IMPROVING STUDENTS’ PARTICIPATION IN SPEAKING IN CLASS XC OF SMA PANGUDI LUHUR SANTO YOSEF SURAKARTA THROUGH PAIKEM

A SARJANA PENDIDIKAN THESIS

Presented as Partial fulfillment of the Requirements to Obtain Sarjana Pendidikan Degree in English Language Education

By
Yosephine Novita Suyoto
Student Number: 071214072

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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Approved by

Advisor

Christiňa Kristiyani S.Pd., M.Pd.

January 4th, 2012
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Student Number: 07 1214 072

Defended before the Board of Examiners
on January, 9th 2012
and Declared Acceptable

Board of Examiners

Chairperson : C. Tutyandari, S.Pd., M.Pd.
Secretary : Made Frida Yulia, S.Pd., M.Pd.
Member : Christina Kristiyani, S.Pd., M.Pd.
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Member : Made Frida Yulia, S.Pd., M.Pd.

Yogyakarta, January, 9th, 2012

Faculty of Teachers Training and Education
Sanata Dharma University

Dean,

Drs. R. Rohandi, M.Ed., Ph.D.
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, January, 9th 2012

The Writer

Yosephine Novita Suyoto

071214072
“Kemenangan yang seindah - indahnya dan sesukar - sukarnya yang boleh direbut oleh manusia ialah menundukkan diri sendiri.”

(Ibu Kartini)

I dedicate this thesis to:

Myself,
My parents,
And those who become family, advisor, and close friends in joy and sorrow.
ABSTRACT


Being competent in speaking English is very beneficial in this era, because it can help the students in getting high quality education. Learning speaking English needed process. In order to be able to master speaking English, students need practice. Therefore, the English teacher needs to implement the appropriate learning methods which give students opportunities to practice English in class.

Based on the researcher’s observation and interview with the English teacher in the preliminary study, a problem that occurred in the process of learning English in class XC was that they were still afraid to speak English, so their participation in lessons was very poor. They rarely got involved in speaking English language. They were not encouraged and motivated by the teacher to speak English in class. The researcher implemented PAIKEM in conducting action research. PAIKEM stands for Active, Innovative, Creative, Effective, and Joyful Learning. PAIKEM is an approach of learning which is used by implementing with some methods and media in order to create a process of learning which is active, innovative, creative, effective and joyful. It would answer the question: How can PAIKEM improve the participation of students in class XC of SMA PL St. Yosef Surakarta in speaking English during the learning process?

This study was a classroom action research. The process of implementing PAIKEM was conducted on May 3rd and 13th, 2011. The researcher collected the data through observation sheets, field notes, questionnaires, and interview guidelines. In practice, the researcher used the learning activities like group discussions, class discussions, games, and self study. The researcher also used a variety of media that could improve students’ motivation in learning English, such as using pictures and videos.

Based on the data obtained from students’ opinion, observation sheets, and interviews with teachers, this approach is suitable and appropriate in improving students' participation in speaking. Students became active in speaking English in the process of learning English.
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ABSTRAK


Berdasarkan data yang didapat dari opini siswa, lembar observasi, dan interview dengan guru, pendekatan ini cocok dan sesuai dalam meningkatkan partisipasi siswa dalam berbicara. Siswa menjadi aktif berbicara Bahasa Inggris dalam proses pembelajaran Bahasa Inggris.
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PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:

Nama : Yosephine Novita Suyoto
Nomor Mahasiswa : 071214072

Demi pengembangan ilmu pengetahuan, saya memberikan kepada Perpustakaan Universitas Sanata Dharma karya ilmiah saya yang berjudul:

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Demikian pernyataan ini saya buat dengan sebenarnya.
Dibuat di Yogyakarta
Pada tanggal: 9 Januari 2012

Yosephine Novita Suyoto
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Yosephine Novita Suyoto
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CHAPTER I

INTRODUCTION

In this chapter, the researcher will discuss the introduction of the study. The discussion will be divided into seven main parts. They are Background, Problem Formulation, Problem Limitation, Research Objectives, Research Benefits, and Definition of Terms.

A. Background

Speaking is an important skill. All students are expected to be able to speak English. An English teacher is also expected to be able to teach speaking skill. The goal of teaching speaking skills is communicative efficiency (National Capital Language Resource Center [NCLRC], 2004). They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary. They should also observe the social and cultural rules that apply in each communication situation to help students develop communicative efficiency in speaking, instructors can use appropriate activities approach that combines language input, structured output, and communicative output.

Speaking is useful for the students. David and Roger Johnson mentioned there are several problems in teaching speaking. The problems are student attention decreases with each passing minute, it appeals only to auditory learners, it tends to promote the lower level learning of factual information, it assumes that all students need the same information and at the same place, students tend not to like it (as cited in Bel Silberman, 1996, p. 2).
Skold (2008) stated in her journal about speaking well.

Speaking well is of great importance to pupils when communicating with others in a second language, not only in teaching and learning environments, but also outside the classroom. She also said that it is important that communication helps people participate in the social world around them today. It is also central to learn how to develop the established contact with another speaker. One significant factor is the listener’s willingness to understand the information that is being exchanged (p. 1).

Davies (2000), said that in his book speaking comes naturally to human, but it is not as simple as it seems (p. 82). She also said that, for a start, many people do not like speaking in front of large groups of people because they may worry about producing utterances with many errors or oddities in them; recognizable pronunciation is necessary for speech to be intelligible; like listening, speaking takes place in ‘real time’, and speakers do not usually have time to construct their utterances carefully (p. 82).

Based on my observation in the preliminary study which was conducted on Tuesday, April 5th, 2011 and Friday, April 8th, 2011, I observed the teacher and students’ activities. The observation conducted in class XC of SMA Pangudi Luhur Santo Yosef Surakarta. From observing the teacher’s activities in class, the researcher was able to conclude some important things related to teacher’s learning method. The conclusion was that the teacher did not use some media to attract students’ participation. The teacher also did not use an interesting method to teach the students. She only explained the materials and asked the students to do the exercises. The method that was used by the teacher was not attractive enough to encourage students’ participation in speaking English in class. The
teacher just explained the material and asked the students to do the assignments. The method made the students feel boredom and not interested to study English.

Besides, based on the second observation conducted to observe students’ activities during the learning process, the researcher found the important things such as students did not pay attention to the teacher. They did other things such as playing games, disturbing others, and even falling asleep. They also spoke too much during learning process. While the teacher was explaining, students did not get involved actively in the learning process. The students of class XC were still afraid of using English during the learning process. They were not confident with themselves that they were able to speak English. They were afraid of making some errors in speaking English. They were also afraid of using English during the learning process. Some students were still afraid to speak English, and they usually used their L1 to communicate in class during English learning. They were afraid of making an error in speaking English, like wrong pronunciation, vocabulary, and many others.

From the interview conducted to the teacher in the preliminary, the researcher found teacher’s opinion about the learning process in English class. According to the teacher, the problem in class was that the students did not pay attention. They judged that English is difficult, so they were not interested in learning English.

The researcher believes that the problem can have an influence on their future, because nowadays, people are forced to be able to speak in foreign language including English. Facing globalization era, speaking English becomes
one of the languages in the world which is very important, so the researcher tries to solve the problem.

From all the problems PAI Kem can become a very useful approach in teaching speaking. PAI Kem consists of active, innovative, creative, effective, and joyful learning. This approach can improve students’ participation in speaking English in class. It means that the approach can also make the students active in class. According to Syah and Kariadinata (2009), there are some reasons why this approach is very useful and needs to be applied. PAI Kem is aimed to make the students become more active and develop students’ creativity, so that the learning becomes more effective and joyful. This approach can make the students attracted to follow the lesson and can also comprehend the knowledge and skill that is taught by the teacher easily. This approach can also make the students do various activities to develop their attitude, comprehension, and skill (p. 1).

The researcher expects that PAI Kem can improve students’ participation in speaking by participating actively in learning process.

B. Problem Formulation

The problem which is going to be answered in the paper is “How can PAI Kem improve students’ participation in speaking of class XC of SMA PL St. Yosef Surakarta during learning process class?”
C. Problem Limitation

This research is limited to the discussion on analyzing students’ problems in speaking English in class and how to solve it. This research focuses on how to improve the tenth grades students’ participation in speaking English in public using PAIKEM. The researcher will find the solution to those problems and give some suggestions to improve how to teach speaking and how to improve students’ participation in speaking English in class.

D. Research Objectives

By conducting the research, researcher will be able to identify how PAIKEM can improve students’ participation in speaking of class XC of SMA Pangudi Luhur Santo Yosef Surakarta during the learning process in class.

E. Research Benefits

The result of this research is expected to give some benefits for the following people:

1. The students of XC SMA Pangudi Luhur Santo Yosef Surakarta

The research is also beneficial for the students, especially the students of class XC of SMA St. Yosef Surakarta. The researcher hopes that this research will be useful for the students to help them in speaking English actively, fluently, and confidently.
2. English Teachers of Class XC SMA Pangudi Luhur Santo Yosef Surakarta

For English teachers at SMA Pangudi Luhur Santo Yosef Surakarta in general, it is hoped that the result of this research can give them a broader view of improving students’ participation by using active, innovative, creative, effective, and joyful learning. The teacher will get the idea of teaching English in interesting ways. The teacher will get the students to participate more actively in English learning process, so that the students will practice their English well.

3. Further Researchers

This research will give information to further researchers who are interested in doing a similar research. The research report is useful to be used as reference for those who want to conduct classroom action research in their own classes.

F. Definition of Terms

This part defines the terms used in this study. The purpose is to avoid misunderstanding and misinterpretation in perceiving the important terms in this study.

In this study, the researcher used PAI Kem to solve the problem. In this part, the researcher will explain PAI Kem itself and the part of PAI Kem, such as: active learning, innovative learning, creative learning, effective learning, and joyful learning to improve students' activeness in speaking. In this part, the
researcher also explains about the meaning of participation, speaking, improve in
this study.

1. **PAI Kem**

    *PAI Kem* stands for Active, Innovative, Creative, Effective, and Joyful
Learning. According Syah and Kariadinata (2009), *PAI Kem* is an approach of
learning which is used by implementing with some methods and media in order to
create a process of learning which is active, innovative, creative, effective and
joyful. In this study, the researcher will conducted *PAI Kem* by using interesting
method and media to attract students’ motivation in learning English.

2. **Active Learning**

According to Bonwell, active learning means that the learning which
has some characteristics like, students are involved in more than passive listening,
students are engaged in activities (e.g., reading, discussing, writing), there is less
emphasis placed on information transmission and greater emphasis placed on
developing student skills, there is greater emphasis placed on the exploration of
attitudes and values, student motivation is increased (especially for adult learners),
students can receive immediate feedback from their instructor, and students are
involved in higher order thinking (analysis, synthesis, evaluation).

