

AN UNDER GRADUATE THESIS
THE USE OF BUZZ GROUP STRATEGY TO INCREASE
STUDENT'S SPEAKING PERFORMANCE OF THE
ELEVENTH GRADES OF SMA N 5 METRO

By:
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TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H/ 2022 M

**THE USE OF BUZZ GROUP STRATEGY TO INCREASE
STUDENT'S SPEAKING PERFORMANCE OF THE
ELEVENTH GRADES OF SMA N 5 METRO**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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Assalamu'alaikumWr.Wb.

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: **THE USE OF BUZZ GROUP STRATEGY TO INCREASE STUDENT'S SPEAKING PERFORMANCE OF THE ELEVENTH GRADERS OF SMA N 5 METRO**. Written by Jati Alma Jaya student number 1601070098, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Thursday, December 28th, 2022 at 09.00-11.00 a.m

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THE USE OF BUZZ GROUP STRATEGY TO INCREASE THE STUDENT'S SPEAKING PERFORMANCE OF THE ELEVENTH GRADES OF SMA N 5 METRO

ABSTRACT

By :
JATI ALMA JAYA

This study aims to increase the Student's' speaking performance and their learning activity by using Buzz Group Strategy at eleventh grades of SMAN 5 Metro. The subjects of this study were 20 Student's at SMAN 5 Metro. This research was conducted in two levels (cycles). Each cycle consists of four stages, namely, planning, action and observation.

Based on the results of research and discussion, this researcher shows that the application of the Buzz Group Strategy can be said to be successful in improving the ability to speaking performance because the success criteria have been achieved. This can be seen from the results obtained by Student's that can exceed predetermined success criteria. This researcher can be said to be successful if 80% or more Student's can reach MMC 75 and Student's experience an increase in learning activities. The results showed that there were 85% of Student's who passed the MMC in the Post Test 2. Before the research was conducted, only 10% of Student's were able to pass the MMC. In addition, significant developments can be seen from Student's' responses to teacher explanations. They seem to be more active during the learning process. Based on the results of this study, it can be said that Buzz Group Strategy can increase the Student's'skill in speaking performance.

Keywords : *Speaking Performance, Buzz Group Strategy*

PENGGUNAAN STRATEGI BUZZ GROUP UNTUK MENINGKATKAN KEMAMPUAN BERBICARA SISWA KELAS XI SMA N 5 METRO

ABSTRAK

**Oleh:
JATI ALMA JAYA**

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa dan aktivitas belajar mereka dengan menggunakan Strategi Buzz Group pada siswa kelas sebelas SMAN 5 Metro. Subyek penelitian ini adalah 20 siswa di SMAN 5 Metro. Penelitian ini dilakukan dalam dua tingkatan (siklus). Setiap siklus terdiri dari empat tahapan yaitu perencanaan, tindakan dan observasi.

Berdasarkan hasil penelitian dan pembahasan, peneliti menunjukkan bahwa penerapan Buzz Group Strategy dapat dikatakan berhasil dalam meningkatkan kemampuan berbicara karena kriteria keberhasilan telah tercapai. Hal ini terlihat dari hasil yang diperoleh siswa yang dapat melebihi kriteria keberhasilan yang telah ditentukan. Peneliti ini dapat dikatakan berhasil jika 80% atau lebih siswa dapat mencapai MMC 75 dan siswa mengalami peningkatan aktivitas belajar. Hasil penelitian menunjukkan bahwa terdapat 85% siswa yang lulus MMC pada Post Test 2. Sebelum dilakukan penelitian, hanya 10% siswa yang mampu lulus MMC. Selain itu, perkembangan yang signifikan terlihat dari respon siswa terhadap penjelasan guru. Mereka terlihat lebih aktif selama proses pembelajaran. Berdasarkan hasil penelitian ini, dapat dikatakan bahwa Strategi Buzz Group dapat meningkatkan keterampilan berbicara siswa.

Kata Kunci : *Kemampuan Berbicara, strategi Buzz Group*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is originally the result of the writer's research, in exception of the certain parts which are excerpted from bibliography mentioned.

Metro, October 27, 2022



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

Metro, 27 Oktober 2022

Yang membuat pernyataan,



Jati Alma Jaya
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MOTTO

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

“Seeking for knowlrdge is the obligation of every moslem” (HR. Ibnu Majah)

DEDICATION PAGE

*The Undergraduate Thesis is especially dedicated to:
The lord anything in the world Allah SWT,
My beloved parents, Father and mother (Mr. Ngatemin & Mrs. Sumarni) who
have always keep on praying for my life,
My lovely Sister Desta Zulfa Aldini thank a lot of your best support and prayer
My lovely girlfriend, Ayu Ratna Sari, S. Pd. Who have accompanied and
encouraged me tirelessly.*

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In the name of Allah, the most gracious, the most merciful praise it to Allah, the lord of the worlds whom his mercy and blessings, none of these would be possible. The researcher is very grateful for the chances he has given her to accomplish an undergraduate thesis

This undergraduate thesis is presented as a partial fulfillment the requirement of the degree of Sarjana Pendidikan (S.Pd) in English Education Department entitled: "The use of Buzz Group Strategy to increase the STUDENT'S Speaking Performance of the eleventh grades of SMA N 5 Metro".

Regarding the research proposal, the researcher offer big thanks to Rector of IAIN Metro, Dr. Hj. Siti Nurjanah, M.Ag., PIA, Dean of Tarbiyah and Teacher Training Faculty, Dr. Zuhairi, M.Pd, Head of English Education Department, Andianto, M.Pd. May Allah SWT give them his better reward for their spending time to support and guide during the writing process. My deepest gratitude will be addressed to my beloved parents who always give the highly motivation. For the next, big thanks to Sponsor Drs. Kuryani, M.Pd, May Allah SWT gives him reward for supporting and guiding during writing process.

The researcher hope that this thesis will be useful for the readers. However, the researcher realize that this thesis is far from being perfect. The researcher do apologizes for all mistakes she has made in writing.

Metro, September 18, 2022

The writer



JATI ALMA JAYA

Std. Number: 1601070098

TABLE OF CONTENTS

COVER	i
TITLE	ii
ABSTRACT	iii
APROVAL PAGE	v
NOTIFICATION LETTER	vi
RATIFICATION PAGE	viii
STATEMENT OF RESEARCH ORIGINALITY	ix
DEDICATION PAGE	xii
ACKNOWLEDMENT	xiv
TABLE OF CONTENTS	xvii
LIST OF TABLES	xviii
LIST OF FIGURES	xix
LIST OF APENDICES	xvii
CHAPTER I INTRODUCTION	
A. Background of The Study	1
B. Focus of the Research	3
C. Problem Limitation	3
D. Problem Formulation	3
E. The Objectives and Benefits of the Research	3
F. Prior Research	5
CHAPTER II THEORETICAL REVIEW	
A. The Concept of Speaking	7
1. Definition of Speaking	7
2. Definition of Performance	9
3. Types of Speaking Performance	10
4. Element of Speaking	12
5. Strategies of Teaching Speaking	13
6. Speaking Assessment	15
B. The Concept of Buzz Group Strategy	17
1. Definition of Buzz Group Strategy	17
2. Variation of Buzz Group	18
3. Application of Buzz Group in the Class	20
4. Advantages and Disadvantages of Buzz Group	21
C. The Procedure Of Buzz Group Strategy In Speaking	22
D. Action Hypothesis	23

CHAPTER III RESEARCH METHODOLOGY	
A. Variables and Definition of Operational Variables	24
B. Research Setting	25
C. Research Subject	25
D. Research Procedure	26
E. Data Collecting Strategy	30
F. Research Instrument	32
G. Data Analysis Strategy	33
CHAPTER IV RESULT OF THE REASEARCH AND DISCUSSION	
A. Result of The Research	34
1. Description of the Research Location	34
2. Description of the Data	44
B. Discussion	61
1. The Result of Student's' Learning Activity	61
2. Action and learning Result In Cyle I	62
3. Action and Learning Result On Cyle II	70
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	65
B. Suggestion	66
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

Table 1.	Data Pre-Survey With a Standar Minimum of 75	2
Table 2.	Speaking rubrics	16
Table 3.	The Condition of the Teacher and Official Employers in SMA N 5 Metro Lampung in the Academic year 2022/2023.....	37
Table 4.	The Formation of the Teacher and Official Employers in SMA N 5 Metro Lampung in the academic year 2022/2023.....	39
Table 5.	The Student's Quantity Of SMA N 5 Metro Lampung in the Academic Year 2022/2023.....	40
Table 6.	The Building of SMA N 5 Metro Lampung in the Academic Year Of 2022/2023.....	41
Table 7.	The List Of Student's	44
Table 8.	The Pre-Test Result Of Student's' Speaking Performance	46
Table 9.	The Percentage Of Student's' Speaking Performance Pre-Test Grades.....	57
Table 10.	The Result Of The Student's' Grades In Post Test 1	50
Table 11.	The Frequency Of The Student's' Score In Post-Test 1	51
Table 12.	The Result Of the Student's' Activity in Learning Process of cycle 1	53
Table 13.	The Result Of the Student's' Grades in post-Test II.....	56
Table 14.	The Frequency Of the Student's' Grades in Post-Test II.....	57
Table 15.	The Result Of the Student's' Activity in Learning Process Of Cycle II.....	59
Table 16.	The Recapitulation Of Student's' Increasing	59
Table 17.	The Result Of Student's Activities In Cycle I and Cycle II.....	61

LIST OF FIGURES

Figure 1.	Kurt Lewin's Action Research Design	28
Figure 2.	The Organization Structure.....	42
Figure 3.	The Location Sketch	43
Figure 4.	Result of the Student's at the Pre-Test.....	48
Figure 5.	The Increase of Student's' Grades from Pre-Test and Post-Test I.....	51
Figure 6.	The Increase Percentage of Student's' Grades from Post-Test I and Post-Test II.....	58
Figure 7.	Comparison of Percentage of Pre-test, Post-test I and Post-test II.....	63

LIST OF APPENDICES

Appendice Presurvey Letter	70
Appendice Reply of Prasurvey Letter	71
Appendice Research Letter	72
Appendice Reply of Research Letter	73
Appendice Free Letter of IAIN Metro Library	74
Appendice Free Letter of English Department Library	75
Appendice ACC of Seminar Consultation Card	76
Appendice ACC of APD Consultation Card.....	77
Appendice ACC of Thesis Guidance Consultation Card.....	78
Appendice Lesson Plan	79
Appendice Instrument Test	84
Appendice Observation Sheet	107
Appendice Student's Score	108
Appendice Documtation Activities	113

CHAPTER I

INTRODUCTION

A. Background of Study

One of the four essential abilities that Student's learning a language must master is speaking. Because English has become a global language, speaking abilities, particularly in English, are crucial for Student's to develop. Crystal, who argued that English has gained global acceptance as a language for conversing, exchanging ideas, and discovering different cultures, supports it¹.

Speaking English is one of the hardest talents to master in Indonesia, meanwhile. Because English is not a language that is regularly spoken in Indonesian communities, many EFL Student's have minimal exposure to it. One's ability to speak English is significantly impacted by limited exposure. The research conducted by Al-Zoubi found that there was a big impact on the number of exposures received by Student's on their ability to speak English². He also said that Student's should regularly get English exposure by watching TV, reading English books, listening to the radio, or joining an English group.

Based on the research above, one way to get enough exposure to English is to join a group. This can be done in the EFL class using the Buzz Group learning strategy. According to Roestiyah N.K, Speaking English is one of the hardest talents to master in Indonesia, meanwhile. Due to the fact that English is not a language that is frequently spoken in Indonesian communities, many EFL Student's have relatively little exposure to it. Speaking English is one of

¹ Crystal, D. (2003). *English as a global language, Second edition*. p. 1

² Al-Zoubi, S. M. (2018). *The Impact of Exposure to English Language on Language Acquisition*. p. 151

the hardest talents to master in Indonesia, meanwhile. Because English is not a language that Indonesian communities regularly speak, many EFL Student's have only had little exposure to it. Buzz groups also have great benefits for fostering independent learning, sharpening cognitive thinking, and collaboration between Student's.

Before starting a therapy, the researcher asked the teacher to complete a pre-survey that was primarily focused on pupils' speaking performance. Data from the pre-survey had been collected on May 12, 2021. The author's English teacher gave the speaking exam results, which are listed below:

Table I
Data Pre-Survey with a Standard Minimum of 75.

No	Score	Category	Frequency	Percentage
1	>75	Passed	6	30%
2	<75	Fail	14	70%
Total			20	100%

Source: English teacher document of Senior High School 5 Metro

Based on the results of the pre-survey described above, the MMC is 75. It is evident that just 6 out of 20 Student's, or 75 or higher, passed, while 14 Student's failed. The researcher made the assumption that the Student's' speaking abilities were still weak. Another issue with Student's' speaking abilities in the eleventh grades at SMA N 5 Metro is that: (1) they lack desire for the English learning process; (2) it is difficult for them to express their ideas in English; and (3) they lack vocabulary. A study titled "The Use of Buzz Group Strategy to Increase the Student's Speaking Performance among

the Eleven the Grades of SMA N 5 Metro" will be conducted by the author in response to the aforementioned issue.

B. Focus of The Research

The purpose of this study was to determine whether using the Buzz Group Strategy may increase Student's' speaking abilities in the eleventh grades at SMA N 5 Metro.

C. Problem Limitation

This study focuses only on the eleventh-grades Student's at SMA N 5 Metro who struggle to express their ideas in speech and who lack vocabulary.

D. Problem Formulation

Based on the aforementioned problem constraint, the researcher formulates the research's problem as follows:

Can the use of the Buzz Group strategy increase the Student's speaking performance of the eleventh grades of SMA N 5 Metro?

E. The Objectives and Benefits of the Research

1. The objectives of the research

The purpose of the study is to ascertain whether teaching Student's at SMA N 5 Metro eleventh grades level the Buzz Group Strategy can increase their speaking talents.

2. Benefits of the Research:

a. Theoretical benefits

The study's findings can be used to the Buzz Group method of teaching and learning English.

b. Practical benefits

There are four kinds of practical benefits in this research namely:

1) For the teacher

The researcher expects that this research will serve as a source of encouragement for teachers as they engage Student's in the teaching and learning process, particularly when it comes to employing the Buzz Group Strategy to teach speaking.

2) For the Student's

To encourage pupils to communicate more clearly and actively engage in the classroom's learning process.

3) For the other researchers

For the purpose of conducting relevant or additional study, other researchers can use this finding as background knowledge and a reference.

4) For the headmaster

The findings of this study can be taken into account in the school's instructional process, and the headmaster can inform the faculty that in order to effectively engage pupils in the learning process, they must be aware of their problems.

F. Prior Research

Numerous scholars have looked into Buzz Group's use in the classroom. The Effect of Buzz Group Strategy and Clustering Strategy in Teaching Writing at the First Class of SMA HKBP I Tarutung was the title of the first study. This study looked at the test outcomes of Student's in gradess XI2 and XII2 who had received instruction in creating recount texts using the buzz group and clustering Strategy at SMA HKBP 1 Tarutung, North Sumatra. According to the study, using the Buzz group enables pupils to voice their opinions. Student's gain experience working in environments where other people's perspectives are taken into account. Buzz Group creates the framework for conversation and encourages the expression of viewpoints, which is beneficial while handling a contentious issue. Researchers come to the conclusion that the Buzz group has a significant impact on children's writing ability.

The use of the Buzz Group Strategy in this study, which also applies to high school Student's, is a similarity. The research differs in a few ways. First, the researcher concentrated on writing abilities in Tarutung Senior High School 1. The researcher's main goal in this study was to help SMA N 5 Metro pupils talk more fluently. However, the research suggests that employing the Buzz Group method in the classroom can help Student's' English skills.

