AN UNDERGRADUATE THESIS

THE IMPLEMENTATION
OF THE SMALL GROUP DISCUSSION METHOD
TO IMPROVE THE STUDENTS SPEAKING SKILL AMONG
THE TENT GRADE
AT SENIOR HIGH SCHOOL 1 PUNGGUR

By:
YOANA KUSUMAWANINGTIAS
STUDENT ID. 1501070322

Tarbiyah and Teacher Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H/2019 M

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OF THE SMALL GROUP DISCUSSION METHOD
TO IMPROVE THE STUDENTS SPEAKING SKILL AMONG
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Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department

By:
YOANA KUSUMAWANINGTIAS
STUDENT ID. 1501070322

Tarbiyah and Teacher Training Faculty
English Education Department

Sponsor   : Dr. Widhiya Ninsiana, M.Hum
Co-sponsor   : Trisna Dinillah Harya, M.Pd

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ABSTRACT

**THE IMPLEMENTATION
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By:
YOANA KUSUMAWANINGTIAS

This aim of this research to know whether the use of Small Group Discussion Method can improve The Students' speaking skill in English learning.

The kind of this research was a classroom action research (CAR). The research was conducted in two cycles, and each cycle consisted of planning, acting, observing, and reflecting. The object of this research was the students' speaking skill. In collecting the data, the researcher used observation, test, and documentation. This research was conducted with one of the English Teachers of Senior High School 1 Punggur.

The result of this research shows that Small Group Discussion Method had a positive role in improving the speaking skill among The tenth graders of Senior High School 1 Punggur. It can be proved by the students' average score from pretest to post-test. The average score in pre-test was 57,25, and in the post, a test was 69,25 became 77,25. It can be inferred that using Small Group Discussion Method can improve speaking skill of the tenth graders of Senior High School 1 Punggur.

Keywords : *(small group discussion method, speaking skill, classroom action research)*

ABSTRAK

**PENGGUNAAN METODE SMALL GROUP DISCUSSION
DALAM MENINGKATKAN KETERAMPILAN BERBICARA PADA
SISWA KELAS SEPULUH SMA NEGERI 1 PUNGGUR**

Oleh :
YOANA KUSUMAWANINGTIAS

Penelitian ini bertujuan untuk mengetahui apakah penggunaan Metode Small group discussion dapat meningkatkan keterampilan berbicara siswa dalam pembelajaran Bahasa Inggris.

Jenis penelitian ini adalah penelitian tindakan kelas (PTK). Penelitian ini dilakukan dalam dua siklus, dan setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Objek penelitian ini adalah kemampuan menulis deskriptif siswa. Dalam mengumpulkan data, peneliti menggunakan observasi, tes, dan dokumentasi. Penelitian ini dilakukan dengan sebagai salah satu Guru Bahasa Inggris SMAN 1 Punggur.

Hasil penelitian menunjukkan bahwa Metode Small group discussion memiliki peran positif dalam meningkatkan keterampilan berbicara di antara delapan siswa SMAN 1 Punggur. Hal ini dapat dibuktikan dengan nilai rata-rata siswa dari pre test hingga post test. Skor rata-rata dalam pre test adalah 57,25, dan dalam post test adalah 69,55 menjadi 77,25. Ini dapat disimpulkan bahwa menggunakan Metode Small group discusion dapat meningkatkan keterampilan berbicara siswa.

Kata kunci : *(metode small group discussion, keterampilan berbicara, penelitian tindakan kelas)*

NOTA DINAS

Number   :
Appendix   : -
Matter   : PengajuanMunaqosyah

KepadaYth.,
DekanFakultasTarbiyahdanIlmuKeguruan
Institut Agama Islam Negeri (IAIN)
di-
     Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Yoana Kusumawaningtias
NPM   : 1501070322
Fakultas   : TarbiyahdanIlmuKeguruan
Jurusan   : TadrisBahasaInggris (TBI)
JudulSkripsi : **THE IMPLEMENTATION OF THE SMALL GROUP DISCUSSION METHODTO IMPROVE THE STUDENTS SPEAKING SKILL AMONG THE TENT GRADE AT SENIOR HIGH SCHOOL 1 PUNGGUR**

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

Wassalamu'alaikumWr.Wb.

Dosen Pembimbing I,

Metro,   November 2019
Dosen Pembimbing II

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

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

v

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Yoana Kusumawaningtias**

To:
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikumWr.Wb.

We have given guidance and enough improvement to research thesis script which is written by:

Name : Yoana Kusumawaningtias
Student Number : 1501070322
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : **THE IMPLEMENTATION OF THE SMALL GROUP DISCUSSION METHODTO IMPROVE THE STUDENTS SPEAKING SKILL AMONG THE TENT GRADE AT SENIOR HIGH SCHOOL 1 PUNGGUR**

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.

Wassalamu'alaikumWr.Wb.

Metro,   March 2019
Sponsor   Co-Sponsor

Dr. Widhiya Ninsiana, M.Hum   **Trisna Dinillah Harya, M.Pd**
NIP. 19720923 200003 2 002   NIP. 19830511 200912 2 004

APPROVAL PAGE

Title : **THE IMPLEMENTATION OF THE SMALL GROUP DISCUSSION METHODTO IMPROVE THE STUDENTS SPEAKING SKILL AMONG THE TENT GRADE AT SENIOR HIGH SCHOOL 1 PUNGGUR**

Name   : YOANA KUSUMAWANINGTIAS
NPM   : 1501070322
Department   : English Education
Faculty   : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty ofState Islamic Institute of Metro

Sponsor

Metro,   November 2019
Co-Sponsor

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

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

RATIFICATION PAGE

No. B-4739/In.28.1/D/PP.00.9/12/2019

An Undergraduate thesis entitled: THE IMPLEMENTATION OF THE SMALL GROUP DISCUSSION METHOD TO IMPROVE THE SPEAKING SKILL OF THE TENTH GRADE OF SENIOR HIGH SCHOOL 1 PUNGGUR, written by Yoana Kusumawaningtias, student number 1501070322, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 30th December 2019 at 09.00-11.00, a.m.

BOARD OF EXAMINERS:

Chairperson	: Dr. Widhiya Ninsiana, M.Hum	(.............)
Examiner I	: Dr. Mahrus As'ad, M.Ag	(.............)
Examiner II	: Trisna Dinillah Harya, M.Pd	(.............)
Secretary	: Leny Setiyana, M.Pd	(.............)

The Dean of Tarbiyah and Teaching Training Faculty

Dr. Akla, M.Pd
NIP 19891008 200003 2 005

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned

Name	: YOANA KUSUMAWANINGTIAS
St. Number	: 1501070322
Deparment	: English Deparment
Faculty	: Tarbiyah and Teacher Training

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

Punggur, December 2019

The writer

YOANA KUSUMAWANINGTIAS
NPM: 1501070322

ORISINALITAS PENELITIAN

Yang bertandatangan dbawah ini :

Nama   : YOANA KUSUMAWANINGTIAS

NPM   : 150107322

Fakultas : Tarbiyah

Jurusan   : Tadris Bahasa Inggris (TBI)

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

Punggur, Desember 2019

Penulis

YOANA KUSUMAWANINGTIAS
NPM.1501070322

x

MOTTO

Surat Al –Ra'd

.... ۚ إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا۟ مَا بِأَنفُسِهِمْ ۗ وَإِذَآ أَرَادَ ٱللَّهُ بِقَوْمٍ

سُوٓءًا فَلَا مَرَدَّ لَهُۥ ۚ وَمَا لَهُم مِّن دُونِهِۦ مِن وَالٍ ﴿١١﴾

.......**"** *Allah will not change the Condition of people up to they change their Condition themselves, and when Allah intends for a people ill there is no repelling it. And there is not for them besides Him any patron ".(Q.S. al-Ra'd: Ayat 11)*

DEDICATION PAGE

This piece of work is dedicated to:

1. My lord Allah SWT, who always give me powerful guidance in every problems until able to finish this scrip.

2. My beloved family, especially my parent (Mr. Hermawan and Mrs. Sumiyati), who always pray and support in their endless love.

3. My sponsor and Co-sponsor, Dr. Widhiya Ninsiana, M.Hum and Trisna Dinillah Harya, M.Pd thanks for guiding.

4. My beloved Almamater of State Institute for Islamic Studies (IAIN) Metro

ACKNOWLEDGEMENT

To star with, the researcher would like to extend her gratitude to Allah SWT for blessing, health, and also mercy because the researcher can finally accomplish this an undergraduate thesis by title "**THE IMPLEMENTATION OF THE SMALL GROUP DISCUSSION METHOD TO IMPROVE THE STUDENTS SPEAKING SKILL AMONG THE TENT GRADE AT SENIOR HIGH SCHOOL 1 PUNGGUR**". Sholawat is also sent to propet Muhammad SAW who had delivered the truth to human being in general and moslem in particular.

In the second place, the researcher would like to thanks to Prof. Dr. Enizar, M.Ag as Rector of IAIN Metro, Dr. Akla, M.Pd as Dean of The Tarbiyah Faculty, Ahmad Subhan Roza, M.Pd of the head English Departement, The researcher's thank also goes to Dr. Widhiyana Ninsiana, M. Hum and Trisna Dinillah Harya M.Pd as Sponsor and Co-Sponsor.

The writer realized that this undergraduate thesis is nearly imperfect Last but not least, I hope that the result of the research benefical or contribution in teaching learning activity of English Language in Senior High School 1 Punggur.

Punggur. November 2019

Yoana Kusumawaningtias
NPM: 1501070322

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CHAPTER I
INTRODUCTION

A. Background of The Study

English is used to communicate with other people from different country and to read some literatures from the other country. There four components of English skill, there are reading, listening, writing, and speaking. Speaking is the most important skills to be mastered. It success it measure in terms of the ability to carry out conversation in an interactive process of constructing meaning that involves producing, receiving, and processing information.

