IMPROVING STUDENT'S SPEAKING ABILITY THROUGH JIGSAW

(Classroom Action Research in the Second Grade of MT's Sudirman Beduan in the Academic of 2011/2012)

A GRADUATING PAPER

Submitted to the Board of Examiners in Partial Fulfillment of the Requirement for the Degree of Educational Islamic Studies (S.Pd.I) in the English and Educational Department

By:

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2012
DECLARATION

BISMILLAHIRRAHMANIRRAHIM

Hereby the writer declares that this graduating paper is made by the writer himself and it is not containing materials written and has been published by other people and other peoples’ ideas except the information from the references.

The writer is capable to account to his 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, this declaration is made by the writer, and he hopes that this declaration can be understood.

Salatiga, June 20th, 2012

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ATTENTIVE COUNSELLORS' NOTE

Case : Randika Ikram's Graduating Paper

Dear

The Head of State Islamic Studies
Institute of Salatiga

Assalamualaikum, Wr. Wb.

After reading and correcting Randika Ikram's graduating paper entitled "IMPROVING STUDENT'S SPEAKING ABILITY THROUGH JIGSAW (A Classroom Action Research at the Eights Grades of MTs Bedono in the Academic Year of 2011:2012)". I have decided and would like to propose that it could be accepted by education faculty. I hope it would be examined as soon as possible.

Wassalamualaikum, Wr. Wb.

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GRADUATING PAPER

IMPROVING STUDENT'S SPEAKING ABILITY THROUGH JIGSAW

(Classroom Action Research in the Second Grade of MI's Sudirman Bedono in the Academic of 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 August, 2nd 2012, and hereby considered to completely fulfillment of the requirement for the degree of SI Kependidikan Islam.

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Salatiga, August 2nd 2012

Head of STAIN Salatiga

Dr. Imam Salomo, M.Ag.
MOTTO

Action is better than words

And

No pains, No gains
DEDICATION

This graduating paper is dedicated to

1. My God the Almighty.

2. the biggest honorable to my beloved Mom and Dad “Ninik Amibi and
   Suyemo” You are the strong parents and always struggle in your life for
   giving me the education, guidance, attention, loves and pray. I love you both.
   Just kindness and happiness that I give you. May you can accompany me till
   get my future.

3. My beloved brother “Afizan”. You are my spirit.

4. My beloved friends “Mofuna Nguleten” and English Class ’07 friends that
   always support and give spirit through some ways to finish it.

5. All STAIN Salatiga lecturers especially for those who have taught in my class

6. All teachers of M’s Sudimau Becomo especially for the head teacher. Thanks
   for permitting me to do the research.
ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious and the Most Merciful. Thank to El for His blessing so the writer can finish this graduating paper. Blesses and praises also go to Prophet Muhammad Saw.

This graduating paper entitled "IMPROVING STUDENT'S SPEAKING ABILITY THROUGH JIGSAW, Classroom Action research in the First Grade of MTs Sultanah Redona in the Academic of 2011/2012". This is presented as a partial fulfillment of the requirement for Sarjana Degree in English Department of State Islamic Studies Institute (STAIN) Salatiga. In writing this paper, the writer is guided and supported by several people so it can be finished, although this is not absolutely perfect. Hence the writer would like to thanks to:

1. Dr. Imam Sulistyo, M.Ag., as the head of State Islamic Studies Institute (STAIN) Salatiga.
2. Sewardi, M.Pd. as the chief of Education Faculty
3. Mashirul Usman, S.PdI. M.A. as the chief of English department and also as the writer's counselor who has educated, supported, directed and given the writer advice, suggestion, and recommendation for this thesis from beginning until the end.
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8. My beloved family in Kupang, Ambrizawie.

9. My parents. "Smilet"

10. All of my friends in the English Department 2007 especially TB! A '07.

You make colorful in my studying. You are kind, friendly and exiting.

Thanks, you receive me in your friendship.

11. All of those that I cannot mention one by one.

However, the writer realizes this is not absolutely perfect because of the writer's narrowness of experience and knowledge. Accordingly the writer hopes readers' constructive advice and criticism. And last, the writer expects this thesis can be one of the any contributions to people success.

Kutub. June 20 - 2012

The Writer

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ABSTRACT


Keywords: Cooperative learning of jigsaw model, learning independence ability, and learning motivation.

This research aimed at finding out how the improving student’s speaking ability through jigsaw in MTs Sudirman Bedone at the eighth grade, Bedone village, Cimahi, West Java. The research used Classroom Action Research based on descriptive qualitative. The subjects of the research were 37 students of grade VIII in Islamic Junior High School Sudirman Bedone. The subjects consisted of 16 male students and 21 female students. Data of the research were obtained from the events during the instruction. The information consisted of the students, teachers, school principals, and other school communities; the observation; the archival documents; and the photos of the class activities. Through the phases of planning, acting, observing, and reflecting, the research was conducted in two cycles with each cooperative learning of jigsaw model phases as planning, discussion expert teams, and sharing process. In order to carry out the cooperative learning of jigsaw model smoothly, the supporting instructional media were designed. The result of the classroom action research following the treatment shows that the student learning independence ability improves, having learning motivation, having problem-solving ability, and having high learning curiosity. The improvement in the result of learning is indicated by the improvement in the students' test score in this meeting. They are 63.05% poor, 33.55% average, 4.75% above average, and 3.35% good in cycle 1 meeting 1. Then 71.85% poor, 21.45% average, 6.85% good in cycle 1 meeting 2. Then 77.04% poor, 17.15% average, 5.75% good in cycle 2 meeting 1 and 52,25% poor, 45.56% average, 14.85% good in cycle 2 meeting 2.
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CHAPTER 1
INTRODUCTION

A. Background of Problem

Communication is an essential need for human beings. Language is the tool of communication which plays an important role in revealing an intention to someone else. Communication in English is basically needed because English is an international language. The language can be expressed in the spoken or written forms. There are some elements in the communication such as the speaker, listener, and the media that are used in communication.

In Indonesia, for example, English is the first language that has been given special attention and role. It is used as a means of communication at international level. It has accordingly been chosen as the first foreign language to be taught in our school, either than French, German, or Chinese (Kamelan, 1992:3).

Speaking is an important skill because one of the keys in English communication is speaking ability. Indonesian people have to be able to master English as an international language. By mastering speaking skill, they can carry out conversation with others, give ideas and change the information with interlocutor and people are able to know the situation that happen in the world. English language is not only taught and learned but it is used as a habit. Now, English is not only taught in big cities but also in remote villages. So English speaking is taught in all Junior High Schools in Indonesia. The students should
master speaking in English especially in daily conversation because conversation is foundation to communicate with foreigners.

Teaching speaking is not an easy job. There are many problems in teaching speaking. First, it relates to the condition of the students who are lack of vocabulary that will make them unable to say words during speaking class. Second, most of students are not confident to use English in speaking class. Sometimes the students do not feel confident to speak. Third, the students often speak their Japanese language. In this case, there are many Junior High Schools which still use traditional methods in teaching speaking. The teachers just give the material and explain it, give example and give exercises. This method is not effective because the students are bored and need much time to be able to master English speaking especially in communication or conversation.

These problems are faced by the students of NIFS Sudirman School. The teacher sometimes cannot control the class. The main problems are the way to manage the class. During teaching learning process, the teacher should make the students concise and interested with the materials. It needs hard work for getting the student's attention and speaking ability. In speaking teaching, there are some principles of speaking teaching.

The first is helping students overcome their initial reticence to speak, encourage, provide opportunity, and start from something simple. The second is asking students to talk about what they want to talk about. The third is asking students to talk about what they are able to talk about. The fourth is providing appropriate feedback. The fifth is combining speaking with listening and
reading. The last is incorporating the teaching of speech acts at reading speaking. (http://www.scribd.com/doc/130989078/Poster-PIct-055-481-1.html)

Based on the principles above jigsaw has criteria as the method to teach speaking. So, the researcher advised the English teacher at MTs Sudirman Bendahan to use jigsaw in teaching speaking because jigsaw is a cooperative learning technique that reduce social conflict among school children, promote better learning, improve student motivation, and increase enjoyment of the learning experience often using to describe the concept of peer-teaching and work partners. This focused is group working that is able to avoid the students' shyness and communication ability with other people or friends because by using this method the students can share, retell the story or discuss certain topic with English language in their group or other group and also can give opinion or response from other students' opinion. Besides that, this method is also focused on peer-teaching so the students can express their idea and ability and not shy to ask question if there is difficulty in their friends who are clever. The method can motivate the students to study and increase teaching learning process. (Table: 2)

Beside that, this method can build the students' ability to communicate and share their opinion because if they feel shy or not confident to share their opinion or ask the question to the teacher they can not share and ask their friends who are cleverer in the groups. This method focuses in group work, working in groups is believed to solve the problem. The students that who can't speak in a large class will be more comfortable and can speak out in smaller
group. Group member can complete each other's strengths and weaknesses in English. Each student has a different background and ability in English, which he or she can bring to the group. The writer hopes that this method can be a relevant method to give solution from the problem of speaking hesitantly.

(Tahsin: 2)

For the reason above, the writer conducts a research entitled "IMPROVING STUDENT'S SPEAKING ABILITY THROUGH JIGSAW IN MTs. SUDIRMAN NGCONO AT THE EIGHT GRADES IN THE ACADEMIC YEAR OF 2011/2012".

B. The Statement of the Study

Based on the background of the study, the researcher states that the problems of the study as follows:

1. Does and to what extent Jigsaw improve the students' speaking ability?
2. How is the teaching learning situation when Jigsaw is implemented in speaking class?
3. What the strength and weakness of the using Jigsaw in speaking class?

C. Objective of Research

The objectives of the study are to get information about:

1. The students' speaking ability that are target by Jigsaw.
2. The teaching learning situation when Jigsaw is implemented in speaking class.
3. The strength and the weakness of the using jigsaw in speaking class.

D. Significant of the Study

The researcher hopes that this research about drills in teaching speaking produces benefits as follows:

1. Practically
   a. For the researcher
      This research can contribute the researcher to help to find out the best method for teaching speaking.
   b. For the students
      This research can add the students' interests in English learning, so English is not boring for them anymore.
   c. For the 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 the institution
      The result of this research can contribute the institution to fulfill the demand of English curriculum. Thus students are able to get satisfactory achievement.
2. Theoretically

The findings can enrich (1) the language teaching literature dealing with teaching methodologies; (2) the English language teaching methodologies especially the drill for other researchers to conduct further researches.

E. Limitation of Problem

This study covers the using jigsaw in improving student's speaking skill.

The population is the children of 8th year students of MTs Sudirman Bedono in the academic year of 2017/2018.