The second study focuses on the efficacy of herringbone and buzz group strategies to teach reading comprehension to children with high and low reading habits. In order to teach reading comprehension to kids with high and

low reading habits, this study compares the effectiveness of the Herringbone and Buzz Group Strategies. The study is based on the assumption that Student's frequently struggle to understand English material. The post-test involvement of the Student's after being taught utilizing the Herringbone and Buzz group strategies differed significantly, according to the findings. Thus, it can be said that in order to increase Student's' reading skills, teaching methods and reading habits work well together.

Between earlier studies and current study, according to the study, there are some similarities and differences. Use of the Buzz group Strategy on Senior High School Student's in this study has a similarity to previous studies. The research's attempt to determine the impact of two Strategies—Buzz Group and Herringbone—on pupils' reading abilities is what makes it different from other studies in this regard. While the main objective of this study is to use Buzz Group in the classroom to help Student's with their speaking.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Speaking

1. Definition of Speaking

Since speaking is an interactive action that involves producing, receiving, and processing information, it is a crucial part of learning a foreign language. The average person creates tens of thousands of words every day, while some individuals, such as politicians or auctioneers, may produce significantly more. Scott Thornbury claims that because speaking is such a common activity, we often take it for granted.¹

Speaking is a part of language proficiency in English. A learner must be able to pronounce words correctly if they want to speak English successfully. Additionally, learners must master intonation and discourse, whether it be interpersonal or transactional. Because speaking involves producing language, speaking is regarded as a productive skill.

"The process of creating and exchanging meaning in a variety of situations utilizing both verbal and nonverbal signs" is how speaking is defined. We are all aware that a wide range of symbols, such as voice volume, speech rate, language, grammar, and vocabulary, are used to convey verbal communication. While there are many non-verbal indicators that can be used to communicate non-verbally, some examples include

¹Scott Thornbury, 2005, How to Teach Speaking, United Kingdom: Pearson Education Limited.

sounds, gestures, body movements, eye contact, facial expressions, voice pitch or tone, geographic distance, apparent conduct, postures, and an individual's clothes.²

Speaking is also an essential component of teaching and learning a second language. Speaking ability has become a priority for many second- or foreign-language learners when learning English. Additionally, English language learners frequently assess their performance in language acquisition based on their spoken language skills.³

Considering what has been said, Speaking is the act of communicating verbally. We use a variety of body parts, such as the lungs, vocal tract, vocal cords, tongue, teeth, and lips, to produce sounds when we speak. The main objective of any English language instruction should be to provide Student's with the skills necessary to communicate clearly and effectively in English.

However, not all language learners can speak effectively and smoothly even after spending a lot of time studying English because they lack the necessary expertise.⁴

The researcher can draw the conclusion that speaking is a skill that needs to be acquired and practiced irrespective of grammar based on all of

² Arifa Bung lowala, "Non Verbal Communication: An Integral Part Of Teaching Learning Process",(Bandung: International Journal of Research in Advent Technology),No 2321-9637/08

March 2015, p. 371.

³ Jack C.Richard, 2008, Teaching Listening and Speaking: From Theory to Practice, New york: Cambridge University, p.19

⁴ Marriam Bashir, Factor Effecting student English-Speaking Skills, (British: Journal Publishing, 2011), p 8

the expert's aforementioned statements. Based on the aforementioned theoretical underpinnings, speaking is the process of producing, transmitting, and expressing some words or sounds to generate a communication and discussion, making it a very significant instrument.

2. Definition of Speaking Performance

According to Ellis, a discourse analytic measure is one that is computed by measuring the target components of utterances and computing values that are associated with a certain aspect of language use (e.g., the number of error free clauses divided by the number of clauses for accuracy).⁵

Due to their importance as learning objectives and their frequent use, this study focuses on three aspects of speaking performance: fluency, accuracy, and complexity.

- a. Fluency is the rate and volume of a learner's speech without the usage of disfluency markers when dealing with real-time processing (such as pointless repetitions, self-corrections, and false starts).
- b. There are two sorts of linked measurements for accuracy: general measures and specific measures. Accuracy relates to how often a learner speaks in real-time conversation without making mistakes.
- c. Syntactic complexity (sometimes referred to as grammatical complexity, syntactic maturity, and linguistic complexity), which is

⁵ Koizumi R, 2005, JABAET (Japan-Britain Association for English Teaching) Journal, 9,5, p.1

further divided into lexical complexity, and the degree to which a Student's uses a variety of advanced structures and terminology (typically broken down into lexical diversity, lexical density, lexical complexity, lexical richness, and other categories).⁶

thus speaking is defined The act of giving a presentation (a speech) that is centered on a person speaking to a live audience is known as a performance.

3. Types of Speaking Performance

According to Brown, there are five fundamental forms of speech.

Those are:

a. Imitative

This style of speaking involves mimicking a word, phrase, or maybe a sentence.

b. Intensive

This second kind of speaking, which is frequently employed in evaluation contexts, is creating brief passages of oral language that are meant to demonstrate mastery of a particular set of grammatical, phrasal, lexical, or phonological linkages.

c. Responsive

This type includes interaction and comprehension assessments, but only to a relatively limited extent. It includes extremely brief

⁶ Koizumi R, 2005, JABAET (Japan-Britain Association for English Teaching) Journal, 9,5, p.2

conversations, the typical small-talk and greetings, easy requests and comments, and similar activities.

d. Interactive

Interaction can occur in two different ways: through transactional language, which is used to communicate specific information, or through interpersonal communication, which is used to uphold social bonds.

e. Extensive

Speeches, oral presentations, and storytelling are instances of substantial oral production tasks in which listener engagement through spoken word is either completely disallowed or severely restricted.⁷

The aforementioned assertion leads to the conclusion that Student's may employ speaking performances in certain school settings. The first copycats. The pupils don't actually engage in this presentation; they simply mimic how to speak with the right tone. The second is a lot of work. The pupils work on some phonological and grammatical skills. The third one reacts. The learner should ask their teacher a question or give them instructions. The final one involves dialogue. The kids will attempt to speak in this activity with the goal of gathering information. The final is lengthy. The Student's will attempt to deliver oral monologues like reports, summaries, or brief speeches.

⁷H. Douglas Brown, *Language assessment*, San Francisco California: Longman, 2003, p141.

4. Elements of Speaking.

The capacity to process information and language quickly is a prerequisite for speaking fluently, in addition to having mastery of linguistic features. Following are some components that Harmer lists as being essential for spoken production:⁸

a. Connected speech

Effective English speakers should be able to express themselves orally in both connected speech and using the language's component phonemes, as in the phrase "I would have gone." In connected speech, sounds are modified (simulated), removed (elision), added (linking), or decreased (through contraction and stress patterning). Because of this, we should encourage kids to participate in activities that will increase their connected speech.

b. Expressive Devices

A natural English speaker modifies their speech's volume, pace, pitch, and stress as well as other non-verbal (paralinguistic) and bodily indicators to express their feelings. The use of these instruments increases our capacity for meaning expression. They allow for greater emotional intensity and expression.

c. Lexis and Grammar

Several common lexical terms, particularly when performing specific linguistic roles, are used to identify spontaneous speech. Therefore, the

⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2001), P.269

teacher should provide a variety of sentences for various purposes, such as expressing agreement or disagreement, surprise, shock, or acceptance. We can prepare Student's for speaking situations in which they will be involved, such as employment interviews, by providing them with some helpful words that they can use at certain points in a conversation.

d. Negotiation language

We communicate more successfully during negotiations when we use language to clarify things and show that what we are saying is organized. From the aforementioned remark, it can be inferred that some aspects of speaking involve connected speech, in which sounds are altered, added, or diminished. They provide additional emotional expression through the expressive gadget. There are numerous lexical and grammatical contexts that speaking might produce at different stages. The final strategy is bargaining, which is used to get clarity and illustrate how our arguments are organized.

5. Strategies of Teaching Speaking

There are several situations in the classrooms where different speaking teaching methods are used. Cooperative exercises, role-playing, creative assignments, drills, small conversation, points of view, and debate on various topics are some of the methods used to teach speaking.

- a. Cooperative activities can promote language item negotiation.
- b. Student's participate in role-playing exercises where they pretend to be in a variety of social situations and social roles.
- c. Actual work is comparable to creative work in that Instead of just studying the language, Solcova contends that Student's achieve the highest levels of fluency when they are engaged in projects that demand their full attention.
- d. Drilling, according to Thornbury, is a Strategy for improving pronunciation that entails copying and repeating words, phrases, and even full utterances. It helps Student's learn new material by drawing their attention to it, reinforcing words, phrases, or utterances in their thoughts, moving it from working memory to long-term memory, and providing opportunities for pupils to increase their articulation skills.
- e. Making Small talk
- f. The teacher invites the class to provide a few key words that may be used to describe a nation that is popular among tourists, a topic that will be covered in that particular lesson. Let's use the multicultural and dynamic nation of Mexico as an illustration. Student's use terms that come to mind when considering this nation.
- g. Points of view
- h. The Student's discuss their thoughts on an offer that was recently offered to them. They may have differing viewpoints about it, so they present some for-and-against arguments. They list benefits and

drawbacks and discuss the advantages and drawbacks of visiting that location. Every Student's in the class contributes ideas.

- i. Debating on different topic discussions
- j. A debate is a type of argument that is based on a number of ground rules and reasoning strategies. Since Student's must generate ideas, engage in arguments about a variety of topics, weigh pros and drawbacks, and comment on other Student's' points, it is a more engaging exercise. Each team in a debate will make arguments in support of their position while also criticizing the other teams' arguments in a process known as rebuttal.⁹

6. Speaking Assessment.

Speaking evaluations are essential since speaking is an important part of the language teaching curriculum, according to Luoma. Because there are so many factors that could influence how effectively someone can speak a language, evaluating speaking can be challenging.¹⁰

Scoring rubric criteria of speaking assessment for secondary school Student's consisted of 4 components which are fluency, pronunciation, vocabulary, and grammar as below table.

⁹ Agung GinanjarAnjaniputra, 2013, Teacher's Strategies In Teaching Speaking To STUDENT'Ss At Secondary Level in Journal of English and Education, 1(2), 1-8

¹⁰Sari Luoma, Assessing Speaking, (Cambridge: Cambridge University Press, 2004), p.1

Tabel. 2
Speaking Rubrics¹¹

Components	5	4	3	2	1
Fluency	Smooth and fluid speech; few to no hesitations; volume is excellent	Smooth and fluid speech; few to no hesitations	Speech is relatively smooth, some hesitations	Speech is frequently hesitant with some sentence left uncompleted	Speech is slow and strained except for short memorized phrases
Pronunciation	Excellent Pronunciation	Good Pronunciation	Satisfactorily Pronunciation	Partially effective Pronunciation	Pronunciation is lacking and hard to understand
Vocabulary	Excellent Vocabulary	Good Vocabulary	Vocabulary range is lacking	Basic Vocabulary	Vocabulary that is used does not match the task
Grammar	Accuracy & variety of grammatical structures	Some error in grammatical structures	Frequent error in grammatical structures	Frequent grammatical error even in simple structures	Frequent error in grammatical structures; meaning is obscured

Jumlah score X 5 = result

¹¹ Kuvera, etc. "The Scoring Rubric Development of Speaking Assessment for Secondary School Student," (ASEAN Journal of Religious and Cultural Research) (2022) 5 (3): 13-19

B. The Concept of Buzz Group Strategy

1. Definition of Buzz Group Strategy

Buzz groups are formed by dividing larger groups into four to six-person discussion groups. These groups then meet simultaneously for a set period of time to discuss a particular question, issue, or problem. According to Bellon and Blank, these groups enable a setting that promotes group members to think critically and autonomously while relying less on speakers' rote memorization.¹²

The buzz group Strategy involves forming a group of four to six Student's on the spot to react to questions about the course in order to create ideas that are then debated by the entire group. Each group is capable of answering more queries. In fact, some Student's find it challenging to contribute during meetings or debates with large groups. Therefore, more Student's can participate in discussion by breaking up the class into smaller groups. The following whole-class discussion is frequently more engaging and participative because Student's have had an opportunity to hone their comments and expand their repertory of ideas in their buzz groups.¹³

In large classes, this strategy is utilized to ensure STUDENT'S participation. A idea that lends itself to debate is brought up in this lecture, and the teacher asks the class to break up into groups of four to six persons

¹²Brewer Ernest W, 13 Proven ways to get your message across, California: Corwin Press, 1997, P.72

¹³Nuriati, 2015, e-Journal of English Language Teaching Society (ELTS) Vol. 3 No. 2 2015– ISSN 2331-1841, p3

to discuss it. The instructor instructs them to make sure that every group member contributes at least one suggestion to the conversation. The teacher asks groups that reached the same conclusion to raise their hands after ten minutes and calls on some of the groups to report. As Student's report, the teacher writes down their important points on the whiteboard and then uses the information in a subsequent lecture. Buzz groups lay the foundation for debate to begin. They are most frequently applied while discussing contentious topics or challenging issues. The buzz group should also be used to introduce its members to one another. Buzz groups can also be employed when the presenter notices that some Student's are reluctant to speak up in front of the entire class. Additionally, Buzz Group gives a huge audience the chance to assess the educational process. In a buzz group context, recommendations for enhancing a meeting can occasionally be developed. Based on the criteria provided above, the researcher came to the conclusion that the Buzz Group Strategy involves putting the STUDENT'S into a small group to discuss a particular problem, question, or issue. Such groups, according to Bellon and Blank, enable a setting that encourages independent, cognitive thinking among group members and places less of a dependence on presenter-based rote memorization.

2. Variations of Buzz Groups.

a. Phillips 66 Method

J. Donald Phillips created the Phillips 66 version of the Buzz Group.

Either a small group or a big group can use it. The huge group is

divided into tiny, six-person groups using this approach with the least amount of chair movement possible. After then, each subgroup has six minutes to talk about the problem or issue at hand.

b. Clark's 22 Method

This Strategy works best in settings with little room for movement, like a big theater with fixed seats. For two minutes, two people talk about the subject. Next, the speaker or discussion facilitator requests a report from each group.

c. Huddle Method

5 or 6 persons meet to discuss the issue using this way. The groups typically start by selecting a "quarterback" or "captain" to steer the conversation. According to Homesand Mortensen, huddle groups are effective because the intimate setting encourages spontaneous, unstructured discourse.

d. Circular Response Method

This approach is quite comparable to the general buzz group, with the exception that the replies to the issue or problem are provided in accordance with the circle's seating arrangement. It guarantees that each group member will participate.

e. Progressive Buzz Sessions

The progressive session is very similar to the general buzz group, but at a predetermined interval, the group rotates both the topic questions and the comments. This allows each group to focus on a different

topic while still benefiting from the written effort of other group members.¹⁴

The researcher can infer from the aforementioned remark that there are five different Buzz groups. The first is the Buzz Group variant developed by Phillips66, which can be applied to both small and big groups. The second Strategy is Clark's 22 Method, which works well when there is minimal opportunity for movement. The third approach is the huddle method, in which five or six people gather to discuss the issue. The fourth way is the circular answer method, which is quite comparable to the general buzz group except that it offers solutions to the issue or problem. The final option is Progressive Buzz Sessions, which are quite similar to the general buzz group but only meet at a predetermined time.

Because the first buzz group variety is more appropriate to employ with the Student's in the class, it was chosen for this study. The STUDENT'S must form a small group, and the group must then discuss the subject for a set amount of time.

3. Application of Buzz Group in the class

The teacher should first select or give instructions to each group to select a leader and a recorder. Student's can learn a lot by recording the responsibility for selecting effective leaders, but there may be times when

¹⁴ Brewer Ernest W, 13 Proven ways to get your message across, California: Corwin Press, 1997, P.74-75.

you should step in. You might have pupils in your class who are never selected to be leaders, for instance. You might want to step in to give these Student's a chance to speak or show leadership potential.