Mastering speaking skill is very significant because people can carry out conversation with others. On that account, in speaking classroom the learner should work as much as possible on their own, talk to another directly and think medium of the teacher.Based on the explanation above, English instructors must have hard responsibility as they are demanded to have teaching strategies in order to solve the problems faced by the students in learning English.

Small group discussion is the lecturer sets a problem or a discussion topic and invities the students to form a group of three or four who discuss or solve the problem set. it means that small group discussion is a process here the students divided into small groups to discuss a topic or problem. Small group discussion method more effectively applied because students can directly communicate with other members. In addition, the small group discussion method students can share information and experiences in solving a problem. Students gan more information

and experiences in a small group discussion of their activities, both in the classroom and outside the classrooms.

Considering to the important of small group discussion for the students to master, it is very important for the tacher to apply the best way to make the students using small group discussion in their daily life. Activity is one way that is used by the teacher in teaching learning process. There are many activity that could be used to teach or to improve students speaking skills. One of them is by using small group discussion. Small group discussion is a sample of how the language is used as the activity to over learns the speak english.

A pra survey has been done on February 18, 2019 at Senior High School 1 Punggur there are many in students's speaking problems. First, it relates to the condition of the students who are difficult to expressing their ideas for speaking english. Second, the students are afraid of being wrong to speak English. Third, the students have a feeling of lack of confidence in speaking english. Ideal English classroom should be enjoyable and learnig methods or technique should be fun, so students fell enjoy during teaching learning process. In school curriculum, English becames on of subject in national examination. Thus, students must study hard about speaking is an important element in English learning.

Another students speaking problem there is the students score is low, it can be seen in the following table.

Table 1
The Pra Survey Data of Student's Speaking Score
at SMA Negeri 1 Punggur

No	Score	Categories	Frequency	Percentage
1	>75	High	4	20%
2	<75	Low	16	80%
Total			20 persons	100%

Source : The English teachers who teaches in SMAN 1 Punggur.

Based on the data and tabel above, we can be seen that there are 16 students have low categories (< 75%) with percentages 20% and 4 students have high categories (> 75%) with percentages 80% . So, based on data of pra survey at the tenth grader of SMAN 1 Punggur, the writer found that the students still face many problems in speaking like difficult to express their ideas for speaking English, afraid of being wrong to speak english, and have a feeling of lack of confidence in speaking English.

The writer assumes that by using small group discussion, it would be easier for the students to understand the material. It is an alternative activity in teaching English. So that the students would not get bored in learning process and hopefully they could speak better. Therefore the writer want to conduct a research entitled: " THE IMPLEMENTATION OF SMALL GROUP DISCUSSION METHOD TO IMPROVE STUDENTS'S SPEAKING SKILL AT THE TENTH GRADE OF SENIOR HIGH SCHOOL 1 PUNGUR".

B. Problem Identification

Based on the background above, some problems are identified as follows:

1. The students affraid of being wrong to speak english .

2. The students have low skill in English, especially in speaking skill.

3. The student's have difficult to express their ideas for speaking english.

4. The students have a feeling of lack of confidence in speaking english.

C. Problem Limitation

After identifying the problem, the writer limited the problem on point 3, the students have difficult to express their ideas for speaking english. The effort in limiting this problem is complemented by the application of a teaching method called the small group discussion. Therefore, the title of this study is " The Implementation of Small Group Discussion Method to Improve Students's Speaking Skill at the seventh grade of Senior High School 1 Punggur.

D. Probem Formulation

Based on the problem above, the researcher formulates the problem as follow: "can small group discussion method improve the speaking skill among the seventh grade students at Senior High School 1 Punggur.

E. Objectives of The Study

Generally, the objective of this reseach is to improve the student's speaking skill at the seventh grader of Senior High School 1 Punggur. Especially, it is to find out whether small group discussion method can improve the student's speaking skill among the seventh grade at Senior High School 1 Punggur.

F. Benefits of The Study

a. For the students

1. To motivate the students and help them to be more active in studying English especially in speaking subject.

2. To help the students to be more confident in speaking English.

b. For the teacher

1. To help the English teachers to find some ideas of various ways of teaching speaking English to students in the classoom.

2. To enable the teachers to know the advantages of using small group discussion to teaching speak English more effectively and interestingly.

c. For the Other Researchers

Hopefull this research could give inspiration in the same research but different context

CHAPTER II
REVIEW OF THE RELATED THEORIES

A. The Concept of Speaking Skill

1. The Concept of Speaking

a. Definition of Speaking Skill

Speaking is productive skill in oral word.[1] According David Nunan, mastering art of speaking means the single most important dimesion of studying a second language and success in term of the competence to carry out a conversation in the language.[2]

Accordingo Scott, speaking is so mch part of daily life hat is taken for granted: an average person produces tens of thousands of words a day.[3] Meanwhile, Douglas said that speaking is productive skill that can be directly and empirically observed by the accuracy and effectiveness an oral production tests.[4]

On the other hand, Bron and Yule stated that speaking is depending on the complexity of the information to be communicated; however the speaker sometimes finds it difficult to clarify what they want to say.[5]

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[1]Marriam Bashir,et. al *"Factor Effecting Students' English Speaking SkillBritshJornal of art and sciences ISSBN*: 2046-9578,volume 2, No 1. (2011): 5

[2]David Nunan, *Language Teaching Methodology A taxt for teachers*, (Sydney Prentice Hall, 1991), P 39

[3] Scott Thornbury, *How To Teach Speaking,* (San Fransisco State University, tt), p. 1

[4] H. Douglas Brown, *language assesement: Principle and Classroom Practices,* (California: Longman, 2003), p.140

[5] Dedi Efrizal, *improving students' Speaking through Communicative Language Teaching*

According to Pear, skill is the intergration of well-adjusted muscular performances.[6] It is mean that skill the ability of someone to do something well. Hans Renold defined that skill as any combination, useful to industry, of mental and physical qualities wich require considerabe training to acquire. [7]

In addition, Welford defined that skill as combinations of factors resulting in competent, expert, rapid, and accurate performance', regarded this as equally applicable to manual operations and mental activities. [8]

Base on the statement above, it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

b. **Elements of Speaking**

Base on Harmer, the ability to speak fluently requires not only a knowledge of language features, but also the ability to process information and language.[9]

Method, (Bengkulu:2012), Vol.2 No.20, p.127

[6] Pear, T.H, *professor barlett on skill.occupational psychology,* vol.22, p.92-93

[7] Pear,T.H, *skll. Journal of personnel Research,* vol.5, p. 478-489

[8] Welford, A.T, *fundamentals of skill.* London: Methuen

[9] Jeremy Harmer, *The Practice of English Language Teaching*, (Britannia: Pearson Longman, 2007), p.269

1) Language Features necessary

Among the elements necessary for spoken production, are the following :

a) Connected Speech

In connected speech speakers of english need to be able not only to produce the individual phonems of English but also to use fluent connected speech. In connected speech are modified (assimilation), omitted (elisien), added or weakned.

b) Expressive Devices

Native speakers of English change the pitch and strees particular and non-verbal (paralinguistic). It means that someone who speaks suitable with they are feeling (especially in face-to-face interaction).

c) Lexis and grammar

Automatically speech is marked by the use of a number common lexical phrases, especially in the performance of certain language function.

d) Negotiation language

Effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

2) Mental / Social Processing

If part of a speaker's productive ability involves the knowledge of language skill such as those discussed above, success is also dependent upon the rapid processing skills that talking necessitates.

a) Language Processing

In language processing, effective speakers need to able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprhensible, but also convey the meanings that are intended. One of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English.

b) Interacting with others

Most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feelings, and a knowledge of how linguistically to take turns or allow other to do so.

c) Information processing

Quite a part form our response to others' fellings, we need also to be able to process the information they take us the moment we get it. The longer it takes for 'the penny to drop'

the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture-specific, and is not prized by speaker in many other language communities.[10]

In line with these elements, the writer conclude that, speaker who want to say anything has to consider two things; first, the language feature by which people know the use of language such as; how to modify the sound and how to use of appropriate expression. Second, people also know how to arrange words into the right order. Therefore, the intended message are sent.

In this case, people not only hope to be understood by someone else, but also they have to understand of what participants are feeling. Here, people are pursued to know when they have to take turn on the conversation and to allow the others to do so.

c. **Functions of Speaking**

According Brown and Yule's in Jack C. Richards, there are three part version function of speaking, such as:

1) Talk as Interaction

According, Born and Yule in Jack C. Richards, in this situation, people used either casual or more formal language on the circumstance and their nature has been well describe. For example:

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[10] *Ibid,* p. 271

when people meet with other people, there are conversation or interaction with other.

2) Talk as transaction

In this type, situation focus on what is said or done. The situation to give information or message to making people understood and how they respect or interact social with other people.

3) Talk as Performance

There are three type of talk or speaking as performance, such as:

a) Public Talk

Public Talk is the process or art of performing a presentation focused around and individual directly speaking to alive audience in a structure, deliberated manner in order to inform, or influence them.

b) Public announcement

Public announcement is the process of performing to giving information about something in round of audience.

c) Speeches

Speech is the vocalized form human communication. According, Fransella in Christopher Turk, If we are to improve speaking in speech, we must first become more awere of our selves, our motivations, behaviour patterns and likely

mistake. [11] Second, we must be aware of the audience's psychology, and their reactions to the speaker faults and omissions.

d. Speaking Situation

There are three kinds of speaking situations in which we find ourselves.[12]

1) Interactive

Usually interactive speaking situation can do such as: face-to-face conversation or telephone call. So that, we are can alternately listening and speaking moment with conversation patner.

2) Partially Interactive

In this situation, we can speak use few interaction with conversation patner, such as when we giving a speech to audience. When we speech in front of audience. We can know if the audience understood or not from the expression on their face, or their body language.

3) Non-Interactive

In non-interactive situation, do not interaction between speaker and audience, for example: speaker speech or radio broadcast.

