speaking fluently with accurate grammar, diction and pronunciation.	Great (5)	4 – 5
2.	Speaking with occasional hesitations although the hesitations do not interfere with communication, demonstrating correct grammar, vocabulary, and pronunciation.	Good (4)	3-4
3.	Speaking hesitantly because of rephrasing and searching for words, making some grammatical, pronunciation, and vocabulary mistakes.	Fair (3)	2-3
4.	Producing disconnected speech (speaking in single-word utterances and short patterns).	Okay (2)	1-2
5.	Making many mistakes of grammar, vocabulary, and pronunciation.	Poor (1)	0-1

I. Speaking Assessment Sheet

No	Name	Score
1		
2		
3		
4		
5		

TEACHING-LEARNING MATERIALS

Task 1

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

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

Task 2

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

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

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

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

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

Task 3

Work in groups of six students. Each group is given some pictures of food and drink. Make a list of food and drink that each student likes and does not like. Ask and share information to other groups to find

out how many students in the other group who like or do not like the food and drink.

1. Pizza

4. Ice Cone

2. Chocolate

5. Orange Juice

3. Cake

6. Tea

Task 4

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

Food and drinks I like

- Fried rice
-
-
-

Food and drinks I don't like

- Milk
-
-
-

RENCANA PELAKSANAAN PEMBELAJARAN

(LESSON PLAN)

School   **: SMP NEGERI I MOYUDAN**

Subject   **: English**

Text Type   **: Procedure Text**

Class/Semester **: VII /Genap**

Skill   **: Speaking**

Time Allotment **: 4 x 40 menit**

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

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

A. Learning Objectives:

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

B. Indicators:

The students are able to:
1. respond to the procedure of making food.
2. perform a dialogue containing procedure text.
3. use present tense to make a procedure text.
4. make dialogue containing food recipe and act it out.

C. Learning Materials:

1. **Procedure text**

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

3. **Structure**
   A procedure is usually organized to include:

   a. the goal of the activity;
   b. any materials needed to achieve the goal;
   c. steps to accomplish the goal.

4. **Grammatical pattern**
   Common grammatical patterns of a procedure include:

   a. the use of commands (i.e. the imperative form of the verb),
   b. the use of action verbs, e.g. 'wash', 'heat'
   c. the use of connectives to sequence the actions in time, e.g. 'first', 'then', 'next';
   d. the use of adverbials to express details of time and place, manner, and so on, e.g. 'for about fifteen minutes.

Examples:

How to cook rice

You will need two cups of water, a cup of rice, salt and a pan with a lid.

First, wash the rice in cold water. Then, put the rice in the pan and add the water and the salt. Next, you heat the pan without the lid on until the water boils. When it has boiled, turn down the heat, put the lid on and cook it for about fifteen minutes.

5. **Key Vocabulary**

Melt   : Leleh
Egg   : Telur
Crack open: Memecah
Flip   : Balik
Utensils   : Peralatan

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

D. Teaching-Learning Method/Techniques:

- Text-based Instruction

- The four-stage technique consisting of:

1. BKOF (Building Knowledge of Field)
2. MOT (Modeling of Text)
3. JCOT (Join Construction of Text)
4. ICOT (Independent Construction of Text)

E. Teaching-Learning Activities:
1. First meeting
   a. Opening activities
   1) Greeting
   2) Preparing the students to start the class
   3) Praying together
   4) Checking the attendance list
   5) Reviewing the previous lesson
   6) Linking the previous lesson to the new one
   7) Informing the learning objectives and the scope of the lesson

   b. Main Activities

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

2) Modeling of Text

a) The teacher gives an example of spoken procedure text, the students read it and repeat after her. (Task 3)

b) The teacher and the students together identify and explore the spoken procedure text. (Task 3)

c) The teacher and the students then find the general structure of the text.

3) Join Construction of the Text

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

b) The teacher divides the students into six groups (the home group). Each student in the group have 6 pictures of how to make A Sauted Green Shrimp. Then, the students who get the same picture gather in the expert group to identify and explore the picture (the ingredients, utensils, and steps to make A Sauted Green Shrimp). Then, after that, the students come back to the home group. In the home group, each student should share the explanation of the picture about. The group should arrange the recipe in the right order. (Task 3)

4) Independent Construction of the Text

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

c. Closing Activities

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

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

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

4) The teacher says goodbye.

