

**THE INFLUENCE OF JIGSAW STRATEGY
TOWARDS SPEAKING SKILLS OF THE SEVENTH
GRADE STUDENTS AT SMP NEGERI 7 SALATIGA
IN THE ACADEMIC YEAR 2011/2012**

A GRADUATING PAPER

Submitted to the Board of Examiner in Partial Fulfillment of the
Requirement for the Degree of *Sarjana Kependidikan Islam (S.Pd.I)*
in English Department of Education Faculty



By

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2012



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DECLARATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

"In The Name of Allah the Most Gracious and the Most Merciful"

Hereby the writer fully declares that the graduating paper is made by the writer herself, and it is not containing materials written or has been published by other people and other people's ideas except the information from the references.

The writer is capable to account for this graduating paper if in the future, it can be proved of containing others' ideas, or in fact, the writer imitates the others' graduating paper.

Likewise, the declaration is made by the writer and she hopes that this declaration can be understood.

Salatiga, September, 1st 2012

The Writer,

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ATTENTIVE COUNSELOR NOTE

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Case : Devina Ratnasari Kusmaryani Graduating Paper

Dear

**The Rector of State
Islamic Studies Institute of
Salatiga**

Assalamu'alaikum, Wr. Wb.

After reading and correcting Devina's graduating paper entitled "The Influence of Implementation of Jigsaw Strategy Towards Speaking Skill of The Seventh Grade Students at SMP Negeri 7 Salatiga In The Academic Year 2011/2012", I have decided and would like to propose that if it could be accepted by education faculty, I hope it would be examined as soon as possible.

Wassalamu'alaikum, Wr. Wb.

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GRADUATING PAPER

THE INFLUENCE OF JIGSAW STRATEGY TOWARDS SPEAKING SKILLS OF THE SEVENTH GRADE STUDENTS AT SMP NEGERI 7 SALATIGA IN THE ACADEMIC YEAR 2011/2012

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Has been brought to the board of examiners of English department of education faculty State Islamic Studies Institute (STAIN) Salatiga on September, 25th 2012, and hereby considered to completely fulfillment of the requirement for the degree of SI Kependidikan Islam

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MOTTO

The way to be ahead is getting started now, if you start now next year you will know a lot of things unknown the future if you are waiting (Williem Feather)

DEDICATION

I dedicate this graduating paper to:

My beloved husband, that supports and always in my heart

My beloved child Ailsia Harum Fidya Ramadhani you are my spirit to finished my study

My beloved Parents, Mother and Father Tugiyanto and Retnati Sri Winarni I love you all

My brother and my sister, Ramona and Angelia I love you all

All my friends in TBI of STAIN Salatiga

All my big family in Asrama Yonif 411 Pandawa

And for all my friends, thank you

ACKNOWLEDGEMENT

Assalamu 'alaikum Wr.Wb.

Alhamdulillahirobbil 'alamin, all praise due to Allah, the Most Gracious and the Most Merciful who always keeps me when I was in down and up. Bless and mercies are upon great Prophet Muhammad SAW for his guidance that leads me to the truth.

However, this paper will not be finished without supports, advices, help and encouragement from some people and institution and let she says thanks to:

1. Mr. Dr. Imam Sutomo, M.Ag as the rector of STAIN Salatiga, thanks for the time I spend studying in STAIN Salatiga.
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7. My big family in Asrama Yonif 411 Pandawa that I can't mention one by one.
8. All of TBI B students, I love you all.
9. For everyone who I can't mention one by one, thank you very much for everything.

.Wassalamu 'alaikum Wr.Wb.

ABSTRACT

Devina Ratnasari, 2012, "THE INFLUENCE OF IMPLEMENTATION OF JIGSAW STRATEGY TOWARDS SPEAKING SKILL OF THE SEVENTH GRADE STUDENTS AT SMP NEGERI 7 SALATIGA IN THE ACADEMIC YEAR 2011/2012" A Graduating Paper, STAIN Salatiga, Tarbiyah, Dr. Sa'adi, M.Ag.

Key Words: Cooperative Learning, Jigsaw Strategy and Speaking Skill.

Devina's graduating paper title is "THE INFLUENCE OF IMPLEMENTATION OF JIGSAW STRATEGY TOWARDS SPEAKING SKILL OF THE SEVENTH GRADE STUDENTS AT SMP NEGERI 7 SALATIGA IN THE ACADEMIC YEAR 2011/2012". The objectives of her research are the students of SMP negeri 7 Salatiga in the seventh grades of academic year 2011/2012. The problem of this research is the ability speaking skill of students that haven't study English. The factors are condition of students' who are lack vocabulary, the students' get used to speak their mother tongue (Javanese language) and they rarely practice to use English to communicate. The data were taken by using oral test, pretest and posttest. Pretest and posttest are used by writer to get the data about implementation of jigsaw strategy towards students' speaking skill. The writers gets the main data from seventh grades of SMP negeri 7 Salatiga in the academic year 2011/2012 and secondary data taken from books, articles, websites. The collected data are analyzed by mean calculation. This study shows that 1) the level above of teaching learning process in the English especially speaking skill before using jigsaw strategy 2) generally, the students' speaking skill after using jigsaw strategy in the English lesson and 3) there is a degree of Implementation of Jigsaw Strategy Towards Speaking Skill of The Seventh Grade Students at SMP Negeri 7 Salatiga In the Academic Year 2011/2012"

Salatiga, September 1st 2012

The Writer,



Devina Ratnasari Kusmaryani

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CHAPTER I

INTRODUCTION

A. Background of the study

Language is a means of communication instrument on the daily association. Each person expresses their feelings and thought language and stimulate actions and reaction through language. Whoever, whenever and wherever they are, language always accompanies them.

Of the four language skills: listening, speaking, reading and writing, speaking seems intuitively to be the most important skill to master. Its success is measured in terms of the ability to carry out conversation in an interactive process of constructing meaning that involves producing, receiving, and processing information. (Tri kukuh, 2010: 1)

Speaking is very important because by mastering speaking skill, people can carry out conversations with others, give the ideas and exchange the information with others. In speaking classroom, the learner should work as much as possible on their own, talk to one another directly and think medium of teacher. "Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbol in a variety of context" (Chancy 1998: 13), The other opinion "Speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech" Hornby (1995: 318). In short, speaking skill is the ability to perform the linguistic knowledge in the actual

communication. By speaking with others, we are able to know what kinds of situation are in the world. There are several methods which are used by the teacher for teaching speaking. The method should be interesting to interest students in teaching learning process.

Teaching speaking is challenging job. There are many problems in teaching speaking. First, It relates to the condition of students' who are lack of vocabulary. Second, the students' get used to speak their mother tongue (Javanese language). Third, they rarely practice to use English to communicate. For instance, when the teacher asks them to come forward to have a conversation with their friends, they refuse it. Another problem related to the students is that they are not interested in the material given to them. Those problems are faced by the students of SMP Negeri 7 Salatiga at the seventh grade. The teacher sometimes cannot control the class and this situation makes them impossible to continue the learning process.

Lesson should be given gradually and students should be reminded frequently of what they have learnt. Cooperative learning is one of a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

A teacher can be making communicative condition in classroom. Students' must dominate the rule in learning teaching process and the teacher as a controller in class. Five elements in cooperative learning such as: Positive Interdependence, Face-to-Face interaction, Individual and group accountability, interpersonal and small group skills, group processing.

From the discussion above, the writer is interested in carrying out a research dealing with the ability of speaking. The students' speaking ability will encourage them to be able to do and to realize the speech. So, they can be competence of language in particular English in communicating with others. Because of that, the writer takes courage to write a graduating paper with the title **"The Influence of Implementation of Jigsaw Strategy towards Speaking Skill of the Seventh Grade Students at SMP Negeri 7 Salatiga in the Academic Year 2011/2012."**

B. The Statement of the Study

Based on the background of the study, the writer formulates the problems of the study as follows:

1. How do the students participate in speaking class?
2. How do the students' intensive attention to join speaking subject?
3. To what extent does implementation of jigsaw strategy are able to improve up grade students' participation, intension and attention to speaking skill?

C. The objective of the Study

Based on the problem of study mentioned above, the writer formulates some objectives of the study as follows:

1. To describe the students' participation in speaking subject
2. To describe the students' intensive attention to join speaking subject
3. To describe the extent of implementation of jigsaw are able to improve up grade students' participation, intension and attention to speaking skill?