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[11]Christopher Turk, *Effective Speaking Communication in Speech*, (British:Spon press, 2003), p 5

[12]Marriam Bashir et. al, "*Factor Effecting*", p 38

e. Purpose of Speaking

There are some purpose of speaking, such as:

1) Informative

    Its goal is that the listeners understand something that the same way that the speaker understand the subject.

2) Invitational

    The invitational element is hence an invitation to listeners in agreement or evaluation of some sort.

3) Dispotional

    Dispositional speaking is more persuasive in intent than invitational in that it seek to agreement on an attitude, value or belief.

4) Actuation

    Actuation seeks to get people to act, to perform in some way.

f. Speaking Difficulty

Since English is a foreign laguae in our country, mos students especilly junio high school students are not familiar with it. Kavin Hetrakul also said that they use English more frequent outside the class. This case brings a problem that make junior high school students have difficulties to communiate in English.

There are many problems when someone would speak in english as foreign language among others are:

1) The environment does not support the students to speak English frequently.

2) They were unconfident and nervous when the teachers were asking them.

3) Most students are very easy to get confused with English Grammar.

4) The students have difficulties in producing the right sentences because the students' grammar mastery is weak.

5) Often feel not sure with that she/he speaks.[13]

g. **Testing of Speaking**

To test speaking skill, there are abilities belongs to speaking skill. According to Weir, he classified into five analytic speaking criteria as follows:

Table 2

Analytic Speaking Criteria[14]

Aspect	Category	Indicators
Fluency	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The students hesitates and repeat himself at times but can

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[13] Kavin Hetrakul, " *The Second Language* ", http/eserver.org, On january, 28 2016

[14] Weir, *language testing and validation,* (United States: Palgrave Macmillan, 2005), p. 195-196

		generally maintain a flow of speech, although s/he may need an occasional promt.
	2 (adequate)	Speech is slow and hesitant, mantains speech in a passive manner and needs regular prompts.
	1 (fair)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronounciation a few inconsistencies of rhytm, intonation, and pronouncioation but comprehension is not impeded.
	3 (good)	Rhyth intonation and pronnounciation require moe careful listening.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation, and pronouciation.
	1 (fair)	Words are unintelligible.

Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few inappropricy.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2 (adequate)	Limited use of vocabulry with frequent inapprppriacies.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical Accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Som errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional Strategies	4 (excellent)	Interacts effectively and readily participaties and follows the discussion.

	3 (good)	use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently..
	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

2. The Concept of Small Group Discussion

a. The Definition of Small Group Discussion

A simple and effective method of involving students is know as small group discussion. According to Baker, small group itself is three are more people interacting face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group.[15]

Smal-group discussion allows presenters to announce a topic or idea for group discussion among participants. A small-group discussion follows democratic guidelines and allows everyone to contribute many ideas for others to discuss and reflect upon.

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[15] George Brown, Madeleine Atkins, *Effective Teaching in Higher Education (*London and New York: Methuen & Co, Ltd, 1988), p.29

Discussion allows fr on interchange of ides within the cntex of group under the direction of a presenter.[16]

Small group discussion, under the guidance of a presenter, discuss issues to achieve understanding and consensus after much consideration of the viewponits and ideas of other. Its goals are to encourage analysis of factual information, and develop open-mindedness toward new attitudes and belifes, so as to accept the opinions of others.

A common feature of this kind of teaching is small-group discussion. In this kind the tutor works with a small-group of students to discuss a given topic or a given problem.A small group is a small member of human, work together through interaction whose independent relationship allows them to achieve a mutual goal. [17]

Small group discussion method more effectively applied because students can directly communicate with other members.[18] In addition, the small group discussion method students can share information and experiences in solving a problem. Students gan more information and experiences in a small group discussion of their activities, both in the classroom and outside the classrooms.

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[16] W. Brewer Ernest, 13 *Proven Ways to Get Youe Massage Across (*California*:*1997*)*

[17] Exley Kate, Dennick Reg, *small group discussion (* London:routledgefalmer) p.1

[18] Ari Christiani, Mintohari. *Implementation small group discussion method in cooplerative learning* (2014), p.3

According to Brown and Atkins, in small group discussion the lecturer sets a problem or a discussion topic and invite the students to form a group of three or four who discuss or solve the problem set. [19] it means that small group discussion is a process here the students divided into small groups to discuss a topic or problem. Small group discussion refers to interacting in a face-to-face situation so they do the dialog, not only with teacher but lso with other learners. It allows participants to express views and opinions and share with other particioants. It is a systematic oral exchange of information, views and opinions abou topic, issues, person influences, and is influenced by another person in the group.[20]

Base on explanation above, it can be concluded that small group discussion is a teaching method where the student work in small groups to solves the poblem through a discussion process.

b. Advantages and Disadvantages of using Small Group Discussion

Small group discussion is one of kind discussion method. According to Ernest, the advantages and disadvantages of small group discussion are:

1) Advantages of using Small Group Discussion

a) All participants in the group can participate.

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[19] George Brown, Madeliene Atkins, *Loc.Cit*

[20] Carry L.Baker, D*iscussion and Group Work Method in Language learning* (New Jersey:Harper and Row Publisher, Inc., 1987), p. 159

b) It is a good way to get participants interested in a topic.

c) Participants may more easily understand another participant's explanation than a presenter's explanation.

d) The presenter can identify participants who needed assistance.

e) The presenter can identify individual opinions about the topic.

f) It helps the participant see relationships among ideas or concepts related to the topic at hand.

2) Disadvantages of Small Group Discussion

a) It is time-consuming. Requires a fairy long time, which is sometimes not as planned like widespread discussion of the topic.

b) Some participants in the group may do all the talking.

c) It involves less presenter involvement than other methods.

d) The discussion can easily get off track.[21]

c. **Procedure Using Small Group Discussion**

Small group discussion has many steps to be done for making this method easier. According to Ernest, there are some procedure of small group discussion, they are:

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[21] Ernest W. Brewer, *Op.Cit. p. 27*

a) Introduction

The teacher introduces and explains more the material on which all of the students have some background knowledge so they have a basis for discussion. Then, the teacher gives an instruction to the students at the beginning of the discussion.

b) Directing the discussion

The presenter is in charge of directing the discussion the discussion to get it started. The students report their own discussion on the piece of paper that is provided by the teacher and presents the results of their discussion in their own group first and to other groups. The other members of groups clarify, give opinion/comment and criticized. The presenter should ask the participants if they have questions about the topic at hand. The presenter should try to keep control of the discussion, yet not dominate it. Once the discussion begins, questions are essential in keeping the discussion moving.

c) Summarizing the discussion

A final summary is essential at the end of the discussion. Conclusions should be recorded on the chalkboard so all can see them.[22]

Based on the explanation above, it can be concluded that procedure of small group discussion condudted in three phases,

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s[22] *Ibi*d, pp. 23-25

starting from introduction, directing the discussion and summarizing the discussion.

B. Action Hypothesis

Based on the frame of theory, the researcher formulates the action hypothesis as follows:

The implementation of small group discussion method can improve students speaking skill at Senior High School 1 Punggur.

CHAPTER III
RESEARCH METHOD

A. The Variable & Operational Definition of Variables

The object in this research include 2 variabels, they are independent variabel and dependent variable. Independent is the variabel which selected, manipulated, and measure by the researcher. Independent variabel of this research is using clustering as a technique which can be defined as cluster, design or plan used for explaining or illustrating something in a general way. Two variabels can be explained as follow:

1. Independent Variable (X)

Independent variable is the variable which selected, manipulated, and measured by the writer. Independent variabel of this research is the use of Small Group Discussion as a method which can be defined as tool to help student's speaking skill and their learning activity. This variable will be measured by observation. To observe this variable the writer will use observation sheet. The indicators of this variable are:

1) The students pay attention on of the teacher's explanation

2) The students ask/answer the question from the teacher.

3) The students able do the task

4) The students active in teaching and learning process.

2. Dependent Variable (Y)

The dependent variable of this research is the variable which is observe to determine the effect of the independent variabel. The dependent variable of this research in this research is students' speaking skill. To measure speakig skill of students, the writer will conduct the speaking test in the form of oral test. The students are show their ideas for speak english to answer the test. The indicators of speaking skill in this variable are:

1) The students are able to express their ideas for speak up in english.

2) The students are be able have a good confidence to speak up in english.

B. Setting and Subject of Study

1. Setting of the Study

The writer was conducted at the seventh grade of Senior High School 1 Punggur which located on Jalan Proklamator, Punggur , Kabupaten Lampung Tengah.

2. Subject of the Study

The subject of this research was the seventh grade students of Senior High School 1 Punggur in the academic year of 2019 / 2020. There are four class and classroom action research is choosing class X IPA 2 which consists of 20 students. The writer chooses this class,

because it has the lowest English ability, especially speaking skill. They also have low interest in English learning.

C. Object of the Study

The object of the study is implementation of small group discussion method to improve students's speaking skill at the tenth grader of Senior High School 1 Punggur in the academic year of 2019 / 2020.

D. Procedure of the Classroom Action Research

The research method used in this study is classroom action research (CAR). According to Singh, action research is a research method which is aimed for improving and modifying the working system of a classroom in the school or institution[23]. Meanwhile, cresswell assumed that action research provides the opportunity for educators or teachers to reflect their own practices[24]. From quotation above, it can be inferred that action research emphasizes on the reflection and improvement teaching and learning process in the classroom.

In other word, Ary, et.al, states that action research is practical tools to solve the problem experienced by people in their professional lives[25]. Jean also assumed that action research is a name given t a

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[23] Yogesh Kumar Singh, *Fundamental of research metodhology and statistic,* (New delhi: New age International Publisher, 2006), p. 261

[24] John Creswell, *Educational Research: Planning, constructing, and evaluating Qualitative and Quantitative Research,* (Boston: Pearson Education,2012), p. 577

[25] Donald Ary, et.al, *Introduction to Research in Education,* (belmont: Cengage Learning,2010), p. 516

particular way of researching your own learning[26]. It mean that action research is a practical way of looking for at your practice i order to check whether it is as you feel it should be.

