

IMPROVING STUDENTS' SELF-CONFIDENCE IN SPEAKING ENGLISH
THROUGH NARRATIVE TEXTS USING JIGSAW FOR XI-IS-1 STUDENTS
OF SMAN 2 SEMARANG IN THE ACADEMIC YEAR OF 2013/2014



A THESIS

Submitted in partial fulfillment of the requirements
for master's degree in linguistics

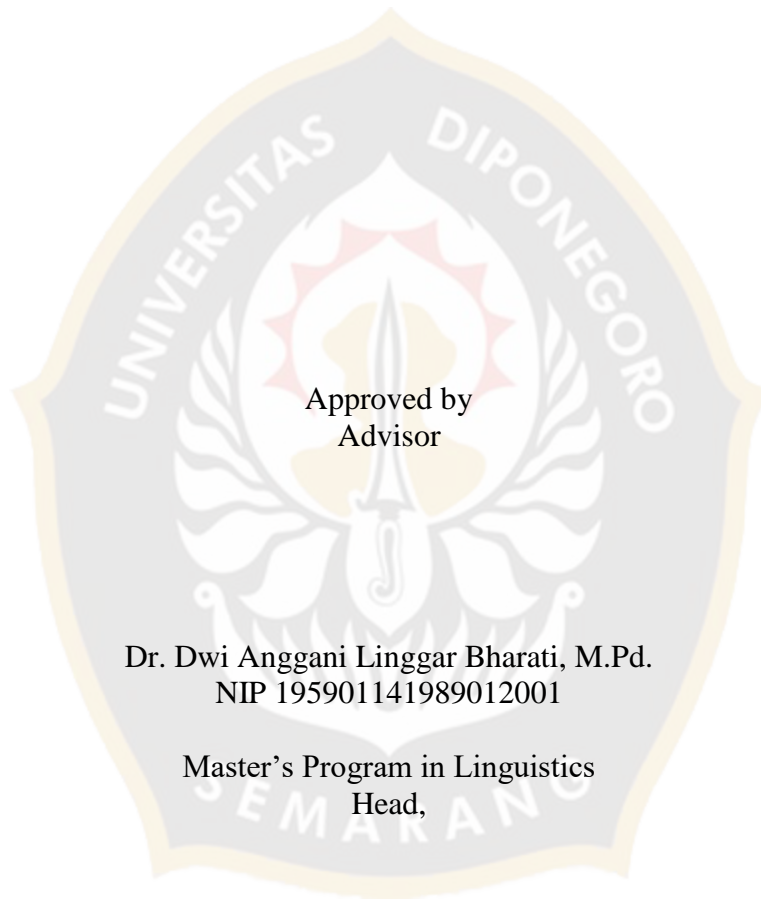
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FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
S E M A R A N G
2014

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I dedicate this thesis:
to my wife (Noor Ainah Rusliana) and my kids (Denny Noor Widodo & Wina Noor Widayanti).



CERTIFICATION OF ORIGINALITY

I hereby declare that this submission is in my own work and that to the best of my knowledge and belief. This study contains no materials previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, July 2014

Marwito Rusdy



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Praise to God Almighty, who has given strength and true spirit to the writer to accomplish this thesis entitled “Improving Students’ Self-Confidence in Speaking English Through Narrative Texts Using Jigsaw for XI-IS-1 Students of SMAN 2 Semarang in the Academic Year of 2013/2014.

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The writer realizes that this thesis is still far from being perfect. Therefore, he will be glad to accept any constructive criticism and recommendation to make it better. Hopefully, this thesis will be useful to the readers who wish to learn and implement jigsaw learning technique.

Semarang, July 2014

The writer



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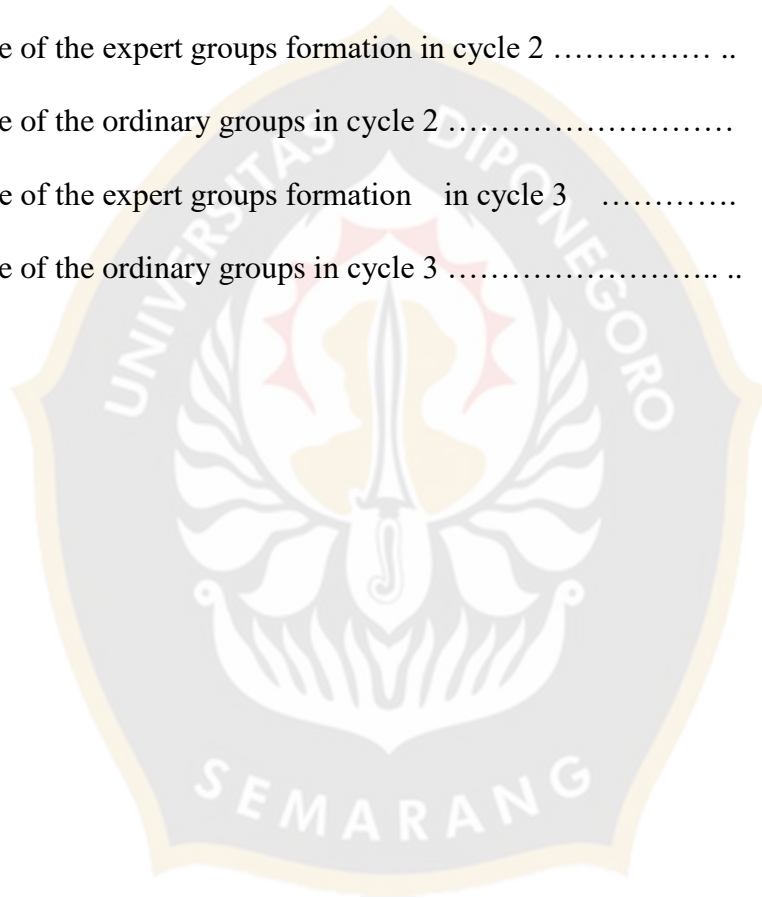
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ABSTRACT

This study aims to determine whether and how jigsaw learning technique could be implemented to improve students' self-confidence and speaking ability through narrative texts presentation in class XI-IS.1 of SMAN 2 Semarang. A preliminary test was conducted in three parallel classes: XI-IS.1, XI-IS.2, XI-IS.3. It was found that the students' self-confidence to speak English of this class was the lowest. Therefore, the writer, who is also the English teacher in this school, tried to implement one of cooperative teaching techniques with the hope that the students could gain more enthusiasm in speaking English in the classroom. Then the writer considered that jigsaw learning technique could encourage and motivate the students to speak when they have an English lesson, especially when they study narrative texts. This learning technique makes the students dependent on each other in order to obtain information to be shared and discussed in group works. Each group member has to master his or her own task because he or she has to share what he or she has got with other group members, otherwise they cannot get complete information. Fortunately, this learning technique was successfully implemented in Class XI-IS-1. Three similar narrative texts were presented in this class in three cycles. The results of the three-cycle implementations were analyzed qualitatively and quantitatively. The qualitative analysis proved that jigsaw learning technique could be implemented in learning narrative texts and could improve the students' self-confidence. Meanwhile, the quantitative analysis proved that the students' speaking ability also improved to meet Minimum Passing Grade: 80. The quantitative analysis was conducted by using SPSS Program. Thus, the action hypothesis (H_1): Jigsaw learning technique can improve students' self-confidence in speaking English through narrative texts presentation is accepted. Considering the result of analysis mentioned above, it can be inferred that jigsaw learning technique is an alternative teaching technique to improve students' self-confidence and speaking ability when they study narrative texts.

Key words: *self-confidence, speaking ability, jigsaw, narrative texts*

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Rusdy, Marwito. 2014. *Improving Students' Self-Confidence in Speaking English Through Narrative Texts Using Jigsaw for XI-IS-1 Students of SMAN 2 Semarang in the Academic Year 2013/2014*.

INTISARI

Penelitian ini bertujuan untuk mengetahui apakah and bagaimana teknik pembelajaran Jigsaw dapat dilaksanakan di kelas XI-IS-1 SMAN 2 Semarang untuk meningkatkan rasa percaya diri siswa-siswanya sehingga mereka dipaksa untuk berbicara dalam bahasa Inggris. Pada langkah awal, penulis memberikan tes awal berbicara bahasa Inggris yang dikerjakan oleh 3 kelas paralel: XI-IS-1, XI-IS-2, dan XI-IS-3. Ternyata hasil tes awal dari siswa-siswa di kelas XI-IS-1 paling rendah dibanding dengan hasil tes dari siswa-siswa di dua kelas yang lain. Karena itu, penulis, yang juga mengajar bhasa Inggris di kelas tersebut, mencoba menerapkan suatu technique mengajar yang dapat mendorong dan memotivasi siswa-siswa di kelas tersebut untuk lebih bersemangat dalam belajar berbicara bahasa Inggris ketika mereka sedang mengikuti pelajaran bahasa Inggris di dalam kelas. Kemudian penulis memilih teknik belajar jigsaw karena teknik belajar ini termasuk "cooperative learning". Teknik belajar jigsaw ini membantu siswa untuk belajar mandiri di dalam kelompoknya. Mereka harus mandiri sejak awal proses pembelajaran karena mereka harus bisa memberikan dan meminta hal-hal yang telah dipelajari kepada anggota kelompok belajar yang lainnya. Setiap anggota kelompok harus dapat menyumbangkan dan meminta pesan-pesan dari tugas masing-masing guna melengkapi tugas kelompok. Dalam belajar berbicara bahasa Inggris, siswa dipaksa untuk berkomunikasi dengan bahasa lisan. Ternyata teknik belajar jigsaw ini membuat siswa-siswa di kelas tersebut lebih berantusias dan bersemangat, sehingga percaya diri mereka untuk bertutur dalam bahasa Inggris dapat meningkat. Penulis menarik kesimpulan bahwa jigsaw adalah salah satu teknik mengajar dan belajar yang dapat membuat siswa selalu aktif dan merasakan diri mereka masing-masing diperlukan dan memerlukan orang lain, sehingga rasa percaya diri mereka dalam belajar juga meningkat.

Kata kunci: *Self-confidence, Speaking ability, Jigsaw, Narrative texts*

CHAPTER I

INTRODUCTION

This chapter deals with the background of the research, the statement of the research problem, the aim of the research, the benefits of the research, the limitations of the research, and the organization of research writing.

1.1. Background of the Research

In the writer's mind, English speaking skill can be created from good pronunciation, because with good pronunciation, the difficulty to produce spoken English can be eliminated. Students who are good in pronunciation likely feel confident in speaking English. Unfortunately, most students in SMAN 2 Semarang are still having difficulties in pronouncing English words. This is because English is not the same with the students' daily language or their mother language. Moreover Ramelan (2003:5) says: "If the foreign language were exactly the same in its sound system and its grammatical system as the students own language which is, of course, impossible, there would be no learning problem at all". Here a teacher as a guide of students in achieving the skills must be aware of his duty and his role, so that he can help the students eliminate their learning mistakes step by step by using a good model of teaching and learning English.

Goodwin in Celce-Murcia (2001 : 117) states that pronunciation is the language feature that most readily identifies speakers as non- native. It is filter through which others see them and often discriminate against them. In the past, pronunciation instruction usually focused on the articulation of consonants and vowels and discrimination of minimal pairs. In recent years, the focus has shifted

to include a broader emphasis on suprasegmental features , such as stress and intonation.

The goal of pronunciation is threefold: (1) to enable the learners to understand and be understood; (2) to build their confidence entering communicative situations; and (3) to enable them to monitor their speech based on input from the environment. To accomplish these goals, Goodwin describes the tools needed to teach pronunciation in a systematic principled way. Moreover, Kelly (2000: 1) states that the main features of pronunciation are phonemes which deal with consonants and vowels, and suprasegmental features which deal with intonation and stress.

Referring to the above illustration the writer comes up with his opinion that teaching English in senior high school has to give more chances for the students to produce the spoken language. It means that the teacher has to pay much attention in the stage of students' production of applying the language inputs they get in a real situation. The real situation can be set by the teacher to strengthen students' communicative competence. When every teacher realizes that the stage of production of using language through a context set by the teacher becomes important stage for the students, the students' speaking ability may become better and better as well as the students' consideration about when and in what situation the language inputs are used in the real life. In short, the writer argues that teaching English should focus on an activity among students to use the language they are learning.

When an English teacher teaches the eleventh grade students (XI.IS-1) of SMAN 2 Semarang, he /s he had the problem of how to make the students speak English in the classroom. He realized that the students really wanted to be able to speak English, he also knew that they had to master English speaking skill, but until the end of the first semester most of them could not reach good achievement in speaking (See appendix 1).

The writer's consideration to focus on the students' activity to produce spoken English when they were learning English lesson in the class was based on some reasons such as : (1) most of the students in the eleventh grade (XI.IS-1) of SMAN 2 Semarang would rather learn grammar than speak the language; (2) they always said that they were afraid of making mistakes when they spoke English; (3) they were not able to identify correctly the English pronunciation which does not exist in their own language or Indonesian language. Furthermore, the grammar of English is different from that of Indonesian language. Some other differences between English and Indonesian are sound system, cultural concept, and some other things that are found in the target language. For example : in grammar, there are changes of tenses, or verb forms, in sound system, the students always face difficulty in pronunciation; and in cultural concept in which the language is from.

The results of the students' speaking achievement within one semester were still not satisfactory. Many of them got less than the Minimum Passing Grade (MPG) for English mark. The students' speaking achievement was based on the mastery of some English language components such as accent, grammar,

vocabulary, fluency, and comprehension. The average score of their speaking ability was 48.50 (See appendix 1).

The students' achievement in speaking was measured through oral testing conducted by two English teachers questioning the students individually or in pairs on topics relating to particular interests and special fields of competence. The teachers measured the students' speaking ability through narrative texts. This text type was used as media of testing the students' speaking ability based on the reasons that: (1) narrative texts are to be taught in all levels (tenth, eleventh, and twelfth grades) in senior high schools; (2) the students have been familiar with narrative texts (they have ever studied them when they were in junior high schools), so this did not give much burden to them to understand the texts.

Therefore the teachers assumes that they can focus on speaking practice. They were supposed to respond teachers' questions orally, and their scores were rated based on a six-point scale (suggested by Hughes, 2003: 131-132) for each of the followings:

Accent

- 1). Pronunciation frequently unintelligible.
- 2). Frequent gross error and a very heavy accent make understanding difficult, require frequent repetition.
- 3). "foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
- 4). Marked "foreign accent" and occasionally mispronunciations which do not interfere with understanding.

- 5). No conspicuous mispronunciation, but would not be taken for a native speaker.
- 6). Native pronunciation, with no trace of “foreign accent”.

Grammar

- 1). Grammar almost entirely inaccurate except in stock phrases.
- 2). Constant errors showing control of very few major patterns and frequently preventing communication.
- 3). Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- 4). Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
- 5). Few errors, which no patterns of failure.
- 6). No more than two errors during the interview.

Vocabulary

- 1). Vocabulary inadequate for even the simplest conversation.
- 2). Vocabulary limited to basic personal and survival area (time, food, transportation, family, etc.).
- 3). Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
- 4). Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
- 5). Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situation.

6). Vocabulary apparently as accurate and extensive as that of an educated native speaker.

Fluency

- 1). Speech is so halting and fragmentary that conversation is virtually impossible.
- 2). Speech is very slow and uneven except for short or routine sentences.
- 3). Speech is frequently hesitant and jerky; sentences may be left uncompleted.
- 4). Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
- 5). Speech is effortless and smooth, but perceptively non-native in speed and evenness.
- 6). Speech on all professional and general topics as effortless and smooth as a native speaker's.

Comprehension

- 1). Understands too little for the simplest type of conversation.
- 2). Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
- 3). Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and the rephrasing.
- 4). Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
- 5). Understands everything in normal educated conversation except for very colloquial or slow-frequency items, or exceptionally rapid or slurred speech.

6). Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

The unsatisfactory speaking achievement of the eleventh grade students (XI.IS-1) of SMAN 2 Semarang is due to the fact that English is a foreign language, so they find it difficult to learn and use it. They tend to transfer their native language to the new language they are learning, English. Lado (1957:2) states, “Individuals tend to transfer the forms and meaning and distribution of forms and meaning of that native language and culture to the foreign language and culture.

From the statement, it can be predicted that the students’ difficulties in learning and using English possibly arise because the students in class XI-IS.1 of SMAN 2 Semarang are influenced by their native language. Indonesian and English are not closely related in their language elements so that the students also encounter some difficulties in dealing with sentence structure, vocabulary, spelling and pronunciation. Those difficulties arise because there is interference between the students’ native language and the target language.

In order to help the students overcome their difficulties and improve their speaking achievement, the writer limits his study by conducting an action research in learning speaking English through narrative texts presentation. In conducting his research he tries to use an appropriate teaching technique by applying one of cooperative learning models which is called “jigsaw learning technique”. Olsen and Kagan (1992) in Richards and Rodgers (2001:192) states:

”Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountably for his or her own learning and motivated to increase the learning of others”.

Aronson in Slavin (1995:126) says jigsaw is one of the most flexible of the cooperative learning methods. By using jigsaw learning technique, the students work together in groups on an information-gap activity. Jacobs (2006) in Farrell (2008:66) suggests that the group membership is determined through a random process and heterogeneity, and it has many benefits. Not only does it dictate that students will likely interact with every other member in the class, it also breaks up cliques and other unwanted groupings. It goes a long way in creating a sense of equality during group formation, and the process appears fair to students.

When learning narrative texts, they negotiate the meaning of the story and answer questions, which motivates students to speak. Narrative texts are explained in chapter II. They share information with each other in their groups. They synthesize the information through discussion. Jigsaw learning technique gives students a lot of opportunities to speak the language in a communicative way in less burdened situation (Richard, 2001:198).

The writer assumes that by using jigsaw learning technique in the presentation of narrative texts the students’ speaking ability can improve to reach better speaking achievement. This is because the fast learners in the class are appointed to become expert members who lead their respective groups. They help the slow learners in their groups who often lack sufficient language skills.

1.2. The Statements of the Research Problem

Most of the eleventh grade students of XI.IIS-1 in SMAN 2 Semarang tend to speak Indonesian language when they are learning narrative texts (monologues). They prefer translating the texts into Indonesian language to speaking English with their classmates in understanding the texts. Only do some students speak English to ask questions to the teacher as their effort to understand difficult words, phrases, or sentences, but most of the students keep speaking Indonesian language among themselves to understand the texts they are learning, or even they sometimes just keep silent. English speaking activity does not take place effectively when they are learning the texts. However, it is likely that most of the students in the class can comprehend the texts. This is because they translate them into Indonesian language regardless English speaking activity in the learning process which is actually considered very important to improve the students' speaking skill.

On one hand, English speaking activity simply occurs in the classroom when some students (the fast learners) are asking and answering questions about the texts they are learning. On the other hand, most of the students (the slow learners) are reluctant to involve themselves in speaking English during the presentation of the narrative texts (monologues) because they do not master very well some English language components that help them able to speak such as: accent, grammar, pronunciation, fluency, and comprehension.

Based on the statement of the problems mentioned above, this research is intended to answer the following questions:

- 1). What problems are faced by students when they study narrative texts?
- 2). How can jigsaw learning technique be implemented to improve students' self- confidence in speaking English when they study narrative texts?
- 3). To what extent can students' self-confidence improve students' speaking ability when they study narrative texts using jigsaw learning technique?

1.3. The Aims of the Research

In general, the aim of this research is to improve the speaking ability of the eleventh grade students (XI.IS-1) of SMAN 2 Semarang. It is assumed that most of them are still less capable of speaking English during the English lesson. In a specific way, the aims of this research are:

- 1). to find out students' problems in speaking English when they study narrative texts.
- 2). to implement how well jigsaw learning technique can improve students' self confidence when they study narrative texts.
- 3). to describe how far students' self-confidence can improve their speaking ability when they study narrative texts

1.4. The Benefits of the Research

The writer hopes that the result of this study will be useful to develop English teaching and learning process in senior high schools. In this section the writer introduces three benefits of the research as follows:

- 1). Theoretically, this study gives some benefits to teachers who want to conduct jigsaw learning technique where cooperative learning approach becomes its basis. This approach convinces them that their studies are scientific-based. This study can hopefully encourage them to carry out their similar studies using jigsaw since the sequence of its steps are obviously determined.
- 2). Pedagogically, this study inspires teachers to try conducting similar researches. The writer thinks that creative teachers as well as their students want to use variation of techniques in teaching and learning activities. In addition, jigsaw learning technique is not only used in teaching a complete unit lesson; but it can also be implemented in teaching a part of unit lesson. In short, teachers can use and students can enjoy jigsaw in accordance with their classroom atmosphere.
- 3). Practically, this study provides some benefits for teachers as well as their students. Every teacher can implement this study in his or her classroom. The teacher serves either as a classroom teacher or a classroom researcher. This research is applicable in teaching and learning any school subjects, and can be carried out without complicated preparation. Besides, the students are generally willing to join jigsaw learning because they know that this learning technique requires them to be active.

1.5. The Limitations of the Research

The generalization of the findings of this research is limited by the following factors:

- 1). This research was carried out in SMAN 2 Semarang.

- 2). This research is limited to the eleventh grade students of Class XI-IS.1 in SMAN 2 Semarang, second semester in the academic year of 2013/2014.
- 3). The lesson plans were designed and constructed by the researcher himself.
- 4). The teaching materials were restricted to teaching and learning process of narrative texts to improve students' self-confidence and speaking ability.
- 5). The students' motivation in learning English was slightly discussed since the students' motivation could arise their self-confidence in learning English. However, the writer mainly focused on the improvement of the students' self-confidence.

1.6. The Organization of the Research Writing

The organization of this research writing is as the followings:

Chapter I: Introduction

This chapter discusses six sections, namely: the research background, the statements of research problem, the aims of the research, the benefits of the research, the limitations of the research, and the organization of the research writing.

Chapter II: Review of Related Literature.

This chapter consists of four sections, namely: theoretical description, rationale, action hypothesis, jigsaw framework, previous studies in using cooperative learning and jigsaw learning technique, and theoretical framework.

Chapter III: Methodology of the Research

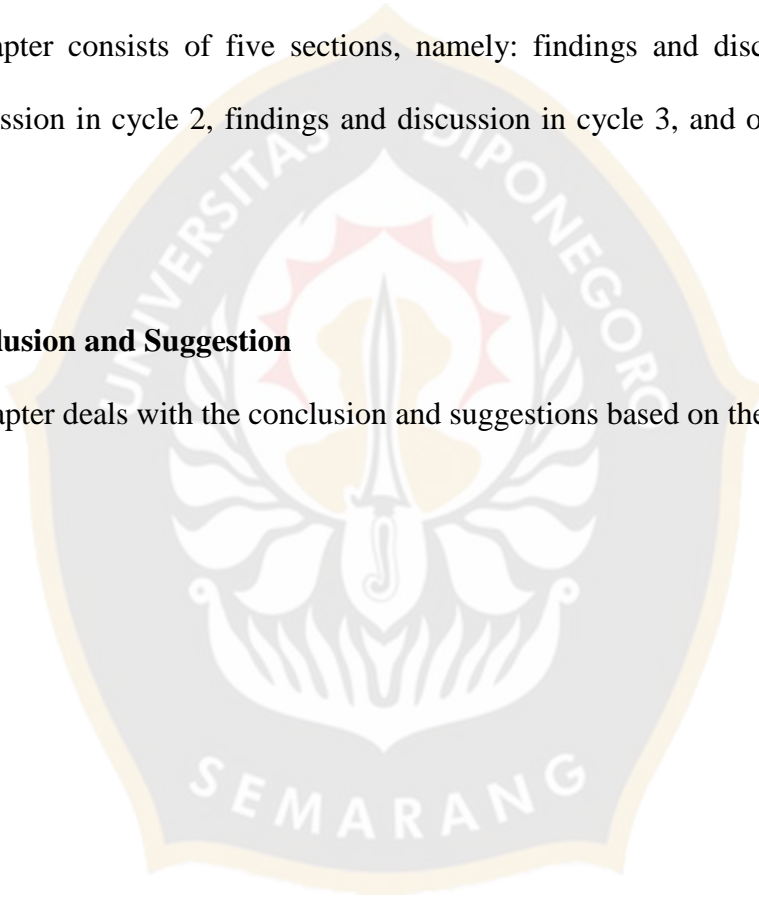
This chapter consists of five sections, namely: research design, place and time of research, research subjects, procedure of action research, data collection, and data analysis technique.

Chapter IV: Research Findings and Discussion

This chapter consists of five sections, namely: findings and discussion in cycle 1, findings and discussion in cycle 2, findings and discussion in cycle 3, and overall findings and discussion.

Chapter V: Conclusion and Suggestion

This chapter deals with the conclusion and suggestions based on the research findings.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter has four sections: previous studies in using cooperative learning and jigsaw learning technique, description of theory, rationale, action hypothesis, jigsaw framework, and theoretical framework.

2.1. Previous Studies using Cooperative Learning and Jigsaw Technique

The researcher expected that Jigsaw learning technique could help learners work in groups or teams cooperatively. It was proved that this learning technique could encourage students to develop their speaking skill when it was implemented by some researchers:

Thompson & Blake (2010) used a jigsaw task to develop Japanese Learners' Oral Communication Skills. In their study, jigsaw was designed and then implemented into an intermediate level University EFL (English as Foreign Language) program to develop the oral communication skills of Japanese learners. The justification for using the jigsaw task was based on three reasons: (1) to meet the speaking goal of the course, (2) to meet the guideline of MEXT (Ministry of Education, Culture, Sports, Science and Technology) in improving Japanese learners' use of English, and (3) to be a motivational means of language learning for students.

The purpose of the study was to answer the questions: (1) How do teachers view a jigsaw task as contributing to the development of students' use of English, (2) How do teachers view a jigsaw task as a means to help students meet the

speaking goal, and (3) How do students consider a jigsaw task as a motivational means of language learning.

Tran (2012), Corresponding Author of Faculty Education, La Trobe University in Vietnam, examined students' attitude towards learning via jigsaw grouping. The analysis showed that the students in the jigsaw group, who perceived their instruction as more cooperative and more student-centered, had higher overall improvement in the post-test scores than did students in the control group.

After the students finished joining jigsaw treatment they were provided with a questionnaire assessing their attitudes towards learning via jigsaw. The vast majority of the students liked the way they were taught. Inspection of their responses showed that thirty students (77.5%) liked jigsaw learning a lot, seven students (17.5%) liked it a little, only two students (5%) were not sure whether or not they liked it, and no one disliked it. The post treatment results indicated that the students' attitude towards jigsaw learning were positive.

Hersulastuti (2009), a lecturer of English Education in UNWIDHA Klaten, conducted her study using jigsaw technique in her speaking class. She had her own reasons why she used this teaching technique. In her opinion, apart of those who had less-confidence in speaking, there were still several students who had good and high grades as well. This made her believe that the implementation of jigsaw technique could run well. Another reason was that most of the time the students tended to be more comfortable and secured working in groups rather than individually. They would learn and speak more if they were put group works,

moreover they would try to contribute their best for the success of their group as well as individual performances.

Wang (2009), Assistant Professor, Department of Applied English in Hsing Wu College, states that by adopting jigsaw II (in Slavin, 1995) to teach conversation has led students to experience learning motivation to listen and read. It also built interpersonal relation and collaborative work to achieve the learning goal.

Wang concluded that in cooperative learning classroom, students got a lot of experiences; students were more motivated to work harder, created a positive atmosphere, in which learning was shared, gained and discussed interactively. The approach of cooperative learning promotes opportunities for interaction and communication among students and develops the listening strategies such as for gist sequence, main ideas and details.

However, he argues that this is a planned and time-consuming process; the teacher needs to monitor and interview in the group for fear that groups do not get along, and members can't participate in. It is hoped that the study will be helpful to English teachers to better understand how Slavin's principles of cooperative learning can be used successfully in foreign language learning.

The writer supports Wang's argument that jigsaw was a time consuming process, but it could be conducted efficiently and effectively in the writer's classroom since it was well planned and informed to the students and it was also frequently practiced in this classroom.

Adams (2013), Holy Child College of Education, Takoradi Ghana. He focused his study to improve upon cooperative learning with the use of Jigsaw technique in Basic six of Holy Child Practice Primary School. Action research design was used in addition to a Case study design to conduct the study. The research instruments were observation and questionnaire.

The researcher employed the Jigsaw technique as the intervention. The sample size used was 40, made up of 30 pupils and 10 teachers from the same institution.. It was observed during the research period that pupils had problems in actively participating in lessons. More so pupils did NOT know how to learn in groups. It was observed that Pupils hardly get the opportunity to do collaborative learning. They are therefore denied the golden opportunity of learning in groups and all its associated benefits.

It also came to light that lack of understanding of collaborative and cooperative learning was the pupils' deficiency. The study therefore empowered both teachers and pupils to resort to the use of collaborative learning due to its immense benefits.

The similarities between Adam' research and the writer's one are that responses gathered from both the observation and the administration of the instruments indicate that some of the causes of pupils poor performance in school were poor teaching methods during lessons and the inability of teachers to vary teaching techniques.

Compared with the other previous researchers mentioned earlier, Adams provided some challenges and respondents' suggestions on his jigsaw practice,

while the others did not. The jigsaw challenges are, for examples: (1) it is time consuming, (2) some students tend to dominate during the learning process, (3) some students have their own groups, so they will not have a cordial relationship with other students in the class. Whereas the respondents' suggestions are among others: (1) teacher should be time conscious and creative, (2) Each student in group work should be given enough time to contribute his or her idea, (3) teacher must provide students with more sources of information.

In writer's mind, Adams' jigsaw challenges and his respondents' suggestions are worth considering when jigsaw is conducted. By considering possible challenges that will occur in practicing jigsaw, teachers have to design good lesson plans.

The above five previous studies describe the use of jigsaw (1) to meet the speaking goal of English as a foreign language, (2) to guide students work cooperatively, and (3) to create motivational means of language learning.