F. Definition of Key Term

1. Jigsaw

Jigsaw is a cooperative learning technique with a three-decade track record of successfully reducing racial conflict and increasing positive educational outcomes. (https://www.jigsaw.org/overview.htm, accessed on July 14, 2010)

2. Speaking

Speaking is one of language skills that 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.
The base word of speaking is speak, the meaning is talk or shout: use your voice to say; be able to use a language; make a speech to an audience; make use of language - ordinary, not singing voice (Oxford Dictionary, 2004:414).

2. Improving

Improving becomes or make something or somebody better (Oxford Learner's Pocket, 2004:216). In this case, it means that this research is used as an alternative to make speaking skill to be better by using jigsaw.

c. Student

Student is a person who attends a university, college or school for study; anyone making a serious study of a subject. (Mcman, 1981:983)

G. Literature Review

In this research paper, the writer takes three literature reviews from previous researchers. The first review related to this research, the title is "IMPROVING STUDENTS' SPEAKING SKILL BY USING JIGSAW (A CLASSROOM ACTION RESEARCH) AT THE 9TH YEAR OF SMP N 2 PRACIMANTORO)"

This has been researched by Diyah W. Wardani, the student of Muhammadiyah University of Soloakta (UMS) in the academic year of 2009.

The second review is "THE EFFECTIVENESS OF USING JIGSAW TO IMPROVE ENGLISH SPEAKING SKILL" (The Case of the 9th Grade Students of SLTP N 1 MAGELANG in the Academic Year of 2009-2010) which
has been researched by Nok Nidi Fatiyah, the student of Institute of Islamic Studies (STAIN) Salatiga in the academic year of 2010.

The research showed that the use of Jigsaw to improve students' English Speaking Skill in learning English at STIPTN I Magelang. The research also found that, the class situation was more active, the students were not shy to speak in front of class.

H. Hypothesis

Hypothesis is temporary assumption for the problems of research to reasonable show with the grouping of data (Ati et al., 1998, 7). Hypothesis in this research is: There is an improvement toward the students' speaking ability using the Jigsaw.

I. Research Methodology

1. The setting of the research

   The research had been done at MTs Sudirman Bedono an Warir Lor Village RT 04 Rw 64. This school is located on a small village between Semarang and Yogyakarta. MTs Sudirman Bedono is near the house of controversial person (Syeh Paji). The fresh and cool air also support the learning process in this Islamic Junior High School. In the schedule, this research would be carried out during 2 months from July until August, 2011.
2. Method of the Research

The research method used in this study is action research. There are some definitions of action research. The first definition is given by Hopkins that action research is a form of self-reflective inquiry undertaken by participants in a social (including educationally) situation in order to improve the rationality and justice of: (1) their own social or educational practices, (2) their understanding of these practices, and (3) the situations in which practices are carried out (Bawow and Sucwandi, 2008:27).

The second definition states that Classroom Action Research refers to an awareness toward learning activity in which it appears intentionally and not as together in a class. The activity is given by a teacher or with a guidance from the teacher and done by the students (Arikunto et al., 2007:3).

The third is a definition quoted from Division of Education, Indiana University, South Bend which stated that Classroom Action Research is research designed to help a teacher find out what is happening in his or her own classroom, and to use this information to take action for future improvement (Bawow and Sucwandi, 2008:27).

3. The Procedures of the Research

This study used classroom action research, so in this case, the writer used some steps as Kemmis stated. There are three cycles in this action research. In each cycle, the procedures are as follows:
a. Planning

The activities in the planning are:

1) Preparing materials, making lesson plan, and designing the steps in doing the action.

2) Preparing list of students’ names and scoring.

3) Preparing teaching aids.

4) Preparing sheets for class observation (to know the situation of teaching-learning process when the method or technique or module is applied).

b. Action

1) Teaching the materials.

2) Team study.

3) Giving direction to the students to ask any difficulties or problems.

4) Giving oral test.

c. Observation

Observation is one of the instruments used in collecting the data. Observation is a scientific method that can be systematically used to observe and note the phenomena investigated (Hadi, 1995: 136). The researcher used this observation to write something that happened in the classroom.

d. Reflection

The writer’s reflection was done by discussing with her collaborator. Note on the lack, incompatibility between action and
scenario or different response of students that expected. They were
analysis of the observation, identification of the problem and found out
the alternative thinking of problem solving. Then the next cycle could be
decided or designed.

FIGURE 1.1
THE PROCEDURES OF CLASSROOM ACTION RESEARCH

Cycle I

Profile \Rightarrow \text{Alternative of solving the}
problem (Plan of action) \Rightarrow \text{Action I}

\text{Reflection} \leftrightarrow \text{Data} \leftrightarrow \text{Observation}

\downarrow

Cycle II

The new problem from reflection \Rightarrow \text{Plan of}
action II \Rightarrow \text{Action II}

\text{Reflection} \leftrightarrow \text{Data} \leftrightarrow \text{Observation}

\downarrow

The next cycle
1) Technique of Collecting Data

In this study the writer used oral test, observation, and documentation in collecting the data. Oral tests were used to know the percentage in the speaking ability. The writer used observation done with his collaborator. The name of the collaborator was Imasen. The observation was to know the situation of the teaching-learning process when the method is applied. It was very important in this case, not only to know their own feeling but also how they think about their teacher. The writer also used documentation to find data about variables in notes, work transcript, and the book.

History of MIT's Sudirman School: This method was used as a technique to know the condition of teachers, staffs, students, and location of the school. The source of this data was text book or other supporting book in MIT's Sudirman School.

2) Technique of Analysis Data

After collecting the data, the next step of the study was analyzing the data. The data were the result of test from pre test and post test. In analyzing the test scores, a statistical technique was used to find out the mean score of the students. The second technique was counting the percentage of the students' speaking ability through practice dialogue. From the observation sheets, the students' behavior during the action is analyzed.
In the oral test, the writer used assessment scale for oral ability.

**Table 1.1: The Assessment Scale of Oral Ability**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>60</td>
<td>The student is almost unintelligible, uses words wrongly, and shows no sign of any grammatical understanding.</td>
</tr>
<tr>
<td>65</td>
<td>The student is able to transmit only basic ideas using individual words rather than phrases or fuller pattern of discourse. Speech is very hesitant and the pronunciation makes intelligibility difficult.</td>
</tr>
<tr>
<td>70</td>
<td>The student transmits basic ideas in a fairly rapid way. Pronunciation is sometimes problematic and there are examples of grammatical and lexical mistakes and gaps which impede communication on occasion.</td>
</tr>
<tr>
<td>75</td>
<td>The student transmits ideas moderately clearly. Speech is sometimes hesitant and there are frequent lapses in grammar and vocabulary use. Nevertheless, the student makes himself understood.</td>
</tr>
<tr>
<td>80</td>
<td>The student is intelligible, understands nearly everything at normal speed, although occasional repetition may be necessary.</td>
</tr>
</tbody>
</table>
The student speaks at a comfortable speed with only an occasional pause or upset. There are some problems of grammatical accuracy and some words are inappropriate used.

The student speaks fairly fluently, showing an ability to communicate ideas with not too much trouble. Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning.

The student speaks fluently with few obvious mistakes and a wide variety of lex's and expression. Pronunciation is almost always intelligible, and there is little difficulty in communicating ideas.

The student has few traces of foreign accent, makes few noticeable errors of grammar or word order, use of vocabulary is virtually that of native speaker. He speaks quickly with few hesitations and appears to understand everything without difficulty.

In addition, the writer made the criteria of student’s speaking ability raw grouped into four categories, they are:

a. Excellent = 91-100

b. Very good = 81-90

c. Good = 71-80
d. Average  = 60 70
a. Poor  = <60 

To analyze the data of the research, the writer used a formula, it was:

\[
\% \text{ Percentage score} = \frac{F}{N} \times 100\%
\]

Explanation:
P = percentage
F = frequency
N = number of group

I. The Outline of the Thesis Presentation

In order to make easy to understand this thesis, the writer the following system of presentation as follows:

Chapter I is introduction. It contains; the background of the study, the statement of the study, the objective of the research, the significant of the study, limitation of problem, definition of term, the literature review, hypothesis, Research methodology, the Outline of the thesis presentation.

Chapter II is literature review. It contains about theories that relevant toward research, theory description, there are; classroom active research, speaking, and jigsaw.

Chapter III is research report. It contains about general description of MTs Suhardiman Bekukan.
Chapter IV is data analysis. It contains about field note and scores of oral test.

Chapter V is consisting of Closure presents by giving conclusion, implication and suggestion.

Bibliography

Appendix
CHAPTER II

LITERATURE REVIEW

A. Classroom Action Research

1. The Definition of Classroom Action Research

Classroom action research is an action research which has specific aim and correlation with class.

Margaret and friends (2010: 40) said in their book that Action research generally includes a three-step process:

a. Identification of the problem(s) through careful observation and reflection

b. Planning and taking appropriate action (the study)

c. Using the findings to determine if teaching and learning have improved or if further changes are needed

Arikunte (2006: 31) gave three components in classroom action research, they are:

a. Research

An activity to observe the object by use of ways and methodologies to get the useful data or information to improve the quality of thing and that is necessary for researcher.

b. Action

A movement activity in action with specific purpose, in the form of activity cycle network for the student.
2. Classroom

A group of students, they got a lesson from a teacher in the same time.

Then he concludes that classroom action research means monitoring toward teaching learning process in the form of an action, which is deliberated an action and occur in the class.

Action research deals with social practice. Education is a social practice. In most cases, it involves the direct interaction of teacher and groups of students. Classroom is complex means, secondary schools are lives of intrigue and cautionary. Trying to reach understanding of issues concerned with teaching and learning, therefore, implies getting to grips with a wide range of human issues such as the attitude of students, the politics within departments and the ethos an environment of the institution.

The aim of action research is to feed practical judgment in concrete situation, and the validity of the theories of hypothesis. It is not generate depends so much on scientific test of truth as their usefulness in helping people to act more intelligently and skillfully. In recent years, action research has been applied to problem involving curriculum development, and in service education, particularly within the field of self-evaluation (Avik, no, 2006: 57).

2. The Characteristic of Classroom Action Research

Syamsuddin and Darmawati (2007: 197) outline the following characteristics of classroom action research.
c. It examines problems which are deemed problematic by researchers in teaching learning process.

d. The researcher can give treatment which planned action to solve the problems and improve the quality, so the subject can get the implication.

e. The steps of research in the form of cycle.

f. Seen reflective thinking from researcher both after and before research.

g. Contextual situational, which related to diagnosing and solving the problem.

h. Classroom action research used collaborative approach.

i. Participatory, which each team member accompany in the research.

j. Self-evaluative, which the researcher evaluate by self continually to improve the performance.

k. The procedure of research is on-the-spot which designed to handle the real problem in that area.

l. The result applied immediately, long-range in perspective, measuring up to subtle and adaptive.