Those points are employed by the researcher in this research to identify
students’ participation in English class.

3. **Innovative Learning**

    According to Syah and Kariadinata (2009), innovative is “something
newly introduced such as method or device” (as cited from McLeod, 1989,
p. 520). Something new or innovative means that the method or anything else is different or has not been used before by other teacher although that it is not a new thing for them. In this study innovative means that the teacher can create an interesting method that can improve students’ participation in speaking.

In this study, innovative learning is done by using a new method such as using video and picture as media of learning.

4. Creative Learning

According to Syah and Kariadinata (2009), being creative means using something new or different with others. Using some media like picture, video, and many others can make the students enjoy the learning and they can follow the learning more easily. In this study, creative learning means that the researcher can create interesting ways to improve students’ participation is speaking.

5. Effective Learning

According to Syah and Kariadinata (2009), effective learning means learning that can achieve the aim of learning or can achieve the standard competency which is applied. In this research, effective learning means that the teacher can create a learning that is understandable and enable the students to participate speaking actively.

6. Joyful Learning

According to Syah and Kariadinata (2009), joyful learning does not mean always sing, clap, use joke. Joyful learning is a learning that can be enjoyed by the students. Students can feel pleasant, safe, and passionate. Joyful learning contains inner motivation that is curiosity encouragement which can make students try to
solve their curiosity by themselves. In this research, joyful learning is applied by attracting students’ attention to participate speaking actively, such as using picture and video.

7. Speaking

Speaking in this study means that the students were brave to speak English in class without being afraid of making some errors in pronunciation, grammar, vocabulary.

8. Participation

Participation in this study means that the students get involved actively in learning process, do the teacher’s instruction, so the assignments, answer the teacher’s question.

9. Improve

In this study, the teacher would improve students’ participation in speaking English in class. Improve in this study means that enable the students to be brave and confidence in speaking English in class, so that they can participate actively in learning process.
CHAPTER II

THEORETICAL REVIEW

In this chapter, the researcher will discuss the theories used to conduct the study. The discussion will be divided into two main parts, there are theoretical description and theoretical framework.

A. Theoretical Description

Theoretical description is aimed at giving foundation from related literatures and written sources to conduct this study.

1. Active Learning

Students study actively when they involve in it mentally and physically (Hollingsworth and Lewis, 2008, p. viii). The teacher should be able to make the students active in class, so that the learning can be interesting and the students can involve in learning mentally and physically. Active learning is anything that students do in a classroom other than merely passively listening to an instructor's lecture. This includes everything from listening practices which help the students to absorb what they hear, to short writing exercises in which students react to lecture material, to complex group exercises in which students apply course material to "real life" situations and/or to new problems. (Paulson & Faust. (n.d.).

Silberman (1996) stated that Active learning is not just fun, although learning can be fun and still be worthwhile (p. 7). Active learning includes many suggestions to help students reflect on what they have experienced (p. 7).
According to Silberman (1996), in applying active learning the students use their brain to give and argue their idea, solve the problems, and apply what they have learned, so that the students should listen, see, answer the questions, and discuss with others.

Teacher needs some strategies to make the students active in class. According to Siberman (1996), there are some strategies in active learning (p. 32). These strategies are as follows:

**a. How to Get Students Active from the Start**

As the teacher begins any class, it is crucial to get students active from the start. Structure opening activities that get students to become acquainted, move about, engage their minds, and hook their interest in the subject matter. In the earliest moment of active learning, there are three important goals to accomplish. These goals are as follows:

1) **Team Building Strategies**

It helps students to get acquainted and any reacquainted or to build team spirit with a group who already know one another.

2) **Trading Places**

This strategy allows students to get acquainted, exchange opinions and consider new ideas, values, or solutions to problems. It’s a great way to promote self-disclosure or an active exchange of viewpoints. The procedures are as follows:

1. Give students one or more Post-it notes.

2. Ask them to write on their note(s) one of the following:
• A value they hold
• An experience they have had recently
• A creative idea or solution to a problem you have posed
• A question they have about the subject matter of the class
• An opinion they hold about a topic of your choosing
• A fact about themselves or the subject matter of the class

3. Ask students to stick the note(s) on their clothing and circulate around the room reading each other’s notes.

4. Next, have students mingle once again and negotiate a trade of Post-it notes with one another. The trade should be based on a desire to possess a particular value, experience, idea, question, opinion, or fact for a short period of time.

5. Reconvene the class and ask students to share what trades they made and why.

b.) Who’s in the Class?

This popular icebreaker is a scavenger hunt for classmates rather than for objects. The hunt can be designed in a number of ways and for a class of any size. It fosters team building and gets physical movement going right at the beginning of a class (p. 36).

c.) Group resume

Resume typically describe an individual’s accomplishments. A group resume is a fun way to help students become acquainted or do some teams building of a group whose members already know one another (p.38).
2.) **Immediate Learning Involvement Strategies**

   It is the way to get students active from the start. They are designed to plunge students immediately into the subject matter in order to build their interest, arouse their curiosity, and stimulate thinking (p. 56).

b. **How to Help Students Acquire Knowledge, Skills, and Attitudes Actively**

   Active learning of information, skills, and attitudes occurs through a process inquiry. Students are in a searching mode rather than a reactive one (p. 67).

   This section is divided into several parts:

1.) **Full-Class Learning**

   This part deals with ways to make teacher-led instruction more interactive.

2.) **Stimulating Discussion**

   This part explores ways to intensify dialogue and debate of key issues in your subject matter.

3.) **Prompting Questions**

   This part examines ways to help students become willing to ask questions.

4.) **Collaborative learning**

   This part presents ways to design learning tasks done in small groups of students.

5.) **Peer Teaching**

   This part discusses ways to enable students to teach each other.
6.) **Independent Learning**

This part relates to learning activities performed by students individually and privately.

7.) **Affective Learning**

This part pertains to students to examining their feelings, value, and attitudes.

8.) **Skill Development**

This part deals with learning and practicing skills - both technical and nontechnical.

**c. How to Make Learning Unforgettable**

There are many positive actions that can take place to bring the class to a meaningful and, perhaps, even unforgettable close (p. 156). In this section it is considered in four categories.

1) **Reviewing strategies**

This part deals with ways to help students recall what they have learned and test their current knowledge and ability.

2) **Self-Assessment**

This part deals with ways to help students assess what they now know, what they now can do, and what attitudes they now hold.

3) **Future Planning**

This part deals with ways to help students consider what they will do to use what they have learned.
4) Final Sentiments

This part deals with ways to help students reminisce about their experiences together and express appreciations.

According to Drs. T. Taslimuharom, MP (2008), active learning perceives commitment, responsibility, and motivation.

a. Commitment

It means that the material, method, and strategy of learning should give advantages for the students (meaningful), related to students’ needs (relevant), and personal.

b. Responsibility

Responsibility is one of the learning processes that gives authority to the students to be critical. The teacher should be listening more than speaking and appreciate students’ idea, giving a choice and opportunity to the students to decide by themselves.

c. Motivation

There are 2 motivations, intrinsic motivation and extrinsic motivation. In active learning students’ intrinsic motivation should be developed. It is aimed in order to increase students’ interest appear by themselves. Active learning should be supported by creative learning. Creative learning is the ability to create, imagine, do some innovations, and also do some another arthritis things.
2. Students’ Participation

A teacher also has to understand how to encourage students’ participation during learning process. According to Barbara (1993), students’ enthusiasm, involvement, and willingness to participate affect the quality of class discussion as an opportunity for learning. There are some general strategies to encourage students’ participation.

a. General Strategy

Davis stated some general strategies to encourage students’ participation namely:

1.) Encourage students to learn each other’s names and interests

Students are more likely to participate in class if they feel they are among friends rather than strangers; so at the beginning of the term, ask students to introduce themselves and describe their primary interests or background in the subject (as cited in Tiberius, 1990). These introductions may also give the teacher some clues about framing discussion questions that address students’ interests.

2.) Get to know as many of your students as class size permits

In classes of thirty or less, learn all the students’ names. ("The First Day of Class" lists several ways to do this.) Class participation often improves after students have had an opportunity to talk informally with their instructor.

3.) Arrange seating to promote discussion

If the room has movable chairs, ask students to sit in a semicircle so that they can see one another. Research reported by Beard and Hartley (1984) shows that people tend to talk to the person sitting opposite them, that people sitting next
to each other tend not to talk to one another, that the most centrally placed member of a group tends to emerge as leader, and that leaders tend to sit in the least crowded parts of a room.

4.) **Allow the class time to warm up before you launch into the discussion**

Consider arriving two to three minutes early to talk informally with students. Or open class with a few minutes of conversation about relevant current events, campus activities, or administrative matters (as cited in Billson, 1986; Welty, 1989).

5.) **Limit your own comments**

Some teachers talk too much and turn a discussion into a lecture or a series of instructor-student dialogues. Avoid the temptation to respond to every student's contribution. Instead, allow students to develop their ideas and respond to one another.

**b. Tactics to increase students’ participation**

Barbara Gross Davis stated some tactics to increase students’ participation. These tactics are as follows:

1.) **Make certain each student has an opportunity to talk in class during the first two or three weeks**

The longer a student goes without speaking in class, the more difficult it will be for him or her to contribute. Devise small group or pair work early in the term, so that all students can participate and hear their own voices in nonthreatening circumstances.
2.) *Ask students to identify characteristics of an effective discussion.*

Ask students individually or in small groups to recall discussions and seminars in which they have participated and to list the characteristics of those that were worthwhile. Then ask students to list the characteristics of poor discussions. Write the items on the board, tallying those items mentioned by more than one student or group. With the entire class, explore ways in which class members can maximize those aspects that make for a good discussion and minimize those aspects that make for a poor discussion.

3.) *Periodically divide students into small groups.*

Students find it easier to speak to groups of three or four than to an entire class. Dividing the students into small groups can be useful by asking them to discuss a question or issue for five or ten minutes, and then return to a plenary format. Once students have spoken in small groups, they may be less reluctant to speak to the class as a whole.

4.) *Assign roles to students.*

It is better by asking two or three students to lead a discussion session sometime during the term. Meet with the student discussion leaders beforehand to go over their questions and proposed format. Have the leaders distribute three to six discussion questions to the class a week before the discussion. During class the leaders assume responsibility for generating and facilitating the discussion. For discussions you lead, assign one or two students per session to be observers responsible for
commenting on the discussion. Other student roles include periodic summarizer (to summarize the main substantive points two or three times during the session), recorder (to serve as the group's memory), timekeeper (to keep the class on schedule), and designated first speaker (as cited in Hyman, 1980).

c. Tactics to keep students talking

Talk to students during office hours, in hallways, and around campus. If they make a good comment, check with them first to see whether they are willing to raise the idea in class, then say: "Jana, you were saying something about that in the hall yesterday. Would you repeat it for the rest of the class?" The tactics to keep students talking are as follows:

1.) Use nonverbal cues to encourage participation

For example, smile expectantly and nod as students talk. Maintain eye contact with students. Look relaxed and interested.