From some definitions above can be infered that classroom action research isa systematic process of identify problem in learning and teaching process to solve the problem by develop the strategy and use the appropiate way in learning and teaching process in the class. Basically action research consists of four aspects as follows:
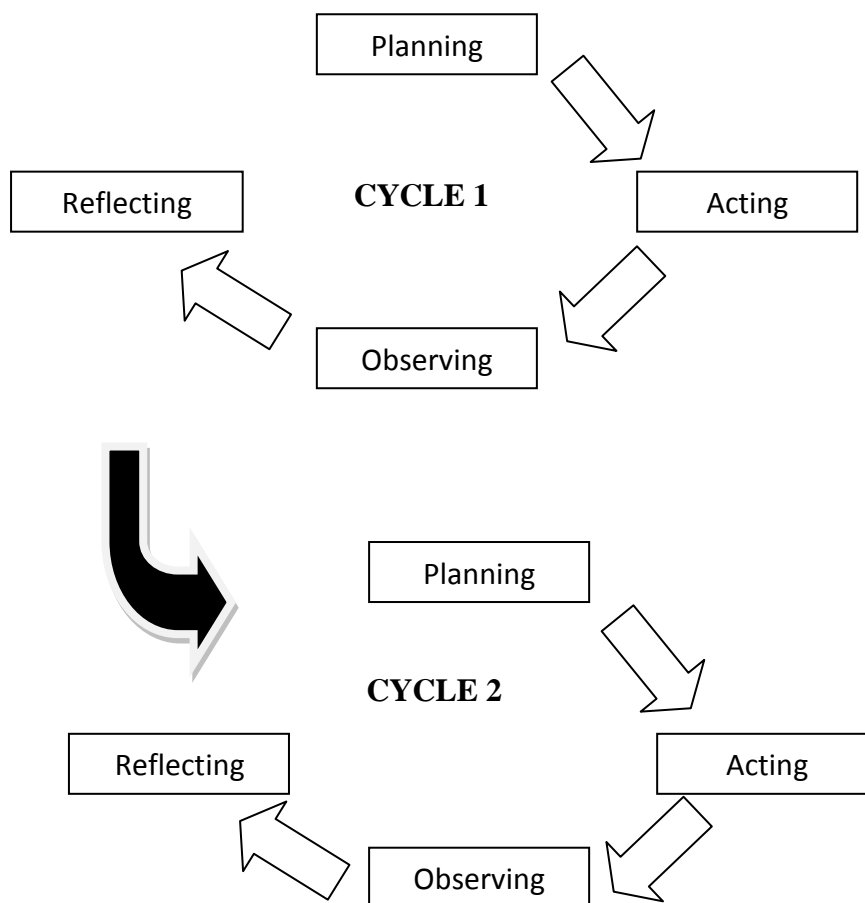
Figure 1. Kemmis and Mac Taggart Model
(Modified by the writer)

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[26] Jean McNiff and Jach Whitehead, *Action Research: Principles and Practices, second edition,* (London and New York: Routledge Falmer,2002),p. 15

The figure describes the sequence of the research that is planning, acting, observing, and reflecting that implemented in each cycle. The assumption is the determined target in the first cycle cannot be achieved, so it will probbly be continue.

There are two cycle in figure. In the first figure describes te steps of the research that is preparation of the study ans followed by planning, acting, observing, and reflectingthat is implemented in each cycle. If the first cycle cannot be achieved, so it will be continued in the next cycle that has same phase with the first cycle.

The writer use collaborative action research so that it needs to collaborator another participant which is English teacher to help the writer in the research. There are some models in action classroom research, but the writer will use Kemmis and MCTaggart as research design. Meanwhile, according to Kemis and MCTaggart as cited by Anne Burns state the action research occurs through a dynamic and complementary process which consists of four essential moments: planning, action, observation, and reflection. [27]

In this classroom action research will be conducted in two cycle, they are following:

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[27] Anne Burns, *Collaborative Action Research   for English language teacher.* (Cambridge:Cambridge University Press, 1999),p.32

1. **Cycle 1**

   In this research, the writer will teach a Desciptive Text in teaching and learning process by using Small Group Discussion Method. In this cycle, the writer will be conducted four steps such as, planning, acing, observing, and reflecting. Here the explanation of them.

   a. **Planning**

   In this steps, the writer planned a things will teached to the students. Planning is the first steps in each activity. Planning is one of to achieve criteria of success in passing grade. Planning has to be the orientation in learning proces. The planning will be reference in doing action. Here is step the writer can make in planning:

   1) The writer prepared the lesson plan about the material to include in teaching procedure,

   2) The writer prepared learning resource for students.

   3) The writer determined the technique to be applied in acting pase. In this case, the writer uses small group discussion method to improve speaking skill.

   4) The writer prepared observation format and also evaluation format to evaluate the students' activity after teaching and learning process.

   5) The writer and the collaborator designed the criteria of success.

b. Acting

In the second phases, the writer and the collaborate to implement the action that has been arranged in planning phase. In this phase the writer will decide to take action as a teacher who implements the determined small group discussion method in teaching and learning process. Meanwhile, the collaborator will be the observes the activity of teaching and lerning process in the classroom. Those activities as follow:

1. Pre Teaching Activities

    a) The teacher and students prayed together

    b) The teacher asked the student's condition

    c) The teacher checked the student's attendance list

    d) The teacher explained the purpose of study about the material.

2. While Teaching Process

    a) The teacher was gave explanation about the material.

    b) The teacher explained about the method to the students that the method is a way to help them in learning process.

    c) The teacher checked whether students bring dictionary or not. This lesson is English, so the students can use a dictionary.

    d) The teacher divided the students into small group.

    e) The teacher was gave the topic of the material to the

students.

f) Some students sometimes finded difficulties to create new words and they can open their dictionary.

g) The teacher asked the students to do the material by their topic in the paper.

h) The teacher was gave limit time for the students to make it.

i) The teacher observed the students' activity and she was gave suggestion if the students get difficulties.

3. Post Teaching

a) The teacher was gave conclusion of the material.

b) The teacher was gave homework for the students.

c) The teacher closed the meeting.

c. Observing

Observing is the activity of speak and action. In this research, the observing was do in a learning process related to the list. The observing in teaching learning process is recorded by used note. The writer was asked the English teacher become observed. The collaborator observes the student activities, in this researcher the writer acted as a teacher who implemented the Small Group Discussion Method in treatment. This is to know how far the students speaking skill by using the Small Group Discussion Method. In this step, the writer observes the process of teaching-

learning by using observation sheet.

d. Reflecting

The reflecting is the fourth step. Reflection is an activity to analyze and make conclusions based on test result and observations. The writer know the strength and weakness of action by reflecting. Reflection is used to analyze the results of observation and tests that are the basis for the next cycle of improvement.

2. **Cycle II**

In this research, the writer will teach a Desciptive Text in teaching and learning process by using Small Group Discussion Method. In this cycle, the writer will be conducted four steps such as, planning, acing, observing, and reflecting. Here the explanation of them.

e. Re-Planning

In this steps, the writer planned a things will teached to the students. Planning is the first steps in each activity. Planning is one of to achieve criteria of success in passing grade. Planning has to be the orientation in learning proces. The planning will be reference in doing action. Here is step the writer can make in planning:

1) The writer prepared the lesson plan about the material to include in teaching procedure,

2) The writer prepared learning resource for students.

3) The writer determined the technique to be applied in acting pase. In this case, the writer uses small group discussion method to improve speaking skill.

4) The writer prepared observation format and also evaluation format to evaluate the students' activity after teaching and learning process.

5) The writer and the collaborator designed the criteria of success.

b. **Acting**

In the second phases, the writer and the collaborate to implement he action that has been arranged in planning phase. In this phase the writer will decide to take action as a teacher who implements the determined small group discussion method in teaching and learning process. Meanwhile, the collaborator will be the observes the activity of teaching and lerning process in the classroom. Those activities as follow:

1. **Pre Teaching Activities**

   a) The teacher and students prayed together

   b) The teacher asked the student's condition

   c) The teacher checked te student's attendance list

   d) The teacher explained the purpose of study about describtive text.

2. **While Teaching Process**

   a) The teacher was gave explanation about the material.

b) The teacher explained about the method to the students that the method is a way to help them in learning process.

c) The teacher checked whether students bring dictionary or not. This lesson is English, so the students can use a dictionary.

d) The teacher divided the students into small group.

e) The teacher was gave the topic of the material to the students.

f) Some students sometimes was found difficulties to create new words and they can open their dictionary.

g) The teacher asked the students to do the material by their topic in the paper.

h) The teacher was gave limit time for the students to make it.

i) The teacher observed students' activity and she was gave suggestion if the students get difficulties.

3. **Post Teaching**

d) The teacher was gave conclusion of the material.

e) The teacher was gave homework for the students.

f) The teacher closed the meeting.

c. **Observing**

The collaborator wild observe and collect the data when the learning process would be going. In this step the writer observed the process of teching leaning by using format observation, and

the outline of observation in this step such as, student skill in Small Group Discussion Method. The important things in teaching learing process were noted by observer.

d. Reflecting

The writer and the collaborator correct and analyze the result of the action. By reflecting, the writer would know the strength and weakness of the action. The improvement can be seen if the average score of the post-test is higher than pre-test. This Small Group Discussion Method to improve the students' activities.

E. Data Collecting Technique

In collecting data the writer will use the following steps:

1. Observation

According to Seltiz in Edi, observation can be defined as election, modification, registration, and coding behaviour circumstance which is connected with organism based on the empiric purpose.[28]

In action research, data is gathered for diferrent purpose at different grade level steps in the process. Organize the data in a way that makes it useful to identify trends and themes. Data can be arranged by gender, classroom, school, and etc.