3. The Principles of Classroom Action Research

According to Hopkins (1993: 57-61), there are six principles of classroom action research by teachers. Some of them are followed as:

a. The teacher's primary job is to teach, and any research method should not interfere with or disrupt the teaching commitment.
e. The method of data collection must not be too demanding on the teacher’s time.

f. The methodology employed must be reliable enough to allow teachers to formulate hypotheses confidently and develop strategies applicable to their classroom.

g. The research problem undertaken by the teacher should be one to which he or she is committed.

h. The need for teacher researchers to pay close attention to the ethical procedures surrounding the work.

i. That as far as possible classroom research should adopt a “classroom exceeding” perspective. This is that all members of a school community actively build and share a common vision of their main purpose.

In accordance with the principles that classroom action research have in common with the matters that happened in the class. A class is one unity of the teaching elements and to reach the specificity. The components from a class are the students, teacher which is teaching, lesson item, medium of used, result of the study, environment of the study, and the management that conducted by head of the school. The object of perceived in classroom action research not have always when process of the study underway because class is not room, but it is a group of students (Arianto, 2008: 24).
According to Agb (2005: 18) classroom action research is one of the strategic ways for the teacher to improve the educational service which must be carried out in the context of study in the class and improvement of the school program quality on the whole. The aim of the classroom action research is to improve and to increase the process of the study in the class to be carried out continuously. This aim is close relationship with the teacher in fulfill their professional mission of educationally. Related with components of the study, classroom action research have some benefits, they are:

- Innovation of the study.
- Development of the curriculum in the school and class level.
- Improvement of the teacher professionalism.

B. Speaking

1. The Definition of Speaking

According to Bygarte, speaking is the oral interactions that can be characterized in terms of routines, conventional ways of presenting information which can either focus on information or interaction as Nurse (1994: 40).

Speaking skill is very important because language is primarily speech. Oral communication is seen as a basic skill, so it is needed. Not only serious treatment is needed in teaching but also a great effort in order to be able to master the skill.
The most people, mastering the art of speaking is the single most important aspect of learning a second or a foreign language, and success is measured in terms of the ability to carry out conversation in the language.

According to Brown (2004: 141) there are three basic types of speaking, as follows:

a. **Imitative**

   The ability to simply parrot back a word, phrase or possibly a sentence.

b. **Intensive**

   The production of short stretches of real language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.

c. **Responsive**

   Interaction and/or comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

In speaking a foreign language as a foreign language, learners should be consistent in the process in mastering the language (in this case English); as Huterin and Waters (1987) point out that language learning is a process. They later state that, it is not enough for the learner just to have necessary knowledge (about the related language) to make things meaningful. Thus, they must also use that knowledge. However, it is important
to understand what we mean by the terms active. Thus, we must make a distinction between two types of activity:

a. Psychomotor activity; that is, the observable speech organs of limbs being in accordance with signals from the brain;
b. Language processing activity; that is the organization of information in a meaningful network of knowledge. This kind of activity is internal and not observable.

2. Teaching Speaking Skills

Teaching can not be defined apart from learning. Nathan Gage notes that to satisfy the practical demands of education, theories of learning must transcend the “head” so as to yield theories of teaching. Teaching is guiding and facilitating of learning, enabling the learner to learn, setting the condition for learning in Brown (1986: 8).

Speaking is a complex skill requiring the simultaneous use of a number of different activities, which often develop at different rates. Either one or five components are generally recognized in analyses of the speech process:

a. Pronunciation

Why in which a language is spoken.

b. Grammar

Rule for forming words and making sentences.

c. Vocabulary

Total number of words that make up a language.
d. Fluency

Quality of condition of person to speak a language easily and well.

These should probably be added to comprehension, for communication certainly requires a subject to respond to speech as well as to initiate it (Hall's, 1969: 81).

When speaking, you have to be able to use different parts of the mouth and body from those needed in your own language: make individual sounds and combine them; produce correct stress on individual words and on longer stretches depending on the meaning you want to convey; use intonation; work with appropriate rhythm and pace; express your own personality by choosing from a range of physical and verbal expressions; interact with people appropriately, repairing breakdown of messages, taking turns and speaking alone for short and long periods (Woodward, 1988: 93).

Language learning is an active process. It is not enough for learners just to have the necessary knowledge to make things meaningful; they must also use that knowledge. However, it is important to be clear what we mean by the term 'active' (Hutchinson and Waters, 1987: 128).
C. Jigsaw

1. The Definition of Jigsaw

Susan LeFever (1986) in CLPS (Center for Learning and Teaching Excellence) says that Jigsaw was originally developed by Elliot Aronson (1978). It has since been adopted by a number of teachers at all levels in a variety of ways. Essentially, it is a cooperative learning lesson design that takes the place of a lecture. Each student within a team has a piece of the information to be learned by all students and each student is responsible for teaching their section to the other students on the team. When all the pieces are put together, the students should have the whole picture—hence the name, Jigsaw.

Can these same strategies be turned into learning and teaching strategies? Elliot Aronson says yes; Author of The Jigsaw Classroom (1978). Aronson used them to develop a teaching concept built on cooperative learning exercises aimed at actively engaging all students.

"Designing an effective jigsaw requires different, but overlapping, team assignments and a meaningful group task, plus attention paid to how students will prepare effectively for peer teaching and how the instructor will evaluate their individual students have learned" (Tewksbury, 2010)

"How to use Jigsaw: These the steps are:

- Divide your class into small ‘home groups’
• Give each student in each group a number 1, 2, 3, 4, etc. Five
  have groups of four students each, for instance, will give you five
  students with the numbers 1, five with the number 2, and so on.
• After each student has their number, break the same groups apart,
  reorganizing them by number, into new "expert groups." all the 1s
  together, all the 2s together, all the 3s, etc.
• Assign each expert group a specific research idea, a chapter, or
  maybe a film related to the focus of your overall lesson.
• The expert groups must then discuss their specific assignment,
  share ideas, and collaborate on any assigned activities.

This strategy facilitates students teaching each other and can be
particularly useful when exploring new ideas or examining complex
problems.

2. The Use of Jigsaw in the Teaching-Learning Process

The basic steps of Jigsaw are applied by Susan Leland in her
journal as follows:

a. Divide the material needed to cover a topic into four roughly
equal parts.

In upper division or graduate classes, teacher might assign four
different articles. In introductory level classes teacher might need
to assign four different sections of a chapter or four abridged
articles. Finding four equal parts that can stand alone is often a
lot tougher than it seems.

b. Assign a different subtopic to each team member.

The teacher makes the assignment. For example: all #1s will
read the article by Johnson, Johnson, & Smith; all the #2s will
c. Develop and assign homework questions or essays over the material. These should probably be turned in for points or a grade in undergraduate classes.

Jigsaw falls apart if students are not prepared. Assigning questions, reading logs, study guides or reaction papers helps to ensure preparation. Teacher may write different questions for each article or you may simply ask for a summary. In small classes some faculty just check off students' work as they come in. Other faculty grade end/or respond to the assignment.

d. Put students in expert groups and give them instructions.

When students arrive in class, they turn in their homework and then meet in expert groups. This means that all the #1's meet together, all the #2's meet together, etc. If the class is large, the teacher will have to have more than one expert group for each article.

Give the expert groups specific instructions on their task. If the teacher had simply asked the students to read a chapter and write a summary for homework, teacher might give them instructions like these:

1. Introduce yourselves to the other expert group members. Your task today is to plan a tutorial on your
article that each of you will use when you return to your home teams.

2. Discuss the reading with the group, coming to consensus on the main points you will each your teammates. Make sure everyone panic pans.

3. Try to think of at least two examples from your personal experiences to illustrate the main point(s).

4. Plan how you will check your respective teammates for understanding without asking, “Do you understand?”

5. Thank your expert group members for their help.

If the teacher asked them answer focus questions for homework, the instructions might look like this:

1. Introduce yourselves.

2. Take turns leading the discussion to compare your responses to the questions. Try to come to consensus on the most important points. If there are things you can’t agree on, make note of them to share with your teammates. Also note any interesting or useful examples from any of your expert group members. Check for understanding before moving on to the next question.
3. Plan your strategy for teaching your teammates in the limited amount of time that you will have.

4. Thank your expert group members for their help.

Teacher could add some other ideas to the instructions include:

- Reminders about social and cooperative skills: "The cooperative expectation for this assignment is that all group members will participate fairly equally in the discussion. It is each person's responsibility to ask for the opinions and ideas of quieter group members. The individual accountability expectation is that any group member, if randomly called upon, could summarize the group discussion."

- Instructions to promote critical thinking: "Try to come to any criticisms of the author's work - is it biased, unsubstantiated, overly narrow in applicability, etc. or "How might this article call in to question Smith's theory that we discussed last week?"

e. When expert group time is up, have experts return to their teams and teach.

When students return to their home teams, it helps to have each team teach the articles in the same order. This way, if a team's
member #2 is noted, the remaining team members can disperse and sit with other teams when it's time for the #2's to teach. If they all teach on their own schedule, teacher can't compensate for absences.

f. Provide a team synthesis activity.

Try to design an activity which will synthesize the information that students learned in the four articles. They might analyze a case, write a team essay or position paper or solve a problem. Without a synthesis activity, it's more likely that students will remember the information from their own articles, but not from the articles that were covered by their teammates.

g. Assess student learning and provide closure.

As with any classroom activity, it's important to debrief when the Jigsaw is complete (of course, if your Jigsaw takes several class periods, you'll have multiple debriefings). Call randomly on students to present what their teams learned. Depending upon the synthesis activity that you designed for them, they may be reading a memo, reporting a decision, criticizing a theory, or demonstrating the solution to a problem.

As to more formal assessments (finals, grades), Jigsaw has most well-designed cooperative learning activities. lends itself to a
variety of both individual and team assessments. Those who use group grades can grade the team synthesis activity. For a short jigsaw, this can be as simple as a brief team essay or short solution to a problem. If Jigsaw is part of a larger project, a complex team product may constitute the synthesis. Individuals may be assessed for their preparation before coming to class, for the quality of the material they prepare for their teammates, or through some form of peer evaluation. Very often however, I don’t grade jigsaws at all; I tell students that they are just one of many things that they will be doing in class, like listening to short lectures or participating in full class case discussions. Participating actively helps them be better prepared for exams and individual writing assignments – and this is often motivation enough.

3. Variations of jigsaw

There are many variations on Jigsaw. Susan Ledlow presents 3 kinds:

- Assign only two articles and have students work with a partner on their team to teach the other partners.

- Have students read the same material but react to it from a different perspective. After reading an article about a program for teaching English as a second language, Student #1 would write a critique from the perspective of a teacher.
Student #2 would write a critique from the perspective of an administrator; Student #3 would write a critique from the perspective of a parent, and Student #4 would write a critique from the perspective of an ESL student.