Based on the previous researches mentioned above, it can be inferred that the students who were the subjects of the action researches using Jigsaw learning technique liked everything about Jigsaw. This teaching technique could lead the students who had less confidence in speaking to be actively involved in sharing and discussing information about the contents they learned. They tended to be comfortable and secured working in cooperative learning groups rather than individually.

In Jigsaw classroom, students got a lot of experiences; they were more motivated to work harder, created a positive atmosphere in which learning was

shared, gained, and discussed interactively. They were in habit in discussing the contents each other, and this led to their cognitive development and achievement

Moreover, Jigsaw could contribute the students' positive attitude; they were accustomed to be accountable to each other in sharing the discussion contents and in the other school assignments. In short, Jigsaw cooperative learning technique had contributed to improve students' attitude to gain significant achievement, especially their speaking ability.

On the basis of the above previous studies, the writer considers that his study states some similar purposes of using jigsaw: to encourage students to be motivated and work cooperatively to improve their speaking ability. The only slight difference lies on the way that jigsaw can encourage students to develop their self-confidence which in turn improves their speaking ability through narrative texts presentation.

2.2. Description of Theory

In this chapter the writer deals with the literatures related to the research. It explains of how English is taught and learnt which is described in the nature of language teaching which covers both language teaching and language learning, and what effective language teaching and learning to improve the students' speaking ability. As the major consideration in this research, speaking ability is explained from its meaning, its skill, its position in English as foreign language in senior high schools in Indonesia, and the technique of teaching speaking through the presentation of narrative texts.

Jigsaw learning, one of the cooperative learning models, is also explained in this chapter. The explanation of jigsaw learning includes its definition, its mechanism, its advantages and disadvantages, and the role of the students in jigsaw learning. The logic of how jigsaw learning can improve the students' speaking ability is shown in rationale. The description of action research is also explained. Last but not least is the hypothesis.

2.2.1. The Nature of Language Teaching

Language teaching and learning is a complex issue encompassing sociocultural, linguistic, psycholinguistic, as well as curricula and instructional dimensions. Planning a successful program involves consideration of factors that go beyond the mere content and presentation of teaching materials. A large number of individual factors contribute to the dynamics of the teaching/learning process and provide reference points in discussions of language teaching theory and practice (Richards, 1985:11)

Language teaching is concerned with teaching activities to achieve the development of specific language skills. Language teaching and learning occurs through a process to master specific language skills, and the process cannot independently develop unless it is effectively conducted by using appropriate teaching techniques, classroom management, and some other activities which can support the effective language teaching and learning.

The following descriptions deal with language teaching and learning, especially the ones in a foreign language.

1). Foreign Language Teaching

Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning (Nathan Gate in Brown, 1987:7). According to The International Phonetic Alphabet (IPA), as the exponent reform movement in Richards (2001:9), language teaching is the circumstances of teaching language where its major concerns are on; (1) spoken language,(2) phonetic training in order to establish good pronunciation habits, (3) the use of conversation text and dialogues,(4) inductive approach to the teaching grammar,(5) teaching new meanings through establishing associations within the target language rather than by establishing associations with the native language. Vietor, Sweet, and other reformers in Richards (2001:10) shared many beliefs about the principles on which a new approach to teaching foreign language should be based on. In general they believed that:

- a). The spoken language is primary and that this should be reflected in an oral-based methodology.
- b) The findings of phonetics should be applied to teaching and to teacher training.
- c). Learners should hear the language first, before seeing it in written form.
- d). Words should be presented in sentences, and the sentences should be practiced in meaningful contexts and not be taught as isolated, disconnected elements.
- e). The rules of grammar should be taught only after the students have practiced the grammar points in context – that is, grammar should be taught inductively.

f). Translation should be avoided, although the native language could be used in order to explain new words or to check comprehension.

Language teaching according to Communicative Language Teaching is language teaching where its goal is more than just mastering structures of the language. The linguist of this method saw that the language teaching is focused on communicative proficiency.

Wilkin in Richards (2001:154) contributes that in communicative meanings the learners need to understand and to express rather than describe the core of language through traditional concepts of grammar and vocabulary. Littlewood in Richards (2001:155) states that one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspect of language.

Savignon in Celce-Murcia (2001:13) states that communicative language teaching has been put forth around the world as the new or innovative way to teach English as a second or foreign language. The teaching materials, course descriptions, and curriculum guidelines proclaim a goal of communicative competence: to develop students' ability to understand and to express themselves in a foreign language, and to foster students' positive attitude towards communicating in a foreign language.

From the statements mentioned above, the writer concludes that foreign language teaching is the process of teaching foreign language taking place in certain conditions where the target language (foreign language) is used. It focuses

more on using the target language communicatively rather than just analyzing its grammar and vocabularies.

2). Foreign Language Learning

Brown H. Douglas (1987:136) says that foreign language learning is learning a non-native language on one's own culture with few immediate and widespread opportunities to use the language within the environment of one's own culture. This means that the target language has no established function inside the learners' community, but it is used for communication with outsiders or foreign people. Foreign language learning would be those the learning of English in the Philippines or India. Furthermore, how learners acquire a second language is influenced by external and internal factors.

At first sight, the meaning of the term "second language" seems transparent but, in fact, it requires careful explanation. For one thing, in this context "second" can refer to any language that is learned subsequent to the mother tongue. Thus, it can refer to the learning of a third or fourth language. Also, "second" is not intended to contrast with "foreign"(Ellis, 2006: 3).

One of the external factors that can influence second language acquisition is the social milieu in which learning takes place. Social conditions influence the opportunities that learners have to hear and speak the language and the attitudes that they develop towards it. For example, it is one thing to learn a language when you respect and are respected by native speakers of that language. It is entirely different when you experience hostility from native speakers or when you wish to distance yourself from them.

Internal factors can also influence the learners, second language acquisition. Learners possess cognitive mechanisms which enable them to extract information about the second language they learn from the input, for example, that plurality in English is conveyed by adding an *-s* to a noun or that the relative pronouns ‘who’ and ‘which’ substitute respectively for human and non-human nouns. Ellis (1986:19) states that first language (L1) or language which has been acquired before, may have influenced to the process of students’ second language (L2) acquisition.

Krashen in Richards (2001 :22) states that learning refers to the formal study of language rules and is conscious process. It means that someone learns (acquires) the language by intention under the expert guidance (teachers) in mastering the language. When someone is taking a language class, he learns language. He deals with language learning. The focus role in language learning is the learners. In conclusion, foreign language learning is the activity of acquiring foreign language by intention through conscious process under teacher’s guidance.

2.2.2. Speaking and Speaking Skill

Fulcher (2003: 23) states that “Speaking is the verbal use of language to communicate with others”. The purposes for which we wish to communicate with others are so large that they are innumerable, and as this is not a book about human needs and desires we will not even attempt to provide examples. The outward manifestation of speech is found in sound waves. Its meaning lies in the structure and meaning of all languages, whether this is written or spoken.

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than pronouncing words. (<http://www.sil.org/lingualinks/languagelearning/otherresources>).

Speaking is a productive skill that can be directly and empirically observed. It is the product of creative construction of linguistic strings the speaker makes choices of lexicon, structure, and discourse (Brown, 2004:140).

Speaking is a complex matter. Anyone who wishes to speak a second language must learn the grammar and vocabulary of the language, and master its sounds. Planning what to say, formulating the utterances and producing them need to become automatic if what the learner says is to be considered 'fluent'. The learner should be able to open and close conversation in acceptable ways, and manage the switch between topics. He/she needs to know the conversation of turn taking, when to begin speaking and when to stop.

Cultural knowledge and sensitivity to social context is also very important. And speakers must maintain appropriate roles and relationships with other speakers in a variety of speaking contexts that differ with regard to a wide range of variables including social distance, power and authority.

Speaking skill is not a discrete skill. It means that it cannot be separated from other aspects such as how far the structure of a conversation culturally is determined, how far the grammar of speech is different from other sorts of grammar, and what the critical factors in the stream of speech which make it intelligible (Hughes, 2002: 6)

2.2.3. Teaching English for Senior High School Students

As the first foreign language in Indonesia, English is taught from junior schools, or even in elementary schools, to the levels of university. English is one of international languages which is used by more than half of all people in the world. That is why English has an important role to increase students' intellectual, social, and emotional development. It is as a determining key to gain success in learning all subjects.

Thus, English learners must have a competence that makes them be able to reflect both their own experiences and others, express ideas and feelings, and understand some discourse competences. In other words, it is hoped that language is able to help the learners to be able to recognize their own culture and others', recognize themselves, express ideas and feelings, and participate in the society in which the language is used.

Government Act 19, 2005 deals with the standard of National Education, based on which the School-Based-Curriculum (KTSP) is developed. One of the essential matters required by the school-based-curriculum is "syllabus development". The curriculum requires senior high schools to develop their respective school curriculums which are considered in line with their school characteristics and needs. It is stated in the school-based-curriculum of English for senior high school that English subject stresses on the four language skills.

The basic competences of English lesson is to achieve spoken skill, namely to express the spoken transactional and interpersonal discourses related to daily life contexts, and to express the meanings short functional texts and simple

monologues in the forms of recount, narrative, procedure, descriptive, news item, spoof, report, analytical exposition. Hortatory exposition, explanation, discussion, and review texts related to daily life contexts (DEPDIKNAS, 2006:x).

A large percentage of the world's language learners study English in order to develop proficiency in speaking. The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved. Speaking is used for and many purposes, and each purpose involves different speaking skills.

When we use casual conversation, for example, our purposes may be to make social contact with people, to establish rapport or to engage in the harmless chitchat that occupies much of the time we spend with friends. When we engage in discussion with someone, on the other hand, the purpose may be to seek or express opinion, to persuade someone about something, or to clarify information.

In some situations, we use speaking to give instructions or to get things done. We may use speaking to describe things, to complain about people's behavior, to make polite requests, or to entertain people with jokes and anecdotes. Each of these different purposes for speaking implies knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs, participants involved and their specific roles and relationship, and the kind of activity the speakers are involved (Richards & Renandya, 2001 : 201).

To implement the theoretical statements above, the writer argues that English teachers should facilitate students optimally to be able to speak English well.

Realizing the illustration given above the writer comes up with his opinion that learning English as foreign language should learn four skills: listening, speaking, reading, and writing. The four skills above should be mastered by those who learn English as foreign language. As one of international language in the world, English is very important.

The importance of English can be seen from its large usage for communication among its native and non-native speakers and writers all over the world. Because of this importance, the Indonesian government has chosen English as the first foreign language taught in Junior and Senior High Schools. In line with this statement, Ramelan (1992:2-3) states that:

“if the Indonesian government has chosen English as the first foreign language taught in our schools, this is simply for the reason that we recognize the important role it plays in the international world. As an independent country which needs to strengthen relationships with all the countries in the world, irrespective of their political or ideological outlook, we need a means of communication to foster cooperation among different countries”.

Although English has been taught for six years as a compulsory subject in Junior School and Senior High School, the fact says that most of SMA graduates cannot speak English very well even about their daily life. This is because many English teachers neglect the oral aspect of teaching English. While teaching, they emphasize only on the development of written skill in their English learning process, and as a matter of fact teachers find it difficult to teach their students to speak.

As an English teacher, the writer considers that English has to be applied in daily conversation so that the mastery of spoken English can be improved well;

it seems that the result in learning English can be shown by the way someone speaks English. In a real English classroom in which the writer teaches, most of the students are still not good in speaking although they have been familiar with English grammar and other linguistic formula. The writer considers implementing speaking activities can bridge the students' linguistic knowledge to their speaking skill.

Bygate 1987 in Sumardiyani (2007:10) states, "Speaking requires both knowledge and skill. It demands not only knowing how to assemble phrases or sentences with particular formula, but also how to produce and adapt them in the 'here' and 'now' situation". The writer assumes that the students' speaking skill can be achieved effectively when the students are given enough opportunities to speak during teaching-learning process. They have much time to speak English with their classmates and teacher when they are learning in groups.

2.2.4. Teaching Speaking for Senior High School Student

People use language to do three main functions in a context, as stated in School-based curriculum (KTSP) for English subject in senior high schools as follows:

1). Teaching speaking is not easily separated from other objectives.

A further complicating factor is that when the spoken language is the focus of classroom activity there are often other aims which the teacher might have : for instance, helping the student to gain awareness of or to practice some aspects of linguistic knowledge (whether a grammatical rule, of application of a phonemic

regularity to which they have been introduced), or to develop production skills (for example rhythm, intonation or vowel-to-vowel linking), or to raise awareness of some socio-linguistic or pragmatic points (for instance how to interrupt politely, respond to a compliment appropriately, or show that one has understood).

2). Teaching speaking versus using speaking to teach

A key question to ask, therefore, is whether a teacher is engaged in teaching the spoken form of a language or teaching a language through speaking. This distinction is important although it may seem trivial at first sight. Spoken forms of language have been under-researched whether at the level of grammar or in broader genre based studies.

3). Insight from speech corpora

The objectives of the speaking classroom may well change quite radically over the next ten years as insights emerging from corpora of natural speech and language processing combine to help us understand what speaking is actually like, especially among students in their classroom.

Harmer (2007:123) states that good speaking activities can and should be extremely engaging for the students. If they are all participating fully and if the teacher has set up the activity properly and can give sympathetic and careful feedback-they will get tremendous satisfaction from it.

We, as English teachers, need to realize that the kinds of speaking activities we are looking at are not the same as controlled language practice

where, for example, students say a lot of sentences using a particular piece of grammar or a particular function. The kind of speaking activity the writer studies in this research is the “speaking-as-skill” to achieve some kind of purpose which is not purely linguistics.

The single most influential factor in the development of speaking skill is probably the classroom culture. A classroom culture that prioritizes communication is bound to promote the development of speaking, especially if the quality of communication is high. Classroom culture not only promotes speaking skill but also serves in the development of the language overall, including its grammar and vocabulary (Thornbury 2006: 123-124).

Scott Thornbury in Harmer (2007:123), suggests that teaching of speaking depends on there being a classroom culture of speaking, and that classrooms need to become “talking classroom. In this research, the writer tries to keep the students in the classroom talk within the English teaching-learning process which includes “teaching reading texts. As Harmer (2007:124) states that what starts as a speaking activity may very well lead on to writing- or speaking itself may develop from a reading text, or after listening to an audio track.

2.2.5. Types of Speaking Performances

Type of students’ speaking performance in learning English for senior high schools is their speaking ability to interact among themselves when they have an English lesson which includes: imitative, intensive, responsive, interactive, and extensive speaking performances. Brown (2004: 141-142) states that a taxonomy

for oral production is classified into: (1) imitative, (2) intensive, (3) responsive, (4) interactive, and (5) extensive speaking performances. These five types of speaking performances have their own ends to reach.

At the imitative level, the target is simply to parrot (imitate) a word or a phrase or possibly a sentence. At the intensive level, the speaking is expected to produce short stretches of oral language to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships such as prosodic elements-intonation, stress, and rhythm.

Very short conversations, standard greeting, and small talk, simple requests, and the like are conducted in responsive level. The fourth type of speaking performances is interactive level which includes transactional language and interpersonal exchanges. Transactional language deals with the purpose of exchanging information, whereas interpersonal exchanges deal with the purpose of maintaining social relationships. The fifth type of speaking performances is extensive oral production which includes speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

In this study the writer focuses on the interactive level of speaking performances because it is in line with the efforts to improve the students' speaking ability conducted during the presentation of narrative texts in which the transactional language and interpersonal exchanges mostly take place. This reason has led the writer to assume that spoken English should be present in teaching and

learning narrative texts since this text type is taught in all grades in senior high schools (in grades ten, eleven, and twelve).

2.2.6. Narrative Text Definition

Narrative text is a text which tells a story using spoken or written language. A narrative text is usually told by a story. The narrator gives his or her point of view to the audience and determines the order in which the events of the story will be told (Anderson, 2003:52). Eggins (1994:10) states that narrative text is a story involves going through a number of steps (set the scene: time, place, participant; develops the actions; relates to dramatic events; gives the ending; express a judgement on the outcome; and wrap up.

The purpose of narrative texts is to relate an amusing or unusual experience in an interesting way (Gerot, 1995:18). Narratives have a linear structure in which different sections present different kinds of information. Each section has a different function within the story. Narratives are opened by an abstract, a clause that summarizes the experience and presents general proposition that the narrative will expand. Orientation clauses describe the background information such as time, place, and identity of characters.

The main part of the narrative is comprised of complicating action clauses. Each complicating action clause describes an event – a bounded occurrence in time – that is understood to shift reference time, i.e. it follows the event immediately preceding it, and precedes the event immediately following it. Evaluation pervades the narrative: speakers can comment on events from outside

of the story world, suspend the action through embedded orientation clauses,, and report events that themselves indicate the significance of the experience (Schiffrin, 1994: 284)

Narrative texts are effectively taught through monologues. Brown and Yule in Nunan (1993:106) states that monologues are “long turns” in which the speaker is required to put together a coherent sequence of utterances. Monologues mostly take place in learning narrative texts as these texts deal with past events composed in a coherent sequence of events. The writer has no doubt that the students have more opportunities to speak in monologues because narrative texts deal with amusing stories.

2.2.7. Student’ self-confidence in learning a foreign language

Krashen (1981:23) states that the self-confident or secured learner will be easily able to encourage himself and will also have a lower obstacle in second language acquisition. Personal characteristics relating to self-confidence, such as anxiety, outgoing personality, and self-esteem, are predicted to relate to second language acquisition. A learner with a high esteem is able to reach out beyond himself more freely, and to be less burdened. On the other hand, the less self-confident learner may understand the input, but they do not acquire. It seems that there is a consistent relationship between various forms of anxiety and language proficiency in all situations.

The writer thinks that extroverted learners can learn faster than the introverted ones. Some extroverted students in the writer’s class can speak English more freely than the introverts. Rossier in Freeman & Long (1991: 186),

found that extroverted Spanish-speaking adolescents became proficient in English oral fluency more rapidly than the introverted ones.

Brown (1977) in Krashen (1981: 23) states the person with high self-confidence is able to reach out beyond himself more freely, to be less inhibited, and because of his ego strength, to make necessary mistakes involved in language learning with less threat to his ego.

Sarastika (2014:55-56) proposes some straits of self-confidence. According to him, a person is considered confident when he or she likes: (1) giving opinion, (2) offering some advices or suggestion, (3) asking questions, (4) sharing and discussing things,(5) talking and working with others, and (6) keeping eye-contact when speaking with others.

2.2.8. Students' motivation in learning English

Besides having different types of self-confidence, students also have different types of motivation in learning English . Motivation is a desire that encourage someone to do something or a reason that leads him to have willingness to learn. Students have their own reasons for their study. For examples, they learn to play guitars because they want to be a musician, they learn English because they want to understand English songs, etc.

Similarly, Hermer (2007: 20-21) states that motivation is a desire that provokes a decision to act. Students' motivation is then their desire that provokes them to learn. He classifies motivation into two types: (1) extrinsic motivation and (2) intrinsic motivation. The former is the motivation that students bring into the classroom from outside such as the attitude of society, family, and peers. The

latter is the motivation that is generated by what happen inside their classroom such as the teacher's methods, the students' activities, and the perception of their success or failure.

Keeping students motivated is not an easy thing to do by the teacher. He should help them by supporting their motivation in many ways. He can ask his students to participate in learning process,

2.2.9. Jigsaw Learning

Jigsaw learning is one of "Cooperative Learning Models" developed by Elliot Aronson from University of Texas, USA (Wena 2009 : 193). Jigsaw learning is a teaching technique which is widely used and equally resembles "group-to-group-exchange" with essential distinctiveness (Silberman 2002 : 168).

Similarly, Slavin (1995:2) states that cooperative learning is one of learning technique which requires students to work in groups in which each group member is dependent to each other to gain complete information. They have to share and discuss their parts of information in order to reach a unit of task provided by each group member. In this learning technique, each group member has also to perform their individual tasks. Therefore, they are to be responsible for gaining complete information shared by other group members. If not, the idea of cooperative learning cannot be achieved.

Aronson in Slavin (1995:126) says jigsaw learning is organized like group work learning in which students work together in groups. Unlike group work

classroom, jigsaw classroom requires all group members have their own parts to do.

Bailey, 2003 in Farrell (2008:58) states that the most convincing argument in favor of group work is its strength in providing students time on task. Implementing small group activities puts the brakes on teachers who talk too much. In jigsaw learning the class is divided into “jigsaw-learning groups” in which each group is led by an expert member. The expert members of the group form an expert group. This group learn and discuss the learning materials provided by the teacher. Then each expert member joins his/her respective group to lead his/her own group and help them in learning process.

Similarly, Richard (2001:198) says that jigsaw is one of the most flexible of the cooperative learning methods. By using jigsaw technique, the students work together in groups on an information-gap activity. They negotiate the meaning of the story and answer questions, which motivates students to speak. They share information with each other in their groups. They synthesize the information through discussion. Jigsaw learning gives students a lot of opportunities to speak the language in a communicative way in less burdened situation.

Within Team Jigsaw, each student on the team is given a different poem or a different section of the text to read and analyze. They then use Round Robin to each teach the others what they have learned. Team Jigsaw becomes more powerful if the individual work and sharing time is structured. For example, all students receive a four-page worksheet packet, one paper for each expert topic. During the individual work, students fill out their own expert topic questions;

during the sharing time, the expert teaches from her/his page while the teammates take notes on that page of their packet (Kagan 2009: 17.3).

Kagan argues that expert groups of eight result in low level of active engagement, therefore it is suggested to form double expert groups. Double expert groups means there are two expert members for the same topic to share and discuss.

The teacher acts as a facilitator or a motivator and he/she gives instructions to the students and corrects their mistakes. There are two general rules for giving instructions: they must be kept as simple as possible, and they must be logical. Before giving instructions, therefore, teachers must ask themselves the following questions: What is the important information I am trying to convey? What must the students know if they are to complete this activity successfully? What information do they need first?

When teachers give instructions, it is important for them to check that the students have understood what they are being asked to do. This can be achieved either by asking a student to explain the activity after the teacher has given the instruction or by getting someone to show the other student in the class how the exercise works. Where students all share the same mother tongue (which the teacher also understands), a member of the class can be asked to translate the instructions into their mother tongue as a check that they have understood them (Harmer 2007: 37-38).

It will probably be necessary for teachers to correct mistakes made during activities in a different way from those made during a study exercise. When

students are repeating sentences, trying to get their pronunciation exactly right, then the teacher will often correct (appropriately) every time there's a problem. Constant correction from the teacher will destroy the purpose of the speaking activity (Harmer 2007: 131).

2.3. Rationale

Speaking is one of the basic skills or competencies in English teaching for senior high school students. Speaking is taught in integration with the teaching-learning process of the other three language skills, namely: listening, reading and writing as well. Speaking activity is always present whenever a teacher teaches English in the class, including in teaching narrative texts. Within the process of teaching and learning English in the classroom, both the teacher and students ideally speak English.

Thus spoken English is used when listening, narrative texts are being conducted. It sounds unbelievable to teach English in the classroom without speaking. But the real situation in the classroom of the eleventh grade students (XI.IS-1) of SMAN 2 Semarang could not meet the ideal desire where speaking was used very well during English teaching and learning process. This was because the students' speaking ability was still low and it needed improvement.

Jigsaw learning requires students to work in groups to practice speaking. This technique makes students interact with one another in their groups. By doing so, it is expected that they can improve their self-confidence in speaking.

2.4. Action Hypothesis

The theories underlying the research dealing with the use of Jigsaw in teaching narrative texts mentioned above suggest Jigsaw has some contributions: increasing students' interest and motivation to work together in groups, stimulating students to practice their speaking ability, and establishing students' confidence to speak among other students. Based on the framework of the study, the writer proposed the action hypothesis as follows:

Ho: Teaching narrative texts using Jigsaw learning technique cannot significantly improve students' self-confidence in speaking English.

H₁: Teaching narrative texts using Jigsaw learning technique can significantly improve students' self-confidence in speaking English.

2.5. Jigsaw Framework

To make an optimal condition in implementing Jigsaw, the writer proposed a brief framework which is used during the narrative text lesson as follows. The researcher used the lesson plans for teaching the narrative texts and designs the jigsaw task steps suggested by Slavin, 1995.

Pre-Step: The researcher prepared a narrative text to teach the class. The text was then divided into four parts provided for double four experts. If any team had five members, had two students take one of the contents together. The writer made sure that the students knew well what to do during the lesson. The students were put in some teams – there were six or seven members in each team.

First Step: The first task was the distribution of the narrative text with its expert contents to the expert groups. When the expert groups had their contents, let them read the materials. The students who had finished reading before others could take notes.

Second Step: Students with the same expert content discussed them in groups. The writer had all expert groups with the same contents get together at the same table. The writer then appointed a discussion leader for each group. The leader's job was to moderate the discussion, call on group members who raise their hands and try to see that everyone participated. The expert groups were given approximately twenty minutes to discuss their contents. Students should have already tried to locate information on their contents, then they shared this information with their groups.

While expert groups were working, the writer spent his time with each group in turn. He or she might answer questions and resolved misunderstandings, but should not try to take over leadership of the groups because it was the discussion leaders' responsibility.

Third Step: Experts returned to their teams to teach the contents to their teammates. They spent about five minutes to review everything they had learned about their contents from their reading and discussions in the expert groups. If two teammates shared a content, they should make a joint presentation. The students were reminded that they had a responsibility to be good teachers as well as good listeners.

Final Step: Students took a quiz or an essay to assess individual mastery of the narrative text they had learned. The teammates reflected over the process of learning: whether it was interesting, they felt confident to speak, and what they would do better next time.

2.6. Theoretical Framework

This study provides work for some theories dealing with how to improve students' self-confidence and speaking ability through Jigsaw learning technique. Those theories are speaking as one of English skills taught in Senior High Schools in Indonesia, a medium of instruction to teach the other three English skills (listening, reading, and writing), an English language skill which is hard to master by students, and that cooperative learning techniques, especially Jigsaw learning technique, enables students to improve students' speaking ability.

First and foremost, English taught in Senior High School includes all language skills: listening, speaking, reading and writing. The students in class XI.IS-1 had been taught these four language skills even since they were in the tenth grade. However, the students' speaking ability was still low and it got worse as most of the students in this class tended to speak Indonesian language during English lesson.

Meanwhile, speaking skill greatly supports to gain better achievement in learning the other three language skills. Student-teacher interaction ran effectively when spoken communication was performed during the presentation of listening, reading, and writing. It was found that most students in XI.IS-1 had

not performed well in spoken communication; they needed to share information when they discussed classroom tasks. They had to master speaking performances to enable them to participate effectively in English lessons.

Brown (2004:142) says that interactive level of speaking performance includes transactional language and interpersonal exchanges. Transactional language deals with the purpose of exchanging information, whereas interpersonal exchanges deal with the purpose of maintaining social relationships. Based on Brown's statement above, the researcher believes that the students in class XI.IS-1 are able to speak English to share information with their classmates when they mastered speaking performance.

The researcher argued that students' speaking performance could be achieved when they were put into classroom condition in which they could practice speaking English among their classmates through active classroom interaction. To create this condition, the writer tried to implement Jigsaw learning technique to teach narrative texts. Narrative texts were chosen because these texts aim to amuse the readers. It was hoped that the students are highly motivated to practice speaking while they were learning as they were amused.

The Kagan Jigsaw variations relied on highly structuring the interaction among students, both in their teams and in their expert groups, to create interdependence and interesting learning class. In Jigsaw learning technique, each student is an expert and they encourage each other to do their best because they need the information that each student can provide. Group members gain a sense

of interdependence; non can succeed without the help of each of the group members (Kagam 2009:17.3)

Senior high school students should be educated in the basic principles of cooperative learning at the very beginning of the program as it is important they understand that the principles relate to the world of work and the sport areas (Slavin 1995:127).

It implies that later when they get jobs and whatever they do in their real life, they are dependent and have to do cooperative activities. After they realize the benefits of cooperative learning, the researcher believes that they can perform Jigsaw learning effectively. Besides, the teacher has to give clear instructions to the students on how to perform Jigsaw learning from the beginning, the process, and the end of the lesson. Teacher has to help students wisely to let them cooperate with each other.

Since the research focuses on students' speaking improvement, the researcher, who is also the classroom teacher, leads the students to produce right pronunciation. Thus, jigsaw learning technique used to teach narrative texts can enable the students in class XI.IS-1 of SMAN 2 Semarang to improve their self-confidence in learning speaking. The description of theoretical framework illustrates the four language skills, of which its basic competence is to achieve spoken skill (Depdiknas, 2006:x).

