

AN UNDER GRADUATE THESIS
THE INFLUENCE OF SMALL GROUP DISCUSSION STRATEGY
TOWARDS STUDENTS' SPEAKING PERFORMANCE AT THE
ELEVENTH GRADES OF SMA NEGERI 1 LABUHANRATU

By:

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TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H / 2022 M

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ELEVENTH GRADES OF SMA NEGERI 1 LABUHANRATU**

Presented as a partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
in English Education Departement

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APPROVAL PAGE

Assalaamu'alaikum Wr. Wb


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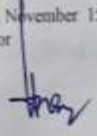
To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

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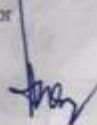
It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

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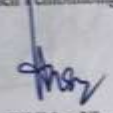
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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris


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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE INFLUENCE OF SMALL GROUP DISCUSSION STUDENTS' SPEAKING PERFORMANCE STRATEGY TOWARDS AT THE ELEVENTH GRADES OF SMAN 1 LABUHAN RATU. Written by: Antika Antrianingsih, Student Number 1701070168, English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, December 02nd 2022 at 08.00 – 10.00 a.m.

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The Dean of Tarbiyah
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**THE INFLUENCE OF SMALL GROUP DISCUSSION STRATEGY
TOWARDS STUDENTS' SPEAKING PERFORMANCE AT THE
ELEVENTH GRADES OF SMA NEGERI 1 LABUHANRATU**

ABSTRACT

By:
ANTIKA ANTRIANINGSIH

The purpose of this research is to know weather any positive and significant influence the small group discussion strategy toward students' speaking performance at eleventh grades of SMAN 1 Labuhan Ratu.

The method of this research is quantitative research, the population this research is 81 students' and 27 students' as a sample of XI class SMAN 1 Labuhan Ratu. Sampling used in this research is cluster random sampling. The data collectiong method used test, documentation and observation. And the data analysis by using t-test formula.

The result of this research shows that small group discussion strategy gives a positive and significant influence to eleventh grades students at SMAN 1 Labuhan Ratu. It shown in the result of hypotheses test, H_a is accepted and H_o is rejected. So, $t_{table} (0.05) = 3.572$. H_a is accepted if $t_{observe}$ is lower than t_{table} . Since $9.762 > 3.572$ it means that is a significant influence of using Small Group Discussion toward students' speaking performance.

The research conclusion is small group discussion one of the alternative strategy to give the positive influence in speaking performance at the eleventh grades of SMAN 1 Labuhan Ratu.

Keyword: *Small Group Discussion Strategy, Speaking Performance, and Quantitative Research*

**PENGARUH STRATEGI DISKUSI KELOMPOK KECIL
TERHADAP PENAMPILAN BERBICARA SISWA KELAS
SEBELAS DI SMA NEGERI 1 LABUHAN RATU**

ABSTRAK

**Oleh :
ANTIKA ANTRIANINGSIH**

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh positif dan signifikan dalam strategi diskusi kelompok kecil terhadap penampilan berbicara siswa kelas XI SMAN 1 Labuhan Ratu.

Metode penelitian ini adalah penelitian kuantitatif. Populasi pada penelitian ini berjumlah 81 siswa dan sample berjumlah 27 siswa kelas XI SMAN 1 Labuhan Ratu. Sampling penelitian ini menggunakan Cluster Random Sampling. Teknik metode pengumpulan data menggunakan test, dokumentasi, dan observasi, sedangkan analisis data menggunakan t-test formula.

Hasil penelitian ini menunjukkan bahwa strategi diskusi kelompok kecil dapat memberikan dampak yang positif dan signifikan terhadap penampilan berbicara siswa kelas XI SMAN 1 Labuhan Ratu, yang mana ditunjukkan melalui data penelitian bahwa nilai H_a lebih besar dari H_o . Sehingga H_a diterima dan H_o ditolak.

Kesimpulan dari penelitian ini adalah strategi diskusi kelompok kecil merupakan salah satu alternatif strategi yang dapat memberikan pengaruh positif dalam meningkatkan penampilan berbicara siswa kelas XI SMAN 1 Labuhan Ratu.

Kata Kunci: *Strategi Diskusi Kelompok Kecil, Penampilan Berbicara, Penelitian Kuantitatif*

STATEMENT OF RESEARCH ORIGINALITY

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Metro, November 16th 2022

The Writer,



Antika Antrianingsih
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Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 16 November 2022
Yang Menyatakan,



Antika Antrianingsih
Antika Antrianingsih
NPM. 1701070168

MOTTO

هَلْ جَزَاءُ الْإِحْسَانِ إِلَّا الْإِحْسَانُ

“Keep Doing Good”, (Ar-Rahman : 60)

Another people said,

“ Stop waiting for the perfect moments, The perfect moment is now.”

”Don’t be the best but do the best in everything.”

(Antika Antrianingsih)

DEDICATION PAGE

This undergraduate thesis is especially dedicated with love and affection

to :

*Price to be Allah who has given me endless
blessing, even though I often made a mistake. I
hope your forgiveness. Amiin.*

*My beloved parents Mr. Mujito and Mrs. Titin
Suratin who always give the best prayers and
support with their endless love for me*

*My beloved older sisters Saftri Oktari and Dewi Marlina. I love you and
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for studies of Metro*

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around me no matter what and from Indonesian students moslem
movement of Rayon PBI Hebat, PC PMII Metro, who always support me
with their moral values and good advice.*

*My beloved almamater State Instituate for Studies of Metro
Especially for myself, who breavely is able to fight laziness, fear that I
can complete this obligation with great patience.*

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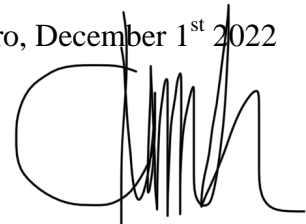
The second, on this nice occasion, the researcher would like to profound honor, She would like to gratitude for:

1. Dr. Hj. Siti Nurjanah, M.Ag. PIA. As the Principal of IAIN Metro
2. Dr. Zuhairi, M.Pd as the Dean of the Tarbiyah and Teacher Training Faculty State Islamic Institute (IAIN) of Metro.
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8. My beloved Family that never tired to pray for the good of the researcher.

Finally, in this research, the researcher realized that this undergraduate thesis was not perfect. The researcher would like to apologize from the deep of her heart if there were so many mistakes. Then, the researcher expected the readers to give some suggestions and also criticisms for the perfect research.

Metro, December 1st 2022



Antika Antrianingsih
NPM. 1701070168

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CHAPTER I

INTRODUCTION

A. Background Of Study

It is generally accepted that learners of English as a foreign language should acquire four language skills. Language skills are also classified as receptive and productive. Reading and listening are examples of receptive skills, whereas writing and speaking are examples of productive skills. The ability to talk is one of those talents that requires extra attention from the teacher. Speaking, according to Brown, is a productive skill that can be directly and empirically observed; however, those observations are invariably colored by the accuracy and effectiveness of a test-listening taker's skill, which necessarily compromises the reliability and validity of an oral production test. It indicates he can carry on a reasonable discussion. Furthermore, he claims that the benefit of successful language learning is nearly always the display of a capacity to achieve pragmatic goals through interactive dialogue with other language speakers.¹

This ability is just as crucial as the others. When you have words read, ideas written, and thoughts heard, all that remains is for you to exhibit your speaking abilities. What you say has an impact on your expressiveness.²

Speaking comes in a variety of disguises, including public, friendly, and

¹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (White Plains, NY: Longman, 2001).

² Lorena Manaj Sadiku, "The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour," *European Journal of Language and Literature* 1, no. 1 (April 30, 2015): 29. P.31

academic settings. The competence is required in all contexts. According to statistics, when you talk, you employ roughly five syllables every second and have about forty distinct speech sounds. Thus, every time you speak, your audience must capture all five syllables per second out of the air, recognize the forty sounds in them, convert the syllables into words, and lastly transform the words into concepts you have to assist them succeed in doing so. If you slur or muffle sounds, or project them poorly, the listener will miss a lot, and you will fail as a speaker. As a result, appropriate pronunciation, diction, and expanding your vocabulary should be high on your priority list. Avoid one-word responses or enquiries.

According to Richard, learning a second foreign language and the ability to foreign language learners is a very tough process.³ To begin with, speech is employed for a variety of reasons, each of which requires a unique set of talents. When we utilize informal talk, for example, our goals may be to create social contact with individuals, to build a connection, or to indulge in the innocent chitchat that consumes so much of our time with friends.

The students are likewise unmotivated. Every day, students just receive an explanation of the materials and the work. Students, on the other hand, must be motivated in order to be engaged in studying and performing public speaking. In this research, the author attempted to investigate the impact of small group discussion on students' speaking performance in the eleventh grade at SMAN 1 Labuhan Ratu, East Lampung.

³ Jack C Richards and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge, UK; New York: Cambridge University Press, 2002), accessed July 3, 2020, <https://doi.org/10.1017/CBO9780511667190>. P.201

The researcher did a pre-survey on June 27th, 2022 in SMAN 1 Labuhan Ratu, East Lampung, using data from an English teacher's documents. Below the data of the students' speaking performance are as follows:

Table 1.1

The score of speaking at the eleventh grades of SMAN 1 Labuhan Ratu, East Lampung

No	Grade	Explanation	Total of score	Percentage
1	85-100	Good	3	11,1%
2	70-85	Fair	8	29,5%
3	0-70	Bad	16	59,5%

Source: The Data Of Documentation The Eleventh Grades Of SMA N 1 Labuhan Ratu In Academic Year 2022/2023

According to the table above, just 3 of the 27 students is a good score, 8 student is a fair score, and 16 students have a bad score. It is caused many factors, such as the students do not have good speaking, the students are passive during the learning process.

Based on phenomenon above, the majority of the eleventh grade students of SMAN 1 Labuhan Ratu East Lampung in the Academic Year 2022/2023 are the low score is English subject.

Referring from the case above the researcher interesting to conduct the research under title is The Influence of Small Group Discussion Strategy

Towards Students' Speaking Performance at The Eleventh Grades of SMAN 1 Labuhan Ratu.

B. Problem of Identification

Based on the context of the above issue, the researcher described the study problems as follows:

1. The speaking a freak in spoken.
2. Most of the students have lack vocabulary.
3. When the teacher gives the question with English Language, they answered with Indonesian language.
4. Most of the students have low motivation in learning speaking.
5. The students feel afraid to speak up in English.

C. Problem Limitation

From the problems of identification above, the researcher limits the problem only focuses on the students who is no confident to speak up English language of the eleventh-grades of SMAN 1 Labuhan Ratu, East Lampung in academic year 2022/2023.

D. Problem Formulation

Based on the background of the study and problem identification above the researcher formulates the problem in this research is, "Is there any positive and significant influence of using Small Group Discussion strategy toward on the students' Speaking Performance ability among the eleventh grade of SMAN 1 Labuhan Ratu, East Lampung.

E. Objectives and Benefits of the Study

1. The Objectives of the Study

The objectives of the study is to know weather any positive and significant of using Small Group Discussion strategy towards on the students' speaking performance among the eleventh-grades of SMAN 1 Labuhan Ratu, East Lampung.

2. The Benefit of the Study

a. For the students

By using Small Group Discussion Strategy, it is hoped that the student will be more interested and motivated in learning English. So that the students' Speaking Performance ability will be rise.

b. For the English teachers

- 1) They can use Small Group Discussion strategy toward as an alternative strategy in learning Speaking Performance.
- 2) The result of this study can be used as a starting point of being creative students in doing something, especially in speaking performance.

F. Prior Reasearch

There are two researches that the researcher took related to this study. The first is written by Eduan Lesmana, undertitle, "The Use of Small Group Discussion Strategy to Increase Descriptive Paragraph Writing Ability among the Eight Graders of Mts Manbaul 'Ulum Gayabaru II". Based on the findings, it is possible to infer that research utilizing Small Group Discussion

is one of the primary ways for teaching writing. Discussion allows for the exchange of ideas within the framework of a group while being guided by a presenter. Students are divided into groups for small group discussions. Small group discussions involve face-to-face interaction, allowing students to connect with professors and other students. Interaction is a collaborative effort between two or more individuals that results in a mutual influence of thoughts, feelings, and ideas.⁴

The second is taken from a Journal of English Literature, Language and Education by Intan Dwi Lestari with the title “The Implementation of Small Group Discussion in teaching writing recount text for the tenth grade students of SMKN 1 Bendo”. According to the findings of this action study, the goals of this research are to describes the implementation advantages and disadvantages in teaching writing recount text by using small group discussion. The reeseacrh uses descriptive qualitative research as approach and type of research. The sources of data or social situation, participant or informant, and document. The technique of collecting data uses observation, interview, and documentation. To know the validity of the data, the researcher uses triangulation. The technique of data analysis are data condensation, data display, conclusion and verification.