- Jigsaw a video and ask students within a team to take roles on different parts or to watch for different things.

4. The Strengths and Weakness of Jigsaw

Arnoten, R. (2006-2008) in "History of the Jigsaw" on Jigsaw Classroom website show the following strengths and weaknesses of Jigsaw:

a. The strengths of Jigsaw:

- Covers a large amount of material quickly, it is an efficient way to learn the material
- Introduce students to different perspectives with others on topics
- Builds a depth of knowledge
- Discloses a student's own understanding and resolves misunderstanding
- Builds on conceptual understanding
- Develops teamwork and cooperative working skills
- Improves student motivation
- Increases enjoyment of the learning experience
the jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity.

Each student has an essential role in the group.

b. The weakness of jigsaw

- Uneven time in expert group
- Students must be trained in this method of learning.
- Requires an equal number of groups
- Classroom management can become a problem
- More talkative students tend to dominate discussions in the jigsaw groups or try to control the group
- The teacher should completely prepare all of the things related with the jigsaw method of learning
- The teacher should manage the activity, which is sometimes unexpected
- The teacher should understand the way students think through a problem is as important as what they think the answer is (Ellen Berg)
CHAPTER III

RESEARCH REPORT

A. The General Situation of MTs Sudirman Bedono

MTs Sudirman is an educational organization under Yayasan Perguruanan Pendidikan Islam Sudirman (YAPIS). The school was established in 1969, by Mr. Sama'at. Actually, the school is not MT's but PGA (Religious Teacher Learning).

The location is at Jl. Suwojoyo, 49 Wuraw Lor, Bedono, Jambu Subdistrict, Semarang Regency, Central Java 59663. The width of this location is about 5,000 m². This location is strategic, because in the middle of the Wuraw Lor village. So, this location is in the public society, so this location is very convenient in teaching learning process because it is far from crowded and noise of highway and freeways.

The name of the school is Mesujiyah Tsanawiyah Sudirman Bedono. This school is Independent or Private. The headmaster of this school in the academic of 2011/2012 is Drs. Miftah and the vice of the headmaster is Hazal Widayati, S.Pd.I.

MTs Sudirman Bedono is permanently subsidized by the government. The facilities are textbooks, Marching bands, tools, teachers and officials. The students of MTs Sudirman Bedono in academic year of 2011/2012 are 94 students. They consist of 20 students of the seventh year, 25 students of eighth year, and the students of ninth year are 27 students. This.
School has 3 classrooms for teaching learning process, Science laboratory, Multimedia room.

B. The Situation of Educational Facilities and Tools

**TABLE 3.1**

THE SITUATION OF EDUCATIONAL FACILITIES AND TOOLS

OF MTS SUDIRMAN BEDONO IN THE ACADEMIC OF 2011/2012

<table>
<thead>
<tr>
<th>No</th>
<th>Facilities</th>
<th>Total</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Administration room</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>3</td>
<td>Headmaster room</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>4</td>
<td>Teacher room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Computer Lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Mosque</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>7</td>
<td>UKS room</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>8</td>
<td>Skill room</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>9</td>
<td>Toilet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Canteen</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>11</td>
<td>Warehouse</td>
<td>1</td>
<td>Fine</td>
</tr>
</tbody>
</table>

C. The Situation of the Teachers and Staffs

**TABLE 3.2**

THE SITUATION OF THE TEACHERS AND STAFFS OF MTS

SUDIRMAN BEDONO IN THE ACADEMIC OF 2011/2012

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Drs. M. Tjah</td>
<td>Headmaster</td>
</tr>
<tr>
<td>2</td>
<td>Hari Widjaya, S. Pd</td>
<td>Vice of Headmaster</td>
</tr>
<tr>
<td>3</td>
<td>Rupiningsih, S. Pd</td>
<td>Science Teacher</td>
</tr>
<tr>
<td>4</td>
<td>Umi Ikram, S. Pd</td>
<td>Arabic Teacher</td>
</tr>
<tr>
<td>5</td>
<td>Nor Sahid</td>
<td>Literacy of Al-Qur'an and Hadith Teacher</td>
</tr>
<tr>
<td>6</td>
<td>Joko Sriyono</td>
<td>Japanese Teacher and Arts</td>
</tr>
<tr>
<td>7</td>
<td>Dwi Widiyanto</td>
<td>OK Teacher and Head of Administration</td>
</tr>
<tr>
<td>8</td>
<td>Qodirur, S. Pd</td>
<td>English Teacher</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Status</td>
</tr>
<tr>
<td>----</td>
<td>---------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>9</td>
<td>Sugiriati, S.Pd</td>
<td>Skill and civic society, Social Teacher</td>
</tr>
<tr>
<td>11</td>
<td>Hariyani, S.Nd</td>
<td>Mathematics Teacher</td>
</tr>
<tr>
<td>12</td>
<td>Hasih Widiyati</td>
<td>Indonesian language Teacher</td>
</tr>
<tr>
<td>14</td>
<td>Muhaimin, S.Ag</td>
<td>Sport Teacher</td>
</tr>
<tr>
<td>25</td>
<td>Bedyono</td>
<td>Gardener and Guard</td>
</tr>
</tbody>
</table>

D. The Situation of the Students

**TABLE 3.3**

*THE SITUATION OF THE STUDENTS OF MTs SUDIRMAN BEJONG IN THE ACADEMIC OF 2011/2012*

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Number of class</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VII</td>
<td>1</td>
<td>12</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>VIII</td>
<td>1</td>
<td>9</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>3</td>
<td>IX</td>
<td>1</td>
<td>15</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3</td>
<td>36</td>
<td>37</td>
<td>73</td>
</tr>
</tbody>
</table>
E. Organization Structure of MTs Sudirman Bedono

FIGURE 3.1
ORGANIZATION STRUCTURE OF MTs SUDIRMAN BEDONO

DEPARTMENT OF RELIGIOUS INSTITUTE DEPARTMENT OF EDUCATION

HEADMASTER COMMITTEE

ADMINISTRATION

CURRICULUM PUBLIC RELATION VICE HEADMASTER OF STUDENTS AFFAIR

DATA & ADM K3M SUPERVISOR OF K3M

LIBRARY

TEACHER

STUDENT
CHAPTER IV

THE IMPLEMENTATION OF THE STUDY

A. Field Note

In this implementation, the researcher as observer has arranged two cycles. In each cycle, the steps are: planning, acting, observing, and reflecting.

1. Cycle I

   a. Meeting I

      1.) Planning

      The teacher prepared:

      a) Materials, making lesson plan, and designing the step in doing

      REncANa PElAKsaNAAN PEMBELAJARAn

      (RPP)

MThS 8. MThS Sma/TenS SeconD

Kelas/Semester : VIII (Delapan) / 7

Standar Kompetensi : 4. Memotong makna dalam teks dan formal dari

   monolog penek sadar bahwa yang berbicara deskriptif dan

   pertanyan untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar : 4.2 Memotong makna dalam membaca teks segerana

   dengan menggunakan ragam bahasa dan secara aktif;

   membaca, dan membantu untuk berinteraksi dengan lingkungan

   sekitar dalam teks berbicara deskriptif dan mengkomentari

Isi : teks 8. memiiing, descriptive, recount

Tema : Narrating Post Events

Aspek/ Skill : Berbicara

Alokasi Waktu : 54 menit ( 2 x pertemuan )

38
1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat memanfaatkan makna kalimat:
   a. Memahami V3 (irregular and regular verb)
   b. Menerapkan Past Tense pada kalimat.
   c. Merancang pengelaman pelajaran.

Karakter siswa yang diharapkan:
- Dapat berperan dalam pembicaraan dan pertanyaan respect (teken dan dialog)

2. Indikator
   a. Siswa dapat memahami V3 (irregular and regular verb)
   b. Siswa dapat menerapkan Past Tense pada kalimat
   c. Siswa mampu merancang pengelaman pelajaran

3. Materi Pembelajaran
   a. Ucapan keterangan praktis
      - Daftar irreg. ter Vero
      - Dialog
      - Terpraktekkan kosa kata masa lampau such as: bought, walked, bought
      - Bacaan manfaat pertanyaan dari guru

4. Metode Pembelajaran: Jigsaw technique

5. Langkah-langkah Kegiatan
   Pertemuan pertama dan kedua,
   A. Kegiatan : Pendahuluan
      Persiapan :
      - Mengulangi pengucapan irregular verb
      - Menjawab pertanyaan dari guru
      - Mempraktekkan dialog
      Motivasi :
      - Menjawab pertanyaan yang berkaitan dengan kegiatan senantiasa

      What do you do yesterday?
      - What did you do after play with me last week?
8. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Mempersilakan peserta didik mencari informasi yang luar biasa dalam bentuk tepi, tepi, media visual, dan aneka sumber.
- Mengungkapkan berbagai pendekatan pembelajaran, media pembelajaran, dan metode belajar lain.
- Membiasakan kejadian interaksi antar peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membiasakan peserta didik membaca dan memahami yang bercampur melalui tugas-tugas tertentu yang berumur;
- Membiasakan peserta didik melakukan pembuatan tugas, diskusi, dan lain-lain untuk memupuk kegagasan baru baik secara individu maupun timbul;
- Memenuhi kesempatan untuk merutik, mengevaluasi, memecahkan masalah, dan perspektif secara rasional;
- Menfasilitasi peserta didik dalam pembelajaran sederhana dan elaborasi;
- Menfasilitasi peserta didik berkomunikasi secara seru untuk meningkatkan prestasi belajar;
- Menfasilitasi peserta didik membentuk lapangan eksplorasi yang dilakukan baik dalam maupun luar kelas, secara individual maupun kolompok;
- Memfasilitasi peserta didik untuk mewujudkan hasil kerja individu maupun keompok;
- Menfasilitasi peserta didik melakukan regiapan yang menunjangkakan koneksi pada dan antara perayaan dari peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberi kesempatan bagi peserta didik dalam berkomunikasi dengan guru, maupun dengan peserta didik yang berbeda atau berbagai sumber;
- Memberikan komentar dan hasil dari eksplorasi dan elaborasi peserta didik satu sama lain berbasis teoritis;
- Memfasilitasi peserta didik melakukan refleks untuk memperoleh pengalaman baru, ajaran yang telah dilakukan,
- Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermanfaat dalam menempatkan konseptualisasi dasar.
C. Kegiatan Penutup

Dua belas menit, guru.

* melakukan pendahuluan dengan memberi contoh kalimat yang akan dibahas dan diperbincangkan;
* memberikan umpan balik terhadap keberhasilan siswa dalam membahas;
* memberikan arahan untuk membaca kalimat pada materi bedaknya.