Observation is a systematic method of a data collection that relies on a researcher's ability to gather data through his or her senses. By

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[28] Edi Kusnadi , *metodology penelitian.* 2008,p.98

the observation method the researcher can obtain more accurate data. The purpose the observation is explain the situation being investigated: activities, people, or individuals are involved in an activity and the relationship among them.

2. Test

Test is a set of question and exercises used to measure the achievement or capacity of the individual or group.[29] In this research, the researcher will use a test this is post-test. It is use to measure the students' speaking skill.

3. Documentation

Document are areadily accessible source of data in action research as many alread exist in the institutional system. There is a wide range of documents that could be pertinent to research focus, including student record and profiels, lesson plan, classroom material, and previous text or examination. Documentation as the method which is to information from the written source or document (for example: books, magazines, notes, and other) of information.[30] It means that overall the documents are important to collect data in which is needed by the writer.

The writer used the documentation to get the data about the school's story, sum of the teacher, e,ployers, facilities and students of Senior High School 1 Punggur.

[29] Addision Wesley Longman, *Teaching by Principles* : *An Interactive Approach to Languae Pedagogy,* (New York : A Person Education Company, 2001), p. 384

[30] Ibid,p. 102

4. **Field Note**

Field note is observation used in CAR to provide a record of what is going on during an observation which includes descriptions of places, people, objects, acts, activities, events, purposes, time and feelings. In this research, the writer will use field note to record the students's activity during the learning process. In this research, the writer will conduct the field note in order to get the complete data from the tenth graders of Senior High School 1 Punggur about the students activities, events in each learning steps, learning purposes, learning time, and feelings of the students in the learning process.

F. **Data Analysis Technique**

Data analysis will be conducted by taking the average score of post-test. To know students achievement after the actions, the researcher will conduct and give test at the early and the last cycles.

The formula of taking average[31].

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

X   = Mean or average score

N   = Number of student

$\sum X$ = Number of students' score

Find out the result or improvement of the writer will compare gained score between pre-test and post-test by compring with the

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[31] Anas Sudijono, *Pengantar Statistik pendidikan,* (Jakarta: PT, Raja Grafindo Persada, 2010),p. 43

minimum standard criteria in this school at least 75. If in cycle I the students do not pass the minimum standard criteria, so the writer will conduct cycle II. The minimal cycle in classroom action research is two cycles, so it will not be continued if in cycle II the 75% students pass the Minimum standard criteria.

The formula to figure out the percentage of the students who pass the minimum standard criteria in each cycle as follow[32]:

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

P   = Class Persentage

F   = Frequency

N   = Number of student

G. Indicator of Success

Classroom action research (CAR) is regarded to be sucessful if i can pass the criteria that have been established and failed if it can not pass the criteria. The indicators of students' sucessfulness in speaking of implement small group discussion can be seen in criteria of dtudents' improvement in learning process by implement small group discussion.

1. The students becomes more active and enthusiastic in english learning.

2. The average of students' scoe at least same as or above 75.

3. The students' speaking skill score can achieve the Minimum standard

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[32] Ibid,p. 43

criteria score of 75. It is regarded to be successful if 75% from entire students can achieve the improvement scores same as or above 75 from post-est in cycle two.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. **Research Result**

1. **Description of Research Location**

   a. **The History of SMA N 1 Punggur Central Lampung**

   SMA N 1 Punggur begun to accept new students based on the head of Education Department and the head of tourism, art and culture departments' decision o f Central Lampung Regency, number: 420/003/05/D.8/2003 in March 17th 2003. Thus, the learning teaching activity of SMA N 1 Punggur Central Lampung was begun in academic year 2003/2004.

   In first of existence, the management and development of SMA N 1 Punggur was implemented by the Head of SMA N 1 Kotagajah (Drs.Syatbi Tahmid, M.M) because SMA N 1 Punggur had not teachers and staff yet. So the Head SMA N 1 Kotagajah assigned the Vice Head of SMA N 1 Kotagajah (Drs. Sontang Simanjuntak) to manage SMA N 1 Punggur Central Lampung.

   b. **Vision and Mission of SMA N 1 Punggur Central Lampung**

      a) **Vision of School**

      "God-fearing, educated, and virtuous."

      Indicator of Vision :

      1) Excellent in belief and God-fearing.

2) Excellent in knowledge and technology mastery.

3) Excellent in achieving the National final exam grades.

4) Being able to compete in the selection of new student in college.

5) Active in teen science work activity

6) Perceptive.

7) Excellent in sports performance.

8) High discipline and good morals

b) **Mission of School**

1) Molding the students who have fearing against God.

2) Creating learning activities that are innovative, creative and fun.

3) Molding students who have knowledge and skills.

4) Preparing for the students to continue to the next education.

5) Developing attitude and personality which have the well-mannered, good ethics and high aesthetics.

c. **The Condition of Teacher and Official Employers at SMA N 1 Punggur Central Lampung**

Condition of teachers and official employers in SMA N 1 Central Lampung, the numbers of teachers and official employers in SMA N 1 Punggur Central Lampung co uld be identified as follows:

Table 3
The Condition of Teachers at SMA N 1 Punggur Central Lampung

No	The Subjects' Teacher	Graduate		PNS	Honor	Total
		S1	S2			
1	Religion (Islamic)	3	-	3	-	3
2	Religions(Katolik)	1	-	-	1	1
3	Religions (Hindu)	1	-	-	1	1
4	Civic Education	2	-	2	-	2
5	Indonesian Language	6	-	6	-	6
6	English	4	-	4	-	4
7	History	5	-	5	-	5
8	Economy/Accountancy	7	-	7	-	7
9	Geography	3	-	3	-	3
10	Sosiology	4	-	4	-	4
11	Mathematics	7	-	7	-	7
12	Physics	3	-	3	-	3
13	Chemistry	6	-	6	-	6
14	Biology	6	-	6	-	6
15	Sport Education	1	-	1	-	1
16	Art Education	1	-	1	-	1
17	Computer	2	-	2	-	2
18	Arab Language	2	-	1	1	2
19	*PKWU Mulok*	2	-	2	-	2
20	Counselor	3	-	3	-	3
Total		69	0	66	3	69

Sources :*Documentation of condotion teacher at SMA N 1 Punggur Central Lampung in the Academic Year 2019/2020.*

Table 4
The Official Employers at SMA N 1 Punggur Central Lampung

No	Administration	Graduate		PNS	Honor	Total
		S1	SMA			
1	Administrative Analyst	1	-	1	-	1
2	Manager of Office Facilities&Infrastructure	1	-	1	-	1
3	Program and Report Managers	1	-	-	1	1
4	Treasurer	1	-	1	-	1
5	Staffing Manager	1	1	2	-	2
6	General Administration Manager	1	1	1	1	2
7	Cleaning Service	-	4	-	4	4
8	Multimedia And Network Manager	-	1	-	1	1
9	Scurity	-	3	-	3	3
Total		6	10	6	9	16

Sources :*Documentation of Official Employers* at *SMA N 1 Punggur Central Lampung in the Academic Year 2019/2020.*

d. The Quantity of the Students of SMA N 1 Punggur Central Lampung

There are 863 students of SMA N 1 Punggur Central Lampung. Each graders consist of 9 classes. The tenth graders consist of nine class with 284 students, the eleventh consist of nine class with 289 students, and the

twelveth graders consist of the nineth class 290 students. The Quantities

of the students at SMA N 1 Punggur that could be identified as follows:

Table 5
The Students Quantity of SMA N 1 Punggur Central Lampung

No	Class	Male	Female	Total
1	X IPA 1	7	27	34
2	X IPA 2	8	12	20
3	X IPA 3	7	13	22
4	X IPA 4	11	23	34
5	X IPA 5	17	17	34
6	X IPS 1	13	17	30
7	X IPS 2	10	18	28
8	X IPS 3	10	18	28
9	X IPS 4	13	16	29
10	XI IPA 1	7	29	36
11	XI IPA 2	14	21	35
12	XI IPA 3	8	24	32
13	XI IPA 4	6	24	30
14	XI IPA 5	14	17	31
15	XI IPS 1	5	29	34
16	XI IPS 2	6	22	28
17	XI IPS 3	6	27	33
18	XI IPS 4	10	20	30
19	XII IPA 1	7	27	34
20	XII IPA 2	8	26	34
21	XII IPA 3	14	18	32
22	XII IPA 4	9	24	33
23	XII IPA 5	19	13	32
24	XII IPS 1	7	27	34
25	XII IPS 2	5	25	30
26	XII IPS 3	14	17	31
27	XII IPS 4	22	8	30
Total				**863**

Sources :*Documentation of students quantity at SMA N 1 Punggur Central Lampung in the Academic Year 2019/2020.*

e. The Building of SMA N 1 Punggur Central Lampung

The building of SMA N 1 Punggur Central Lampung could be shown in the table as follows:

Table 6
The Building of SMA N 1 Punggur Central Lampung

No	Kinds of Room	Total
1	Classroom	27
2	IPA Laboratory	1
3	Computer Laboratory	2
4	Library	1
5	School Health Serves (UKS)	1
6	Audio Visual Room	1
7	Counselors Room	1
8	Head Master Room	1
9	Teachers' Room	1
10	Official Employers Room	1
11	OSIS Room	1
12	Rest Room/Toilet of Teacher	4
13	Rest Room/Toilet of Student	6
14	Store Room	1
15	Mosque	1
16	Security Guards Room	1
17	Canteen	4

Sources :*Documentation of Building at SMA N 1 Punggur Central Lampung in the Academic Year 2019/2020*

f. The Sketch Location of SMA N 1 Punggur Central Lampung

The Sketch Location of SMA N 1 Punggur Central Lampung was illustrated as follow:

Figure 4

TEACHERS' PARKING AREA

UKS

CLASSROOM

CLASSROOM

R. ALAT

LIBRARY

CANTEN

CLASSROOM

TOWER

CLASSROOM

LAB.COMPUTER 3

CLASSROOM

LAB.CEMISTRY

GERBANG

LAB.COMPUTER 1

MOSQUE

LAB.COMPUTER 2

TU ROOM

R. TAMU

R. KS

R. WAKA

R. BK

STUDENTS' PARKING AREA

SCURITY POS

TERAS

AULA

BASCET FIELD/CEREMONY
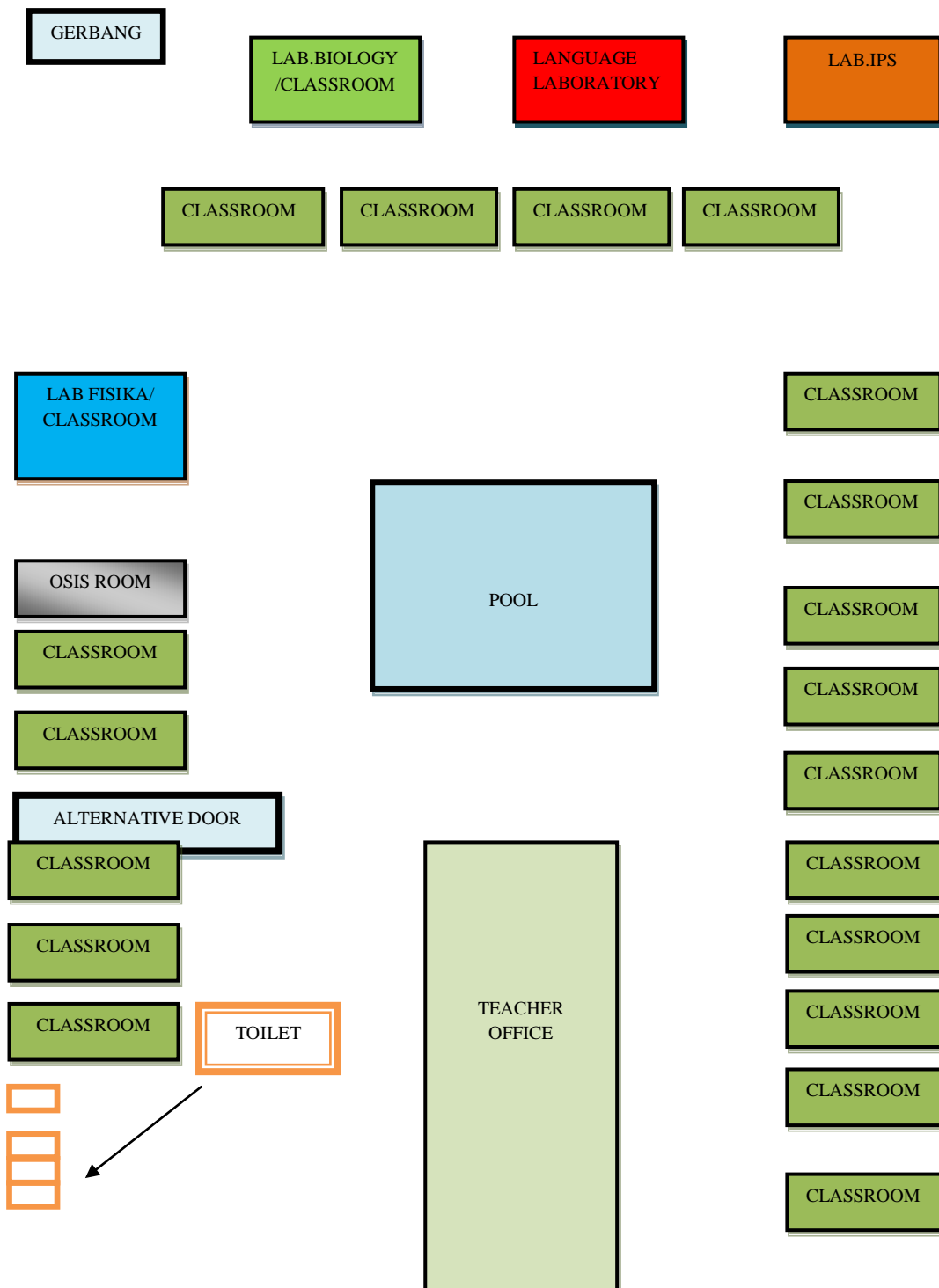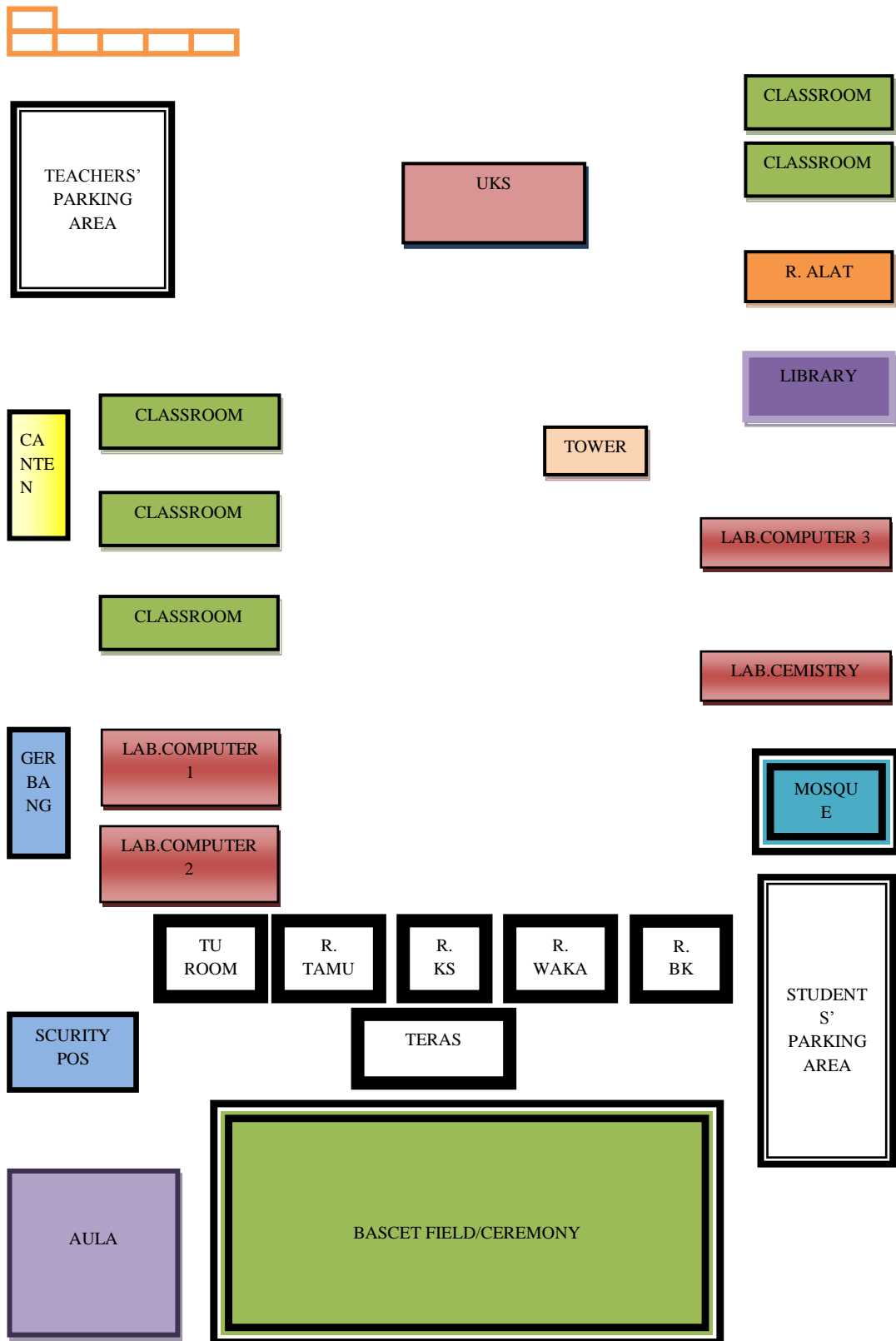
g. The Organization of SMA N 1 Punggur Central Lampung

Figure 5
Organization Structure
Of SMA N 1 Punggur Central Lampung Academic in The Academic Year 2019/2020

HEADMASTER
Drs. SUNTORO
NIP. 196402171995121002

COMMITE
SLAMET HARSONO

VICE OF CURRICULUM
Drs. HARYANTO
NIP. 196303221992031001

VICE OF SARPRAS
BUDI HARDIANTORO, S.Si
NIP. 197406282008011007

VICE OF STUDENTS RELATED
Drs. SUPARNO
NIP. 196504031994021002

VICE OF PUBLIC RELATION
BUDI SANTOSO, S.Pd
NIP. 197702020008011007

HEAD LABORATORY
KARMIDI, S.Pd
NIP. 196412301998021001

HEAD OF CLERICAL
ARIEF MUBARAK, SE
NIP. 197605012009021003

HEAD LIBRARY
Drs
NIP. 196

UKS
UUT RINAYATI

EMPLOYEE STAFF
1. Dra. RATIYEM
2. ISMU HANDAYANI
3. SUKAMTO, S.Pd
4. YUYUN PUSPITASARI

FINANCES STAFF
JUMAKIR
NIP. 1964102819903008

EQUIPMENT & EXPENSE STAFF
1. SUKAMTO   6. KHOZIM
2. RIWAYANTO   7. AMANAH
3. OTONG W   8. SINDI EGA W
4. ANA   9. EKO YULIAWAN
5. HERNI SARTIKA