2.) Draw all students into the discussion

A Teacher can involve more students by asking whether they agree with what has just been said or whether someone can provide another example to support or contradict a point: "How do the rest of you feel about that?". The student will speak up and outward, drawing everyone into the conversation. The comment will be "on the floor," open for students to respond to.
3.) Give quiet students special encouragement

Quiet students are not necessarily uninvolved, so avoid excessive efforts to draw them out. Some quiet students, though, are just waiting for a nonthreatening opportunity to speak. To help these students, consider the following strategies:

a.) Arrange small group (two to four students) discussions.
b.) Pose casual questions that don't call for a detailed correct response:

c.) "What are some reasons why people may not vote?" or "What do you remember most from the reading?" or "Which of the articles did you find most difficult?" (as cited in McKeechie, 1986).
d.) Assign a small specific task to a quiet student: "Carrie, would you find out for next class session what Chile's GNP was last year?"
e.) Reward infrequent contributors with a smile.
f.) Bolster students' self-confidence by writing their comments on the board (as cited in Welty, 1989).
g.) Stand or sit next to someone who has not contributed; your proximity may draw a hesitant student into the discussion.

4.) Discourage students who monopolize the discussion

In classes with more than forty students, two or three students accounted for 51 percent of the exchanges. Here are some ways to handle dominating students:

- Break the class into small groups or assign tasks to pairs of students.
- Ask everyone to jot down a response to your question and then choose someone to speak.
If only the dominant students raise their hand, restate your desire for greater student participation: "I'd like to hear from others in the class."

Avoid making eye contact with the talkative.

If one student has been dominating the discussion, ask other students whether they agree or disagree with that student.

Explain that the discussion has become too one-sided and ask the monopolizer to help by remaining silent: "Larry, since we must move on, would you briefly summarize your remarks, and then we'll hear the reactions of other group members."

Assign a specific role to the dominant student that limits participation (for example, periodic summarizer).

Acknowledge the time constraints: "Jon, I notice that our time is running out. Let's set a thirty-second limit on everybody's comments from now on".

3. Active, innovative, creative, effective, and joyful Learning

a. The meaning of Active, innovative, creative, effective, and joyful Learning

According to Syah and Kariadinata (2009), Active, innovative, creative, and joyful learning is approach of teaching that used together with the specific method and some learning media which include structuring the environment in order to make the learning process become more Active, innovative, creative, effective, and joyful (p. 1).
b. The Principals of Active, Innovative, Creative, Effective, and Joyful Learning

Asmani (2011), stated that in conducting PAIKEM there are 4 components that can be identified (p. 123). These components are as follows:

1.) Experiencing

In experiencing, students study from doing something. Some examples of experiencing are observing, interviewing, using visual aids. The principal of “experiencing” is students are able to feel the theory and progressive idea (p.123).

2.) Interacting

By interacting, the learning can be alive and interesting. Interacting gives an opportunity to the students to express and articulate according to their ability (p. 124).

3.) Communicating

Communicating is the way to deliver what we have known. Interaction is not enough if it is not completed by good communication. The principal of communicating can be aimed to know how the students understand about the material (p. 124).

4.) Reflecting

Reflecting means thinking what we have done. From reflecting, we can know the effectiveness of the learning. Reflecting can be aimed to evaluate the strategy that has been done and the result (p. 125).
c. The characteristic of Active, innovative, creative, effective, and joyful Learning

1.) Student-Centered

According to Depdiknas (2005), student-centered means:

- teacher as a facilitator not a speaker
- the focus of learning is the the students not the teacher
- students study actively
- students control the process of learning and produce their own work, not imitate from the teacher

2.) Joyful Learning

According to Syah and Kariadinata (2009), joyful learning is a learning that is interesting and can be enjoyed by the students. Students feel happy and interested (p. 34).

3.) Competency-based learning

Competency-based learning (CBL) is a very powerful foundation for the construction of e-learning solutions. Competency-based learning models are exploited by e-learning because they enable organizations to deliver content or learning objects to individuals (Applied Skills & Knowledge [AS&K], (n.d)).

4.) Mastery learning

The goal of mastery learning approaches is to have all students learn instructional material at roughly equivalent, high levels.
5.) Continuous learning

WEM or Workplace Education Manitoba (2011) stated that continuous learning is the ability to participate in an ongoing process of acquiring skills and knowledge. We use this skill when we learn as part of regular work or from co-workers.

6.) Contextual Learning

According to Johnson (2002), in contextual learning theory the learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them in their frame of reference (their own inner world of memory, experience, and response) (as cited from Hull's, 1993).

d. The Important Things in Conducting Active, Innovative, Creative, Effective, and Joyful Learning (PAIKEM)

According to Asmani (2011), there are some important things that should be considered before conducting PAIKEM (p. 99). These important things are as follows:

1.) Understanding The Students’ Characteristics

Students have different characteristics like curiosity and imaginative. They are the important things for them to develop themselves to think critically and creatively. Learning process is an important thing to develop students’ characteristics above. A teacher needs to appreciate students’ works, give some challenging questions, and encourage the student to do some experiments.
2.) **Understanding The Students Individually**

In *PAIKEM* the difference of students’ need is considered, because the students do not always do the same activity. They do the different activity according to their ability in studying. By understanding students’ ability, we can help their difficulties in studying, so they can study optimally.

3.) **Developing the Students’ Ability to Think Critically, Creatively, and Ability to Solve the Problems.**

Basically, life is problem solving. It needs the ability to think critically and creatively; critical to analyze the problems and creative to produce the alternative problem solving, so the teacher’s role is developing them by giving exercises and asking questions. Giving question that is started with question “what happen if …” is better than “what, how much, when” (because it has one right answer only).

4.) **Giving a Good Feedback to Increase Learning Process**

The quality of the result of study will increase if there is an interaction in it. The feedback from the teacher is one of interaction between the teacher and students. The feedback is better to express the strengths than the weaknesses of students. It is aimed to make the students be more confident.

5.) **Differentiate Between Active Physically and Mentally**

Active physically is more desirable than active mentally. Students who are often asking and expressing their idea is the indication of active physically. The
teacher should make the students relax in learning something. Don’t make them to be afraid.

e. Teacher and Students’ Roles in PAIKEM

According to Asmani (2011), there are some teachers and students’ roles in applying PAIKEM. These roles are as follows:

1.) Active Learning

a.) Active Teacher

An active teacher should monitor students’ learning activities, give feedback, ask some challenging questions, ask students’ argument (p. 92).

b.) Active Student

An active student should build questions concept, ask questions, participate in learning process, solve the problems, argue their idea, and ask the argument (p. 92).

2.) Creative Learning

a.) Creative Teacher

A creative teacher enables to develop some interesting activities, create teaching media, make the best use of the environment, manage the class and learning sources, plan the process and result of learning (p. 93).

b.) Creative Student

A creative student is enabled to create something new, write or bat out (p. 93).
3.) **Effective Learning**

Teacher can achieve the learning purpose and students can achieve the competences that are expected (p. 93).

4.) **Innovative Learning**

According to Syah and Kariadinata (2009), the teacher and students have roles. These roles are as follows:

a.) **Teacher.**

Innovative teacher means that the teacher enables to create a new method, material, and source of learning (p.18).

b.) **Student**

Students are innovative if they are enabled to follow the innovative learning according to the rules, try to find the material by themselves from the other sources, use the modern technology that is useful in learning process (p.20).

5.) **Joyful Learning**

According to Asmani (2011), in joyful learning teacher and students have their own roles. These roles are as follows:

a.) **Students**

Students can be joyful and enjoy the learning because of the interesting and challenging activities that can increase students’ motivation; get some experiences directly; ability to think critically in problems solving; the activities that are not frightening (p. 93).
b.) Teacher

Teacher is joyful because they enable the students to be brave to try and ask questions (p. 93).

4. Speaking

a. Teaching Speaking

Davies, Paul (2000) said that there are some clear implications for teaching (p. 82). These implication are as follows:

1.) Try to create a relaxed atmosphere in classes so that most learners are not frightened of speaking in front of the rest of the class. and do as many speaking activities as possible in pairs and groups, so that the learners can speak English without the rest of the class listening.

2.) Expose the learners as much as possible to naturally pronounced speech, and also integrate some pronunciation work into the lessons. They will not learn to pronounce intelligibility, or to develop speaking skills in general, if they do not hear enough natural speech.

3.) Accustom the learners to combining listening and speaking in real time, in natural interaction. Perhaps the most important opportunity for this is in the general use of English in the classroom.
b. Talk as interaction

According to Richards (n.d), talk as interaction refers to “conversation” and describes interaction which serves primarily social function (p. 2). The focus is more on the speakers and how they wish to present themselves to each other than on the message. The main features of talk as interaction can be summarized as below:

- Has primarily social function
- Reflects role relationships
- Reflects speaker’s identity
- May be formal or casual
- Uses conversational conversations
- Reflects degrees of politeness
- Employs many generic words
- Uses conversational register
- Is jointly constructed

c. Teaching talk as interaction

According Richards’s experience (n.d), there are best taught thought providing examples embedded in naturalistic dialogs that can serve to model features such as opening and closing conversations, making small talk, recounting personal incidents and experiences, and reacting to what others say.
5. Curriculum of Speaking in Senior High School for X Graders

Students in Senior High School in tenth grades have to comprehend speaking skill. All senior high schools have curriculum that is the base to teach all skills. There are the competence standard and basic competences of speaking in Senior High School.

Competence Standard and Basic competences of speaking for the tenth grader Senior High school are the students are able to express the meaning of transactional conversation to interact with environment around them such as imitate simple transactional and use transactional conversation using spoken language fluently and acceptably, which involve spoken language: asking, giving, and rejecting service; asking, giving, and rejecting something; offering something, asking and giving agreement; giving a attention to the speaker.

The students also should be able to express the meaning of simple functional and monolog text: recount and narrative text to communicate with environment around them such as imitate short and simple functional text (invitation, short message, announcement) fluently, and acceptably using the meaning of simple monolog text: recount and narrative.
B. Theoretical Framework

To conduct this research, the researcher needs some theories. The researcher uses the theories about active, innovative, creative, effective, and joyful learning (PAIKEM) in her research in order to improve students’ participation in speaking in class. The researcher uses this approach because this approach itself consists of the activeness. Besides that, the researcher also needs some theories about the active learning in order to know the strategies to improve students’ activeness in learning speaking in class.

The researcher uses the theories about the techniques of active learning by Paulson & Faust. They are used to know that conducting active learning means that students do in a classroom other than merely passively listening to an instructor’s lecture. The students should be able to absorb what they hear, short writing exercises in which students react to learning material, complex group exercises in which students apply course material to “real life” situation and/or to new problems.