2. Second meeting

a. Opening activities

1) Greeting

2) Preparing the students to start the class

3) Praying together

4) Checking the attendance list

5) Reviewing the previous lesson

b. Main Activities

1) Building Knowledge of Field

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

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

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

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

2) Modelling of Text

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

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

c) The teacher and the students then find out the general structure of the text.

3) Join Construction of the Text

a) The teacher implements jigsaw.

b) The teacher divides the students into 12 groups (the home group). Each group consist of 3 students. Each student in the group get a picture of how to make a cup of tea. Then, the students should talk about the picture (the ingredients, utensils, and steps to make a cup of tea). After that, each group ask and share information to the other groups to find out the complete procedure of the whole pictures. (Task 8**)**

4) Independent Construction of the Text

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

c. Closing Activities

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

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

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

4) The teacher says goodbye.

F. Learning Resources and Media

1. Priyana Jaka, dkk. 2008. *Scaffolding*. Jakarta. Pusat Perbukuan Departement Pendidikan Nasional

2. Wardiman Artono, dkk. 2008. *English in Focus*. Jakarta. Pusat Perbukuan Departement Pendidikan Nasional
3. The relevance pictures.

G. Assessment

- Assessment Indicators

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

H. Assessment Rubric

No	Description	Status (Band)	Range of Score
1 .	Speaking fluently with accurate grammar, diction and pronunciation.	Great (5)	4 – 5
2.	Speaking with occasional hesitations although the hesitations do not interfere with communication, demonstrating correct grammar, vocabulary, and pronunciation.	Good (4)	3-4
3.	Speaking hesitantly because of rephrasing and searching for words, making some grammatical, pronunciation, and vocabulary mistakes.	Fair (3)	2-3
4.	Producing disconnected speech (speaking in single-word utterances and short patterns).	Okay (2)	1-2
5.	Making many mistakes of grammar, vocabulary, and pronunciation.	Poor (1)	0-1

I. Speaking Assessment Sheet

No	Name	Score
1		
2		
3		
4		
5		

LEARNING MATERIALS

3rd Meeting

Task 1

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

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

Task 2

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

Words	Pronunciation	Meaning
Ingredients	ɪn'griɪdiɪ ənts	
Fried	'fraɪd	
Utensils	jʊ'tensəlz	
Plate	'pleɪt	
Heat	'hiɪt	
Crack	'kræk	
Spatula	'spætʃələ	
Butter	'bətər	

Task 3

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

How to make fried eggs

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

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

Task 4

Work in groups of six students. Each group is given 6 different pictures of "How to Make Sweet Hot Tea". Then, each of you go to the expert group and identify the picture (the ingredients, utensils, and steps to Make a Sweet Hot Tea). After the identification, you come back to the home group. Share the information about the picture with other members in the home group. After that, arrange the procedure of making Sweet Hot Tea in the right order.

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

4th Meeting

Task 5

Watch the video and then answer some questions below orally.

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

Task 6

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

Words	Pronunciation	Meaning
Sparkle	'spɑrkəl	
Punch	'pəntʃ	
Juice	'dʒuɪs	

Water	'wɔtər	
Kitchen	'kɪtʃən	
Grape	'greɪp	
Slide	'slaɪd	
Fresh	'freʃ	

Task 7

Read the recipe below. Repeat after the teacher.

Sparkle Punch

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

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

Task 8

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

1.

2.

3.

APPENDIX D

FIELD NOTES

FIELD NOTES

No: FN.1

Day/Date : **Wednesday, August 21st , 2013**
Place : **Head Master Room**
Activity : **Asking for research permission.**

R menemui HM dan mengutarakan tujuan peneliti datang ke sekolah untuk melakukan penelitian
HM meyambut dengan baik dan mengijinkan R untuk melaksanakan penelitian di SMP Negeri 1 Moyudan
Selanjutnya HM mempertemukan R dengan guru bahasa Inggris kelas VII yang bernama Bu Kurnia.
HM menyampaikan bahwa untuk koordinasi lebih lanjut, peneliti silahkan berkonsultasi langsung dengan guru bahasa Inggris yang telah di tunjuk

No: FN.2

Day/Date : **Thursday, August 22nd 2013**
Place : **School waiting room.**
Activity : **Meeting the English teacher.**

R menemui T untuk menjelaskan tujuan R datang ke sekolah.
Setelah mendengar penjelasan dari R, T memperbolehkan R untuk meneliti kelas VII A.
T mengijinkan R untuk observasi awal di kelas VII A
Selanjutnya, T menyampaikan jadwal pelajaran Bahasa Inggris kelas VII A dan sepakat melakukan observasi awal pada hari Kamis tanggal 5 September 2013.