Second, the role of the leader and recorder should have been explained to the Student's in advance. I The group leader can ensure that everyone participates and that the group stays on topic with the use of this information. The recorder will also be aware of the necessity of keeping accurate recordings of critical conversations and decisions made in writing and of the significance of conveying this information to the entire group.

The "buzzing" or conversation should continue for the allotted amount of time. In order to prevent a few extremely talkative Student's from dominating the conversation and preventing productive group engagement, the leader should encourage less aggressive individuals to participate in the discussion. The teacher should move around each buzz group during the conversation to keep an eye on how each one is doing.

Finally, after close the session, the teacher should ask each recorder to summarize the discussion of the small group for the entire class.

4. Advantages and Disadvantages of Buzz Group

a. Advantages of Buzz Group:

- 1) It allows everyone's ideas to be expressed.
- 2) Participants learn to work in real-life situations where other opinions are considered.
- 3) It sets the groundwork to get discussion started.

4) Members are expressing opinion; it is good for dealing with controversial subject.

b. Disadvantages of Buzz Group:

1) Effectiveness of the group may be lowered by the immature behavior of a few.

2) It may not be effective for younger groups or groups that know each other too well to take each other's opinions seriously.

3) It can be time-consuming when dealing with very large groups.¹⁵

C. The Procedure of Buzz Group Strategy in Speaking

1. Student's are explained a topic
2. Student's are instructed to form groups divided into 4 groups in total Student's, and there are groups of pros and groups of contra.
3. In these groups Student's are formed group leaders, spokespersons and secretaries
4. if it has been discussed with the respective heads of the pro and con groups, come forward to explain the results of the discussion with the help of a spokesperson.
5. After that, the opposing groups were turned into pro groups
6. The teacher gives a conclusion at the end of the discussion

¹⁵Brewer Ernest W, 13 Proven ways to get your message across, California: Corwin Press, 1997, P.75-76

D. Action Hypothesis

Based on the framework of the theories and presumptions, the researcher created the action hypothesis that the use of Buzz Group Strategy will be able to increase the Student's' speaking abilities in the eleventh grades at SMA N 5 Metro.

CHAPTER III

RESEARCH METHOD

A. Variables and Definition of Operational Variables

Based on the explanation above, the research consists of two variables, those are the use of Buzz Group as an independent variable and Student's speaking performance as a dependent variable. The definition of the two variables above can be explained as follows:

1. Independent Variable (X)

A variable that affects other variables is known as an independent variable. The Buzz Group Strategy is the study's independent variable. This Strategy can be applied to the process of building language knowledge to enhance speaking performance. The Strategy involves forming a group of Student's in the classroom to create an exposition text, beginning with the teacher outlining the key principles of the instructional process.

2. Dependent Variable (Y)

A dependent variable is a variable that an independent variable can have an impact on. Speaking performance is the research's dependent variable. This can be understood as the pupils' ability to identify keywords within a subject, such as character, place, period, and so forth. The researcher assessed the Student's speaking abilities using a speaking test as a Strategy for measuring this attribute.

B. Research Settings

The SMA N 5 Metro will be the site of this study. The majority of the pupils are from Metro City. When learning English in class, Student's occasionally get tired with the same old Strategys. For this reason, researchers chose this school to implement the Buzz Group Strategy to increase Student's' speaking abilities, particularly in exposition texts.

For this study, the researcher used classroom action research (CAR). As a result, the researcher employed two cycles to assess the research's effectiveness. The necessary number of cycles is determined by the success criteria. The cycle can be ended if the success requirements are met in the second cycle; else, the cycle will be maintained. The researcher then intends to examine the data she has collected.

C. Research Subject

The eleventh-grades Student's of SMA N 5 Metro are the study's subjects. There are 20 pupils in total. Based on the outcomes of an interview with the English teacher of the eleventh-grades Student's at SMA N 5 Metro, the researcher selected this course. The instructor advises picking social class XII 1 above the other twelfth classes. The majority of kids, in the teacher's opinion, have low accomplishment levels and little interest in learning English, particularly when it comes to speaking. Therefore, in order to increase the worth of their speaking performances, Student's require the appropriate tactics

D. Research Procedure

There are certain shared convictions, commitments, and aspirations in action research. What they do (action research) is a collection of activities that put their convictions, promises, and aspirations into action. Additionally, classroom action research is a type of research that is utilized to immediately apply findings to fix problems in learning activities.

The researcher came to the conclusion that classroom action research is a reflective study carried out in a classroom by a teacher in an effort to find a solution to a problem before it can be solved. Additionally, classroom action research assisted the instructor in finding an innovative solution to the issue by implementing a method, plan, or methodology.

Researchers used activities from the classroom to gather information in four stages. At least two cycles of classroom action research will be used for this study. Planning, doing, watching, and reflecting make up each cycle. Here is the justification:

1. Planning

The researcher created the strategy in this section, which comprises of three steps. A solution to the difficulties was offered before the session even started. The researcher then prepares the instrument and devises a strategy to test the hypothesis. Finally, the researcher set up the resources, learning objectives, and lesson plan for the classroom.

2. Acting

In the acting phase, the teaching and learning activity in the lesson plan was applied by the researcher and teacher.

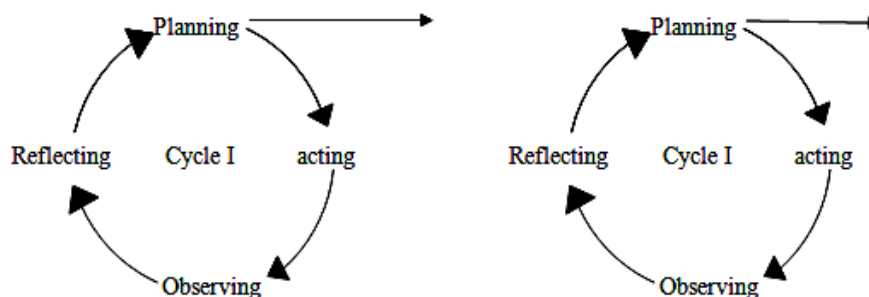
3. Observing

Due to the researcher's use of collaborative classroom action research, the observing and acting activities in the learning process are done concurrently. It is crucial for the researcher to take note of and gather information regarding the circumstances and issues encountered in the classroom while doing the observation procedure. This stage took place after the test.

4. Reflecting

For the researcher and the teacher, this is the final stage. after completing the first three phases of classroom action research. As a conclusion, the researcher and collaborator discussed and examined the findings together. When this phase is over, it will be possible to say whether or not the Buzz Group Strategy increased the Student's' ability to write reports. According to the researcher, the Kurt Lewin action research design cycle looks like this:

Figure 1
Kurt Lewin's Action Research Design



Source: Adapted from Jean McNiff¹

For the specific explanation, here is the activity that includes in each cycle:

a. Cycle I

1) Planning

- a) Preparing the lesson plan
- b) Preparing the materials of speaking performance especially exposition text
- c) Preparing the form of pre-test and post-test.

2) Acting

- a) The teacher greets and tries to motivate Student's about their learning goals so that they can get points in the learning process.
- b) The teacher gives them a pre-test form.

¹ McNiff Jean & Jack Whitehead, Action Research: Principles and Practice. Second Edition. New York: RoutledgeFalmer 2002. p41

- c) The teacher explains the material about exposition text using the Buzz Group in speaking performance.
- d) The teacher gives the form of a post-test to the Student's.
- e) Then the Student's have finished the post-test.

3) Observing

- a) The Researcher observes conditions in the classroom and evaluates the test results.
- b) Reflecting
- c) Commonly, in the first cycle, Student's are still not too understanding in answering the test about exposition text using the Buzz Group in speaking performance.
- d) Also in this cycle, they still faced many problems in answering the question such as vocabulary, grammar, etc. So the second cycle is needed to be done.

b. Cycle II

1) Planning

- a) Preparing the lesson plan
- b) Preparing the materials about exposition text using the Buzz Group in speaking performance.
- c) Preparing the form of pre-test and post-test

2) Acting

- a) The teacher greets and tries to motivate the Student's about the objectives of their study so that they can get the point in the learning process.
- b) The teacher explains the materials about exposition text using the Buzz Group in speaking performance.
- c) The teacher gives the form of a posttest to the Student's.
- d) Then the Student's have finished the post-test, they do the test with their members' group.

3) Observing

The researcher observes the condition in the classroom and evaluates the result of the test after doing the second cycle.

4) Reflecting

In the second cycle commonly, Student's looked more enthusiastic than in the first cycle. The Student's have made a significant result. Then, the researcher and the teacher agreed if the target was not achieved, the action will be continued to cycle 3, but if the target is reached, the action will be stopped.

E. Data Collecting Strategy

In this research, the researcher chooses Classroom Action Research (CAR) as her research. For more explanation, those are the following data:

1. Observation

The researcher can gather interactions in the classroom and details of every incident during the observation period. The researcher will work with the teacher as a team to observe and gather details about how the pupils are participating in the learning process. Each cycle, this component is utilized to gather information on how the Buzz Group Strategy is used to apply exposition text to speaking performance.

2. Test

As researcher, the researcher use tests to collect data. In this study, the test used by researchers is a written test. The test is divided into two types, namely pre-test, and post-test.

a. Pre-test

The Researcher gives a pre-test at the first meeting before doing treatment to see Student's' skills before doing action research.

b. Post-test

The post-test, it will be given by the researcher after treatment to see if the treatment contributes to STUDENT'S achievement in class or not. This increase can be seen if the post-test average score is higher than the pre-test. This step is carried out after the treatment can enhance the Student's about exposition text using the Buzz Group in speaking performance.

3. Documentation

These documents can be in the form of worksheets and answers to Student's questions, Student's notes and school profiles, class materials, lesson plans, and so on.

F. Research Instrument

A research instrument is a helping tool or facility in collecting data.

Here's the explanation of the instrument for this research:

1. The instrument that the researcher will use in exposition text using the Buzz Group in speaking performance is the following test:

The pre-test was administered prior to the treatment to gauge the level of the STUDENT'S's speaking performance abilities. After therapy, a post-test is administered to determine whether Student's' speaking abilities have increased when given an exposition text utilizing the Buzz Group. An oral test was employed by the researchers. Researchers use the Buzz Group to create questions based on these topics and invite Student's to respond. The subject matter being tested is expository text. One item will be utilized for the pre-test and another for the post-test by the researcher.

2. The instrument that is used by the researcher in the observation method was observation guidance, as follow.
 - a. Observation of the location sketch of Senior High School 5 Metro
 - b. Observation of the establishment of Senior High School 5 Metro

3. The instrument used by the researcher in the documentation method is documentation guidance, as follow;
- a. Documentation about teachers and officials at Senior High School 5 Metro
 - b. Documentation about Student's of Senior High School 5 Metro.

G. Data Analysis Strategy

The researcher conducted data analysis by using a statistical Strategy in scoring the pre-test and post-test. There are the following formulas:²

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

Notes: \bar{X} = Mean

$\sum X$ = The total number of Student's' scores

N= Number of Student's

$$P = \frac{F}{N} \times 100\%$$

²Donald Ary, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010), Eighth edition, p.108.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

In this chapter, the researcher would be present the result of the research. It includes the documentation the State Senior High School, the result of the research and the interpretation of the research.

A. Result of The Research

In this chapter, the researcher would like to present about the research. It involved the research result and discussion, which had been carried out by the researcher at State Senior High School 5 Metro Lampung, especially for the Tenth science 4 gradesrs of Student's the State Senior High School 5 Metro in academic year of 2022/2023. The result of the result, as follows:

1. Description of Research Location

a. The History of the State Senior High School 5 Metro Lampung

The school had inspired from the Indonesian Constitution. Constitution number: 20 of 2003 on the national education system and to further spur the city Educational attainment then Metro City Government through Mayor's Decision number: 178/KPTS/D-3/2006 dated July 13, 2006, by that Decree was a new history of the founding of the SMA N 5 Metro at once appoints Drs BASUKI, NIP. 131967012 Rank/goals. Builder/Iva as Plt. Principal.

Trustworthiness and enthusiasm of the citizen to enroll a STUDENT'S in this Institute proved quite high in the first year alone

enrollment was up to 530 applicants from inside or outside Metro city were ready to compete. It is very ironic with the number of seats available that only reached 108 Student's. This is solely because of the limitations of place and the facility in this school.

The development of the SMA N 5 Metro in keeping the extension is apparently not as beautiful as the planning. The school building which always wanted now stands firmly above. 1, 5 h.a. The school building and facilities already embodied the principal and 14 definitive teacher, 4 of honorary teacher, 3 of administrative employee, 2 of school Guards had realized.

b. The History of Headmaster

The headmaster of SMA N 5 Metro, Metro since 2006 until now are : Mr. BASUKI from 2006-2007 as the first principal, the next year 2007 - 2017 was lead by Drs. Drs. HANWAR PRIYO HANDOKO as second principal, and the last was led Drs. Suparni, S.Pd as the third principal until now.

c. Vision and Mission of SMA N 5 Metro Lampung

1) The vision of the school: Excelled in feats of faith, Duty Nationality Also Insightful of environment.

2) The mission of the school:

a) Increasing the teachers', employees' and Student's' discipline.

b) Create a conducive, effective and innovative situation in learning process

- c) To motivate the Student's and empower academic achievement optimally
- d) Foster high motivation and commitment to achieve excellence and achievement in any event competition
- e) Preparing the Student's to enter the Universities.
- f) Having the good quality graduates with higher standards than the national standard of competency graduates.
- g) Providing adequate means for the development of science and technology to empower human resources
- h) Empowering the stakeholder resource in maximum
- i) Complement the learning facilities and infrastructure to the maximum
- j) Improving and developing extracurricular activities.
- k) Foster participants the Student's based on the faith and devotion as well as adopting noble
- l) Developing a sense of passion for the Student's on the value of unity and the unity of the nation.
- m) Embedded national values based on sincerity and mutual.
- n) Creates a clean and learning good condition.