6. Sumber belajar
   a. Buku teks yang relevan...
   b. Scrot pembelajaran dan

7. Pemahaman

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Veniaian</th>
<th>Bentuk Instrument</th>
<th>Instrument/Sooal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Melakukan monolog pendek dalam bentuk narasi.</td>
<td>Teka-teki, uji pelik, berbicara.</td>
<td>Menuliskan narasi.</td>
<td>Think of an activity or event that happened to you yesterday and tell us about it.</td>
</tr>
</tbody>
</table>
a. **Instrumen:**

Practice dialogue that relates with Past tense

b. **Pedoman Penilaian:**

Jumlah skor maksimal keseluruhan: 100

c. **Rubrik Penilaian:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>25</td>
</tr>
<tr>
<td>Fluency</td>
<td>25</td>
</tr>
<tr>
<td>intonation</td>
<td>25</td>
</tr>
<tr>
<td>Attitude</td>
<td>25</td>
</tr>
</tbody>
</table>

**Standard of each element:**

<table>
<thead>
<tr>
<th>Level</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>20</td>
</tr>
<tr>
<td>Average</td>
<td>15</td>
</tr>
<tr>
<td>Poor</td>
<td>10</td>
</tr>
</tbody>
</table>

Guru Mapel Bahasa Inggris,

Qodirun, S.PdI

NIP.

Bedono, 7 Januari 2012

Peneliti

Randika Iksani

NIM 11307022

Mengetahui:

Madrasah Tsanawiyah

Miftah
# DAFTAR NILAI SISWA KELAS VIII (1)

**MTs SUDIRMAN BEDONO**

<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA</th>
<th>Pronunciation</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Fluency</th>
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<tr>
<td>1</td>
<td>DEVI ADYAN</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>EWI NUR YAIYAH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>FAJAR P. DANTONI</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
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</table>
c) Sheet for classroom observation.

c) Oral Test (dialogue).

Andi: Hi, Argol.

Argol: Hi, Andi! Oh My God, what happened to your leg?

Andi: I had an accident yesterday. A motorcyclist hit me when I was crossing the street.

Argol: I'm sorry to hear that. Is it broken?

Andi: Yes, it is. I guess I have to learn to walk with this walking stick.

Adapted from SIMPATI, LKS SMP, Peneatan Grahadi, Surakarta.

2.) Implementation of the action

On Monday, the second of January 2012, the teacher (the writer) and observer entered the English class. The atmosphere of the class was crowded and some students did not enter yet in the class. Inside the class, they didn't have enthusiasm to master the lesson. Then the teacher waited a few minutes, then he began to start teaching English lesson.

Teacher: "Assalamualaikum, Wai Wai"

Students: "Waalamualaikum, Wai Wai"

Teacher: "Good Afternoon students"

Students: "Good Afternoon sir"

Teacher: "How are you today?"

Students: "I am fine, and you?"
Teacher: "Very well, thank you. Class, introduce myself; my name is Randika Dewan and you can call me Randi and she is Dona. We are new English teachers for the time being in this class."

Dana: "Pargil kau alau pak ney?" (What should I call you Sir or bro?).

Teacher: "Pas saja ta...Saya berharap kau bisa belajar bersama dengan nyaman ya?" (Maybe Sir... hope we can study together comfortably)

Dana: "Oya, saya jangan gak-gak gak alau pak" (But do not be vicious Sir).

Teacher: "No, my friends always call me an easygoing man so you should be quiet please! Who is absent today?"

Riska: "Three students, Sir."

Teacher: "Who are they?"

Riska, Devi: "Hermawan, Sofian and Wina re-pak?"

Teacher: "Oh, thank you. Selamat bermain misteri Pak Randy akan menjelaskan teknik penyelesaian yang akan kita pelajari dalam penyelesaian masalah kita ini. Di sinja teknik inquiry, karena pelajaran kali ini dilakukan speaking maka kita akan belajar menggunakan些许 unique Building
In English, I begin the lesson. I will describe the lesson technique which will be used to study today. It is a Jigsaw Technique, because this lesson is speaking, so we study to speak. This aim is to improve our speaking ability.

Teacher: "Weh Angel tenang pok. Kalo ngambil pake booth-b
tubah asta jawi gampang ya? katu langgin
gak taun jadiya pok". Oh, that is very hard Sir. If we speak in Jawi, it is easy but in English, we do not understand the meaning.

Teacher: "Sekarang ya kita main hajatan wong
wongan, dan terus menulis kau pasti bisa.
Sebelum memastikan materi talang kalian pakai
dialogue ini. Kalau praktekkan ya. Talang
dikerja sodong ya?" (Actually, if we do it seriously and continuously, we can sure. Before studying the materials, please you learn this dialogue. Then you should practice it. Please help me to distribute);
Some students asked about the vocabularies of the dialogues, the teacher distributed it. Then, the students did the sharing process in the groups, but situation of the class were crowded. Some of them asked each other; then walked to get friends’ help. In the left, some of girls were busy to do the sharing process quietly and in front of the row some of boys did seriously. Twenty minutes later, the teacher asked the students to finish their job. Then, he continued to do the oral test. After it, they start the lesson.

Teacher: “Now, we will study about past tense. Ada yang
sewa apa ia past tense?” (Do you know what is
past tense?)

Moika: “Yang past tense pak”

Teacher: “That is right, Past Tense is one of Verbs. Please
you give me an example of Past tense sentence!”

The students were silent, they only look at other. Then, he said “Ok.
I will give one example. I went to Bedano Market yesterday. Trus
sewa yang tehwa tehwa kala tak tak？” (What is the meaning
that sentence?)

He said: “With sapa Supa pak... have sapa sapa negara
tang sapa se pak, I were forget sir, in the past I
know but now I forget,”
Teacher: “Hai, he he, kalian semua pintar betul-betul, urinya adalah Saya pergi ke pasar Bedono kemarin, sekarang Pak Hanji akan mengumpulkan berempat-enam orang untuk instruksion, tolong, kalian dengarkan kemudian ajaran sewaktu saya. Do you understand?” ha ha ha, You are smart to get reason, the meaning is Saya pergi ke pasar Bedono kemarin, now I will say some instructions, listen to me please then you repeat after me). Students answer “yes...”

Then the teacher asked “repeat after me, Silah Please. Then the students answered it: (OK). Once again he said and the students answered it, Sit down please, he said and the students repeated it. After that, teacher asking about the pattern of the past tense, and they said that they have understood then he said “Sekarang dibagi menjadi 3 kelompok yaitu,的经历, meminta penjelasan, bagaimana cara mengumpulkan, minik, dan urinya. Silakan ada pertanyaan langsung pak Hanji? OK?”. Then the student answered “OK Pak”. Before that, teacher chose 5 students in the class they are Mexayati Ama, Muntojo, Riana Anggraini, Setia Ningrum and Riza Umar. After that, the teacher gives a chance for the students to share and learn in turn. The students do sharing, process in group, crowdedly. The teacher sits and waits the question
from the students. After finishing the sharing process, one by one group of pairs perform their job and the teacher gives some corrections. There are some mistakes about pronunciations.

While practising process finished, the teacher said “Kok gak semangat, kalian sudah capek?” (You are not enthusiastic, are you tired). The Rara and Rahayu answer together “iya pak, capek, nggak nasi, tapi kita sudah mulai pulang” (Yes, we are tired, sleepy, and hungry; this is time to go home sir).

Teacher: “iya pak agerti tapi belum bel, kini pulang kalian mesti dimandikan pak Aspek dong. Bati penjelasan pak Randy rani, kalian sudah puaskan makanan? (I understand, but the bell is not ringing yet; if we come back before the bell, the Headmaster will be angry. From those tasks, did you understand?).”

Danir: “Not yet...” Then, a student asks “angkat tenan ex pak?” “Those are difficult sir?”

Teacher: “Kuliner dimana?”

Danir: “Kebanyakan, anak – anak tidak kapal V1 pak.” (Most of the students cannot memorize V1 sir.)

Teacher: “OK, I have prepared it and it can help you to memorize V2. Hendrik, please distribute this paper. (One of the students distributes it). That is
the list of irregular verb (kata kerja tidak beraturan) I believe Mr. Qodir explained in first grade, right?

Damar: Yes Sir.

Teacher: Kali sebelum silahkan masuk ke dalam ruang dan bersiap pulang. Any questions about our meeting today? (You can enter the book into the bag and prepare to return to home.)

The students did not answer, they were busy to pack their books. The situation in class was so noise, some students at other classes were out, and then the bell was ringing.

Teacher: “Ok, time is up. Kita akan kaji kembali besok. Tolong kalian pelajari lagi, masukkan dan cari artinya di memorize kalau ada yang belum kalian ketahui. Besok kalian harus lebih siap diminta bori ini ya. (We will continue tomorrow. Please you study again. memorized and find out the meaning if you do not know yet in home. You must more ready than today)

Lia: “Besok kiat lagi pak?” (Tomorrow is same with today sir).

Teacher: “Ya, besok kita akan diskusikan ini lagi sambil memahami tentang ini lagi dan tolong siapkan
dialogue yang kelima bntu bersemangat lagi.
Sekerang berhabis dulu” (Tomorrow we will
discuss about it and prepare your dialogue. Now
let’s pray together).

Tujah : Waktu belum jadi pakai (Oh, that was not
finished sir.)

Teacher : Santai saja. Besok kita lanjutkan lagi kok. (Never
mind, tomorrow, We can continue.)

After that, the teacher ended the meeting by saying
“Wassalamualaikum Wr. Wb.” and the students answer
“Wassalamualaikum Wr. Wb.”. When the teacher would be returning
to home, one of the experts (Mekha) came to him and said ‘Pak
and the unek-unek ungu yang silih ga paham akan
menjadi yang dibelikan bapak” (Sir, the students were comfort and
happy with your teaching but the experts did not understand your
method). Then the teacher answered that Mr. Randy thanked for
your critique, for the next, he said the learning process will be done.
He will collect the experts and explain the materials first. After she
got the explanation from Mr. Randy, She got back and gave
solution.

3. Observation

In the first meeting the teacher and collaborators observed
the teaching-learning process. By monitoring the students’ activity
in this action, we can see that the students were not ready yet when the teacher came to class, some students did not enter yet. They are Astal, Winito and Hermawan. Beside that, most of the students in the class looked lousy, crowded and tired (except the expert students). It caused English lesson schedule at the latest hours. The time was close, it was caused this is the first meeting so we need any time to introduced and explanation of class. The teacher looked clumsy, because this is the first teach in this class and he must make report.

The students (the expert students) looked enthusiastic when the teacher asked them to share with their group. It could be looked from their face and their responses to the teacher. But, they feel strange because this method is new for them. And they cannot adapt last.