No: FN.3

Day/Date : **Thursday, August, 29th 2013**
Place : **Classroom of VII A**
Activity : **Spread the questionnaire**

R menemui T untuk menjelaskan tujuan R datang ke sekolah.
Setelah mendengar penjelasan dari R, T memperbolehkan R untuk menyebar kuesioner di kelas VII A.
R membagikan kuesioner ke siswa dan menjelaskan cara mengisi

kuesioner.
Setelah selesai mengisi para siswa mulai mengumpulkan kuesioner yang telah di isi.

No: FN.4

Day/Date: Thursday, August, 29th 2013
Place   : Classroom of VII A

Activity   : Class Observation

R dan T langsung menuju kelas VII A untuk observasi
T masuk dan memberi salam " *How's life*?" para siswa memberi jawaban "*fine, miss*".
T mulai membuka pelajaran dengan apersepsi tentang materi yang akan diajarkan.
Para siswa kelihatan menyimak pelajaran, tapi ada beberapa siswa ramai sendiri.
T mulai menyampaikan materi tentang *Like and Dislike,* beliau mulai bertanya kepada siswa tentang kesukaan siswa.
Beberapa siswa bisa menjawab dengan baik dan ada juga yang masih merasa takut menjawab karena takut salah, beberapa siswa juga ada yang salah pengucapan bahasa inggrisnya kata-kata tertentu.
Lalu, beliau melanjutkan pelajaran dengan meminta siswa berdialog tentang suka dan tidak suka dengan teman sebangkunya.
Siswa mulai membuat dialog tentang suka dan tidak suka. Beberapa siswa ada yang kesulitan membuatnya, mereka cenderung menulisnya di buku dulu lalu membacanya waktu akan disuruh berdialog oleh guru.
Beberapa siswa ada yang kesulitan tentang bahasa inggris kata-kata tertentu atau kosakata.
Setelah waktu akan habis, T mengingatkan siswa tentang apa yang telah dipelajarai mereka hari itu.
T menutup pelajaran dengan berdoa.
Setelah keluar dari kelas, R mengobrol dengan T tentang proses pembelaran di kelas tadi. R juga melakukan wawancara dengan beberapa siswa tentang kesulitan-kesulitan mereka saat pelajaran.
R menanyakan tentang kesulitan-kesulitan siswa yang biasa terjadi di kelas.
T menyampaikan kesulitan-kesulitan siswa dan menyampaikan bahwa siswa sering melakukan kesalahan dalam speaking, sebagian besar siswa merasa takut menyampaikan pendapat mereka di depan kelas.

Setelah mendengarkan penjelasan dari T, R mulai merumuskan masalah dan sependapat untuk memilih kesulitan yang sering dirasakan siswa untuk dipecahkan bersama T.

No: FN.5

Day/Date: Thursday, September 5th 2013

Place   : Classroom of VII A

Activity   : Spreading the Pre-Test

R menemui T di ruang guru.
R dan T langsung menuju ruang kelas VII A dan melaksanakan Pre-test.

No: FN.6

Day/Date: Thursday, September 5th 2013

Place   : Teachers' room

Activity   : Consulting the lesson plan to the teacher.

R menemui T di ruang guru.
R berkonsultasi dengan T tentang RPP yang akan diajarkan kepada para siswa pada pertemuan berikutnya.
T mulai memeriksa isi RPP, beliau hanya sedikit memperbaiki aktivitas-aktivitas yang ada di RPP.
Selesai berkonsultasi, R meminta ijin pamit.