**d. The Condition of Teacher and Official Employees at SMA N 5
Metro Lampung**

Condition of teacher and official employers in SMA N 5 Metro Lampung, the numbers of the teacher and official employers in SMA N 5 Metro Lampung in the academic year 2022/2023 that can be identified, as follows:

Table 3
**The condition of the teacher and official employers in SMA N 5
Metro Lampung in the academic year 2022/2023**

No	Name	Position	Gender	Graduate
1	Drs.Suparni, S.Pd. M.Pd	Headmaster	Male	S2
2	Dra. Zalfiyana Rh	Vice Principal	Female	S1
3	Ida Suryati, S.Pd	Administration	Male	
4	Eni purwaningsih S.Pd	Vice Principal Of Curriculum	Female	S1
5	Toto yulianto	Vice Of Pubic Relation	Male	S1
6	Dra. Farida Tri Rohma	Vice Of Public Service	Female	S1
7	Haronal, S.Pd	Vice Principal Oof STUDENT'S	Male	S1
8	Wari prastiti, S.Pd	Head Of Science Lab	Female	S1
9	Mohtar Efendi, S.Pd	Head Of Language Lab.	Male	S1
10	Yudhi Hardiyanto, S.T	Head Of Computer Lab.	Male	S1
11	Sri hartati	Ekonomi Teacher	Female	S1
12	Wiwik wiji rejeki, S.Pd	Indonesian Language	Male	S1
13	Drs. Sismadi	Sociology Teacher	Male	S1
14	Drs. Gana Priatna	History Teacher	Male	S1
15	Dra. Sri Amanti	History Teacher	Female	S1
16	Dra. Farida Tri Rohmawati Zp, M.Pd	Soocial Studies Teacher	Female	S2
17	Darni safitri, S.Pd	Matematics Teacher	Female	S1
18	Drs. Tris Idayati	Conselor Teacher	Female	S1
19	Drs. Sukiran	Geography Teacher	Male	S1
20	Chatarina Harti	Geography Teacher	Female	S1

	Setyorini,S.Pd			
21	Toto Yulianto, S.Pd	Indonesian Teacher	Female	S1
22	Ema suryani, S.Pd	Biology Teacher	Female	S1
23	R.Tri Endah Wahuningsih, S.Si	Science Teacher	Female	S1
24	Jasmin	Art Teacher	Female	S1
25	Drs.Wardaya	Citizenship Teacher	Female	S1
26	Zulida, ZA, S.Pd	Conselor Teacher	Female	S1
27	Haronal, S.Pd	Economics Teacher	Male	S1
28	Yulistin, S.Pd	English Teacher	Female	S1
29	Wari Prastiti, S.Pd	Physics Teacher	Female	S1
30	Eka Nirwana, S.Pd	Physics Teacher	Female	S1
31	Sutarjo, S.Pd	Chemistry Teacher	Male	S1
32	Estiya Hayat, S.Pd	Mathematics Teacher	Female	S1
33	Zaitapuri, S.Pd	Mathematics Teacher	Female	S1
34	Nunik Kiswati, S.Pd	Biology Teacher	Female	S1
35	Dewi Utami Soewarno, S.Pd	Art Teacher	Female	S1
36	Silvista Sita Maharani, s. Sn, M.Pd	Ecnomic Teacher	Female	S1
37	Yudhi Hartanto, ST	IT Teacher	Male	S1
38	Mohtar Efendi, S.Pd	Ecnomic Teacher	Male	S1
39	Cahyaningsih Waluyati, S.Pd	Vice Principal Curriculum	Female	S1
40	Tuti Novita,, S.Pd	English Teacher		
41	Dian puspasari,S.Pd	English Teacher	Female	S1
42	Siti Aminah, S.Si	Chemistry Teacher	Female	S1
43	Tri Setiawati ,SS	English Teacher	Female	S1
44	Yudha Rantoo Hari Bowo, S.Pd	Sport Teacher	Male	S1
45	Budi Nugroho, S.Pd	Physics Teacher	Male	S1
46	Muamar Dody Prastyo, SS	Arabic Teacher	Male	S1
47	Wiwi Alfiani, S.Pd	Religion Teacher	Female	S1
48	Samadi, S.Pd	Arabic Teacher	Male	S1
49	Novi Kusumawati, S.Pd	Chemistry Teacher	Female	S1
50	Jatmiko Purwo Supatmo,M.Pd	Physic Teacher	Male	S2

Table 4
The formation of the teacher and official employers in SMA N 5
Metro Lampung in the academic year 2022/2023

No	Subject	Staff			
		Needed	Available	Sufficient	Insufficient
1	Religion Education				
	a. Islam		2		
	b. Catholic				
	c. Kristen Protestant				
	d. Hindu				
	e. Buddha				
2	Civic Education		2		
3	Indonesian Language		3		
4	English		4		
5	Other FL		2		
6	Mathematics		3		
7	Physics		4		
8	Biology		3		
9	Chemist		3		
10	History		2		
11	Geography		2		
12	Sociology		2		
13	Anthropology				
14	Economy		5		
15	Accountancy				
16	Arts		1		
17	TIK		2		
18	Cultural Art and Craft				
19	Physical Education		2		
20	Counselor		3		
21	Production Unit				
22	Laborer		2		
23	Technician				
24	Librarian		1		

e. **The quantity Student's of SMA N 5 Metro Lampung**

The quantity Student's of SMA N 5 Metro Lampung that can be identified, as follows:

Table 5
The Student's Quantity of SMA N 5 Metro Lampung in the Academic year 2022/2023

No	Class	Gender		Total
		Male	Female	
1.	Class X			
	X A 1	10	21	31
	X A 2	9	23	32
	X A 3	12	21	33
	X A 4	9	22	31
	X S 1	12	20	32
	X S 2	17	15	32
	X S 3	14	16	30
	X S 4	9	23	32
Total		92	161	253
2.	Class XI			
	XI A 1	12	23	35
	XI A 2	9	24	33
	XI A 3	9	25	34
	XI A 4	9	25	34
	XI S 1	13	21	34
	XI S 2	10	24	34
	XI S 3	16	15	31
	XI S 4	16	17	33
Total		94	174	268
3.	Class XII			
	XII A 1	16	16	32
	XII A 2	9	22	31
	XII A 3	14	18	32
	XII A 4	15	17	32
	XII S 1	16	13	29
	XII S 2	8	21	29
	XII S 3	14	16	30
	XII S 4	15	13	28
Total		107	136	243
Total	Class X, XI, XII	293	471	764

f. The Building of SMA N 5 Metro Lampung

The condition of facilities in SMA N 5 Metro Lampung in the academic year of 2022/2023 that can be seen on the table below:

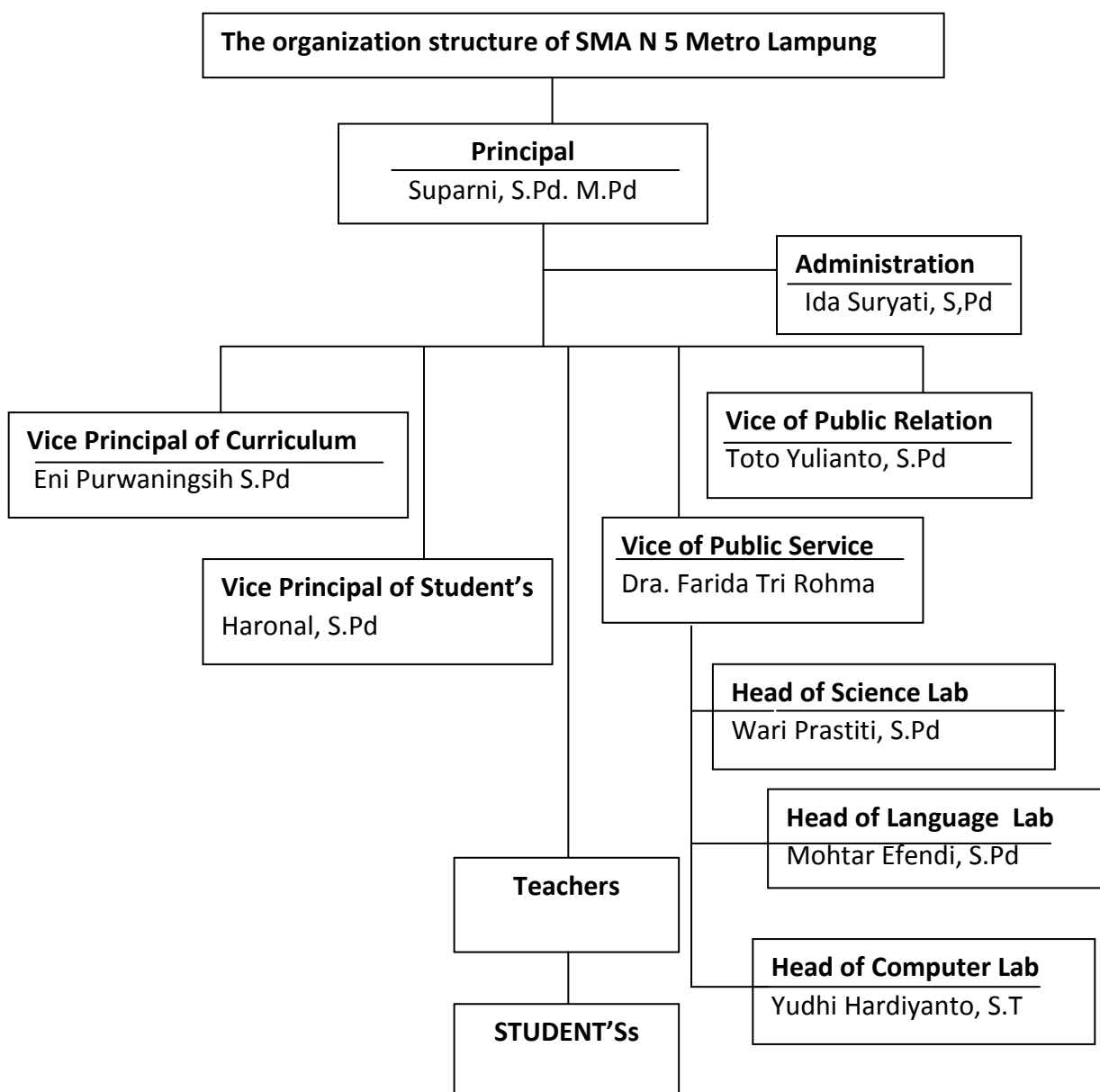
Table 6
The Building of SMA N 5 Metro Lampung in the academic year of 2022/2023

No.	Names of Building	Sum
1	Class Room	19
2	Headmaster Room	1
3	Vice of Headmaster Room	2
4	Administration Room	1
5	Teacher Room	1
6	Counseling Room	1
7	Laboratory Room	
	a. Science Laboratory	
	b. Physics Laboratory	1
	c. Biology Laboratory	1
	d. Chemist Laboratory	1
	e. Language Laboratory	1
	f. Computer Laboratory	1
8	Library Room	1
9	School Medical Room	1
10	OSIS Room	1
11	Store Room	1
12	A public toilet	14
13	Parking Area	1
14	School Yard	1
15	Union	1
16	Canteen	3
17	Sport Yard	1
18	Kitchen	1
19	Gate	1
20	Boreholes	1

g. The Organization Structure of SMA N 5 Metro Lampung

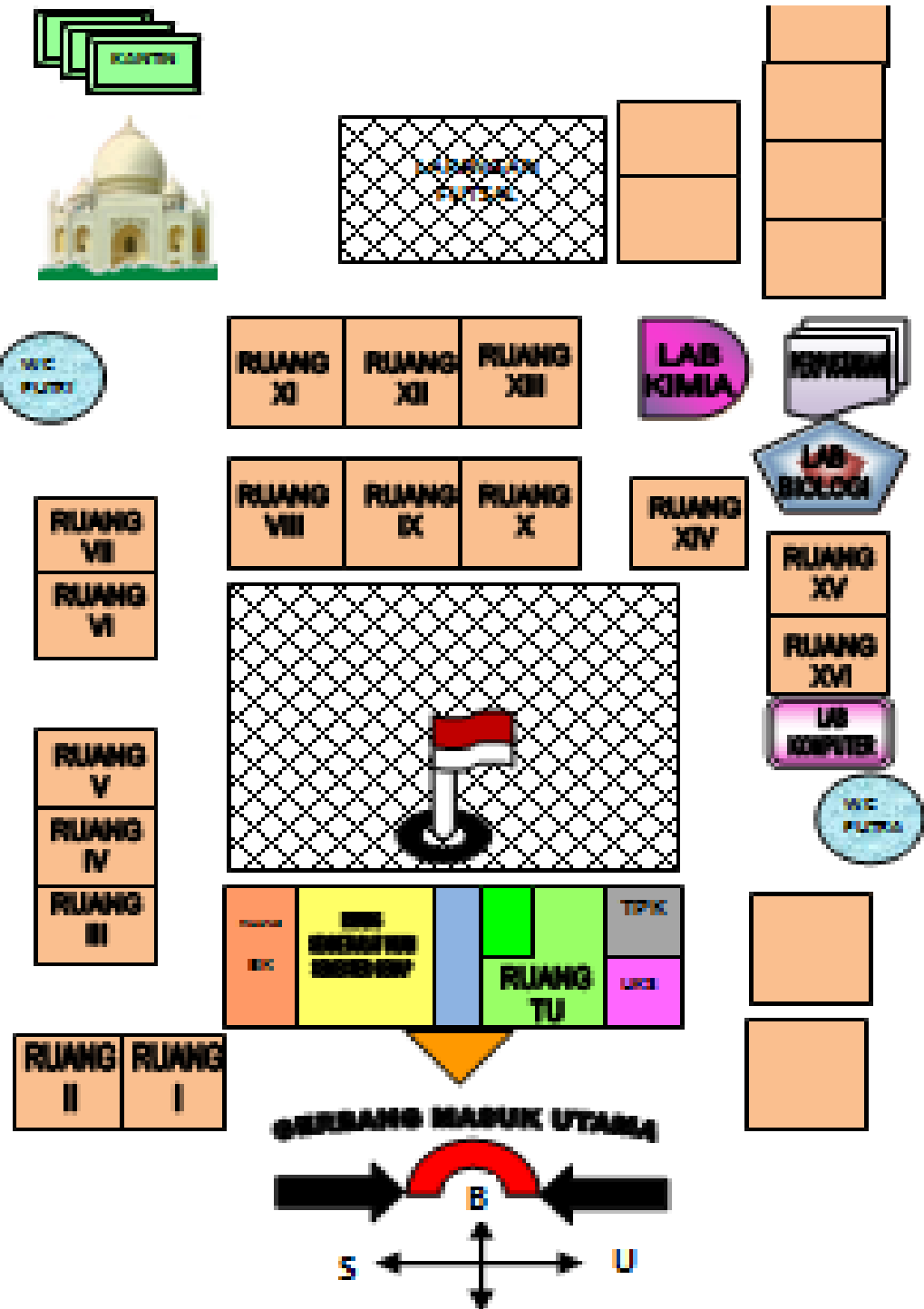
The Organization Structure of SMA N 5 Metro Lampung in the academic year of 2022/2023 can be shown in the following figure:

Figure 2
The Organization Structure of SMA N 5 Metro Lampung



h. Location Sketch of SMA N 5 Metro Lampung

Figure 3
The Location Sketch



Tabel.7
The List of Student's
Name Class XI

No	Name	M/F
1	AP	F
2	A K S	F
3	AAP	F
4	AIY	F
5	AKW	F
6	BR	M
7	DAA	F
8	DS	F
9	DPD	F
10	IR	M
11	IAB	M
12	IY S W P.	M
13	ITL	F
14	JMS	F
15	MR	F
16	MA	F
17	RMS	F
18	SH	F
19	SNA	F
20	S	F

Source by: Documentation of SMA N 5 Metro in academic year 2022/2023

2. Description of Data

a. First Conditions

This research used Classroom Action Research (CAR), which has purpose to increase the Student's' speaking performance and the result of the study at eleventh grades of SMA N 5 Metro. The researcher used Buzz Group as a strategy to increase speaking performance because from the result of pre survey the researcher had

information that the Student's' at the eleventh grades of SMA N 5 Metro had low grades in speaking performance. Based on the result of pre survey from 20 Student's, only 6 Student's who passed and 14 Student's who failed with the Minimum Mastery Criteria for English lesson is 75.

In this research, the researcher used Buzz Group to increase Student's' speaking performance. The research result was gotten through test that was administered to the Student's in the beginning research and in the end of every cycle, while the activity data was gotten from the observation when the learning activity was happened. As it is mentioned before, each cycle consist of planning, acting, observing, and reflecting

In this research, the researcher was as an English teacher with Mrs. Dian Puspasari, S.Pas collaborator. Before the learning process began, the researcher and the collaborator would like to discuss about, as follows:

- 1) Preparing the material of descriptive and narrative.
- 2) Preparing the lesson plan.
- 3) Making the items that will be examined as the pre test and the post-test I in the cycle 1.
- 4) Preparing Buzz Group that used in the action learning.
- 5) Making the observation sheet of the Student's' activity 1.

The Minimum Mastery Criteria of English subject for eleventh grades at SMA N 5 Metro was 75. In this meeting, the Student's were expected by the teacher to get specific information of the speaking performance. In the first and second meeting, the teacher would explain about descriptive and narrative in speaking performance using Buzz Group.