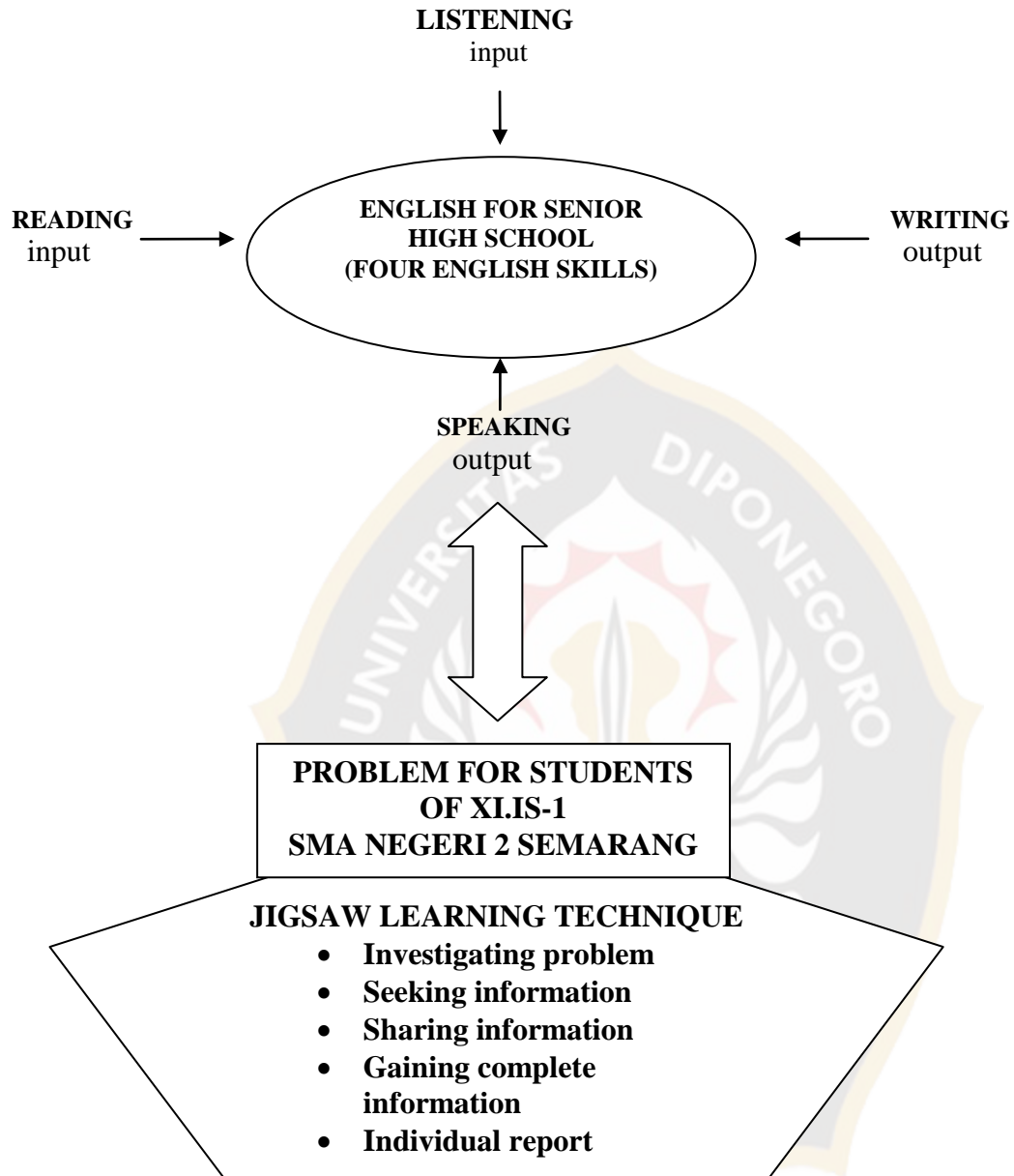


Figure 1: Four English Skills for Senior High School

CHAPTER III

RESEARCH METHOD

This chapter mainly discusses the research design, place and time of research, research subjects, research procedure, data collecting instruments, and data analysis technique.

3.1. Research Design

This study was conducted under an action research. The writer chose the action research with consideration that it is practical to carry out in the classroom. It is a form of research which is becoming increasingly significant in language education. This research has been defined in a number of different ways.

Kemmis and Mc. Taggart as cited in Nunan (1992:18) states that action research is a group activity. It is a piece of descriptive research carried out by a teacher in his or her own classroom, or it is called a classroom action research. This is a type of reflective research which includes some certain actions in order to fix and improve technique of teaching and learning process in the class professionally. The classroom action research is done at least in two cycles.

This research uses combination of qualitative and quantitative approaches in its analysis. A qualitative approach is the research approach which uses verbal or non-numerical ways of reporting its data. A quantitative approach is the research approach in which its objects are reported numerically (Glanz, 1998:58). In conducting the research, the writer uses four steps of the action research: planning, acting, observing, and reflecting. The writer will conduct his action research in three cycles: cycle 1, cycle 2, and cycle 3.

The aim of action research can be reached, in a matter of improving the students' speaking ability, when it is conducted with the accordance with the action research steps stated by Kemmis and McTaggart in Burns (2010:7-8) which involves four broad phases in a cycle of the research: planning, action, observation, and reflection. The model of the action research phases is illustrated in the diagram below:

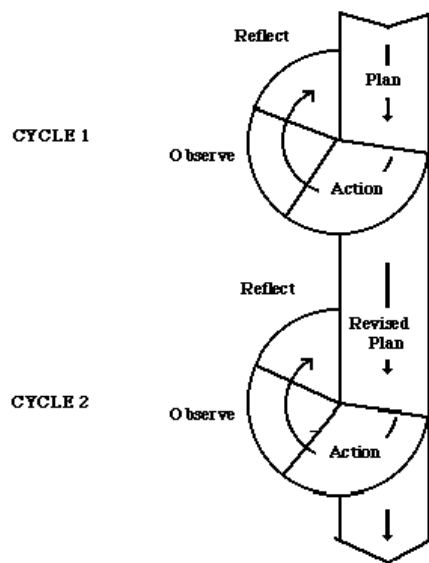


Figure 2: Cyclical AR model based on Kemmis and Taggart (in Burns, 2010)

Lewin in Mills (2000:17-18) describes a spiraling cyclical process that included planning, execution, and reconnaissance. Whereas Kemmis in Mills (2000:17-18) has created a well-known representation of the action research spiral that includes the essential characteristics of Lewin's model. Kemmis' model includes reconnaissance, planning, first action step, monitoring, reflecting, rethinking, and evaluation.

Before conducting the first cycle, the writer, accompanied by an observer, presented narrative texts to the students of grade eleven (XI-IS.1) in Semarang State Senior High School 2 (SMAN 2 Semarang) and recorded their speaking achievement in scores. The students' scores are then used as the data to plan some activities that are going to do in cycle 1.

In cycle 1 the writer presented a narrative text by using "Jigsaw learning technique". The students worked in groups after they had worked in their expert teams, and the writer observed the students' speaking activity. The students' speaking achievement in cycle 1 was then analyzed to know whether "Jigsaw learning technique" can improve the students' speaking ability.

To make sure that the classroom action research worked effectively to improve students' speaking ability, cycle 1 was then continued to cycles 2 and 3. The implementation of all three cycles were observed by outsider teachers who were present in the classroom. The classroom action research observations were carried out collaboratively by the researcher and 3 (three) English teachers of SMAN 2 Semarang.

The cyclical Action Research is intended to foster deeper understanding of a given situation, starting with conceptualizing and particularizing the problem, moving through several interventions and evaluations. Based on Elliot's Action Research Design in Hopkins (2008:53), the researcher proposes the research design for this study as the following:

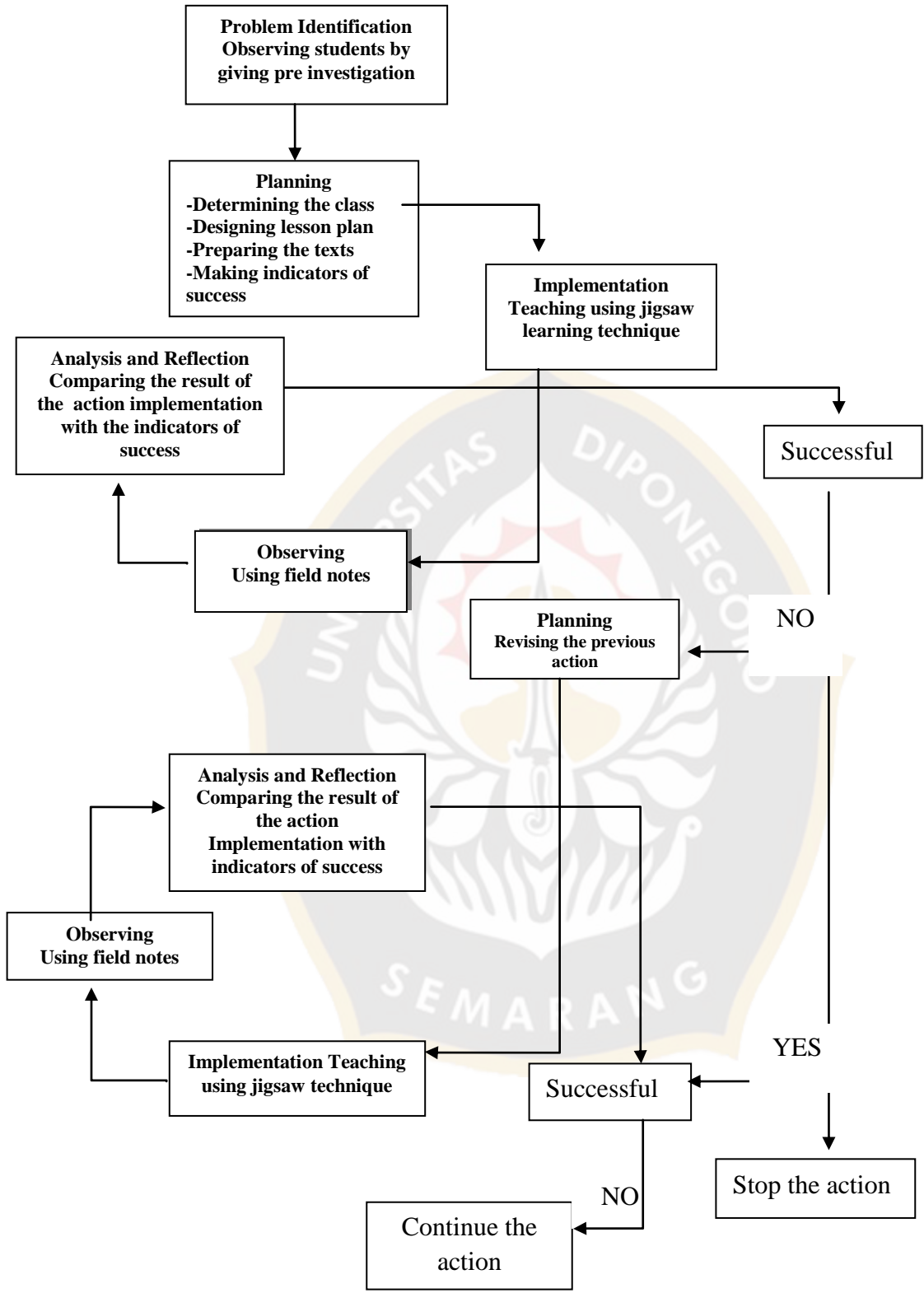


Figure 3: The cyclical action research adapted from Elliot's Action Research Design

3.2. Place and Time of Research

The research was held at SMAN 2 Semarang Jl. Sendangguwo Baru no.1 Semarang, in the academic year 2013/2014. SMAN 2 Semarang is located in the eastern part of Semarang city, and it is easy for the students to reach it by public transportation. It had ever been certified as RSBI (Rintisan Sekolah Bertaraf Internasional) and it is also the first school in Semarang which ever had an immersion class program.

The preliminary action research was conducted on January 10, 2014. Then the real action research was carried out in three cycles in the next four weeks within January and February 2014. The action research activities were recorded in videos. The research time allocation is described in the following table:

Table 3.1: The table of research time allocation

No	Month	Planning	Action	Observation	Reflection
1.	January 17, 2014	v	v	v	v
2.	January 30, 2014	v	v	v	v
3.	February 07, 2014	v	v	v	v

The writer continued using jigsaw in teaching English in this class until the end of semester 2 in the academic year of 2013/2014. This was conducted based on the students' wish and motivation stated in their responses of the questionnaires given to them (See appendix 2).

3.3. The Subjects of the Research

The subjects of the research is the eleventh grade students of SMAN 2 Semarang, especially class XI-IS.1. There are 14 classes of the eleventh grades. Class XI-IS-1 consists of 30 students: 12 male students and 18 female students. The writer chose the eleventh grade students (XI-IS-1) because he teaches this class and he knows that most of the students are interested in English, but their speaking ability was still low. They also learned English to study other subjects like mathematics and economics when this school was still an international school.

In this study, the writer uses Kemmis and McTaggart' model because it is the best-known and it appears often in the literature of action research. Despite the criticisms, it is useful model as it summaries succinctly the essential phases of action research.

To recognize students' speaking ability and some problems related before the cycles are done, the researcher collected the data through the records, documentation, and oral interview. This phase is called pre-condition which consists of initiation and preliminary investigation. Then the next phase was the researcher made hypothesis. After making hypothesis he started the classroom action research through cycles, at least two cycles, to which of each cycle consists of the steps of planning, actuating, observing and reflecting.

First cycle aims at improving students' speaking ability through Jigsaw learning technique, one of cooperative learning techniques, as well as recognizing students' problems-related and motivation towards the technique used by their

teacher. The result of the first cycle is as reflection to change the lesson plan in the first cycle for the better one with some corrections. Then, from the revised lesson plan the researcher carried out the second cycle which aims again at knowing the improvement of the students' speaking ability to reach the speaking competence.

In this study, the researcher describes the improvement of speaking ability of the eleventh grade students (XI.IIS-1) of Semarang State Senior High School 2 (SMAN 2 Semarang).

3.4. Procedure of Action Research

The procedure the writer takes in this study consists of six stages that has to be followed. Each cycle was begun from identifying the problem until revising the plan. The procedure conducted in each cycle was as follows:

1). Identifying the problems

In this stage the researcher collected some data related to the students' speaking ability, especially when they were learning and discussing narrative texts. After the students' problems were identified, the researcher did preliminary investigation by giving pre test and some questionnaire to the students.

2). Planning the action

In this stage the researcher determined the research subjects and schedule, designed lesson plans, prepared students' learning materials, research instrument: students' activity observation sheet, and then decided the indicators of successful achievement; namely: minimum passing grade is 80, and 80 per cent of the total students are classified as active students in speaking English during the lesson

3). Implementing the action

In this section the researcher taught a narrative text to the research subjects by using Jigsaw technique. The class were divided into some teams; each team consisted of four students.

4). Observing the action

The researcher used students' activity observation sheet to observe the students' activity during the lesson. The gained observation data were then put in the table of students' activity observation.

5). Reflecting the result the action

The reflection was directed to all instruments of data collection: namely the students' speaking performances (recorded in video) and the students' observation sheet. Then the results were analyzed to see whether or not they met the indicators of successful achievement. Although the successful achievement was gained, the second cycle of the action was carried out to gain better achievement.

6). Revising the plan

All the analyzed result of the first cycle was used to revise the lesson plan and learning process of the action. After that the researcher used the revised lesson plan to teach and conduct the second cycle of the action. The result of the second cycle was also revised to gain better result in the third cycle.

3.5. Data Collecting

The researcher collected two kinds of data, namely: qualitative and quantitative data. The qualitative data were recorded based on students'

performances during the classroom activities. They deal with the process of conducting the lessons in the classroom, especially the students' self-confidence during the teaching-learning process. The researcher also used some questionnaire to gain the qualitative data. The quantitative data were gained from students' speaking scores in the pre-test and post-tests. The instruments used in the data collection are as follows:

1). Students' self-confidence observation sheet

The scores were gained from how the students participated in the classroom during the lessons. The self-confidence observation focused on the students' participation in the classroom from the beginning until the end of the lesson which includes: asking questions to teacher, responding teacher's questions, participating in group work, cooperating in group work, sharing information, responding group members, discussing tasks, asking the meanings of words, presenting the tasks, making feedback on classmates' presentation, responding teacher's feedback, reporting individual final tasks.(See appendix 4). Besides, the writer provided the questionnaires to know how far the students' interest to improve their speaking ability through jigsaw (See appendix 5).

2). The students' speaking score sheets

The scores were gained from the students' speaking ability which covers five aspects namely: accent, grammar vocabulary, fluency, and comprehension. The above five aspects were scored within the learning process and when the students were taking post-tests.

3.6. Data Analysis Technique

In this research, the data are analyzed by using non-statistical and statistical kinds of instrument. The non-statistical data is used to analyze the descriptive data, that is, the data of the students' self-confidence in speaking English in learning narrative texts through Jigsaw technique, which belongs to cooperative or collaborative learning technique. The data of students' self-confidence were obtained by the results of the observation on the students' process of learning.

The statistical analysis is used to analyze the result of using Jigsaw technique in teaching narrative texts to improve students' speaking ability. Since the result of the test is given in figures, the writer consults the score with the criteria of scoring. It consists of aspects in spoken English. The score of each aspect of speaking is described in the range of rating scale. The description of rating scale score in speaking adopted from Hughes (2008: 131-132) can be seen as follows:

Accent

- 1). Pronunciation frequently unintelligible.
- 2). Frequent gross errors and a very heavy accent make understanding difficult, requires frequent repetition.
- 3). "Foreign accent" requires concentrated listening and apparent errors in grammar or vocabulary.

- 4). Marked 'foreign accent' and occasional mispronunciation which do not interfere with understanding.
- 5). No conspicuous mispronunciations, but would not be taken for a native speaker.
- 6). Native pronunciation, with no trace of "foreign accent".

Grammar

- 1). Grammar almost entirely inaccurate except in stock phrases.
- 2). Constant error showing control of very few major pattern and frequent communication.
- 3). Frequent errors showing some majors pattern uncontrolled and causing occasionally irritation and misunderstanding.
- 4). Occasionally errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
- 5). Few errors, with no patterns of failure.
- 6). No more than two errors during the interview

Vocabulary

- 1). Vocabulary inadequate for even the simplest conversation.
- 2). Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.).

- 3). Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
- 4). Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions
- 5). Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
- 6). Vocabulary apparently as accurate and extensive as that of an educated native speaker.

Fluency

- 1). Speech is so halting and fragmentary that conversation is virtually impossible.
- 2). Speech is very slow and uneven except for short or routine sentences
- 3). Speech is frequently hesitant, and jerky; sentences may be left uncompleted.
- 4). Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
- 5). Speech is effortless and smooth, but perceptibly non-native in speed and evenness.
- 6). Speech on all professional and general topics is as effortless and as smooth as a native speaker's.

Comprehension

- 1). Understands too little for the simplest type of conversation.
- 2). Understands only slow very simple speech on common social and touristic topics: requires constant repetition and rephrasing.
- 3). Understands careful, somewhat simplified speech directed to him, but requires occasional repetition and rephrasing.
- 4). Understands quite well normal educated speech directed to him, but requires occasional repetition and rephrasing.
- 5). Understand everything in normal educated conversation except for very or low-frequency items, or exceptionally rapid or slurred speech.
- 6). Understand everything in both formal and colloquial speech to be expected of an educated native speaker.

All quantitative data are analyzed by applying statistics computer program: SPSS version 17.0 and Excel 2007. SPSS version 17.0 was used to analyze the students' speaking ability scores and to test the action hypothesis, while Excel 2007 was used to analyze the data of the students' self-confidence observation. The students' self-confidence observation scores were recorded based on the students' performances when they were attending the lessons in cycle 1, cycle 2, and cycle 3, which consist of 15 points in each cycle with minimum score = 15, and maximum score = 75 (adapted from Brown (2004:180)).

Descriptive statistics is one category or type of statistics that is used to describe and summarize data. Two of the most common ways to describe data statistically are by determining the **means** and the **significances** of the students' test scores.

Mean is synonymous with average score. Mean indicates how a typical person scored on the researcher's test and survey. **Mean** is often represented either as simply **M**. The formula of Mean is:

$$\bar{X} = \frac{\sum x}{N}$$

The writer uses mean formula to know the average score XI-IS1 students gained in pre-test, post-test in cycle 1, post-test in cycle 2, and post-test in cycle 3.

To know the significance between the means of the two groups mentioned above, the researcher uses **t-Test**. It is a popular and common statistical technique that determines the degree of significance between the means of two groups; such as the means of pre-test, post-test in cycle 1, post-test in cycle 2 and that in cycle 3 compared with the Minimum Passing Grade Score decided by the school English teachers which has been approved by the school principal. The formula of **t-Test** adopted from Djarwanto (1996:274) is as follows:

$$t = \frac{\bar{x} - \mu_o}{\frac{s}{\sqrt{n}}}$$

The researcher applied Brown criteria scale to measure the values of the students' oral performances which describe the students' self-confidence observation scores.(See appendix 3).

The writer then analyzed the scores by using Excel table, and the scores were classified as follows

0 – 15 =	Poor
16 – 30 =	Fair
31 – 45 =	Good enough
46 – 60 =	Good
61 – 75 =	Very good

Researcher used statistical analysis technique to describe the students' speaking ability scores. Before the students' speaking ability scores were analyzed, they were tested to know their validity and reliability by using Microsoft Excel Analysis Program (See tables 4.1.2, 4.1.3, 4.2.2, 4.2.3, 4.3.2. & 4.3.3). The scores are classified based on five aspects in speaking skill, namely:

Accent	= 1 - 4
Grammar	= 6 - 36
Vocabulary	= 4 - 24
Fluency	= 2 - 12
Comprehension	= 4 - 23
Total	=19 - 100

To describe the action hypothesis, the researcher applied statistic analysis technique, that is simple linear regression. The equation is as the following:

$$Y = a + b_1X_1$$

Y : Dependent variable value (the students' speaking ability scores)

X₁: Independent value (the students' activity scores)

a : Coefficient value of Y

b₁: Regression coefficient value of X₁

To test the formula of null hypothesis H₀: Students' self-confidence scores (X) do not influence significantly to the students' speaking ability scores (Y) and the alternative hypothesis (H₁): Students' self-confidence scores (X) can significantly improve the students' speaking ability scores (Y), the researcher used statistical computer program: SPSS version 17.0 to analyze the raw data. When the result of data computation indicates linearity, it means that the above analysis formula can be used to analyze the proposed hypothesis.

There are two predictions of the simple linear regression formula above: The first one is that when the value of X₁ (the students' self-confidence scores) increases one unit, the value of Y (the students' speaking ability scores) increases as much as the value of b₁. The second one is that when the value of X₁ is equal to zero, the value of Y is equal to the value of a. (Hatch, 1982:225).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

The research findings and discussions are presented in this chapter as the answers to the research questions. The researcher presents them three times since the research sequenced activities were conducted in three cycles.

4.1. Research Findings and Discussions in Cycle 1

The researcher designed and implemented the lesson-plan based on the English syllabus for the eleventh grade level (See appendix 3). In cycle 1, the researcher designed the lesson plan to teach a narrative text entitled: *An Ugly Duckling* (See appendix 4).

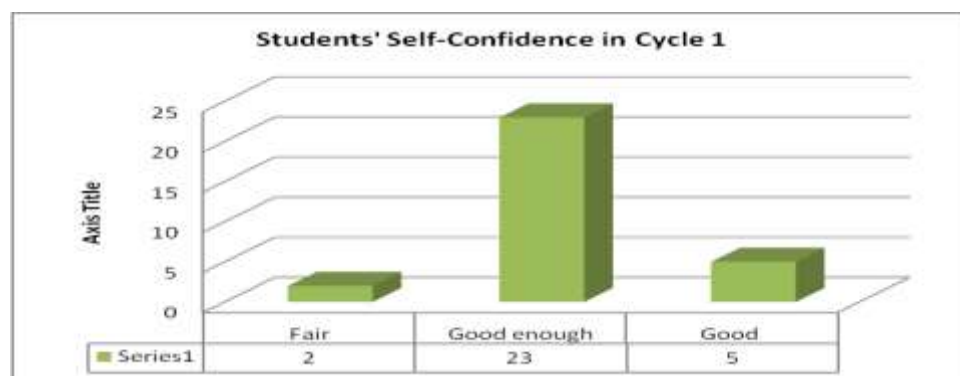
4.1.1. The problems faced by students when they study narrative texts.

It was found that the majority of the students had difficulty to speak English when they had to share and discuss their tasks. Their self-confidence was still not good. The table of students' self-confidence score indicators shows that the average score of their self-confidence is 39,50 (See appendices 5&6). The description of the students' self-confidence is recorded into table 4.1 & graph 4.1.

Table 4.1: The Table of Students' Self-confidence Description in Cycle 1

No	Self-confidence Criteria	Number of students
1	Fair	2
2	Good enough	23
3	Good	5

Graph 4.1: The graph of the students' self-confidence in cycle 1



Based on the researcher's observation, some of the students were not ready to join the lesson with Jigsaw learning technique, especially in their involvement for cooperating activity. The table and graph of the students' self-confidence observation scores indicate that:

- 1). Two students were classified less active. They joined the group work with little cooperative activity.
- 2). Twenty three students were classified as active enough. They joined the group work cooperatively.
- 3). Five students were classified active. They joined the group work cooperatively and intensively.

4). Some students' questions asked about the meanings of difficult words found in the text. What they needed were direct Indonesian translations of those words. However, the researcher, as the classroom teacher, tried to provide the synonyms or antonyms of the difficult words instead of direct translation into Indonesian language. It was done to make the students know the meanings of difficult words through understanding other English words. Besides, it also help the students increase their English vocabularies.

- 5). Some common problems were found during the individual students' tasks:
- a. Some students used *simple present tense* instead of *simple past tense*, although they knew that a narrative story occurred in the past time.
 - b. A few students mispronounced certain words.
 - c. Some students took longer time to respond the teacher' questions because they still had limited vocabularies.
 - d. Most students tried to give short answers because they were less confident.

Solving the students' problems to help the them perform better in cycle 2:

- 1). Teacher gave some feedbacks to the class to make them know clearly what they should do during the lesson.
- 2). Teacher encouraged the students to work in their groups cooperatively both when they worked in expert groups and in original groups or teams.
- 3). Teacher approached all students in their respective groups or teams and offered himself some assistances to the students dealing with understanding difficult words or sentences and pronunciation.
- 4). Teacher asked some faster students to help their classmates understand the part of information they had to gain and share with each other so that they could do their tasks completely.

4.1.2. The implementation of jigsaw learning technique to improve students' self-confidence in speaking English when they study narrative texts.

When jigsaw learning technique was conducted at the first time, it was somewhat time consuming to divide the class into expert groups. Most students prefer gathering with their own close friends. After the teacher had informed them

how jigsaw learning technique could run successfully, and what benefits they could get from this learning technique, then they were willing to leave their close friends and obeyed the teacher's instruction, and expert groups were finally formed.

They were divided into four expert groups: A = 8 students, expert group B = 7 students, expert group C = 7 students, and expert group D = 8 students. The class formation when the students acted in expert groups was as the following: (1) expert group A is marked with black color, (2) expert group B is marked with green color, (3) expert group C is marked with purple color, and expert group D is marked with red color (See figure 4).

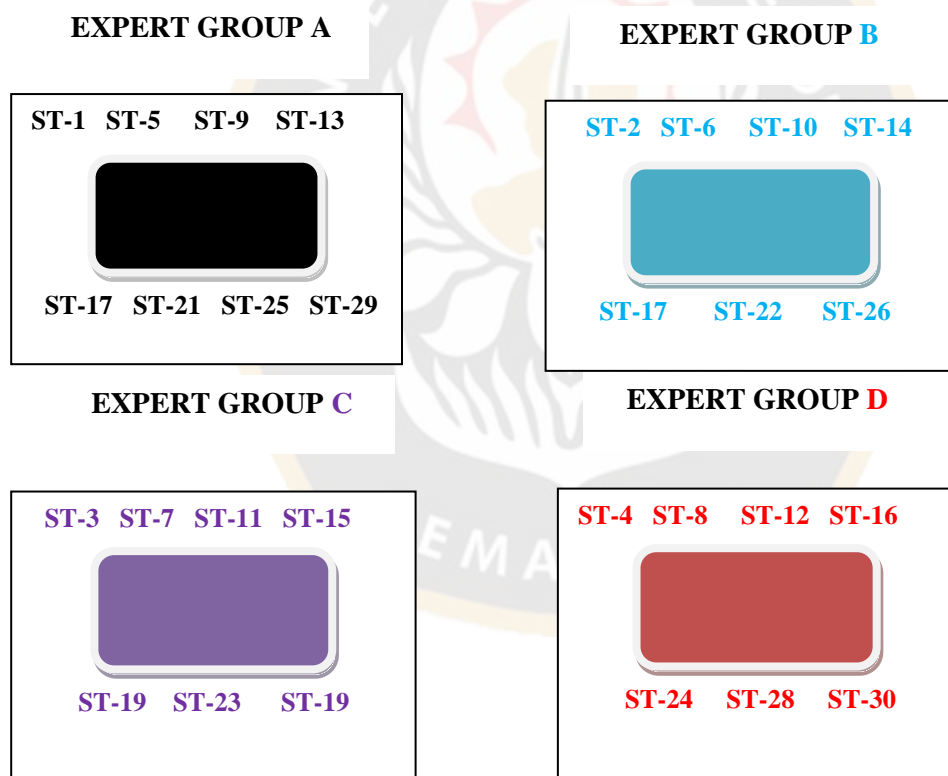


Figure 4: The formation of expert groups in cycle 1

Cycle 1 began after the class were divided into four expert groups. The four expert groups above were then provided with different parts of a complete narrative text. All members of each expert group read the same part. They tried to gain complete information from reading the part of the text. They also discussed the matters found in the text to make sure that they would be responsible for sharing and discussing their tasks when they returned to their original groups. The expert groups' discussion lasted for about fifteen minutes.

After the expert groups finished discussing their tasks, they returned their original groups or teams. The class formation after the students returned back to their original groups or teams was formed in figure 5.