No: FN.7

Day/Date: Thursday, September 12th 2013

Place   : Classroom

Activity   : Implementing the Cycle 1 (First meeting)

R menemui T di ruang guru.
R dan T menuju kelas VII A.
Para siswa terlihat agak ramai dan mereka mulai menyiapkan buku dan perlengkapan.
R memberi salam dan segera memulai pelajaran.
Setelah semua siap, para siswa dipimpin oleh ketua kelas melakukan "*greeting*" bersama-sama dengan mengucapkan "*Good Morning Miss*", "*How are you today*"
R menjawab *"Good Morning", "I am fine, thanks, and "How are you?"*
Para siswa menjawab "*I'm fine too*". R bertanya kepada para siswa "*Who is absent today?*" lalu para siswa menjawab "*No one Miss*", R menjawab "Ok"
R memulai pembelajaran dengan melakukan Brain Storming yaitu dengan menanyakan "*Ok, is everyone here has a favorite fruit? What kind of fruit do you like?*"
Beberapa siswa menjawab "*Yes*", lalu ada siswa yang menjawab "*Soda*" "*Juice*", ada juga beberapa siswa yang masih menggunakan Bahasa Indonesia untuk menjawab nama minuman favorit mereka.
R menunjukan gambar-gambar buah kepada siswa-siswa lalu bertanya buah apa saja yang mereka suka dan tidak suka. R mulai menjelaskan tentang materi *Like and Dislike,* tentang bagaimana cara menggunakan ekspresi *Like and Dislike*.
R membacakan contoh dialog yang berisi tentang *Like and Dislike*. Selanjutnya, beliau menyuruh siswa secara berpasangan untuk memperagakan dialog secara bergantian. Siswa lain mendengarkan namun ada beberapa yang tidak memperhatikan.
Setelah selesai membahas contoh-contoh dialog, R lalu menyimpulkan penjelasan tentang fungsi *Like and Dislike* dan memberikan kesempatan kepada para siswa untuk bertanya jika ada yang kurang jelas.
R memberikan latihan berupa tugas daftar makanan yang disukai dan tidak disukai oleh para siswa.
Setelah latihan selesai, R meminta para siswa membuat kelompok yang beranggotakan 6 orang. Jigsaw teknik pun mulai dilaksanakan. Pada awalnya, para siswa masih banyak yang bingung dengan peraturanya.
R membagi sebuah gambar makanan kepada setiap siswa di kelompok masing-masing. Lalu, para siswa mulai berdiskusi di kelompok ahli, setelah itu mereka kembali ke kelompok asal, mereka mulai berdiskusi dengan teman satu kelompok, dan berdiskusi tentang *Like and Dislike.*
Setelah melaksanakan Jigsaw, R memberi tugas lagi ke para siswa yaitu meminta para siswa untuk bekerja dengan teman sebangkunya dan mencari tahu tentang makanan dan minuman yang mereka suka dan tidak suka dan menampilkanya di depan kelas secara berpasangan. Mereka pun mulai berlatih dengan pasanganya. Beberapa dari para siswa ada yang merasa kesulitan menemukan kosakata dalam bahasa inggris.

Saat waktu cukup, mereka diminta untuk maju ke depan kelas untuk berdialog, tapi beberapa diantara mereka tidak bersedia dan akhirnya R menunjuk beberapa siswa untuk maju ke depan.
5 menit sebelum pelajaran berakhir, R menyimpulkan materi yang telah dipelajari, menanyakan kesulitan-kesulitan selama pelajaran.
R meminta siswa untuk wawancara setelah pelajaran selesai. Ada beberapa siswa yang bersedia diwawancara.
R juga melakukan sedikit wawancara dengan T mengenai pelajaran yang baru dilaksanakan.

No: FN.8

Day/Date: Thursday, September 19th 2013

Place   : Classroom.

Activity   : Implementing Cycle 1 (second meeting)

R menemui T di ruang guru.
R dan T menuju kelas VII A. T langsung menuju ke kursi belakang untuk mengamati selama pembelajaran berlangsung.
Suasana kelas agak ramai.
R memberi salam dan segera memulai pelajaran.
Setelah semua siap, para siswa dipimpin oleh ketua kelas melakukan *"greeting"* bersama-sama dengan mengucapkan *"Good Morning Miss"*, *"How are you today"*
R menjawab *"Good Morning"*, *"I am fine, thanks, and "How are you?"*
Para siswa menjawab *"I'm fine too"*. R bertanya kepada para siswa *"Who is absent today?"* lalu para siswa menjawab *"No one Miss"*, R menjawab *"Ok"*
R mulai brainstorming materi dengan bertanya ke para siswa *"Okay, is everyone here has an Idol?""Do you have favorite artist?" "Can you describe him/her?"*
R menunjuk seorang siswa, lalu siswa itu menjawab. Sebagian bisa menjawab dengan lancar, sebagian agak kesulitan dengan kosakata dalam bahasa inggris, sebagian juga masih malu-malu untuk menjawab.
R menunjukan gambar seorang artis dan memberikan pertanyaan tentang gambar artis tersebut. Para siswa menjawab secara spontan. Kemudian, R dan para siswa mengidentifikasi gambar tersebut bersama-sama.