D. The Significant of the Study

In this study the writer expects that the research paper has some benefits both in theory and practice:

1. Theoretical benefit:
 - a. The finding of this research will enrich the theory of students' Speaking mastery.
 - b. The result of the research paper can be a useful input in teaching
 - c. Teaching speaking using cooperative learning
2. Practical benefit:
 - a. For researchers

This research can contribute the researcher to help to find out the best method for teaching speaking

- b. For students

This research can add the students' interest in English learning, so English is not boring lesson for them anymore

c. For English teachers

This research can give additional contribution to English teachers to develop language teaching methods theoretically and practically, and this study can contribute the teachers in their English class, so they are able to improve the quality of teaching learning process.

d. For institution

The result of this research can contribute the institution to fulfill the demand of English curriculum improvement. Thus, students are able to get satisfactorily achievement.

E. The Definition of Terms

a. Influence

Exertion of spiritual power or moral persuasion: power of affecting others through the use of authority, money, or social position: power of producing affects by invisible or intangible means: person or thing that exerts force by intangible means. (*The new Grolier Webster International Dictionary of the English language: page 494:2004*)

h. Jigsaw Strategy

Jigsaw is one type of cooperative learning strategies that put students in small group to investigate general issues. (Arosen, Willson& Arket.2005)

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words (*www.sil.org/lingualinks/speaking skill/htm* accessed on November 10th, 2011 at 10.45 a.m)

d. SMP Negeri 7 Salatiga

SMP Negeri 7 Salatiga is a place of learning that has facilities capable of supporting to learning process. SMP Negeri 7 Salatiga is located in Jalan Setiaki number 15 Salatiga Post Code 50711. It has three grades: sixth, seventh, and the eighth grades.

F. The Review of Previous Research

In this paper, the writer takes review of related literature from the other thesis, and the first title is *The Use of Drills to Improve the Students Speaking Ability (classroom action research in the first grade of Mts NU Salatiga in the academic of 2009/2010)*. Research by Tri Kukuh Andarbeni in 2010 the student of state Islamic Studies (STAIN) Salatiga.

In this thesis, she analyzed about the use of drills on the students' speaking ability and teaching learning situation when drills is implemented in speaking class. She choice collaborative action research, and she used pre-test, post-test to find the mean score of the students, and oral test to find the percentage of the student can answer the question or not. The result of his research means that can improve student speaking ability with using drills method (Andarbeni, 2010; 36)

his research means that can improve student speaking ability with using drills method (Andarbeni, 2010; 36)

In second review related to this research, the title is *The Use of Jigsaw Teaching Strategy to Improve Students Achievement in Learning English*. Research by Nok Siti Fatiyatul Muharromah in 2010, the student of state Islamic Studies (STAIN) Salatiga. In this thesis she analyzed about the improvement of achievement on learning English through the use of Jigsaw Teaching Strategy. The result of his research means students' achievement can be improving with Jigsaw Teaching Strategy.

In third review related to this research, the title is *Correlations Between The Use of English in Daily Life and Speaking Skill of the First Year of Mts Tamirul Islam Surakarta 2009/2010*, research by Asri Fauziah in 2010, the student of state Islamic Studies (STAIN) Salatiga. In this graduating paper she analyzed about correlation of English daily life and speaking skill. She analyzed it based on action research on Mts Tamirul Islam Surakarta. The result of his research means English daily life and speaking skill have correlation for students' in Mts Tamirul Islam Surakarta on year 2009/2010.

G. Hypothesis

Hypothesis is temporary assumption for the problems of research to reasonable show with the grouping of data (Arikunto,1998:7). Hypothesis in this research is "The implementations of Jigsaw Strategy can

Influence Students' Speaking Skill of The Seventh Grade in SMP Negeri 7 Salatiga on years 2011/2012.”

H. Research Method

1. The Setting of the research

The research will be conducted at SMP Negeri 7 Salatiga. The research will be applied to students of seventh grade. Most of students have the difficulty in speaking. It is found that few of students' have under average ability. The research will be conducted from May to June 2012.

2. The Method of research

The research method used in this study is class action research. There are some definitions of action research. The first definition is given by Kemmis and McTaggart 1990:5). Action research is a form of self-reflective enquiry undertaken by participants in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices and (c) the situation in which the practices are carried out. (Hopkins, 1993:45)

3. The procedure of research

This study uses classroom research, so in this case the writer will use some steps. There are three cycles in this action research, the procedures are as follows:

1. Planning

The activities of the planning are:

- a. Preparing material, making lesson plan, and designing the step in doing the action.
- b. Preparing list of students name and scoring
- c. Preparing teaching aids
- d. Preparing sheets for classroom observation (to know the situation of teaching learning process when the method or technique or mode is applied)
- e. Preparing a test, (to know whether students' speaking improve or not)

2. Action

- a. Giving pre test
- b. Teaching speaking by debate method
- c. Giving chance to the students to ask any difficulties or problem
- d. Dividing the class into 4 groups and then apply the debate method in the speaking teaching
- e. Giving Pre-test

3. Observation

Observation is one of instruments used in collecting data.

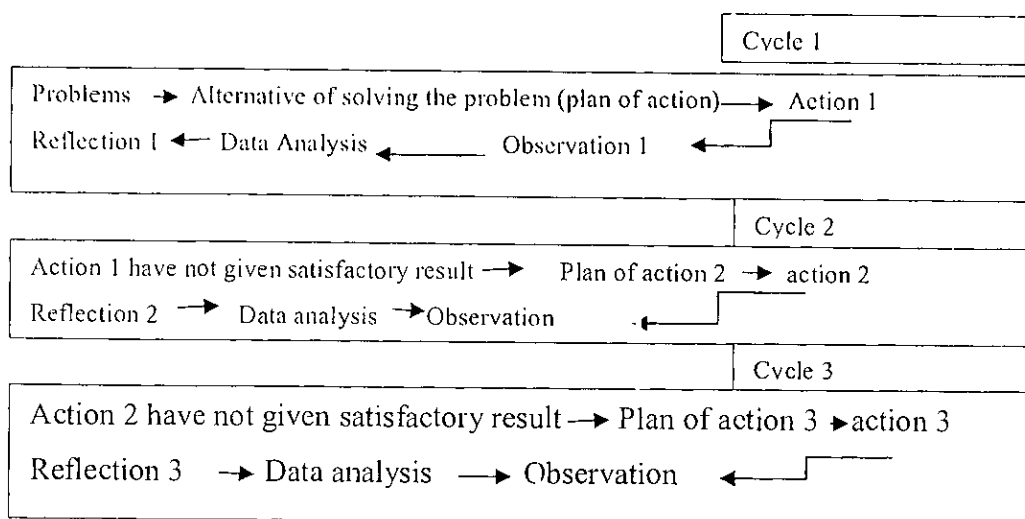
Observation is a scientific method that can be systematically used to observe and note the phenomena investigated (Hadi, 1995:136). The

research plans this observation is flexible and to write something that happened in the classroom.

4. Reflection

The result of the observation is analyzed. It is to remember what happened that has been written in observation seeks to make sense of process, problems and real issues in strategies action. It takes account of the comprehensive the issues and circumstances in which they arose. Reflection has an evaluative aspect, it asks the writer to weight the experience, to judge whether effect were desirable, and suggest ways of proceeding. The writer's reflection is done by discussing with his collaborator. Then next cycle can design.

The Procedures of Classroom action Research



http://wikieducator.org/Action_Research accessed on November 10th, 2011 at 19.13 p.m

4. Techniques of collecting data

In this study, several procedures will be used in order to get the empirical data required. The research will be conducted in two ways as follows:

a. Observation

This method would be used to observe the teaching-learning process and the students' activities.

b. Test

This study would be carried out through three activities: teaching learning process. In the second activity, the students did the post test. Before giving the three last activities, the writer will give a pre test.

5. Techniques of data analysis

After collecting the data, the next step of the study will analyze the data. The data will result of pre test 1,2,3 and post test 1,2,3. In analyzing the test scores of the written test, a statistical technique will be used to find the mean score of the student. The score techniques is counting the percentage of the student who can answer and cannot answer oral test in action 1, 2, 3 from the observation sheets, the students behavior during the action is analyzed.

I. Research Paper Organization

The writer constructs the research paper organization in order to make the readers understand the content of the paper. This research paper study is divided into five chapters that will be organizing as follows:

Chapter I is introduction. This chapter deals with background of the study, problem of the study, objective of the study, limitation of the study, benefits of the study, defines of key term, and research paper organization.