The result of the research are the implementation of small group discussion in teaching writing recount text divided into, Pre-activity which covers greeting, praying, checking attendance list, and explaining the purpose

⁴ Eduan Lesmana, *"The Use of Small Group Discussion Strategy to Increase Descriptive Paragraph Writing Ability among the Eight Graders of Mts Manbaul 'Ulum Gayabaru II'"* 2020: 163.

of the learning. Whistlist-activity covers the explanation the stages of the technique. Post-activity include reviewing and making resume of the material. The advantages are easy to the implement in the class and can be understood well by the students, affective to teach types of the text, increased participant, make student more intimate with their friend. So, the disadvantages are students need more times to write, they are difficult in translate of the word, disability of implementing correct structure makes some of students' motivation of writing is still low, take long time because there are four stages that should be done by the students'.

The solution of the disadvantages are teacher give clear and simple explanation about the material, ask students to bring the dictionary, explains the role of each member of group clearly, makes the activity into simple one, gives additional time, students aware to other students, and teacher gives about the joke or humour and motivation in the process learning. Based on the result, the conclusion of this research are suitable with the lesson plan, observation, and teaching process in the class.

The suggestions are presented for the teacher should have variety of strategy in teaching writing, students are suggested to increase their vocabulary, and other researcher are suggested to fulfil the need of the knowledge from other point of view⁵.

⁵ Intan Dwi Lestari, “ *The Implementation of small group discussion in teaching writing recount text for the tenth grade students of SMKN 1 Bendo,*” (English Teaching Journal: A journal of English Literature, Language And Education, 2019).

The similarities of this research and both of prior research above is strategy has similar with this research, but the differences of this research is the research method with the researcher. So, the prior research can make it easier for the researcher to provide of this method.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking Performance

1. Definition of Speaking Performance

Speaking is derived from the word "speak" in etymology. The term "talk" is defined as follows in the Oxford Advanced Learner's Dictionary: (1) to speak with someone about something; to converse with someone (2) Using your voice to express anything, (3) mentioning or describing something or someone. It indicates that speaking is the act of communicating with others, whether official or casual.⁶

Speaking, according to O'Grady in Sanggam, is a mental process. It refers to a psychological process in which a speaker converts a mental thought into some linguistic form, such as words, phrases, and sentences, which are then utilized to transmit a message to the listener.⁷ Speaking a foreign language is a complicated talent that includes vocabulary, grammar, pronunciation, fluency, the capacity to arrange conversation, and even nonverbal abilities.⁸

⁶ A. S Hornby, *Oxford Advanced Learner's Dictionary of Current English* (Oxford: Oxford University Press, 1977).

⁷ Sanggam Siahaan, "Issues in Linguistics," *Yogyakarta: Graha Ilmu* (2008).

⁸ Mirosław Pawlak, Ewa Waniek-Klimczak, and Jan Majer, *Speaking and Instructed Foreign Language Acquisition. Second Language Acquisition, Multilingual Matters* (Multilingual Matters, 2011).

It indicates that speaking is an important part of the language learning process since it allows you to express your thoughts, say what you want, and convey your message to others.

"Performance is defined as: (1) the act of performing a play, concert, or other kind of entertainment," according to the Oxford Dictionary. (2) The act or process of carrying out a task, often known as an action. (3) Particularly when it is required.⁹ Furthermore, performance is the visible and tangible embodiment and implementation of competence. It is a genuine output or action. Speaking, writing, listening, and reading are a few examples.¹⁰

The researcher deduced from the definition above that performance is the act of performing something, and it was witnessed and tangible. It is referred to as a true production or real activity. On the other hand, Jack C. Richards stated that speaking performance takes the shape of monologue rather than dialog, frequently follows an identifiable formant (e.g., welcome speech), and is closer to written language than conversational language.¹¹

2. The Function of Speaking

Some language have sought to classify the function of speech in human contact. Brown and Yule, as cited by Jack C. Richards. The

⁹ Hornby, *Oxford Advanced Learner's Dictionary of Current English*.

¹⁰ Brown, *Teaching by Principles*.

¹¹ Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice* (SEAMEO Regional Language Centre, 2009).

function of speech is divided into three categories, which are as follows:

Talk as interaction to what we usually mean by "conversation" and represents interaction that is largely social in nature. People engage in the speaking activity to be pleasant and to create a comfortable zone of connection with others. The emphasis in this category is on the speakers and how they want to exhibit themselves to one another, rather than on the content.

The term "*talk as transaction*" refers to circumstances in which the emphasis is on what is said or done. The core focus is on the message and making oneself understood clearly and precisely, rather than the participants and how they engage socially with one another. Talk performance refers to public speaking, or speaking in front of an audience, such as school presentations, public announcements, and speeches. This sort of conversation is more likely to be monologue than dialog.

Talk as performance is more similar to written language than conversational language, and it is frequently judged based on its efficacy or influence on the listener, as opposed to talk as interaction or transaction. Talk as performance includes debate, welcoming speech, presentation, and providing a lecture.¹²

¹² Ibid.

3. The Characteristics of Speaking

Douglas Brown explain the characteristics of speaking there are 8 characteristics, they are :

a. Clustering

Fluent speech is phrasal rather than word for word. Through such clustering, learners may order their output both intellectually and physiologically (in breath group).

b. Redudancy

The speaker has the chance to clarify meaning through redudancy of language. Learners can take use of this aspect of spoken language.

c. Reduce Forms

Contraction, elisions, shortened vowels, and so on all provide unique challenges in teaching spoken English (see the section below in teaching pronunciation). Students who do not master colloquial contractions may develop a stiff, scholarly manner of speaking, which might stigmatize them.

d. Performance Variables

One of the benefits of spoken language is that the aim of thinking as you speak allows you to exhibit a certain amount of performance hesitations, stops, backtracing, and adjustments. It is possible to teach students how to pause and hesitate.

e. Colloquial Language

Make certain that your pupils are familiar with the vocabulary, idioms, and phrases of colloquial English and that they have practice generating these forms.

f. Rate of delivery

Another distinguishing feature of fluency is pace delivery. One of your responsibilities in teaching spoken English is to assist students in achieving an appropriate speed as well as fluency characteristics.

g. Stress, Rhythm, Intonation

This is one of the most important aspects of English pronunciation, as will be detailed more below. The stress-timed rhythm of spoken English, as well as its intonation patterns, transmit crucial messages.

h. Interactions

As mentioned in the last section, learning to make waves of language in a vacuum – without interlocutors – would deprive speaking talent of its most valuable component: conversational negotiating inventiveness.¹³

Based on the definition above, we may conclude that some point must be paid attention to during a speaking performance.

Fluency, pronunciation, vocabulary, grammatical precision,

¹³ Brown, *Teaching by Principles*.

and interactional tactics are among them. Normally, if we are having a discussion, both of them may be a four point evaluation of the people's speaking skills when delivering a narrative.

4. The Types of Speaking

H.D Brown proposes a feasible method for activity used in teaching speaking in connection to classroom activity. Here are the types of classroom speaking performance:

a. Imitative

A very limited portion of classroom speaking time may be spent generating, "Human tape recorder" speech, in which learners, for example, practice an intonation count out or top in point a certain vowel sound imitation. This type of imitation is carried out not for the purpose of meaning interaction, but for focusing on some specific elements as language forms.

b. Intensive

Intensive speaking extends beyond imitative speaking to encompass any speaking performance that is intended to practice some phonological or grammatical component of language. Intensive speaking can be self-initiated or part of a pair work activity in which learners "go over" certain forms of language.

c. Responsive

In the classroom, much of the student speech is reactive quick responses to questions or comments posed by the instructor or

other pupils. These responses are generally sufficient and do not lead to further discussion (categorize 4 and 5).

d. Transactional Dialogue

Transactional language is an expanded version of responsive language that is used to express or exchange specific information.

e. Interpersonal Dialogue

The other type of talk mentioned in the previous chapter was interpersonal discourse, which was conducted more for the goal of preserving social ties than of transmitting facts and information.

f. Extensive (monologue)

Finally, students at the intermediate to advanced levels are required to deliver longer monologues in the form of oral reports, summaries, or maybe brief speeches. The register is more formal and deliverative in this case. These speeches might be prepared or spontaneous.¹⁴

5. Speaking Student Achievement

When students want to express themselves but are unable to do so because to a lack of knowledge of the aspects of language, they employ accomplishment in speaking. The students attempt to overcome their lack of expertise by devising workarounds. The phrase "Speaking Achievement" refers to the capacity to use grammar and

¹⁴ Ibid.

discourse skills to speak successfully in certain circumstances for specific objectives. Speaking achievement within these goals includes the ability to understand English dealing with all subjects and spoken at normal speed, to answer questions requiring both short and long answers, to use orally the substance of an English passage after hearing it several times and reading it, to conduct a simple conversation on all subjects and to give a short talk, and so on.

Based on the explanation, speaking accomplishment may be summarized as the ability to use language correctly in social relationships. For Junior High School students, diversity in interactions includes not just verbal communication but also paralinguistic components of speech such as pronunciation, vocabulary, accuracy, and fluency. It focuses on how students may apply their English knowledge in everyday conversations to improve their speaking skills.

6. Classroom Speaking Activities

Many of the present classroom speaking exercises are at or near the communicative end of the communication continuum. In this section we will look at some of the most widely-used.

a. Acting from a Script

We can have our students act out scenes from plays and/or their coursebooks, and we may occasionally video the outcomes. Students will frequently act out conversations that they have

written. This usually requires them to stand in the front of the class.

b. Communication Games

Games designed to encourage student communication frequently rely on an information gap, so that one student must talk to a partner in order to solve a puzzle, draw a picture (describe and draw), arrange things in the correct order (describe and arrange), or find similarities and differences between pictures.

c. Discussion

Some talks erupt unexpectedly in the middle of courses; they are unplanned by the teacher, but if supported, may generate some of the most pleasant and effective speaking in language classrooms. Their success will be determined by our capacity to prod and support them, as well as maybe changing our attitude toward faults and blunders from one minute to the next. Pre-planned dialogues, on the other hand, are dependent on how we urge students to approach the job at hand.

d. Prepared Talks

The prepared talk, in which students give a presentation on a topic of their choice, is a common type of exercise. Such speeches are not intended for casual, unscripted chat; rather, because they are planned, they are more 'writing-like' than this. Students should, however, talk from notes rather than a script if at all feasible.

Prepared speeches are a distinct and effective speaking genre that, when well organized, can be immensely engaging for both the speaker and the audience.

e. Questionnaires

Questionnaires are important because they ensure that both the questioner and the respondent have something to say to each other since they are planned ahead of time. Depending on how closely constructed they are, they may possibly stimulate the natural usage of certain repeating language patterns and so be located in the center of our communication continuum. Students can create surveys on any topic that interests them. As they do so, the instructor can serve as a resource for them, assisting them in the creative process. As they do so, the instructor can serve as a resource for them, assisting them in the creative process.

f. Simulation and Role-Play

Many students gain greatly from simulation and role-playing. Students 'stimulate' a real-life encounter (such as a business meeting, an encounter in an airplane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or as a character different from themselves or with thoughts and feelings they do not necessarily share. Simulation and role-playing can be utilized to improve overall oral fluency or

to prepare students for specific scenarios, particularly while studying ESP.¹⁵

7. Indicators of Speaking

The researcher employs five characteristics of speaking competence based on Brown Vocabulary in this study: One of the linguistic components in which it is a collection of words with the function of mixing them to form the language in speaking.¹⁶

- a. **Vocabulary** is important, but it is not the first thing to consider if speaking occurs at an early stage. Vocabulary is the total amount of words in a language.
- b. **Grammar** is the rule in both spoken and written language. To achieve a decent outcome, pupils must follow grammar rules. Grammar rules may also be found in pronunciation, morphology, and syntax. When it comes to speaking skills, sometimes both the speaker and the listener are unconcerned about grammar. However, the researcher does not go into detail on grammar at this time.
- c. **Fluency** It demonstrates that individuals can communicate effectively because of the ease and pace of the flowing speech. Someone who can converse smoothly yet may not be proficient in the language. Someone can be said fluently if she meets certain requirements or falls into certain categories, in which case the pupils can speak the words fluently and with good pronunciation.

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching* (Longman, 1983).

¹⁶ Brown, *Teaching by Principles*.

The pupils have a large vocabulary, so they can pronounce the words smoothly and know exactly what they will say. They are aware of the linguistic rule (grammar). They can take on the word spelling accurately in any scenario, which enables communication among them simpler to understand, despite the fact that it does not employ grammatical language.

d. Comprehension When speaking, both the speaker and the listener must have a strong comprehension so that the discussion demands a subject to answer to as well as begin communication. However, in this study, the researcher will refer to the comprehensibility.

e. Pronunciation refers to how we produce a sound in a language, where we lay the stress, and how we employ pitch and intonation to convey how we feel and what we mean. As a result, it is also extremely necessary to develop; pupils must have strong pronunciation in order to deliver very clear words or talk in a way that others can easily understand.¹⁷

B. The Concept of Small Group Discussion

1. The Definition of Small Group Discussion

Small groups provide opportunity for student recruiting, face-to-face presentations, practical application of purpose engagement, complete conversation, and student position expectations that would

¹⁷ Harmer, *The Practice of English Language Teaching*.

otherwise be difficult.¹⁸ The discussion technique is a method of introducing pupils to a topic. This approach's major goal is to solve a problem, answer questions, use knowledge, and draw conclusions. A small group discussion is defined as the exchanging of opinions, information, ideas, and thoughts among certain pupils in order to solve a problem. Ernest believes that it is critical for speakers to reveal a topic or idea for a community debate during small group conversations.¹⁹

According to Brown, the duties of a teacher should be modified from trainer to trainer, facilitator, and tool.²⁰ As a result, pupils become more involved. Instead of communicating privately with the teacher, they can contact each other directly. The premise is that the objective of class management and teachers and students is an important aspect of a good discourse among small groups in teaching. Based on the foregoing description, it is possible to infer that small group discussions are an instructive method in which students collaborate in small groups to solve problems through discussion.