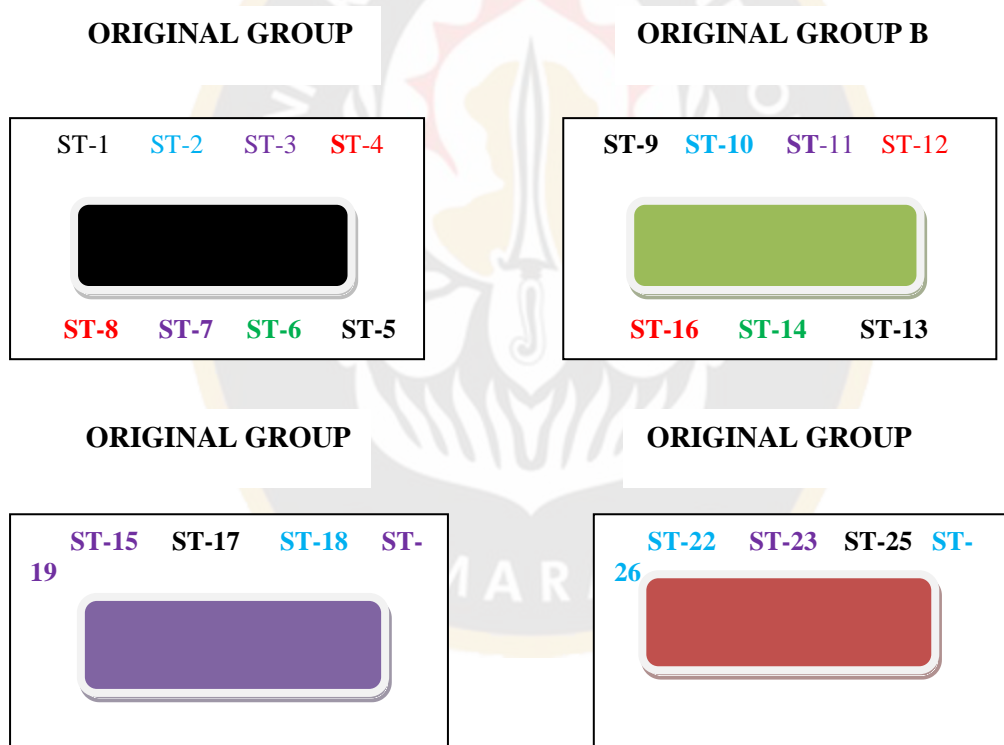


Figure 5: The original group formation in cycle 1

In their original groups or teams, each group member brought different information they had to share and discuss cooperatively to gain complete information mentioned in the narrative text they had read.

The distribution of students to join the provided groups could not run well at first since the students' names were not labeled in advance. Teacher just mentioned the students' names one by one to join the groups or teams provided by the teacher. They were grouped based on their numbers in their class attendance list. Teacher did not consider the existence of fast and slow learners in the class. The difficulty in grouping the students occurred not only in determining expert groups but also in original ones.

After the students were seated in accordance with their groups or teams, they were informed to work cooperatively among their respective group members. They had to ask for and give information to each other to gain complete information. During the expert groups' discussion, they did not have serious problems to solve because they got and discuss the same information found in the part of the text they had read. But then, when they came to their original groups or teams, they seemed to be worried because they got and had to discuss different information they had to arrange into complete oral report which was reported in group as well as individually. To minimize the students' worry in group work discussion, the teacher then divided the class into four big groups in which the same two expert members were placed in the same groups. This way was done in consideration that this class gained the lowest speaking scores compared with the other three classes.

It was found out that in the middle of group discussion, many students seemed to be worried, and some of them asked for the meanings of difficult words to the teacher. This activity lasted for about 70 minutes, and the lesson ran well enough although the students still got difficulty in performing their tasks, and the teacher also still got difficulty in organizing the students.

The implementation of Jigsaw learning technique in cycle 1 ran well enough although there some drawbacks which needed spontaneous actions to overcome. Jigsaw learning technique was firstly implemented in class XI-IS.1 of SMAN 2 Semarang, and it was not surprising that the students were not accustomed to join the groups designed by the teacher. They were also not familiar enough with cooperative learning activity. They enjoyed being together with their close classroom partners. They have ever been familiar with group works, but as the conventional group working, they just worked and discussed their tasks in groups and only fast learners who dominated the discussion, whereas the remains kept being passive because the teacher generally judged the groups' products, without much consideration to individual participation and contributions. It took time to put them randomly into the groups provided by the teacher.

In addition to the problem in grouping the students, the teacher firstly found that many students did not succeed in asking for and giving information they gained by reading the parts of the text. This likely because they got some difficult words found in the text. Some of them looked little confused and nervous in compelling and arranging the information into meaningful and complete ideas.

In that situation the teacher did not remain passive, of course. He forced the students wisely to be active and cooperative. He approached them in a familiar and friendly way to offer help to them. He helped the students understand the difficult words or phrases by providing the synonyms or antonyms for those difficult words or phrases, and not direct translations into Indonesian words. This aimed to enrich the students' vocabularies as well as their pronunciation. The students then became motivated and active and could perform their tasks well enough. This was proved in cycle 1 that two students' self-confidence was fair, twenty five students' self-confidence was good enough, and five students' self-confidence was good (as stated in table 4.1.1). The students' self-confidence in cycle 1 was then improved by implementing Jigsaw learning technique to teach a narrative text in cycle 2. It's indicators are adapted from Brown: 2004,180 (See appendix 5).

In order to prepare for a better presentation in cycle 2, the researcher made some reflection and revision on the lesson planning including how to put the students into groups or teams, what narrative text was suitable for the students to learn, and what steps of teaching to present the text more understandably.

4.1.3. The improvement of students' self-confidence and speaking ability when they study narrative texts using jigsaw learning technique.

It was described in the discussion of the students' self-confidence as the answer to the first research question and it was found out that among 30 students in class XI-IS.1 of SMAN 2 Semarang, 2 students got fair self-confidence,23

students got good enough self-confidence, and 5 students got good self-confidence as stated in table 4.1. & graph 4.1.(See appendix 6).

To test the action hypothesis: Students' Self-confidence Scores (X) can significantly improve Students' Speaking Ability Scores (Y), the researcher used simple linear regression. First of all, the students' speaking ability scores (SSAS) were calculated.

The students' speaking ability scores indicators are adapted from Hughes, 2008:131-132 (See appendix 7). The students' speaking ability scores were valid since they are the result of the comparison between the preliminary test scores and the speaking scores gained in cycle 1(See tables 4.1.2 & 4.1.3). The validity of the students' speaking ability scores was analyzed by using Microsoft Analysis Program and the result is as follows:

Table 4.1.2: The table of score validity in cycle 1

	<i>Preliminary Score</i>	<i>Score in cycle 1</i>
Mean	48.53333333	64.73333333
Variance	30.67126437	40.06436782
Observations	30	30
Pooled Variance	35.36781609	
Hypothesized Mean Difference	0	
df	58	
t Stat	10.55009869	
P(T<=t) one-tail	2.05459E-15	
t Critical one-tail	1.671552763	
P(T<=t) two-tail	4.10918E-15	
t Critical two-tail	2.001717468	

Column **t Stat** shows the value of preliminary score 10.55009869, and column **t Critical one-tail** shows the value 1.671552763. The value 10.55009869 **t Stat** is greater than (>) the value 1.671552763 column **t Critical one-tail**. This indicates that the average score in cycle 1 is valid to go to the next analysis. The speaking score was also analyzed by using Microsoft Analysis Program to find out its reliability, and the result is:

Table 4.1.3: The table of score reliability in cycle 1

	<i>Rater 1</i>	<i>Rater 2</i>	<i>Rater 3</i>
Rater 1	1		
Rater 2	0.907667324	1	
Rater 3	0.923645882	0.94278376	1

The score values in cycle 1 were rated or judged by three raters, rater 1, rater 2, and rater 3 (See appendices: 8-11). The comparison between raters' average scores was then analyzed by using Microsoft Excel Program Analysis, and the result are:

- 1). The value 0,907667324 in column Rater 1 downward was the result of Rater 1 score compared with Rater 2 score.
- 2). The value 0,923645882 in column Rater 1 downward was the result of Rater 1 score compared with Rater 3 score.
- 3). The value 0,94278376 in column Rater 2 downward was the result of Rater 2 score compared with Rater 3 score.

All the value scores rated by three different raters above are greater (>) the value of the Critical r-table: 0,30. This indicates that the students' speaking scores in cycle 1 is reliable.

Based on the result indicated in the two tables above, it is obviously understandable that the students' speaking scores in cycle 1 were valid and reliable to go to the next step of analysis.

To describe the next analysis of the students' speaking ability score, the researcher used one-sample t-test analysis technique in SPSS 17.0 and found out two tables, namely: One-Sample Statistics and One-Sample Test.

Table 4.1.4: The Table of One-Sample Statistics in Cycle 1

	N	Mean	Std. Deviation	Std. Error Mean
Students' Speaking Ability Score in Cycle 1	30	64.7333	6.32964	1.15563

**Table 4.1.5:
The Table
of One-
Sample
Test in
Cycle 1**

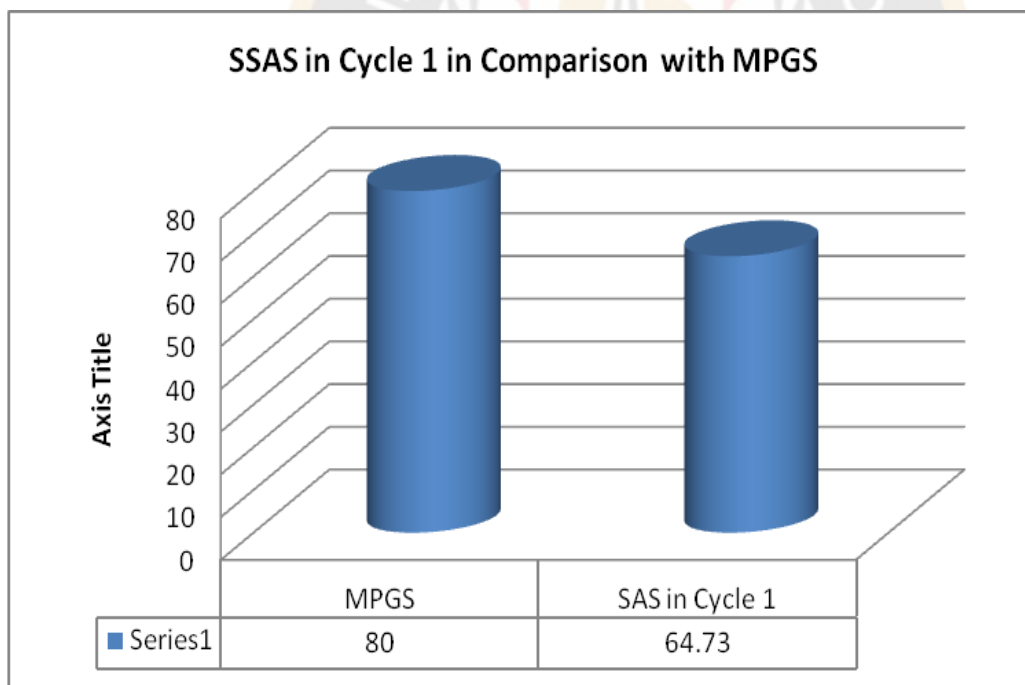
	Test Value = 80					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Students' Speaking Ability Score in Cycle 1	-13.211	29	.000	-15.26667	-17.6302	-12.9031

In column Mean in the table One-Sample Statistics shows that the value of 64.7333. It indicates that the average score of the students' speaking ability is 64.7333, and this score does not meet the minimum passing grade score: 80 that

has been decided as the qualification teaching success. The value of **t-test -13.211** is smaller than ($<$) the value of **t-table** that is 1.699. The significance of the average score above is indicated by the value of Sig.(2-tailed) in the One-Sample

Test table. The Sig.(2-tailed) **,000** is smaller than ($<$) the significance value of ,05. Based on the value of **t-test -13.211** and the value of **significance ,000**. It is 100% true that the average of the students' speaking ability score (**64.7333**) does not meet the minimum passing grade score (**80**).

The following graph shows the Students' Speaking Ability Scores (SSAS) compared with the Minimum Passing Grade Score = 80.



Graph 4.1.2; The Graph of SSAS in Cycle 1 Compared with MPGS

To test the linearity of the Students' Speaking Ability Score or SSAS (Y) and the Students' Self-confidence Score or SSCS (X) data, the researcher used the significant value in ANOVA output table of Regression Analysis Test below:

Table 4.1.6: The Table of ANOVA in Cycle 1

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	641.428	1	641.428	34.509	.000^a
Residual	520.439	28	18.587		
Total	1161.867	29			

The result of the ANOVA Analysis Program indicates the value of F was 34,509 and the Significant Value 0,000. It was found out that the F value is > F table (34,509 > 4,20). This means that the action hypothesis (H₁) which states that the students' self-confidence can improve the students' speaking ability when they study narrative texts using jigsaw learning technique is accepted.

The column Sig. in the table of ANOVA shows value ,000. This Sig. value is less than the selected significant value of ,05. This value indicates that the data is linear and the regression model/equation: $Y = a + b X$ can be used to analyze the data of SSAS (Y) and SSCS (X).

To define the action hypothesis, the researcher used the Coefficients table as the output of Simple Regression Analysis below:

Table 4.1.7: The Table Simple Regression Analysis in Cycle 1

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	33.282	5.411		6.150	.000	22.198	44.367
1 SSCS	.796	.135	.743	5.874	.000	.518	1.073

a. Dependent Variable: SSAS

By reviewing the column of Unstandardized Coefficients, especially column B, it shows the value of 33,282 in constant row and that of 0,796 in SSCS. Based on these values, the simple regression becomes: $Y = 33,282 + 0,796 X$.

The above model means: Firstly, the increase of one unit in X (SSCS) positively increases the value of Y (SSAS) as much as 0,796. Secondly, when the value of X (SSCS) is equal to zero, the value of Y (SSAS) is equal to 33,282.

The table of students' self-confidence observation data shows that the average score of the students' self-confidence is 39,50. It shows that the self-confidence of two students was still fair, that of twenty three students was good enough, and that of five students was good.

Thus it means that only 17% of the students' self-confidence was considered good; it did not support the qualification of successful learning process activity which was expected that 30 students were confident or the self-confidence of 30 students in XI-IS-1 was good and able to improve their speaking ability when they study narrative texts through jigsaw.

The implementation of Jigsaw learning technique in cycle 1 ran well enough although there some drawbacks which needed spontaneous actions to

overcome. Jigsaw learning technique was firstly implemented in class XI-IS.1 of SMAN 2 Semarang, and it was not surprising that the students were not accustomed to join the groups designed by the teacher. They were also not familiar enough with cooperative learning activity. They enjoyed being together with their close classroom partners. They have ever been familiar with group works, but as the conventional group working, they just worked and discussed their tasks in groups and only fast learners who dominated the discussion, whereas the remains kept being passive because the teacher generally judged the groups' products, without much consideration to individual participation and contributions. It took time to put them randomly into the groups provided by the teacher.

In addition to the problem in grouping the students, the teacher firstly found that many students did not succeed in asking for and giving information they gained by reading the parts of the text. This likely because they got some difficult words found in the text. Some of them looked little confused and nervous in compelling and arranging the information into meaningful and complete ideas.

In that situation the teacher did not remain passive, of course. He forced the students wisely to be active and cooperative. He approached them in a familiar and friendly way to offer help to them. He helped the students understand the difficult words or phrases by providing the synonyms or antonyms for those difficult words or phrases, and not direct translations into Indonesian words. This aimed to enrich the students' vocabularies as well

as their pronunciation. The students then became motivated and active and could perform their tasks well enough. This was proved in cycle 1 that two students' self-confidence was fair, twenty five students' self-confidence was good enough, and five students' self-confidence was good (as stated in table 4.1.1). The students' self-confidence in cycle 1 was then improved by implementing Jigsaw learning technique to teach a narrative text in cycle 2.

In order to prepare for a better presentation in cycle 2, the teacher/researcher made some reflection and revision on the lesson planning including how to put the students into groups or teams, what narrative was suitable for the students to learn, and what steps of teaching to present the text more understandable.

The result of the ANOVA Analysis Program indicates the value of F was 34,509 and the Significant Value 0,000. It was found out that the F value is $> F$ table ($34,509 > 4,20$). This means that the action hypothesis (H_1) which states that the students' self-confidence can improve the students' speaking ability when they study narrative texts using jigsaw learning technique is accepted.

The column Sig. in the table of ANOVA shows value ,000. This Sig. value is less than the selected significant value of ,05. This value indicates that the data is linear and the regression model/equation: $Y = a + b X$ can be used to analyze the data of SSAS (Y) and SSCS (X).

4.2. Findings and Discussions in Cycle 2

Before implementing cycle 2, the researcher reviewed the results of findings in cycle 1 and revised the lesson plan, especially the things dealing with

the teaching objectives, grouping the students, and motivating the students to speak during the lesson. In Cycle 2 the researcher implemented the following lesson-plan to teach narrative text entitled: *The Legend of Banyuwangi*. (See appendix 12).

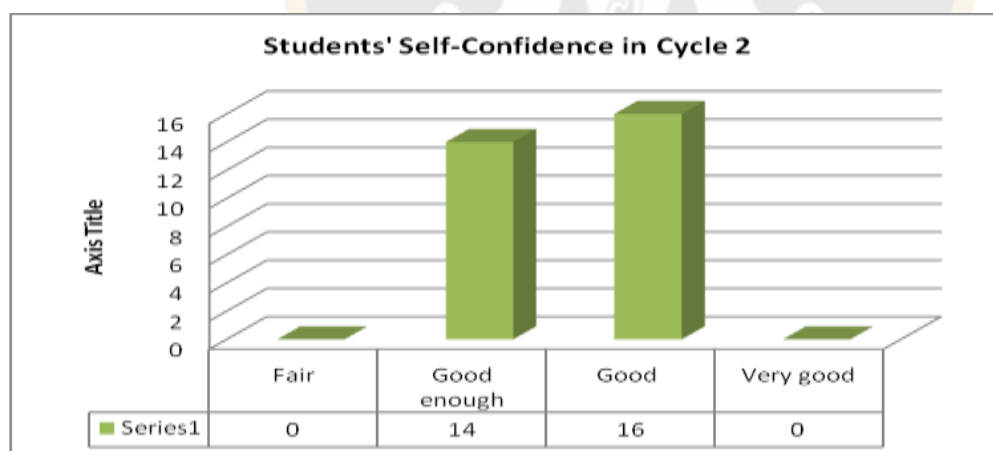
4.2.1. The problems faced by students when they studied narrative texts.

At the end of cycle 2, it was still found that the many students had difficulty to speak English when they had to share and discuss their tasks. Their self-confidence was still not good. The table of students' self-confidence score indicators shows that the average score of their self-confidence is 45.73. (See appendix 13).

Table 4.2.1: The Table of Students' Self-confidence Description in Cycle 2

No	Students' self-confidence criteria	Number of students
1	Good enough	14
2	Good	16

Graph 4.2.1: The Graph of Students' Self-confidence Description in Cycle 2



The table of Students' Self-confidence Observation Data shows that the average score of the students' self-confidence is 45,73. It shows that the self-confidence of fourteen (14) students was good enough, the self-confidence of sixteen (16) students was good.

Thus it means that approximately only 53% of the students' self-confidence was considered good. So it did not support the qualification of successful learning process activity which was expected that 30 students' self-confidence in class XI-IS.1 was good in learning to speak English when they studied narrative texts by using Jigsaw learning technique.

Based on the researcher's observation, some of the students were not ready to join the lesson with Jigsaw learning technique, especially in the involvement of cooperating activity. The table of the students' self-confidence observation scores in cycle 2 above indicates that:

- a. Fourteen students were classified as good enough. They joined the group work cooperatively.
- b. Sixteen students were classified active. They joined the group work cooperatively and intensively.
- d. Some students asked about the meanings of difficult words found in the text. What they needed were still direct Indonesian translations of those words. However, the researcher, as the classroom teacher, tried to provide the synonyms or antonyms of the difficult words instead of direct translation into Indonesian language. It was done to make the students know the meanings of

difficult words through understanding other English words. Besides, it also help the students increase their English vocabularies.

e. Some common problems were found during the individual students' tasks:

- 1). Some students used *simple present tense* instead of *simple past tense*, although they knew that a narrative story occurred in the past time
- 2). A few students mispronounced certain words although the teacher had pronounced them during the group discussion.
- 3). Some students took longer time to respond the teacher' questions because they still had limited vocabularies.
- 4). Most students tried to give short answers because they were still nervous to speak.

Solving the students' problems to help the students perform better in cycle 3:

- 1). Teacher gave some feedbacks to the class to make them know clearly what they should do during the lesson.
- 2). Teacher encouraged the students to work in their groups cooperatively both when they worked in expert groups and in original groups or teams.
- 3). Teacher approached all students in their respective groups or teams and offered himself some help to the students dealing with understanding difficult words or sentences and pronunciation.
- 4). Teacher asked some faster students to help their classmates understand the part of information they had to gain and share with each other so that they could do their tasks completely.

4.2.2. The implementation of jigsaw learning technique to improve students' self-confidence in speaking English when they studied narrative texts.

Like what was conducted in cycle 1, firstly, the class was divided into four expert groups: Expert group A= 7 students, expert group B= 8 students, expert group C= 8 students, and expert group D= 7 students. The class formation when the students acted in expert groups was formed in figure 6:

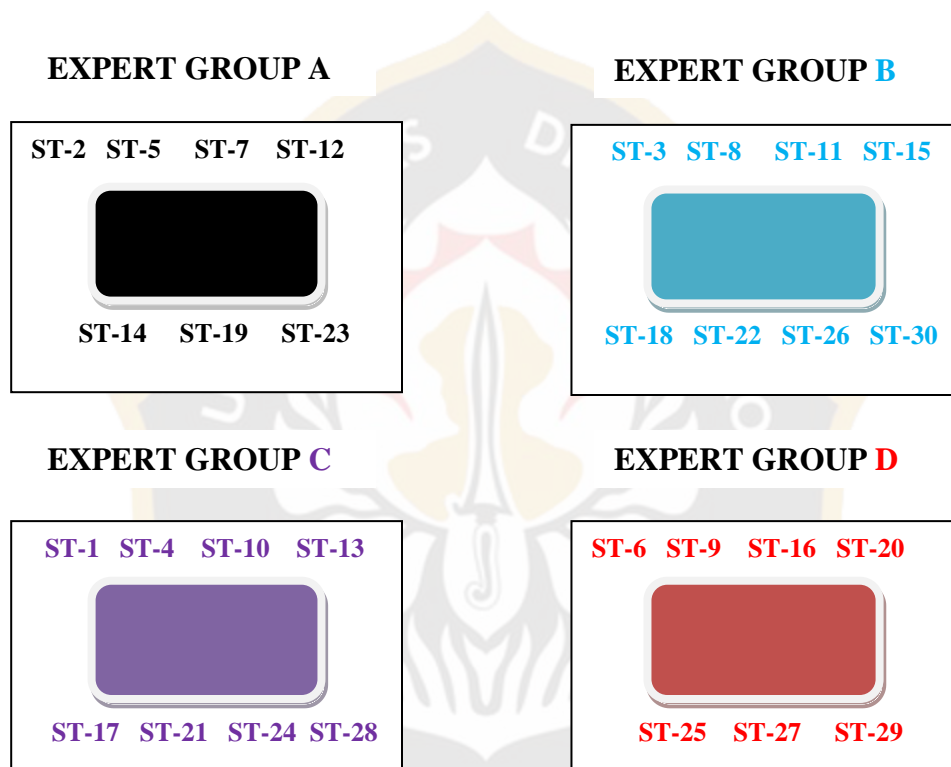


Figure 6: Formation of original expert groups in cycle 2

Cycle 2 began after the class were divided into four big expert groups. The four expert groups above were then provided with different parts of a complete narrative text. All members of each expert group read the same part. They tried to gain complete information from reading the part of the text.

They also discussed the matters found in the text to make sure that they would be capable of sharing and discussing their tasks when they returned to their original groups. They were supposed to be responsible for contributing their own tasks to gain their groups' tasks successfully. After the expert groups finished discussing their tasks, they returned their original groups or teams. The class formation after the students returned back to their original groups or teams was formed in figure 7:

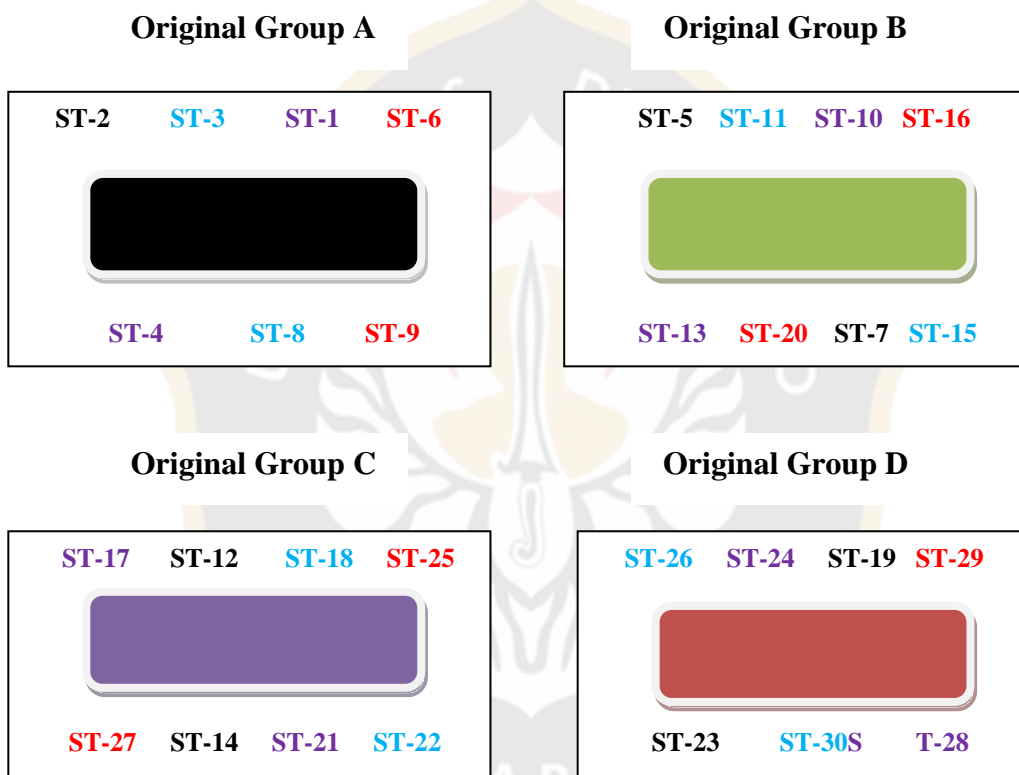


Figure 7: The formation of original groups in cycle 2

In their original groups or teams, each group member brought different information they had to share and discuss cooperatively to gain complete information mentioned in the narrative text they had read.

distribution of students to join the provided groups could run well enough at first since the students' names were labeled in advance. Teacher attached the labels on the students' shirts exactly above their pockets, so the observers could identify their identities correctly. They were grouped based on the codes written on their labels. The members of expert group A were labeled black, members of expert group B were labeled green, the members of expert group C were labeled purple, and the member of expert group D were labeled red. Teacher did not consider the existence of fast and slow learners in the class.

In cycle 2 the difficulty in grouping the students occurred again, not only in determining expert groups but also in original ones. It was hard for the students to separate themselves from their daily classroom partners. Teacher forced them to join the groups or teams provided for them based on the labels attached on their shirts.

After the students were seated in accordance with their groups or teams, they were informed to work cooperatively among their respective group members. They had to ask for and give information to each other to gain complete information. During the expert groups' discussion, they did not have serious problems to solve because they got and discuss the same information found in the part of the text they had read. But then, when they came to their original groups or teams, they seemed to be worried because they got and had to discuss different information they had to arrange into complete oral report which was reported in group as well as individually. To minimize the students' worry in group work discussion, the teacher then divided the class into four big groups in which the

same two expert members were placed in the same groups. This way was done in consideration that most of the students' self-confidence was still less good during group discussions in cycle 2.

It was found out that in the middle of group discussion, some students seemed to be worried, and they asked for the meanings of difficult words to the teacher. This activity lasted for about 70 minutes, and the lesson ran well enough although some students still got difficulty in performing their tasks. In cycle 2 the teacher had already found the way how to group the students efficiently, that was by labeling the students.

4.2.3. The improvement of students' self-confidence and speaking ability when they study narrative texts using jigsaw learning technique.

In cycle 2, as it was described in the discussion of the students' self-confidence as the answer to the first research question and it was found out that among 30 students in the class XI-IS.1 of SMAN 2 Semarang, the self-confidence of fourteen (14) students was good enough, and the self-confidence of sixteen (16) students was good (table 4.2.1 & graph 4.2.1).

To test the action hypothesis: Students' Self-confidence Scores (X) can significantly improve Students' Speaking Ability Scores (Y), researcher used simple linear regression. First of all, the students' significantly improve the researcher used simple linear regression. The Students' Speaking Ability Scores (SSAS) were calculated.

The results of the students' speaking ability scores (SSAS) are recorded in the table of students' speaking ability scores (tables: 4.2.2 & 4.2.3). These scores were valid since they are the result of the comparison between the speaking scores gained in cycle 1 & 2. The validity of the students' speaking ability scores was analyzed by using Microsoft Analysis Program and the result is as follows:

Table 4.2.2: The table of score validity in cycle 2

	<i>Score in Cycle 1</i>	<i>Score in Cycle 2</i>
Mean	64.73333333	73.66666667
Variance	40.06436782	40.98850575
Observations	30	30
Pooled Variance	40.52643678	
Hypothesized Mean Difference	0	
df	58	
t Stat	5.434879987	
P(T<=t) one-tail	5.69795E-07	
t Critical one-tail	1.671552763	
P(T<=t) two-tail	1.13959E-06	
t Critical two-tail	2.001717468	

Column **t Stat** shows the value of the score in cycle 1: 5.434879987, and column **t Critical one-tail** shows the value 1.671552763. The value 5.434879987 in **t Stat** is greater than (>) the value 1.671552763 in column **t Critical one-tail**. This indicates that the average score in cycle 1 is valid to go to the next analysis. The speaking score was also analyzed by using Microsoft Analysis Program to find out its reliability, and the result is:

Table 4.2.3: The table of score reliability in cycle 2

	<i>Rater 1</i>	<i>Rater 2</i>	<i>Rater 3</i>
Rater 1	1		
Rater 2	0.886997843	1	
Rater 3	0.868097694	0.906506086	1

The score values in cycle 2 were rated or judged by three raters, rater 1, rater 2, and rater 3 (Appendices 14-17). The comparison between raters' average scores was then analyzed by using Microsoft Excel Program Analysis, and the result are:

- 1). The value 0,886997843 in column Rater 1 downward was the result of Rater 1 score compared with Rater 2 score.
- 2). The value 0,868097694 in column Rater 1 downward was the result of Rater 1 score compared with Rater 3 score.
- 3). The value 0,906506086 in column Rater 2 downward was the result of Rater 2 score compared with Rater 3 score.