Chapter II is review of related literature. This chapter deals with the cooperative learning, jigsaw strategy and teaching speaking.

Chapter III is research report and data presentation

Chapter IV is research analysis and discussion. This chapter discusses about the finding of the research and interpretation speaking skill of the seventh grades in SMP Negeri 7 Salatiga on years 2011/2012.

Chapter V is closure that contains conclusion and suggestion.



CHAPTER II

REVIEW OF RELATED THEORY ON COOPERATIVE LEARNING

In this chapter, the writer would like to discuss some terms such as: Cooperative Learning, Jigsaw, and Teaching Speaking.

A. Cooperative Learning

1. Definition of Cooperative Learning

Cooperative learning involves more than students working together on a lab or field project. It requires teachers to *structure* cooperative interdependence among the students. Cooperative Learning represents the product of ongoing invitation based on theory, research, and practice as how to maximize the benefits of students' interaction.

When compared to other instructional approach cooperative learning act are associated with gains in achievement higher level thinking, self esteem, and interethnic relation. Students' in cooperative learning settings tend to like the subject matter and their school more. (Johnson, 1997) claims that cooperative learning is one of the best researched approaches in education. (Mc. Caffery, 2009: 4)

1. Criteria of Cooperative Learning

Five key elements differentiate cooperative learning from simply putting students into groups to teach (Roger and David Johnson, 2006) including:

a. Positive Interdependence

To succeed in structuring positive interdependence when students perceive that they "sink or swim together." This can be achieved through mutual goals, division of labor, dividing materials, roles, and by making part of each student's grade dependent on the performance of the rest of the group. Group members must believe that each person's efforts benefit not only him- or herself, but all group members as well. Individual Accountability: The essence of individual accountability in cooperative learning is "students learn together, but perform alone." This ensures that no one can "hitch-hike" on the work of others. A lesson's goals must be clear enough that students are able to measure whether (a) the group is successful in achieving them, and (b) individual members are successful in achieving them as well. (Supriyono, 2010:58)

b. Face-to-Face (Promotive) Interaction

Important cognitive activities and interpersonal dynamics only occur when students promote each other's learning. This includes oral explanations of how to solve problems, discussing the nature of the concepts being learned, and connecting present learning with past knowledge. It is through face-to-face, promotive interaction that members become personally

committed to each other as well as to their mutual goals.
(Supriyono, 2010:58)

c. Interpersonal and Small Group Social Skills

In cooperative learning groups, students learn academic subject matter (task work) and also interpersonal and small group skills (teamwork). Thus, a group must know how to provide effective leadership, decision-making, trust-building, communication, and conflict management. Given the complexity of these skills, teachers can encourage much higher performance by teaching cooperative skill components within cooperative lessons. As students develop these skills, later group projects will probably run more smoothly and efficiently than early ones.
(Supriyono, 2010:58)

d. Group Processing

After completing their task, students must be given time and procedures for analyzing how well their learning groups are functioning and how well social skills are being employed. Group processing involves both taskwork and teamwork, with an eye to improving it on the next project. (Supriyono, 2010:58)

e. Personal Responsibility

In cooperative learning personal responsibility is important to be successful in group processing. The purpose of cooperative

learning is growing individual configuration (Supriyono, 2010:60)

B. Jigsaw

Learning model started by the introduction of that jigsaw topic will be introduced by the teacher. Teachers can write topic in white board or telecast power point. Teacher asked the students what they know about the topic. This model is aimed to activate an existing cognitive structure to students' participants ready to accept the lessons that new.

A task or a problem is suggested by the instructor or by a trainee, which is a challenge to the trainee and calls for effort and initiative. The work to be carried out may involve experiments, handling samples, making things, sketches, diagram, observation of film, use of the library. After adequate time a discussion is held which, if skillfully handled, can be of great and lasting value. The method ensures active participation of the class and encourage initiative and the commendable habit of finding things out for oneself.

Discussion training is a useful method of motivating trainees, and is particularly valuable in changing attitudes through participation in group discussion. Group discussion has been formerly the particular province of management, but discussion can enrich lecture and lesson material at all levels.

A group discussion is a useful method of instruction and of stimulating thought and interest in a subject or topic, and is generally conducted in small groups under a leader or chairman.

Discussion group contribute much toward character-development and training for posts of responsibility in dealing with people. (Mills,1977: 160)

1. The stages of the learning method of jigsaw:
 - a. The teacher divide class a small group
 - b. The teacher is handing textual material in every group
 - c. Teachers make up the members of the expert teams comprised of one representative from group member.
 - d. Then expert teams discussed so that they understand the topic and knowledge of the matter.
 - e. .At the end of the learning has to be done with this whole discussion class, teachers give a review on the topic that has been learned
(Supriyono, 2010:90)
2. History of Jigsaw

The jigsaw classroom was first used in 1971 in Austin, Texas. The students invented the jigsaw strategy that year, as a matter of absolute necessity to help defuse an explosive situation. The city's schools had recently been desegregated, and because Austin had always been racially segregated, white youngsters, African-American youngsters, and Hispanic youngsters found themselves in the same classrooms for the first time. The teacher stands in front of the class, asks a question, and waits for the children to signal that they know the answer. Most often, six to ten youngsters raise their hands, lifting themselves off their chairs and stretching their arms as high as they can in an effort to

attract the teacher's attention. Several other students sit quietly with their eyes averted, hoping the teacher does not call on them. (<http://www.jigsaw.org/overview.htm> accessed on May 30 May 2012 at 15.55)

When the teacher calls on one of the eager students, there are looks of disappointment on the faces of the other students who had tried to get the teacher's attention. If the selected student comes up with the right answer, the teacher smiles, nods approvingly, and goes on to the next question. In the meantime, the students who didn't know the answer breathe a sigh of relief. They have escaped being humiliated this time (Supriyono, 2009: 89)

Within a few weeks, long-standing suspicion, fear, and distrust between groups produced an atmosphere of turmoil and hostility. Fist-fights erupted in corridors and schoolyards across the city. The school superintendent called me in to see if we could do anything to help students get along with one another. After observing what was going on in classrooms for a few days, my students and I concluded that inter-group hostility was being fueled by the competitive environment of the classroom. (Supriyono, 2009:90)

Let the explain. In every classroom we observed, the students worked individually and competed against each other for grades. Here is a description of a typical fifth grade classroom that we observed.

(<http://www.jigsaw.org/overview.htm> accessed on May 30 May 2012 at 14.55)

3. The Benefit of Jigsaw

- a. Teacher is not the sole provider of knowledge
- b. Efficient way to learn
- c. Students take ownership in the work and achievement
- d. Students are held accountable among their peers
- e. Learning revolves around interaction with peers
- f. Students are active participants in the learning process
- g. Builds interpersonal and interactive skills (Susendi, 2012:1)

4. Score Models in Jigsaw Method

Name of Students	First Score	Test Score	Difference	Development score
AA	20	100	80	40
BB	60	70	10	20
CC	50	100	50	40
DD	20	60	40	30
EE	70	60	-10	10
Total				140
Mean				28
Catagory				The Best Group

(Raturmanan, 2002 dalam Trianto, 2009)

C. Teaching Speaking

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
2. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason. (Brown: 1983:120)

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically

connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation. . (Brown: 1983:120)

CHAPTER III

RESEARCH REPORT AND DATA PRESENTATION

A. The Location of SMP Negeri 7 Salatiga

This classroom action research was carried out at SMP negeri 7 Salatiga. It is located on Jalan Setiaki no 15 Salatiga. It was established in January 17, 1987. SMP negeri 7 Salatiga stands up on the lead above 3039m². The total number of SMP negeri 7 Salatiga students' in academic year 2011/2012 is 525 students'. They consist of 225 of first grade, 175 in second grades and 125 in third grade. SMP Negeri 7 has 19 classrooms which cover the third grade has 6 rooms, second grade has 6 rooms, and first grade has 7 rooms. SMP negeri 7 Salatiga was built in order to provide education center for student surrounding the school.