4. Reflection

After analyzing the result of the meeting, the teacher and the collaborator can conclude that it was very important for the teacher to prepare the class condition, give the motivation so the student becomes serious and they have more enthusiasm in teaching learning process. It is looked from their activity in the class such as most of the students except Evi, Fia, Heneri and Lavin always asking teacher about material, how to pronounce. The teacher must be careful with the students pronunciation, he can ask the students
about their experiences, he can give the meaning of the word or sound of words when they did not understand the English sound, and he must give the meaning so they did not know.

Meeting 1 has not given a satisfactory result. The problems in this meeting are the students' lack of seriousness to follow the lesson, some students except. The expert and Damar pronunciation did not correct (such as: God [gad] they pronounced [gaogad], my [mai] they pronounced [mi, my], guess [ges] they pronounced [gess], we're going to [we're going to] they pronounced [we're going to] and they also did not understand the meaning of the expression and the way of the method. It seems from their jokes and didn't want to listen me, and never asked the question about the material. And the teacher gave some solutions to prevent it.

Firstly, it was very important to continue to the next meeting to motivate them in serious in teaching learning process. Secondly, although the teacher used the same technique and combined the last theme, he try to change dialogue memorizing to real conversation.

b. Meeting 2

1) Planning

The teacher prepared:

a) Materials, making lesson plan, and designing the step in doing action (Same with the last meeting)
b) List of student's name (same in the first meeting).

c) Teaching aid: picture and real thing model.

d) Sheet for classroom observation.

2) The implementation of the action

On Wednesday, the fourth of January 2013 the teacher and the co-laborator entered in the class. It was seven o'clock when we were entering, all of students entered. They were ready yet to start learning, there is no one students came late. Teacher began to teach English lesson, the situations are as follows:

Teacher: "Good Morning students"

Students: "Good morning Sir. How are you?"

Teacher: "Sir, thanks you, and you?"

Students: "Hello sir, thank you"

Teacher: "Who is absent today?"

One of the student want to create a joke,

Winner: "Pake, bing psych, tani tempepa!" (The students were same with yesterday, but one of the students.

Students: ha ha ha ha ha ha ...

Teacher: "Ok, thank you. Students we will continue the lesson for have studied yesterday, do you remember?"

Meida: "Yes sir"
Teacher: So, you were memorize the all V2 yesterday,
"Indian ending help second V2 past known know?"

Fajar: "Little, little, na...na..."

After those dialogue above he asked the students to say some irregular verb words yesterday, then the students answered them. Before that, they collect in the group and do sharing process. The teacher walk around. He usually corrected the student's pronunciation, and he asked the meaning of the V2 words. When the students found the difficult word, he indicated gevred with his hands and arms to show the meaning. For example the teacher ask "want", then some students in the group raise their hands and Riska answered "mengi pak". Then teacher said, "Good!

Now, you have 15 minutes to share with your group about your last dialogue and please search the difficulties for speaking. But for the expert, please come here to share about our material that we created last week about past tense and preposition of place. Then teacher explain to the experts clearly.

Teacher: "Did you understand?"

The experts: "Cah sir" (you sir)

Teacher: "OK, you can come back to your group and teach to your group"

The experts: "OK sir"
The experts start to explain to the group in that process.

Damar : "Sir, I have a question, what is different between in and out?"

Teacher : "like this ..."

Teacher gives example with book and pencil.

Teacher : 'book is in the bucket (buku ada di dalam bakul)

Pencil is in the book (pensil ada di dalam buku)

Understood?

Damar : "Oh, yes, I know, Thanks"

Teacher : "You're welcome."

After they finished sharing process in jigsaw metathesis, they continued the next step, which is practice the dialogue. In this stage he gave one dialogue used the expressions and past tense sentences were studied before. Firstly, he played the role of the dialogue himself.

Teacher : "Please listen to me, I will play the role between two friends, and they are studying together."

Then, he drew in the white board like two people, in below or right written Boi and in below of left written Toi. And then, he began the dialogue with his gesture and mimic while change his position appropriate with name in the picture. He repeated twice times. Then he asked the students repeated after him
together, and he divided them into groups, they shared and repeated what the teacher said and continued their task. Like in other times, the teacher gave correction if the student made a mistake, he also gave motivation if the students were only silent or had slow sound.

After sharing process, the teacher gave opportunity to the students to practice in front of class in pairs. But, no one students did it, then she said "Kata begin yang anda sapa Pak Randy nak luak pani" (If you do not forward, I will point toward you). "Sebelum pana, belama luak" the students said. (At the moment room, do not memorize yet). The teacher said again, "Kata begin yang nak luak sayap ada" (To which area was ready). The students were instead noise, they pointed each other. The teacher said loudly "Silent, please and listen to me! Kata begin yang kita sapa mengguan ada belama kelas sabah, kata begin yang kita sapa kedaan jangan tak luak kita kata belama kelas sabah. Pak Randy luak ini tak sabah. Jika kamu kata begin yang kita sapa belama kelas sabah, Pak Randy luak ini tak sabah, you do not make noise that disturb the side of class, let's who want forward do no afraid or shy, I will help you if you have difficulty and I will give point). Kata begin yang kita sapa kelompok belama pani? (Can we perform with another group s.o.t). Teacher said OK. Then, the students struggled to practice. "Please a pairs by a pairs" said the teacher.

The students practiced that dialogue in pairs by a pairs in front of class, they played the role variously. There are seriously.
Joke and some of them memorized the dialogue. The experts (Dumaz, Fajar, Nina, Lu, Yuni) and the other couldn’t do like them. The teacher observed each performance of them, she gave correction of any mistake, and gave applause and praise for good performance.

3) Observation

In the second meeting, observation is also carried out during the implementation of the action. The class situation did not move like in the first meeting, they were more ready and enthusiastic to follow the lesson. It was caused English lesson schedule at the first class they still looked fresh. Although, there are some of students still not, sometimes they were only silent and they still less confident to speak English. The students were more active than first meeting, they looked happy when they practiced the dialogue. And for those, the teacher can see their creativity and ability to express their expression.

He can see that some students pronunciation did not correct and the majority like with first meeting. But, they had effort to improve their mistakes. And the point in this meeting is the courage of the students to practice the dialogue.

4) Reflection

By analyzing the action of second meeting, the teacher concluded that the students can improve their speaking by their
curiosity about the lesson. Their activities that show their improving are no one sleep in the class, although Safian, Fajar, and Damai still make noisy in the class.

The teacher realized that some students were motivated to improve their understanding of the meaning from the expressions through pictures, facial expression, gesture, mime and action. And that can be noticed by dialogue. It is necessary for him to continue this mode of presentation. The teacher, therefore, continued to the next meeting in cycle 2 by preparing some picture in the notebook to stimulate their mindset in the theme.

2. Cycle 2

a. Meeting 1

1) Planning

The teacher prepared:

a) Materials, making lesson plan, and designing the step in using

action

RENCANA PENDAKSANAAN PEVIBELAJARAN

(RPP)

SNP/MTS: MTs S Swatari Bedong

Kelas/Semester: VII (Semester) I

Standar Kompetensi: 10. Mengungkapkan maksud dalam teks lisan yang diterima dan menyelesaikan pertanyaan berdasarkan informasi dan menerima umpan balik dari peserta didik untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar: 10.1 Mengungkapkan maksud dalam teks lisan fungsial pada konsep keterampilan dengan mengenali vision in bahasa dalam secara akurat, luncur dan bertemua untuk berinteraksi dengan lingkungan sekitar.
1. Tujuan Pembelajaran
   Pacu akhir pemecahan masalah, siswa dapat menerima tugas dalam kolom:
   a. Menjelaskan kemungkinan wisata yang pernah dikunjungi.
   b. Menunjukkan past tense dalam kalimat.

   Karakter siswa yang diliarapkan: 
   - Dapat upacara (Trustworthiness)
   - Rasu humas dan bertahap (respect)
   - Tekun (diligence)

2. Indikator
   a. Siswa dapat menjelaskan tempat wisata yang pernah dikunjungi.
   b. Siswa dapat menunjukkan past tense dalam kalimat.

3. Materi Pembelajaran
   a. Developing Skills
      - Penjelasan materi
   b. Unit 7: Past tense
      - Praktek dialogue nbaru

4. Metode Pembelajaran: Jigsaw Technique

5. Langkah-Langkah Kegiatan
   Pertemuan pertama dan kedua,
   A. Kegiatan Pendahuluan
      Apresiasi:
      - Menyebutkan kata-kata yang diajukan dan pernah dikuatangi
      - Menzentkan hal-hal yang akan dilakukan kees: berpikir tentang i buy a souvenir, i swim in the bench
      Motivasi:
      - Menjelaskan pemungkinan materi yang akan dipelajari kurang kreatif, diperlukan sasra

   B. Kegiatan Inti
      Eksporasi
      Dalam kegiatan eksporasi, guru
Melibatkan peserta didik merancang informasi yang luas dan dalam tentang topik-tion masyarakat yang akan dipelajari belajar dari aneka sumber;

- Menjelaskan kota yang dibuat dengan bantuan gambar/peta

- Menggunakan benang pengembangan pemahaman, media, memelajari, dan sumber belajar lain;

- Menfasilitasi penjumlah interaksi antarpeserta di dalam antara peserta didik dengan guru, ingatlah, cara sumber belajar lainnya;

- Melibatkan peserta didik secara aktif dalam setiap kegiatan pengembangan;

Elaborasi
Dalam kegiatan obor, guru:

- Membiasakan peserta didik membaca dan melalui yang bekerja melalui bagian yang bermasak,

- Memahami peserta didik memahami pengelolaan bagian dalam bekerja dan mingguan terdiri:

- Mencerminkan keperik, mengamati, memahami masing-masing, dan berfikir kritis maklumat;

- Menyelidik peserta didik dalam pemahaman kooperatif dan kelompok terdiri;

- Memfasilitasi peserta didik berkomunikasi secara seseorang untuk memahami praktek belajar;

Konfirmasi
Dalam kegiatan konfirmasi, guru:

- Guru bertanggung jawab tentang nilai yang bekerja dengan siswa;

- Guru bersama siswa bertanya jawab melambangkan kesalahan pemahaman, mencari pengetahuan dan pernyataan

C. Kesimpulan Penutup
Dalam kegaulan penutup, guru:

- bersama-sama dengan peserta didik menunjuk sendiri memahai rangkaian siswa bagian pola, cara;

- melakukan pemahaman dan/atau refleksi terhadap kegiatan yang sudah dilakukan secara bersama dan individu;

- memperkenalkan kemampuan dan/atau proses dan hasil penilaian;

6. Sumber belajar
a. Buku teks yang relevan;

b. Sumber makam;

c. Gambar, gambar yang relevan;

7. Pemilihan

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2. Bertanya dan menjawab secara lisan berbagai informasi.

b. Pedoman Penilaian, Jumlah skor maksimal kuotluruh adalah 100

c. Rubrik Penilaian

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Standard of Pronunciation and Delivery:

| Excellent | 25 |
| Good      | 20 |
| Average   | 15 |
| Poor      | 10 |

Bedono, 9 Januari 2012

Guru Mapel Bahasa Inggris,

Qodirul, S.PdI
NIP.