All the value scores rated by three different raters above are greater ($>$) the value of the Critical r-table: 0,30. This indicates that the students' speaking scores in cycle 1 is reliable.

Based on the result indicated in the two tables above, it is obviously understandable that the students' speaking scores in cycle 2 were valid and reliable to go to the next step of analysis. To describe the next analysis of the students' speaking ability score, the researcher used one-sample t-test analysis technique in SPSS 17.0 and found out two tables, namely: One-Sample Statistics and One-Sample Test.

To test the action hypothesis, the researcher used simple linear regression. First of all, the students' self-confidence scores and the students' speaking ability scores were calculated. The result is as the followings:

To describe the students' speaking ability scores the researcher used one-sample t-test analysis technique in SPSS 17.0 and found two tables: One- Sample Statistics and One-Sample Test below:

Table 4.2.4: The Table of One-Sample Statistics in Cycle 2

	N	Mean	Std. Deviation	Std. Error Mean
Students' Speaking Ability Score Cycle 2	30	73.6667	6.40223	1.16888

Table 4.2.5: The Table of One-Sample Test in Cycle 2

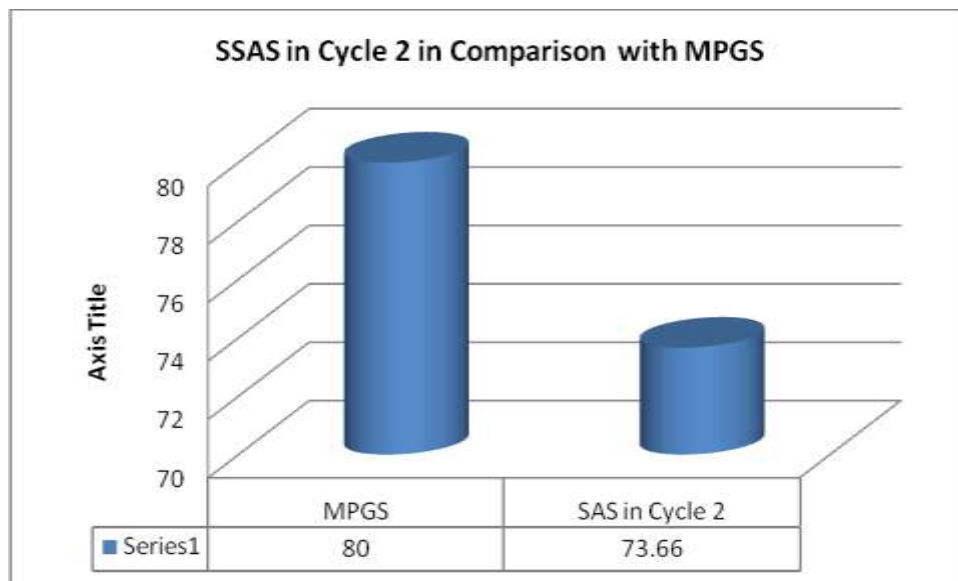
	Test Value = 80					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Students' Speaking Ability Score Cycle 2	-5.418	29	.000	-6.33333	-8.7240	-3.9427

In column Mean in the table One-Sample Statistics shows that the value of 73.6667. It indicates that the average score of the students' speaking ability is 73.6667, and this score does not meet the minimum passing grade score: 80 that has been decided as the qualification teaching success. The value of **t-test -5.418** is smaller than ($<$) the value of **t-table** that is 1.699. The significance of the average score above is indicated by the value of Sig.(2-tailed) in the One-Sample Test table. The Sig.(2-tailed) **,000** is smaller than ($<$) the significance value of ,05. Based on the value of **t-test -5.418** and the value of **significance ,000**, it is

100% true that the average of the students' speaking ability score (**73.6667**) does not meet the Minimum Passing Grade Score (**MPGS**): **80**.

Meanwhile, the following graph shows the Students' Speaking Ability Scores (SSAS) were compared with the Minimum Passing Grade Score = 80.

Graph 4.2.2: The Graph of SSAS in Cycle 2 Compared with MPGS



To test the linearity of the Students' Speaking Ability Score or SSAS (Y) and the Students' Self-Confidence Score or SSCS (Y) data, the researcher used the significant value in ANOVA output table of Regression Analysis Test:

Table 4.2.6: The Table of ANOVA in Cycle 2

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	321.259	1	321.259	10.370	.003 ^a
Residual	867.408	28	30.979		
Total	1188.667	29			

a. Predictors: (Constant), SSCS

The result of the ANOVA Analysis Program indicates the value of F is 10.370 and the Significant value is 0,000. It is found out that the F value is > F table (10.379 > 4.20). This means that the action hypothesis (H₁ which states that the students' self-confidence can improve the students' speaking ability when they study a narrative text using jigsaw learning technique is accepted.

The column Sig. in the table of ANOVA shows value 0,000. This Sig. value is less than the selected significant value of 0,05. This value indicates that the data is linear and the regression model/equation: $Y = a + b X$ can be used to analyze the data of SSAS (Y) and SSCS (X).

To define the action hypothesis, the researcher used the Coefficients table as the output of Simple Regression Analysis below:

Table 4.2.7: The Table of Simple Regression Analysis in Cycle 2

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	44.933	8.980		5.004	.000	26.538	63.329
SSCS in Cycle 2	.628	.195	.520	3.220	.003	.229	1.028

a.

Dependent Variable: SSAS in Cycle 2

By reviewing the column Unstandardized Coefficients, especially column B, it shows the value of 44,933 in Constant row and that of 0,628 in the Students' Activity Score. By inserting these values in the Simple Regression Model, the regression model would become:

$$Y = 44,933 + 0,628 X$$

The above model means: Firstly, the increase of one unit of X (the students' self-confidence score) positively increased the value of Y (the students' speaking ability score) as much as 0,628. Secondly, when the value of X (the students' activity scores) was equal to zero, the value of Y was equal to 44,933.

4.3. Research Findings and Discussion in Cycle 3

Before implementing cycle 3, the researcher reviewed the results of findings in cycle 2 and revised the lesson plan, especially the things dealing with the teaching objectives, grouping the students, and motivating the students to speak during the lesson. This lesson plan was designed to teach a narrative text entitled: *Eliza, A Lazy Girl* (See appendix 18).

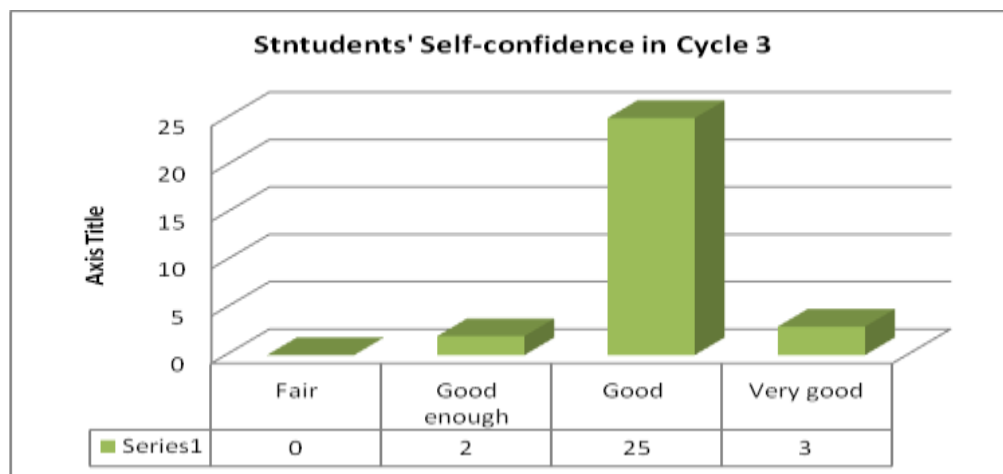
4.3.1. The problems faced by students when they studied narrative texts using jigsaw learning technique.

The table of Students' Self-confidence Observation Scores shows the average scores of the students' self-confidence is 51,60 (See appendix 19). Then they were summarized into the table below:

Table 4.3.1: The Table of Students' Self-confidence Description in Cycle 3

No	Students' self-confidence criteria	Number of students
1	Good enough	2
2	Good	25
3	Very good	3

Graph 4.3.1: The Graph of Students' Self-Confidence in Cycle 3



The table of Students' Self-confidence Observation Data shows that the average score of the students' self-confidence is 51,6333. It shows that the self-confidence of two (2) students was good enough, the self-confidence of twenty five (25) students was good, the self-confidence of the other three (3) students was very good. Thus it means that approximately only 93% of the students' self-confidence in class XI-IS.1 of SMAN 2 Semarang was considered good. So it has already supported the qualification of successful learning process activity which was expected that 30 students' self-confidence in class XI-IS.1 was good in learning to speak English when they studied narrative texts by using Jigsaw learning technique.

Based on the researcher's observation, the students got less problems and they were ready to join the lesson with Jigsaw learning technique, especially their involvement in cooperative activities. The table of the students' self-confidence observation scores in cycle 3 above indicates that:

- a. The self-confidence of two (2) students was classified good enough. They joined the group work cooperatively, but they often looked at their notes help them remember some missing information
- b. The self-confidence of twenty five (25) students was classified good. They joined the group work completely cooperatively. They often offered themselves to answers teacher's oral questions, and they often helped their group members with the meanings of difficult words.
- c. The self-confidence of three (3) students was classified very good. They always asked about the meanings of difficult words found in the text. They discussed their tasks completely and cooperative. They always offered themselves to answer teacher's questions. They always used their own words to paraphrase the information when they forgot some words or sentences written in the text. They successfully delivered their individual oral reports in front of the class. Students' self-confidence in cycle 3 was good, but the students still had problems with their accent and fluency when they delivered their oral reports. Understanding difficult words was also still a problem for them because they just discussed their tasks in groups, meanwhile mostly they lacked vocabulary mastery.
- e. Some common problems were found during the individual students' tasks:
- 1). Some students forgot to use *simple past tense* in answering questions or in delivering individual reports.,
 - 2). A few students mispronounced certain words although the teacher had pronounced them during the group discussion.

3). Some students took longer time to respond the teacher' questions because they still had limited vocabularies.

4). Most students tried to give short answers because they were still nervous to speak.

Solving students' problems when cycle 3 was in progress

- a. Teacher gave some feedbacks to the class on the use of simple past tense and the changes of verb forms.
- b. Teacher encouraged the students to work in their groups cooperatively both when they worked in expert groups and in original groups or teams.
- c. Teacher approached all students in their respective groups or teams and offered himself some help to the students dealing with understanding difficult words, sentences and pronunciation.
- d. Teacher asked some faster students to help their classmates understand the part of information they had to gain and share with each other so that they could do their tasks completely. and cooperatively.

4.3.2. The implementation of jigsaw learning technique to improve students' self-confidence in speaking English when they study narrative texts.

Grouping students randomly as what had been done in cycle 2, led to a problem in which certain groups possibly dominated by smart students, whereas some other groups consisted of slower learners. This atmosphere of course did not support cooperative learning to run well. Groups with faster learners could perform cooperative learning activities easily. Meanwhile, the groups with slower

learners could not perform the cooperative learning activities as easily as the former groups.

Considering the reasons mentioned above, the researcher filled groups with fast and slow learners in every group. This was done to anticipate any possible difficulty that might happen to the students when they had to work cooperatively. The formation of the expert groups in cycle 3 was designed in figure: 8.

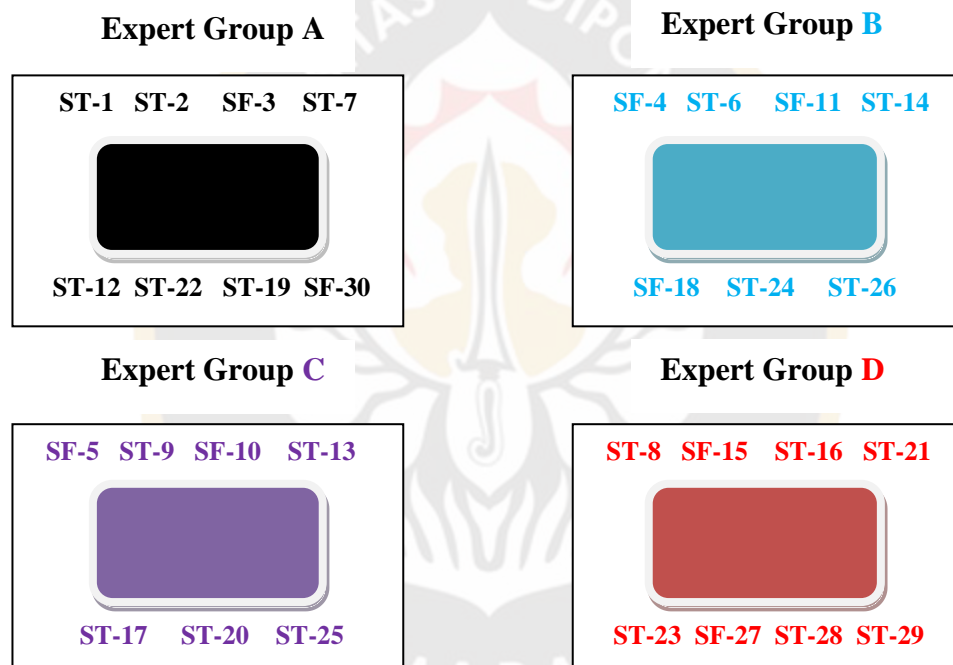


Figure 8: The formation of expert groups in cycle 3

Cycle 3 began after the class were divided into four expert groups, and in each expert group there were faster learners. The four expert groups above were then provided with different parts of a complete narrative text. All members of each expert group read the same part. They tried to gain complete information

from reading the part of the text . They also discussed the matters found in the text to make sure that they would be responsible for sharing and discussing their tasks when they returned to their original groups. The expert groups' discussion lasted for about fifteen minutes.

After the expert groups finished discussing their tasks, they returned their original groups or teams. The class formation after the students returned back to teir original groups or teams was organized in figure 9:

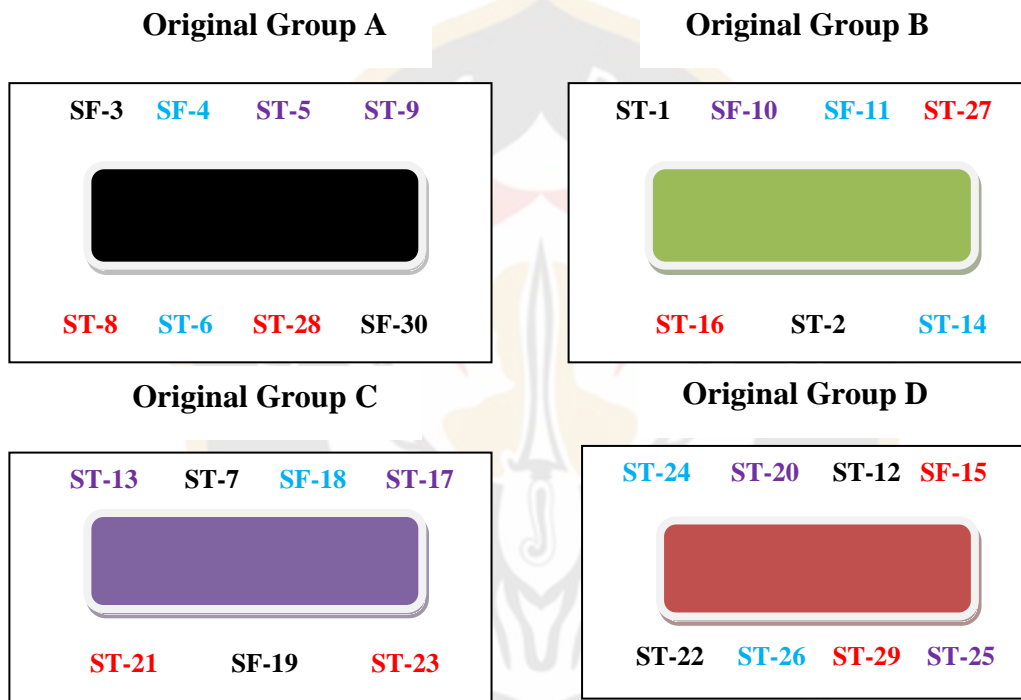


Figure 9: The formation of the original groups in cycle 3

In their original groups or teams, each group member brought different information they had to share and discuss cooperatively to gain complete information mentioned in the narrative text they had read.

The distribution of students to join the provided groups could run well enough at first since the students' names were labeled in advance. Teacher

attached the labels on the students' shirts exactly at their backs (bigger labels than in cycle 2), so the observers could identify their identities correctly from rear distance.

They were grouped based on the codes written on their labels. The members of expert group A were labeled black, members of expert group B were labeled green, the members of expert group C were labeled purple, and the member of expert group D were labeled red. In cycle 3 teacher considered the existence of fast and slow learners in the class. In this cycle the difficulty in grouping the students did not occur and it ran smoothly because the students had been familiar with how to organize themselves for jigsaw learning technique. Teacher did not spend much time to put them into their groups or teams. The students were seated in accordance with their groups or teams.

The number of slow learners were bigger than the number of fast learners. Until the implementation of cycle 3, the researcher put two expert members to join in the same groups, like the group formations displayed on pages 100 and 101. Grouping the students to work in groups was an easy task, but encouraging them to work cooperatively was not as easy as the former. Therefore, the teacher still put them into four big groups and allowed two expert members to join the same groups.

In other words, Jigsaw learning technique implemented in class XI-IS.1 of SMAN 2 Semarang, in semester 2 of the academic year 2013/2014 still had a problem, namely one group with only one expert member for each part, was still

hard to carry out. The researcher then designed bigger groups in which there were two expert members in each group.

The implementation of Jigsaw learning technique in cycle 3 ran well although there were still some drawbacks which needed spontaneous actions to overcome. Jigsaw learning technique was implemented twice in class XI-IS.1 of SMAN 2 Semarang, and it was not surprising that the students were already familiar with it. They delightfully joined the groups designed by the teacher, although they, at first, asked the teacher to group them with their daily classroom partners.

In this cycle they were familiar enough with cooperative learning activities. They enjoyed being together with the other group members both in expert groups and in original groups or teams. They have ever been familiar with group works, but many of them still discussed their tasks like the conventional groups did. They just worked and discussed their tasks in groups and only fast learners dominated the discussion, whereas the remains kept being passive.

The teacher could put the students into their respective groups or teams faster in cycle 3 than that in cycle 2, but he still found that many students did not succeed in asking for and giving information they gained by reading the parts of the text. This likely because they got some difficult words found in the text. Some of them looked little confused and nervous in compelling and arranging the information into meaningful and complete ideas.

In that situation the teacher did not remain passive, of course. He forced the students wisely to be active and cooperative. He approached them in a familiar

and friendly way to offer them help. He helped the students understand the difficult words or phrases by providing the synonyms or antonyms for those difficult words or phrases, and not direct translations into Indonesian words. This aimed to enrich the students' vocabularies as well as their pronunciation. The students then became motivated and active and could perform their tasks well enough. This was proved in cycle 3 that the scores of fourteen students' self-confidence which was only good enough in cycle 2 turned into good in cycle 3: (twelve of them have increased their self-confidence, and only two students' self-confidence remained good enough).

Surprisingly, the scores of self-confidence for twenty five (25) students improved and reached good level, and three other students' self-confidence was in a very good level. The detail scores of the students' self-confidence in cycle 3 were: (1) the self-confidence of fourteen students was good enough (2) the self-confidence of sixteen students was good (as stated in table 4.2.1). Some problems still occurred in the implementation of Jigsaw learning technique in cycle 3, especially the ones dealing with how to learn in a cooperative way.

Fortunately the researcher could solve the problems arose in cycle 3 by offering some help, giving feedbacks and encouragement to the students, and one more thing which motivated them to speak English was that the teacher kept speaking the target language when the English lesson was going on in the classroom.

4.3.3. The improvement of students' self-confidence and speaking ability when they study narrative texts using jigsaw learning technique.

It was described in the discussion of the students' self-confidence as the answer to the first research question and it was found out that among 30 students in the class XI-IS.1 of SMAN 2 Semarang, the self-confidence of two (2) students was good enough, the self-confidence of twenty three (23) students was good, and the self-confidence of three (3) students was very good (table 4.3.1 & graph 4.3.1).

To test the action hypothesis: Students' Self-Confidence Scores (X) significantly improve Students' Speaking Ability Scores (Y), the researcher used simple linear regression. The students' speaking ability scores were calculated and recorded in the table of students' speaking ability scores.

The scores of students' speaking ability were valid since they were the result of the comparison between the students' speaking scores gained in cycle 2 and those gained in cycle 3. The validity of the students' speaking ability scores was analyzed by using Microsoft Analysis Program and the result is as follows:

Table 4.3.2: The table of speaking score validity in cycle 3

	Speaking score cycle 2	Speaking score in cycle 3
Mean	73.66666667	83.33333333
Variance	40.98850575	15.6091954
Observations	30	30
Pooled Variance	28.29885057	
Hypothesized Mean Difference	0	
df	58	
t Stat	7.037817077	
P(T<=t) one-tail	1.26617E-09	
t Critical one-tail	1.671552763	
P(T<=t) two-tail	2.53235E-09	
t Critical two-tail	2.001717468	

Column **t Stat** shows the value of the score in cycle 2: 7.037817077, and column **t Critical one-tail** shows the value 1.671552763. The value 7.03781077 in **t Stat** is greater than (>) the value 1.671552763 in column **t Critical one-tail**. This indicates that the average score in cycle 3 is valid to go to the next analysis. The speaking score was also analyzed by using Microsoft Analysis Program to find out its reliability, and the result is:

Table 4.3.3: The table of score reliability in cycle 1

	<i>Rater 1</i>	<i>Rater 2</i>	<i>Rater 3</i>
Rater 1	1		
Rater 2	0.866304561	1	
Rater 3	0.792283185	0.803546556	1

The score values in cycle 3 were rated or judged by 3 raters: rater 1, rater 2, and rater 3 (See appendices 20-23). The comparison between raters' average

scores was then analyzed by using Microsoft Excel Program Analysis, and the result are:

- 1). The value 0,866304561 in column Rater 1 downward was the result of Rater 1 score compared with Rater 2 score.
- 2). The value 0,792283185 in column Rater 1 downward was the result of Rater 1 score compared with Rater 3 score.
- 3). The value 0,803546556 in column Rater 2 downward was the result of Rater 2 score compared with Rater 3 score.

All the value scores rated by three different raters above are greater ($>$) the value of the Critical r-table: 0,30. This indicates that the students' speaking scores in cycle 3 is reliable.

Based on the result indicated in two tables above, it is obviously understandable that the students' speaking scores in cycle 3 were valid and reliable to go to the next step of analysis.

To test the action hypothesis, the researcher used simple linear regression. First of all, the students' self-confidence scores and the students' speaking ability scores were calculated. The result is as the followings:

The results of the students' speaking ability scores (SSAS) are recorded in the table of students' speaking ability scores (See appendix 18).

To describe the next analysis of the students' speaking ability score, the researcher used one-sample t-test analysis technique in SPSS 17.0 and found out two tables, namely: One-Sample Statistics and One-Sample Test.

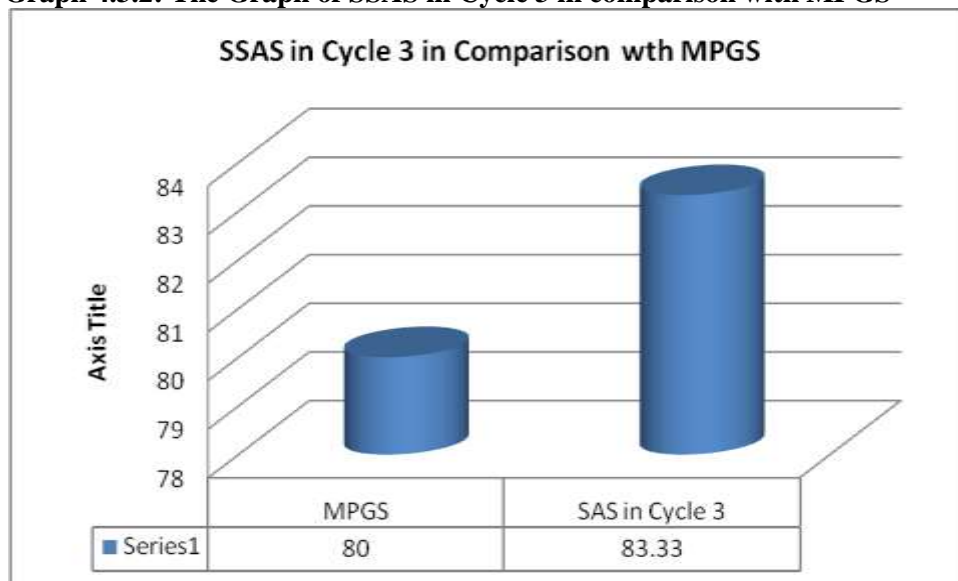
Table 4.3.5: The Table of One-Simple Test in Cycle 3

	Test Value = 80					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Students' Speaking Ability Score in Cycle 3	4.621	29	.000	3.33333	1.8581	4.8086

In column Mean in the table One-Sample Statistics shows that the value of 83.3333. It indicates that the average score of the students' speaking ability is 83.3333, and this score has met the minimum passing grade score: 80 that has been decided as the qualification of teaching success. The value of **t-test 4.621** is greater than ($>$) the value of **t-table**, that is 1.699. The significance of the average score above is indicated by the value of Sig.(2-tailed) in the One-Sample Test table. The Sig.(2-tailed) **,000** is smaller than ($<$) the significance value of ,05.

Based on the **t-test value: 4.621** and the significant value: **,000**, it is 100% true that the average of the students' speaking ability scores (**83.333**) has met the Minimum Passing Grade Score (**MPGS**) = **80**. The following graph shows the SSAS compared with the Minimum Passing Grade Score:

Graph 4.3.2: The Graph of SSAS in Cycle 3 in comparison with MPGS



To test the linearity of the Students' Speaking Ability Score or SSAS (Y) and the Students' Self-Confidence Score or SSCS (X) data, the researcher used the significant value in ANOVA output table of Regression Analysis Test below:

4.3.6: The Table of ANOVA in Cycle 3

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	326.341	1	326.341	72.334	.000 ^a
Residual	126.325	28	4.512		
Total	452.667	29			

- a. Predictors: (Constants), SSCS
- b. Dependent Variable: SSAS

The result of the ANOVA Analysis Program indicates the F value is 72.334 and the Sig. value is 0,000. It is found out that the F value is > F table (72.334 > 4.20). This means that the action hypothesis (H₁) which states that the students' self-confidence can improve the students' speaking ability when they study a narrative text using jigsaw learning technique is accepted.

The column

Sig. in the table of ANOVA shows value 0,000. This Sig. value is less than the selected significant value of 0,05. This value indicates that the data is linear and the regression model/equation: $Y = a + b X$ can be used to analyze the data of SSAS (Y) and SSCS (X).

To define the action hypothesis, the researcher used the Coefficients table as the output of Simple Regression Analysis below:

4.3.7: The Table of Simple Regression Analysis in Cycle 3

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	55.374	3.310		16.728	.000	48.593	62.155
SSCS in Cycle 3	.541	.064	.849	8.505	.000	.411	.672

a. Dependent Variable: SSAS in Cycle 3

especially column B, it shows the value of 55.374 in Constant row and the value of 0,541 in the Students' Self-Confidence Score (SSCS). By inserting these values in the Simple Regression Model, the regression model would become:

$$Y = 55.374 + 0,541 X$$

The above model means: Firstly, the increase of one unit of X (the students' self-confidence score) positively increased the value of Y (the students' speaking ability scores) as much as 0,541. Secondly, when the value of X (the students' self-confidence scores) was equal to zero, the value of Y was equal to 55.374.

By reviewing the column Unstandardized Coefficients,

4.4. Overall Findings and Discussions

To some up the overall findings in this research, the researcher highlighted the overall findings of students' self-confidence by using the following table:

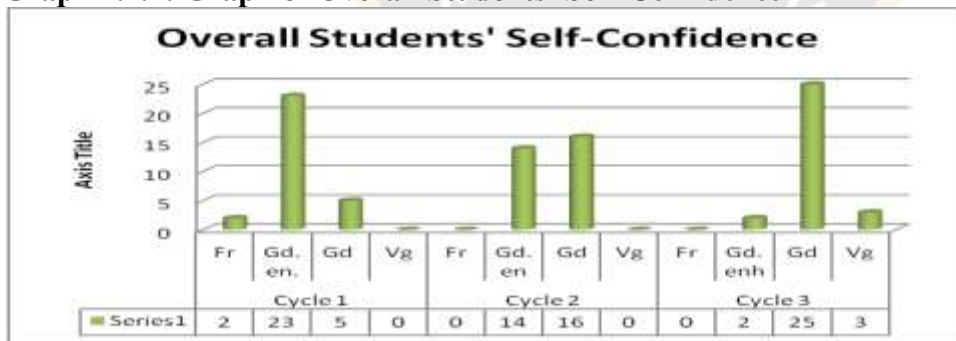
Table 4.4.1: The Table of Students' Self-Confidence:

NO	Cycle	Number of students with their self-confidence			
		Fair	Good enough	Good	Very good
1	1	2	23	5	0
2	2	0	14	16	0
3	3	0	2	25	3

The table of students' self-confidence shows that SSCS always increased from one cycle to the other cycles (from cycle 1 to cycle 2, and from cycle 2 to cycle 3). It was proved that in the last cycle (in cycle 3), the self-confidence in students' self-confidence could support the successful learning process activity which was expected that the self-confidence of 30 students in class XI-IS.1 was good in learning to speak during narrative texts presentation by using jigsaw learning technique.