1. The Situation of education facilities and tools

TABLE 3.1

Educational Facilities and Tools in SMP negeri 7 Salatiga

No	Facilities	Total	Condition
1	Headmaster's office	1	Good
2	Teachers' Office	2	Good
3	Library	1	Good
4	Natural Laboratory	1	Good
5	Language Laboratory	1	Good
6	Computer Laboratory	1	Good
7	Musical Rooms	1	Good

2. The situation of teachers and staffs

TABLE 3.2

List of Teachers and Staffs of SMP negeri 7 Salatiga

No	Name	Education	Status
1	Edi waspodo	SI	Headmaster
2	Supantiyono	SI	Teacher
3	Dra. Eni Pujianti	SI	Teacher
4	Dimyati B.a	SI	Teacher
5	Drs Guntur Dwi	SI	Teacher
6	GustiWidayatun	SI	Teacher
7	Joko M	SI	Teacher
8	Endang Dwi	SI	Teacher
9	Agus Dwiyono	SI	Teacher
10	Sunarmi	SI	Teacher
11	Budiyono	SI	Teacher
12	Sinih P	SI	Teacher
13	Ngoyen E	SI	Teacher
14	Sas Sulistyorini	SI	Teacher
15	Naztain	SI	Teacher
16	Dwi Hangga	SI	Teacher
17	Retno	SI	Teacher
18	Sri Handayani	SI	Teacher

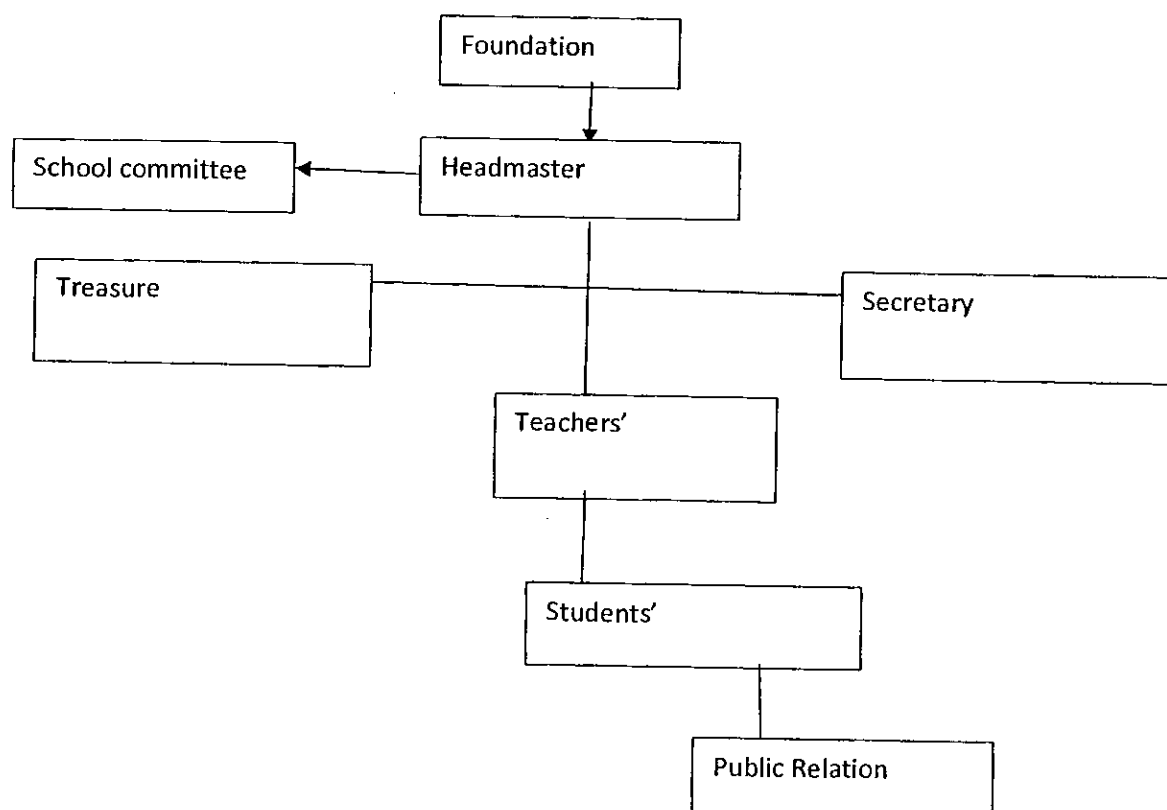
19	Supadmi	SI	Teacher
20	Arif Muhadi	SI	Teacher
21	Krinati	SI	Teacher
22	Tri Wahyu	SI	Teacher
23	Sri Mulyani	SI	Teacher
24	Edi Hartoyo	SI	Teacher
25	Pambudiyo	SI	Teacher
26	Hidayati	SI	Teacher
27	Anna Kurniawati	SI	Teacher
28	Ediyanto	SI	Teacher
29	Slamet Mulyono	SI	Teacher
30	Yuliana	SI	Teacher
31	Sulistiyorini	SI	Teacher
32	Yati Kurnia	SI	Teacher
33	Nurkholis	SI	Teacher
34	M faturrohman	SI	Teacher
35	Sudiyo	SI	Teacher
36	Hartanto	SI	Teacher
37	Hadi Susanto	SI	Teacher
38	Yekti Widyowati	SI	Teacher
39	Emmanuel P	SI	Teacher
40	Haryono B.a	SMEA	Staff
41	Tri Martini	SMEA	Staff

42	Sri Astuti	SMEA	Staff
43	Sukrianto	SMEA	Staff
44	Guwadi	SMA	Staff

3. The Situation of students'

No	Class	Male	Female	Total
1	First Grade	100	125	225
2	Second Grade	83	92	175
3	Third Grade	75	50	125

4. Organization Structure



5. List of students of seventh grade

No	Name of Student
1	ADHI PRASETIA
2	AMAR MAKRUF
3	DAMARA EGA PUTRA PRATAMA
4	DANIEL YULIYANTO
5	DENDY PRADIPTA SANGGAWIASA
6	DONI ORLANDA
7	DWI HERNAWAN
8	GALIH RIZAL DIAZ
9	JUMAIN PRASETYO
10	MUCHAMMAD RIDWAN
11	NOVAVINDI ARDIYANTO
12	PANDIKA BUDI SETYONO
13	REVAN SUKANDAR
14	RISANG LUKITO AJI
15	ANNISA MURTI SHOLIKAH
16	ARISKA WIDYANINGRUM
17	ATIKA TRI NOVIANTI
18	CHRISTIANA TRI WULANDARI
19	DESY WULANDARI
20	JUMAIN PRASETYO
21	MUCHAMMAD RIDWAN

CHAPTER IV

RESEARCH ANALYSIS AND DISSCUSION

A. Field Notes

In this research implementation, the researcher has arranged three cycles'. In each meeting the steps are planning, acting, observing, and reflecting.

1. Cycle 1

a. Planning

The activities are preparing:

1. Material, making lesson-plan, and designing the steps in doing action.
2. List of students' name
3. Teaching aid (paper and dictionary)
4. Sheet for classroom observation
5. Tests (pretest and posttest)

b. The Implementation of the action

On, Thursday, 28 May 2012 the teacher (the writer) and the observer entered their class. This situation was interesting, all of students were silent. Then the teacher explained about descriptive text, so the teacher introduced the mode of presentation in descriptive text on cooperative learning strategy.

The steps are follows:

1. Divide students into four group
2. Divide description text for each group
3. Assign each student to learn on descriptive text.

4. Give students time 30 minutes to learn over their text.
5. Form Temporary: expert group” consist of students who have different text. Give students time 30 minutes to disk. The teacher assigns each student to learn one text about 30 minutes. After that she gave students time about 30 minutes to discuss the main point of their text and the rehear the presentation they will make to their group.
6. Bring students back into their group
7. Ask each student to present her or his text to the group. Encourage others in the group to ask question for clarification.
8. Give students test orally and exercise.

c. Observation

In the first meeting in first cycle, the writer observed the teaching learning process. The students were silent they pay attention to the teacher. In that meeting the teacher explained about descriptive.