TEACHER

COUNSELING TEACHER
1. Drs. SUMALI, M.Pd
2. Dra. MAIZARINI
3. LISKA OKTAVIANA, S.IP, S.Pd

CLASS OF GUARDIAN
X.A1: DELIANA WARDHANI, S.Pd
X.A2: MEGAWATI CIPITANING, S.Si
X.A3: ADE NENI SURYANI, S.Pd
X.A4: YUNI EKAWATI, S.Si
X.A5: RUSLI HAIKAL AFANDI, S.Pd
X.S1: Dra. MERIDAWATI
X.S2: NOVITA, S.E
X.S3: RINI SULISTYOWATI, S.E
X.S4: RANTINITA SAPUTRA, S.Pd

CLASS OF GUARDIAN
XI.A1: ZULHANA, S.Pd
XI.A2: ARIE ALFIA, S.Pd
XI.A3: Dra. TUTI SUPRIYATI
XI.A4: PRATIWI, S.Pd
XI.A5: SANI ARIS DUATI, S.Pd
XI.S1: PENDI HARTONO, S.Pd
XI.S2: SRI INDAH M, S.Pd
XI.S3: PATIMAH, S.Pd
XI.S4: SRI LESTARI, S.Pd

CLASS OF GUARDIAN
XII.A1: IMAN ABIWORO, S.Pd
XII.A2: ARPRILIANI DWI K, S.Pd
XII.A3: Dra. TRIAS SAMINAR
XII.A4: HENDRO BUDOYO, S.Pd
XII.A5: ENIK WINDAYATI, S.Pd
XII.S1: PURWATI, S.Pd
XII.S2: PENI ASIH, S.Pd
XII.S3: BUDI SANTOSO, S.Pd
XII.S4: Drs. HERY SUBAGIYO

STUDENTS

B. The Recount of Research Data

1. Action and Learning at Pre-Test

This research used classroom action research whose had purpose to increase the students' activity and the result of the study in SMA Negeri 1 Punggur. It was conducted in two cycles. The researcher used Small Group Discussion to improve the students speaking skill.

In this research before the process of cycle one, the research conducted the pre test on friday, october 4th 2019. The researcher gave a pre-test for the students to see how far the students' speaking skill for the treatment was given. In pre-test activity, the researcher gave an test. The researcher gave the theme to the students describe. Then the result of pre-test could be seen on the table below:

Table 7
The Students' Pre-test Result of Speaking skill

No	Name	Score	Note
1	AI	60	Incomplete
2	AA	75	Complete
3	AY	55	Incomplete
4	DP	55	Incomplete
5	DW	60	Incomplete
6	EF	60	Incomplete
7	IY	75	Complete
8	NA	60	Incomplete
9	PT	50	Incomplete
10	RY	50	Incomplete
11	WW	65	Incomplete
12	AS	50	Incomplete

13	AK	55	Incomplete
14	AH	50	Incomplete
15	EV	60	Incomplete
16	PP	55	Incomplete
17	RA	55	Incomplete
18	SW	45	Incomplete
19	TE	60	Incomplete
20	YA	50	Incomplete
Total		1145	
Average		57,25	
High Score		75	
Low Score		45	

Source: The Result of Pre-test on october 4th 2019

Table 8
Percentage Students' Score of Pre-test of Speaking ability

No	Score	Frequency	Percentages	Category
1	>75	2	10%	Complete
2	<75	18	90%	Incomplete
Total		20	100%	

Source: The Result of Pre-test on october 4th 2019

Graphic 1
The Comparision of Students' Activity in Pre Test
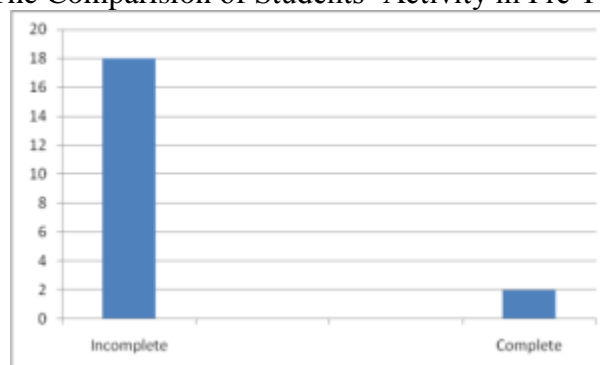
Source: The Result of Pre Test

Based on table above, it can be seen just only 2 students were complete and 18 students were incomplete. while standard minimum for English lesson in SMA Negeri 1 Punggur is least 75. It was the reason why the researcher implemented the Small Group Discussion to improve their speaking skill.

2. **Action and Learning Activity in Cycle 1**

   a. **The First Meeting**

   The first meeting was conducted on october 4th 2019, for 2x45 minutes. The steps of learning activity at the first meeting as follows:

   1) Planning

   In this step, the researcher prepared the lesson plan, material and method that would be used in teaching learning process. The material is introduce self. The material included description and the example of introduce self. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

   2) Acting

   Acting is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 9
The Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1st	Friday,october, 4th 2019	09.30 − 1 0.55 a.m
2nd	Monday, october, 7th 2019	09.30 − 10.55 a.m

The first meeting was conducted on october 4th 2019, for 2x45 minutes. The meeting was started by praying, At the beginning of teaching learning process, the researcher greeted students by saying "Assalamualaikum wr.wb and good afternoon" and all of students answered by saying "Waalaikumsalam wr. Wb and good afternoon miss" . Then, the researcher asked about their condition first before checked attendance list. The condition of the class was less effective because the collaborator handed the class to make sure the students' effectiveness before the researcher was doing research in the class. It showed that some students gave their full nice attention to the researcher during the learning process. The researcher started the lesson by asking question about the students' daily activity. After that, the researcher explained material about deskriptive text with small group discussion method .

After finishing the explanation, the researcher gave the students a chance to ask question. He asked them "do you understand about descriptive text? Is there any question?" there was no comment of question from the students. Yes miss, the

students answered. Then, the researcher asked students to discuss make teks about descriptive text and practice in front of the class.

In this session, the students were more active to follow the teaching learning process, because they enjoyed following the learning process. But, there were still some problem faced by students. Such as many students just silent when the teacher gave a question, there were some students who were passive when learning process and some student difficult to make a teks and the student just have a little vocabulary.

After 2 x 45 minutes the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

b. The Second Meeting

The second meeting was conducted Monday, october, 7th 2019, for 2x45 minutes. The steps of learning activity at the first meeting as follows:

1) Planning

   a) Preparing the material of suggesstion.

   b) Preparing the lesson plan.

   c) Making instruments of data collection that are the observation sheet of the teacher's activities and the students'activities

2) Acting

The second meeting was done on Monday, october, 7th 2019. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation more about descriptive text. The researcher asked the students to make a teks about descriptive text in the pair. The students did it seriously and the student practice in front of the class. It seemed that the students' score will be improved. The score of post-test cycle 1 can be seen on the table below:

Table 10
The Students' Post-test 1 Result of
Speaking skill in Cycle 1

No	Name	Score	Note
1	AI	65	Incomplete
2	AA	80	Complete
3	AY	75	Complete
4	DP	60	Incomplete
5	DW	65	Incomplete
6	EF	65	Incomplete
7	IY	80	Complete
8	NA	75	Complete
9	PT	75	Complete
10	RY	60	Incomplete
11	WW	70	Incomplete
12	AS	65	Incomplete
13	AK	75	Complete
14	AH	60	Incomplete

15	EV	75	Complete
16	PP	75	Complete
17	RA	65	Incomplete
18	SW	65	Incomplete
19	TE	75	Complete
20	YA	60	Incomplete
Total		1385	
Average		69,25	
High Score		80	
Low Score		60	

Source: The Result of Post-test on Monday, october, 7th 2019

Table 11
Frequency of Students' Score of Post test I of
Speaking skill

No	Score	Frequency	Percentages	Category
1	>75	9	45%	Complete
2	<75	11	55%	Incomplete
Total		20	100%	

Source: The Result of Post-test1 on Monday, october, 7th 2019

Graphic 2
The Comparision of Students' Complete in Post Test I
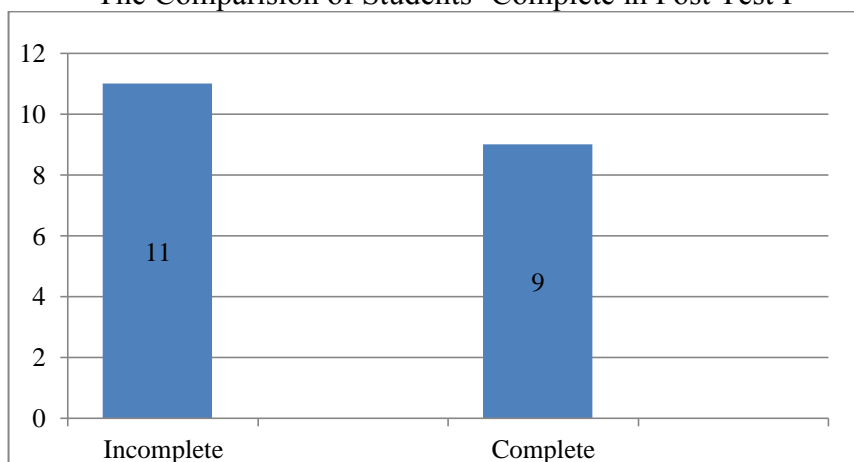
Source: The Result of Post Test I

Based on the data above, it can be seen that 9 students' got complete and 11 students' got incomplete. It was higher than the result of pre-test. The criterion of students' who got minimum score 75. Learning process is said success, when 70% got score above 75 and 70% students active in learning proces. The fact showed that the result was unsatisfactory.

3) Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process.