The improvement of the students' self-confidence from one cycle to other cycles can also be seen in the graph below:

Graph 4.4.1: Graph of Overall Students' Self-Confidence



Note: *Fr = Fair; Gd.en. = good enough; Gd = Good; Vg = Very good*

Based on the percentage of overall students' self-confidence score in table 4.4.1 and in graph 4.4.1, it was proved that the students' self-confidence could support the students' successful learning process activity. No serious problem occurred in implementing jigsaw learning technique in cycle 3, except that two (2) students' self-confidence was still good enough due to the fact that they often late to join the class. The researcher argues that cooperative learning model through jigsaw learning technique could improve the self-confidence of the students in class XI-IS.1 of SMAN 2 Semarang.

The table of Students' Self-confidence Data in the last cycle shows that the self-confidence of two (2) students was good enough, the self-confidence of twenty five (25) students was good, the self-confidence of the other three (3) students was very good. Thus it means that approximately only 93% of the students' self-confidence in class XI-IS.1 of SMAN 2 Semarang was considered good. So it has already supported the qualification of successful learning process activity which was expected that 30 students' self-confidence in class XI-IS.1 was good in learning to speak English when they studied narrative texts by using Jigsaw learning technique:

- 1). The self-confidence of two (2) students was classified good enough. They joined the group work cooperatively, but they often looked at their notes to help them remember some missing information
- 2). The self-confidence of twenty five (25) students were classified good. They joined the group work completely cooperatively. They often offered

themselves to answer teacher's oral questions, and they often helped their group members find the meanings of difficult words.

- 3). The self-confidence of three (3) students was classified very good. They always asked about the meanings of difficult words found in the text. They discussed their tasks completely and cooperatively. They always offered themselves to answer teacher's questions. They always used their own words to paraphrase the information when they forgot some words or sentences written in the text. They successfully delivered their individual oral reports in front of the class. Students' self-confidence in cycle 3 was good, but the students still had problems with their accent and fluency when they delivered their oral reports. Understanding difficult words was also still a problem for them because they just discussed their tasks in groups, meanwhile mostly they lacked vocabulary mastery.

Here are some common problems were found when the students delivered the individual tasks:

- 1). Some students forgot to use *simple past tense* in answering questions or in delivering individual reports.,
- 2). A.few students mispronounced certain words although the teacher had pronounced them during the group discussion.
- 3). Some students took longer time to respond the teacher' questions because they still had limited vocabularies.
- 4). Most students tried to give short answers because they were still nervous to speak.

The researcher then took “double expert members” in each group, and it was called “a double expert group jigsaw.” Initially, there were four expert groups, namely: expert group A, expert group B, expert group C, and expert group D. After the expert groups worked with their different pieces of tasks, they had to join four original groups or teams: original group A, original group B, original group C, and original group D. Teacher/researcher provided the grouping and asked the students to join their groups.

In cycle 1, the students were grouped according to their attendance list numbers without being labeled. This way of grouping led to difficulty for observers or raters to identify the students’ names. So they had to go around the class while they were recording their self-confidence criteria and rating their speaking scores.

In cycle 2 the teacher/researcher labeled the students with paper cards written with their identities such as groups’ names: expert group A, expert group B, expert group C, and expert group D, and also the their identities in their original groups or teams. Although the students were labeled with paper cards, they were still grouped randomly regardless of the fast and the slow learners. Consequently, many students could not their discussion better than in cycle 1. It was discovered two original groups performed well, but the other two original groups did not. The teacher then gave some help to decrease their difficulty while they were discussing their tasks,

In cycle 3 the teacher/researcher grouped the students with regard to their level of self-confidence and level of speaking competence in the previous two

cycles, then labeled them with provided paper cards. The group formation was still similar with that in cycles 1 and 2: expert group A, expert group B, expert group C, and expert group D. Then the expert group members were distributed into four original groups: original group A, original group B, original group C, and original group D.

When cycle 3 was going on, it was discovered that all original groups performed their tasks completely and cooperatively although some group members did not show their self-confidence and speaking ability maximally.

Ideally, there was only one expert member in each original group/team. This way of grouping could not be implemented in class XI-IS.1 of SMAN 2 Semarang. The teacher/researcher then decided to put two similar expert members in each original group, or what was so called “double expert group jigsaw.” This way was conducted because the researcher considered that most students’ self-confidence and speaking ability was still less good, and by placing two expert members in each group or team the two expert group members could help each other to work more cooperatively.

With two expert groups on each topic (each part of the task), there was an added advantage of including a time to have experts consult to each other to check completeness and accuracy to perform well in group work discussion, and also to prepare their individual reports as well.

In addition to placing two similar expert members in each original group, the teacher/researcher always gave help to all original group members solve their difficulties by going around the class. The teacher/researcher encouraged them to

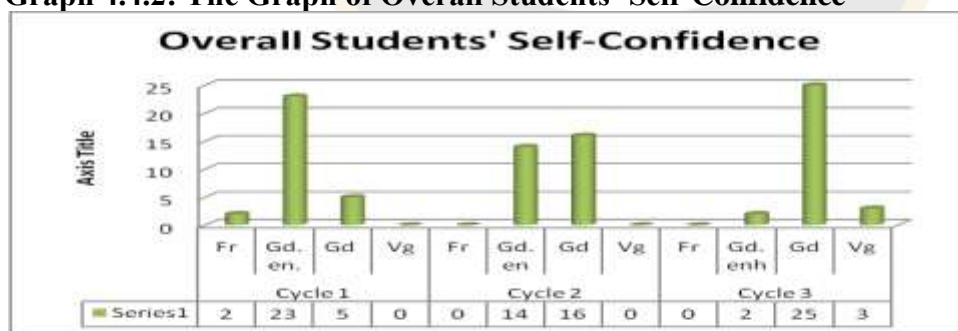
understand difficult words by providing their synonyms as well as their antonyms. Models of appropriate pronunciation of words or phrases were also given to them. By doing so, the students did not feel hard and reluctant in performing group discussion and sharing their ideas with their group members or even with the whole class when they delivered individual spoken reports.

In short, jigsaw learning technique could be implemented well in class XI-IS.1 of SMAN 2 Semarang. This form of cooperative learning technique could improve the self-confidence of XI-IS.1 students in speaking English when they studied a narrative text. It has been proved that the students' self-confidence in class XI-IS.1 of SMAN 2 Semarang improved from cycle 1 to cycle 2 and from cycle 2 to cycle 3 as stated in the table and graph of overall students' self-confidence below:

Table 4.4.2: The Table of Overall Students' Self-Confidence Criteria

N O	Cycle	Number of students with their self-confidence criteria			
		Fair	Good enough	Good	Very good
1	1	2	23	5	0
2	2	0	14	16	0
3	3	0	2	25	3

Graph 4.4.2: The Graph of Overall Students' Self-Confidence



One of the purposes of learning narrative texts is that the student can get some amusement for themselves and can narrate the texts to other students so that the latter can also get the amusement. Meanwhile, narrative texts are considered very important for SMA students and the texts are taught in all grades (grades 10, 11, and 12).

By using jigsaw in learning narrative texts, the students had to share and discuss all parts of the complete text they were learning. They forced themselves to cooperate both in doing their own individual and groups' tasks. Students' cooperative work could lead them to gain strong desire or motivation to act among their classmates. They were then more motivated and collaboratively willing to act in their respective groups as well as in their class. This gradually improved their self-confidence in their learning habits.

In other words, in learning texts using jigsaw, the students' motivation could improve their self-confidence in speaking English. This could be achieved because they have been accustomed to speak English in sharing and discussing their tasks whenever they study narrative texts and other text types.

To test the action hypothesis: Students' Self-Confidence Scores (X) can significantly improve Students' Speaking Ability Scores (Y), the researcher used simple linear regression. Then the overall students' speaking ability scores (SSAS) were calculated, and the results are as follows:

The results of the students' speaking ability scores (SSAS) increased from cycle 1 to cycle 2, and. from cycle 2 to cycle 3. The total and the average of students' speaking ability scores are recorded in the tables below:

Table 4.4.3: The Table of Overall Students' Speaking Ability Scores

NO	STUDENT CODE	CYCLE 1		CYCLE 2		CYCLE 3	
		SSAS	Criteria	SSAS	Criteria	SSAS	Criteria
1	ST-1	52	Poor	69	Fair	80	Good
2	ST-2	63	Fair	75	Good enough	80	Good
3	ST-3	69	Fair	79	Good enough	84	Good
4	ST-4	63	Fair	79	Good enough	80	Good
5	ST-5	65	Fair	73	Good enough	84	Good
6	ST-6	63	Fair	79	Good enough	84	Good
7	ST-7	65	Fair	73	Good enough	83	Good
8	ST-8	65	Fair	79	Good enough	80	Good
9	ST-9	63	Fair	73	Good enough	83	Good
10	ST-10	73	Good enough	81	Good	84	Good
11	ST-11	75	Good enough	84	Good	90	Very good
12	ST-12	52	Poor	69	Fair	80	Good
13	ST-13	63	Fair	73	Good enough	83	Good
14	ST-14	55	Poor	69	Fair	80	Good
15	ST-15	75	Good enough	90	Very good	96	Very good
16	ST-16	65	Fair	69	Fair	83	Good
17	ST-17	63	Fair	69	Fair	80	Good
18	ST-18	63	Fair	69	Fair	84	Good
19	ST-19	63	Fair	83	Good	90	Very good
20	ST-20	61	Fair	69	Fair	80	Good

NO	STUDENT CODE	CYCLE 1		CYCLE 2		CYCLE 3	
		SSAS	Criteria	SSAS	Criteria	SSAS	Criteria
21	ST-21	50	Poor	63	Fair	80	Good
22	ST-22	69	Fair	75	Good enough	88	Good
23	ST-23	69	Fair	67	Fair	80	Good
24	ST-24	73	Good enough	63	Fair	80	Good
25	ST-25	69	Fair	69	Fair	83	Good
26	ST-26	69	Fair	73	Good enough	83	Good
27	ST-27	70	Good enough	77	Good enough	84	Good
28	ST-28	65	Fair	69	Fair	84	Good
29	ST-29	63	Fair	69	Fair	80	Good
30	ST-30	69	Fair	81	Good	90	Very good
Total		1942		2210		2500	
Average		64.73		73.67		83,33	
Highest Score		75		90		96	
Lowest Score		50		63		80	

Table 4.4.4: The Table of Overall Average SSAS

NO	AVERAGE SCORE		
	Cycle 1	Cycle 2	Cycle 3
1	64.7333		
2		73.6667	
3			83.3333

Based on table 4.4.3. and table 4.4.4. above, it was found that the results of the students' speaking ability scores in cycle 1 did not meet Minimum Passing Grade (MPG)= 80. The highest gained score was 75, the lowest one was 50, and the average score was 64,73. The speaking ability scores of four (4) students were

categorized poor (13,3% with the interval scores 0 – 59; the speaking ability scores of twenty one (21) students were categorized fair (70%) with the interval scores 60 – 69; and the speaking ability scores of five (5) students were categorized good enough (16.7%) with the interval scores 70 – 79.

It was found that in cycle 2, the students' speaking ability scores of five (5) students met Minimum Passing Grade (MPG)= 80, whereas the students' speaking ability scores of the other twenty-five (25) students did not meet MPG. The highest gained score was 90, the lowest score was 63, and the average score was 73.67. The speaking ability scores of thirteen (13) students were categorized fair (43.3%) with the interval scores 60 – 69; the speaking ability scores of twelve (12) students were categorized good enough (40%), with the interval scores 70 – 79; and the speaking ability scores of four (4) students were categorized good (13.3%), with the interval scores 80 – 89; and one student's speaking ability score was categorized very good (3.3%), with the interval scores 90 – 100.

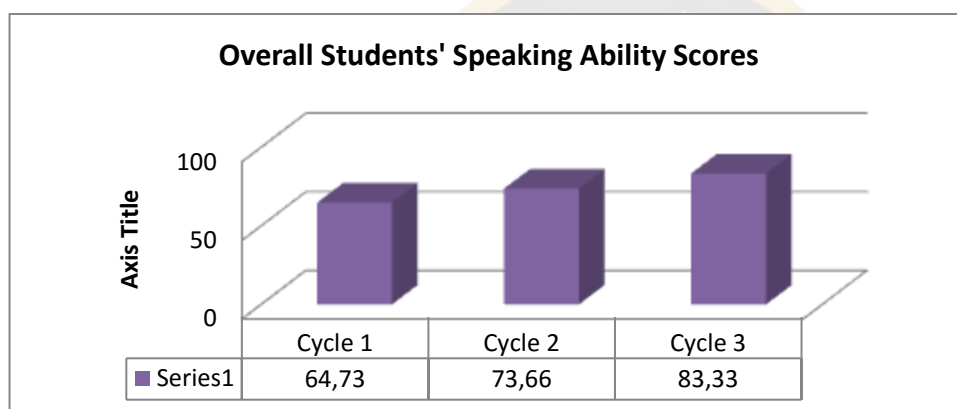
In cycle 3, it was found out that the students' speaking ability scores of all students in XI-IS.1 (30 students) met Minimum Passing Grade = 80. The highest gained score was 96, the lowest gained scores were 80, and the average score was 83.33. The speaking ability scores of twenty-six (26) students were categorized good (83.3%, with the interval scores 80 – 89. The speaking ability scores of four (4) students were categorized very good, with the interval scores 90 – 100.

The overall improvement of students' speaking ability after jigsaw learning technique was used to teach narrative texts is recorded in following table and graph:

Table 4.4.5: The Table of Overall Students' Speaking Ability

NO	Average Score of Students' Speaking Ability		Score Improvement	
			Point	Percentage
1	Preliminary	Cycle 1	16,20	33,38%
	48.53	64.73		
2	Cycle 1	Cycle 2	8,95	13,8%
	64.73	73.68		
3	Cycle 2	Cycle 3	9,65	13,1%
	73.68	83.33		

Graph 4.4.5: The Graph of Overall Students' Speaking Ability



Based on the tables and graphs of the students' self-confidence Scores (SSCS) and the students' speaking ability scores (SSAS), it was found out that the class action research succeeded to improve the students' self-confidence and the students' speaking ability in teaching narrative texts by using jigsaw learning technique.

To prove whether the students' self-confidence can improve their speaking ability, the researcher used Simple Linear Regression Analysis. This test was used to know whether one independent variable (SSCS) influenced one dependent

variable (SSAS) displayed in a regression equation form. The independent variable was identified as X (SSCS), whereas the dependent variable was identified as Y (SSAS).

Table 4.4.6: The Table of Simple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	142.198	15.766		9.019	.000		
SSCS	.935	.114	.840	8.182	.000	1.000	1.000

a. Dependent Variable: SSAS

Column Understandardized Coefficients, especially column B, it shows the value of 142.198 in Constants row, and the value of 0,935 in Students' Self-Confidence Score (SSCS). By inserting these values in the regression model, the Simple Linear Regression Analysis is: $Y = 142.198 + 0,935X$.

The above analysis means: The first, the increase of one unit of X (the Students' Self-Confidence Score) positively increased the value of Y (the Students' Speaking Ability Score) as much as 0,935. The second, when the value of X (the Students' Self-Confidence Score) was equal to zero, the value of Y (the Students' Speaking Ability Score) would increased as much as 142.198.

To test the action hypothesis (H_1) which states that the students' self-confidence can improve the students' speaking ability when they study narrative texts by using jigsaw learning technique, the researcher used ANOVA Analysis:

Table 4.4.7: The Table of ANOVA Analysis

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	7189.082	1	7189.082	66.947	.000 ^a
Residual	3006.785	28	107.385		
Total	10195.867	29			

a. Predicators: (Constants), Students' Self-Confidence Score (SSCS)

b. Dependent Variable: Students' Speaking Ability Score (SSAS)

The result of ANOVA Analysis by using SPSS Program above shows the value of F value is 66.947, and the significant value is 0,000. Based on the above comparison, it is known that F value > F table ($66.947 > 4,20$). Thus, the action hypothesis (H_1): The students' self-confidence score can improve the students' speaking ability when they study narrative texts by using jigsaw learning technique is accepted.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is intended to draw conclusions and to propose some suggestions based on the research findings mentioned in the previous chapter.

5.1. Conclusion

Having implemented jigsaw learning technique in the classroom action research, the researcher draws some conclusions which are derived from the findings in the sequence of three cycles, namely:

- a. The problems of students' self-confidence in speaking English varied in cycles 1 and 2 since they were not in habit to perform group discussion cooperatively. Then in cycle 3, it turned out that their self-confidence improved after they practiced jigsaw learning technique. By sharing their ideas orally, they were challenged to speak among group members. This made them less nervous, and gradually their problems of self-confidence decreased.
- b. At first, teaching English narrative texts using jigsaw learning technique did not run very well, especially in grouping the students. This was because the students wanted to gather with their close classmates. The teacher then grouped them by labeling their identities, and they could not refused it. This way was easy to manage and effective, so this learning technique could run well. It was obviously true that Jigsaw learning technique encouraged the students to involve themselves in doing their tasks since they were dependent on each

other group member, and this way forced them to share their parts in accomplishing their group or individual tasks.

c. Students had strong motivation to speak English when they studied English texts but unfortunately they were given enough time to practice it. Jigsaw learning technique provided enough time for them to practice speaking English. Through cooperative learning, the students of class XI-IS-1 of SMAN 2 Semarang could improve their motivation, and their motivation could lead them to improve their self-confidence in speaking English when they study narrative texts. They have become more motivated and confident in narrating and discussing stories (not only narrative texts) which are written in English.

5.2. Suggestions

Based on the findings and discussion in this research, the research would like to propose some suggestions as follows:

- a. In the light of the significant improvement of the students' self-confidence and speaking ability in learning narrative texts using Jigsaw learning technique, the researcher suggests that school English teachers try to apply the principles of Jigsaw learning technique or other cooperative learning techniques.
- b. Since spoken English is generally still considered hard for Senior High School Students to master, the researcher suggests that school English teachers speak English more frequently and give a lot of chances to students to speak English during English lesson.

c. By considering the positive aspects of the common errors the students made in understanding and pronouncing difficult new words or phrases, the researcher suggests that feedbacks and revised teaching materials are discussed with the students to make them more motivated and confident to speak English during English lesson. The researcher argues that many students in SMAN 2 Semarang have strong desire to be able to speak English. He suggests that English teachers use the most appropriate teaching technique to lead the students more motivated, and then their motivation will likely encourage them to improve their self-confidence in speaking English.



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Appendix 1: Table of Preliminary Test Scores of Students' Speaking Ability

The Table of Preliminary Test Scores of Students' Speaking Ability in 3 Classes

CLASS XI-IS.1		CLASS XI-IS.2		CLASS XI-IS.3	
No	Score	No	Score	No	Score
1	43	1	55	1	52
2	46	2	59	2	62
3	45	3	65	3	56
4	43	4	59	4	56
5	43	5	62	5	62
6	49	6	59	6	62
7	50	7	52	7	56
8	50	8	56	8	59
9	49	9	56	9	52
10	52	10	59	10	72
11	56	11	65	11	65
12	43	12	59	12	66
13	55	13	65	13	65
14	43	14	65	14	65
15	61	15	59	15	65
16	43	16	59	16	62
17	46	17	65	17	65
18	46	18	65	18	65
19	52	19	59	19	62
20	52	20	65	20	65
21	35	21	63	21	62
22	52	22	60	22	60
23	52	23	65	23	65
24	52	24	60	24	62
25	50	25	62	25	62
26	50	26	62		
27	55	27	65		
28	52	28	65		
29	39	29	62		
30	52	30	60		
		31	65		
Avrg	48.533	Avrg	61.193	Avrg	61.8
Minimum Passing Grade Score: 80					

Appendix 2: Questionnaire Requests

Adapted from the Likert Scale in Glanz (1998:159)

Students' motivation towards jigsaw learning technique

No	Student Code	Questionnaire Score	Category	Note
1	ST-1	52	highly motivated	15-30= less motivated
2	ST-2	49	highly motivated	31-45= motivated
3	ST-3	56	highly motivated	46-60= highly motivated
4	ST-4	55	highly motivated	
5	ST-5	54	highly motivated	
6	ST-6	49	highly motivated	
7	ST-7	53	highly motivated	
8	ST-8	51	highly motivated	
9	ST-9	54	highly motivated	
10	ST-10	45	motivated	
11	ST-11	60	highly motivated	
12	ST-12	55	highly motivated	
13	ST-13	51	highly motivated	
14	ST-14	56	highly motivated	
15	ST-15	55	highly motivated	
16	ST-16	50	highly motivated	
17	ST-17	52	highly motivated	
18	ST-18	57	highly motivated	
19	ST-19	60	highly motivated	
20	ST-20	60	highly motivated	
21	ST-21	60	highly motivated	
22	ST-22	54	highly motivated	
23	ST-23	53	highly motivated	
24	ST-24	57	highly motivated	
25	ST-25	55	highly motivated	
26	ST-26	54	highly motivated	
27	ST-27	51	highly motivated	
28	ST-28	51	highly motivated	
29	ST-29	57	highly motivated	
30	ST-30	52	highly motivated	

NOTE:

1. Positive statements: 1,2,3,6,7,12, and 13

2. Negative statements: 4,5,8,9,10,11,14, and 15

3. Scores for no.1: SA=4;A=3;D=2;SD=1

4. Scores for no.2: SA=1;A=2;D=3;SD=4

5. Maximum score: 60; minimum score: 15

Questionnaire Score Indicators on Students' Motivation toward Jigsaw
Adapted from Likert Scale in Glanz (1998:159)
Attached in appendix 2

Student's name :

Class :

Please circle one of the letters on the left indicating how you feel about each statement.

(SA = Strongly Agree, A = Agree, D = Disagree, or SD = Strongly Disagree)

- | | | | | |
|----|---|---|----|--|
| SA | A | D | SD | 1. You want to be able to speak English fluently. |
| SA | A | D | SD | 2. You want to improve your speaking ability. |
| SA | A | D | SD | 3. You feel happy when your English speaking ability improves. |
| SA | A | D | SD | 4. English teacher does not need to speak English in classroom. |
| SA | A | D | SD | 5. Speaking ability is not needed in learning narrate |
| SA | A | D | SD | 6. So far, your English teacher gives enough opportunity to you to improve your speaking ability. |
| SA | A | D | SD | 7. Your speaking ability keeps you confident in learning English. |
| SA | A | D | SD | 8. Students with good grades are automatically able to speak English fluently |
| SA | A | D | SD | 9. Difficult words in the English texts are directly translated into Indonesian rather than providing their synonyms or antonyms in English. |
| SA | A | D | SD | 10. Most students feel shy to speak English with their classmates. |
| SA | A | D | SD | 11. Your English teacher always trains you to speak English well. |
| SA | A | D | SD | 12. You can improve your speaking ability when you practice it in team works. |
| SA | A | D | SD | 13. In team works, each team member is responsible for giving contribution to complete their team works' ass |
| SA | A | D | SD | 14. English teacher who dominates speaking in the classroom can improve the students' speaking ability. |
| SA | A | D | SD | 15. You can improve you speaking ability only when you learn it individually. |

The scoring for the questionnaire:

1. Positive statements: 1, 2, 3,6, 7, 12, 1nd 13.
2. Negative statements: 4, 5, 8, 9, 10, 11, 14, and 15.
3. The scores for positive statements: SA= 4; A= 3; D= 2; SD= 1
4. The scores for negative statements: SA= 1; A= 2; D= 3; SD= 4

Appendix 3: English Syllabus

Nama Sekolah : SMA Negeri 2 Semarang
 Mata Pelajaran : Bahasa Inggris
 Kelas : XI
 Semester : 2

Standar Kompetensi i	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian
Mendengarkan 7. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari	7.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih 7.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel	<ul style="list-style-type: none"> o Menyatakan sikap <i>mis. A: I'm against the idea.</i> <i>B: I can't agree more.</i> o menyatakan perasaan - love <i>mis. A: I love you.</i> <i>B: I love you too.</i> - sadness <i>mis. A: This is the lowest time in my life.</i> <i>B: Take it easy.</i> 	<ul style="list-style-type: none"> • Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menyatakan sikap dan perasaan beserta responnya secara berkelompok. • Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal • Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok • Bermain peran secara berkelompok 	<ul style="list-style-type: none"> • Mengidentifikasi hubungan antar pembicara • Mengidentifikasi makna tindak tutur sikap terhadap sesuatu • Merespon tindak tutur menyatakan sikap terhadap sesuatu • Mengidentifikasi makna tindak tutur menyatakan perasaan sedih • Merespon tindak tutur menyatakan perasaan sedih • Mengidentifikasi makna tindak tutur menyatakan perasaan cinta • Merespon tindak tutur menyatakan perasaan cinta • Mengidentifikasi konteks situasi • Menggunakan tindak tutur menyatakan sikap terhadap sesuatu • Merespon tindak tutur menyatakan sikap terhadap sesuatu • Menggunakan tindak tutur menyatakan perasaan cinta • Merespon tindak tutur menyatakan perasaan cinta • Menggunakan tindak tutur menyatakan perasaan sedih • Merespon tindak tutur menyatakan perasaan sedih 	Tertulis (PG dan Uraian) Kuis tugas Performans

Standar Kompetensi i	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian
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<p>Mendengarkan</p> <p>8. Memahami makna teks fungsional pendek dan monolog berbentuk <i>narrative</i>, <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari</p>	<p>8.1 Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.</p> <p>8.2 Merespon makna dalam teks monolog yang menggunakan bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i>, <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks.</p>	<p>-embarrassment <i>mis. A: I was so embarrassed.</i> <i>B: I don't think it's a big deal.</i></p> <p>- anger <i>mis. A: There's nothing to talk about. Get out of here!</i> <i>B: If you say so.</i></p> <p>- annoyance <i>mis. A: I can't take this anymore.</i> <i>B: Sorry about that.</i></p>	<ul style="list-style-type: none"> • Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menyatakan perasaan beserta responnya secara berkelompok. • Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal • Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok • Bermain peran secara berkelompok 	<ul style="list-style-type: none"> • Mengidentifikasi makna tindak tutur menyatakan perasaan malu • Merespon tindak tutur menyatakan perasaan malu • Mengidentifikasi makna tindak tutur menyatakan perasaan marah • Merespon tindak tutur menyatakan perasaan marah • Mengidentifikasi makna tindak tutur menyatakan perasaan jengkel • Merespon tindak tutur menyatakan perasaan jengkel • Menggunakan tindak tutur menyatakan perasaan malu • Merespon tindak tutur menyatakan perasaan malu • Menggunakan tindak tutur menyatakan perasaan marah • Merespon tindak tutur menyatakan perasaan marah • Menggunakan tindak tutur menyatakan perasaan jengkel • Merespon tindak tutur menyatakan perasaan jengkel 	<p>Tertulis (PG dan Uraian)</p> <p>Kuis</p> <p>tugas</p> <p>Performans</p>
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Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
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<p>Berbicara</p> <p>9. Mengungkap kan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari</p>	<p>9.1 Mengungkap kan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih</p> <p>9.2 Mengungkap kan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar</p>	<p>Teks fungsional pendek lisan</p>	<ul style="list-style-type: none"> • Mendengar kan sebuah pengumuman lisan. • Mendiskusikan isi teks yang didengar secara berpasangan. • Mendiskusikan bentuk bahasa lisan berdasarkan teks yang didengar secara kelompok. • Memberikan sebuah pengumuman lisan secara bergantian 	<ul style="list-style-type: none"> • Mengidentifikasi topik sebuah teks fungsional pendek yang didengar • Mengidentifikasi informasi tertentu teks yang didengar • Mengidentifikasi tujuan komunikasi teks fungsional pendek yang didengar. • Menggunakan bahasa lisan dalam menyampaikan teks fungsional pendek 	<p>Tertulis (PG dan Uraian)</p> <p>Kuis</p> <p>Tugas</p> <p>Tugas</p> <p>Performans</p>	<p>(8 x 45)</p> <p>1 x 45</p> <p>1 x 45</p> <p>1 x 45</p> <p>3 x 45</p>	<p>Buku Pemkot LKS Kaset CD CD Cutting Laboratori- Um SK/KD 2006</p>
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Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian
<p>Berbicara</p> <p>10. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative</i>, <i>spoof</i>, dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari</p>	<p>10.1 Mengungkapkan makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.</p> <p>10.2 Mengungkapkan makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i>, <i>spoof</i>, dan <i>hortatory exposition</i></p>	<ul style="list-style-type: none"> • Teks lisan berbentuk <i>narrative</i> • Teks lisan berbentuk <i>spoof</i> • Teks lisan berbentuk <i>hortatory exposition</i> 	<ul style="list-style-type: none"> • Mendengarkan sebuah <i>narrative/ spoof/hortatory exposition</i> secara klasikal. • Mendiskusikan isi teks yang didengar secara berpasangan. • Melakukan <i>case building</i> berdasarkan kelompok pro dan kontra. • Mendongeng • Melakukan debat secara berkelompok 	<ul style="list-style-type: none"> • Mengidentifikasi <i>main idea</i> dari teks <i>hortatory exposition</i> yang didengar • Mengidentifikasi tokoh dari cerita yang didengar • Mengidentifikasi kejadian dalam teks yang didengar • Mengidentifikasi bagian cerita yang lucu • Mengidentifikasi solusi dalam sebuah cerita yang didengar • Mengidentifikasi kasus yang didengar • Mengidentifikasi argumen yang didengar • Menggunakan kalimat <i>past continuous</i> dalam menyampaikan <i>spoof</i> • Melakukan monolog berbentuk <i>narrative</i> • Melakukan monolog berbentuk <i>hortatory exposition</i> • Menggunakan modal "should" untuk menyampaikan saran • Melakukan debat 	<p>Tertulis (PG dan Uraian)</p> <p>Tugas</p> <p>Kuis</p> <p>Tugas</p> <p>Performans</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian
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<p>Menulis</p> <p>12 Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana <i>narrative</i>, <i>spoof</i>, dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari</p>	<p>12.1 Mengungkapkan makna dalam teks fungsional pendek (misalnya <i>banner</i>, <i>poster</i>, <i>pamphlet</i>, dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>12.2 Mengungkapkan makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>narrative</i>, <i>spoof</i>, dan <i>hortatory exposition</i></p>	<ul style="list-style-type: none"> • Teks tulis berbentuk <i>narrative</i> • Teks tulis berbentuk <i>spoof</i> • Teks tulis berbentuk <i>hortatory exposition</i> • <i>Complex sentences</i> • <i>Modals</i> 	<ul style="list-style-type: none"> • Membaca nyaring bermakna teks <i>exposition</i> secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. • Berlatih menggunakan kalimat yang menyatakan argumen dan saran • Membuat <i>draft</i> teks <i>exposition</i> dengan melakukan <i>chain writing</i>. • Melakukan koreksi teman sejawat untuk menyempurnakan <i>draft</i>. • Menyempurnakan <i>draft</i> berdasarkan hasil koreksi teman. 	<ul style="list-style-type: none"> • Mengidentifikasi makna kata dalam teks yang dibaca • Mengidentifikasi makna kalimat dalam teks yang dibaca • Mengidentifikasi setting dalam sebuah cerita narasi • Mengidentifikasi komplikasi dalam sebuah cerita narasi • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi kasus yang dibahas dalam teks • Mengidentifikasi argumen yang diberikan • Mengidentifikasi saran yang diberikan • Mengidentifikasi langkah-langkah retorika dari teks • Mengidentifikasi tujuan komunikasi teks dibaca • Menggunakan kalimat <i>past continuous</i> dalam menulis <i>spoof</i> • Menggunakan kalimat <i>kompleks</i> dalam membuat sebuah cerita • Menggunakan modal "<i>should</i>" untuk menulis saran pada teks <i>hortatory exposition</i> • Menghasilkan teks berbentuk <i>spoof</i> • Menghasilkan teks berbentuk <i>narrative</i> • Menghasilkan teks berbentuk <i>hortatory exposition</i> 	<p>Performan</p> <p>Tertulis (PG dan Uraian)</p> <p>Tugas</p> <p>Kuis</p> <p>Tugas unjuk kerja</p>
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Silabus

Bhs. Inggris SMAN 2 Semarang 2013/2014

Subject : English
School : Semarang State Senior High School 2
Class/Program : Class XI.IS-1
Semester : Social Science Ilmu Alam/Ilmu Sosial
Topic : Narrative text
Time allocation : 90 minutes

I. STANDARD OF COMPETENCE

Understand the meaning of simple short functional text and essay in the form narrative text in daily life context and access knowledge.