The action in the cycle 1 consists of two meetings, one meetings for the action, and one meeting for the post test. The detail process is as follows:

The table below shows the data and the frequency of the Student's' pre-test score:

Table 8
The Pre-test Result of Student's' Speaking Performance
Class XI

No	Name	Grades	Note
1	AP	50	Incomplete
2	A K S	80	Complete
3	AAP	50	Incomplete
4	AIY	75	Complete
5	AKW	60	Incomplete
6	BR	60	Incomplete
7	DAA	55	Incomplete
8	DS	55	Incomplete
9	DPD	65	Incomplete
10	IR	60	Incomplete
11	IAB	60	Incomplete
12	IYS WP.	50	Incomplete
13	ITL	70	Incomplete
14	JMS	60	Incomplete
15	MR	60	Incomplete
16	MA	60	Incomplete

17	RMS	65	Incomplete
18	SH	65	Incomplete
19	SNA	65	Incomplete
20	S	55	Incomplete
TOTAL		1220	
AVERAGE		61	
HIGH GRADES		80	
LOW GRADES		50	

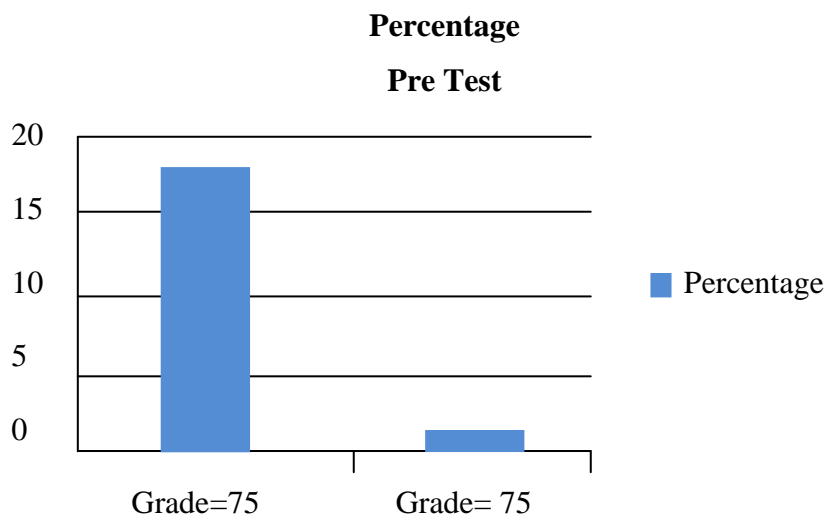
Table 9
The Percentage of Student's' Speaking Performance Pre-test Grades

No	Score	Frequency	Percentage	Category
1	≥ 75	2	10 %	Complete
2	≤ 75	18	90 %	Incomplete
Total		20	100%	

Source: The result of Pre-test on Monday, October 10th, 2022

The result of the pre-test showed that there were 18 Student's incomplete to achieve the minimum standard of mastery. There were only 2 Student's (10 %) who gained grades 75 or above, and 18 Student's (90%) who gained grades under 75. The highest grades in pre-test was 80 and the lowest grades was 50.

Figure 4
Result of the Student's at the Pre-Test



Based on the result of the pre-test above, it can be concluded that Student's still have low score in speaking performance. Furthermore, this condition was appropriate with the background problem in the chapter I that the Student's cannot speak English well.

B. Cycle 1

1) Planning

Before the learning process began, the researcher and the collaborator would like to discuss about, as follows:

- a) Preparing the material of descriptive and narrative.
- b) Preparing the lesson plan.
- c) Making the items that will be examined as the post-test I in the cycle 1.
- d) Preparing Buzz Group that used in the action learning.
- e) Making the observation sheet of the Student's' activity 1.

2) Action

The action in the cycle 1 consists of two meetings, one meeting for the action, and one meeting for the post test. The detail process is as follows:

1. Student's are explained a topic Islamic story
2. Student's are instructed to form groups divided into 4 groups in total Student's, one group consist of for until five Student's and there are groups of pros and groups of contra.
3. In these groups Student's are formed group leaders, spokespersons and secretaries (big leader is AKS and small leaders is AP, AKW, IPAB, and MA)
4. if it has been discussed with the respective heads of the pro and con groups, come forward to explain the results of the discussion with the help of a spokesperson.
5. After that, the opposing groups were turned into pro groups
6. The teacher gives a conclusion at the end of the discussion

a) The First Meeting

In the first meeting was conducted on Wednesday, October 12rd, 2022 for 2x45 minutes. In this meeting, the researcher was being the teacher and the collaborator was being the observer.

b) The Second Meeting

The second meeting was conducted on Friday, October 14th, 2022. This meeting was used as the post-test 1 for 2x45 minutes, after the Student's were given the action. The result of the Student's' score in post-test 1 will be showed in the following table:

Table 10
The Result of the Student's' Grades in Post-Test 1

No	Name	Grades	Note
1	AP	65	Incomplete
2	A K S	85	Complete
3	AAP	65	Incomplete
4	AIY	80	Complete
5	AKW	75	Complete
6	BR	65	Incomplete
7	DAA	75	Complete
8	DS	60	Incomplete
9	DPD	65	Incomplete
10	IR	75	Complete
11	IAB	60	Incomplete
12	IY S W P.	60	Incomplete
13	ITL	85	Complete
14	JMS	70	Incomplete
15	MR	65	Incomplete
16	MA	70	Incomplete
17	RMS	75	Complete
18	SH	65	Incomplete
19	SNA	65	Incomplete
20	S	60	Incomplete
	TOTAL	1385	
	AVERAGE	69,25	
	HIGH GRADES	85	
	LOW GRADES	60	

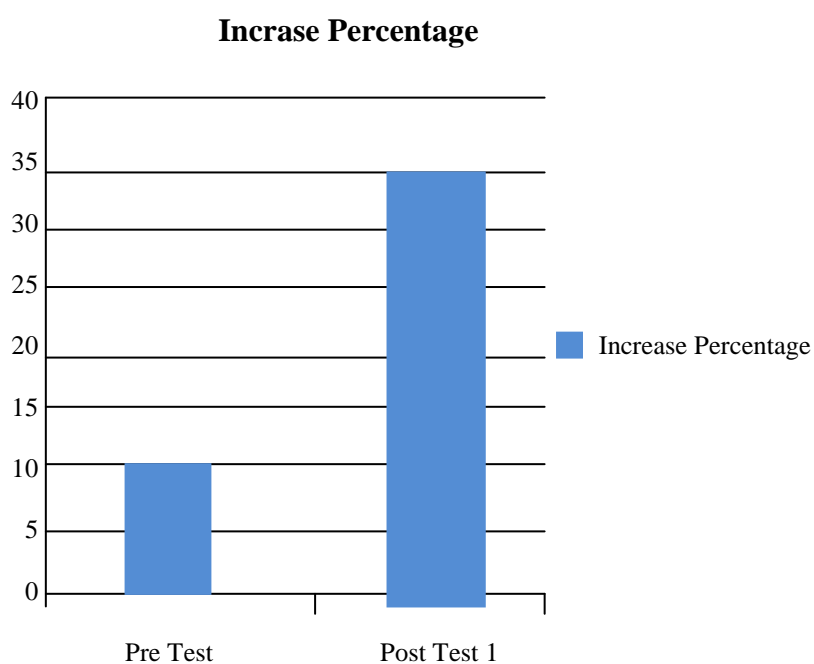
Table 11
The Frequency of the Student's' Score in Post-Test I

No	Score	Frequency	Percentage	Category
1	≥ 75	7	35%	Complete
2	≤ 75	13	65%	Incomplete
Total		20	100%	

Source: The result of Post-test on Wednesday, October 12th, 2022

The result of the post-test 1 showed that there were 13 Student's Incomplete to achieve the minimum standard of mastery. There were 7 Student's (35%) who gained grades 75 or above, and 13 Student's (65%) who gained grades under 75. The highest grades in post-test 1 was 85 and the lowest grades was 60.

Figure 5
The Increase of Student's' Grades from Pre-Test and Post-Test I



From the data of Pre-Test and Post Test, it was shown that there were 10% Student's who passed the test in Pre-Test and 35% Student's who passed in Post-Test I, so the progress was 25%. It could be concluded that the result of Post-Test I was better than Pre-Test.

3) Observing

In observation of teacher's action the researcher presented three meeting in cycle 1 of learning to find the information of speaking performance lesson. This observation was conducted by the collaborator, Mrs. Dian Puspitasari, S. Pd. She is English teacher for the eleventh grades Student's' of SMA N 5 Metro. For the first meeting the teacher only gave the pre test for the Student's. The Student's who got the grades more than 75 in pre test cycle 1 are only 2 Student's of 20 Student's.

For the second meeting the teacher explained the material about narative in speaking performance and using Buzz Group in teaching and learning process. A highly appreciation came to their interest in speak up in English because they found the strategy was very helpful.

In the third meeting, the teacher gave the post test 1 for the Student's. The Student's began be active and interested in teaching and learning process. In the post test of cycle 1 there were 7 Student's of 20 Student's who got 75 or more but this result was

better than before. The data of the Student's' activity can be seen in the table bellow:

Table 12
The Result of the Student's' Activity in
Learning Process of Cycle 1

No	Student's' Activity	Frequency	Percentage
1	Give participation to researcher explanation	15	75%
2	Ask/answer the question from teacher	7	35%
3	Enthusiasm in group	12	60%
4	The Student's' able do task to researcher explanation	10	50%

Based on the data above explain that total of Student's' who give attention to the researcher explanation are 15 Student's' (75%). Student's' ask/answer the question only 7 Student's' (35%). 12 Student's' who were active in group (60%) and 10 Student's' (50%) who were able do the task.

4) Reflecting

Based on the result of cycle I, it can be seen that most of Student's' get difficulty in speaking performance. It happens because the Student's' had less confident to speak up and did not know how to express their idea. In the end of cycle 1, the result of Student's' activities increased. The Student's' who passed the test also increased from the 10% in Pre-Test and 35% in Post-Test, but it was not fulfil the completeness standard at least 70% Student's' must get ≥ 75 .

For the information related to the indicator of success has not been achieved, so the research continued on cycle II.

C. Cycle II

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more as follows:

1) Planning

Based on the reflection that had been conducted in the cycle 1, the researcher and the collaborator made the planning of the action, as follows:

- (1) Preparing the material of narrative text.
- (2) Preparing the lesson plan.
- (3) Preparing the items that will be examined as the post-test in the end of cycle.
- (4) Preparing Buzz Group that used in the action teaching and learning process.
- (5) Preparing the observation sheet of the Student's' activity 2.
- (6) To plan the scenario of the implementation of action and the implementation of Buzz Group.

2) Acting

The action in the cycle II, consist of two meetings, one meeting for the action, and one meeting for the post-test in the end of cycle. They were:

a) The First and Second Meeting

Based on the learning implementation plan II, the allocation of the time for two meetings was (4 x 45 minutes), therefore, the first and the second meeting were used as the implementation of the action in cycle II.

The first meeting was conducted on Wednesday, October 19th, 2022. The action that was conducted as follows:

- (1) The teacher greeted the Student's and checked the attendance list.
- (2) The teacher gave the information about the subject that would be learnt.
- (3) The teacher reviewed the material that had learned in the cycle 1 that was speaking performance.
- (4) The teacher gave the example of narrative story.
- (5) The teacher gave Buzz Group for the Student's. The role of this strategy as follows:
 - a) The teacher played a video of narrative performance.
 - b) The teacher gave example to do Buzz Group.
 - c) The teacher asked the Student's to imitate the native speaker.

- d) The teacher asked the Student's to do shadowing until they could do it well.
- (6) The Student's followed the teaching learning carefully, they were enjoy and enthusiasm to study.
- (7) The Student's were asked to review their performance.
- (8) For the last, the teacher and Student's made a conclusion and closed the meeting.

The second meeting was conducted on Friday, October 21th, 2022. This meeting used as the post-test II in the end of cycle II, for 2x45 minutes the Student's was given the action. It has been finished well by the Student's where they had to do Buzz Group and speak up in front of the class about report. The result of the Student's' grades in post-test II can be seen in the following table:

Table 13
The Result of the Student's' Grades in Post-Test II

No	Name	Grades	Note
1	A P	75	Complete
2	A KS	95	Complete
3	APP	70	incomplete
4	AIY	80	Complete
5	AKW	75	Complete
6	BR	85	Complete
7	DAA	80	Complete
8	DS	75	Complete
9	DPW	65	Incomplete
10	IMR	75	Complete
11	IPAB	75	Complete
12	IWYSWP	70	Incomplete
13	ITL	85	Complete
14	JMS	75	Complete
15	MR	80	Complete

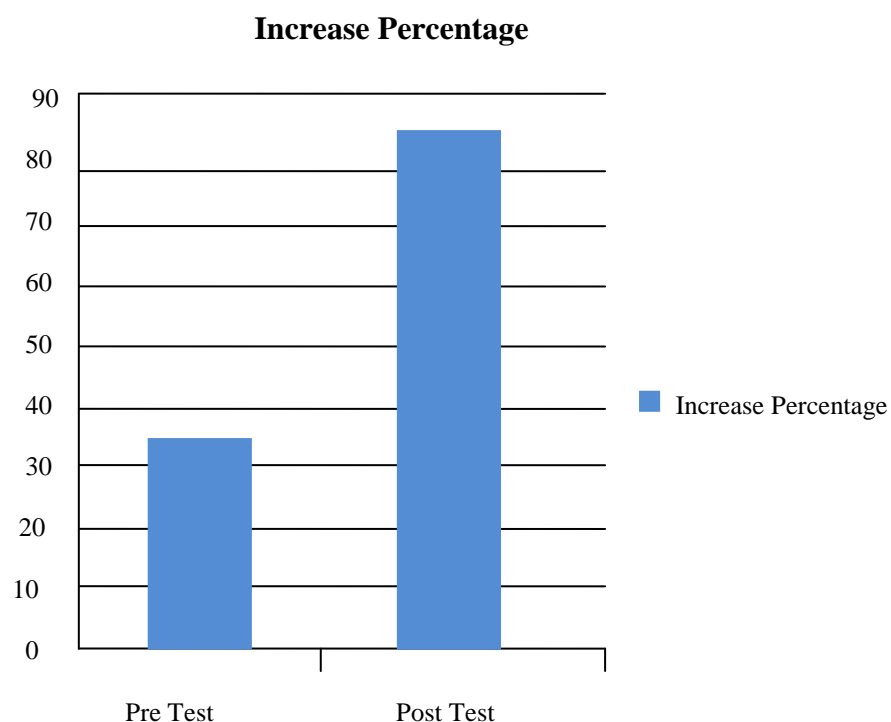
16	MA	85	Complete
17	RMS	85	Complete
18	SH	75	Complete
19	SNA	80	Complete
20	S	75	Complete
	TOTAL	1560	
	AVERAGE	78	
	HIGH GRADES	95	
	LOW GRADES	65	

Table 14
The Frequency of the Student's' Grades in Post-Test II

No	Score	Frequency	Percentage	Category
1	≥ 75	17	85%	Complete
2	< 75	3	15%	Incomplete
Total		20	100%	

The result of the post-test II showed that there were 3 Student's failed to achieve the minimum standard of mastery (MMC). There were 17 Student's (85%) who gained grades 75 or above, and 3 Student's (15%) who gained grades under 75. The highest grades in post-test was 95 and the lowest grades was 65. But, the result of the Student's' test was better than the Student's' post test in cycle I.

Figure 6
The Increase Percentage of Student's' Grades
from Post-Test I and Post-Test II



From the data of Post-Test I and Post-Test II, it was shown that there were 35% Student's who passed in Post-Test I and 85% Student's who passed in Post-Test II, so the progress was 50%. Because the target was 75%, this cycle was successful.