The researcher uses the theories of Siberman about the strategies in active learning. They were used to understand the strategies in improving students’ participation in class from the beginning until the end. The teacher needs to know who is in the class. She needs to understand the students well before teaching. The theories also help the teacher to make the learning unforgettable, so the teacher can make some theories that are interesting and can be understood easily. The researcher also used the theory from Taslimuharom (2008) about active
learning. It is to know that active learning consists of commitment, responsibility, and motivation, so the researcher can prepare the material, method, and strategy of learning that can give advantages to the students. She should be able to listen, speak, and also appreciate the students’ idea. She should also be able to motivate her students to participate well in learning process.

The theory about students’ participation from Barbara (1993) is important to encourage students’ participation in improving the speaking skill. There are also the tactics to increase students’ participation by dividing them in small groups and asking them to join in discussion. It will be more effective to increase their participation in speaking. The tactics to keep the students talking is very important. They help the teacher to keep the students talking. The teacher can use it to ask the students to talk and be more active.

The theory about active, innovative, creative, effective, and joyful learning by Syah and Kariadinata (2009) is also useful for the researcher. It helps the researcher to know about how to make the learning become joyful. There are the theories about the principles of PAIKEM by Asmani (2011). It is used to know that PAIKEM consists of four components. They are experiencing, interacting, communicating, and reflecting. It is very useful before conducting PAIKEM. The researcher can know how to conduct PAIKEM well. She has to use those components in conducting PAIKEM.

There are the theories about some teacher and students’ roles in applying PAIKEM by Syah and Kariadinata (2009). It helps the researcher make some
plans in conducting *PAIKEM*. It also helps the researcher to know about the indicators of active students; how to make the students more active, how to make the learning be more effective and give advantages to the students. There is also the theory about the important things in conducting *PAIKEM* by Syah and Kariadinata (2009), so the teacher can use them to conduct *PAIKEM in* increasing students’ participation in speaking. The teacher needs to understand the students’ characteristics first. The teacher needs to develop the students’ ability to think critically, creatively, and the ability to solve the problems. The teacher also needs to give feedback to the students. The feedback is good encouragement for them to learn speaking.

The theories about teaching speaking are also needed by the researcher to enrich her knowledge on teaching speaking well, so she knows what activities that can be used in teaching speaking. The researcher used the theory about teaching speaking by Davies (2000). It is about the implications for teaching speaking. They are very useful to improve students’ participation in speaking. The researcher should be able to create a relaxed atmosphere in class so that the learners are not frightened of speaking in class or in front of the rest of the class and do as many speaking activities as possible in pairs and groups.

The researcher needs to understand the theory about talk as interaction and teaching talk as interaction by Richard (n.d) because it is important for the researcher to interact with the students. It is very important for her to create a good interaction with the students. The researcher also needs to know the
curriculum of senior high school in the tenth grade in order to make the suitable materials for the students.
CHAPTER III

METHODODOLOGY

In this chapter, the researcher discusses the method that was used in this research. It is separated into six parts. There are the Method of the Research, Research participants, Research Instruments, Data Gathering Technique, Data Analysis Technique, and Research Procedure.

A. The Method of the Research

The researcher used classroom action research in order to improve students’ participation in speaking. The researcher used action research by applying active, innovative, creative, effective, and joyful learning to solve the problem. By using the method, the researcher wanted to improve students’ activeness in speaking, so the researcher needed to collect the data and analyze the results that was obtained.

The Classroom Action Research conducted by the researcher was adopted from Kemmis and Taggart’s research model. It consisted of four steps in each cycle. They were planning, action, observation, and reflection. Besides, there should be a preliminary study first in order to identify the problem which was going to be solved in English learning process. The concept of Classroom Action
Research based on Kemmis and McTaggart is presented in Figure 3.1.

![Diagram](image)

**Figure 3.1 Kemmis and McTaggart’s Action Research Model (1986)**

The preliminary study was done by conducting observation, interview, and distributing questionnaire of needs analysis. The researcher conducted observation twice in class XC, on Tuesday, April 5th, 2011 and on Friday, April 8th, 2011. The interview with the teacher was conducted on Friday, April 8th, 2011 at 11.00 a.m. in teacher’s office. Then the questionnaire was distributed to the students on Saturday, April 12, 2011.

There were two cycles in the research, and there was one meeting in each cycle. So, there were two meetings in the whole research. The researcher used the English class based on the school schedule. During the implementation of PAIKEM, the researcher acted as the teacher, while the English teacher acted as the observer who observed the learning process. It was carried out because the
English teacher was the person who understood and knew the students well. After implementing *PAIKEM*, the researcher conducted interview with the teacher and distributed questionnaire on Saturday, April 21st 2011 in order to check and confirm the teacher and the students’ opinion related to the implementation of *PAIKEM* in English class.

B. Research Participants

The participants of the research were the English teacher of class XC SMA Pangudi Luhur Santo Yosef Surakarta and all class XC students of SMA Pangudi Luhur Santo Yosef Surakarta. In this research, the teacher took part in giving information about the English learning process in class XC. She gave information related to the problems which happened in class XC during the learning process. She gave her opinion how to teach the class related to the problem. She was also the observer during the implementation of the active learning method because she was the person who knew students’ participation. The students of class XC were also the participants. They were students who were passive in speaking during learning process. There were 32 students in class XC. Since this was a Classroom Action Research, the researcher took the whole class as the participants.

C. Research Instruments and Data Gathering Technique

The instruments that were used by the researcher in this research were the questionnaire and observation sheet. The questionnaire was written in *Bahasa Indonesia* in order to make students understand the question more clearly. The
questionnaire was distributed to the students in the first and last meeting. Before conducting the research, the researcher distributed the questionnaire for needs analysis. It aimed to know students’ need in learning English. The other instrument that was used in this research was observation sheet. There were two observation sheets. The first observation sheet was used to observe the students’ activity in class and to observe whether the method was applied and suitable or not in improving students’ activeness in speaking English. The second observation sheet was used to observe teacher’s activity in class. It was used to measure whether the teacher had used the method well or not. There were many aspects that were observed based on active, innovative, creative, effective, and joyful learning. The observation sheet also helped the researcher to identify what was going on during the lesson both of the students and the researcher.

The researcher also conducted interview. Interview was conducted to the English teacher of class XC. The interview with the English teacher was conducted to find out the teacher’s opinion related to learning method implemented in English class, teacher’s suggestion related to the implementation of active learning method.

The data was gathered firstly by observing the situation in class. The researcher observed to find the problems in class. Then the researcher considered how to solve those problems. The researcher decided to use PAI Kem to solve the problems. The researcher carried out two cycles. Each cycle consisted of planning, action, observation, and reflection. In each meeting, the researcher provided an observation sheet for the English teacher of class XC, as the observer.
After conducting two cycles, the researcher distributed questionnaire to the students to know students’ opinion related to the implementation of learning method. After getting the data, the researcher analyzed the data and reported them.

D. Data Analysis Technique

Before teaching and conducting the research, the researcher conducted observation first to observe and find out the problems that occurred in class XC. The observation happened twice. From the result of the observation and conducting the interview with the English teacher, the researcher decided to use PAIKEM to solve the problem. After conducting the learning method, the researcher obtained the data from her teaching. The teaching consisted of two cycles. The researcher obtained the data from the observation sheet, students’ questionnaire, and interview. The indicators that were used in the observation sheet based on Bonwell (1991). The indicators were students are involved in more than passive listening, students pay attention to the teacher, students do teacher’s instruction, students show their enthusiasm, students try to speak English, students get involved in class discussion, students ask question(s), students answer the teacher’s question(s), students do the assignments.

1. Observation sheet

The data obtained from observation sheet were analyzed to find out learning process and students’ participation. The researcher analyzed each number to see whether each aspect existed or not. The improvement in cycle one was also shown from their improvement in the preliminary study. The improvement in
cycle two was shown from the improvement in cycle one. If the indicators existed more than 50% from all, it meant that the students participated actively in speaking. However, if there was an aspect which did not exist meant that the researcher should consider to improve students’ participation in speaking.

2. Questionnaire

The result of students’ answers was presented in a form of table in order to make it easier to read and understand. The researcher did not present all students’ answers, but researcher tried to generate the answers which had the same idea. The researcher analyzed the result of the questionnaire by analyzing each item. Students’ opinions could show the improvement of their participation in speaking if more than 50% of their opinion contained their interest with the learning. If there were negative opinions related to the learning, the opinion would still be reported. All opinions would be good feedbacks to the researcher to improve her study to reach the goal of the study. After that, the researcher concluded students’ opinion related to students’ participation due to the implementation of active learning method.

3. Interview

Interview was conducted to the English teacher of class XC. The interview used Bahasa Indonesia to give no boundaries for the teacher in answering the questions, so that the teacher could answer the questions freely. Interview with English teacher was conducted to find out teacher’s opinion related to active learning method implemented in class XC. The data were used to give some feedbacks to the researcher related to her teaching.
4. Field notes

The observer observed students’ participation and the implementation of PAIKEM. The result of the field notes would be useful to support the data resulted from the observation checklist. It helped the researcher to see what to improve in order to make the implementation better. The notes were written in Indonesian in order to enable the observer to make writing easier.

E. Research Procedure

In conducting the research, the researcher had a procedure to carry out. The procedure which consisted of some steps was explained as follows.

1. Conducting Preliminary Study

Preliminary study aimed to identify the problem that existed in English class of XC. In preliminary study the researcher conducted observation employing observation checklist, interview employing interview guide, and distributed questionnaire to the students.

2. Asking for Research Permission

There was a procedure in gaining research permission. Firstly, the researcher went to the secretariat to get the permission letter (signed by the head of the department), then the researcher should ask for permission from the school by submitting the permission letter.

3. Conducting Classroom Action Research

The researcher used some steps in this research. The steps used in this research are: Planning, acting, observing, and reflecting.
a. Conducting cycle one

1) Plan

There was one meeting in cycle one. The topic was Giving Compliment. The researcher made a lesson plan, teaching media needed such as pictures. The researcher also made the observation sheet that would be used to observe by the English teacher of SMA Pangudi Luhur Santo Yosef Surakarta.

a) Action

In this meeting students learned Giving Compliment. The researcher carried out this meeting on Tuesday, May 3rd, 2011, from 08.30 – 10.00 a.m.

b) Observation

During the implementation of active, innovative, creative, effective, and joyful learning, the researcher was teaching the students and the English teacher was observing the English learning process. The observer used observation sheet and field notes as the means to observe. The teacher observed students’ activeness in speaking during learning process. The teacher wrote down anything related to students’ activeness in speaking English in class. Therefore, the observation should be clear. The result of the observation would be the consideration of what needed to improve, and whether the researcher needed to conduct cycle two or not.

c) Reflection

The researcher carried out a reflection after implementing cycle one. The researcher collected all data from the observation. They were observation sheet and filed notes. After that, the researcher analyzed the data. It was useful to
check whether the method conducted by the researcher could successfully increase students’ activeness in speaking in class or not. Then it would be the consideration to continue to the next cycle.

b. Conducting cycle two

1) Plan

The researcher made a plan of implementing cycle two. The plan considered the result of the cycle one’s reflection. Therefore, it was expected to get better result in the implementation of active learning method in cycle two.