II. BASIC COMPETENCE

Respond the meaning and rhetorical steps of an essay using accurate, fluent, and appropriate written language in daily life context to access knowledge through a narrative text.

III. INDICATOR

Language responsive competence

- Reading
Respond/understand a monologue in the form of a narrative text.

Linguistic competence

- Identify and use subjunctive sentences

Socio-cultural competence

- Express messages correctly and meaningfully based on socio-cultural context related to communicative activity being performed.

Competence of strategy

- Reading aloud

Attitude

- Be confident to improve ability to understand narrative texts.
Actively participate in discussing narrative texts doing text assignments.

IV. LEARNING OBJECTIVE

Students are capable of expressing the meaning founds in narrative texts accurately, fluently, and meaningfully

V. LEARNING MATERIAL

Narrative Text, entitled: *An Ugly Duckling*

Text Type	Social Function	Generic Structure	Significant Lexicogrammatical Features
Narrative	To amuse, entertain and to deal with actual or vicarious experience in different ways; Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.	<ul style="list-style-type: none"> ▪ Orientation: set the scene and introduces the participants. ▪ Complication: a crisis rise ▪ Resolution: a crisis is resolved for better or worse. ▪ Re-orientation: optional 	<ul style="list-style-type: none"> ▪ Focus on specific and usually individualized Participants. ▪ Use of Material Processes (and in this text, behavioural and verbal process. ▪ Use of Relational Processes and Mental Processes ▪ Use of temporal conjunctions and temporal circumstances ▪ Use of past tense

VI. TEACHING METHOD

- Discussion
- Problem solving

VII. STEPS OF TEACHING

NO	STEPS OF TEACHING	TIME
	Initial Activity	
1	<ul style="list-style-type: none"> • Teacher greets students and tries to create pleasant atmosphere in the classroom. Teacher checks students' attendance. • Teacher reviews the previous teaching materials. • Teacher conveys the objectives of learning. • Teacher divides the class into several groups. 	10 minutes
	Teaching & Learning Activity	
2	<ul style="list-style-type: none"> • Teacher distributes learning materials/texts. • Teacher asks students to read the learning materials they get. At first they work as experts group members. They 	75 minutes

share their information to each other.

- Teacher goes around the class to check students' activity and help the students.
- Teacher asks the expert group members to join their original groups. Teacher makes sure that all ex-expert group members can contribute their ideas and information to reach agreements in their discussions.
- Teacher asks some questions to students to know whether they understand the materials they read.
- In groups, students answer teacher's questions related to the text they read.
- In groups, students report the complete information orally in front of the class.
- While the students are speaking, teacher take some notes dealing with the students' accent, grammar, vocabulary, fluency, and comprehension.
- Teacher gives some feedback on the students' oral reports.
- Individually, each student then reports orally the complete information from the narrative text in front of the class.

Closing Activity

- 3
- Teacher asks the class to summarize the text orally. Teacher helps them if it is necessary.
 - Teacher gives a home assignment to students to find similar narrative texts to share with the class in the next meeting.

5 minutes

VIII. MEDIA, EQUIPMENT, AND LEARNING SOURCES

- Media Reading text, power point display
- Equipment Laptop, LCD

Source KTSP Curriculum SMA 2 Semarang, English text.

IX. EVALUATION

Oral tests: comprehension questions

Approved by
Principal of SMAN 2 Semarang

Semarang, January 15, 2014
English teacher

Drs. Hari Waluyo, MM.
NIP 196402071988031016

Marwito Rusdy
NIP 195612211979031004

Appendix 5 : Scoring Guide for Students' Self Confidence Scores

Observation Procedure

- Observation begins after the lesson is opened.
- Observer observes the students' self confidence by scoring in the provided columns.

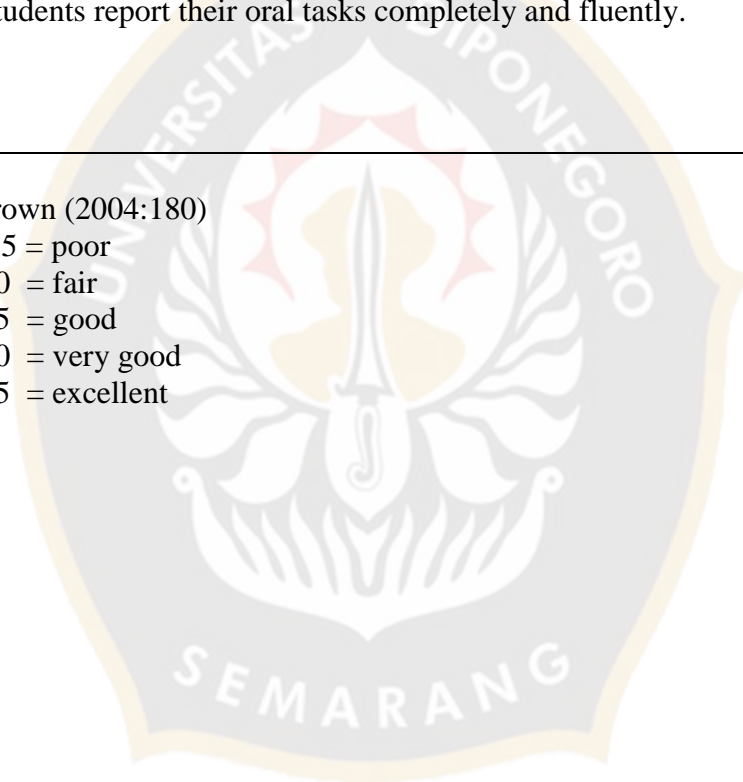
NO	Subcategories of self-confidence
1	<p>Showing enthusiasm and interest</p> <p>Score 1: Students do not show their enthusiasm and interest. Score 2: Students seldom show their enthusiasm and interest. Score 3: Students often show their enthusiasm and interest. Score 4: Students always show their enthusiasm and interest. Score 5: Students always show their enthusiasm and interest seriously.</p>
2	<p>Maintaining eye contact with audience</p> <p>Score 1: Students do not maintain eye contact with audience. Score 2: Students seldom maintain eye contact with audience. Score 3: Students often maintain eye contact with audience. Score 4: Students always maintain eye contact with audience. Score 5: Students always maintain eye contact with audience seriously.</p>
3	<p>Asking questions to the teacher/classmates</p> <p>Score 1: Students do not ask questions to the teacher/classmates. Score 2: Students seldom ask questions to the teacher/classmates. Score 3: Students often ask questions to the teacher/classmates. Score 4: Students always ask questions to the teacher/classmates seriously.</p>
4	<p>Responding teacher's/classmates' questions</p> <p>Score 1: Students do not respond teacher's/classmates' questions. Score 2: Students seldom respond teacher's/classmates' questions. Score 3: Students often respond teacher's/classmates' questions. Score 4: Students always respond teacher's/classmates' questions. Score 5: Students always respond teacher's/classmates' questions seriously.</p>
5	<p>Participating in group work</p> <p>Score 1: Students do not participate in group work. Score 2: Students seldom participate in group work. Score 3: Students often participate in group work. Score 4: Students always participate in group work. Score 5: Students always participate in group work seriously.</p>
6	<p>Discussing the task among group/team members</p> <p>Score 1: Students do not discuss the task among group/team members. Score 2: Students seldom discuss the task among group/team members. Score 3: Students often discuss the task among group/team members. Score 4: Students always discuss the task among group/team members. Score 5: Students always discuss the task among group/team members</p>

	seriously.
7	<p>Responding group/team members' statements/questions</p> <p>Score 1: Students do not respond group members' questions. Score 2: Students seldom respond group members' questions. Score 3: Students often respond group members' questions. Score 4: Students always respond group members' questions. Score 5: Students always respond group members' questions seriously.</p>
8	<p>Asking the meanings of difficult words found in the text</p> <p>Score 1: Students do not ask the meanings of difficult words in the text. Score 2: Students seldom ask the meanings of difficult words in the text. Score 3: Students often ask the meanings of difficult words in the text. Score 4: Students always ask the meanings of difficult words in the text. Score 5: Students always ask the meanings of difficult words in the text seriously.</p>
9	<p>Giving some opinions/ideas to group/team members</p> <p>Score 1: Students do not give any opinion/idea to group/team members. Score 2: Students seldom give opinion/idea to group/team members. Score 3: Students often give opinion/idea to group/team members. Score 4: Students always give opinion/idea to group/team members. Score 5: Students always give opinion/idea to group/team members.</p>
10	<p>Being outgoing in presenting the task</p> <p>Score 1: Students always get nervous in presenting the task. Score 2: Students often get nervous in presenting the task. Score 3: Students seldom get nervous in presenting the task. Score 4: Students hardly ever get nervous in presenting the task. Score 5: Students can confidently succeed in presenting the task</p>
11	<p>Being talkative in group and class discussion</p> <p>Score 1: Students do not talk in group and class discussion. Score 2: Students seldom talk in group and class discussion. Score 3: Students often talk in group and class discussion. Score 4: Students always talk in group and class discussion. Score 5: Students always talk seriously in group and class discussion.</p>
12	<p>Speaking English with clear and comprehensible pronunciation</p> <p>Score 1: Students do not speak English with clear and comprehensible pronunciation Score 2: Students seldom speak English with clear and comprehensible pronunciation. Score 3: Students often speak English with clear and comprehensible pronunciation. Score 4: Students very often speak English with clear and comprehensible pronunciation. Score 5: Students always speak English with clear and comprehensible pronunciation.</p>
13	<p>Using gestures in expressing ideas</p> <p>Score 1: Students do not use any gestures in expressing ideas. Score 2: Students seldom use gestures in expressing ideas. Score 3: Students often use gestures in expressing ideas. Score 4: Students always use gestures in expressing ideas. Score 5: Students always use appropriate gestures in expressing ideas.</p>

14	<p>Reporting individual oral tasks in the classroom</p> <p>Score 1: Students do not any gestures in expressing ideas. Score 2: Students seldom use gestures in expressing ideas. Score 3: Students often use gestures in expressing ideas. Score 4: Students always use gestures in expressing ideas. Score 5: Students always use appropriate gestures in expressing ideas.</p>
15	<p>Reporting individual oral tasks in the classroom</p> <p>Score 1: Students do not report their oral individual tasks. Score 2: Students report the incomplete oral individual tasks. Score 3: Students report their oral tasks almost completely. Score 4: Students report their oral tasks completely. Score 5: Students report their oral tasks completely and fluently.</p>

Adapted from Brown (2004:180)

- Note:
- 01 - 15 = poor
 - 16 - 30 = fair
 - 31 - 45 = good
 - 46 - 60 = very good
 - 61 - 75 = excellent



Appendix 6: The Students' Self-confidence Scores in Cycle 1

No	Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total score
		Lis	Rd	Ask	Res	Par	Co	Sh	R	Di	A	Oa	Cw	M	RT	F	
1	ST-1	2	2	1	1	2	2	2	1	2	1	1	1	1	1	2	23
2	ST-2	2	2	2	2	2	2	2	2	2	1	2	1	1	1	2	35
3	ST-3	3	3	3	3	3	3	3	3	3	2	2	1	1	1	2	36
4	ST-4	3	3	3	3	3	3	3	3	3	2	2	1	1	1	2	36
5	ST-5	3	3	3	3	3	3	3	3	3	2	2	1	2	1	2	37
6	ST-6	3	3	3	3	3	3	3	3	3	3	2	1	1	3	2	39
7	ST-&	3	3	3	3	3	3	3	3	3	3	2	1	1	1	2	37
8	ST-8	3	3	3	3	3	3	3	3	3	2	2	1	1	1	2	36
9	ST-9	3	3	3	3	3	3	3	3	3	2	2	3	2	1	2	39
10	ST-10	3	3	3	3	3	3	3	3	3	3	2	3	1	1	2	39
11	ST-11	4	4	3	3	4	3	3	3	3	3	2	3	2	3	3	46
12	ST-12	3	3	3	3	3	3	3	3	2	1	2	1	1	1	2	34
13	ST-13	3	3	3	3	3	3	3	3	3	2	2	1	1	1	2	36
14	ST-14	3	3	3	3	3	3	3	3	3	1	2	1	1	3	2	37
15	ST-15	4	4	4	4	4	4	4	4	3	4	3	3	3	3	3	54
16	ST-16	3	3	3	3	3	3	3	3	3	1	2	1	1	2	2	36
17	ST-17	4	4	3	3	4	3	3	3	3	3	3	1	1	2	2	42
18	ST-18	3	3	3	3	4	3	3	3	3	3	2	1	1	2	3	40
19	ST-19	4	4	3	3	4	3	3	3	3	3	3	3	1	2	3	45
20	ST-20	3	3	3	3	4	3	3	3	3	3	2	1	1	1	2	38
21	ST-21	2	3	1	2	2	3	2	2	2	1	2	1	1	2	2	28
22	ST-22	3	3	4	3	4	3	3	3	3	2	3	3	3	3	3	46
23	ST-23	3	3	3	3	4	3	3	3	3	1	2	3	1	3	3	41
24	ST-24	3	3	3	3	4	4	4	3	3	2	2	1	1	3	3	41
25	ST-25	3	3	3	3	4	4	3	3	3	2	2	2	2	3	3	44
26	ST-26	3	3	3	3	4	3	4	3	3	2	2	2	1	2	3	40
27	ST-27	4	4	3	3	4	4	3	3	3	2	2	3	3	3	3	48
28	ST-28	3	3	3	3	4	3	3	3	3	2	2	3	2	2	2	41
29	ST-29	3	3	3	3	4	3	3	3	3	2	2	1	1	2	2	38
30	ST-30	4	4	4	4	4	4	4	3	3	3	3	3	2	3	3	51
Total score		95	96	89	89	103	95	93	88	87	64	64	52	42	58	71	1186
Average		3,9	4,1	3,1	3,3	2,8	3,6	3,4	3,0	2,9	2,7	2,6	2,6	1,9	3,0	3,5	39,50
Maximum		4	4	4	4	4	4	4	4	3	4	3	3	3	3	3	
Minimum		3	3	1	1	2	3	2	1	2	1	1	1	1	1	2	

Criterion of students' activity

0 - 15 = poor

16 - 30 = fair

31 - 45 = good enough

46 - 60 = good

61 - 75 = very good

Semarang, January 17, 2014

Observer,

Fauziah Ratna Hapsari, S.Pd.

**Appendix 7: Scoring Guide for Students' Speaking Ability
Proficiency Descriptions for Speaking Assessment
(adopted from Hughes (2008:131-132))**

Accent

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3. "Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
5. No conspicuous mispronunciations, but would not be taken for a native speaker.
6. Native pronunciation, which no trace of "foreign accent".

Grammar

1. Grammar almost entirely inaccurate except in stock phrases.
2. Constant errors showing control of very few major patterns and frequently preventing communication.
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure.
6. No more than two errors during the interview.

Vocabulary

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.).
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

Fluency

1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very low and uneven except for short or routine sentences.
3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
5. Speech is effortless and smooth, but perceptively non-native in speech and evenness.
6. Speech on all professional and general topics as effortless and smooth as a native speaker's.

Comprehension

1. Understands too little for the simplest type of conversation.
2. Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4. Understands quite well normal educated conversation when engaged in a dialogue, but requires occasional repetition or rephrasing.
5. Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

	WEIGHTING TABLE FOR SCORING					
	1	2	3	4	5	6
Accent	1	1	2	2	3	5
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23
Total	17	33	50	65	82	100

The description for student's speaking ability scores

- 0 – 59 = poor
- 60 - 69 = fair
- 70 – 79 = good enough
- 80 – 89 = good
- 90 – 100 = very good

**Appendix 8: TEST SCORE OF STUDENTS' SPEAKING ABILITY IN CYCLE 1
CLASS XI-IS.1 SMAN 2 SEMARANG
THE ACADEMIC YEAR 2013/2014**

NO	STUDENT NAME	S C O R E S					Total score
		1	2	3	4	5	
1	Aditya Deni Anggakusuma	1	18	16	6	12	53
2	Aifa Maula Azhari	2	24	16	8	15	65
3	Amalia Ayu Pradita	1	24	16	8	19	68
4	Andre Hastary Muhammad	1	24	16	8	15	64
5	Antonius Aditya Pratama	2	30	16	6	12	66
6	Astri Utami Wijayanti	2	24	16	8	12	62
7	Asyifa Zuchruf Syahida	2	30	12	8	12	64
8	Athia Shofa Pradipta	2	30	16	8	19	65
9	Aulia Agyanda Mayangsari	2	24	16	6	12	60
10	Bagastika Galih Saputra	2	30	16	8	19	75
11	Bestian Irfananto Otto	2	30	16	6	19	73
12	Christian Kenny Alexander W.	1	18	12	6	12	49
13	Destya Rika Alwiny	2	24	16	8	12	62
14	Dhatu Anindhita	2	18	16	6	12	54
15	Febri Mardiana Nainggolan	3	30	16	8	19	76
16	Guruh Angkasa Putra	2	24	16	6	19	67
17	Hamam Bahar	2	24	16	6	12	60
18	Luki Iftinaura	2	24	16	8	12	62
19	Meuthia Zhafira Ramelan	3	24	16	6	15	64
20	Monica Damayanti	2	24	16	6	12	60
21	Muhammad Irfan M.I.	1	18	12	6	12	49
22	Muhammad Yazid Syaifullah	3	30	16	6	15	70
23	Nabila Nurfajri	3	24	16	8	15	66
24	Nandhea Fani Dian Pertiwi	2	30	16	6	19	73
25	Niko Apriyana Nugraha	1	24	16	8	19	68
26	Nuvita Puji Kriswanti	2	24	20	6	19	71
27	Regina Fikrinissa	2	24	16	6	19	67
28	Sefilili Amelia	2	24	16	8	15	65
29	Shelvia Amelinda Nurmaulia	3	24	16	6	15	64
30	Yusuf Wicaksatyawan	2	24	16	6	19	67

Semarang, January 17, 2014

Appendix 9: TEST SCORE OF STUDENTS' SPEAKING ABILITY IN CYCLE 1
CLASS XI-IS.1 SMAN 2 SEMARANG
THE ACADEMIC YEAR 2013/2014

NO	STUDENTS' CODE	SCORES					Total score
		1	2	3	4	5	
1	ST-1	1	18	16	6	12	53
2	ST-2	1	24	16	8	12	61
3	ST-3	2	24	16	8	19	69
4	ST-4	2	24	16	6	15	63
5	ST-5	1	24	16	8	15	64
6	ST-6	1	24	16	8	15	64
7	ST-7	1	24	16	8	15	64
8	ST-8	2	24	16	6	15	63
9	ST-9	1	24	16	8	15	64
10	ST-10	3	30	16	8	15	72
11	ST-11	2	30	16	8	19	75
12	ST-12	1	18	16	6	12	53
13	ST-13	2	24	16	8	15	65
14	ST-14	1	18	16	8	12	55
15	ST-15	3	30	16	6	19	74
16	ST-16	1	24	16	8	15	64
17	ST-17	1	24	16	8	15	64
18	ST-18	2	24	16	6	15	63
19	ST-19	2	24	16	6	12	60
20	ST-20	2	24	16	6	12	60
21	ST-21	1	24	8	6	12	51
22	ST-22	2	24	16	6	19	67
23	ST-23	3	24	16	8	19	70
24	ST-24	3	24	16	8	19	70
25	ST-25	2	24	16	8	19	69
26	ST-26	2	24	16	6	19	67
27	ST-27	2	24	20	6	19	71
28	ST-28	3	24	16	8	15	66
29	ST-29	1	24	16	6	15	62
30	ST-30	3	24	20	6	19	72

Semarang, January 17, 2014
Observer/Rater 2

Nesti Noor Hayati, S.Pd.

**Appendix 10: TEST SCORE OF STUDENTS' SPEAKING ABILITY IN CYCLE 1
CLASS XI-IS.1 SMAN 2 SEMARANG
THE ACADEMIC YEAR 2013/2014**

NO	STUDENTS' CODE	SCORES					Total score
		1	2	3	4	5	
1	ST-1	2	18	12	6	12	50
2	ST-2	2	24	16	6	15	63
3	ST-3	3	24	16	8	19	70
4	ST-4	1	24	16	6	15	62
5	ST-5	2	24	16	8	15	65
6	ST-6	2	24	16	6	15	63
7	ST-7	2	24	16	6	19	67
8	ST-8	2	24	16	6	19	67
9	ST-9	2	24	16	8	15	65
10	ST-10	3	30	16	8	15	72
11	ST-11	2	30	16	6	23	77
12	ST-12	2	18	16	6	12	54
13	ST-13	2	24	16	8	12	62
14	ST-14	2	18	16	8	12	56
15	ST-15	2	24	20	6	23	75
16	ST-16	1	24	16	8	15	64
17	ST-17	2	24	16	8	15	65
18	ST-18	1	24	16	8	15	64
19	ST-19	2	24	16	8	15	65
20	ST-20	2	24	16	6	15	63
21	ST-21	2	18	12	6	12	50
22	ST-22	1	24	20	6	19	70
23	ST-23	2	24	20	6	19	71
24	ST-24	3	24	20	6	23	76
25	ST-25	1	24	20	6	19	70
26	ST-26	2	24	16	8	19	69
27	ST-27	3	24	20	6	19	72
28	ST-28	1	24	16	8	15	64
29	ST-29	2	24	16	6	15	63
30	ST-30	3	24	16	6	19	68

Semarang, January 17 2014
Observer/Rater 3

Appendix 11: AVERAGE SCORE OF STUDENTS' SPEAKING ABILITY IN CYCLE 1
CLASS XI -IS.1 SMAN 2 SEMARANG
RECORDED BY 3 DIFFERENT RATERS/OBSEERVERS

NO	STUDENTS' CODE	Rater 1	Rater 2	Rater 3	Average score
1	ST-1	53	53	50	52
2	ST-2	65	61	63	63
3	ST-3	68	69	70	69
4	ST-4	64	63	62	63
5	ST-5	66	64	65	65
6	ST-6	62	64	63	63
7	ST-7	64	64	67	65
8	ST-8	65	63	67	65
9	ST-9	60	64	65	63
10	ST-10	75	72	72	73
11	ST-11	73	75	77	75
12	ST-12	49	53	54	52
13	ST-13	62	65	62	63
14	ST-14	54	55	56	55
15	ST-15	76	74	75	75
16	ST-16	67	64	64	65
17	ST-17	60	64	65	63
18	ST-18	62	63	64	63
19	ST-19	64	60	65	63
20	ST-20	60	60	63	61
21	ST-21	49	51	50	50
22	ST-22	70	67	70	69
23	ST-23	66	70	71	69
24	ST-24	73	70	76	73
25	ST-25	68	69	70	69
26	ST-26	71	67	69	69
27	ST-27	67	71	72	70
28	ST-28	65	66	64	65
29	ST-29	64	62	63	63
30	ST-30	67	72	68	69
Average score					64.733
Maximum score					75

Appendix 12: LESSON PLAN FOR CYCLE 2

Subject : English
School : Semarang State Senior High School 2
Class/Program : Class XI-IS.1
Semester : II
Topic : Narrative text
Time allocation : 90 minutes

I. STANDARD OF COMPETENCE

Understand the meaning of simple short functional text and essay in the form narrative text in daily life context and access knowledge.

II. BASIC COMPETENCE

Respond the meaning and rhetorical steps of an essay using accurate, fluent, and appropriate written language in daily life context to access knowledge through a narrative text.

III. INDICATOR

Language responsive competence

- Reading

Respond/understand a monologue in the form of a narrative text.

Linguistic competence

- identify and use subjunctive sentences

Socio-cultural competence

- Express messages correctly and meaningfully based on socio-cultural context related to communicative activity being performed.

Competence of strategy

- Reading aloud

Attitude

- Be confident to improve ability to understand narrative text.
Actively participate in discussing narrative texts doing text assignments.

IV. LEARNING OBJECTIVE

Students are capable of expressing the meaning founds in narrative texts accurately, fluently, and meaningfully.

V. LEARNING MATERIAL

Read the following text carefully, then answer the questions !

Once upon a time, there reigned in East Java a king named Sindureja. He had a prime minister named Sidapaksa. He had a very beautiful wife. Sidapaksa loved his wife deeply. They lived in complete happiness. However, Sidapaksa's mother didn't like her daughter-in-law. Each day she tried to think a way to separate Sidapaksa from his wife.

One day, king Sindureja asked Sidapaksa to search for the bud of a magic flower on mount Ijen. It was a long and dangerous journey. The assignment from the king was so important and urgent. Sidapaksa had to leave his pregnant wife. Not long afterwards, a son was born. The baby's birth gave much happiness to the young mother.

However, one day, while this young mother was bathing, her evil mother-in-law threw the baby into the river. Knowing that her baby had disappeared, the young mother was very sad. She could neither eat nor sleep. She became very ill. Two years passed and Sidapaksa returned from his journey. He succeeded in doing his duty. Just as he was about to enter his house, her mother told him that his wife had thrown their baby into the river.

Sidapaksa believed his mother's story. He was too angry to use his common sense. He drew his kris and approached his wife who was lying weak on her bed. "Ah, wicked women. Tell me why you threw our new-born child into the river. Tell me" he said in a rough and angry voice "Oh, my dearest husband. I am innocent. I love you, and our baby. I didn't kill our child. If you don't believe me, carry me to the river. I will prove that I didn't do it," replied his wife calmly. Sidapaksa took her wife to the edge of the river. Suddenly, his wife leaped up and threw herself into the river. "Oh my God ! How will I know who killed my child?" moaned sidapaksa.

Then he looked down at the water. Suddenly, two pure white flower-buds appeared, one larger and taller than the other. A sweet fragrance came from them. "Sidapaksa, look here! Beside me is our child. He himself will tell you who drowned him," the taller one spoke. "Father, my mother is innocent. Grandmother threw me into the river. Now I'm happy because my beloved mother has come with me," the smaller one spoke. Then, the two flowers vanished into the water. They left their fragrance behind. Since then, people call the city on its banks of the river Banyuwangi. Banyu means water and wangi means fragrant.

Comprehension questions

1. Who was Sidapaksa?
2. How did Sidapaksa live?
3. Do you think Sidapaksa's mother had good relation with his wife? How do you know it?
4. Why did Sidapaksa leave his pregnant wife? Do you think he was a cruel husband?
5. What happened to Sidapaksa after her husband leave her? How did she feel?
6. What do you think the character of Sidapaksa's mother?
7. What was the biggest problem Sidapaksa's wife had after her baby was born?
8. What was the biggest problem Sidapaksa had when he returned home?
9. What was Sidapaksa's reaction after he heard what his mother said?
10. What did he think about his wife at that time?
11. What did Sidapaksa's wife do to answer her husband's anger?
12. What happened when Sidapaksa and his wife arrived in the river?
13. What did Sidapaksa see in the river?
14. Do you know why the river smelled fragrant?
15. What moral values can you gain from this text?

VI. TEACHING METHOD

- a. Discussion
- b. Cooperative learning

VII. STEPS OF TEACHING

1. Initial activity (10 minutes)

- a. Teacher greets students and tries to create pleasant atmosphere in the classroom.
- b. Teacher checks students' attendance.
- c. Teacher reviews the previous teaching materials.
- d. Teacher conveys the objectives of learning.
- e. Teacher divides the class into several groups.