Furthermore, the writer will analyze the students' speaking skill by Mean calculation. The steps are as the following:

- a. The score of pretest

Table 4.1

The Result of the Pretest

No.	Name of Students	Scores
1.	ADHI PRASETIA	40
2.	AMAR MAKRUF	20
3.	DAMARA EGA PUTRA PRATAMA	40
4.	DANIEL YULIYANTO	40

No.	Name of Students	Scores
5.	DENDY PRADIPTA SANGGAWIASA	20
6.	DONI ORLANDA	40
7.	DWI HERNAWAN	40
8.	GALIH RIZAL DIAZ	40
9.	JUMAIN PRASETYO	40
10.	MUCHAMMAD RIDWAN	40
11.	NOVA VINDI ARDIYANTO	40
12.	PANDIKA BUDI SETYONO	40
13	REVAN SUKANDAR	60
14	RISANG LUKITO AJI	60
15	ANNISA MURTI SHOLIKAH	60
16	ARISKA WIDYANINGRUM	60
17	ATIKA TRI NOVIANTI	60
18	CHRISTIANA TRI WULANDARI	80
19	DESY WULANDARI	100
20	JUMAIN PRASETYO	80
21	MUCHAMMAD RIDWAN	60
22	NOVA VINDI ARDIYANTO	60
23	PANDIKA BUDI SETYONO	100
24	REVAN SUKANDAR	60
25	RISANG LUKITO AJI	60

Table 4.2

The Result of the Posttest

No.	Name of Students	Scores
1.	ADHI PRASETIA	60
2.	AMAR MAKRUF	60

No.	Name of Students	Scores
3.	DAMARA EGA PUTRA PRATAMA	60
4.	DANIEL YULIYANTO	60
5.	DENDY PRADIPTA SANGGAWIASA	60
6.	DONI ORLANDA	80
7.	DWI HERNAWAN	100
8.	GALIH RIZAL DIAZ	80
9.	JUMAIN PRASETYO	60
10.	MUCHAMMAD RIDWAN	60
11.	NOVAVINDI ARDIYANTO	100
12.	PANDIKA BUDI SETYONO	60
13.	REVAN SUKANDAR	40
14.	RISANG LUKITO AJI	20
15.	ANNISA MURTI SHOLIKAH	40
16.	ARISKA WIDYANINGRUM	40
17.	ATIKA TRI NOVIANTI	20
18.	CHRISTIANA TRI WULANDARI	40
19.	DESY WULANDARI	70
20.	JUMAIN PRASETYO	70
21.	MUCHAMMAD RIDWAN	60
22.	NOVAVINDI ARDIYANTO	50
23.	PANDIKA BUDI SETYONO	70
24.	REVAN SUKANDAR	40
25.	RISANG LUKITO AJI	80

a. Mean of Pretest and Posttest

From the data above, the writer calculates the Mean of pretest and posttest.

Mean of pretest:

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{1340}{25}$$

$$M = 53,6$$

Mean of post test

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{1520}{25}$$

$$M = 60,8$$

d. Reflection

After analyzing the result of the action in the first meeting of cycle 1, the writer concluded that it is very important for the teacher to explain the materials and the steps of cooperative learning with jigsaw strategy before they did in research.

Cycle II

a. Planning

The activities are preparing:

1. Material, making lesson-plan, and designing the steps in doing action.
2. List of students 'name
3. Teaching aid (paper and dictionary)

1. Sheet for classroom observation
 2. Test (pretest and posttest)
- a. The implementation of the action

On Friday, the 1 of June 2012, they entered the English class. The class situation was busy and noisy. Every student looked for their groups. After they found, the class was interesting again. Those students enjoyed that condition. First the teacher distributed the pre test for them and second the teacher distributed the descriptive text with different title to the students. Each group students got one descriptive text that different with other groups. They discussed the text seriously. Sometimes student asked to the teacher about some word in the text. After 30 minutes the time is up, then the teacher ordered to them to made new group consist of students who have different title descriptive text. The class situation very noisy and busy but they were very happy with that strategy. After the students' made new groups the teacher walked around the class to check the students' task. In new group, every student presented their text to others. The class situation was rather noisy: some students were laugh when their friends' presented materials. During teaching learning process they looked seriously and happy, sometimes they asked to their friend to the

By monitoring the students' activity in this action the teacher or the writer can see that the students looked nervous because this is the first time for them to present the material in front of their friends as a teacher. In first group some students presentation not correctly performance, so some students did not understand. The class situation was noisy, because it was first their chance in English class using jigsaw learning method, but they looked happy and active.

The students scrutinized their friends' presentation. That was unusual condition because students can be a teacher in that time. They were active during teaching learning process although it spent much times. They looked conscious and enjoy. The conduciveness class happened until the end of the lesson.

The score of pretest and post test follows:

Table 4.3

The Result of the Pretest

No.	Name of Students	Scores
1.	ADHI PRASETIA	50
2.	AMAR MAKRUF	30
3.	DAMARA EGA PUTRA PRATAMA	50
4.	DANIEL YULIYANTO	40
5.	DENDY PRADIPTA SANGGAWIASA	30
6.	DONI ORLANDA	40
7.	DWI HERNAWAN	40
8.	GALIH RIZAL DIAZ	30

No.	Name of Students	Scores
9.	JUMAIN PRASETYO	30
10.	MUCHAMMAD RIDWAN	50
11.	NOVAVINDI ARDIYANTO	50
12.	PANDIKA BUDI SETYONO	40
13	REVAN SUKANDAR	60
14	RISANG LUKITO AJI	60
15	ANNISA MURTI SHOLIKAH	70
16	ARISKA WIDYANINGRUM	60
17	ATIKA TRI NOVIANTI	60
18	CHRISTIANA TRI WULANDARI	70
19	DESY WULANDARI	80
20	JUMAIN PRASETYO	70
21	MUCHAMMAD RIDWAN	60
22	NOVAVINDI ARDIYANTO	50
23	PANDIKA BUDI SETYONO	80
24	REVAN SUKANDAR	70
25	RISANG LUKITO AJI	60

Table 4.4

The Result of the Posttest

No.	Name of Students	Scores
1.	ADHI PRASETIA	70
2.	AMAR MAKRUF	70
3.	DAMARA EGA PUTRA PRATAMA	60
4.	DANIEL YULIYANTO	60
5.	DENDY PRADIPTA SANGGAWIASA	70
6.	DONI ORLANDA	80

No.	Name of Students	Scores
7.	DWI HERNAWAN	100
8.	GALIH RIZAL DIAZ	80
9.	JUMAIN PRASETYO	100
10.	MUCHAMMAD RIDWAN	90
11.	NOVAVINDI ARDIYANTO	80
12.	PANDIKA BUDI SETYONO	70
13	REVAN SUKANDAR	60
14	RISANG LUKITO AJI	60
15	ANNISA MURTI SHOLIKAH	40
16	ARISKA WIDYANINGRUM	40
17	ATIKA TRI NOVIANTI	50
18	CHRISTIANA TRI WULANDARI	60
19	DESY WULANDARI	70
20	JUMAIN PRASETYO	70
21	MUCHAMMAD RIDWAN	60
22	NOVAVINDI ARDIYANTO	60
23	PANDIKA BUDI SETYONO	70
24	REVAN SUKANDAR	50
25	RISANG LUKITO AJI	80

Mean of pretest:

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{1330}{25}$$

$$M = 53,2$$

Mean of posttest

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{1700}{25}$$

$$M = 68$$

d. Reflection

After analyzing the result in second meeting of cycle II the writer can conclude that it is very important to teacher to give more attention and motivation to the students. Especially to the students which presented the material.

2. Cycle 3

a. Planning

The activities are preparing:

1. Material, making lesson-plan, and designing the steps in doing action.
2. List of students 'name
3. Teaching aid (paper and dictionary)
4. Sheet for classroom observation
5. Test (pretest and posttest)

b. Implementation of the action

On Thursday, the 5 June 2012. They entered their last English class for first cycle. The situation was interesting, the teacher told them that they would done the post test and also some quiz.

Teacher gave five questions orally, 75% of the students can answer. The questions were: what kind of the text is it? What does the text tell us about? What is the purpose of the text? Find the meaning of new vocabulary in the text! Identify the schematic structure of the text! After finished quiz, they continued to the post test for about 30 minutes.

c. Observation

In the last meeting in cycle I the writer observed the teaching learning process. By monitoring the situation the teacher concludes that the students were very serious in doing the post test.