The researcher prepared lesson plan, media, material, and observation sheet.

2) Action

In this meeting students learned about Expressing Congratulations. The researcher carried out this meeting on Friday, May 13th, 2011. It lasted for 90 minutes, from 10.30 a.m. – 12.00 p.m.

3) Observation

During the meeting, both researcher and English teacher were observing everything related to students’ participation using observation sheet.

4) Reflection

The researcher collected the data from the result of the observation and used it to reflect the second cycle.

5) Distributing questionnaire

The researcher distributed questionnaire after conducting the two cycles. The questionnaire were distributing to the students. The questionnaire was to
obtain the data about students’ opinion and students’ participation during the implementation of PAI Kem in English class. The questionnaire was distributed on Saturday, May 21st, 2011 in SMA Pangudi Luhur Santo Yosef Surakarta, at 10.15 a.m.

6) Interview

The researcher conducted an interview with the English teacher of class XC. The interview was conducted on Saturday, May 21st, 2011 at 10.00 a.m. It was conducted in order to get data about teacher’s opinion of the learning method being implemented in English class, after the two cycles had been implemented. The teacher also gave his suggestion for the implementation of learning method.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter the researcher discusses the research findings and explains them. The researcher discusses them from cycle one and cycle two that consist of Plan, Action, Observation, and Reflection. There is also the result from questionnaire about students’ opinions and the result from interview with the English teacher about the application of PAIKEM.

A. Cycle one

This cycle consisted of four steps. They were plan, action, observation, and reflection. The researcher carried out this meeting on Tuesday, May 3rd, 2011, from 08.30 – 10.00 a.m.

1. Plan

Before implementing cycle one, the researcher made plans to conduct the cycle one. In this cycle, the researcher would teach how to give and respond compliments well. The model that would be used was video. The video was about how to give compliments well and how to respond to them. The students would practice speaking English by giving and responding their compliments related to the pictures. The students would do some exercises that were designed to make them understand about expressions in giving compliments. The media that were used were pictures.
2. Action

The implementation of PAIKEM was conducted on Tuesday, May 3rd, 2011. In the pre-activity, the teacher introduced herself first and explained the aim of the teaching. In whilst-activity, the students watched a video. The video was chosen as a model. The video that was chosen was the conversation about how to give and respond to compliments. It was used as a model to encourage students’ motivation to study English, so they could participate well. From the video, the students were asked some questions about some expressions that were used to give compliments and how to respond to them. From the questions, the students answered the questions by mentioning some expressions of giving compliments from the video. After that, the students were asked to read the dialogue one from the handout. They read the dialogue in pairs. The dialogue was aimed to make the students understand about the expressions of giving compliment. The students got some examples of expressions in giving compliment and how to respond to them. From the dialogue, the students were also asked to do exercise one. The questions of exercise one was related to the dialogue. It was used to make the students understand more about the expressions of giving compliments and how to use it.

The next activity was the students were asked to read the second dialogue. It was also about expressions of giving compliments and the response to them. The students were asked to read the expressions in the dialogue well. It was to make the students focus on the expressions in giving compliments. There was also a table that explained some expressions in giving compliments and how to respond to them. Activity two was made in order to make the students focus on
the form of expressions in giving compliments. Before the students were asked to do exercise two, they were asked to read some examples of dialogue that used the form in giving compliments. The exercise was used to make the students understand the use of “WHAT” and “HOW” in expressing compliments. “WHAT” is used to describe nouns and “HOW” is used to describe adjective and adverbs. Exercise two was designed to make the students understand about the form more deeply. The teacher wrote the form on the whiteboard to make the students focus on it.

After that, the students were asked to work in groups of four. Each group got an envelope which contained some pictures in it. The students were asked to express their compliment related to their friend’s picture. Each student received one picture and they should give compliment related to their friend’s picture and respond to them. The students were enthusiastic to express their compliment to their friends’ picture. The pictures given were chosen in such a way that they attract the students’ interest. The pictures of Blackberry, IPad, watch, modern jacket, sporty motorcycle, and luxurious car were effective to arise the students to express their compliments and respond to them. Some students were brave to express their compliments in front of the class.

In the post activity, the researcher made a review. She asked what the expressions in giving compliments, how to give and respond to them. This activity was aimed to summarize all the materials discussed from the beginning and evaluate the students by asking questions about expressions of giving compliment. The students answered them actively. It indicated that they understood how to
give and respond to compliment well. It was assumed that the students were able to practice it further outside not only in the class room.

3. Observation

The aspects used were the indicators of active students. It was taken from Bonwell (1991). He wrote some major characteristics associated with active learning strategies namely:

a. Students are involved in more than passive listening
b. Students are engaged in activities (e.g., reading, discussing, writing)
c. There is less emphasis placed on information transmission and greater emphasis placed on developing student skills
d. There is greater emphasis placed on the exploration of attitudes and values
e. Student motivation is increased (especially for adult learners)
f. Students can receive immediate feedback from their instructor
g. Students are involved in higher order thinking (analysis, synthesis, evaluation)

Based on the theory from Bonwell (1991), the researcher used some the characteristics to be the indicators to assess students’ participation in speaking class. The English teacher of SMA Pangudi Luhur Santo Yosef Surakarta herself observed the teacher’s teaching and students’ participation in class. She was in class to observe what was going on during the lesson. Notes were made in detail to see the progress of teaching learning process.
4. Reflection

In cycle one, students’ participation in speaking improved. It could be seen from the improvement in the preliminary study. The improvement was shown when all aspects were achieved. In the preliminary study, some students were passive listeners. In cycle one, the students were involved in learning process in more than passive listening. The students pay attention to the teacher, got involved actively in the learning process. The students were involved in learning process because the teacher provided some activities which enabled the students to get involved actively in the teaching-learning process. The activities were that the teacher asked the students to read the dialogue in pairs and practice it, the students were asked to give compliments to their friends’ picture. All of the aspects were shown in the observation sheet of cycle one. The observer observed that there are some improvements of the students’ participation than the preliminary study.

Some problems happened in the cycle one. They were that some students did not want to work with their other friends, so the girls always joined girls and boys with boys only. They did not want to join their other friends except their close friends around their chairs, not all the students participated in class discussion. The number of students who did not participate in discussion was not many. There were many students who were not afraid of asking questions.

The students also answered the questions from the teacher about some expressions of giving compliment actively. However, some students did not use English in asking questions. When the researcher asked the students to use English,
the students said that they could not speak English. They were afraid of making some mistakes.

The students did the assignment well. The problem happened when some students did not do the assignment seriously. Some of them just copied from their friend’s assignment. However, there were also many students who did the assignment well. They were willing to ask the questions when they were facing difficulties.

From the data above, it could be seen that students’ participation was improved by using PAIKEM. They were encouraged to try speaking English and they were active to answer and ask questions. They were active following English learning process. The important thing that were obtained from cycle one was the difficulties in making all students active in speaking. There was important thing that should be considered in order to improve students’ participation in speaking. The teacher needed to arrange students’ position in class. It would be better if all students could work well together with their friends.

The problems happened when teacher gave model. The model was too long and it made the learning more focused on listening skill whereas the teacher would improve students’ activeness in speaking. The other problem was not all students participated well in learning process. It may be caused by the teacher who had not understood students’ characteristics well. The teacher also spoke too fast in explaining something, so it sometimes made the students confused. The teacher therefore, needed to write down the instruction and some important things on the board in order to make the instruction clearer for the students.
B. Cycle two

In this cycle, there were also four steps. They were plan, action, observation, and reflection. It was done based on the reflection from cycle one.

1. Plan

From the reflections in cycle one, there were some methods of teaching that were changed to encourage students’ participation in speaking. In order to improve students’ participation in speaking, it was important to make an interesting method to teach them. The model that was chosen was not video anymore. It was in order to decrease listening skill. In this cycle, the model that would be used was the researcher would congratulate the students directly who got the best result in English test last week. Media that would be used was video. Video was chosen to encourage students’ participation in whilst-activity. The students should act related to the video, and their friends should give them congratulation related to the video also.

2. Action

This cycle was done on Friday, May 13th, 2011. The topic was about Expressing of Congratulations. In pre-activity, the students were given some models about how to give congratulation by giving congratulation to them who got the best result in English test last meeting. It was aimed to reduce listening activity like in cycle one.

In the whilst-activity, it was explained to the students about some expressions of giving congratulations and how to respond to them. It was aimed to make the students know about what congratulation is. It was important for them
before starting to study about **Expressing of Congratulation.** They were asked to read dialogue one and two. They were about some expressions of congratulations and how to respond to them. The students were also asked to read the dialogues in pairs. Some students were asked to read the dialogue aloud. There were some expressions of congratulations and how to respond to them. The dialogue was aimed to make the students understand some expressions that were used to congratulate someone and how to respond to them. In order to make them understand the expressions, a handout containing some expressions of congratulations and how to respond to them were written in the tables.

After reading the dialogues and understanding the expressions in giving and responding congratulation, the students were asked to work in groups of four. In order to control the students, the teacher decided to group the students randomly. In fact, it could minimize students’ opportunities to talk too much, especially with their close friends if they were in the same groups. They were asked to count from one to eight. After that, they were asked to determine who will be ‘A’, ‘B’, ‘C’, and ‘D’. There were some videos that would be played and they should act related to the video. The video would be played to ‘A’, ‘B’, ‘C’, and ‘D’. If the teacher said that the video was for ‘A’, so ‘A’ should act related to the video and the other friends should give ‘A’ congratulation related to the video, and ‘A’ should respond to it. The method was made to make the students enjoy the learning by acting related to the video. It also made them enthusiastic to congratulate their friends. The videos given were some interesting videos to attract students’ interest. The videos that were given were interesting that they
were absorbed in practicing, like the video of Prince William and Princes Kate Middelton’s wedding, the winner of L-Men, the winner of lottery prize, the birth of Sheila Marcia’s daughter, and many others. The students were so active giving congratulations to their friends and responding to them. Some of the students were brave to express them in front of class.

In the post activity, the students expressed some expressions of congratulations and how to respond to them. It was to evaluate all the lessons in that day. The students answered teacher’s questions actively and in the last, the teacher played the video again and asked the students to sing together, the teacher asked the students to sing a song of ‘Congratulation’. It was aimed to end all the meeting in that day. The students enjoyed the learning.