2. Teaching and learning activity (75 minutes)

- a. Teacher distributes jigsaw cards and asks students to join their respective expert groups.
- b. Teacher distributes different tasks to different expert groups.
- c. Teacher asks expert group members to read the learning materials they get. They share their information to each other.

- d. Teacher asks the expert group members to join their original groups. Teacher makes sure that all ex-expert group members can contribute their ideas and information to reach agreements in their discussions.
- e. Teacher asks some questions to students to know whether they understand the materials they read.
- f. In groups, students answer teacher's questions related to the text they read.
- g. In groups, students report the complete information orally in front of the class.
- h. While the students are speaking, teacher take some notes dealing with the students' accent, grammar, vocabulary, fluency, and comprehension.
- i. Teacher gives some feedback on the students' oral reports.
- j. Individually, each student then reports orally the complete information from the narrative text in front of the class.
- k. Teacher gives some feedbacks after individual students completed their tasks.

3. Closing Activity (5 minutes)

- a. Teacher asks the class to summarize the text orally. Teacher helps them if it is necessary.
- b. Teacher gives a home assignment to students to find similar narrative texts to share with the class in the next meeting.

VIII. MEDIA, EQUIPMENT, AND LEARNING SOURCES

- Media : Reading text/Power point displayed text
- Equipment : Laptop and LCD
- Source : KTSP Curriculum SMAN 2 Semarang/narrative text

IX. . EVALUATION

Spoken test : Answering comprehension questions orally.

Kepala SMAN 2 Semarang,

Semarang, January 15, 2014

English teacher,

Drs. Hari Waluyo, MM.

Marwito Rusdy

Appendix 13: STUDENTS' SELF-CONFIDENCE SCORES IN CYCLE 2

No	Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total score
		Lis	Rd	Ask	Res	Par	Co	Shr	RG	Ds	AM	Oaq	Cwr	MN	RTF	FR	
1	ST-1	3	3	3	3	2	3	3	2	2	1	1	2	1	2	2	33
2	ST-2	4	3	3	3	4	4	3	3	3	2	3	3	1	3	3	45
3	ST-3	4	3	3	3	4	4	3	3	3	2	3	3	1	3	4	46
4	ST-4	4	3	3	3	4	4	3	3	3	2	2	3	1	3	4	42
5	ST-5	4	3	3	3	4	4	3	3	3	2	3	3	1	3	3	45
6	ST-6	4	3	3	3	4	4	3	3	3	2	3	3	1	3	3	45
7	ST-7	4	3	3	3	3	3	3	3	3	2	3	3	1	3	3	43
8	ST-8	4	3	3	3	4	4	4	3	3	2	2	3	1	3	2	41
9	ST-9	4	3	3	3	4	4	3	3	3	2	2	3	1	3	2	43
10	ST-10	4	3	3	3	4	4	4	3	3	2	2	3	1	3	4	47
11	ST-11	4	5	3	3	4	4	4	3	3	2	2	3	2	3	4	49
12	ST-12	4	3	2	3	3	3	3	3	2	2	3	3	1	3	3	41
13	ST-13	4	3	3	3	3	3	3	3	3	2	3	3	1	3	3	42
14	ST-14	4	3	3	3	3	3	3	3	3	2	2	3	1	3	2	41
15	ST-15	4	4	4	4	4	4	4	4	4	4	3	3	3	4	4	57
16	ST-16	4	3	3	3	3	3	3	3	3	2	2	2	1	3	3	41
17	ST-17	4	4	4	3	4	4	4	3	3	3	2	2	2	3	3	48
18	ST-18	4	4	3	3	4	3	3	3	3	2	2	2	2	3	3	44
19	ST-19	4	4	4	4	4	4	4	3	3	3	3	3	2	3	4	52
20	ST-20	4	4	3	3	4	4	4	3	3	3	2	3	2	3	3	48
21	ST-21	3	3	3	2	3	3	3	2	2	1	2	1	1	2	3	34
22	ST-22	4	4	4	4	4	4	4	3	3	3	3	3	2	3	4	52
23	ST-23	4	4	4	3	4	4	3	3	3	2	3	3	2	3	3	48
24	ST-24	4	4	4	3	4	4	3	3	3	2	3	3	2	3	3	48
25	ST-25	4	4	4	3	4	3	3	3	3	2	4	3	2	3	3	48
26	ST-26	4	4	3	3	4	3	3	3	3	3	3	3	2	3	3	47
27	ST-27	4	4	4	4	4	4	4	3	3	3	3	3	3	3	3	52
28	ST-28	4	4	3	3	4	3	3	3	3	3	3	3	2	3	4	48
29	ST-29	4	4	3	3	4	3	3	3	3	3	3	3	2	3	3	47
30	ST-30	4	4	4	4	4	4	4	4	4	3	3	3	3	3	4	55
Total score		118	106	98	94	112	108	100	90	89	69	78	84	48	89	95	1372
Average		3,9	3,2	2,9	3,0	3,5	3,5	3,3	2,9	2,8	2,0	2,5	2,7	1,4	2,9	3,0	45,73
Maximum		4	4	4	4	4	4	4	4	4	4	4	3	3	3	4	
Minimum		3	3	2	2	2	3	3	2	2	1	1	1	1	2	2	

Criterion of students' activity

Semarang, January 30, 2014

Appendix 14: STUDENTS' SPEAKING ABILITY SCORES IN CYCLE 2
CLASS XI-IS.1 SMAN 2 SEMARANG
THE ACADEMIC YEAR 2013/2014

NO	STUDENTS'CODE	S C O R E S					Total score
		1	2	3	4	5	
1	ST-1	3	24	16	8	19	70
2	ST-2	2	30	20	8	19	79
3	ST-3	3	30	20	8	19	80
4	ST-4	3	24	20	8	23	78
5	ST-5	2	24	16	8	19	69
6	ST-6	2	30	16	8	19	75
7	ST-7	3	24	16	8	19	70
8	ST-8	2	30	16	6	23	77
9	ST-9	3	24	16	8	19	70
10	ST-10	3	30	20	8	19	80
11	ST-11	3	30	20	10	23	86
12	ST-12	2	24	16	6	19	67
13	ST-13	3	24	16	8	19	70
14	ST-14	2	24	16	6	19	67
15	ST-15	3	30	20	10	23	86
16	ST-16	3	24	16	8	19	70
17	ST-17	2	24	16	6	19	67
18	ST-18	2	24	16	8	19	69
19	ST-19	3	30	16	8	23	80
20	ST-20	3	24	16	8	19	68
21	ST-21	1	24	12	6	19	62
22	ST-22	2	30	16	8	19	75
23	ST-23	2	24	16	6	19	67
24	ST-24	2	24	16	6	12	60
25	ST-25	2	24	16	6	19	67
26	ST-26	2	24	16	8	19	69
27	ST-27	3	24	20	6	23	76
28	ST-28	2	24	16	6	19	67
29	ST-29	2	24	16	6	19	67
30	ST-30	2	30	16	8	23	79

Semarang, January 30,
2014
Observer/Rater 1

Appendix 15: STUDENTS' SPEAKING ABILITY SCORES IN CYCLE 2
CLASS XI-IS.1 SMAN 2 SEMARANG
THE ACADEMIC YEAR 2013/2014

NO	STUDENTS' CODE	SCORES					Total score
		1	2	3	4	5	
1	ST-1	3	24	16	8	19	70
2	ST-2	2	30	16	6	19	73
3	ST-3	2	30	16	6	23	77
4	ST-4	2	30	20	8	19	79
5	ST-5	2	30	16	8	19	75
6	ST-6	3	30	20	8	19	80
7	ST-7	3	24	16	8	19	70
8	ST-8	3	30	20	8	19	80
9	ST-9	2	24	16	8	23	73
10	ST-10	3	30	20	8	19	80
11	ST-11	2	30	20	8	23	83
12	ST-12	3	24	16	8	19	70
13	ST-13	2	30	16	6	19	73
14	ST-14	3	24	16	8	19	70
15	ST-15	3	30	24	12	23	92
16	ST-16	2	24	16	6	19	67
17	ST-17	3	24	16	8	19	70
18	ST-18	2	24	16	6	19	67
19	ST-19	2	30	20	8	23	83
20	ST-20	2	24	16	8	19	69
21	ST-21	2	24	16	6	12	60
22	ST-22	2	30	16	6	19	73
23	ST-23	2	24	16	8	15	65
24	ST-24	2	24	16	6	15	63
25	ST-25	2	30	16	6	19	73
26	ST-26	2	30	16	8	19	75
27	ST-27	3	24	20	6	23	76
28	ST-28	2	24	16	6	19	67
29	ST-29	3	24	16	8	19	70
30	ST-30	3	30	16	10	23	82

Semarang, January 30,
2014
Observer/Rater 2

Fauziah Ratna Hapsari,
S.Pd

**Appendix 16: STUDENTS' SPEAKING ABILITY SCORES IN CYCLE 2
CLASS XI-IS.2 SMAN 2 SEMARANG
THE ACADEMIC YEAR 2013/2014**

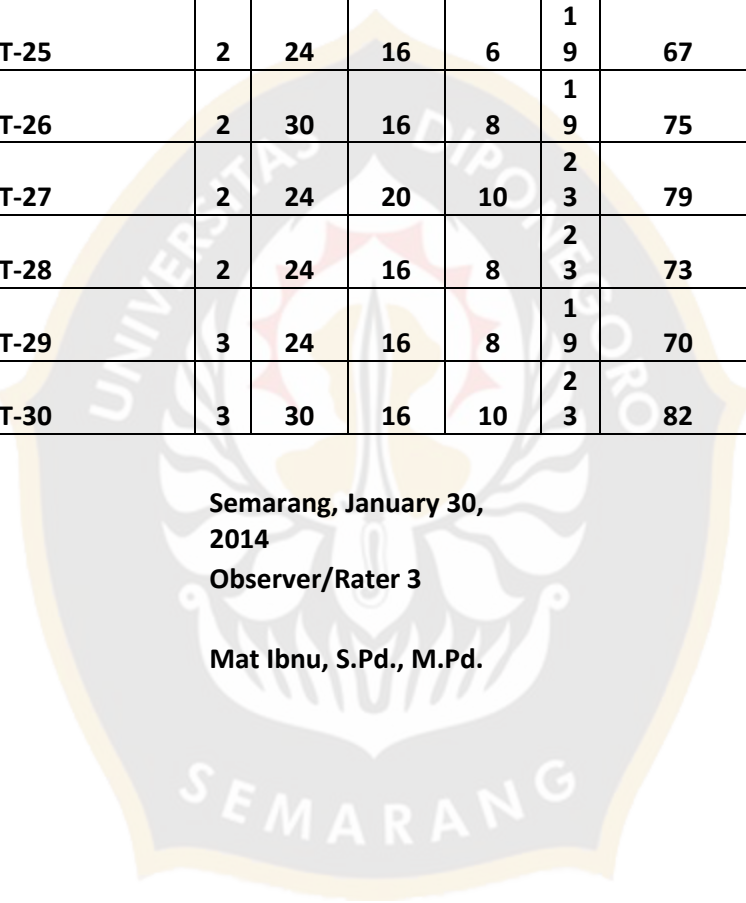
NO	STUDENTS' CODE	SCORES					Total score
		1	2	3	4	5	
1	ST-1	2	24	16	6	9	67
2	ST-2	2	30	16	6	9	73
3	ST-3	3	30	16	8	3	80
4	ST-4	3	30	16	8	3	80
5	ST-5	2	30	16	8	9	75
6	ST-6	3	30	20	10	9	82
7	ST-7	2	30	16	8	3	79
8	ST-8	3	30	16	8	3	80
9	ST-9	3	30	16	8	9	76
10	ST-10	2	30	20	8	3	83
11	ST-11	2	30	20	8	3	83
12	ST-12	3	24	16	8	9	70
13	ST-13	3	30	16	8	9	76
14	ST-14	3	24	16	8	9	70
15	ST-15	3	30	24	12	3	92
16	ST-16	3	24	16	8	9	70
17	ST-17	3	24	16	8	9	70
18	ST-18	2	24	16	6	3	71
19	ST-19	3	30	20	10	2	86

							3	
20	ST-20	2	24	16	8	1	9	70
21	ST-21	2	24	16	6	1	9	67
22	ST-22	2	30	16	6	2	3	77
23	ST-23	2	24	16	8	1	9	69
24	ST-24	3	24	16	8	1	5	66
25	ST-25	2	24	16	6	1	9	67
26	ST-26	2	30	16	8	1	9	75
27	ST-27	2	24	20	10	2	3	79
28	ST-28	2	24	16	8	2	3	73
29	ST-29	3	24	16	8	1	9	70
30	ST-30	3	30	16	10	2	3	82

**Semarang, January 30,
2014**

Observer/Rater 3

Mat Ibnu, S.Pd., M.Pd.



Appendix 17: AVERAGE SCORE OF STUDENTS' SPEAKING ABILITY IN CYCLE 2
CLASS XI -IS.1 SMAN 2 SEMARANG
RECORDED BY 3 DIFFERENT RATERS/OBSEERVERS

NO	STUDENTS' CODE	Rater 1	Rater 2	Rater 3	Average score
1	ST-1	70	70	67	69
2	ST-2	79	73	73	75
3	ST-3	80	77	80	79
4	ST-4	78	79	80	79
5	ST-5	69	75	75	73
6	ST-6	75	80	82	79
7	ST-7	70	70	79	73
8	ST-8	77	80	80	79
9	ST-9	70	73	76	73
10	ST-10	80	80	83	81
11	ST-11	86	83	83	84
12	ST-12	67	70	70	69
13	ST-13	70	73	76	73
14	ST-14	67	70	70	69
15	ST-15	86	92	92	90
16	ST-16	70	67	70	69
17	ST-17	67	70	70	69
18	ST-18	69	67	71	69
19	ST-19	80	83	86	83
20	ST-20	68	69	70	69
21	ST-21	62	60	67	63
22	ST-22	75	73	77	75
23	ST-23	67	65	69	67
24	ST-24	60	63	66	63
25	ST-25	67	73	67	69
26	ST-26	69	75	75	73
27	ST-27	76	76	79	77
28	ST-28	67	67	73	69
29	ST-29	67	70	70	69
30	ST-30	79	82	82	81
Average score					73.66
Maximum score					90
Minimum score					63

Appendix 18: LESSON PLAN FOR CYCLE 3

Subject	: English
School	: Semarang State Senior High School 2
Class/Program	: Class XI.IS-1
Semester	: Social Science Ilmu Alam/Ilmu Sosial
Topic	: Narrative text
Time allocation	: 90 minutes

I. STANDARD OF COMPETENCE

Understand the meaning of simple short functional text and essay in the form narrative text in daily life context and access knowledge.

II. BASIC COMPETENCE

Respond the meaning and rhetorical steps of an essay using accurate, fluent, and appropriate written language in daily life context to access knowledge through a narrative text.

III. INDICATOR

Language responsive competence

- Reading

Respond/understand a monologue in the form of a narrative text.

Linguistic competence

- identify and use subjunctive sentences

Socio-cultural competence

- Express messages correctly and meaningfully based on socio-cultural context related to communicative activity being performed.

Competence of strategy

- Reading aloud

Attitude

- Be confident to improve ability to understand narrative text.
Actively participate in discussing narrative texts doing text assignments.

IV. LEARNING OBJECTIVE

Students are capable of expressing the meaning founds in narrative texts accurately, fluently, and meaningfully.

V. LEARNING MATERIAL

Read the following text carefully, then answer the questions !

Once there was a young girl named Eliza. She was the daughter of a king and so she never had to work. She became very lazy. She had her servants do everything for her. She called her servants when she was so thirsty. Immediately a servant picked the glass up from the table next to Eliza and held it up to her lips until Eliza was no longer thirsty.

Then the next day, Eliza was walking to dinner when her hat fell off. She called for a servant and a young man ran over, picked up the hat, dusted it off, and placed it back on Eliza's head. She continually called for her servants to do simple tasks for her. Then her father noticed her laziness and decided to punish her. He set her in a room with only a loom and some yarn. No servants were allowed to accompany her.

One day Eliza called for her servants, but none appeared. Then she remembered what her father ever told her about Athena, the goddess of wisdom and handicraft. She called for Athena over and over until finally she fell asleep. While she was sleeping, she had a dream. Hermes spoke to her in her dream. He said that Athena was very angry with Eliza and she would tell Eliza's punishment.

Eliza awoke very frightened. She then saw that there was an owl on the edge of her window. The owl spoke to her. She said that she was Athena. She would make Eliza a lowly animal because of her laziness. Eliza would have to work constantly just to stay alive. People would look down at her in disgust. She would be killed just because she was insignificant. All of her children would have the same fate. Finally, Eliza worked for the rest of her life. They have been doomed to be ants for the rest of their lives.

Comprehension questions

1. What do you know about Eliza in this story? Why do you say so?
2. What other information can you share about Eliza?
3. Do you think Eliza herself kept her bedroom clean and tidy? How can you say that?
4. When did the first complication occur in this story?
5. Whose problem was the first complication?
6. What did Eliza's father do for her then?
7. In paragraph 2, you find the words "*dusted it off.*" What do these words mean?
8. What was Eliza's problem when she was set in a room alone?
9. What happened to Eliza when she was in a room?
10. What does the last paragraph tell about?
11. What can you learn after reading the text?
12. What would you have done if you had been Eliza's servants? Why?
13. What would you have done if you had been Eliza's father? Why?
14. What would you have done if you had been Eliza?
15. What would you have done if you had been Athena? Why?

VI. TEACHING METHOD

- Discussion
- Cooperative learning

VII. TEACHING MATERIAL

1. Initial activity (10 minutes)

- a. Teacher greets students and tries to create pleasant atmosphere in the classroom.
- b. Teacher checks students' attendance.
- c. Teacher reviews the previous teaching materials.
- d. Teacher conveys the objectives of learning.
- e. Teacher divides the class into several groups.

2. Teaching and learning activity (75 minutes)

- a. Teacher distributes jigsaw cards to the appointed students as expert group members.
- b. Teacher distributes different tasks to different expert groups, then asks them to work as experts group members. They share their information to each other.
- c. Teacher asks the expert group members to join their original groups. Teacher makes sure that all ex-expert group members can contribute their ideas and information to reach agreements in their discussions.
- d. Teacher asks some questions to students to know whether they understand the materials they read.
- e. In groups, students answer teacher's questions related to the text they read.
- f. In groups, students report the complete information orally in front of the class.
- g. While the students are speaking, teacher take some notes dealing with the students' accent, grammar, vocabulary, fluency, and comprehension.
- h. Teacher gives some feedback on the students' oral reports.
- i. Individually, each student then reports orally the complete information from the narrative text in front of the class.
- j. Teacher gives some feedbacks after on individual students completed their tasks.

3. Closing Activity (5 minutes)

- a. Teacher asks the class to summarize the text orally. Teacher helps them if it is necessary.
- b. Teacher gives a home assignment to students to find similar narrative texts to share with the class in the next meeting.

VIII. MEDIA, EQUIPMENT, AND LEARNING SOURCES

- Media : Reading text/Power point displayed text
- Equipment : Laptop and LCD
- Source : KTSP Curriculum SMAN 2 Semarang/narrative text

IX. EVALUATION

- Spoken test : Answering comprehension questions orally.

Kepala SMAN 2 Semarang,

Semarang, January 15, 2014

English teacher,

Drs. Hari Waluyo, MM.

Marwito Rusdy

NIP 196402071988031016

NIP 195612211979031004

Appendix 19: STUDENTS' SELF-CONFIDENCE SCORES IN CYCLE 3

CLASS XI-IS.1 SMAN 2 SEMARANG

No	Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total score
		Lis	Rd	Ask	Res	Par	Co	Sh	R	Di	A	Oa	C	M	RT	F	
1	ST-1	4	4	3	3	4	4	3	3	2	2	2	2	2	3	2	43
2	ST-2	4	4	3	3	4	4	3	3	3	3	2	3	2	3	3	47
3	ST-3	4	4	3	3	4	4	4	3	3	3	3	3	2	3	3	49
4	ST-4	4	4	3	3	4	5	4	3	3	3	2	3	2	3	3	49
5	ST-5	4	4	3	3	4	4	4	3	3	3	2	3	2	3	3	48
6	ST-6	4	4	3	3	4	4	3	3	3	3	2	3	2	3	3	47
7	ST-7	4	4	3	3	4	4	4	3	3	3	2	3	2	3	3	48
8	ST-8	4	4	3	3	4	4	4	3	3	3	2	3	2	3	3	48
9	ST-9	4	4	3	4	5	4	4	3	3	3	2	3	2	3	3	50
10	ST-10	5	5	3	4	5	4	3	3	3	3	2	3	2	3	3	51
11	ST-11	5	5	4	4	5	4	4	4	4	4	4	4	4	4	4	63
12	ST-12	4	4	3	3	4	4	3	3	3	3	2	3	2	3	3	47
13	ST-13	4	4	3	3	4	3	4	3	3	3	2	3	2	3	3	47
14	ST-14	4	4	3	3	5	5	3	3	3	3	2	3	2	3	3	48
15	ST-15	5	5	5	5	5	5	5	5	4	5	4	4	4	4	4	69
16	ST-16	4	4	3	3	4	3	5	3	3	3	2	3	2	3	3	48
17	ST-17	5	4	3	3	4	3	5	3	3	3	2	3	2	3	3	49
18	ST-18	5	5	3	4	4	3	5	3	3	3	2	3	2	3	3	51
19	ST-19	5	5	4	4	5	4	5	4	3	4	3	3	3	4	4	60
20	ST-20	5	5	3	4	4	4	5	3	4	3	2	3	2	3	3	53
21	ST-21	4	4	3	3	3	3	3	3	3	2	2	2	1	3	3	42
22	ST-22	5	5	3	3	5	4	5	3	3	3	3	2	2	4	4	57
23	ST-23	5	5	3	3	4	4	3	3	3	2	2	2	2	3	3	47
24	ST-24	5	5	3	3	5	5	5	3	3	2	2	3	2	3	3	52
25	ST-25	5	5	3	3	5	4	5	3	3	3	2	3	2	3	3	52
26	ST-26	5	5	3	3	5	4	5	3	3	5	2	4	2	3	3	55
27	ST-27	5	5	4	4	5	4	5	3	3	4	3	3	3	3	4	58
28	ST-28	5	5	3	3	5	4	5	3	3	3	3	3	3	3	4	55
29	ST-29	5	5	3	3	5	4	5	3	3	3	2	3	2	3	3	52
30	ST-30	5	5	4	4	5	5	5	4	3	5	4	4	3	4	4	64
Total score		136	135	96	100	133	120	126	95	92	95	71	90	67	95	96	1549
Average		4,5	4,5	3,2	3,3	4,4	4,4	4,2	3,2	3,0	3,1	2,3	2,9	2,2	3,1	3,2	51,60
Maxim		5	5	4	4	5	5	4	4	3	4	4	4	3	4	4	

um																	
Minimum		4	4	3	3	3	3	3	3	3	2	2	3	1	3	3	

Criterion of students' self-confidence

0 - 15 = poor

16 - 30 = fair

31 - 45 = good enough

46 - 60 = good

61 - 75 = very good

Semarang, February 7, 2014

Observer,

Mat Ibnu, S.Pd., M.Pd.

**Appendix 20: STUDENTS' SPEAKING ABILITY SCORES IN CYCLE 3
CLASS XI-IS.1 SMAN 2 SEMARANG
THE ACADEMIC YEAR 2013/2014**

NO	STUDENTS' CODE	SCORES					Total score
		1	2	3	4	5	
1	ST-1	3	30	16	6	23	78
2	ST-2	2	30	16	8	23	79
3	ST-3	3	30	16	10	23	82
4	ST-4	2	30	16	8	23	79
5	ST-5	3	30	20	8	23	84
6	ST-6	3	30	20	10	23	86
7	ST-7	3	30	16	10	23	82
8	ST-8	3	30	16	8	23	80
9	ST-9	3	30	16	10	23	82
10	ST-10	3	30	16	10	23	82
11	ST-11	3	30	20	12	23	88
12	ST-12	3	30	16	6	23	78
13	ST-13	3	30	16	10	23	82
14	ST-14	3	30	16	8	23	80
15	ST-15	4	36	20	12	23	95
16	ST-16	3	30	16	10	23	82
17	ST-17	3	30	16	6	23	78
18	ST-18	3	30	20	8	23	84
19	ST-19	3	30	24	12	23	92
20	ST-20	3	30	16	8	23	80
21	ST-21	3	30	16	6	23	78
22	ST-22	3	30	20	12	23	88
23	ST-23	3	30	16	6	23	78
24	ST-24	3	30	16	6	23	78

25	ST-25	2	30	20	10	23	85
26	ST-26	3	30	16	10	23	82
27	ST-27	3	30	16	10	23	82
28	ST-28	3	30	16	10	23	82
29	ST-29	3	30	16	6	23	78
30	ST-30	3	30	20	12	23	88

Semarang, February 7,
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Observer/Rater 1

Drs. Alim Sukrisno, M.A.

**Appendix 21: STUDENTS' SPEAKING ABILITY SCORES IN CYCLE 3
CLASS XI-IS.1 SMAN 2 SEMARANG
THE ACADEMIC YEAR 2013/2014**

NO	STUDENTS' CODE	SCORES					Total score
		1	2	3	4	5	
1	ST-1	3	30	16	8	23	80
2	ST-2	2	30	16	8	23	79
3	ST-3	3	30	20	8	23	84
4	ST-4	2	30	16	8	23	79
5	ST-5	3	30	16	10	23	82
6	ST-6	3	30	20	8	23	84
7	ST-7	2	30	20	10	23	85
8	ST-8	3	30	16	6	23	78
9	ST-9	3	30	16	10	23	82
10	ST-10	3	30	20	8	23	84
11	ST-11	3	30	24	12	23	92
12	ST-12	3	30	16	8	23	80
13	ST-13	3	30	16	10	23	82
14	ST-14	3	30	16	6	23	78
15	ST-15	3	36	24	12	23	98
16	ST-16	3	30	16	10	23	82
17	ST-17	3	30	16	8	23	80
18	ST-18	3	30	20	10	23	86
19	ST-19	3	30	24	10	23	90
20	ST-20	3	30	16	6	23	78
21	ST-21	3	30	16	10	23	82
22	ST-22	3	30	20	10	23	86

23	ST-23	3	30	16	8	23	80
24	ST-24	3	30	16	8	23	80
25	ST-25	3	30	16	10	23	82
26	ST-26	3	30	16	10	23	82
27	ST-27	3	30	20	8	23	84
28	ST-28	2	24	20	8	23	84
29	ST-29	3	30	16	10	23	82
30	ST-30	3	30	20	12	23	88

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Observer/Rater 2,

Mat Ibnu, S.Pd., M.Pd.

**Appendix 22: STUDENTS' SPEAKING ABILITY SCORES IN CYCLE 3
GRADE XI-IS.1 SMAN 2 SEMARANG
THE ACADEMIC YEAR 2013/2014**

NO	STUDENTS' CODE	S C O R E S					Total score
		1	2	3	4	5	
1	ST-1	3	30	16	10	23	82
2	ST-2	3	30	16	10	23	82
3	ST-3	3	30	20	10	23	86
4	ST-4	3	30	16	10	23	82
5	ST-5	3	30	20	10	23	86
6	ST-6	3	30	16	10	23	82
7	ST-7	3	30	16	10	23	82
8	ST-8	3	30	16	10	23	82
9	ST-9	2	30	20	10	23	85
10	ST-10	3	30	20	10	23	86
11	ST-11	3	30	24	10	23	90
12	ST-12	3	30	16	10	23	82
13	ST-13	2	30	20	10	23	85
14	ST-14	3	30	16	10	23	82
15	ST-15	4	36	20	12	23	95
16	ST-16	2	30	20	10	23	85
17	ST-17	3	30	16	10	23	82
18	ST-18	3	30	16	10	23	82

19	ST-19	3	30	20	12	23	88
20	ST-20	3	30	16	10	23	82
21	ST-21	3	30	16	8	23	80
22	ST-22	3	30	24	10	23	90
23	ST-23	3	30	16	10	23	82
24	ST-24	3	30	16	10	23	82
25	ST-25	3	30	16	10	23	82
26	ST-26	2	30	20	10	23	85
27	ST-27	3	30	20	10	23	86
28	ST-28	3	30	20	10	23	86
29	ST-29	3	30	16	8	23	80
30	ST-30	3	36	20	12	23	94

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Observer/Rater 3,

Nesti Noor Hayati, S.Pd.

Appendix 23: AVERAGE SCORE OF STUDENTS' SPEAKING ABILITY IN CYCLE 3
CLASS XI -IS.1 SMAN 2 SEMARANG
RECORDED BY 3 DIFFERENT RATERS/OBSEERVERS

NO	STUDENTS' CODE	Rater 1	Rater 2	Rater 3	Average score
1	ST-1	78	80	82	80
2	ST-2	79	79	82	80
3	ST-3	82	84	86	84
4	ST-4	79	79	82	80
5	ST-5	84	82	86	84
6	ST-6	86	84	82	84
7	ST-7	82	85	82	83
8	ST-8	80	78	82	80
9	ST-9	82	82	85	83
10	ST-10	82	84	86	84
11	ST-11	88	92	90	90
12	ST-12	78	80	82	80
13	ST-13	82	82	85	83
14	ST-14	80	78	82	80
15	ST-15	95	98	95	96
16	ST-16	82	82	85	83
17	ST-17	78	80	82	80

18	ST-18	84	86	82	84
19	ST-19	92	90	88	90
20	ST-20	80	78	82	80
21	ST-21	78	82	80	80
22	ST-22	88	86	90	88
23	ST-23	78	80	82	80
24	ST-24	78	80	82	80
25	ST-25	85	82	82	83
26	ST-26	82	82	85	83
27	ST-27	82	84	86	84
28	ST-28	82	84	86	84
29	ST-29	78	82	80	80
30	ST-30	88	88	94	90
Average Score					2500
Maximum score					96
Minimum score					80