3) Observing

In this step, the researcher presented the material and applied Buzz Group in teaching and learning process. The researcher gave a video about spoken narrative by native speaker. Then, the Student's imitated it. Next, the Student's tried to do English speaking about narrative as well. Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was

successful. The result score of Student's' learning activities observation, as follows:

Table 15
The Result of the Student's' Activity in Learning Process of Cycle II

No	Student's' Activity	Frequency	Percentage
1	Give participation to researcher explanation	19	95%
2	Ask/answer the question from the teacher	16	80%
3	Enthusiasm in group	18	90%
4	The Student's' able do task to researcher explanation	18	90%

Based on the result of the research in cycle II, it could be concluded that cycle II was successful. The researcher felt satisfied about the result of the research. There were $\geq 75\%$ of Student's' passed the test. It means the Student's' speaking performance had increased. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

The table below showed the recapitulation of the Student's' increasing speaking performance in pre test, post test I, and post test II

Table 16
The Recapitulation of Student's' Increasing

No	Name	Pre Test	Post Test I	Post Test II	Explanation
1	A P	50	65	75	Increased
2	A KS	80	85	95	Increased
3	APP	50	65	70	Increased
4	AIY	75	80	80	Increased

No	Name	Pre Test	Post Test I	Post Test II	Explanation
5	AKW	60	75	75	Increased
6	BR	60	65	85	Increased
7	DAA	55	75	80	Increased
8	DS	55	60	75	Increased
9	DPW	65	65	65	Constant
10	IMR	60	75	75	Increased
11	IPAB	60	60	75	Increased
12	IWYSWP	50	60	70	Increased
13	ITL	70	85	85	Increased
14	JMS	60	70	75	Increased
15	MR	60	65	80	Increased
16	MA	60	70	85	Increased
17	RMS	65	75	85	Increased
18	SH	65	65	75	Increased
19	SNA	65	65	80	Increased
20	S	55	60	75	Increased
Total		1220	1385	1560	
Average		61	69,25	78	
The Lowest Grades		50	60	65	
The Highest Grades		80	85	95	

Based on the result above, it could be inferred that using Buzz Group to teach speaking performance could increase the Student's' speaking performance because there was increasing from average in pre-test 61 became 69.25 in post-test I and 78 in post-test II. In the cycle II, most of the Student's' could increase their speaking performance. It means that cycle II was successful.

4) Reflecting

According to the result of the observation above, it can be inferred that the result of using Buzz Group was good. The researcher checked the Student's' grades before and after using Buzz Group. The researcher found the significant increased in Student's' grades in speaking performance. The comparison between the Student's' gradess at pre-test, post-test I, and post-test II has taken. All Student's got increased grades in cycle II.

C. Discussion

1. Interpretation the Result of Student's' Learning Activities in Cycle I and Cycle II

The Student's' learning activities data was gotten from the whole Student's' learning activities on observation sheet. The table increasing of it as follows:

Table 17
The Result of Student's' Activities in Cycle I and Cycle II

No	Student's' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	Give participation to the researcher explanation.	15	75%	19	95%	20%
2	Ask/answer the question from the teacher	7	35%	16	80%	9%
3	Enthusiasm in group	12	60%	18	90%	30%
4	The Student's' able do task to researcher explanation	10	50%	18	90%	40%

Based on the table, the Student's' activities have increased from cycle 1 and cycle 2.

2. Action and Learning Result in Cycle I

The treatment on cycle I have been done, as can be seen on the result of post test I. It can be seen from average score in pre test 61 became 69,25 in post test I at cycle I.

Based on the result of pre test and post test in cycle I, it was known that there was an increasing from the result score and through there was a STUDENT'S got score or constant from the result score and through there was a Student's got score or constant from the pre test, but commonly their speaking performance increased.

At the cycle I, the researcher found some difficulties that happen in the class such as the Student's got difficulty in teaching learning process. It is happened because they were not focus to join the class and another case the Student's were difficult to understand the material

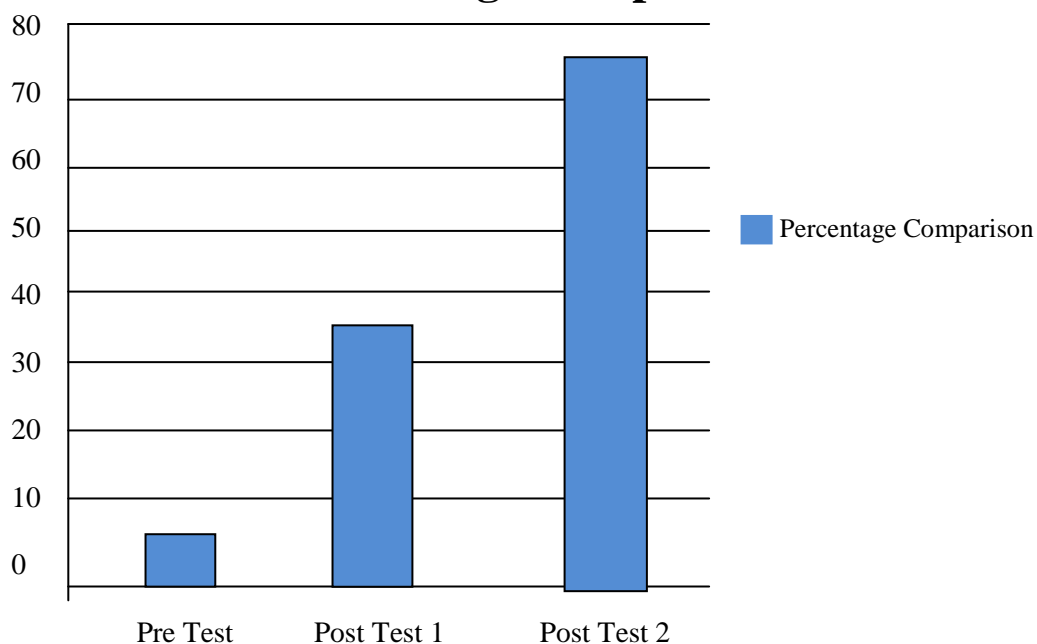
3. Action and Learning result on cycle II

The result and data from the cycle I make the researcher continued the learning process to the cycle II and fixed the problem at the cycle I. Finally, the learning process could be better. It can be seen that the Student's score was increased. Actually, the result of pre test and post test I is good enough. But the Student's' grades could not achieve the target (Minimum Completeness Criteria). After the post test in cycle II, most of them increased. The Student's score could achieve the target (Minimum

Completeness Criteria). It can be seen the average pre test is 61, post test in cycle I is 69,25, and the average post test in cycle II is 78. It means that using Buzz Group can increase the Student's' speaking performance.

It could be conclude that Buzz Group has positive affect toward teaching and learning process, especially in speaking. Those were good to help the Student's to enrich their vocabulary in English.

Figure 7
Comparison of Percentage of Pre-test, Post-test I and Post-test II
Percentage Comparison



Based on the chart above, it could be concluded that the use of Buzz Group could increase the Student's' speaking performance. It could be seen from the chart, there were significant increase. There were only 10% in Pre-Test, 35% in Post-Test I, and 85% in Post-Test II Students who passed the Minimum Mastery Criteria. Because the result was 85%

in Post-Test II and the target of this research was 75%, it could be concluded that Cycle II was successful.

Buzz Group was one of the strategy that could be used to increase Student's' speaking performance. This strategy was attractive and able to motivate the Student's to be more confident and active in English speaking performance. It also could increase the Student's' speaking performance. The data of this research showed that the grades of Student's' speaking performance increased significantly after applying Buzz Group.

Moreover, Buzz Group could be applied in English learning. The teacher could utilize this Strategy in the class, so the Student's were able to learn English in different way and enjoyable Speaking class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of implementation of speaking performance by using Buzz Group in two cycles of the classroom action research, it can be concluded that there is any increasing of the Student's' speaking performance by using Buzz Group at the eleventh gradesr of SMA N 5 Metro. Therefore Buzz Group can be used as the alternative Strategy in teaching learning especially speaking performance. Buzz Group can make the Student's understand about how to pronounce and do speaking as the native speaker, so the Student's can be easier to speak up in English. Besides, Buzz Group can increase the Student's' speaking performance and help the Student's accomplish the task. There is a significant increasing on the Student's' average in pre test and post test. It is proofed on Student's' average in pre test and post test I was from 61 to 69,25 or increased 8,25 while in post test I and post test II was from 69,5 to 78 or increased 8,75. It means that the use of Buzz Group can increase the Student's' speaking performance at the eleventh grades of SMA N 5 Metro in academic year 2022/2023.

B. Suggestion

Based on the conclusion, the following are some suggestion for English teacher, Student's, and other researcher that might useful for advance.

1. To English Teacher

The teacher is suggested to be more active to motivate the Student's in learning English. So, the teacher give the Student's' opportunity to speak up in front of the class. The creativities use an aid to teach the material in order to make the Student's feel interesting, enjoy, and high motivation in learning process.

2. To Student

The Student are suggested to increase their speaking performance by using Buzz Group. They have to give attention well and focus the material.

3. To other Researcher

The researcher suggests other researcher to conduct a further study. So, they can develop this research and focus on the using Buzz Group to increase Student's' speaking performance.

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APPENDICES



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

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Nomor : B-3958/In.28/J/TL.01/08/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMA N 5 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **JATI ALMA JAYA**
NPM : 1601070098
Semester : 13 (Tiga Belas)
Jurusan : Tadrif Bahasa Inggris
Judul : **THE USE BUZZ GROUP STRATEGY TO INCREASE
THE STUDENT SPEAKING PERFORMANCE AMONG
ELEVEN GRADE SMA N 5 METRO**

untuk melakukan prasurvey di SMA N 5 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 23 Agustus 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



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

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

Nomor : B-4676/In.28/D.1/TL.00/11/2022
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMA N 5 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4675/In.28/D.1/TL.01/11/2022,
tanggal 01 November 2022 atas nama saudara:

Nama : JATI ALMA JAYA
NPM : 1601070098
Semester : 13 (Tiga Belas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 5 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF BUZZ GROUP STRATEGY TO INCREASE THE STUDENT SPEAKING PERFORMANCE OF ELEVENTH GRADE OF SMA N 5 METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 01 November 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 5 METRO
NPSN : 10809702



Jalan Wolter Monginsidi Kel. Hadimulyo Timur Kec. Metro Pusat Kota Metro
Telp. (0725) 7858110 E-mail: sman5mtr@gmail.com

SURAT IZIN PENELITIAN

Nomor: 045.2 / 333 / V.01 / 05 / 2022

Menanggapi surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah Dan Ilmu Keguruan Nomor: B-3958/In.28/J/TL.01/08/2022 pada tanggal 23 Agustus 2022, dengan ini Kepala SMA Negeri 5 Metro menerangkan bahwa:

Nama : **JATI ALMA JAYA**
NPM : 1601070098
Jurusan : Tadris Bahasa Inggris
Judul : " THE USE BUZZ GROUP STRATEGY TO INCREASE THE STUDENT SPEAKING PERPORMANCE AMNG ELEVEN GRADE SMA N 5 METRO "

Telah melaksanakan Pra survey di SMA Negeri 5 Metro dalam rangka menyelesaikan Tugas Akhir / Skripsi .

Demikian surat keterangan penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 14 September 2022

Kepala Sekolah



SUPARNI, S.Pd. M.Pd.

NIP. 19640608 198903 1 014



**PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 5 METRO
NPSN : 10809702**



*Jalan Wolter Monginsidi Kel. Hadimulyo Timur Kec. Metro Pusat Kota Metro
Telp. (0725) 7858110 E-mail: sman5mtr@gmail.com*

SURAT IZIN RESEARCH

Nomor: 045.2 / 333 / V.01 / 05 / 2022

Menanggapi surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah Dan Ilmu Keguruan Nomor: B-3958/In.28/J/TL.01/08/2022 pada tanggal 10 Oktober 2022, dengan ini Kepala SMA Negeri 5 Metro menerangkan bahwa:

Nama : **JATI ALMA JAYA**
NPM : 1601070098
Jurusan : Tadris Bahasa Inggris
Judul : " THE USE BUZZ GROUP STRATEGY TO INCREASE THE STUDENT SPEAKING PERFORMACE AMNG ELEVEN GRADE SMA N 5 METRO "

Telah melaksanakan Pra survey di SMA Negeri 5 Metro dalam rangka menyelesaikan Tugas Akhir / Skripsi .

Demikian surat keterangan penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 06 Oktober 2022

Kepala Sekolah



SUPARNI, S.Pd. M.Pd.

NIP. 19640608 198903 1 014

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1563/In.28/S/U.1/OT.01/12/2022

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

Nama : JATI ALMA JAYA
NPM : 1601070098
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1601070098

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, 07 Desember 2022
Kepala Perpustakaan



As'ad
Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : Jati Alma Jaya
NPM : 1601070098
Prodi : Tadris Bahasa Inggris (TBI)

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

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 07 Desember 2022

Ketua Prodi TBI

Andianto, M.Pd

NIP/ 1987 1102 201503 1 004

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

Nama : Jati Alma Jaya
NPM : 1601070098

Jurusan : TBI
Semester : XI

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 7/2-22	✓		<ul style="list-style-type: none"> - mistype → revise, & write the draft accurately. - Bab II : action hypothesis - Chapter II : Procedure → specify! - Bibliography → beri link antar paragraf! 	
2.	Senin, 14/2-22			<ul style="list-style-type: none"> - Mistype - theoretical paradigm add : action Hypothesis - Bibliography → + books of Buzz group strategy 	
3.	Kamis, 20/6-22			<ul style="list-style-type: none"> - Revision is OK - ACC for seminar 	

Mengetahui,
Ketua Jurusan TBI



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Dosen Pembimbing II



Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : JATI ALMA JAYA
NPM : 1601070098

Jurusan : TBI
Semester : XIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Pembimbing
	Kamis, 7/10-22/10	✓	ACC for APD	

Mengetahui
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Dr. Umi Yawisah, M.Hum
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : JATI ALMA JAYA
NPM : 1601070098

Jurusan : TBI
Semester : XIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Pembimbing
	Kamis, 27/10-22	✓	Chapter V must be suitable with chapter I. Revise.	
	Senin, 31/10-22	✓	Originality → revise	
	Selasa, 1/11-22	✓	abstract → Revise originality → Revise CV	
	Rabu 2/11-22	✓	Chapter IV → based on the procedure (p. 26)	
	Senin, 5/12-22	✓	chapter IV - achiq → Revise	
	Rabu, 9/12-22	✓	Revisi is OK Acc for munaqosyah	

Mengetahui
Ketua Jurusan TBI

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NIP. 198711022015031004

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
NIP. 196204241999032001

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMA N 5 METRO
Mata Pelajaran : Bahasa Inggris
Kelas : XI
Alokasi Waktu : 4 x 45 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (*gotong royong, kerjasama, toleran, damai*), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia dan keberadaannya.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi karakteristik dari teks analytical exposition.
2. Menjelaskan format dari teks analytical exposition.
3. Menjelaskan kegunaan dari teks analytical exposition.
4. Menceritakan kembali informasi yang di dapat dari membaca teks analytical exposition.
5. Menjawab pertanyaan yang berkenaan dengan teks analytical exposition yang dibaca.

D. Tujuan Pembelajaran

Melalui contoh, peserta didik dapat mengidentifikasi karakteristik, format, dan kegunaan dari teks analytical exposition.

E. Materi Pembelajaran

Teks analytical exposition

Analytical Exposition is kind of text which consists of the kinds of argument.

1. The Purpose of Analytical Exposition:

To persuade by presenting argument

To analyze or explain 'how' and 'why'

2. The generic structure of Analytical Exposition

a. Thesis

b. Argumentation

c. Re-iteration (Conclusion)

3. Language Features of Analytical Exposition

- The use of Emotive word (Menggunakan kata Emotif)

ex: **alarmed** (cemas), **worried** (khawatir)

- The use "words that qualify statement"

Kata yg memenuhi syarat pernyataan.