3. Observation

The aspects used were also taken from Bonwell (1991). In this cycle, the researcher and the teacher did the observation by writing field notes and filling the observation check-list.
4. Reflection

From doing the improvements in cycle two, students’ participation in speaking improved. From all the improvements that were done by the researcher, all aspects can be reached successfully. The observer observed that many improvements which happened in cycle two.

The improvements were the researcher did not use video as the media of learning again. It was to reduce listening activity. It also made the students understand the teacher’s explanation about the topic. The researcher did not speak too fast. It was made all the explanation and instruction clear.

The improvements which happened in cycle two could be shown in table 4.1.

<table>
<thead>
<tr>
<th>No</th>
<th>Cycle One</th>
<th>Improvements</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The model was too long and tend to listening skill</td>
<td>The model was not video again</td>
<td>The teacher gave congratulation directly to the students who got the best result in English test last week as the model of learning.</td>
</tr>
<tr>
<td>2</td>
<td>The teacher spoke too fast</td>
<td>The teacher spoke slowly and clearly</td>
<td>The teacher spoke slowly and clearly to make the students understood.</td>
</tr>
</tbody>
</table>
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

<table>
<thead>
<tr>
<th>No</th>
<th>Cycle One</th>
<th>Improvements</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Some students didn’t pay attention to the teacher</td>
<td>The teacher did not spoke too much.</td>
<td>The teacher asked the students to practice speaking in all activities.</td>
</tr>
<tr>
<td>5.</td>
<td>Some students didn’t did all the assignments</td>
<td>There was not written assignment.</td>
<td>The students practice speaking English orally.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The students did not want to work with their other friends</td>
<td>The teacher arrange the students’ seating</td>
<td>The students had to work in groups of four that were chosen randomly.</td>
</tr>
<tr>
<td>6.</td>
<td>Some students didn’t participate well in group discussion</td>
<td>The teacher made the activities which could make all students involved in learning process.</td>
<td>The teacher gave some interesting videos to attract students’ attention, so they could practice speaking English actively.</td>
</tr>
</tbody>
</table>

The students answered the teacher’s questions actively. They mentioned some expressions that were used to give congratulation well. The last was students did the assignment. The students answered the questions orally for there was no written assignment. They practiced by acting related to the video.

In conducting cycle two, the researcher used video as the media of learning. It was aimed to improve students’ participation in speaking. The students
showed their enthusiasm. They expressed their expressing of congratulation to their friends related to the video. In this activity, all students participated in speaking well. All students expressed their congratulation to their friends in group. They also worked in groups of four that were chosen randomly. It was aimed to control the students. The teacher decided to group the students randomly. In fact, it could minimize students’ opportunities to talk too much, especially with their close friends if they were in the same groups. It indicated that PAI Kem was conducted successfully in class XC of SMA Pangudi Luhur Santo Yosef Surakarta.

C. The Result of Questionnaire and Interview in Conducting Cycle One and Cycle Two

The result of conducting cycle one and cycle two was about students and teacher’s opinion related to the application of PAI Kem in class XC of SMA Pangudi Luhur Santo Yosef Surakarta.

1. The Result of Questionnaire on Students’ Participation

In order to find out students’ opinion about the implementation of active, innovative, creative, effective, and joyful learning method related to their activeness, the researcher distributed questionnaire to the students.

The questionnaire showed on students’ opinion about the implementation of PAI Kem in English class. The students stated that the method was good and interesting because of the use of media and they can enjoy it. The students
participate in all activities because they had to practice the dialogue and did the activity by acting and making simple dialogue related to the picture and video. Some students felt that they became brave to speak English in class and the method made them understand the topic easily. Some students still thought that the method was not appropriate for them because of using many videos and games. They received some knowledge about how to give and respond to compliment and congratulation. They also received knowledge about speaking. They had also some expectations for English teaching later. They hoped that the teaching can use other media that can make them interesting in following the learning. They hoped the teacher can be friendly, fun, and also can develop the method well.

2. The Result of Interview with English Teacher

The data gathered from the interview with the English teacher of SMA Pangudi Luhur Santo Yosef Surakarta was related to the teacher’s opinion about the implementation of the learning method in English class.

Based on the observation conducted by the teacher during the implementation of active learning method, it was proved that active learning method increased students’ participation in speaking. It made the students become active and brave in speaking English in class. It increased students’ interest and attention on the lesson. The students could participate in the learning process. It also increased students’ motivation to learn English and practice speaking English in class.
According to the teacher of SMA Pangudi Luhur Santo Yosef Surakarta, the implementation of active learning method in English class of X was good. There were many interesting activities which could increase students’ attention, participation, and interest. It helped the students to develop their abilities and self-confidence; especially for those who did not participate in class before. The teacher stated that active learning was appropriate to be implemented in English class of XC.

Based on the data gathered from the instruments employed in this research, the researcher would highlight the major progress during the implementation of active learning in English class. The students were participating more actively. First, PAI KEM increased students’ participation in speaking English. Second, PAI KEM helped the students increase their English ability. Third, PAI KEM created a good situation to study in class.
CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents two parts. The first part is the conclusion of this study. The second part is the suggestions for the English teachers and other researchers who are interested in this field.

A. Conclusion

This action research was aimed to improve students’ participation in speaking using active, innovative, creative, effective, and joyful learning. The participants of this study was the English teacher of class XC SMA Pangudi Luhur Santo Yosef Surakarta and all students of class XC SMA Pangudi Luhur Santo Yosef Surakarta. The problem in this study was how PAIKEM can improve students’ participation in speaking in class XC of SMA Pangudi Luhur Santo Yosef Surakarta.

The writer used the model of action research by Hopkins (1985). The indicators were used in assessing students’ participations proposed by Bonwell and Eison (1991). The conclusion was about how the method worked in improving students’ participation in speaking during learning process.

Based on the result of the classroom action research conducted by the researcher, active, innovative, creative, effective, and joyful learning method increased class students’ participation in speaking English in class. The implementation of active, innovative, creative, effective, and joyful learning was done successfully. The indicators of students’ participation were achieved.
The students were involved in more than passive listening. All of the students had practiced speaking English by reading the dialogue, giving compliments to the pictures; and giving and responding congratulation to their friends related to the video. The students paid attention to the teacher. They always did teacher’s instruction well. They also paid attention to teacher’s explanation about the topic. The students showed their enthusiasm by practicing all activities. Besides, the students also showed that they were happy whenever they would have fun activities in English class. They tried to speak English when practicing the dialogue; giving and responding to compliments; and giving and responding to congratulations. All students got involved in class discussion. They were happy when they worked with their friends in groups. They shared and practiced the activity together. The students were brave to ask questions to the teacher. They asked when they were facing some difficulties in practicing the activity. They also answered the teacher’s questions. They gave good response during the implementation of active, innovative, creative, effective, and joyful learning in their English class. The students did all the assignments. The students participated more actively during English class. It gave students more opportunities to participate and to practice their English. Therefore, their English developed.

Since the learning method is able to increase students’ activeness in speaking English class, it is expected that the English teacher can implement this learning method for further action.
B. Recommendation

The researcher recommends English teachers and further researchers who are interested in conducting a similar study to use this method in improving students’ participation in speaking because the method is effective to make the students active in speaking. All students have the opportunities to speak English in class.

a. English Teacher

The researcher recommends all English teachers to use PAIKEM. PAIKEM is an interesting and useful approach to encourage students’ participation in speaking. This approach can create an interesting situation in class. It can also increase students’ motivation to speak a lot. There are many methods that can be used to improve it. The teacher can use games, video, pictures, and many others. PAIKEM gives many advantages. It can help the English teacher to encourage the students to memorize, ask questions, start group discussion, invite the students to study outside the class, develop students’ creativity, and many others.

b. Further Researchers

Active, innovative, creative, effective, and joyful learning is a good approach to be implemented to improve students’ participation in speaking. The researcher recommends to use PAIKEM to the further researchers who are interested in conducting a similar study. This approach makes the students active in speaking. It can also increase students’ participation and motivation to study. The researcher can use many ways to create an interesting situation in class.
because it is important. It can decrease students’ boredom during learning process. 

*PAIKEM* can be used to assess students’ ability in some skills. It was used to decide the learning needed, encourage the students to study, decide learning strategy. It helps and encourages the teacher to increase his/her method in teaching.
REFERENCES


APPENDIX A

Permission Letter
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
Mrican, Tromol Pos 29 Yogyakarta 55902. Telp. (0274) 513301, 515352, Fax. (0274) 562383

Nomor: 016_Polt/Kajur/IPB5/389/2018

Hal: Permohonan Ijin Penelitian

Kepada
Yth. Ketua Fakultas

SMA Rangkas Limur Santri Yogyakarta

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama: Yosephine Novita Sopewo
No. Mahasiswa: 04 U1A 093
Program Studi: Pendidikan Bahasa dan Seni
Jurusan: Keguruan dan Ilmu Pendidikan
Semester: 5

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi/ Makalah, dengan ketentuan sebagai berikut:

Lokasi: SMA Rangkas Limur Santri Yogyakarta
Waktu: 
Topik/Judul: Improving Students’ Participation in teaching through PAKEEM

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 15 Maret 2018
u.b. Dekan,
Ketua Jurusan Pendidikan Bahasa dan Seni

[Signature]

C. Tutyandari, S.Pd., M.Pd.
NPP: 1680

Tembusan Yth:

1.

2. Dekan FKIP

66
APPENDIX B

Research Instruments

1. Observation Checklists
2. Questionnaire
3. Interview Guide
# OBSERVATION CHECKLISTS

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>YES</th>
<th>NO</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>teacher comprehends the material which will be taught</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>teacher teaches and gives model</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>teacher motivates the students</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4.</td>
<td>teacher knows the aim of learning</td>
<td></td>
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</tr>
<tr>
<td>5.</td>
<td>teacher gives feedbacks</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6.</td>
<td>teacher gives some challenging questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>teacher discusses students’ ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>teacher is able to make useful learning media even it is simple</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>teacher is able to make the students be brave to ask the questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>teacher is able to make the students be brave to express their idea</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Surakarta, ________________

Approved by
<table>
<thead>
<tr>
<th>No.</th>
<th>Aspect</th>
<th>yes</th>
<th>No</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students are involved in learning process not only as passive listener</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Students pay attention to the teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Students do teacher’s instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Students show their enthusiasm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Students try to speak English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Students get involved in class discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Students get involved in class discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Students ask question(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Students answer teacher’s question(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Students do the assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Surakarta,____________________

Approved by

____________________
KUESIONER

Berilah tanda silang (x) pada jawaban yang sesuai dengan pendapat Anda dan berilah angka untuk pertanyaan yang membutuhkan prioritas!