Finally, we can say that the Small Group Discussion Method is a good method for implementing to students due to its benefits in the teaching learning process. In other words, students come to class not

¹⁸ H. Douglas Brown, *Principles of Language Learning and Teaching* (Longman, 2000).

¹⁹ Ernest W. Brewer, *13 Proven Ways to Get Your Message across: The Essential Reference for Teachers, Trainers, Presenters, and Speakers* (Thousand Oaks, Calif: Corwin Press, 1997).p. 22.

²⁰ Brown, *Teaching by Principles*.p. 167.

only to listen to the instructor's explanation (passive), but also to participate in the teaching learning process with the teacher as their guide.

2. The Characteristic of Small Group Discussion

Small Group Instructional Characteristics There are several elements that may be utilized to define small group instruction. These components will have influenced not just the content of a teaching session, but also the process by which learning is accomplished. For a small group session to be productive, both the teacher and the students should be aware of the following factors:

a. Group Size

A small group is often comprised of 3-4 individuals. The size of the group will influence the dynamic of the group and the fluidity of debate among group members, as indicated below. The size of the group will determine the teaching style and approach used, and small group methodology may be the most suited modality.

b. Group Dynamic

There are many theoretical models that describe the interactions of learners with each other and with a facilitator, as well as the rules that the learners will follow in a small group, for example: in clinical settings, seniority and specialty may alter the group dynamic as much as the personalities of the individuals themselves.

c. Discussion Style

In convergent sessions, the facilitator functions as a conduit through which conversation and ideas flow and interaction happens between him or her in each learner with a reasonable bit of practice, most facilitators are able to regulate the path of discussion and achieve pre-determined goal point.

In a survey of online sites, Martha stated that the qualities of small group education are utilized to produce ideas in preparation for a lecture, film, and so on. describe key elements from a text or reading evaluate levels of proficiency and comprehension; explore topics taught in earlier lectures; review examinations, puzzles, quizzes, and writing assignments At the end of class, process learning results; compare and contrast theories, issues, and interpretations; address challenges that link theory to practice; and brainstorm real-world applications of theory.²¹

3. The Goals of Small Group Discussion

There are objectives to make the main aims of small group teaching obvious to students and to convey the importance of talking about what you are thinking to others in terms of their personal and

²¹ Ray V. Rasmussen, *Practical Discussion Techniques for Instructors*, 1984.

intellectual growth. The following are the objectives of small group instruction:²²

- a. Intellectual development occurs through the clarification of concepts and theories through conversation, as well as the acceptance and recognition of interrelationships and linkages.
- b. Intellectual and professional talents are developed via thinking and problem solving, such as analyzing, assessing evidence, logical reasoning, and synthesizing.
- c. Communication skill development: via conversation, practice giving explanations, listening, questioning, presenting and defending a position, and providing constructive criticism..
Personal development: By participating in debate and discussion, students may put their principles and views to the test while also increasing self-esteem and self-confidence.
- d. Professional development: Through close and concentrated interactions with professors and colleagues in the subject, students become aware of the models of thought, recognized norms, and values and ethics of the discipline or profession.
- e. Students embrace personal responsibility for the progress and direction of their own learning by preparing for and participating in small group teaching discussions and activities.

²² Ibid.

Working in groups allows you to practice a number of group management skills and group responsibilities such as leadership, planning and organization, offering support and encouragement to others, creating tasks, and monitoring progress.

- f. Reflective practice: By examining and reflecting on their activities, students may learn from their triumphs and errors, developing their abilities and understanding while also planning future learning.

4. The Steps of using Small Group Discussion

There are other actions to be performed in small groups to simplify this method. According to Ernest, there is a small group discussion process, and they are as follows:

- a. Introduction

The teacher discusses and describes the topic that both pupils are familiar with in order for them to debate it. The instructor informs the pupils at the start of the lecture.

- b. Directing the discussion

- c. The presenter is in charge of directing the discussion. The students provide feedback on their review of the teacher's material and present the outcomes of their discussion to their group and other classrooms. The other party leaders respond with explanations, reflections, and criticisms. If the presenter has any reservations regarding the issue, the audience should be questioned. The

lecturer's goal will be to influence, rather than dominate, the conversation. Questions are crucial to keep the debate continuing as long as the topic does not finish.

d. Summarizing the discussion

A final summary is required at the end of the conversation. Conclusions written on the chalkboard will be saved for others to view.²³

Based on the explanation above, this small group discussion process, which begins with the introduction and ends with the discussion, may be divided into three stages.

5. The Advantages of Small Group Discussion

There are several benefits to employing the Small group discussion approach, including:

- a. The learners receive more air time and are more likely to be asked to engage in a small group discussion situation..
- b. Small group discussion allows students to warm up and test their ideas in a smaller, less intimidating setting than the entire class. As a result, there is a greater likelihood that learners will participate in a plenary session discussion.
- c. Small group discussions foster greater diversity of view than big group discussions, which are often dominated by the remarks of the

²³Brewer, *13 Proven Ways to Get Your Message Across*. pp. 23-25.

first few participants, who establish the tone and scope of the conversation.²⁴

6. The Disadvantages of Small Group Discussion

There are several disadvantages to employing the Small group discussion approach, including:

- a. This process takes a long time. This takes a very long time, which is not as expected given how frequently the issue is discussed in groups.
- b. Some people of the party will be talking all over the place.
- c. It needs fewer personnel than previous methods.
- d. The debate will swiftly devolve into chaos.²⁵

C. Theoretical Framework and Paradigm

1. Theoretical Framework

Theoretical Framework is a notion that includes the relationship of causal hypothesis between independent variable and dependent variable in order to provide an accurate response to a problem. Variable is a symptom that may be divided into quantitative and qualitative variables. As a result, there are two variables: influencing variables and impact variables. The influencing variable is known as the independent variable (X), and the impact variable is known as the dependent variable (Y). There are two variables in this research; there are

²⁴ Rasmussen, *Practical Discussion Techniques for Instructors*.

²⁵ Brewer, *13 Proven Ways to Get Your Message Across*, p.27

independent variable (X) and dependent variable (Y). The independent variable is Small Group Discussion and dependent variable is students' speaking performance.

2. Conceptual Framework

The instructor should have a distinctive method in order to develop students' competency, particularly in speaking, during the teaching learning process. It's critical to understand since teaching is the process of passing on information from the instructor to the pupils. Hopefully, through learning the procedure, the competency objective may be attained.

Speaking is simple in theory but difficult in reality. It is due to the intricacy of the teaching and learning process. Furthermore, it is one of four abilities that pupils should be taught in school. That is why it is critical for the instructor to make it easy by empowering and immersing students in it so that the study's goal is met. Implementing the small group discussion approach is one strategy to develop your speaking skills. The research study focuses on the use of small group discussions to improve students' speaking abilities.

A small group discussion approach is another option for motivating pupils to speak English properly. And it has the potential to modify students' perceptions of English as a difficult language to learn, particularly in speaking. As a result, small group discussion methods

may be used in or out of the classroom to increase students' enthusiasm to learn English, particularly the experience of speaking with others.

D. Hypothesis Formulation

1. Hypothesis Formulation Paul S gary explains that hypothesis is a specific prediction that follows directly from theory.²⁶ There are two kinds of hypothesis, such as alternative and null hypothesis. Based on assumption above, hypothesis for this reserach can be formulated as follows:

- a. Alternative Hypothesis (Ha)

There is a positive and significant influence of using small groups strategy toward students' speaking performance at the eleventh Grade of SMAN 1 Labuhan Ratu, East Lampung.

- b. Null Hypothesis (Ho)

There is a no positive and significant influence of using small group strategy toward students' speaking performance at the eleventh Grade of SMAN 1 Labuhan Ratu, East Lampung.

Statistical Hypothesis Based on the explanation above, the researcher concludes that hypothesis are:

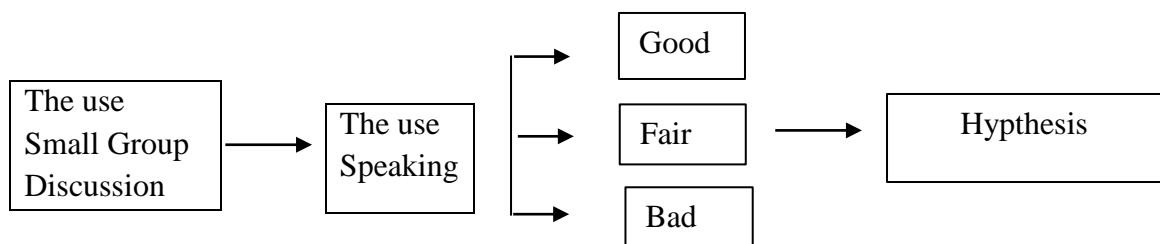
- a) If the score of $t_{\text{observed}} (fo) > f \text{ table } (ft)$ alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected.
- b) If the score of $t_{\text{observed}} (fo) < r \text{ table } (ft)$ alternative hypothesis (Ha) is rejected and null hypothesis (Ho) is accepted.

²⁶ Paul S. Gray et al., *The Research Imagination: An Introduction to Qualitative and Quantitative Methods* (Cambridge University Press, 2007).

E. Paradigm

Based on the theoretical framework the researcher describes the paradigm as follow:

The Figure 2.1 of Indicator Speaking Performance at The Eleventh Grades of SMAN 1 Labuhan Ratu



Source: the data of students' at SMAN 1 Labuhan Rtau have been used to be Small Group Discussion

Based on the paradigm described above, the researcher assumes that if using small group discussion is effective and students' speaking performance is excellent, it suggests that using small group discussion has a positive and substantial influence on students' speaking performance. Furthermore, if small group education is ineffective, students' speaking performance would suffer, implying that there is no major influence of small group discussion on students' speaking performance.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher will undertake quantitative research. Quantitative research explains phenomena by gathering numerical data and analyzing it using mathematically based approaches (in particular statistics).²⁷ In experiment research, one or more variables are purposefully altered, and the results are examined and justified.²⁸ The researcher then employs Pre-Experimental Design as a qualitative research strategy in this study.

It is referred to as pre-experimental design since external variables continue to impact the creation of the dependent variable. As a result, the dependent variable, the experimental outcomes, are not entirely impacted by the independent variable.²⁹ Furthermore, the researcher used a one-group pretest-posttest design, because this design includes a pretest prior to treatment. As a result, the treatment results can be found to be more accurate, allowing them to be compared to the circumstances before to therapy.³⁰

Furthermore, the pretest and posttest are designed to determine whether adopting a Small Group Discussion Strategy may significantly affect students' Speaking Performance. Furthermore, a pretest and posttest will be administered to

²⁷Daniel Muijs, *Doing Quantitative Research in Education* (London: Sage Publications, 2004).p.1.

²⁸James E. Mauch and Namgi Park, *Guide to the Successful Thesis and Dissertation*, Fifth Edition (New York: Marcel Dekker, 2003).p.129.

²⁹Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2013).p.74.

³⁰*Ibid.*

determine progress before and after therapy. The eleventh grade class is used as the experimental group in this study, and entire sampling is used. There was a pretest and a posttest in this class.

According to the aforementioned definition, the researcher believes that quantitative research is study that is measured using a statistical approach. The researcher employs quantitative research since the data gathered by the researcher includes numerical data.

B. The Operational Definition of variables

Operational definition is a definition that is based on the characteristics of the entity being defined and is seen or measured. In the meanwhile, a variable is defined as a property of a person or an object that 'varies' from person to person or object to object.³¹ A variable is a concept or a feature that may take on several forms.³²

The operational definitions of variables are as follows, based on the meanings of each variable stated above:

1. Independent Variable

The independent variable, according to Evelyn Hatch, is the primary variable that you aim to study. The variable is chosen, modified, and measured by the researcher. The independent variable (X) is a variable that causes, influences, or has an effect on the outcome. They are also known as treatment variables, altered variables, antecedent variables, or predictor

³¹Evelyn Hatch and Hessein Farhady, *Research Design and Statistic for Applied Linguistics* (Los Angeles: Rahnama Publications, 1981).p.12.