Ex: **usual** (biasa), **probably** (mungkin)

- The use 'words that link argument

Menggunakan kata yang menggunakan argument

(**Firstly**, **however**, **on the other hand**, **therefore**)

- The use of the present tense

- The use of compound and complex sentences

F. Model/Metode Pembelajaran

1. Pendekatan: *scientific*

2. Strategi: *observe – practice*.

3. Metode: *Inquiry/Experiential learning*.

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Environment</i> dapat langsung tercipta di pertemuan pertama. • Guru dapat menggunakan kalimat “<i>Good morning, students</i>”. • Pastikan peserta didik merespon dengan menjawab kembali “<i>Good morning, Teacher/ Sir/Mam</i>”. • Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran. • Jika memungkinkan, guru dapat bertanya ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru. 	15menit
Inti	<p><u>Observing</u></p> <ul style="list-style-type: none"> • Guru Menjelaskan mengenai hal-hal yang berkaitan dengan teks <i>analytical exposition</i> (karakteristik, format, maupun kegunaannya). <p><u>Communicating</u></p> <ul style="list-style-type: none"> • Peserta didik mengidentifikasi karakter dari teks <i>analytical exposition</i>. • Peserta didik menjelaskan format dari teks <i>analytical exposition</i>. • Peserta didik belajar memahami fungsi dari teks <i>analytical exposition</i>. 	45 menit 50 menit

	<ul style="list-style-type: none"> • <i>Experimenting</i> • Dalam bagian ini, guru memberikan contoh teks analytical exposition. • Setelah menjelaskan tentang jenis teks analytical exposition, guru memberikan pelatihan sederhana. Bisa dalam bentuk menuliskan struktur dari teks analytical exposition maupun menyusun paragraf acak menjadi sebuah teks analytical exposition yang baik. 	50 menit
Penutup	<ul style="list-style-type: none"> • Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, peserta didik ditanya bagaimana perasaan mereka (REFLEKSI). • Guru Memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik pembahasan. Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini. • Siswa diberi tugas kelompok untuk pembelajaran minggu depan untuk penilaian projek. 	20 menit

H. Penilaian

	Jenis	Bentuk	Instrumen/Aktivitas
1.	Penugasan	Kegiatan Bersama	Pengamatan, observasi, dan aktivitas lainnya.
		Kegiatan Mandiri	Pengamatan, observasi, dan aktivitas lainnya.
		Kegiatan Eksplorasi	Pengamatan, observasi, kajianpustaka, danaktivitas lainnya.
2.	Pelatihan	Latihan	Pilihan ganda dan bentuk lainnya.

➤ Bentuk instrumen

1. Tes tertulis dalam bentuk soal. Penilaiannya dilakukan dengan cara menghitung jumlah jawaban benar dari jumlah soal yang diberikan.

2. Instrumen Unjuk kerja, yaitu berupa rubrik penilaian. Berikut adalah rubrik-rubrik penilaian yang dapat digunakan oleh guru untuk melakukan penilaian unjuk kerja siswa, berikut teknik perhitungan skornya.

a. Rubrik Percakapan (speaking rubric assesment)

Criteria	Rating score	Description
Pronunciation	5	Has few foreign accent signs
	4	Often understandable, even though one is aware of a specific accent.
	3	Problems with pronunciation require focused listening and often concentrated listening. Conduct the misunderstanding.
	2	Quite difficult to understand, it is always important to ask to repeat due to pronunciation.
	1	Problems with pronunciation are so extreme that speech is practically incomprehensible..
Grammar	5	Makes few (if any) apparent grammar or word order mistakes.
	4	Grammatical and/or word-order errors rarely occur, but they do not have an ambiguous meaning.
	3	Allows regular grammar mistakes and obscure sense of word-order.
	2	Errors in grammar and word-order make understanding hard. Phrases are most commonly rephrased and/or limited to basic patterns.
	1	Grammar and word order errors are so serious that speech is practically incomprehensible.
Vocabulary	5	Vocabulary and idioms are practically used by native speakers.
	4	Sometimes because of lexical deficiencies, incorrect words are used and/or concepts must be rephrased.
	3	Conversation is somewhat restricted because of insufficient vocabulary, often using the wrong words.

	2	Word misuse and quite little vocabulary make communication very difficult..
	1	Limitations to vocabulary are so serious that communication is nearly impossible.
Fluency	5	As articulate and simple to speak as that of native speakers.
	4	Language speed tends to be slightly influenced by language problems.
	3	speed and fluency are heavily influenced by language issues..
	2	Typically reluctant, always silenced by language restrictions.
	1	Speech is as stumbling and fragmentary as to make communication nearly impossible.
Comprehension	5	It seems to comprehend anything without difficulty.
	4	Understand almost all in normal speech, even though occasional repetition can be needed.
	3	Understand much of what is said in repetitions with slower-than-normal speech.
	2	It's really hard to follow what's being said. Only "social conversation" can be understood and spoken slowly with frequent repetitions.
	1	Cannot be assumed that understand even a simple English conversiation.

Cara Penilaian Percakapan:

Rumus perhitungan nilai siswa, sebagai berikut :

$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal/ideal}} \times 100$

b. Penilaian Sikap Melalui Observasi

1. Lembar Pengamatan Sikap pada Kegiatan Mini drama

No.	Sikap yang diamati	Terlihat (√)	Tidak terlihat (√)
1.	Keterlibatan aktif siswa		
2.	Kepercayaan diri siswa di depan kelas		
3.	Dapat mengaplikasikan bahas inggris di kehidupan		
4.	Improvisasi dalam kegiatan pembelajaran.		

Metro, th2021

Guru Bahasa Inggris

Mahasiswa peneliti

Dian Puspasari, S.Pd
NIP.

Jati Alma Jaya
NPM. 1601070098

RENCANA PELAKSANAAN PEMBELAJARAN

Madrasah	: SMA N 5 METRO
Mata Pelajaran	: Bahasa Inggris
Kelas	: XI
Materi Pokok	: Menyatakan pendapat dan pikiran serta responnya (asking and giving opinion)
Alokasi Waktu	: 4 x 45 Menit

A. Kompetensi Inti (KI)

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

- KD 1 : 1.1 **Mensyukuri** dan menghargai kesempatan dapat mempelajari bahasa Inggris sebagai mata pelajaran serta sebagai pengenalan bahasa pengantar **komunikasin** Internasional.
- KD 2 : 2.1 **Mengimplementasikan** perilaku santun, peduli dan tanggung jawab dalam melaksanakan komunikasi interpersonal dengan gurudan teman.
- 2.2 **Mengimplementasikan** perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 **Mengimplementasikan** perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- KD 3 : 3.2 **Menyusun teks** lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

Indikator Kompetensi Inti:

- 1.1.1 **Mengekspresikan** rasa syukur atas kesempatan dapat belajar bahasa Inggris sebagai mata pelajaran.
- 2.2.1 **Bertanggung jawab** terhadap tugas yang diberikan.
- 2.2.2 **Mengakui kesalahan** yang diperbuat.
- 2.2.3 **Tidak melimpahkan** kesalahan terhadap orang lain.

Indikator Kompetensi Dasar:

Pertemuan 1 (2 JP)

- 3.2.1 **Mengidentifikasi** teks interaksi interpersonal, lisan dan tulis, sederhana, memberi pendapat dan pikiran, serta responnya sesuai dengan konteks penggunaannya.
- 3.2.2 **Menyebutkan** fungsi sosial tentang ungkapan memberi pendapat atau pikiran, serta responnya sesuai dengan konteks penggunaannya.

- 3.2.3 Membedakan ungkapan-ungkapan tentang memberi pendapat dan pikiran serta responnya sesuai dengan konteks penggunaannya.

Pertemuan 2 (2 JP)

- 4.3.1 Membuat percakapan tertulis untuk menjabarkan, menanya, dan merespon tindakan dalam memberikan pendapat dan pikiran, serta responnya, sesuai dengan konteks penggunaannya.
- 4.3.2 Siswa mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi pendapat dan pikiran, serta responnya, sesuai dengan konteks penggunaannya.

D. Tujuan Pembelajaran :

(Sikap Spiritual)

1.1.3. Siswa dapat menunjukkan semangat mengikuti pembelajaran.

1.1.4. Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran.

(Sikap Sosial)

2.1.1. Siswa dapat menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman.

2.1.2. Siswa dapat menunjukkan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman.

(Pengetahuan)

3.3.1. Siswa dapat mengidentifikasi ungkapan menyatakan dan pikiran serta responnya

3.3.2. Siswa dapat menirukan model interaksi menyatakan pendapat dan pikiran

3.3.3. Siswa dapat mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran

serta responnya (fungsi sosial, struktur teks, dan unsur kebahasaan).

3.3.4. Siswa dapat membandingkan berbagai ungkapan menyatakan pendapat dan pikiran serta responnya dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia.

3.3.5. Siswa **dapat** mengidentifikasi model percakapan tentang menyatakan pendapat

dan pikiran serta responnya

3.3.6. Siswa **dapat** menemukan ungkapan menyatakan pendapat dan pikiran serta responnya yang telah dipelajari dengan yang ada di berbagai sumber lain.

(Penerapan)

4.4.1 Siswa **dapat** menyusun percakapan menggunakan ungkapan menyatakan pendapat dan pikiran serta responnya dalam konteks simulasi, drama, role play dan kegiatan lain yang terstruktur.

4.4.2. Siswa **dapat** menggunakan ungkapan menyatakan pendapat dan pikiran serta responnya didalam dan di luar kelas.

E. Materi Pembelajaran

Teks tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat,

a. Fungsi sosial

- Menjaga hubungan interpersonal dengan guru, teman, dan orang lain
- Menyampaikan pendapat dan merespon pendapat

b. Struktur text

1. Pendapat (opinions)

Opinions

Asking opinion	Giving opinion
What do you think?	Well, I think....
What's your opinion about?	In my opinion I think....
How do you feel about?	Feel that we should....
What's your reaction to that?	My reaction is that we should.....
Any comments, john?	May I make a comment on that?

2. Unsur Kebahasaan : Ucapan, tekanan kata, intonasi.

F. Kegiatan Pembelajaran

Pertemuan 1

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
- memberi salam kepada siswa	- membalas salam guru	10 Menit
- mengajak siswa berdoa	- berdoa bersama dengan guru	
- mengecek kehadiran siswa	- menyatakan kehadirannya dengan berkata, "I am here, yes sir/mam"	

2) Kegiatan Inti

Guru	Siswa	Waktu
a. Mengamati (Observing)		
- mengkondisikan siswa untuk siap mengikuti pelajaran dengan menunjukkan gambar yang menunjukkan situasi keluarga (hubungan ayah dan anak laki-laki serta ibu dan anak perempuan) dan memberikan pertanyaan terkait dengan gambar	Melihat gambar yang menunjukkan situasi keluarga (hubungan ayah dan anak laki-laki serta ibu dan anak perempuan) dan memberikan jawaban dari pertanyaan guru	15 Menit
- Meminta siswa mendengarkan dialog dengan ungkapan menyatakan pendapat dan pikiran serta responnya	- siswa mendengarkan dialog dengan ungkapan menyatakan pendapat dan pikiran serta responnya	
- meminta siswa untuk menirukan pengucapan	- menirukan pengucapan ungkapan menyatakan	

ungkapan menyatakan pendapat dan pikiran serta responnya	pendapat dan pikiran serta responnya	
- meminta siswa mengidentifikasi bagian dialog yang merupakan pendapat dan pikiran serta responnya	- mengidentifikasi bagian dialog yang merupakan pendapat dan pikiran serta responnya	
- meminta siswa menjawab pertanyaan yang berhubungan dengan dialog sebelumnya	- menjawab pertanyaan yang berhubungan dengan dialog sebelumnya	

b. Mempertanyakan (Questioning)

- Memberikan kesempatan untuk melakukan diskusi bersama tentang perbedaan ungkapan menyatakan pendapat dan pikiran serta responnya dalam bahasa Inggris dan Bahasa Indonesia.	- Berdiskusi bersama tentang perbedaan ungkapan menyatakan pendapat dan pikiran serta responnya dalam bahasa Inggris dan Bahasa Indonesia	10 Menit
- Meminta siswa untuk berdiskusi tentang <i>suggestion box</i> yang ada di sekolah	- berdiskusi tentang <i>suggestion box</i> yang ada di sekolah	
- memberikan kesempatan untuk siswa melaporkan hasil diskusi dan menjelaskan pendapat dan pikiran yang sering diterima di <i>suggestion box</i> sekolah	- melaporkan hasil diskusi dan menjelaskan pendapat dan pikiran yang sering diterima di <i>suggestion box</i> sekolah	

c. Mengeksplorasi (Exploring)

- Meminta siswa berpasangan membaca teks tentang fasilitas	- berpasangan membaca dialog tentang fasilitas	10 Menit
--	--	----------

sekolah Palmetto Senior High school	sekolah Palmetto Senior High school	
- memberi kesempatan siswa untuk menyatakan pendapat mereka tentang fasilitas sekolah Palmetto Highschool dan sekolah mereka sendiri	- menyatakan pendapat mereka tentang fasilitas sekolah Palmetto Highschool dan sekolah mereka sendiri	
d. Mengasosiasi (Associating)		
- memberi siswa kesempatan menganalisa berbagai model ungkapan menyatakan pendapat dan pikiran serta responnya yang didapat dari berbagai sumber (Koran atau internet)	- Menganalisa berbagai model ungkapan menyatakan pendapat dan pikiran serta responnya	15 Menit
- Meminta siswa mengidentifikasi berbagai macam ungkapan menyatakan pendapat dan pikiran serta responnya dengan tepat	- mengidentifikasi berbagai macam ungkapan menyatakan pendapat dan pikiran serta responnya dengan tepat	
- Meminta siswa membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya) dalam bahasa Inggris dan bahasa Indonesia	- membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya di latihan sebelumnya dalam bahasa Inggris dan bahasa Indonesia	
e. Mengkomunikasikan (Communicating)		
- Meminta siswa berpasangan melengkapi dialog tentang menyatakan pendapat dan	- berpasangan melengkapi dialog tentang menyatakan pendapat dan pikiran serta	20 Menit

pikiran serta responnya	responnya	
- meminta siswa berpasangan membuat contoh dialog tentang menyatakan pendapat dan pikiran serta responnya dan menunjukkannya dalam role play sederhana	- berpasangan membuat contoh dialog tentang menyatakan pendapat dan pikiran serta responnya dan menunjukkannya dalam role play sederhana	
- memberi masukan baik dari aspek struktur teks, kebahasaan maupun ucapan , tekanan kata dan intonasi	- mencatat semua masukan guru baik dari aspek struktur teks, kebahasaan maupun ucapan, tekanan kata dan intonasi	
- meminta siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran serta responnya dalam lembar refleksi diri.	- menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran serta responnya dalam lembar refleksi diri.	