R mulai menuju materi tentang oral descriptive, bagaimana cara menggambarkan ciri-ciri fisik orang.
R menunjukan gambar-gambar bentuk wajah dan cirri fisik lainnya, para siswa terlihat memperhatikan gambar dan penjelasan dari R.
Setelah itu, R memberikan contoh teks tentang spoken descriptive, R menunjuk beberapa siswa untuk membaca teks tersebut. Beberapa siswa memperhatikanya.
Setelah itu, R memberi penjelasan kalimat-kalimat yang dipakai dalam teks, bersama para siswa membahas kalimat-kalimat yang berisi spoken descriptive dengan siswa. Kemudian R memberikan beberapa latihan.
Selesai membahas teks spoken descriptive, R meminta para siswa untuk membuat kelompok yang beranggotakan 6 siswa. R memberikan peraturan dalam bermain jigsaw. Beberapa sudah mengerti apa yang harus dilakukan karena teknik ini sudah pernah dilakukan pada pertemuan pertama.
R membagi topik kepada setiap siswa di kelompok masing-masing. Mereka diberi gambar keluarga. Masing-masing siswa mendapa potongan anggota keluarga. Siswa yang mendapat gambar sma akan berdiskusi di kelompok ahli. Lalu, para siswa mulai berdiskusi di kelompok ahli, setelah itu mereka kembali ke kelompok asal tentang penggambaran ciri-ciri fisik beberapa anggota keluarga.
Para siswa terlihat sudah mengerti cara melakukan teknik jigsaw. Mereka terlihat mulai berani berbicara dengan teman kelompok mereka. R memonitor setiap kelompok. Di akhir jigsaw, R memberikan beberapa pertanyaan tentang penggambaran ciri-ciri fisik anggota keluarga. Pemimpin kelompok dan anggota lainya ikut menjawab secara spontan.
Selesai berdiskusi di dalam kelompok, para siswa lalu ditunjuk satu persatu untuk maju ke depan untuk menggambarkan ciri-ciri fisik foto anggota keluarga yg mereka dapat. Beberapa dari para siswa ada yang merasa kesulitan menemukan kosakata dalam bahasa inggris.
Setelah itu, R menunjuk beberapa siswa untuk maju ke depan kelas dan mulai menilai mereka satu persatu.
5 menit sebelum pelajaran berakhir, R menyimpulkan materi yang telah dipelajari, menanyakan kesulitan-kesulitan selama pelajaran.
R meminta siswa untuk wawancara setelah pelajaran selesai. Ada beberapa siswa yang bersedia diwawancara.
R juga melakukan sedikit wawancara dengan T mengenai pelajaran yang baru dilaksanakan.

No: FN.9

Day/Date: Friday, September 28th 2013

Place   : Teachers' room.

Activity   : Consulting the lesson plan

R menemui T di ruang guru.
R berkonsultasi dengan T tentang RPP yang akan diajarkan kepada para siswa pada pertemuan berikutnya.
T mulai memeriksa isi RPP, beliau hanya sedikit memperbaiki aktivitas-aktivitas yang ada di RPP.
Selesai berkonsultasi, R meminta ijin pamit.

No: FN.10

Day/Date: Thursday, October 3rd 2013

Place   : Classroom.