³²Donald Ary, *Introduction to Research in Education*, Eighth Edition (USA: Wadsworth, Cengage Learning, 2010).p.37.

variables. The independent variables (X) of this study are small group discussions, which are defined as a few people engaged in communication interaction over time, in a face-to-face and computer-mediated environment, who have common goals and norms and have developed a communication pattern for meeting their goal in an independent manner. The researcher conducts an oral exam to assess the students' capacity to converse in English using their own words and with the assistance of Small Group Discussion in the learning process. The variable will be observed to examine the impact of small group discussions on learning activities speaking. Furthermore, based on the explanation above, the following was an indicative of the effect of the utilized small group discussion strategy:

- a. When employing small group discussion, students are more involved in teaching and learning speaking.
- b. Students must speak out in English in front of a friend.
- c. When employing small group discussions, students are more interested in teaching and learning to speak.

2. Dependent Variable

According to Combleet and Carter, speaking is an activity in which the first speaker of all has produced sound by regulating the many parts of human anatomy and physiology involved in speech production.³³ Furthermore, David, Atel, and present speaking is the question typically chosen by the speaker, or offer an analysis in a direct method from one mind to another, and

³³Sandra Combleet & Ronald Carter. *The Language of Speech and Writing*, (New York:Routledge, 2001), P.17.

it is the way.³⁴ Furthermore, Fedrizzi and Ellis believe that high speaking skill encourages speakers to plan and present their topic and reactions. Affective speaking requires articulation, pronunciation, amount, pace, grammar, vocabulary, precise word usage, and gestures.³⁵

Furthermore, Torky believes that speaking is one of the four language skills, together with reading, writing, listening, and speaking, through which pupils may communicate with others in order to achieve objectives or demonstrate their assessments, aspirations, intents, and perspectives.³⁶

This study's dependent variable (Y) is Speaking Performance, which may be characterized as knowledge to detect performance such as fluency, pronunciation, vocabulary, grammatical accuracy, and interactional strategies. The following is the criteria for students' public speaking performance:³⁷

³⁴ Pawlak, Waniek-Klimczak, and Majer, *Speaking and Instructed Foreign Language Acquisition. Second Language Acquisition*.

³⁵ Mariann Fedrizzi, *Debate* (South-Western Cengage Learning, 2011).

³⁶ Shaimaa Abd EL Fattah Torky, *The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students* (ERIC Clearinghouse, 2006).

³⁷ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Longman, 2001).

Table 3.1
The Test Scoring Categories For Speaking
(Brown, 2001: 406-407)

Scores	Fluency	Pronunciation	Grammar	Comprehension	Task
1	(no specific fluency description. Revert to other to four language areas for implied level of fluency)	Error in pronunciation are frequent, but can be understood by a native speaker, used to dealing with engineers at tempting to speak his language.	Errors in grammar or frequent, but speaker can be understood by a native speaker use to dealing with foreigners attempting to speak his language.	within the scope of his very limited experience, can understand simple question and statement if delivered with slowed space, repetition, or paraphrase.	Can ask and answer question on topics very familiar to him, able to satisfy routine travel needs and minimum courtesy requirements.
2	Can handle with confident	Accent intelligible talk often faulty.	can usually handle elementary	Can get the gist of most conversation of none- technical	Able to satisfy routine

	but not with facility most social situation, including intriduction and casual conversatio n about current events, as well as work, family, and auto biographyc al function.		constructio ns quite accurately but does not have trought or confident control of the grammar.	subject (i.e., topics that require no speacialized knowledge).	social demands and work requirmen ts, needs help in handling any complicati ons difficulties .
3	Can discuss particullar interest of competentc e with reasonable	Errors never intertere with understanding and rarely dustrub the native speaker.	Control of grammer is good. Able to speak the language	Comprehension is quite complete at a normal rate of space.	Can participat effectively in most formal and

	ease. Rarely has to group for words.	Accent may be obviously foreign.	quite sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics.		informal conversation on practical, social, and professional topics.
4	Able to use language fluently on all levels normally pertinent to professional meets. Can	Errors in pronunciation are quite rare.	Able to use the language accurately on all levels normally pertinent to	Can understand any conversation within the range of his experience.	Would rarely be taken for a native speaker but can respond appropriately

	participate in any conversation within the range of this experience with a high degree of fluency.		professional needs. Errors in grammar or quite rare.		ly even in unfamiliar situation. Can handle informal interpreting from and into language.
5	Has complete fluency in the language such that his space is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speaker.	Equivalent to that of an educated native speaker.	Equivalent to that of an educated native speaker.	Speaking particularly equivalent to that of an educated native speaker.

The total score of the whole can be divided by the total number of students' and multiplied by 100 then the score that will come out is the score obtained from the test. According to brown (2001-406/407) each score that has been added up will be accumulated and divided by the number of students', then the score will be listed so that it can be effect students.

C. Population, Sample, and Sampling Technique

1. Population

According to Ziana O'leary, population is the total membership of a particular class of people, objects, or events.³⁸ Furthermore, according to Donal Ary, a population is defined as all members of any well-defined class of people, events, or things.³⁹ This study's population consists of all students in the eleventh grade at SMAN 1 Labuhan Ratu in East Lampung. Because the researcher only takes one class, the overall population in this study is 81 students.

Table 3.2
The Population of Eleventh Grade of SMAN 1 Labuhan Ratu
Academic Year 2022/2023

No	Class	Gender		Total
		Male	Female	
1.	XI A	9	18	27
2.	XI B	8	19	27
3.	XI C	10	17	27
Total of Students				81

³⁸ Zina O'Leary, *The Essential Guide to Doing Research* (SAGE, 2004).

³⁹ Donald Ary et al., *Introduction to Research in Education* (Cengage Learning, 2013).

2. Sample and Sampling Technique

A sample is smaller number of individuals drawn from the total population which can be taken as representative of that population.⁴⁰ This study's sample chosen two classes from the eleventh grade at SMAN 1 Labuhan Ratu, East Lampung. First class is experimental class and the second class is controlled class, each class consist of 27 students.

The sampling technique used in this research was cluster random sampling. The researcher conducted the research at eleventh grade, the eleventh grade consists of three classes and the researcher choose two classes as a sample.

D. Data Collection Method

The research method is the method utilized by the researcher to acquire data for the study. The researcher use data collection methods such as:

1. Test

Anderson defined an instrument as any tool used to gather data, including tests and questionnaires, observation plans, and any other tool.⁴¹ Brown says that a test is a means of testing a person's competence or knowledge in a certain topic.⁴² It is a collection of techniques, methods, and objects that make up an instrument of some kind and need performance or action on the side of the researcher.

⁴⁰ O'Leary, *The Essential Guide to Doing Research*.

⁴¹ Gary Anderson, *Fundamentals of Educational Research*, 2nd Edition (USA: Falmer Press Place, 2005).p.94.

⁴² Brown, *Teaching by Principles*.

a. Pre- Test

Pre-test is a test that is carried out before the teacher starts learning. The purpose of the pre test is to determine the initial ability of students regarding the material to be delivered. By knowing these initial abilities, it is easier for teachers to determine the models and methods that will be applied in learning.

The researcher gives an oral test in pre test in order to know their basic knowledge. In this case the students' speaking performance that they have achieved.

b. Post-test

Post test is a test that is carried out after the learning process is completed. Post test is a form of final evaluation of a lesson. Thus, the post test is carried out at the closing stage of the learning activity. The purpose of the post test is to determine the success of the learning process and to measure the mastery of the competence of students towards the material taught by the teacher. Like the pre-test, the post-test questions can be in the form of multiple choice and descriptions.

The questions given by the teacher can also be the same as the pre-test questions. Teachers can obtain data on student learning outcomes by comparing the value of the two. Usually, post-test scores will increase if students can follow the lesson well. Conversely, if students are not able to follow the learning process well, the post test scores are not much different from before.

During the first encounter, the researcher administered a pre-test to determine the difference between individuals with similar levels. The pre-test in this study was in the form of a speaking performance test. The researcher administers an oral exam to the pupils in order to assess their speaking abilities. The researcher provides a speaking subject that should be developed in a pair by mentioning something like a buddy or a bench.

After learning about the technique's effect, it is possible to improve the pupils' speaking performance. It was carried out after they had received the treatment. Both the preparation test and the post-test are distinct. The researcher use questioning to learn about the pupils' speaking abilities. It was administered orally by the researcher, and each posttest was followed by a post-test.

2. Documentation

Documentation is defined as the process of obtaining information from speak in English language or papers.⁴³ The researcher utilized this approach to support and obtain thorough information on the process in the English classroom via data observation, such as data from English instructors at SMAN 1 Labuhan Ratu, East Lampung.

3. Observation

In this study, observation was employed to determine the students' speaking performance throughout learning activities. Observation is also

⁴³ O'Leary, *The Essential Guide to Doing Research*.

defined as a strategy for gathering data that is done by making observations with detailed notes and in a systematic manner.

Furthermore, observation entails more than merely analyzing the world around us through the lens of science in order to generate ideas for research. This technique was intended to gather information regarding the study process, services available, and so on. The researcher employed non-participant observation in this study since the researcher merely saw and documented it. To get data, the researcher immediately observed the site of the research, the state of the pupils.

E. Research Instrument

An instrument is a tool for measuring phenomena that is used to collect and record data for evaluation, decision making, and, ultimately, knowledge.⁴⁴ Thus, a research instrument is a tool that aids in data collection. The following is the research instrument that was utilized in this study:

1. Instrument Blueprint

- a. The instrument that will be used in the observation method is observation guidance, which will include the following:
 - 1) observation of the location sketch of SMAN 1 Labuhan Ratu, East Lampung;
 - 2) observation of the establishment of SMAN 1 Labuhan Ratu, East Lampung; and

⁴⁴David Colton and Robert W. Covert, *Designing and Constructing Instruments for Social Research and Evaluation* (San Fransisco: Jossey-Bass, 2007).p26.

- 3) observation of the building of SMAN 1 Labuhan Ratu, East Lampung.
- b. The documentation guidance instrument will be employed in the documentation process, as follows;
- 1) Documentation about students at SMAN 1 Labuhan Ratu, East Lampung;
 - 2) Documentation regarding SMAN 1 Labuhan Ratu, East Lampung's organizational structure.

2. Instrument Calibration

The researcher employs a test form in the form of an oral examination. The researcher employs the instrument, as well as the pre- and post-tests. The pre-test was utilized to get a score before to the treatment. This test was designed to assess students' understanding of public speaking performance. Objective exams are used by the researcher.

Table 3.3
Pretest Topic

No.	Pretest Instrument	Allocation
1.	The Mindst of a Pandemic	60 Minutes
2.	A Wonderful Island	

Table 3.4
Posttest Topic

No.	Pretest Instrument	Allocation
1.	The Mindst of a Pandemic	60 Minutes
2.	A Wonderful Island	

F. Data Analysis Technique

The researcher will use simple statistical formula to compare the result of the pre-test and post-test. The data will be analyzed by using T-test formula to know the significant and treatment effect. The T-test formula that is used by the researcher is as follows:⁴⁵

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Notes:

Mx : Mean of control class

My : Mean of Experimental class

Σx^2 : Average of deviation of control class

Σy^2 : Average of deviation of experimental class

N_x : Number of the students in control class

N_y : Number of the students in experimental class

X : Deviation each score x_2 and x_1

Y : Deviation each score y_2 and y_1

With d.f : $N_x + N_y - 2$.