3) Kegiatan Penutup

Guru	Siswa	Waktu
- memberi panduan menyimpulkan hasil pembelajaran	- dengan panduan guru menyimpulkan hasil pembelajaran	10 Menit
- meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	- menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	

- memberikan penugasan terstruktur individu dengan membaca pelajaran berikutnya yang masih terkait menyatakan pendapat dan pikiran serta responnya	- membaca pelajaran berikutnya	
- menyampaikan rencana kegiatan pertemuan berikutnya	- mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya	

Pertemuan 2

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
- memberi salam kepada siswa	- membalas salam guru	10 Menit
- mengajak siswa berdoa	- berdoa bersama dengan guru	
- mengecek kehadiran siswa	- menyatakan kehadirannya	
- melakukan Tanya jawab sederhana mengenai materi pertemuan sebelumnya	- menjawab pertanyaan guru	

2) Kegiatan Inti

Guru	Siswa	Waktu
a. Mengamati (Observing)		
- mengkondisikan siswa untuk siap mengikuti pelajaran dengan memperlihatkan video	Melihat video tentang cara menyatakan pendapat dan pikiran serta responnya	15Menit

tentang car a menyatakan pendapat dan pikiran serta responnya		
- Meminta siswa mengidentifikasi ungkapan yang digunakan dalam menyatakan pendapat dan pikiran serta responnya dalam video yang digunakan	- mengidentifikasi ungkapan yang digunakan dalam menyatakan pendapat dan pikiran serta responnya dalam video yang digunakan	
- meminta siswa untuk menirukan pengucapan ungkapan menyatakan pendapat dan pikiran serta responnya	- menirukan pengucapan ungkapan menyatakan pendapat dan pikiran serta responnya	

b. Mempertanyakan (Questioning)		
- Memberikan kesempatan untuk mendengarkan dialog tentang pendapat dan pikiran tentang “Ladybug café” dan melengkapi jawaban pada pertanyaan tentang dialog tersebut	- mendengarkan dialog tentang pendapat dan pikiran tentang “Ladybug café” dan melengkapi jawaban pada pertanyaan	10 Menit
- Meminta siswa untuk mencari berdiskusi mengenai jawaban masing-masing	- berdiskusi mengenai jawaban masing-masing	
- memberikan kesempatan untuk siswa melaporkan hasil diskusi dan menjelaskan pendapat dan pikiran yang sering harus di	- melaporkan hasil diskusi dan menjelaskan pendapat dan pikiran yang sering harus di utamakan berikut alasannya	

utamakan berikut alasannya		
c. Mengeksplorasi (Exploring)		
- Meminta siswa berpasangan menemukan brosur mengenai fasilitas yang terdapat di café/restaurant yang pernah mereka kunjungi	- berpasangan mencari brosur mengenai fasilitas yang terdapat di café/restaurant yang pernah mereka kunjungi	10 Menit
- memberi kesempatan siswa untuk berlatih menyatakan pendapat mereka tentang fasilitas yang terdapat di café/restaurant yang pernah mereka kunjungi	- berlatih menyatakan pendapat mereka tentang fasilitas yang terdapat di café/restaurant yang pernah mereka kunjungi	
d. Mengasosiasi (Associating)		
- memberi siswa kesempatan membandingkan pendapat mengenai café/restaurant yang disusun sebelumnya secara berpasangan	- membandingkan pendapat yang disusun sebelumnya secara berpasangan	15 Menit
- meminta siswa untuk saling memberikan respon positif dan negatif mengenai pendapatnya	- saling memberikan respon positif dan negatif mengenai pendapatnya	
e. Mengkonunikasikan (Communicating)		
- Meminta siswa secara mandiri menuliskan pendapat mengenai pelayanan atau fasilitas tempat umum tertentu	- menuliskan pendapat mengenai pelayanan atau fasilitas tempat umum tertentu	20Menit
- meminta siswa melaporkan hasil penulisan pendapatnya	- melaporkan hasil penulisan pendapatnya	
- memberi kesempatan siswa	- memberikan masukan	

lain untuk berkomentar dan memberikan masukan mengenai pendapat siswa yang bersangkutan	mengenai pendapat siswa yang bersangkutan	
- meminta siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran serta responnya dalam lembar refleksi diri (<i>learning journal</i>).	- menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran serta responnya dalam lembar refleksi diri (<i>learning journal</i>).	

3) Kegiatan Penutup

Guru	Siswa	Waktu
- memberi panduan menyimpulkan hasil pembelajaran	- dengan panduan guru menyimpulkan hasil pembelajaran	10Menit
- meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	- menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	
- memberikan penugasan terstruktur individu dengan membaca pelajaran berikutnya yang masih terkait menyatakan pendapat dan pikiran serta responnya	- membaca pelajaran berikutnya	
- memberi masukan baik dari aspek struktur teks,	- mencatat semua masukan guru baik dari aspek	

kebahasaan maupun ucapan, tekanan kata dan intonasi	struktur teks, kebahasaan maupun ucapan, tekanan kata dan intonasi	
- menyampaikan rencana kegiatan pertemuan berikutnya	- mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya	

G. Penilaian, Pembelajaran Remedial dan Pengayaan

➤ Jenis/Teknik Penilaian

Oral test dalam kelompok, dalam menampilkan mini drama.

➤ Bentuk instrumen

1. Oral test dalam kelompok, dalam menampilkan mini drama.
2. Instrumen Unjuk kerja, yaitu berupa rubrik penilaian. Berikut adalah rubrik-rubrik penilaian yang dapat digunakan oleh guru untuk melakukan penilaian unjuk kerja siswa, berikut teknik perhitungannya.

c. Rubrik Percakapan (speaking rubric assesment)

Criteria	Rating score	Description
Pronunciation	5	Has few foreign accent signs
	4	Often understandable, even though one is aware of a specific accent.
	3	Problems with pronunciation require focused listening and often concentrated listening. Conduct the misunderstanding.
	2	Quite difficult to understand, it is always important to ask to repeat due to pronunciation.
	1	Problems with pronunciation are so extreme that speech is practically incomprehensible..
Grammar	5	Makes few (if any) apparent grammar or

		word order mistakes.
	4	Grammatical and/or word-order errors rarely occur, but they do not have an ambiguous meaning.
	3	Allows regular grammar mistakes and obscure sense of word-order.
	2	Errors in grammar and word-order make understanding hard. Phrases are most commonly rephrased and/or limited to basic patterns.
	1	Grammar and word order errors are so serious that speech is practically incomprehensible.
Vocabulary	5	Vocabulary and idioms are practically used by native speakers.
	4	Sometimes because of lexical deficiencies, incorrect words are used and/or concepts must be rephrased.
	3	Conversation is somewhat restricted because of insufficient vocabulary, often using the wrong words.
	2	Word misuse and quite little vocabulary make communication very difficult..
	1	Limitations to vocabulary are so serious that communication is nearly impossible.
Fluency	5	As articulate and simple to speak as that of native speakers.
	4	Language speed tends to be slightly influenced by language problems.
	3	speed and fluency are heavily influenced by language issues..
	2	Typically reluctant, always silenced by language restrictions.
	1	Speech is as stumbling and fragmentary as to make communication nearly impossible.
Comprehension	5	It seems to comprehend anything without difficulty.
	4	Understand almost all in normal speech, even though occasional repetition can be needed.
	3	Understand much of what is said in repetitions with slower-than-normal speech.

	2	It's really hard to follow what's being said. Only "social conversation" can be understood and spoken slowly with frequent repetitions.
	1	Cannot be assumed that understand even a simple English conversation.

Cara Penilaian Percakapan:

Rumus perhitungan nilai siswa, sebagai berikut :

$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal/ideal}} \times 100$

Skor maksimal/ideal

d. Penilaian Sikap Melalui Observasi

2. Lembar Pengamatan Sikap pada Kegiatan Mini drama

No.	Sikap yang diamati	Terlihat (√)	Tidak terlihat (√)
1.	Keterlibatan aktif siswa		
2.	Kepercayaan diri siswa di depan kelas		
3.	Dapat mengaplikasikan bahas inggris di kehidupan		
4.	Improvisasi dalam kegiatan pembelajaran.		

G. Media/alat, Bahan, dan Sumber Belajar

1. Media/Alat : LCD, Papan Tulis, Work Sheet, Speaker.
2. Bahan : PPT, Video, Teks
3. Sumber Belajar :
 - a. Buku *bahasa inggris* terbitan *Intan Pariwara grade XI*
 - b. Buku *Pathway to English for senior high School Grade XI General Programme.*

Metro, th2021
Mahasiswa peneliti

Guru Bahasa Inggris

Dian Puspasari, S.Pd
NIP.

Jati Alma Jaya
NPM. 1601070098

SPEAKING RUBRIC

Components	5	4	3	2	1
Fluency	Smooth and fluid speech; few to no hesitations; volume is excellent	Smooth and fluid speech; few to no hesitations	Speech is relatively smooth, some hesitations	Speech is frequently hesitant with some sentence left uncompleted	Speech is slow hesitant and strained except for short memorized phrases
Pronunciation	Excellent Pronunciation	Good Pronunciation	Satisfactory Pronunciation	Partially effective Pronunciation	Pronunciation is lacking and hard to understand
Vocabulary	Excellent Vocabulary	Good Vocabulary	Vocabulary range is lacking	Basic Vocabulary	Vocabulary that is used does not match the task
Grammar	Accuracy & variety of grammatical structures	Some error in grammatical structures	Frequent error in grammatical structures	Frequent grammatical error even in simple structures	Frequent error in grammatical structures; meaning is obscured

JUMLAH X 5 = HASIL

PRE-TEST

Name :

Class :

Direction : **Make a simple dialog about suggestion-offering and perform in front of the class or answer teacher questions.**

Example ;

A: Hey, Candice! What are you doing right now?

B: Hey, Jane. I'm just rummaging through my closet to find something to wear. I'm going on a date tonight with Jack. What do you think should I wear?

A: Oh that's nice! Where are you going on a date to?

B: I think we're going to a little fancy restaurant.

A: I think you should wear that blue dress of yours. It's cute and fancy but not too much either.

B: I was thinking the same thing! Thank you so much for your advice.

A: No problem! Have fun on your date tonight.

POST-TEST 1

Name :

Class :

Direction : **Make a simple dialog about suggestion-offering and perform in front of the class or answer teacher questions**

TRAVELING

Nila: Do you like traveling?

Jingga: I really like traveling because it's so much fun.

Nila: Totally agree! I also like traveling.

Jingga: Really? Where do you like to go traveling to?

Nila: I frequently travel to nearby cities. How about you?

Jingga: That's nice! Well, since I don't have much money, I often go exploring this city only. You now, discovering new places in the city that I've never visited before.

Nila: That's also nice! Next time we should go traveling together.

Jingga: Yes, we definitely should.

Nila: I heard you went to Bali last Friday. How was it? Was it fun? (

Jingga: Yes, it was. Bali has always been fun.

Nila: Where are you going to go the next time you travel?

Jingga: I haven't thought about that yet. Do you have any recommendation?

Nila: What about you go to place you most want to visit.

Jingga: That's a great idea.

Nila: What place do you most want to travel to?

Jingga: I really want to travel to Iceland. I want to see auroras. Unfortunately, I don't have enough money to take me there.

Nila: In that case, you must start saving.

Jingga: You're right. I'm starting saving then.

POST-TEST 2

Name :

Class :

Direction : **Make a simple dialog about suggestion-offering and perform in front of the class or answer teacher questions**

A: I'm so bored with my lunch lately. I've been having a sandwich for the past three days. Do you have any suggestion as to what I should get for lunch today?

B: There is actually a new Chinese restaurant that I really like near here. Do you want to come and try it with me?

A: Is it tasty? I haven't eaten chinese food for such a long time.

B: It is so delicious, I swear.

A: Okay, then. I'll come with you there for lunch. Thank you for the suggestion!

(PRE TEST)

Speaking Performance Score

No	NAME	INDIKATOR				TOTAL
		F	P	V	G	
1	AP	3	2	3	2	50
2	AKS	4	4	4	4	80
3	AAP	3	2	3	2	50
4	AIY	4	4	4	3	75
5	AKW	4	2	3	3	60
6	BR	4	3	2	1	60
7	DAA	4	2	3	2	55
8	DS	3	2	3	3	55
9	DPD	3	4	3	3	65
10	IR	3	4	3	2	60
11	IAB	3	2	3	4	60
12	IYS WP.	2	2	4	2	50
13	ITL	4	3	4	3	70
14	JMS	3	3	3	3	60
15	MR	3	4	2	3	60
16	MA	3	3	3	3	60
17	RMS	4	4	2	3	65
18	SH	3	3	4	3	65
19	SNA	4	4	3	2	65
20	S	2	3	3	3	55
TOTAL		66	60	62	59	1,220

Jumlah score X 5 = hasil

1. Flency (1-5)
2. Pronunciation(1-5)
3. Vocablary (1-5)
4. Grammar (1-5)

(POST TEST 1)

Speaking Performance Score

No	NAME	INDIKATOR				TOTAL
		F	P	V	G	
1	AP	4	3	2	4	65
2	A K S	5	4	4	4	85
3	AAP	3	3	3	4	65
4	AIY	4	4	4	4	80
5	AKW	4	3	4	4	75
6	BR	4	4	3	2	65
7	DAA	5	3	4	4	75
8	DS	3	3	3	3	60
9	DPD	4	3	3	3	65
10	IR	4	4	3	4	75
11	IAB	3	3	3	3	60
12	IYS WP.	4	3	2	3	60
13	ITL	4	5	5	3	85
14	JMS	4	3	4	3	70
15	MR	4	3	3	3	65
16	MA	4	4	3	3	70
17	RMS	4	4	4	3	75
18	SH	4	2	3	4	65
19	SNA	4	4	2	3	65
20	S	4	2	3	3	60
TOTAL		79	67	65	70	1.305

Jumlah score X 5 = hasil

1. Flency (1-5)
2. Pronunciation(1-5)
3. Vocablary (1-5)
4. Grammar (1-5)

(POST TEST 2)

Speaking Performance Score

No	NAME	INDIKATOR				TOTAL
		F	P	V	G	
1	AP	5	7	4	3	75
2	A K S	5	5	4	5	95
3	AAP	4	3	4	3	70
4	AIY	4	4	4	4	80
5	AKW	4	3	4	4	75
6	BR	5	3	5	4	85
7	DAA	4	3	4	4	80
8	DS	4	4	4	3	75
9	DPD	4	3	7	3	65
10	IR	5	4	7	3	75
11	IAB	4	4	4	3	75
12	IYS WP.	4	3	3	4	70
13	ITL	5	4	4	4	85
14	JMS	4	4	4	3	75
15	MR	4	4	4	4	80
16	MA	5	4	4	4	85
17	RMS	5	4	5	7	85
18	SH	4	3	4	4	75
19	SNA	4	4	3	5	80
20	S	4	4	7	4	75
TOTAL		88	73	77	77	1.560

Jumlah score X 5 = hasil

1. Flency (1-5)
2. Pronunciation(1-5)
3. Vocablary (1-5)
4. Grammar (1-5)

The Students' Learning Activity Observation in Cycle I

No	Name	The Aspects that Observed			
		Give participation to the researcher explainaion	Ask/answer the question from the teacher	Enthusiasm in group	The students able do task to researcher explanation
1.	AP	√	-	√	√
2.	AKS	-	√	-	-
3.	AAP	√	-	√	√
4.	AIY	√	√	√	-
5.	AKW	√	√	√	-
6.	BR	√	-	-	√
7.	DAA	√	-	√	-
8.	DS	-	√	-	√
9.	DPD	√	-	√	-
10.	IR	√	-	-	√
11.	IAB	-	-	√	√
12.	IYS WP	√	-	√	-
13.	ITL	√	-	-	√
14.	JMS	√	√	√	-
15.	MR	√	-	√	-
16.	MA	√	-	√	√
17.	RMS	-	-	-	√
18.	SH	√	-	√	√
19.	SNA	√	√	-	-
20.	S	√	-	-	-
21	RIA	-	√	√	-
→	TOTAL	15	7	12	10

The Students' Learning Activity Observation in Cycle II

No	Name	The Aspects that Observed			
		Give participation to the researcher explainaion	Ask/answer the question from the teacher	Enthusiasm in group	The students able do task to researcher explanation
1.	AP	√	√	√	√
2.	AKS	-	√	√	√
3.	AAP	√	√	√	√
4.	AIY	√	√	√	√
5.	AKW	√	√	√	√
6.	BR	√	√	√	√
7.	DAA	√	-	√	√
8.	DS	√	√	√	√
9.	DPD	√	-	√	√
10.	IR	√	√	-	√
11.	IAB	-	√	√	√
12.	IYS WP	√	√	√	-
13.	ITL	√	-	-	√
14.	JMS	√	√	√	√
15.	MR	√	√	√	√
16.	MA	√	-	√	√
17.	RMS	√	√	-	√
18.	SH	√	√	√	√
19.	SNA	√	√	√	-
20.	S	√	√	√	√
→	TOTAL	18	16	17	18









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