Table 4.5

The Result of the Pretest

No.	Name of Students	Scores
1.	ADHI PRASETIA	60
2.	AMAR MAKRUF	60
3.	DAMARA EGA PUTRA PRATAMA	60
4.	DANIEL YULIYANTO	70
5.	DENDY PRADIPTA SANGGAWIASA	60
6.	DONI ORLANDA	60
7.	DWI HERNAWAN	50
8.	GALIH RIZAL DIAZ	40
9.	JUMAIN PRASETYO	40
10.	MUCHAMMAD RIDWAN	60
11.	NOVAVINDI ARDIYANTO	60
12.	PANDIKA BUDI SETYONO	60
13	REVAN SUKANDAR	50

No.	Name of Students	Scores
14	RISANG LUKITO AJI	60
15	ANNISA MURTI SHOLIKAH	50
16	ARISKA WIDYANINGRUM	60
17	ATIKA TRI NOVIANTI	70
18	CHRISTIANA TRI WULANDARI	60
19	DESY WULANDARI	70
20	JUMAIN PRASETYO	60
21	MUCHAMMAD RIDWAN	70
22	NOVAVINDI ARDIYANTO	60
23	PANDIKA BUDI SETYONO	90
24	REVAN SUKANDAR	70
25	RISANG LUKITO AJI	70

Table 4.6

The Result of the Posttest

No.	Name of Students	Scores
1.	ADHI PRASETIA	80
2.	AMAR MAKRUF	80
3.	DAMARA EGA PUTRA PRATAMA	70
4.	DANIEL YULIYANTO	60
5.	DENDY PRADIPTA SANGGAWIASA	80
6.	DONI ORLANDA	80
7.	DWI HERNAWAN	80
8.	GALIH RIZAL DIAZ	80
9.	JUMAIN PRASETYO	100
10.	MUCHAMMAD RIDWAN	90
11.	NOVAVINDI ARDIYANTO	80

No.	Name of Students	Scores
12.	PANDIKA BUDI SETYONO	70
13	REVAN SUKANDAR	100
14	RISANG LUKITO AJI	60
15	ANNISA MURTI SHOLIKAH	60
16	ARISKA WIDYANINGRUM	60
17	ATIKA TRI NOVIANTI	70
18	CHRISTIANA TRI WULANDARI	70
19	DESY WULANDARI	70
20	JUMAIN PRASETYO	90
21	MUCHAMMAD RIDWAN	80
22	NOVAVINDI ARDIYANTO	70
23	PANDIKA BUDI SETYONO	70
24	REVAN SUKANDAR	70
25	RISANG LUKITO AJI	80

Mean of pretest:

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{1330}{25}$$

$$M = 53,2$$

Mean of posttest

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{1620}{25}$$

$$M = 64,8$$

a. Reflection

After analyzing the result of the action in first, second and last meeting of cycle I, the writer concludes that it is very important for the teacher to be careful with students' understanding. She must give support the students who did not answer the teacher question to improve students' motivation in learning English.

The cycle I, II, and III has given rather satisfactory result. The problem in this cycle are some students' felt it difficult to understand the meaning of text, some students look do not active because they were shy to say in English. It is very important to improve students' achievement and motivation in other skill like speaking.

B. Discussion

From the result of analyses in cycle I, cycle II, and cycle III, the writer will analyze the students' improvement from cycle I to cycle III. The improvement is as the following:

Table 4.7

The Analyze of Students' Improvement

Remark	Mean of Pretest	Mean of Post Test	Degree of improvement
Cycle I	53,6	60,8	7,2
Cycle II	53,2	68	14,8
Cycle III	53,2	64,8	11,6

From the list above, the writer can see that the. Mean between pretest and posttest has a significant difference, where post test are greater than the pretest. There are degrees of improvement between pretest and post test, in cycle I, cycle II, and cycle III. In cycle I= 7,2, cycle II= 14,8, and cycle III=11,6. It shows that cooperative learning models give improve in students' speaking skill, because the students' speaking skills' has been increase after the situation did the cooperative learning strategy. It means that cooperative learning strategy is appropriate with the situation and condition of students in SMP negeri 7 Salatiga in learning English especially in speaking skill. Besides, the students are more interesting and involved actively in teaching learning process.

CHAPTER V

CLOSURE

A. Conclusion

This research is proposed to answer of the implementation of jigsaw strategy toward speaking skill of the seventh grade students. The result of the research is follows:

1. The students' speaking skill of six grades SMP Negeri 7 Salatiga in academic year 2011/2012 before using cooperative learning strategy in teaching learning process of English lesson especially in speaking can be seen the result of mean calculation with mean calculation with M of pretest in the cycle I: 53,6 , M of pretest cycle II = 53,2 . M of pretest cycle III = 53,2. It is still poor, because cycle 1, II and III do not fulfill the passing grade yet.
2. The students' speaking skill of six grades in SMP Negeri 7 Salatiga in academic year 2011/2012 after using cooperative learning strategy in teaching learning process of English lesson especially in speaking skill can be looked at the result of mean calculation with M of posttest cycle I = = 60,8. M of posttest cycle II = 68, M of posttest cycle III = 64,8. Therefore, there is a significant different between pretest and posttest Mean. It is good, because cycle 1 until cycle 3 fulfill the passing grade.
3. There is significant difference between pretest and posttest. The degree of improvement between pretest and posttest, in cycles I= 7,2, cycle II= 14,8, and cycle III= 11,6 of using cooperative learning strategy to improve

B. Suggestion

Based on the result of the study and conclusion, the writer would like to suggest as follows:

1. To the teachers

They should enhance their ability in teaching English especially when he taught using cooperative learning strategy to improve speaking skill, so the students will remember the words easily. The teacher should teach English speaking skill effectively. So, teacher's role on teaching learning process can influence students in improving their speaking skill. Beside, the teacher asked the students to study English continually.

2. To the students

Students should always be active in teaching learning process and are not afraid of English lesson; students should study English continually in classroom and in their home. When teaching English speaking skill, the students pay attention to the teachers' explanation.

3. To the following researchers

It is known from the result of the study using cooperative learning strategy that it can improve the students' speaking skill. Here by it hoped that the result of the study makes the English teacher use an appropriate teaching mode of presentation and discussion on improving students' speaking skill. Based on the explanation the writer would like to suggest other writer, the result of the study can be use as additional reference for further research with the different sample and occasions.

speaking skill. Based on the explanation the writer would like to suggest other writer, the result of the study can be use as additional reference for further research with the different sample and occasions.

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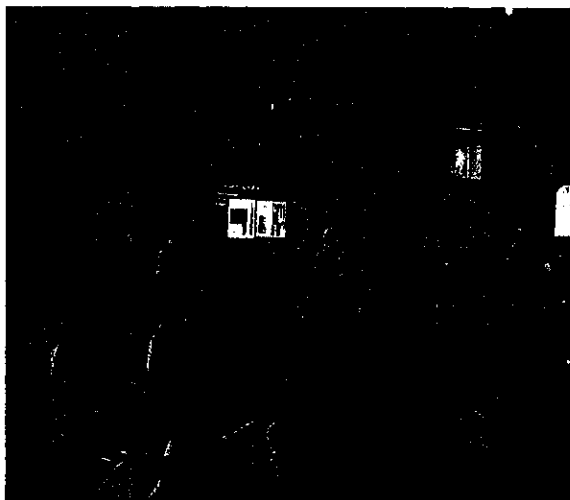
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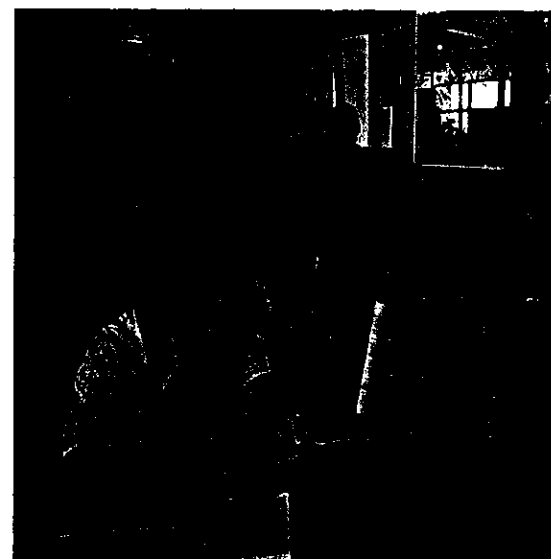




Picture 1.1
(Students' in VII D)



Picture 1.2
(Learning activity, in VII D)



Picture 1.3
(Discussion activity in VII D)



Picture 1.3
(Discussion activity)

RPP (RENCANA PELAKSANAAN PEMBELAJARAN)

Nama sekolah : SMP negeri 7 Salatiga

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : Eight /ganjil

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

Kompetensi Dasar : 10.1. Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat

Indikator : * Mengungkapkan makna dalam teks fungsional pendek berbentuk descriptive

Jenis teks : Teks fungsional pendek berbentuk descriptive

Aspek/ Skill : Berbicara

lokasi Waktu : 5 x 40 menit

Tujuan Pembelajaran :

Pada akhir pembelajaran siswa dapat :

- Mengungkapkan makna teks fungsional pendek berbentuk descriptive
- Mampu mengungkapkan jenis text dan susunan text devcriptive

c. Mampu menyebutkan tenses yang digunakan dalam text descriptive

Materi Pembelajaran :

erlampir

Metode Pembelajaran / Tehnik : Three phase technique

Langkah-langkah Kegiatan :

Kegiatan Pendahuluan

Tanya jawab berbagai hal terkait kondisi siswa.