⁴⁵ Ary et al., *Introduction to Research in Education*.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. RESEARCH RESULT

1. Profile at SMAN 1 Labuhan Ratu

There are any specific building and part of SMAN 1 Labuhan Ratu we should to know and they are as follows :

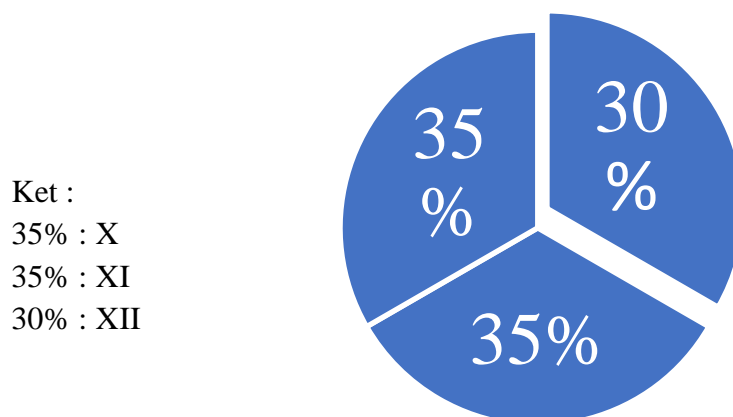
a. The Historical Background at SMAN 1 Labuhan Ratu

SMAN 1 Labuhan Ratu is a senior high school in the This School is located di JL. SUTAN LIYU KM 2, Labuhan Ratu, subdictric Labuhan Ratu, .Regency East Lampung, Lampung. Established since 2005. The principles of SMAN 1 Labuhan Ratu is Mr. Mulyadi, M.pd.

b. The Student Quantity Of SMAN 1 Labuhan Ratu

There are students' quantity at SMAN 1 Labuhan Ratu in academic year of 2022/2023 that can be seen the figure bellow :

The Figure 4.1 of students' quantity at SMAN 1 Labuhan Ratu



Source :The Data From Observation At SMAN 1 Labuhan Ratu

c. The Condition of Infrastructure and Facility at SMAN 1 Labuhan Ratu

In general, for a school that is still very young, The Condition of Infrastructure and Facility at SMAN 1 Labuhan Ratu are good enough. It can be seen from the list of supporting infrastructure for the learning process below:

Table 4.1

The data of Facility and Infrastructure of SMAN 1 Labuhan Ratu

No	Facility and Infrastruktur	Criteria
1	Headmaster Office	Avaliable
2	Teacher Office	Avaliable
3	Mosque	Avaliable
4	Toilet	Avaliable
5	Ablution Place	Avaliable
6	Field	Avaliable
7	Parking Place	Avaliable
8	Warehouse	Avaliable
9	Kitchen	Avaliable
10	Electric Power	Avaliable
11	Internet	Avaliable
12	Fan	Avaliable
13	Sofa	Avaliable
14	Library	Avaliable
15	Canteen	Avaliable
16	Football Field	Avaliable
17	Basketball Field	Avaliable
18	Post Office	Avaliabke
19	Extrakulikuler Office	Avaliable
20	Lobby	Avaliable

Source: the data from observation at SMAN 1 Labuhan Ratu

Table 4.2

General Condition of Tools at SMAN 1 Labuhan Ratu

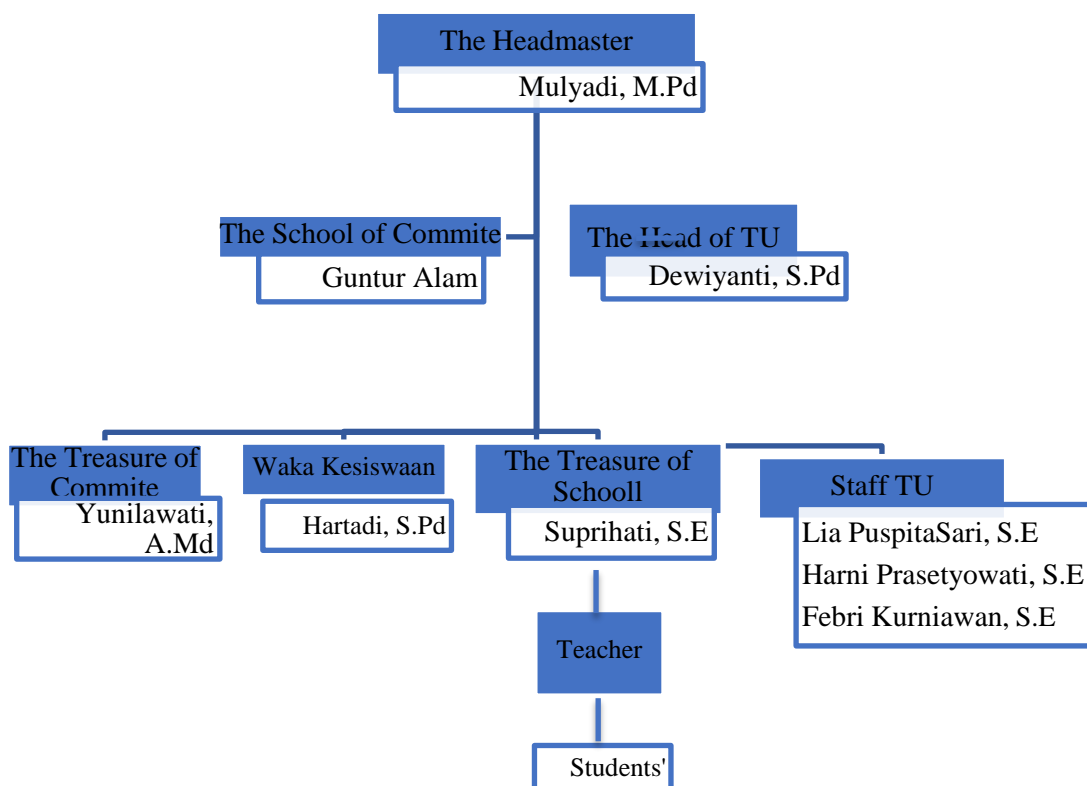
No	Tools	Description
1	Chair/Table for students	245 Pcs
2	Chair/Table for teacher	45 Pcs
3	Cupboard	20 Pcs
4	Computer	15 Pcs
5	Printer	6 Pcs
6	Led Projector	5 Pcs
7	Whiteboard	4 Pcs

Source: The Data From Observation The Research At SMAN 1 Labuhan Ratu

d. The Structure Organization of SMAN 1 Labuhan Ratu

Figure 4.2

The structure of organization at SMAN 1 Labuhan Ratu



Source: The Observation Of The Structure Got From The Staff At SMAN 1 Labuhan Ratu

B. Result of the Research

1. The Description of the Data

This chapter focuses with the result of the test given to the sample, the students of SMAN 1 Labuhan Ratu. The result was used to get empirical evidence about the influence of using small group discussion on students' speaking performance at eleventh grade of SMAN 1 Labuhan Ratu in 2022/2023 academic year. The result of the research is presented as the data description based on the result of the test. The result of the data analysis obtained through speaking test.

a. The score of Pre-test and Post-test (Experimental Class)

Table 4.3

(Experimental Class - XI. A of SMA Negeri 1 Labuhan Ratu)

NO.	NAME	Pretest Score	Posttest Score	Gain
1	AR	56	60	4
2	ADF	60	80	20
3	AGM	60	64	4
4	AAN	76	80	4
5	AN	52	72	20
6	BD	56	68	12
7	BRS	64	80	16
8	BN	68	72	4
9	DE	64	80	16

10	DPF	64	80	16
11	ES	68	72	4
12	FQN	52	64	12
13	GV	56	72	16
14	GRAS	60	68	8
15	GSW	56	72	16
16	IAA	72	76	4
17	KRA	52	72	20
18	LEP	60	68	8
19	LS	60	68	8
20	MDRR	64	76	12
21	NDN	56	72	16
22	NP	60	76	16
23	NPR	60	76	16
24	NHA	56	64	8
25	RDSN	52	68	16
26	RS	64	68	4
27	RA	72	84	12
SUM		1640	1952	
Average Score		60.7	72.3	
Max		76	84	
Min		52	60	

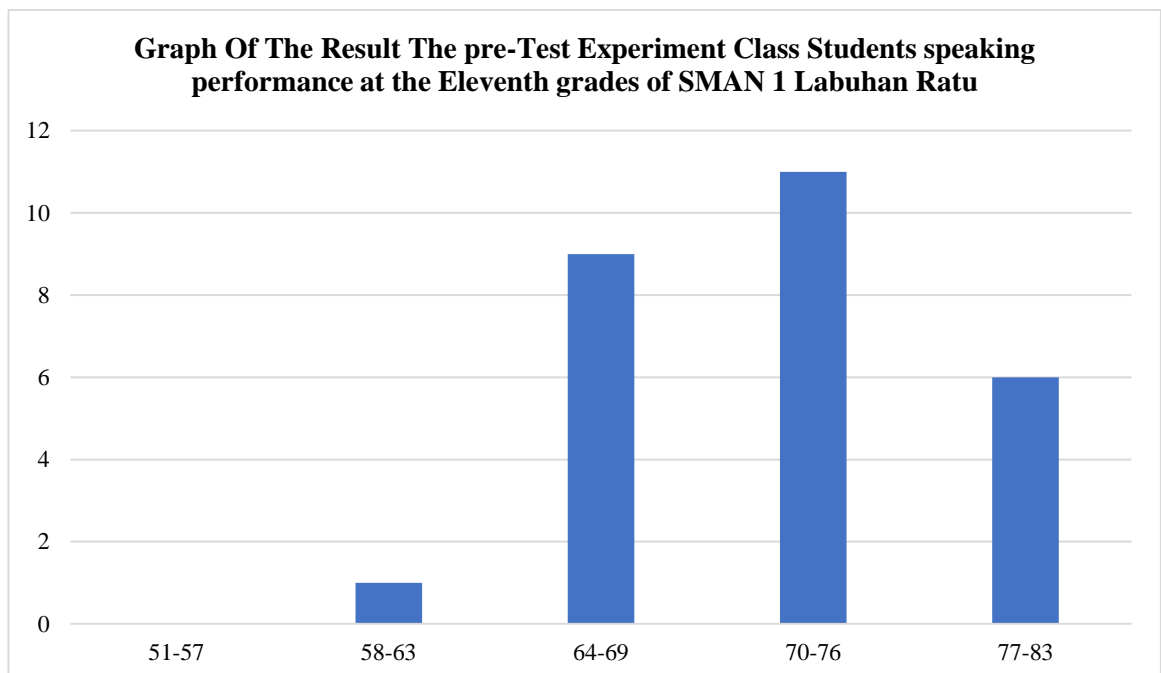
Based on the table 5 above it can describe in table of frequency and graph as follow:

Table 4.4
Table Frequency and Graph of The Result of
Pre-test
Students' Speaking Performance at The
Eleventh Grades of SMAN 1 Labuhan Ratu

No	Students' Score	Frequency	Average Score of Grade
1	51-57	10 Students	60,7
2	58-63	8 Students	
3	64-69	7 Students	
4	70-76	2 Students	
5	77-83	0 Students	
Total		27 Students	

Figure 4.3

The Graphic from frequency table above :



From the data above, it can be concluded that there was students with a score of 0 by getting a score of 40-50 and students who score 51-60 there was 18 students and there was students with 8 who get a score of 61-70 and the last one there was 2 students who get a score of 71-80. It was investigated that the average grade is 60,7. It shows the students' speaking performance before the treatment. To follow up the pre-test, the researcher had done the influence of small group discussion students' speaking performance at the eleventh grades of SMAN 1 Labuhan Ratu.

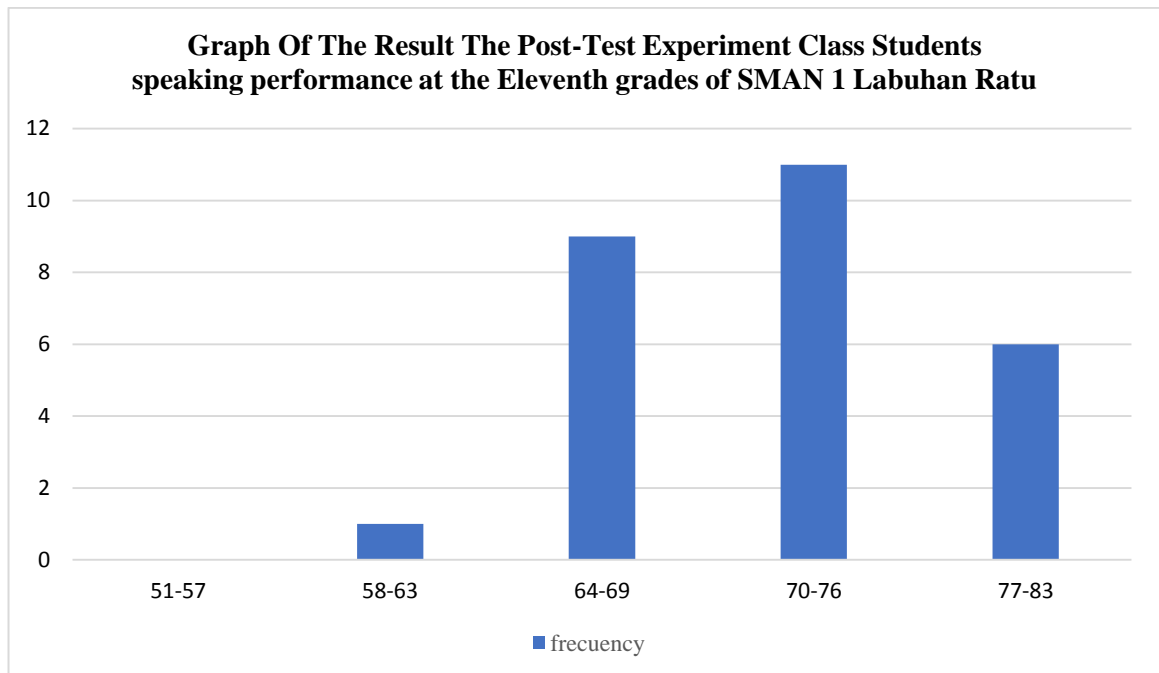
Table 4.5

Table Frequency and Graph of The Result of Post -test Students' Speaking Performance at The Eleventh Grades of SMAN 1 Labuhan Ratu

No	Students' Score	Frequency	Average Score of Grade
1	51-57	0 Students'	72,3
2	58-63	1 Students'	
3	64-69	9 Students'	
4	70-76	11 Students'	
5	77-83	6 Students'	
Total		27 Students'	

Figure 4.4

The Graphic from the frequency table above :



Based on the explanation above, it can be concluded that for score 40-50, the total of students was 0 students. The students that included for score 51-60 was 1 students. Then, the students that included for score 61-70 was 8 student and the last, the students that included for score 71-80 was 16 student. , it was investigated that the average grade is 72,3. It shows the students' speaking performance at the post-test experimental class.