Poneliti

Ranuiku Iksani
NIM 11307022

Mengetahui:
Kepala Madrasah Tsanawiyah

M. Miftah
NIP.
b) List of students' presence (same with last meeting)

c) Teaching aids (picture in the soft file, real-life model)

d) Syllabus for classroom observation.

e) Oral test (Dialogue)

Agli: Hi! Here, I heard you had a vacation in Jakarta.
Hera: Yes, I didn't have a vacation in Yogyakarta. I just arrived from there this morning.
Agli: What places did you visit?
Agli: That's great! I've ever been to Parangtritis, too.
Hera: Really? What do you think about Parangtritis beach?
Agli: I think it's going great. Do you think the beach is dangerous?
Hera: I can't think so. As long as you don't go far from the beach you will be safe.

Adapted from SIMPATI, LKS SMP, Pemcetakan Grahadi, Surakarta.

2) The implementation of the action

On Monday, the ninth of January 2012, the teacher and the collaborator entered the English class, and then he introduced the mode of presentation in studying speaking. The steps are sound and meaning, jigsaw method, and dialogue.

There were still many problems in cycle 1. Some students had wrong pronunciation, they did not understand with the
meaning of the words or the expressions, and they did not confident to practice the dialogue parts. Before we continue the lesson he repeated some expressions. he also used English to give explanation or to give instructions for them, and they can response those.

The theme on cycle 2 is about *holiday and Travelling*. The situation was as follows:

The teacher starts the lesson while said "Ok class, now we will study about *Holiday and Travelling*. Then please give me some words that related with the theme?" No one student answered, then he said again "Please answer me, do you know what are Holiday and Travelling?"

Students: "*Piknik pak*" (Mekka and Rania answered but the other students are only silent).

Teacher: "Yes, that's right, then give example please, say *berikan contoh, tempat-tempat yang pernah kalian kunjungi*" (Please give example, places that ever you visited).

Students: "*Old Train Museum, Palagon, Museum, I will go*".

Then the teacher said "Very good", then he asked "Students, now repeat after me *visited*, they said *visited* one again they said *visited* and followed by other words like Museum.
travelling, recreation, waterpark, lake, bus, plane, went, train, car, ticket, pay, souvenir. The students repeated these words one by one after the teacher said. He gave correction if there were any problem in their pronunciation. After that, the teacher said, "Do you know the meaning of the 'a' words?" They said, "plane, train, pay, lake.

the actomy aya pa?" (What is the meaning of those words aya), then the teacher answered, "past, ago, before.

Ok, bia kausa aya. Sehsanayi pa. Randy pori dialogue sentences. Holiday and travelling, school discussion, different modal share, different opinion description. Later practice pairs in pairs.

(Now, I have a dialogue that relate with the theme, after distributed, let's share in your group and perform like last week). Sehsanayi vya pori behera pa gaudhe leaming onto bia kausa aya. (Believe that, I have some picture which relate with our theme). The teacher shows some picture then they start to share crowedly and the teacher walk around to help the students.

After that, the performance starts from Yux and Binti, then Fijat and Wizarso and so on.

Because at the time was raining then Mr. Qadiran asked the teacher to teach about singular and plural things. Teacher agreed and started to write in the whiteboard, he made able that consists two columns. He wrote subject in left then in below are 1, 2, 3, 4, 5. They, My, Parents, She, He, is. Radha, Boy, and she wrote
Then the teacher asked "Ok class, Jesse look in the whiteboard, you complete the black column in the right with what were used on. please". The students struggled to complete, then the teacher motivated to the students so they did my turns. After they finished completing those, the teacher said "That's right, thank you. So, we are done for the subjects...?", the students confirmed her sound "See, He, They, My Parents?", then the teacher said again "And we use were for the singular subjects, they are,?", the students continued again "If, See, He, It, Rather, Her?"

"Very good, were and were make between some deepen is, are are many main point blue. Ok, we will continue. Kuran many sukoh who kuran kaunn pauk & wishir ronin (you are certain know when we must use $ in the noun phrase), please one of them give explanation?", then a boy student (Diana) answered "Kadu kula doni siso pauk & kulu siso gau pokok" (if more than one use $, and do not use in only one), "Very good, very good, kuran sukoh wishir ronin (I believe that you was understand). Kuran sukoh principal, teacher said, thank you. a, an, I have you understand about some, en, ad) tentular pauk (of course sir). Marvelous, teacher said.

Then he asked repeat after me, then she said sentence my sentence were followed by students those I went in Semarang last week. You were lazy. We were tired. They went to Barakadin temple. My parents travelled in Marina beach. She was a teacher.
The one morning noon. It was broke two Sunday. Both brought souvenir they sold his jacket.

The students' sounds were slow to repeat and they were noisy than the teacher said "Silent please. do not make noise, are you tired?" while he looked at his wristwatch, the time remain ten minutes, and they answered together "Yes...". The teacher said "Well. our study enough, sandhi mungga bell kalah buluh komatsu ari san sharing in the group mending maret kita bulu" (while wait the bell is ringing, you may pack your things and share in the group about our material).

The bell was ringing so the students were more noisy.

"Silent please. time is up. we will continue next meeting, inflong buluh buluh bulu melihat ini ya. hendak kita pakai tulis dialog supaya mending koerojwedi percakapan dialogu nya zu..." (Please you memorize those words, we will use in dialogue next week and prepare for dialogue well), "Ok..." the students answered together. Then they prayed and the teacher closed the meeting.
3) Observation

At the 1st meeting in cycle 2, observation also carried out during the implementation of the action. We can see students pronounced did not correct for *traveling* [traveling], they pronounced [traveling], *holiday* [həˈlədi] they pronounced [həˈlədi], *museum* [ˈmjuːziəm] they pronounced [ˈmjuːziəm], *car* [kær] they pronounced [kær], *plane* [pleɪn] they pronounced [ˈpleɪn], *search* [sɜːr] they pronounced [sɜːr, sɛr], *there* [ðeər] they pronounced [ðeər, ˈðɛər], *say* [seɪ] they pronounced [seɪ, ˈseɪ]. The students found difficulties in understanding the meaning of *plane*, *train*, *pay*, *lake*, and *bought*.

The class situation did not noise like in meeting 1 in cycle 1, although the schedule at the last hours. The students were more serious to follow the lesson, repeated the teacher's sound, and they did the teacher's instruction, although some of them still make noise. The teacher did not look clumsy although they must make repeat, it was caused this is the third meeting. The teaching, learning process in this meeting was more active. It can be seen when they asked to say the cardinal numbers before the teacher gave example before, one of them fought to give explanation when the teacher asked. And, in the last meeting they can response the teacher's instructions.
4) Reflection:

By analyzing the action above, the teacher concluded that the student can improve their vocabulary and pronunciation, they knew new vocabularies such as travelling, buy, beach, and visit. These were very important in speaking. They also studied of sentences about the theme.

The next element of speaking student was mastery that can be looked through their mastery of vocabulary and their response in the teaching learning process until the next meeting. And they used English when the teacher asked them. It can conclude that the teaching-learning process gave more satisfaction enough. It is important to continue the next meeting. The second meeting is carried out as a follow-up of the first meeting. The teacher used the same technique and completed the last theme. And the teacher changed from dialogue memorizing to real conversation.

b. Meeting 2

1) Planning

The teacher prepared:

a) Materials, making lesson plan, and designing the step in doing action, (same with last meeting)

b) List of students' names, (same with the last meeting)

c) 'Teaching Aid' (picture in the soft the reading mode)

d) Sheet for classroom observation
2. The implementation of the study

On Wednesday, eleventh of January 2012, the teacher and the collaborator entered in the English class, she continued the lesson the day before. She gave follow up by asking the students to say some words in the last meeting (some vocabularies that related with Holiday and Travelling), the students expressed those words together.

Having finished those, the teacher said: “Anak-anak, segera bincangkan kita kemajuan pertemuan yang kemarin, masih ingat dengan gambar 2 ini? Students, we will continue the last lesson. Did you remember this picture? They said: “Yess”, “Kita kemarin bicara tentang, segera bincangkan kalimat pok Randy ini, OK?”, yesterday you only repeat my sound, now you must complete my sentences). “Ok... the students answered together. He said “I remember” a book, they answered “I bought a book. Pencil, they said “I bought a pencil. We mentioned Drawing book, they said “We took drawing book. She made three bread, they answered “She ate three bread. I was a student she students were silent at the moment, and then they said “I was a student. Was... a secretary, they said “She was a secretary. He is... lazy, they said “He was lazy. OK bro, Please speak up some V2 and the meanings.” The student looked around the class, the teacher pointed one by one of these,
and then the students said *brought* (memekat), *sold* (membeli), *took* (menangkap), *cheese* (kase) and gave (menyerahkan). He divided the group into pairs and opportunity to be student which made noise or stay silent. Their sound were slowly, or they had mistake one sentence. Sometimes, he asked to practice twice or more in their group. Beside that, they prepare the dialogue that they created.

After finished saying those sentences and for refreshing, it was time for performing. Then he asked to the students to practice simple dialogue according with the theme and used pattern of Past Tense that they learned. The students were noise, then the teacher gave motivation and he said that he will give pain in the last meeting. Then some students struggled to forward, usually the teacher gave motivation so they forward by turn. Then he asked in order from the backside, they practiced by turn, majority they told about their experiences in semester’s holiday. For closing, the teacher gave quiz for student that can answer the question of him.

*Teacher:* What is the meaning of I went to the market yesterday.

*Durian:* Pak... Saya pergi ke pasar Pak??

*Teacher:* No, ga pergi Pak just Saya pergi ke pasar. Please.

(The teacher gave souvenir)

Then we continued again.

*Teacher:* Then, What is the meaning of travelling?
Binti: Perjakamin

Teacher: good. then..... What did our theme last week??

Mekha: Eh, ngamu pak, pokoke yang lalu gim.

Mekha: About past tense sir.

Teacher: very good mekha, now, this is the last time I meet you, maybe we can talk again in the future, here.

If there is some mistaken from me, ngakin g pustaka sangat memprihatin your heart. I'm sorry full. Thanks, you have helped me to complete my research about penelitian, thanks for your attention. Wassalamu'alaihum wr.wb.

Students: Wa'alaikum sawm wr.wb.

Then teacher went to office...