Siswa menjawab pertanyaan tentang teks fungsional berbentuk descriptive

Kegiatan Inti :

Membagi kelas menjadi 4 kelompok masing-masing berisi 5-6 orang

Guru memberikan sebuah teks yang sama untuk satu kelas

Guru memberikan quiz kepada siswa

4. Masing-masing siswa menjawab pertanyaan yang telah diberikan oleh guru
5. masing- masing siswa menjawab pertanyaan pada lembar yang tersedia
- c. Kegiatan Penutup :
- Menanyakan kesulitan siswa selama proses pembelajaran
 - Menyimpulkan materi pembelajaran
 - Menugaskan siswa untuk membuat teks yang telah dipelajari sesuai dengan struktur dan tenses nya.

E. Sumber Belajar :

- Kamus Inggris-Indonesia
- Lembar Kerja Siswa "Target"
- English on Sky

F. Penilaian :

a. Pedoman Penilaian Berbicara

No	Nama Kelompok	Aspek Penilaian	Nilai	Total
		1. Grammar 2. Pronounsiation 3. Tenses 4. Discourse Analysis 5. Keaktifan dalam kelompok 6. Kemampuan menjawab pertanyaan		

b. Pedoman Penilaian tertulis

- Bentuk/Jenis : Tes tulis
- Bentuk Instrumen : Tes tertulis
- Rubric penilaian
 - Soal benar tata bahasa benar nilai 10
 - Soal bener tata bahasa salah nilai 5
 - Menjawab tapi salah nilai 2

Nilai siswa = jumlah benar X 10


Nilai rata-rata siswa : $\frac{\text{Total nilai keseluruhan siswa}}{\text{Jumlah siswa}}$

Guru Bahasa Inggris



Bp. Ediyanto

Mahasiswa



Devina Ratnasari Kusmaryani



Teaching Plan

Rencana Pelaksanaan Pembelajaran (RPP)

- Mata Pelajaran : Bahasa Inggris
- Kelas/semester : VII/I
- Pertemuan ke : -1
- Alokasi Waktu : 2 x 45menit
- Standar Kompetensi : 10. Berbicara Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.
- Kompetensi Dasar : 10.1. Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat
- Indikator : - Memahami penggunaan tenses pada teks procedure
- Memahami general structure pada teks procedure
- Tujuan pembelajaran : - Siswa mampu memahami bentuk teks procedure
- Siswa mampu membuat teks procedure dalam bentuk yang sederhana
- Materi Pembelajaran : Terlampir
- Metode Pembelajaran : cooperative learning focused on jigsaw model.

Langkah-langkah Kegiatan :

a. Kegiatan Pendahuluan

- Tanya jawab berbagai hal terkait kondisi siswa.
- Siswa menjawab pertanyaan tentang teks fungsional berbentuk descriptive

b. Kegiatan Inti :

1. Membagi kelas menjadi 4 kelompok masing-masing berisi 5-6 orang
2. Guru membagikan teks berbentuk descriptive (masing-masing kelompok berbeda)
3. Guru memberikan waktu 30 menit pada siswa untuk membahas teks dan menjawab pertanyaan yang ada di bawah teks
4. Masing-masing kelompok bergantian menjelaskan di depan kelas mengenai teks merekamasing-masing
5. Tanya jawab antar siswa
6. Guru memberikan feedback atas presentasi masing-masing kelompok
7. Guru menjelaskan pada siswa mengenai bentuk teks descriptive
8. Tanya jawab antara guru dan siswa
9. Guru memberikan kesimpulan

c. Kegiatan Penutup :

- a. Menanyakan kesulitan siswa selama proses pembelajaran
- b. Menyimpulkan materi pembelajaran
- c. Menugaskan siswa untuk membuat teks yang telah dipelajari sesuai dengan struktur dan tenses nya.

Sumber Belajar :

- a. Kamus Inggris-Indonesia
- b. Lembar Kerja Siswa "Target"
- c. English on Sky

Penilaian :

- a. Pedoman Penilaian Berbicara

No	Nama Kelompok	Aspek Penilaian	Nilai
		1. Grammar	15
		2. Pronounsiation	15
		3. Tenses	20
		4. Discourse Analysis	15
		5. Keaktifan dalam kelompok	
		6. Kemampuan menjawab pertanyaan	15
			20

b. Pedoman Penilaian tertulis

- a. Bentuk/Jenis : Tes tulis
b. Bentuk Instrumen : Tes tertulis
c. Rubric penilaian

1. Soal benar tata bahasa benar nilai 10
2. Soal bener tatabahasa salah nilai 5
3. Menjawab tapi salah nilai 2

Nilai siswa = jumlah benar X 10

Nilai rata-rata siswa : $\frac{\text{Total nilai keseluruhan siswa}}{\text{Jumlah siswa}}$

Jumlah siswa

Guru Bahasa Inggris



Bp. Ediyanto

Mahasiswa



Devina Ratnasari

Mengetahui,

Kepala Sekolah

Bp. Edi Waspodo

RPP (RENCANA PELAKSANAAN PEMBELAJARAN)

Nama sekolah : SMP negeri 7 Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : Seventh /ganjil
Standar Kompetensi : 10. Berbicara Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar :

10.1. Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat

Indikator :

* Mengungkapkan makna dalam teks fungsional pendek berbentuk descriptive

Jenis teks : Teks fungsional pendek berbentuk descriptive

Aspek/ Skill : Berbicara

Alokasi Waktu : 2 x 40 menit

Tujuan Pembelajaran :

Pada akhir pembelajaran siswa mampu

- a. Mengungkapkan makna teks fungsional pendek berbentuk descriptive
- b. Mampu mengungkapkan jenis text dan susunan text descriptive
- c.. Mampu menyebutkan tenses yang digunakan dalam text descriptive

Materi Pembelajaran :

Terlampir

Metode Pembelajaran / Teknik : Three phase technique

Langkah-langkah pembelajaran : a. kegiatan awal :

1. Salam
2. Memperkenalkan diri
3. Introduce general material "what is procedure text"

b. kegiatan inti

1. Siswa dibagi menjadi 4 kelompok masing-masing berisi 5-6 siswa
2. Siswa diberikan sebuah teks untuk satu kelompok
3. Siswa berdiskusi untuk menganalisis jenis teks tersebut
4. Siswa menjawab pertanyaan yang ada
5. Setiap kelompok melakukan presentasi didepan kelas

c. kegiatan akhir

1. Evaluasi materi
2. Penilaian
3. Penutup
4. Salam

Alat/sumber Pengajaran : 1. Target Semester 2 kelas VII

2. "http://www.genre text.co.id" accessed on May, 24st 2012 on 18.13 WIB

Penilaian :

A. Pertanyaan pada text

No	Question	Score
1	Make a mango juice (group 1)	10
	Make a meatballs (group 2)	10
	How to charge hand phone (group 3)	10
	Make a friedchiken (group 4)	10

2	Five (group 1)	10
	Five (group 2)	10
	Four (group 3)	10
	Four (group 4)	10
3	First, Next, Then, after, finally (group 1)	50
	First, Second step, After that, Then, Next step (group 2)	50
	1,2,3,4 (group 3)	50
	First, Next, After that, Finally (group 4)	50
		50
4	Procedure text (all group)	10
5	Goal, Material, Steps (all group)	20

B. Make a procedure text

No	Aspect	Score
1.	Ada connector words minimal 3	20
2.	Ada Judul	20
3.	Langkah sesuai (generic structure)	20
4.	Using simple present tense	20

Guru Bahasa Inggris



Bp. Ediyanto

Mahasiswa



Devina Ratnasari

Mengetahui,



How to Make a Mango Juice

Materials

- a piece of mango
- a half glass of water
- a glass of ice pack
- a spoon of sugar

Procedures:

1. First, peel the mango and clean it
2. Next, cut the mango into pieces and put them into the juicer
3. Then, put the water, ice and sugar
4. After that turn on the juice and wait about 15 seconds
5. Finally, pour the mango juice into the glass and ready to drink

The Procedure of Making Meatballs

Ingredients :

- 1 kilo of very fine minced meat (preferably beef)
- 2 eggs
- 300 grams of tapioca-flour
- 4-8 cloves of garlic
- 1 red onion
- 1 teaspoon of white pepper
- 2 teaspoons of salt

Steps :

- First of all, mix garlic, red onion, salt, and white pepper in a mortar or mixer.
- Second step, mix the spice-mixture with the eggs, the tapioca-flour and the minced meat.
- After that, use your fingers, add a cup of water, and keep on working until the mixture feels soft and smooth.
- Then, boil some water in a rather large pot, at least about 2 liters.
- Next step, start rolling the mixture into small meatballs.