1. Bagaimana Bahasa Inggris menurut anda?
   a. Sulit
   b. Mudah
   c. Biasa
   d. Menyenangkan

2. Skill apa yang paling anda kuasai dalam Bahasa Inggris?
   a. Speaking
   b. Listening
   c. writing
   d. reading

3. Cara apa yang anda inginkan pada guru anda dalam mengajar Bahasa Inggris?
   a. Diskusi
   b. Presentasi
   c. bermain peran
   d. drama
   e. ceramah

4. Kesulitan apa yang sering hadapi dalam belajar Bahasa Inggris?
   Urutkanlah dari angka 1 – 6, mulai dari kesulitan yang paling besar!
   ( ) Kesulitan dalam hal menyimak   ( ) Kesulitan dalam hal menulis
   ( ) Kesulitan dalam hal bertutur   ( ) Kurangnya penguasaan kosakata
   ( ) Kesulitan dalam hal membaca   ( ) Kurangnya penguasaan tata bahasa
   ( ) .............................................

5. Media apa yang Kegiatan berbahasa Inggris yang sering Anda temui adalah
   a. membaca text / buku berbahasa Inggris
   b. memberi perintah sederhana dalam berbahasa Inggris
   c. melakukan percakapan informal dalam bahasa Inggris
   d. mendongeng dalam bahasa Inggris
KUESIONER

Jawablah pertanyaan dibawah ini sesuai dengan pendapat anda!

1. Bagaimana menurut kalian tentang pembelajaran Bahasa Inggris yang diberikan beberapa hari ini? mengapa?

2. Apakah menurut kalian metode yang diberikan dapat menigkatkan keaktifan kalian dalam berbicara di kelas? Mengapa?

3. Apakah metode yang diberikan dapat membantu kalian untuk berani berbicara Bahasa Inggris di kelas? mengapa?

4. Apa yang kalian dapat dalam belajar Bahasa Inggris beberapa hari kemarin?

5. Apa harapan kalian untuk pengajaran Bahasa Inggris ke depan?
Interview Guide

1. Bagaimana pendapat Ibu mengenai penerapan metode belajar ini? (PAIKEM)

2. Menurut pendapat Ibu, apakah metode belajar ini efektif untuk diterapkan dalam pelajaran bahasa Inggris?

3. Menurut hasil observasi Ibu, apakah partisipasi dan keaktifan siswa meningkat dengan diterapkannya metode belajar ini?

4. Apa saran Ibu berkaitan dengan implementasi PAIKEM ini, agar proses belajar-mengajar dapat berjalan dengan lebih baik?
APPENDIX C

Learning Materials

1. Lesson Plans for the First Cycle
2. Materials for the First Cycle
3. Lesson Plans for the Second Cycle
4. Materials for the Second Cycle
LESSON PLAN

Subject : English

Class / Semester : XC/2

Time allocation : 2 x 45 minutes

Competence Standard : 1. Expressing the meaning of formal transactional conversation accurately, fluently, and acceptably in daily life context and accessing the popular knowledge.

Basic Competence : 1. expressing the formal and non-formal meaning of transactional conversation (to get things done) and interpersonal conversation (socialized) using kind of spoken language and language function giving compliment accurately, fluently, and acceptably in the daily life context

Indicators : 1. Students are able to use expression of giving compliment well

I. Teaching Material : (attached)

II. Teaching Method : Active, Innovative, Creative, Effective, and Joyful learning (PAIKEM)

III. Teaching Steps :

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### A. Pre-Activities (10 minutes)

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Students</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher introduces herself and explains the aim of the teaching.</td>
<td>Students pay attention to the teacher</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher explains the topic that they are going to discuss.</td>
<td>Students pay attention to the teacher</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>minutes</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher asks some questions which are related to the topic that they are going to discuss.</td>
<td>Students asks the questions from the teacher</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>minutes</td>
</tr>
</tbody>
</table>

### B. Whilst-Activities (70 minutes)

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Students</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher gives some models related to the topic using video</td>
<td>Students pay attention to the teacher explanation and watch video</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>minutes</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Students pay attention to the teacher</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>minutes</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher distributes the handout and asks the students to read the handout (dialogue)</td>
<td>Students read the handout</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>minutes</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher asks some questions related to the dialogue, discusses and checks it together.</td>
<td>Students participates actively</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>minutes</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher asks the students to practice the dialogue in pairs.</td>
<td>Students participate by practicing the dialogue actively</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>minutes</td>
</tr>
<tr>
<td>No</td>
<td>Activities</td>
<td>Students</td>
<td>Time</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>6</td>
<td>Teacher asks some expressions of giving compliments</td>
<td>Students pay attention to the teacher explanation</td>
<td>5 minutes</td>
</tr>
<tr>
<td>7</td>
<td>Teacher writes some expressions in giving compliments and asks the students to read the expressions to make them focus.</td>
<td>Students pay attention to teacher explanation and participate actively</td>
<td>10 minutes</td>
</tr>
<tr>
<td>8</td>
<td>Teacher asks the forms and function of giving compliments, and explains it.</td>
<td>Students answer the teacher’s questions actively</td>
<td>5 minutes</td>
</tr>
<tr>
<td>9</td>
<td>Guided practice:</td>
<td>Students do the exercises and ask to the teacher if they face some problems</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>Teacher asks the students to do some exercises about the form and then discusses and checks it together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Pair practice:</td>
<td>Students do the exercise and practice it in pairs actively</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>Teacher asks the students to do some exercises in pairs and then asks them to practice it in pairs. (matching, checking, and practicing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Less guided:</td>
<td>Students do teacher’s direction and practice in group actively</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
### C. Post-Activities (10 minutes)

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Students</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher evaluates students’ activities in practicing the topic</td>
<td>Students pay attention to the teacher</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher asks some students to give suggestions for the class improvement by asking each of them to make a learning log. Learning log consists of learning class activity, today’s topic that they’ve learned, simple explanation of the topic, and also the example about it.</td>
<td>Students respond to the teacher’s feedback</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

### IV. Teaching Aids/Sources: Handouts

### V. Assessment

- **Technique**: Performance Assessment
- **Form**: dialogue

Yogyakarta, April 17th, 2011

Approved by,

Student Teacher

Yosephine Novita Suyoto
07 1214 072
“WOW, HOW BEAUTIFUL YOU ARE!”

**ACTIVITY 1**

A. Read the dialogue and understand the expression!

**Dialogue 1**

Mrs. Green: Come in. Welcome to our new house.
Mrs. Rosadi: You have a beautiful house!
Mrs. Green: Oh, thank you. What do you think of the chairs?
Mrs. Rosadi: I think they are very nice. I like small chairs.
Mrs. Green: And what do you think of that table?
Mrs. Rosadi: I like it. It’s a nice table.
Mrs. Green: Oh, I’m glad you like it. Please sit down.

**EXERCISE 1**

Answer the questions related to the dialogue 1!

1. Who bought a new house?
2. Is the house beautiful?
3. What did Mrs. Rosadi say to praise it?
4. What is Mrs. Green’s answer?
5. Does Mrs. Rosadi like big chairs?
6. Why does she like the chairs?

B. Read the dialogs and understand the expressions

1. A : You have a large and comfortable house.
   B : Thanks.
2. A : You look beautiful in that dress. Let me take a picture of you.
   B : Yeah… just like that.
The sentences “You have a large and comfortable house” and “You look beautiful in that dress” are used to compliment something or someone. Here are some other expressions you can use to compliment and the responses.

<table>
<thead>
<tr>
<th>COMPLIMENTING</th>
<th>RESPONDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>You look beautiful in that sweater</td>
<td>Thank you.</td>
</tr>
<tr>
<td>What a nice dress!</td>
<td>I'm glad you like it.</td>
</tr>
<tr>
<td>Terrific! Marvelous! Glamorous!</td>
<td>Thanks. You are very kind</td>
</tr>
<tr>
<td>You have a beautiful house.</td>
<td>It's nice of you to say so</td>
</tr>
<tr>
<td>You look very beautiful today.</td>
<td></td>
</tr>
<tr>
<td>How delicious!</td>
<td></td>
</tr>
<tr>
<td>What a clever girl/boy!</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY 2**

A. Read the sample dialogue and pay attention to the form of the expressions!

**EXAMPLES**

A : Excuse me, but I was just admiring your bag. It’s really nice.
B : Oh, thank you.
A : Could you tell me where you got it? I have been looking for one like that for a long time.
B : It’s from Sarinah Dept Store.
B : Oh, thank you very much.

A : Oh, I love your earrings, they are so beautiful!
B : Thank you. They’re silver.
A : I know. Are they Yogy silver?
B : No, they are Bali silver. I got them in Ubud.
A : Oh, I see.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

A : Happy birthday, Ed. Wow, what a cool watch you have! Is that a present?
B : Thanks. Yes, it’s a birthday present from my aunt. She bought it in Singapore.
A : Lucky you! I wish I had a watch like that.
B : I hope you’ll get a watch like this on your next birthday.

In exclamatory sentences, we use ‘WHAT’ to describe nouns, and use ‘HOW’ to describe adjectives and adverbs, as in the following examples.

* What a quiet night it is!
* How quiet the night is!
* What a beautiful country it is!
* How beautiful the country is!

* What a clever boy he is!
* How clever the boy is!
* What pretty girls they are!
* How beautiful the girls are!

B. EXERCISE 2

Give compliments using ‘WHAT’ and ‘HOW’!

1. The boys are handsome
2. SM*SH is the great boy band
3. Indonesia is rich
4. Samantha has beautiful eyes
5. Kely is a smart dog

ACTIVITY 3

(Do the activity in groups of 4)

• Show your expressions to express your compliment related to the picture by using your own words.
LESSON PLAN

Subject : English

Class / Semester : XC/2

Time allocation : 45 minutes

Competence Standard : 1. Expressing the meaning of formal transactional conversation accurately, fluently, and acceptably in daily life context and accessing the popular knowledge.