While teacher would leave the school, Mekha and Nalis say goodbye and thanked to the teacher.

31 Observation

The teacher observed in the second meeting in cycle 2, while he was monitoring, he helped the students when they got difficulties. He always gave motivation when they were noise or disturb another. He also tried to active the streams who were still
quiet in repeating the words of the sentences and the teacher gave guidance and gave more opportunity to repeat.

The teaching-learning process in this action was increasing. The students who were good in meetings before, they looked confident and eager to use the words in the expressions, practiced the dialogue with their interaction. They were very serious and enthusiastic to answer, repeat the teacher's sound. And the point in this meeting is they can make simple dialogue.

By observing the teaching-learning in meeting 1 and 2 in cycle 1 and meeting 1 and meeting 2 in cycle 2, we can conclude that jigsaw can improve the students' speaking ability although teachers should mix with other methods. The improvement can be seen through the result of activity from each meeting in cycle 1 and cycle 2.

4. Reflection

After analyzing the result of cycle 1 and cycle 2, it can be concluded that using jigsaw the students are involved actively in learning speaking in the class. They can express what they listen and get correction directly when they have mistakes. Besides, they can memorize the words or expressions longer, and then they can practice in the dialogue. The result of test can be seen in more of speaking in the next discussion.
B. Score of Speaking

1. Score of cycle 1

a. The result of oral test cycle 1 in meeting 1

The criteria of the student's speaking ability were grouped into four categories, they are:

1) Excellent = 91-100
2) Very good = 81-90
3) Good = 71-80
4) Average = 60-70
5) Poor <= 60

<table>
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<th>TABLE 4.1</th>
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<tbody>
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<td>THE SCORE OF ORAL TEST IN THE FIRST</td>
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</table>
From the score table above, showed that the rate of speaking ability in oral test as follows:

1) 11 students in excellent category
2) 3 students in very good category
3) 1 student in good category
4) 8 students in average category
5) 15 students in poor category

The percentage of oral test:

\[ \frac{11}{24} \times 100\% = 45.83\% \]

The percentage each category:

1) Excellent \[ \frac{11}{24} \times 100\% = 45.83\% \]
2) Very good \[ \frac{3}{24} \times 100\% = 12.5\% \]
3) Good \[ \frac{1}{24} \times 100\% = 4.17\% \]
4) Average \[ \frac{8}{24} \times 100\% = 33.33\% \]
5) Poor \[ \frac{15}{24} \times 100\% = 62.50\% \]
From the review on the research results, the percentage of the oral test shows that 63. 53% poor, 33. 33% average, 4. 17% good, 10% very good, and 1% excellent.

b. The result of oral test cycle 1 in meeting 2

The criteria of the student's speaking ability were grouped into four categories; they are:

1) Excellent - 91-100
2) Very good - 81-90
3) Good - 71-80
4) Average - 60-70
5) Poor - 59 and below

**TABLE 4.2**

<table>
<thead>
<tr>
<th>No.</th>
<th>Score of Oral Test in the First Meeting</th>
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</table>
From the score table above, showed that the rate of speaking ability in various as follows:

1) 8 student in excellent category
2) 11 student in very good category
3) 4 students in good category
4) 6 students in average category
5) 1 student in poor category

The percentage of total test:

\[ P = \frac{F}{N} \times 100\% \]

The percentage each category:

1) Excellent = \( \frac{8}{27} \times 100\% = 29.63\% \)
2) Very good = \( \frac{11}{27} \times 100\% = 41.11\% \)
3) Good = \( \frac{4}{27} \times 100\% = 14.81\% \)
4) Average = \( \frac{9}{27} \times 100\% = 33.33\% \)
5) Poor \( \frac{14}{22} \times 100\% = 63.64\% \)

From the review on the research results, the percentage of the oral test results are thus: 81% poor, 33% average, 14.82% good, 11% very good, and 5% excellent.

e. Conclusion Cycle 1

After computing and comparing, between the results of 2 oral tests, it can be seen the same of students is increased. It can continue to the next step (next program teaching learning).

Based on the observation, it can be seen that students have less motivation and interest in early. But, after several times of teaching learning process, they began to motivate and interest. It can be seen when they were active to ask me about the theme 1 meeting 3, they were more ready and enthusiastic to follow the lesson. They were more active and happy when they practice the dialogue.

2. Score of cycle 2

a. The result of oral test cycle 2 in meeting 1

The criteria of the students’ speaking ability are grouped into four categories, they are:

1) Excellent \( = 91-100 \)
2) Very good \( = 81-90 \)
3) Good \( = 71-80 \)
4) Average \( = 60-70 \)
TABLE 4.3

THE SCORE OF ORAL TEST IN THE FIRST

<table>
<thead>
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<th>SCORE OF ORAL TEST</th>
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From the score table above, shown that the rate of speaking ability test is as follows:

1) 6 students in excellent category
2) 4 students in very good category
3) 3 students in good category
4) 14 students in average category
7) Students' test category

The percentage of oral test

\[ \frac{100}{N} \times 100\% \]

The percentage each category:

1) Excellent: \[ \frac{0}{22} \times 100\% = 0\% \]

2) Very good: \[ \frac{6}{27} \times 100\% = 22.2\% \]

3) Good: \[ \frac{3}{27} \times 100\% = 11.1\% \]

4) Average: \[ \frac{14}{27} \times 100\% = 51.9\% \]

5) Poor: \[ \frac{10}{27} \times 100\% = 37.0\% \]

From the review on the research result, the percentage of the oral test shows that 37.04% poor, 51.85% average, 11.1% good, 0% very good, and 0% excellent.

b. The result of oral test cycle 2 in meeting 2

The criteria of the student's speaking ability are grouped into four categories, they are:

1) Excellent = 91-100

2) Very good = 81-90

3) Good = 71-80

4) Average = 60-70

5) Poor = <60
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<th>No.</th>
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From the score tests above, showed that the rate of speaking ability in oral test as follows:

1) 10 students in excellent category
2) 10 students in very good category
3) 2 students in good category
4) 17 students in average category
5) 6 students in poor category
The percentage of oral test

\[ \frac{0}{22} \times 100\% = 0\% \]

The percentage each category:

1) Excellent \[ \frac{0}{22} \times 100\% = 0\% \]
2) Very Good \[ \frac{0}{27} \times 100\% = 0\% \]
3) Good \[ \frac{4}{22} \times 100\% = 18.18\% \]
4) Average \[ \frac{17}{22} \times 100\% = 77.27\% \]
5) Poor \[ \frac{5}{22} \times 100\% = 22.73\% \]

From the review on the research reads, the percentage of the oral test shows 0% excellent, 0% very good, 18.18% good, 77.27% average, 22.73% poor.

0% very good, and 5% excellent.

d. Conclusion Cycle 2

After computing, the results of 2 oral tests show that the majority of students' speaking ability is good.

Based on the observation, it can be seen that the learning process was increasing. The students were quiet in meeting before; they became confident and eager to use the words or expressions in practice the dialogue. They were very serious and enthusiastic to answer, repeat the teacher's sound, and they can make basic practice simple dialogue.
3. **Analysis between Cycle I and Cycle II**

Based on the data in cycle I and in cycle II, the writer will analyze the students' speaking improvement. The improvements can be seen in the table below:

**TABLE 4.7**

**THE STUDENTS’ IMPROVEMENT IN CYCLES I AND CYCLE II**

<table>
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<tr>
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From the data calculation above shows that by applying jigsaw, students can improve their speaking ability. It can be seen that the students' speaking ability increase from the score in final test above. In addition from the result of written test also shows that mean of posttest from cycle I and cycle II are greater than pretest in cycle I and cycle II.

It can be concluded that most of students have a great motivation in learning speaking when jigsaw was applied. They can express what they listen and they get correction in their mistake directly, and they also can remember what they listen in the group, what they express easily and longer times.
CHAPTER V

CLOSURE

A. Conclusion

1. The result of the study shows that the jigsaw method of teaching speaking is able to help the students improve their speaking ability. It can be seen from the data that the percentage of students’ speaking ability rate is: 62.51% poor, 33.33% average, 4.16% good in cycle 1 meeting 1, and 54.85% poor, 33.33% average, 11.82% good in cycle 1 meeting 2. Then 37.04% poor, 51.85% average, 11.11% good in cycle 2 meeting 1, and 22.22% poor, 62.86% average, 14.92% good in cycle 2 meeting 2.

2. Cycle 1 and conclusion cycle 2 shows that the students involved actively in teaching learning process, they were more encouraged and confident to speak in English than before.

3. Based on field note in each meeting, it can be found that jigsaw has strengths and weaknesses in speaking class. Its strength can be seen that the students can be disclose their own understanding and resolves misunderstanding. It can develop teamwork and cooperative working skills, and it also improves student motivation. The weakness can be seen that some students were jokers, and if active students tend to dominate discussions in the jigsaw groups, try to control the groups, besides that, the teacher should manage the activity, which is sometime unexpected such as jokes.
B. Implication

The result of the action shows that using jigsaw can improve the students' speaking ability. The implementation of jigsaw model of presentation is reasonable because it can give the students a great motivation in learning speaking. They can express what they listen and they get correctly in their minds directly and they also can remember what they listen, what they express easily and longer times in a group. Thus, this application of teaching speaking through jigsaw is good in improving students' speaking ability.

C. 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 they taught using jigsaw. They should give explanation what the students must doing before the teaching learning began. They should correct the wrong of pronunciation, explain the not understanding words. They should give example of the dialogue, and should be creative to use their body or facial. i.e., so the students will feel happy and they will remember what they listen and what they express easily and longer times.

The teacher should teach speaking effectively. So, teachers' role in teaching, learning process can influence students in improving their
speaking ability. Besides, the teacher asks the students to study English continually on group and remember the student not to be shy for speaking.

2. To the students

Students should always be active in teaching learning process and are not a lack of English reason, they should study English continually in the classroom and in their house.

When the teacher teaches speaking, the students should pay attention to his explanation, if the teacher gives question or instruction, they are answer and respond well.

3. To other researchers

It has been shown from the result of the study using jigsaw that can improve the students' speaking ability. Hereby, it is hoped that the result of the study makes the English teachers use appropriate teaching mode of jigsaw or improving students' speaking ability. Based on the explanation the writer would like to suggest other researcher, the result of the study can be use as additional reference for further research with the different sample and occasions.
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Guru Bahasa Islami

Berdasarkan 06 Januari 2013
Penerima

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**JUMLAH**

Salam, 16 Juli 2012
Mengetahui

[Signature]

[Name]

[Stamp]
Picture 1. Jigsaw Learning

Picture 2. Jigsaw Learning

Picture 3. Jigsaw Learning
# Lembar Konsultasi Skripsi

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**NIM:** 

**Pembimbing:** 

**Judul:** 

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