Activity   : Implementing Cycle 2 (first meeting)

R menemui T di ruang guru.
R dan T menuju kelas VII A.
Para siswa terlihat agak ramai dan mereka mulai menyiapkan buku dan perlengkapan.
R memberi salam dan segera memulai pelajaran.
Setelah semua siap, para siswa dipimpin oleh ketua kelas melakukan "*greeting*" bersama-sama dengan mengucapkan "*Good Morning Miss*", "*How are you today*"
R menjawab "*Good Morning*", "*I am fine, thanks, and "How are you?*"
Para siswa menjawab "*I'm fine too*". R bertanya kepada para siswa "*Who is absent today?*" lalu para siswa menjawab "*No one Miss*", R menjawab "Ok"
R memulai pembelajaran dengan melakukan Brain Storming yaitu dengan menanyakan pertanyaan "*Do you have favorite food?*" and "*What kind of food do you like?*"
Siswa menjawab "*Yes*", lalu R menanyakan pada beberapa siswa.
R mulai menunjukan gambar makanan yaitu gambar nasi goreng. Lalu R memberikan pertanyaan seputar nasi goreng. Para siswa menjawab secara lisan dengan spontan.
R membacakan contoh prosedur teks tentang cara pembuatan telor goreng secara lisan. R menyuruh siswa menirukan apa yang R baca. Siswa lain

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

No: FN.10

Day/Date: Thursday, October 10th 2013

Place   : Classroom.

Activity   : Implementing Cycle 2 (second meeting)

R dan T menuju kelas VII A. T langsung menuju ke kursi belakang untuk mengamati selama pembelajaran berlangsung.
Suasana kelas agak ramai.
R memberi salam dan segera memulai pelajaran.
Setelah semua siap, para siswa dipimpin oleh ketua kelas melakukan *"greeting"* bersama-sama dengan mengucapkan *"Good Morning Miss"*,

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

| maju ke depan. Bahkan, mereka berebut untuk mau ke depan. |
| 5 menit sebelum pelajaran berakhir, R menyimpulkan materi yang telah dipelajari, menanyakan kesulitan-kesulitan selama pelajaran. |
| R meminta siswa untuk wawancara setelah pelajaran selesai. Ada beberapa siswa yang bersedia diwawancara. |
| R juga melakukan sedikit wawancara dengan T mengenai pelajaran yang baru dilaksanakan. |

No: FN.11

Day/Date: Thursday, October 17th 2013

Place   : Classroom.

Activity   : Spreading the Post-Test

| R menemui T di ruang guru. |
| R dan T langsung menuju ruang kelas VII C dan melaksanakan Post-test |

APPENDIX E
Interview Transcript

Interview Transcript

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

Interview 1
The interview was done with the head master in pre-action.
Wednesday, August 21ˢᵗ , 2013

R   : "Selamat pagi pak."
HM   : "Selamat pagi mbak, ada yang bias saya bantu."
R   : "Begini pak, maksud kedatangan saya kesini untuk melakukan penelitian di sekolah ini, kira-kira bapak mengijinkan tidak?"
HM   : "Oh, boleh saja mbak, kelas berapa yang mbak teliti?"
R   : "Kelas 7 pak, nanti saya hanya mengambil 1 kelas saja."
HM   : "Oh begitu, nanti mbaknya langsung ketemu dengan guru bahasa inggrisnya ya, namanya Bu Kurnia, nanti saya panggilkan."
R   : "Iya pak, terima kasih."

Interview 2
The interview was done with the teacher in the pre-action.
Thursday, August 22ⁿᵈ 2013

R   : "Selamat pagi, Bu. Maaf, mengganggu ibu sebentar. Saya dari UNY jurusan Pendidikan Bahasa Inggris bermaksud penelitian di kelas yang ibu ajar."
T   : "Oh iya mbak, tadi saya sudah diberi tahu oleh Bapak Kepala Sekolah kalau ada yang mau penelitian."
R   : "Sebelum penelitian saya mau bertanya-tanya dulu tentang pembelajaran bahasa inggris khususnya kelas VII A. Ibu ada waktu sebentar?"
T   : "Iya mbak, mari silahkan duduk disini."
R   : "Iya bu. Menurut ibu apa saja kendala atau kesulitan dalam proses belajar mengajar bahasa inggris?"
T   : "Kalau dari pengalaman saya selama ini ya mbak, prosesnya sudah lumayan baik. Ada beberapa kendala dalam mengajar, seperti faktor dari siswa, materi, media, fasilitas, bahkan teknik belajar. Kalau dari siswa memang masih banyak yang tidak suka dengan pelajaran bahasa inggris, kadang mereka malas untuk berbicara, takut dan malu juga. Kalu dari materi mungkin kita sudah cukup, ada yang dari buku paket, LKS, dan hand out. Kalau masalah teknik mungkin biasa saja, kadang siswa merasa bosan dengan aktivitas-aktivitasnya."