Basic Competence : 1. expressing the formal and non-formal meaning of transactional conversation (to get things done) and interpersonal conversation (socialized) using kind of spoken language and language function congratulating accurately, fluently, and acceptably in the daily life context

Indicators : 1. Students are able to use expression of congratulating correctly

I. Teaching Material : (attached)
II. Teaching Method : Active, Innovative, Creative, Effective, and Joyful learning (PAIKEM)

III. Teaching Steps :
A. Pre-Activities (5 minutes)

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Students</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher greets the students and motivates them to study English together</td>
<td>Students pay attention to the teacher</td>
<td>1 minutes</td>
</tr>
</tbody>
</table>
### B. Whilst-Activities (30minutes)

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Students</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher gives some models related to the topic.</td>
<td>Students pay attention to the teacher explanation</td>
<td>3 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher distributes the handout and asks the students to read the handout (dialogue)</td>
<td>Students read the handout</td>
<td>2 minutes</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher explains some expressions of congratulating</td>
<td>Students participate actively</td>
<td>3 minutes</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher asks the students to make a dialogue in pairs.</td>
<td>Students make a dialogue in pairs</td>
<td>5 minutes</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher asks the students to practice the dialogue in pairs</td>
<td>Students participate by practicing the dialogue actively</td>
<td>5 minutes</td>
</tr>
<tr>
<td>6.</td>
<td>Teacher asks the students to make a short conversation in group of 4 related to the video that was played by the teacher and practice it in group.</td>
<td>Students make a short conversation and practice it actively</td>
<td>13 minutes</td>
</tr>
</tbody>
</table>
C. Post-Activities (10 minutes)

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Students</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher evaluates students’ activities in practicing the topic</td>
<td>Students pay attention to the teacher</td>
<td>3 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher asks the students to sing together the song “congratulation” to close the meeting</td>
<td>Students sing together</td>
<td>5 minutes</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher asks some students to give suggestions for the class improvement by asking each of them to make a learning log. Learning log consist of learning class activity, today’s topic that they’ve learned, simple explanation of the topic, and also the example about it.</td>
<td>Students respond the teacher’s feedback</td>
<td>2 minutes</td>
</tr>
</tbody>
</table>

IV. Teaching Aids/Sources : Handouts
V. Assessment : technic : Performance Assessment
           : form : dialogue

Yogyakarta, May 5<sup>th</sup>, 2011
Approved by,
Student Teacher

Yosephine Novita Suyoto
07 1214 072
CONGRATULATIONS...!

Congratulations is

- an expression that we use to give the congratulation utterance when he/she succeeds in doing something.
- the act of acknowledging that someone has an occasion for celebration

ACTIVITY 1

Read the dialogue and understand the expressions!

Dialogue 1

Bella : Hey, Sandy... how's life? Rony told me that you won speech contest held by UGM last week. Congratulations! I'm proud of you.

Sandy : Thank you Bella. You're so kind to me.

Dialogue 2

Benn: Hi Lisa, how are you?

Lisa: Fine thank you. How about you?

Benn: Great. By the way Happy birthday, Lisa!

Lisa: Oh, thank you, Ben. You remember it?

Benn: Of course. I wish all the best for you, Lis.

Lisa: It's very kind of you to say that
<table>
<thead>
<tr>
<th>Congratulating</th>
<th>Expressing</th>
<th>Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congratulations!</td>
<td>Let me congratulate you</td>
<td>Thank you</td>
</tr>
<tr>
<td>Congratulations on your success!</td>
<td>My congratulations on your success</td>
<td>Thanks, I needed that</td>
</tr>
<tr>
<td>Happy birthday!</td>
<td>Pretty good</td>
<td>It’s very kind of you to say that</td>
</tr>
<tr>
<td>Happy Lebaran Day/Happy led!</td>
<td></td>
<td>Do you really think so?</td>
</tr>
<tr>
<td>Happy New Year!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happy Valentine!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happy anniversary!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many happy returns!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Congratulations on passing your exam!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The same to you!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY 2**

- Make a simple dialogue to congratulate your friend! (in pairs)

**ACTIVITY 3**

- Make a group of 4
- Make a short conversation with your friends related to the video.
- Practice it!
APPENDIX D

Raw Data

1. First Cycle observation Checklists
2. Second Cycle Observation Checklists
3. First Cycle Field Notes
4. Second Cycle Field Notes
5. Questionnaire result
6. Interview Result
### Observation Checklist of Cycle 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspect</th>
<th>Yes</th>
<th>No</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students are involved in learning process not only as passive listener</td>
<td>✓</td>
<td></td>
<td>It happens because the teacher provides some activities which enables the students to get involved actively in the teaching-learning process.</td>
</tr>
<tr>
<td>2.</td>
<td>Students pay attention to the teacher</td>
<td>✓</td>
<td></td>
<td>It is because the teacher is friendly, the material is quite interesting and she speaks very clear.</td>
</tr>
<tr>
<td>3.</td>
<td>Students do teacher’s instruction</td>
<td>✓</td>
<td></td>
<td>- they read the dialogue in pairs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- they practiced by giving compliments to their friends’ pictures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- they did the exercise</td>
</tr>
<tr>
<td>4.</td>
<td>Students show their enthusiasm</td>
<td>✓</td>
<td></td>
<td>- they answered the questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- they worked in group enthusiastically</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- they did teacher’s instructions</td>
</tr>
<tr>
<td>5.</td>
<td>Students try to speak English</td>
<td>✓</td>
<td></td>
<td>Especially when the teacher asked the</td>
</tr>
<tr>
<td>No.</td>
<td>Aspect</td>
<td>Yes</td>
<td>No</td>
<td>Note</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6.</td>
<td>Students get involved in class discussion</td>
<td>✓</td>
<td></td>
<td>There are some activities provided by the teacher which made the students to do so.</td>
</tr>
<tr>
<td>7.</td>
<td>Students ask question(s)</td>
<td>✓</td>
<td></td>
<td>Students asked questions when they were facing difficulties.</td>
</tr>
<tr>
<td>8.</td>
<td>Students answer teacher’s question(s)</td>
<td>✓</td>
<td></td>
<td>Although sometimes the students got difficulty in understanding the teacher’s questions since she spoke too fast, but mostly, the students answered the question.</td>
</tr>
<tr>
<td>9.</td>
<td>Students do the assignment</td>
<td>✓</td>
<td></td>
<td>The assignment was suitable with the topic and was very interesting. Unfortunately, she did not check the students’ work one by one, maybe it was a matter of time allotment.</td>
</tr>
</tbody>
</table>
## Observation Checklist of Cycle 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspect</th>
<th>Yes</th>
<th>No</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students are involved in learning process not only as passive listener</td>
<td>✓</td>
<td></td>
<td>They worked in groups, but every student has to practice a dialogue</td>
</tr>
<tr>
<td>2.</td>
<td>Students pay attention to the teacher</td>
<td>✓</td>
<td></td>
<td>It was because the material is quite interesting.</td>
</tr>
<tr>
<td>3.</td>
<td>Students do teacher’s instruction</td>
<td>✓</td>
<td></td>
<td>It was because she speaks very clear and friendly.</td>
</tr>
<tr>
<td>4.</td>
<td>Students show their enthusiasm</td>
<td>✓</td>
<td></td>
<td>Especially when watching the videos and practicing the dialogue</td>
</tr>
<tr>
<td>5.</td>
<td>Students try to speak English</td>
<td>✓</td>
<td></td>
<td>By practicing the dialogue</td>
</tr>
<tr>
<td>6.</td>
<td>Students get involved in class discussion</td>
<td>✓</td>
<td></td>
<td>By working in groups</td>
</tr>
<tr>
<td>7.</td>
<td>Students ask question(s)</td>
<td>✓</td>
<td></td>
<td>When they didn’t understand the instruction clearly</td>
</tr>
<tr>
<td>8.</td>
<td>Students answer teacher’s question(s)</td>
<td>✓</td>
<td></td>
<td>When teacher asked some expressions in giving congratulation</td>
</tr>
<tr>
<td>9.</td>
<td>Students do the assignment</td>
<td>✓</td>
<td></td>
<td>The students answered the questions orally for there was no written assignment</td>
</tr>
</tbody>
</table>
Notes on the Cycle One

1. Pada awal pelajaran, siswa memberikan respon yg baik.
2. Siswa mendengarkan penjelasan guru saat menerangkan model pebelajaran
4. Siswa mulai bosan dengan model yang terlalu panjang dan agak rumit.
5. Siswa mempraktekan dialog berpasangan.
6. Sebagian siswa masih asyik berbicara sendiri saat guru menyuruh untuk membaca dialog bepasangan.
7. Siswa menjawab pertanyaan guru tentang beberapa ekspresi tentang Giving Compliments.
8. Siswa masih sulit untuk diajak berdiskusi.
9. Beberapa siswa tidak mengerjakan assignments, berbicara dengan temannya, dan melakukan kegiatan diluar pelajaran.
10. Siswa mulai bias diajak berdiskusi saat bekerja dalam grup.
11. Siswa sangat antusias memberikan compliments dari gambar.
13. Siswa mulai aktif saat praktek didalam grup.
14. Siswa masih agak sulit untuk praktek didepan kelas. (masih harus dittunjuk)
15. Siswa merespon baik pelajaran yang diberikan oleh peneliti
Notes on the Cycle Two

1. Siswa merespon baik kedatangan guru.

2. Siswa terlihat antusias untuk belajar.

3. Siswa memperhatikan penjelasan guru dan menjawab pertanyaan-pertanyaan dari guru.

4. Siswa mempraktekkan dialog berpasangan.

5. Masih ada beberapa murid yang asik bebrbicara sendiri.

6. Mulai banyak siswa yang aktif menjawab pertanyaan guru.

7. Siswa antusias saat guru mulai mengajak bekerja dalam group.

8. Siswa antusian saat guru mulai memutar video.

9. Siswa mempraktekkan dengan berakting sesuai video.

10. Siswa mau mengajukan diri untuk maju ke depan untuk mempraktekkan acting mereka.
Questionnaire on Students’ Opinion Related to Active, Innovative, Creative, Effective, and Joyful Learning

<table>
<thead>
<tr>
<th>No.</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Menyenangkan, berkesan asik, biasa aja, menarik, bosan, boring, bermanfaat</td>
</tr>
<tr>
<td>2.</td>
<td>Ya, sangat menyenangkan. Siswa bisa belajar berbicara Bahasa Inggris, videonya lucu, menarik, gurunya ramah, pelajarannya mengasikan. Tidak, membosankan, kurang menarik agak, karena agak membosankan, cara yang digunakan telalu childish.</td>
</tr>
<tr>
<td>3.</td>
<td>Ya, sangat berani, agak berani karena takut salah, setengah-setengah, berani, lumayan, Belum, karena saya masih sedikit berkomunikasi dalam Bahasa Inggris. Karean dalam pelajaran saya sedang bosan dan baru tidak mood tetapi gurunya tetap enak.</td>
</tr>
<tr>
<td>4.</td>
<td>Giving and Responding Compliment; Giving and Responding Congratulation;</td>
</tr>
<tr>
<td>5.</td>
<td>Gurunya ramah, banyak diskusi, menggunakan media yang menarik dan lucu, gak membosankan, santai, tidak monoton, lihat film, lebih gaul, banyak games, santai, gurunya friendly.</td>
</tr>
</tbody>
</table>
THE RESULT OF INTERVIEW WITH THE TEACHER


4. Saran saya, agar setiap guru mampu menerapkan PAIKEM dalam mengajar speaking, karena metode ini sangat efektif untuk mengajar speaking. Guru harus mampu mendesain materi yang menarik, menggunakan media yang juga menarik, dan mampu menciptakan suasana yang menyenangkan untuk belajar.