The data above shows the score of experimental class, the average score of pre-test is 60,7 and the average score of post-test is 72,3 It means that there are positive and significant gain in experimental class.

b. The Score of Pre-test and Post Test (Controlled Class)

Table 4.6

(Controlled Class - XI. B of SMA Negeri 1 Labuhan Ratu)

NO.	NAME	Pretest Score	Posttest Score	Gain Score
1	Ars	56	68	12
2	ADFs	60	64	4
3	AGMs	72	68	-4
4	AANs	60	64	4
5	Ans	60	64	4
6	BDs	68	64	-4
7	BRSs	68	68	0
8	BNs	60	60	0
9	Des	52	56	4
10	DPFs	60	64	4
11	Ess	64	68	4
12	FQNs	60	60	0
13	GVs	64	68	4
14	GRASs	56	56	0
15	GSWs	52	60	8
16	IAAs	56	68	12
17	KRAs	70	64	-6

18	LEPs	72	76	4
19	LSs	64	60	-4
20	MDRRs	64	64	0
21	NDNs	72	68	4
22	NPs	56	64	8
23	NPRs	52	64	12
24	NHAs	64	72	8
25	RDSNs	72	76	4
26	RSs	64	72	8
27	Ras	68	72	4
SUM		1686	1772	
Average Score		62.4	65.6	
Max		72	76	
Min		52	56	

The data above shows the score of experimental class, the average score of pretest is 62.4 and the average score of posttest is 65.6. This mean that there is no the positive and significant gain in the controlled class.

In conclusion, the data shows the difference between students' score in experimental and control class that the score of experimental class which was taught by using small group discussion technique on students' speaking performance was

higher than the score of control class which learn speaking performance with conventional technique.

2. Analysis of the Data

a. The Normality Test

The normality test is a test which is done to check whether a group of data comes from population having normal distribution or shapes normal curve. The researcher conducted the normality test before calculating the t-test. It purposed to know whether the data from the two classes has been normally distributed or not. The researcher used Komogorov-Smirnov and Shapiro-Wilk to do the normality test. SPSS was used to analyze the data. The result can be seen as follow:

1) Pre-test

Table 4.7 The Normality Test of Pre-test

Tests of Normality

Class	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Experiment	0.175	27	<u>0.033</u>	0.929	27	0.066
Control	0.131	27	<u>0.2</u>	0.932	27	0.076

Based on the data in Table 4.3, the test shows the significance of the experimental class was 0.033 and the control class was 0.2. If the data is higher in a

significance $\alpha = 0.05$ the data was normal distributed. It can be concluded that the data is normally distributed because both classes' significances are above 0.05.

2) Post-test

Table 4.8 The Normality Test of Post-test

Tests of Normality

Class	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Experiment	0.149	27	<u>0.128</u>	0.953	27	0.255
Control	0.178	27	<u>0.028</u>	0.942	27	0.136

Based on the data in Table 4.4, the test shows the significance of the experimental class was 0.128 and the control class was 0.028. If the data is higher in a significance $\alpha = 0.05$ the data was normal distributed. It can be concluded that the data is normally distributed because both classes' significances are above 0.05.

b. The Homogeneity Test

Homogeneity test is used to test the similarity of the sample which is taken from homogenous population. After the researcher did the normality test, the researcher did the homogeneity test in order to test the similarity of the sample in both classes. The researcher used Levene statistic

test to calculate the homogeneity test. The results are presented as follows:

1) Pre-test

Table 4.9 The Homogeneity Test of Pre-test

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Based on mean	0.057	1	52	<u>0.813</u>
Based on median	0.115	1	52	<u>0.736</u>

The result of the data in Table 4.5 shows that the significance of pre-test between experimental class and control class was 0.813. Therefore, the data of pre-test was homogenous because it was higher than 0.05.

2) Post-test

Table 4.10 The Homogeneity Test of Post-test

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Based on mean	0.498	1	52	<u>0.484</u>
Based on median	0.546	1	52	<u>0.463</u>

The result of the data in Table 4.6 shows that the significance of post-test between experimental class and control class was 0.484. Therefore, the data of pre-test was homogenous because it was higher than 0.05.

c. The Hypothesis Test

The test of data hypothesis in this research is required to see whether there was a significant difference of the result from pre-test and post-test after the treatments was given to the sample. Therefore to test the hypothesis of this research, the software SPSS 25 was used. However to measure and calculate the data, the mean score of pre-test and post-test were input. The significance value or alpha (α) was determined from the formula that is 0.05 or 5%. Then, the result of the t-test is previewed in the table below.

	Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experiment	27	<u>72.3</u>	6.069	1.168
	Control	27	<u>65.63</u>	5.234	1.007

The table above defines the statistical result of the experimental and control classes. The column N means the total of the sample which was 27 from the experimental class and 27 for the control class. From the table above, it also can be seen that the mean score of the experimental

class and the control class is quite significant. The mean score that obtained by the experimental class was 72.3 while the mean score that obtained by the control class was 65.63.

The independent t-test is the last step to analyze the data after normality and the homogeneity test was done. Because the result of the experimental and the control class' pre and posttest's score met the requirement of normality test and both the classes (sample) had similarity or homogeneity in variance. The independent t-test is an analysis to compare data of two group sample statistically.

Independent sample t-test is used to compare the means or averages of the two independent samples (the experiment and the control class) in order to determine whether there was statistical evidence which proved that the means were significantly different. The researcher uses t-test to find out the differences score of students' achievement in teaching oral English presentation with and without small group discussion technique. Moreover, the researcher used IBM Statistics SPSS 25 software to do the calculation or the test. The result of the calculation as follows:

Table 4.12

Independent T-Test of Posttest score of Experiment and Control Class

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
STUDENT	Equal variances assumed	.498	.484	4.322	52	.000	6.667	1.542	3.572	9.762
	Equal variances not assumed			4.322	50.901	.000	6.667	1.542	3.570	9.763

Thus, based on the calculation above, the degree of freedom (df) is 52 and the critical value of the df 50.901 by using the degree of significance of 5% is 3.572 (t_{table}) and the $t_{observe}$ is 9.762. It means that the post-test score of experimental class is higher than the score of controlled class. The result of the comparison between $t_{observe}$ and t_{table} were $9.762 > 3.572 = t_{observe} > t_{table}$.

Clearly from the hypothesis it shows that on the df = 52 and in the degree of significance 5% the value of degree of significance is 3.572 (gained based on df = 52 and $\alpha =$

0.05). By comparing the value t_{observe} is higher than t_{table} that is $9.762 > 3.572$, so the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. It could be proved that there were significant differences between the results of using small group discussion technique in speaking performance at eleventh grade students of SMAN 1 Labuhan Ratu

C. Data Interpretation

The purpose of this study is to find out the influence of using small group discussion on students' speaking performance at the eleventh grade students of SMAN 1 Labuhan Ratu. Based on the test of equality of two average post-test was known that the students' speaking performance shows the differences in both the experimental class and the control class.

In the description of the data which was taken from 27 students of experimental class, Table 4.1 shows the description of the experimental class score which has the mean score of pre-test 60.74 before the small group discussion method was implemented. After the teacher implemented the small group discussion technique in the experimental class, the mean score of post-test is 72.3. Meanwhile, the Table 4.2 shows the description of the control class score which has the mean score of pre-test 62.4 and the mean score of post-test is 65.6. It means that both classes have increased in the post-test score. Yet, the experimental class got higher score than the control class. Based on the statistical analysis, the increasing point of the

experimental class is 11.56 points; from 61.74 to 72.3. As for the control class, it increased 3.1 points; from 62.4 to 65.6. It means that the experimental class had more significantly increasing points rather than the control class.

In this research, there are 27 students in experimental class and 27 students in control class. Therefore, the degree freedom (df) is $(27 + 27) - 2 = 52$ which means the data which were free to vary is 52 in total and the other two were not able to vary because they are the last. By the degree of freedom of 52 and the degree of significance of 5% ($\alpha = 0.005$), it was found that the critical value is 3.572.

The result of the statistic calculation indicate that the value of the $t_{\text{observe}} = 9.762$ and by the value of degree freedom of 52 on the significance of 5% is 3.572. Comparing $t_{\text{observe}} = 9.762$ with each values of the degree of significance or $t_{\text{table}} = 3.572$, the researcher found that $t_{\text{observe}} = 9.762$ is higher than the $t_{\text{table}} = 3.572$. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

This means that there is positive influence of using small group discussion on students' speaking performance at the eleventh grade students of SMAN 1 Labuhan Ratu academic year 2022/2023.

In conclusion, as the statistical data shows that alternative hypothesis was accepted by showing that the t_{observe} was higher than the t_{table} . It can be assumed that the small group discussion technique can give significant influence of students' speaking performance because the score

of students' speaking after being taught by using the small group discussion method is higher than before the researcher gave the treatments. Furthermore, this research supported the previous research that the small group discussion technique is an effective way to teach speaking performance of the eleventh grade students at SMAN 1 Labuhan Ratu.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of Small Group Discussion at SMAN 1 Labuhan Ratu academic year 2022/2023 to know the influence of Small Group Discussion as strategy of Speaking Performance, the researcher would like to give conclusion as follows:

First, Speaking performance are used in learning process are less effective and efficient, causing students' to find it difficult to get learning method, therefore it is necessary to give a positive and significant influence by using Small Group Discussion Students' Speaking Performance at The Eleventh Grades of SMAN 1 Labuhan Ratu.

Second, students' speaking performance has to be a new thing for the learn to speak. And then, The Small Group Discussion approach is an another option for motivating pupils to spaeak English properly. However, As the result, Small Group Discussion methode may be used in or out the classroom to increase students' enthusiasm to learn English, particularly the experience of speaking with other.

For the last, Small Group Discussion at SMAN 1 Labuhan Ratu academic year 2022/2023 can give a positive and significant influence for the Students' Speaking Performance in the eleventh grade of SMAN 1 Labuhan Ratu academic year 2022/2023. It shown in the

result of hypotheses test, H_a is accepted and H_o is rejected. Researcher used $t_{table} (0.05) = 3.572$. H_a is accepted if $t_{observe}$ is lower than t_{table} . Since $9.762 > 3.572$ it means that is a significant influence of using Small Group Discussion toward students' speaking performance.

B. Suggestions

After conducting the research, the researcher suggests that the teacher should deliver material more creatively and to pay more attention to the students' activity during the teaching and learning process. Therefore, the success in teaching speaking especially speaking performance does not depend only on the lesson program, but more important is how the teacher uses variants technique to manage the class more lively and enjoyable. Regarding to the teaching speaking performance by using small group discussion, the researcher gives several suggestion to the teacher and students as follow:

1. The number of a small group discussion should be more than two students and less than ten students to manage the group easily, and it will give more chance to each member of the group to express and present their ideas
2. A group discussion fewer than four students is too small, ten or eleven students is too large, so four to five is an excellent number.