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

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

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

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

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

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

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

T : "Ya begitu mbak."

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

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

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

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

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

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

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

T : "Iya mbak, selamat siang."

Interview 3
The interview was done with the students in the pre-action.
Thursday, August, 29ᵗʰ 2013
Students: Dwi and Lidia

R   : "Selamat siang adik-adik?"

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

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

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

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

S(all) : "Oke kalau begitu.."

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

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

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

S1   : "Aku Dwi mbak."

S2   : "Aku Lidia mbak."

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

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

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

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

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

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

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

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

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

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

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

S2   : "Haduhh gimana ya mbak, kalau pake gambar sudah mbak, soalnya di buku juga ada gambarnya.

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

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

S(all) : "Materinya sudah menarik mbak."

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

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

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

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

Interview 4
The interview was done with the students in the pre-action.
Thursday, August, 29th 2013
Students: Airlangga and Alan.

R   : "Selamat siang adik-adik."

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

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

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

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

S1   : "Iya mbak."

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

S1   : "Aku Airlangga mbak."

S2   : "Aku Alan mbak."

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

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

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

R   : " Emang yang bikin susah apa dek?"

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

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

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

R   : "Selain kesulitan vocabulary yang lain apa?"

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

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

R   : "Ok deh, terus menurut kalian bu Kurnia seperti apa mengajarnya?

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

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

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

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

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

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

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

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

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

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

Interview 5
Interview was done with the students after Cycle 1 done.
Thursday, September, 26th 2013
Students: Lidia

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

S　: "Lagi males aja mbak."

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

S　: "Boleh aja mbak, mau nanya apa?"

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

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

R　: "Terus kamu faham tidak pake bahasa inggris?" jelas tidak sama pelajarannya?"

S　: "Ya lumayan mbak, tapi banyak kata-kata yang tidak faham juga sih mbak. Ya sedikit masi bisa dipahami lah mbak."

R　: "Emmm, tidak faham artinya apa gimana dek?"

S　: "Iya mbak, banyak yang belum pernah didengar, jadi tidak faham."

R　: "Terus, kalo ga faham terus adek gimana?"

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

R　: "Sudah ada peningkatan belum dek?"

S　: "Ya sedikit mbak."

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

S   : "Ya jadi nambah kosakata mbak."
R   : "Begitu ya dek, makasih ya atas waktunya."
S   : "Iya mbak, sma-sama."

Interview 6
Interview was done with the students after Cycle 1 done.
Thursday, September, 26th 2013
Student: Dwi and Ika
R   : "Heeii dek, boleh ganggu sebentar ga?"
S1 : "Emmm, ada apa ya mbak?"
S2 : "Mau nanya apa ya mbak?"
R   : "Ini lho dek tentang pelajaran tadi. Menurut kalian gimana, ada yang beda ga? Kan tadi pas pelajaran kebanyakan pake bahasa inggris.
S1 : "Iya mbak, banyakan pake bahasa inggris."
S2 : "Iya mbak, jadi bingung."
R   : "Bingung gimana dek, tapi paham kan sama materi tadi?"
S1 : "Lumayan mbak, lumayan banyak ga ngertinya."
R   : "Lhoo kok gitu?"
S2 : "Materinya menarik mbak, banyak kata-kata baru, ya bisa nambah kosakata juga."
R   : "Emmm, ya malah bagus kan dek, jadi tambah banyak koleksi kosakata bahasa inggrisnya?"
S2 : "Iya mbak, jadi kepake kamusnya buat nyari artinya."
S1 : "Ah aku males kalau buka kamus, mending tanya ke gurunya langsung."
R   : "Terus tentang dialognya gimana dek? Kesulitan tidak saat buat dialognya?"
S1 : "Engga mbak, menarik kok, soalnya ada gambarnya juga."
S2 : "Agak susah juga mbak, soalnya waktunya sedikit."
R   : "Tadi kesulitan gak pas buat dialog?"
S2 : "Kadang ada kata-kata yang gak tau bahasa inggrisnya, terus cara bacanya juga masi ada yang ga bisa, apalagi kalo pas didepan masi grogi mbak."
S1 : "Kalo aku cara merangkai kalimatnya mbak, susah. Waktunya sedikit sekali mbak."
R   : "Jadi menurut kalian waktunya kurang gitu?"
S2 : "Iya mbak."
R   : "Malu ga tadi pas disuruh maju ke depan buat berdialog."
S1 : "Agak malu mbak, masih grogi mbak kalau ngomong di depan kelas, soalnya tadi belum siap juga."
S2 : "Kalau aku gak malu mbak, soalnya ada temannya."
R   : "Gitu ya dek, terus pendapat kalian tentang aktivitas yang baru itu lho, Jigsaw itu, menurut kalian gimana?