Finally, lower the meatballs into the boiling water. When they float up to the surface the

How to charge hand phone battery

prepare your :

- hand phone
- battery charger

Steps :

1. Connect the charger to your hand phone, the flash symbol on the charger plug must face upward.
2. Wait until the battery icon appears on the screen.
3. Charge the battery approximately 5 hours or until the battery icon indicates that the battery is fully charged.
4. Remove the charger by pulling out from your hand phone.meatball are ready to serve.

PROCEDURE

Purpose: to help readers how to do or make something completely

Generic Structure:

1. Goal/Aim
2. Materials/Equipments
3. Steps/Methods

Dominant Language Features:

1. Using Simple Present Tense
2. Using Imperatives sentence
3. Using adverb
4. Using technical terms

We use these words and phrases to express a personal point of view:

- In my experience...
- As far as I'm concerned...
- Speaking for myself...
- In my opinion...
- Personally, I think...
- I'd say that...
- I'd suggest that...
- I'd like to point out that...
- I believe that...
- What I mean is...

General Point of View

We use these words and phrases to express a point of view that is generally thought by people:

“Mamamia” Fried Rice

Mamamia fried rice is healthy and delicious. It’s easy to make it.

Ingredients:

- Chicken fillet
- Two eggs
- A plate of rice
- Leeks
- Frozen green peas, soaked in hot water
- Garlic
- Pepper
- Salt
- A spoonful a oyster sauce
- 5 spoonful of cooking oil

Preparation

- Cut up chicken fillet into small pieces
- Chop up the leeks
- Grind together garlic, pepper, salt
- Break in and stir in two egg

How to make it

- First, fry the chicken fillet
- Then, pour the eggs and green peas
- After that, pour the ground garlic, pepper and salt
- Add a spoonful of oyster sauce
- Put the leeks
- Then, put in the rice. Mix well
- Finally garnish the “Mamamia” friend rice and serve it on a plate.

Question :

1. What kind of the text is it?
2. What does the text tell us about?
3. What is purpose the text?
4. Find the meaning of new vocabulary in the text!
5. Identify structure of the text!



PEMERINTAH KOTA SALATIGA
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP NEGERI 7 SALATIGA
(TERAKREDITASI A)

Jl.Setiaki No.15 Telp. (0298) 322272 Salatiga 50722

SURAT KETERANGAN

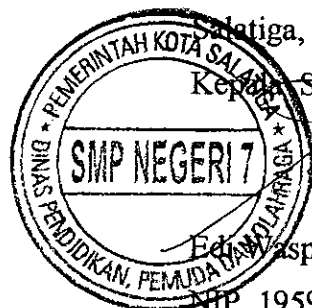
Nomor : 800/135

Yang bertanda tangan dibawah ini kepala SMP Negeri 7 Salatiga, derigan ini menerangkan bahwa :

N a m a : DEVINA RATNASARI K.
NIM : 11307054.
Mahasiswa : STAIN Salatig.
Jurusan : Tarbiyah.
Program Studi : Tadris Bahasa Inggris (TBI).

Telah mengadakan penelitian di SMP Negeri 7 Salatiga dari tanggal 28 Mei 201 sampai dengan 5 Juni 2012 dalam rangka penyelesaian Studi Program S1

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



Salatiga, 6 September 2012.

Kepala Sekolah,

Edi Waspodo, S.P.d

NIP. 19591102 198003 1 005

DAFTAR NILAI SKK

Nama : Devina Ratnaasari K
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Jurusan : Tarbiyah
Program Studi : TBI

No	Jenis Kegiatan	Waktu Kegiatan	Status	Nilai
1.	OPSPEK 2007	28 – 31 Agustus 2007	Peserta	3
2.	“Breaking the Fast aand Bioskop Ramadan” bersama CEC	25 September 2007	Peserta	2
3.	Lomba Karya Tulis Remaja “Gaya OK tanpa HIV” BKKBN dan IPKB	28 Desember 2007	Peserta	3
4.	Pelatihan CEC di Candi Borobudur	11 November 2007	Peserta	3
5.	PPMTD LPM Dinaamika	8-11 Desember 2007	Peserta	3
6.	Seminar Nasional “Kepemimpinan demokrasi dan politik pendidikan rakyat”	23 april 2008	Peserta	6
7.	OSPEK 2008	25-27 agustus2008	Panitia	3
8.	MASTA IMM	11 September 2008	Peserta	3
9.	“Aktualisasi nilai-nilai spiritual puasa dibulan ramadhan” bersama DEMA	5 September 2008	Peserta	2
10	“Merumuskan Pendidikan masa depan di Indonesia” bersama HMJ Tarbiyah	18 November 2008	Peserta	3
11	Entrepreneur goes to campus FKWM Jawa tengah	3 Juni 2009	Panitia	3
12	OPAK 2009	18-20 agustus 2009	Panitia	3
13	Penulisan Jumal LPM Dinamika edisi agustus-desember 2009	Desember 2009	Peserta	3
14	Seminar “Peran orang tua dalam melejitkan kemampuan anak”	30 agustus 2009	Panitia	3
15	SK LPM DINAMIKA	29 Desember 2009	Pimpimam umum	3
16	Seminar Regional	22 Maret 2010	Peserta	4

17	Seminar "mendialogkan hak rasa aman di kota Salatiga"	21 April 2010	Peserta	3
18	Piagam Penghargaan Sensus	1-31 mei 2010	Pencacah	3
19	Pelatihan kewirausahaan	8 agustus 2010	Peserta	3
20	"Seminar sehari Ibu hamil, menyusui dan persiapan Ibu menyusui"	14 januari 2012	peserta	3
21	SK GURU, DAN PENGASUH KELOMPOK BERMAIN & TK AL-AMIN KECAMATAN PAYATUNGEL, KELURAHAN JAGONG JEGET, TAKENGON ACEH TENGAH	Juni 2011- May 2012	guru	3
22	Penyuluhan warga desa dan bersih Desa 1 syawal 1432 H di masjid Ar Rahman Jagong jeget, Payatungel, Aceh tengah	15 agustus 2012	panitia	3
JUMLAH				64

Salatiga, 4 September 2012

Mengetahui

Pembantu Ketua III

Bidang Kemahasiswaan



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CURRICULUM VITAE



Nama : Devina Ratnasari Kusmaryani
Tempat/tanggal lahir : Salatiga, 19 April 1989
Alamat : Asrama Yonif 411
Jenjang Pendidikan : SD N Mangunsari IV Salatiga lulus tahun 2001
SMP N 3 Salatiga lulus tahun 2004
SMA N 2 Salatiga lulus tahun 2007

Salatiga, September, 7th 2012

(Devina Ratnasari Kusmaryani)

LEMBAR KONSULTASI SKRIPSI

NAMA MAHASISWA: Devina Ratnarani Kusmaryani
 NIM: 11307054
 PEMBIMBING: Dr. H. Sa'adi, M. Ag.
 JUDUL: The Influence of Implementation of Cooperative Learning Strategy towards Speaking Skill of the Eighth Grade Students at MTs Al-Madrakah Salatiga in the Academic Year 2010/2011

No.	TANGGAL	ISI KONSULTASI	CATATAN PEMBIMBING	PARAF
1.	170311	Proposal	To be revised	
2.	220311	—	To be revised	
3.	23-11-2011	Chapter I	To be revised	
4.	160112	Chapter I	To be revised & continued.	
5.	030412	Chapter I	To be revised	
6.	300512	Chapter I	see	
7.	160612	Chapter II	To be continued to next chapters.	
8.	150812	Chapter II, iii	To be revised supply with sources from books, not only from web.	
9.	130912	Chapter I up to V	see	
		Preparasi for exam		

CATATAN:
 LAPORAN KONSULTASI LEMBAR INI HARUS DIBAWA

Pembimbing

 Dr. H. Sa'adi, M. Ag.