3. The teacher should prepare, guide and discuss the topic properly before the session begins
4. The teacher should give motivation to the passive students in each group since cooperative learning required active participant from the student by giving the role in small group discussion.
5. The students should take active part in acting out small group discussion

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APPENDICES



KEMENTERIAN AGAMA REPUBLIK INDONESIA 71
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Antika Antrianingsih
 NPM : 1701070168

Jurusan : TBI
 Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Rabu, 5 Juli/ 2021	✓		- Revisi Background of study. - Revisi Dependent of variable. - Revisi Paradigm	
2	Jum'at, 9 Juli 2021	✓		- Problem of Identification (1,2) - Problem Limitation	
3	Jum'at, 16 July 2021	✓		- Dependent Variable - Bibliography	

Mengetahui
 Ketua Jurusan TBI

Andianto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
 NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
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Jalan Ki. Hajar Dewantara Kampus 15 A Hingrayo Metro Timur Kota Metro Lampung 34111

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Antika Antianingsih
 NPM : 1701070168

Jurusan : TBI
 Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
4.	Rabu, 18 Agustus 2021	✓		- Paradigm - Problem limitation - Problem Formulation	
5.	Jum'at, 20 Agustus 2021	✓		- Acknowledgements - Background of study - Paradigm	
6.	Rabu, 25 Agustus 2021	✓		- Cover - Acknowledge - Bibliografi - Problem Limitation	

Mengetahui
 Ketua Jurusan TBI

Andianto, S.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Widhi Ninsiana, M.Hum
 NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN

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Jalan Ki. Hajar Dewantara Kampus 15 A Ringmulyo Metro Timur Kota Metro Lampung 34111
 Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metroain.ac.id, e-mail: tarbiyah.ain@metroain.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Antika Antrianingsih
 NPM : 1701070168

Jurusan : TBI
 Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
7	Pabu, 29 Des 2021	✓		- Research Method - Bibliography - Acknowledgement	
8	Jumiat, 31 Dec 2021	✓		ACC Check Seminar Proposal	

Mengetahui
 Ketua Jurusan TBI

Andianto, S.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Wilhia Ninsiana, M.Hum
 NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Ilirgugur Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507, Faksimili (0725) 47296, Website: www.metroiaiv.ac.id, e-mail: iainmetro@metroiaiv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Antika Antrianingsih
 NPM : 1701070168

Jurusan : TBI
 Semester : X

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Jumat, 10 Juni 2022		Bimbingan APD belum acc	
2	Jumat, 17 Juni 2022		Bimbingan APD	
3	Selasa, 21 Juni 2022		APD - paket - post kst	
4	Rabu, 22 Juni 2022		Acc APD	

Mengetahui,
 Ketua Jurusan TBI

Andiana, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing,

Dr. Widhiya Ningsiana, M.Hum
 NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Insignya Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507, Faksimili (0725) 43296, Website: www.iainmetro.ac.id, email: iainmetro@iainmetro.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Antika Antrianingsih
 NPM : 1701070168

Jurusan : TBI
 Semester : IX

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Kamis, 12/10/22		Bab 4 & 5	
2.	Kamis, 3/11/2022		Revisi, 1, 2, 3, 4 & 5 - Background of study, - Resume methodology, - Result & Discussion.	
3.	Rabu, 9/11/22		Revisi Bab 1 - Background of study Revisi Bab 5 - Conclusion Revisi Acknowledgement	
4.	Jumat, 11/11/22		Revisi Result Reseat- abstract conclusion & suggestion	

Mengetahui,
 Ketua Jurusan TBI

Andiana, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing,

Dr. Widhiva Ninsiana, M.Hum
 NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Antika Antrianingsih
 NPM : 1701070168

Jurusan : TBI
 Semester : XI/2022

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Rabu, 16/11/2022		Revisi Abstract, Penemuan sekolah, tabel & conclusion.	
2	Kamis, 17/11/22		Aec Ujian Munasabah	

Mengetahui,
 Ketua Jurusan TBI

Angiana, M.Pd
 NIP. 198711102 201503 1 004

Dosen Pembimbing

Dr. Widhiva Ninsiana, M.Hum
 NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Jalan Ki Hajar Dewantara Komplek U.A. Unggulan Metro Tersebut Kota Metro Lampung 34111
 Telepon (0725) 41501, Faksimil (0725) 47296, Web site: www.tarbiyah.iainmetro.ac.id, e-mail: tarbiyah.iain@metro.iain.ac.id

Nomor : B-2237/In.28.1/J/TL.00/06/2021
 Lampiran : -
 Perihal : **IZIN PRA-SURVEY**

Kepada Yth.
 KEPALA SMA N 1 LABUHAN RATU
 di
 Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa kami:

Nama	: ANTIKA ANTRIANINGSIH
NPM	: 1701070168
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE INFLUENCE OF SMALL GROUP DISCUSSION STRATEGY TOWARD SPEAKING PERFORMANCE AT THE ELEVENTH GRADES OF SMA N 1 LABUHAN RATU

untuk melakukan *pra-survey* di SMA N 1 LABUHAN RATU.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 Juni 2021
 Ketua Jurusan
 Tadris Bahasa Inggris

Andriyo, M.Pd
 NIP. 19671102 201503 1 004





PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMAN 1 LABUHAN RATU
KABUPATEN LAMPUNG TIMUR



NSS: 301120423048

NPSN : 10814062

Email : sman1labura@gmail.com

Website : www.sman1labuhanratu.sch.id

Jalan Sultan Liyu km2 Labuhan Ratu Kecamatan Labuhan Ratu Kabupaten Lampung Timur

Nomor : 420/3057/ADM/SMAN.01/LR/VII/2021
Lampiran : -
Perihal : Pemberian Izin Pra - Survey

Kepada : Ketua Jurusan Tadris Bahasa Inggris
Institut Agama Islam Negeri (IAIN) Metro
di-
Metro

Dengan hormat,

Menindaklanjuti surat dari Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro dengan nomor : B-2237/in.28/1/TL.00/06/2021 perihal izin pra-survey, maka dengan ini :

Nama : MULYADI, M.Pd
NIP : 19660722 199203 1 003
Pangkat / Gol : Pembina Tingkat I / IV b
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 1 Labuhan Ratu

Dengan ini memberikan izin kepada :

Nama : ANTIKA ANTRIANINGSIH
NPM : 1701070168
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tarbiyah Bahasa Inggris
Judul : THE INFLUENCE OF SMALL GROUP DISCUSSION
STRATEGY TOWARD SPEAKING PERFORMANCE AT THE
ELEVENTH GRADES OF SMAN 1 LABUHAN RATU

Untuk melakukan pra-survey di SMAN 1 Labuhan Ratu Kabupaten Lampung Timur.

Demikian surat ini dibuat, agar dapat dipergunakan sebagaimana mestinya.



PRE-TEST**Instructions :**

- a. Make a group consist of 2-4 students.
- b. The group will be divided into pros and cons on the topic.
- c. After that, the group discuss about that for 5 minutes.
- d. The first group can present the text that has been discuss in front of the other groups.
- e. Then, the other groups responded to what was conveyed by that group on.

Topic : Pandemic Era

The Pros and Con Of Offline School In The Mindst Of A Pandemic

The Covid-19 pandemic affects many aspects of our lives, including school. Schools are held online at students' respective home. However, there is a discourse that schools will be reopened in July 2020 or January 2021. Many parents are worried their children will have to return to school in the near future. It is because some local governments have included plans for reopening schools in the new normal policy. For example, Central Java Education and Culture Office will enforce the implementation of the new normal in its region starting July 2020. Some options emerges such as imposing a shifting system, limiting the number of students, and implementing existing health protocols.

On the other hand, epidemiologist dr. Dicky Budiman advises not to open the school until the situation gets better. He says that schools reopening is risky, and it probably rises to the second wave of the coronavirus. The students can go back to schools only if the preparation is done and screening process is fulfilled. Furthermore, if the screening process is not fulfilled, schools reopening is not recommended for it is dangerous.

In the end, Offline School can only be done if the situation in our country gets better, or zero case. Since the case is still rising these days, online school is the best option to avoid the new cluster.

POST TEST

Instructions:

- a. Make a group consist of 2-4 students'.
- b. The group will be divided into pros and cons on the topic.
- c. After that, the group discuss about that for 5 minutes.
- d. The first group can present the text that has been discuss in front of the other groups.
- e. Then, the other groups responded to what was conveyed by that group on.

Topic: Wonderful Island

Bali island is famous place in indonesia. Many tourist from other country like from america, europe and asia go to bali to spend their holiday, to spend their newlyweds day and to refreshing after one month work in their company. The bali island capital is in denpasar. Many citizen or people in bali profess hindu religion as majority religion. bali island is island with full of strong culture.

In bali island we can see many beautiful sculpture and balinese temple in every side of street, because all of the house in bali island should has balinese temple and sculpture in front of the house. The sculpture in bali island delegation about gods, like shiva, wisnu or khrishna. Bali also famous with beautiful scenery like kuta beach, kuta beach known with white sand and beautiful scenery in sunset time. Because kuta beach is so famous make some celebs from another country visit bali, forexample is band MLTR Or michael learn to rock, band from denmark that making video clip of song someday in here.

Except making video clip, bali is a nice place to making movie. Example is movie eat, pray and love. That taking scene in 3 country, france, thailand and Indonesia. France when the character in the story finding some delicious food, thailand when the character in the story finding peacefulness and the last place is in indonesia, exact in ball, the character of the story finding someone that make her interest to be lover, its really nice movie to watch. Except scenery bali is famous with art, like dance. For example is kecak dance. Kecak dance is woman dancing with many people, especially man escort her with noisy voice but very beautiful. This show is make foreign tourist interest to come and visit every year to bali. And of course bali known for delicious food like sate matah, it likesate in usual but with chilly spieces. So, thats is about bali island.



KEMENTERIAN AGAMA REPUBLIK INDONESIA 81
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggomulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metroiniv.ac.id, e-mail: tarbiyah.ian@metroiniv.ac.id

SURAT TUGAS

Nomor: B-3036/In.28/D.1/TL.01/06/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **ANTIKA ANTRIANINGSIH**
 NPM : 1701070168
 Semester : 10 (Sepuluh)
 Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 1 LABUHAN RATU, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF SMALL GROUP DISCUSSION STRATEGY TOWARDS STUDENTS SPEAKING PERFORMANCE AT THE ELEVENTH GRADES OF SMAN 1 LABUHAN RATU".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Mengetahui,
 Pejabat Setempat

Dikeluarkan di : Metro
 Pada Tanggal : 23 Juni 2022

Wakil Dekan Akademik dan
 Kelembagaan,



Dr. Yudyanto S.Si., M.Si.
 NIP 19760222 200003 1 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Jalan Ki. Hajar Dewantara Kampus 15 A Iringsuryo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimil (0725) 47296; Webalir: www.tarbiyah.metroiniv.ac.id; e-mail: tarbiyah.iaim@metroiniv.ac.id

Nomor : /In.28.1/J/TL.00/00/0000
 Lampiran : -
 Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth,
 Widhiya Ninsiana (Pembimbing 1)
 (Pembimbing 2)
 di-

Tempat
 Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **ANTIKA ANTRIANINGSIH**
 NPM : 1701070168
 Semester : 11 (Sebelas)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : **THE INFLUENCE OF SMALL GROUP DISCUSSION STRATEGY
 TOWARDS STUDENT SPEAKING PERFORMANCE AT THE ELEVENTH
 GRADES OF SMAN 1 LABUHAN RATU**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 00 0000
 Ketua Jurusan,



Andianto M.Pd



KEMENTERIAN AGAMA REPUBLIK INDONESIA 83
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metroiniv.ac.id, e-mail: tarbiyah.ian@metroiniv.ac.id

Nomor : B-3037/In.28/D.1/TL.00/06/2022

Lampiran : -

Perihal : **IZIN RESEARCH**

Kepada Yth.,

KEPALA SMA NEGERI 1 LABUHAN

RATU

di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3036/In.28/D.1/TL.01/06/2022, tanggal 23 Juni 2022 atas nama saudara:

Nama : **ANTIKA ANTRIANINGSIH**
NPM : 1701070168
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 LABUHAN RATU, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF SMALL GROUP DISCUSSION STRATEGY TOWARDS STUDENTS SPEAKING PERFORMANCE AT THE ELEVENTH GRADES OF SMAN 1 LABUHAN RATU".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 Juni 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMAN 1 LABUHAN RATU
KABUPATEN LAMPUNG TIMUR



NSS: 301120423048

NPSN : 10814062

Email : sman1labura@gmail.com

Website : www.sman1labuhanratu.sch.id

Jalan Sultan Liyu km2 Labuhan Ratu Kecamatan Labuhan Ratu Kabupaten Lampung Timur

Nomor : 420/3335DM/SMAN.01/LR/VIII/2022
Lampiran : -
Perihal : Pemberian Izin Research

Kepada : Dekan Universitas Agama Islam Negeri Metro
Fakultas Tarbiyah dan Keguruan
di-
Metro

Dengan hormat,

Menindaklanjuti surat dari Fakultas Tarbiyah dan Keguruan Institut Agama Islam Negeri Metro nomor : B/3036/In.28/WD.1/TL.01/06/2022 perihal izin Research, maka dengan ini:

Nama : **MULYADI, M.Pd**
NIP : 19660722 199203 1 003
Pangkat / Gol : Pembina Tingkat I / IV b
Jabatan : Kepala Sekolah
Unit Kerja : SMAN 1 Labuhan Ratu

Dengan ini memberikan izin kepada :

Nama : **ANTIKA ANTRIANINGSIH**
NPM : 1701070168
Semester : 10 (Sepuluh)
Fakultas / Jurusan : Tarbiyah dan Keguruan / Tadris Bahasa Inggris

Untuk melakukan Research di SMAN 1 Labuhan Ratu Kabupaten Lampung Timur.
Demikian surat ini dibuat, agar dapat dipergunakan sebagaimana mestinya.



Labuhan Ratu, 25 Agustus 2022

Kepala Sekolah,

(Signature)

SMAN 1 LABUHAN RATU

LAMPUNG TIMUR

MULYADI, M.Pd

19660722 199203 1 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Ringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507, Faksimili (0725) 47296;
Website: www.metroiain.ac.id E-mail: iainmetro@metroiain.ac.id

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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Antika Antrianingsih
NPM : 1701070168
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 18 November 2022

Ketua Jurusan TBI



Andianto, M.Pd.

02-196-102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1391/ln.28/S/U.1/OT.01/11/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Antika Antrianingsih
NPM : 1701070168
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1701070168

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 18 November 2022
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H., C.Me. *As'ad*
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INSTITUT AGAMA ISLAM NEGERI
(IAIN) METRO

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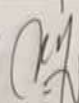
FORMULIR KONSULTASI BIMBINGAN AKADEMIK

Nama Mahasiswa : Antika Antrianingsih.....