S1   : "Lumayan asik mbak."

S2   : "Iya mbak, seperti diskusi tapi menarik gitu."

R   : "Menarik gimana dek?"

S1   : "Soalnya bisa kerjasama sama teman yang lain gitu mbak, kaya diskusi."

R   : "Sebelumnya Bu Kurnia pernah pake Jigsaw ga dek?"

S1   : "Gak pernah mbak. Ini pertama kali"

S2   : "Iya mbak ga pernah, paling cuma diskusi biasa aja."

R   : "Oh gitu, menurut kalian ada kesulitanya ga?"

S1   : "Awalnya ga faham mbak sama aturanya, tapi lama-lama bisa kok."

S2   : "Iya mbak, ada pindah-pindahnya jadi agak ribet, tapi kita jadi aktif mbak."

R   : "Emmm, bagus dong kalo semakin aktif, kira-kira kalian jadi sering ngomong ga?"

S2   : "Iya mbak, kita jadi lebih sering tampil trus jadi banyak ngomong juga."

S1   : "iya mbak, lumayan menyenangkan, speakingnya jadi lebih aktif."

R   : "Baiklah.. yasudah kalo gitu dek, makasi ya buat waktunya."

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

Interview 7
Interview was done with the teacher after Cycle 1 done.
Thursday, September, 26th 2013
Teacher: Mrs Kurnia

R : "Selamat Pagi bu Kurnia."

T : "Selamat pagi mbak."

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Interview 8
Interview was done with the students after Cycle 2 done.
Thursday, October, 17ᵗʰ 2013
Students: Airlangga and Dimas

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

S1 : "Sedang ngobrol-ngobrol aja mbak."

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

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

S1 : "Iya mbak."

R : "Gimana tadi menurut kalian pembelajaranya?"

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

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

R : "Tapi faham ga sama apa yang dibicarakan tadi? Paham ga sama perintah-perintahnya?"

S1 : "Udah banyak yang faham mba kata-katanya, misalnya kalau bertanya kita sudah tahu maksud yang ditanyakan."

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

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

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

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

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

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

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

S2 : "Pastinya mbak."

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

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

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

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

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

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

R : "Kesulitanya apa dek?"

S1 : "Hemm ga ada sih mbak."

R : "Trus speakingnya meningkat ga dek?"

S2 : "Ya lumayan mbak."

R : "Apanya yang meningkat dek?"

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

S2 : "Sama mbak."

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

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

Interview 9
Interview was done with the students after Cycle 2 done.
Thursday, October, 17th 2013
Students: Dewi and Indah

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

S1 : "Iya mbak, nanya aja mbak."

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

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

S2 : "Iya mbak lebih seruuu."

R : "Seru gimana dek?"

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

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

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

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

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

R   : "Trus udah ada peningkatan belum dek?"

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

S2   : "Jadi ga grogi lagi kalo maju."

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

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

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

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

R   : "Kalau topiknya sendiri susah ga?"

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

R   : "Ada peningkatan ga dek speakingnya?"

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

S2   : "Ya mbak ada peningkatan lah."

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

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

Interview 10
Interview was done with the students after the questionnaire done.
Thursday, October 17th 2013

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

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

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

R: "Kalau menurutmu gimana dek?"

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

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

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

APPENDIX F

THE RESULT OF THE TEST

THE RESULT OF THE PRE-TEST AND POST-TEST

The students' speaking scores in the pre-test

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

The students' speaking scores in the post-test

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

APPENDIX F

PICTURES

The students are doing Jigsaw technique in home group

The students are doing jigsaw technique in expert group.

The students perform in front of the class