Jurusan : TBI.....

NPM : 17010170168.....

Semester : XI.....

No.	Hari/Tanggal	Hal yang Dibicarakan	Solusi/Deadline	Tanda Tangan Dosen PA
1	Kamis, 01/2022	Konsultasi Perencanaan KRS	Ace KRS 6 KRS	
2	Sabtu Jum'at 16/10/2022	Laporan progres studi semester I	Ace Laporan progres studi	
3	Selasa, 1/11/2022	Konsultasi Pendaftaran sidang Munaqosah	Ace Pendaftaran Munaqosah	

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THE INFLUENCE OF SMALL
GROUP DISCUSSION STRATEGY
TOWARDS STUDENTS'
SPEAKING PERFORMANCE AT
THE ELEVENTH GRADES OF
SMA NEGERI 1 LABUHANRATU

by Antika Antrianingsih

Submission date: 21-Nov-2022 04:07PM (UTC+0700)

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TOTAL SCORE OF PRE-TEST

No.	Name	Frequecy	Pronounciation	Comprehension	Grammar	Task	Total Score
1	Ardian	2	3	4	2	3	14
2	Adris	4	3	4	3	2	15
3	Agam	3	4	4	2	3	15
4	Andi N	4	4	4	3	4	19
5	Anggi	2	2	2	2	4	13
6	Bryan D	4	3	2	2	3	14
7	Bram S	4	3	2	3	4	16
8	Bina	4	4	3	3	3	17
9	Dewi E	3	2	4	3	4	16
10	Devi PF	2	3	3	4	4	16
11	Estiyanti	3	4	3	3	4	17
12	Fiqi N	3	2	3	3	2	13
13	Geovani	2	3	4	2	3	14
14	Grasia S	4	3	4	3	2	15
15	Gesya L	2	3	4	3	2	14
16	Indah AA	4	3	3	4	4	18
17	Karin RA	3	3	2	2	3	13
18	Linda	4	3	4	3	2	15

	EP						
19	Lisda S	3	4	4	2	3	15
20	M Dhani RR	4	3	2	4	3	16
21	Nadia DN	2	3	4	2	3	14
22	Nia P	4	3	4	3	2	15
23	Nina PR	3	4	4	2	3	15
24	Nur HA	3	2	4	3	2	14
25	Rina DSN	3	3	2	3	2	13
26	Risma S	4	3	2	3	4	16
27	Ranti M	3	4	4	4	3	18

TOTAL SCORE POST-TEST

No.	Name	Frequecy	Pronounciation	Comprehension	Grammar	Task	Total Score
1	Ardian	4	3	4	2	3	15
2	Adris	4	3	4	4	5	20
3	Agam	3	4	2	3	4	16
4	Andi AN	4	4	4	3	5	20
5	Anggi N	4	3	3	4	4	18
6	Bryan D	4	3	3	4	4	17
7	Bram S	4	3	4	5	4	20
8	Bina	4	4	3	3	4	18
9	Dewi E	3	4	4	5	4	20
10	Devi PF	5	3	4	4	4	20
11	Estiyanti	4	4	3	3	4	18
12	Fiqi N	3	2	4	4	3	16
13	Geovani	4	3	4	4	3	18
14	Grasia S	4	3	4	4	3	17
15	Gesya W	4	3	4	3	4	18
16	Indah AA	4	4	3	4	4	19
17	Karin RA	4	4	3	3	4	18
18	Linda EP	4	4	4	3	3	17
19	Lisda S	4	4	4	3	3	17

20	M Dhani RR	4	4	4	4	3	19
21	Nadia DN	3	3	4	4	4	18
22	Nia P	4	3	4	4	4	19
23	Nina PR	3	4	4	4	4	19
24	Nur HA	3	4	4	3	2	16
25	Rina DSN	3	3	4	3	4	17
26	Risma S	4	3	3	3	4	17
27	Ranti A	5	4	3	5	4	21

ACCUMULATE FOR THE SCORING OF THE PRE-TEST

No.	Name	TOTAL SCORE	ACUMULATE SCORE	CRITERIA
1	Ardian	14	56	Poor
2	Adris	15	60	Poor
3	Agam	15	60	Poor
4	Andi AN	19	72	Good
5	Anggi N	13	52	Poor
6	Bryan D	14	56	Poor
7	Bram S	16	64	Poor
8	Bina	16	68	Poor
9	Dewi E	17	64	Poor
10	Devi PF	16	64	Poor
11	Estiyanti	17	68	Poor
12	Fiqi N	13	52	Poor
13	Geovani	14	56	Poor
14	Grasia S	15	60	Poor
15	Gesya W	14	56	Poor
16	Indah AA	18	72	Good
17	Karin RA	13	52	Poor
18	Linda EP	15	60	Poor
19	Lisda S	15	60	Poor

20	M Dhani RR	16	64	Poor
21	Nadia DN	14	56	Poor
22	Nia P	15	60	Poor
23	Nina PR	15	60	Poor
24	Nur HA	14	56	Poor
25	Rina DSN	13	52	Poor
26	Risma S	14	64	Poor
27	Ranti A	18	72	Good

ACCUMULATE THE SCORING OF POST-TEST

No.	Name	TOTAL SCORE	ACUMULATE SCORE	CRITERIA
1	Ardian	15	60	Poor
2	Adris	20	80	Good
3	Agam	14	56	Poor
4	Andi AN	20	80	Good
5	Anggi N	18	72	Good
6	Bryan D	17	68	Poor
7	Bram S	20	80	Good
8	Bina	18	72	Good
9	Dewi E	20	80	Good
10	Devi PF	20	80	Good
11	Estiyanti	18	72	Good
12	Fiqi N	14	64	Poor
13	Geovani	18	72	Good
14	Grasia S	17	76	Good
15	Gesya W	18	72	Good
16	Indah AA	19	68	Poor
17	Karin RA	17	68	Poor
18	Linda EP	17	76	Good
19	Lisda S	17	72	Good

20	M Dhani RR	19	76	Good
21	Nadia DN	18	72	Good
22	Nia P	19	76	Good
23	Nina PR	19	76	Good
24	Nur HA	14	64	Poor
25	Rina DSN	17	68	Poor
26	Risma S	17	68	Poor
27	Ranti A	21	84	Good

Table 3.1
The Test Scoring Categories For Speaking
(Brown, 2001: 406-407)

Scores	Fluency	Pronunciation	Grammar	Comprehension	Task
1	(no specific fluency description. Rever to other to four language areas for implied level of fluency)	Error in pronunciation are frequent, but can be understood by a native speaker, used to dealing with for engineers at tempting to speak his language.	Errors in grammar or frequent, but speaker can be understood by a native speaker use to dealing with foreigners attempting to speak his language.	within the scope of his very limited experience, can understand simple question and statement if delivered with slowed space, repetition, or paraphrase.	Can ask and answer question on topics very familiar to him, able to satisfy routine travel needs and minimum courtes

					y requirem ents.
2	Can handle with confident but not with facility most social situation, including intriduction and casual conversatio n about current events, as well as work, family, and auto biographyca l function.	Accent intelligible talk often faulty.	can usually handle elementary constructions quite accurately but does not have tought or confident control of the grammar.	Can get the gist of most conversation of none-technical subject (i.e., topics that require no speacialized knowledge).	Able to satisfy routine social demands and work requirem ents, needs help in handlin g any complic ations difficult ies.

3	Can discuss particular interest of competence with reasonable ease. Rarely has to guess for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Control of grammar is good. Able to speak the language quite sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics.	Comprehension is quite complete at a normal rate of speed.	Can participate at effectively in most formal and informal conversation on practical, social, and professional topics.
4	Able to use language fluently.	Errors in pronunciation are quite rare.	Able to use the language accurately on	Can understand any conversation	Would rarely be

	<p>all levels normally pertinent to professional meets. Can participate in any conversation within the range of this experience with a high degree of fluency.</p>		<p>all levels normally pertinent to professional needs. Errors in grammar or quite rare.</p>	<p>within the range of his experience.</p>	<p>taken for a native speaker but can respond appropriately even in unfamiliar situation. Can handle informal interpreting from and into language.</p>
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5	Has complete fluency in the language such that his space is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speaker.	Equivalent to that of an educated native speaker.	Equivalent to that of an educated native speaker.	Speaking particularly equivalently to that of an educated native speaker.
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DATA GURU
SMAN 1 LABUHAN RATU
TAHUN PELAJARAN 2022/2023

NO	NAMA	NIP	PANGKAT/GOL
1	Mulyadi, M.Pd	19660722 199203 1 003	Pembina Tingkat I / IV b
2	Sumadi Resdianto, S.Pd	19700421 200501 1 008	Pembina / IV a
3	Suwarsih, S.Pd	19740416 200312 2 005	Pembina / IV a
4	Hartadi, S.Pd	19800325 200604 1 010	Pembina / IV a
5	Drs. Ambrosius Hariyanto	19660707 200701 1 038	Penata Tk. I / III d
6	Sugito, S.Pd	19690415 200701 1 054	Penata / III c
7	Sri Mulyani, S.Pd	19740615 200801 2 011	Penata Tk. I / III d
8	Suprihatin, S.Pd	19780409 200801 2 022	Penata Tk. I / III d
9	Hindun, S.Si	19780906 200903 2 001	Penata Tk. I / III d
10	Hevi Susanto, S.Pd.Kor	19830825 200902 1 003	Penata Tk. I / III d
11	Kisworo, S.Si	19790304 200903 1 001	Penata Tk. I / III d
12	Andri Eko Riyantoro, S.Pd	19850619 200903 1 001	Penata Tk. I / III d
13	Erika Febriana, S.Si	19810208 200903 2 001	Penata Tk. I / III d
14	Sri Sukanti, S.Pd	19861227 200903 2 001	Penata Tk. I / III d
15	Dra. Siti Kiptiyah	19621229 200701 2 005	Penata Tk. I / III d
16	Kartika Andria Rini, S.Pd	19730822 200903 2 001	Penata Tk. I / III d
17	Tri Mardiana, S.Pd	19780316 201001 2 013	Penata Tk. I / III d
18	Melia Deni, S.E	19771227 201001 2 006	Penata Tk. I / III d
19	Natalina, S.Si	19791226 201001 2 010	Penata Tk. I / III d
20	Eliyawati, M.Pd	19850610 200903 2 002	Penata / III c
21	Ratna Juwita Sari, S.Pd	19820702 201001 2 006	Penata / III c
22	Kukun Hastowo, S.Pd	19850105 200903 1001	Penata Muda Tk. I / III b
23	Suryati, S.P	19750919 201407 2 005	Penata Muda Tk. I / III b
24	Yuni Lutfiani Latifa, S.Pd	19960620 202012 2 019	Penata Muda / III a
25	Subarmi, S.Pd		
26	Murdiyah, S.Pd		
27	Imam Muslim, S.Pd		
28	Agus Sahro, S.Ag		
29	Deny Setiawan, S.Pd		
30	Setiyo Hartono, S.Pd		
31	Fatwa Mustika Adji, S.Pd		
32	Derico Saputra, S.Pd		
33	Syamsu Hidayat, S.Pd I		
34	Vury Praba Rindu, S.Pd		
35	Fauzan Dwi Cahyono, S.Pd		
36	Giyani Rarawati, S.Pd		
37	Ervina Angga Pratiwi, S.IP		
38	Novi Liana, S.Pd		
39	Duwi Widayanti, S.Pd		
40	Surmayani, S.Ag		
41	Surajiman, S.Pd		
42	Hendri Haniffahrozi, S.Pd		
43	Bagus Ariyanto, S.Pd		
44	Dian Latifa Afriani, S.Pd		



1.5 The Documentation of the Students for Debate with their friend



1.6 The Documentation of the Students for Debate with their friend



1.3 The Documentation of The Reasearch For Experimental Class



1.4 The Documentation of The Reasearch For Experimental Class

Documentation



1.1 The Documentation of The Reasearch for Control Class



1.2 The Documentation of The Reasearch for Control Class

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1.7 The Documentation of Students to be Discuss



1.8 The Documentation of Students to be Discuss

CURICULUM VITAE



The writer name of this undergraduate thesis is Antika Antrianingsih. She was born in Metro, on May 03th 2000. She comes from simple and harmonic family. She is the last daughter from Mr. Mujito and Mrs. Titin Suratin. She has taken her kindergarten at TK PGRI Banding, She is taken her elementary school at MI Miftahul Huda Banding, and taken her Junior High School at SMP Islam YPI 3 Way Jeparu, East Lampung. Then, when she had graduated from Junior High School, she continued her Senior High School at SMA Negeri 1 Labuhan Ratu, East Lampung. After graduated from Senior High School, she continued her study in IAIN Metro with English Education Department as a major study that she had chosen. While she was a student in IAIN Metro, she joined in the Indonesian Moslem Students Movement of Rayon PBI Hebat in order to improve his skill in English and Sociality. She really hopes that she is able to continue her study to master of degree and to be a successful person that can present happiness for her parents.