After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 12
The observation of students's speaking learning activities in cyle I

No	Students Code	Indicators					Total
		1	2	3	4	5	
1.	AI	✓	✓	✓	✓	✓	4
2.	AA	✓		✓	✓		3
3.	AY	✓		✓	✓		3
4.	DP	✓		✓	✓		3
5.	DW	✓		✓	✓		3
6.	EF			✓	✓		2
7.	IY	✓	✓	✓	✓	✓	5
8.	NA	✓		✓	✓		3
9.	PT	✓		✓	✓		3
10.	RY		✓	✓	✓	✓	4
11	WW	✓		✓	✓		3

		1	2	3	4	5	
.							
12.	AS	✓		✓	✓		3
13.	AK	✓	✓	✓	✓	✓	5
14.	AH			✓	✓		2
15.	EV	✓		✓	✓		3
16.	PP	✓		✓	✓		3
17.	RA	✓		✓	✓		3
18.	SW			✓	✓		2
19.	TE	✓		✓	✓		3
20.	YA	✓		✓	✓		3
TOTAL							**63**

Note: Tick ( ) for each positive activity
1. The students pay attention of teacher's explanation
2. The students ask/answer the question
3. The students able do the task
4. The students perform in front of the class
5. Active in teaching learning

Table 13
The Result of Students Activity in Cycle 1

No	Aspect Of The Research	Frequency	Percentage
1	Pay attention of the teacher's explanation	16	80%
2	Ask/answer the question from the teacher	4	20%
3	The students able do the task	20	100%
4	The students perform in front of the class	20	100%
5.	Active in teaching learning	4	20%
Total students		20	
Total			320%
Average			64%

From table above, it was revealed that there were 16 students (80%) who paid attention to the teacher explanation, 4 students (20%) ask/answer question from the teacher, 20 students (100%) doing the task ,20 students(100%) perform in front of the class,and 4 studens (20%) active in teaching learning. The average from the cycle 1 was 64%.

According to the result of observation above, it can be concluded that the learning process was sufficient. The weaknesses in the implementation of the learning process in cycle I were the some student made noisy and still confuse with the material was given and the students just have a little vocabulary.

4) Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students was interested enough in learning process, but the research should be continued to the next cycle because the condition of learning process still uncontrolled, some students still did not focus on the material and made the class noisy and the students' average have not achieved the standard minimum criteria yet.

After the researchers held a pre-test and post-test 1 researchers get students who have not met the indicator, therefore researchers will continue to cycle 2

Frequency of Students' Score of Pre-test of Speaking skill

No	Score	Frequency	Percentages	Category
1	>75	2	10%	Complete
2	<75	18	90%	Incomplete
Total		20	100%	

Source: The Result of Pre-test on october 4th 2019

Frequency of Students'Score of Post test I of Speaking skill

No	Score	Frequency	Percentages	Category
1	>75	9	45%	Complete
2	<75	11	55%	Incomplete
Total		20	100%	

Source: The Result of Post-test1 on Monday, october, 7th 2019

Graphic 3
The Comparision of Students' Complete in Pre test and Post Test 1
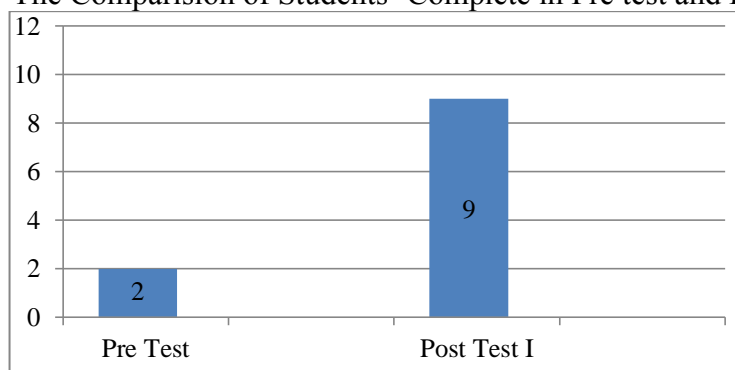
Source: The result Complete of Pre test and Post Test 1

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

3. Action and Learning Activity in Cycle 2

The actions in the cycle 2 consist of 2 meetings, one meeting for the action, and one meeting for the test 2 as follows:

a. The First Meeting

1) Planning

In the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material and method that would be used in teaching learning process. The material was describe about things. The teacher will be explain about the material with small group discussion to make student understand about material and have lot of vocabulary to make students easy while the teacher ask students to make dialog in their pair.

2) Acting

In this session, they were looked more enthusiasm and more active in following the learning process. They more asked the question or answered it. They also could deliver their result discussion well. The first meeting was done on Friday, october 11th 2019. At the beginning of the class, the researcher greeted the students friendly. The students answered it friendly also.

The learning process in the cycle 2 was focused on the weakness of cycle 1. The researcher found the students' problems

were is low vocabulary and confused to imagination. The researcher asked about the previous material before she explained more about it. After that, the researcher explained again about the material. Then, the researcher gave an example of descriptive text.

The students looked very enthusiastic in the class. In this second meeting, the students seemed more active than previous meeting.

Finally, the bell rang after 2 x 45 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again about offering help with small group discussion method.

b. The Second Meeting

1) Planning

Based on the problem, faced in the first cycle, the researcher made a lesson plan that focused on it, she also prepared observation sheet of the student.

2) Acting

The second meeting was done on Monday, october, 14th 2019. The researcher began the class by greeted the students. After that, the researcher asked about their condition and checked the attendance list. The researcher reviewed explanations the material about desrkriptive texs with small group discussion.

After that, the researcher gave pos-test cycle 2 with the similar task on post-test cycle 1 before. He gave 40 minutes to the students to finish their task. The score of post-test cycle 2 can be seen on the table below:

Table 14
Table of the Result Score of Students' Speaking skill Cycle II

No	Name	Score	Note
1	AI	75	Complete
2	AA	85	Complete
3	AY	80	Complete
4	DP	75	Complete
5	DW	70	Incomplete
6	EF	75	Complete
7	IY	80	Complete
8	NA	80	Complete
9	PT	80	Complete
10	RY	75	Complete
11	WW	75	Complete
12	AS	75	Complete
13	AK	80	Complete
14	AH	75	Complete
15	EV	75	Complete
16	PP	75	Complete
17	RA	80	Complete
18	SW	75	Complete
19	TE	80	Complete
20	YA	80	Complete
Total		1545	
Average		77,25	
High Score		85	
Low Score		70	

Source: The Result of Post test on Monday, october, 14th 2019

Table 15
Percentage Students' Score of Pos-test in Cycle II

No	Score	Frequency	Percentages	Category
4	>75	19	95%	Complete
5	<75	1	5%	Incomplete
Total		20	100%	

Source: The Result of Post-test on Monday, August, 6th 2019

Graphic 4
The Comparision of Students' Complete in Post Test II
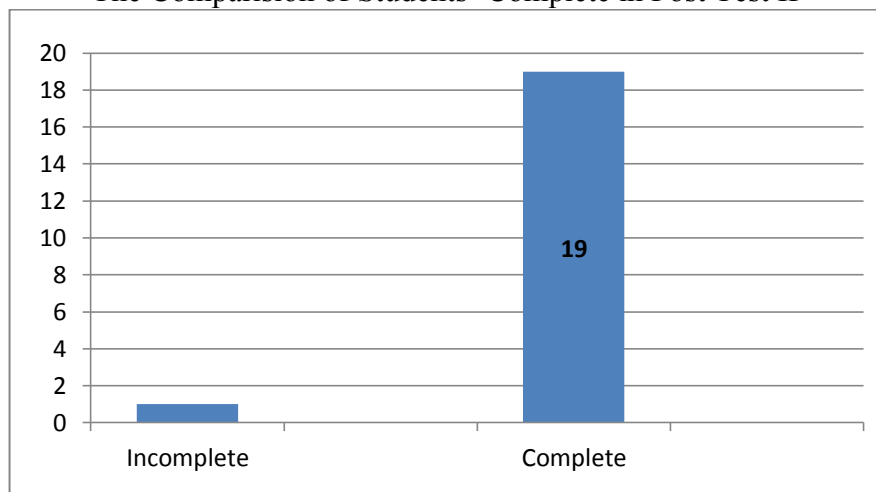
Source: The Result of Post Test II

The table above is the result of students' score at post test 2. It can be seen that there was an improving from the score of post test 1 and post test 2. There were 5% got incomplete score and 95% got complete score. The lowest score was 70 and the highest score was 85 and the average score was 77,25. The average on post-test 1 was 68,75. It means that there was an improving from post-test 1 and post-test 2.

3) Observing

In this stage, the observation was done by the researcher. There were some observations that had been done such as; observation on the students activities, and observation on the result of the evaluation.

The observing was done by the researcher that is presented in meeting II in cycle 2. After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 16
The observaton of students' Learning Activity in cycle II

No	Students Code	Indicators					Total
		1	2	3	4	5	
1.	AI	✓	✓	✓	✓	✓	5
2.	AA	✓	✓	✓	✓	✓	5
3.	AY	✓	✓	✓	✓	✓	5
4.	DP	✓	✓	✓	✓	✓	5
5.	DW	✓	✓	✓	✓	✓	5
6.	EF	✓	✓	✓	✓	✓	5
7.	IY	✓	✓	✓	✓	✓	5
8.	NA	✓		✓	✓	✓	4
9.	PT	✓	✓	✓	✓	✓	5
10.	RY	✓	✓	✓	✓	✓	5
11.	WW	✓		✓	✓	✓	4
12.	AS	✓	✓	✓	✓	✓	5
13.	AK	✓	✓	✓	✓	✓	5
14.	AH		✓	✓	✓	✓	4
15.	EV	✓			✓		3
16.	PP	✓	✓	✓	✓	✓	5
17.	RA	✓	✓	✓	✓	✓	5
18.	SW	✓	✓	✓	✓	✓	5
19.	TE	✓	✓	✓	✓	✓	5
20.	YA			✓	✓	✓	4
	TOTAL	18					**94**
	Percentage	90%	75%	100%	100%	95%	

Note: Tick ( ) for each positive activity

6. The students pay attention of teacher's explanation
7. The students ask/answer the question
8. The students able do the task
9. The students perform in front of the class
10. Active in teaching learning

Table 17
The Result of Students Activity in Cycle II

No	Aspect Of The Research	Frequency	Percentage
1	Pay attenti on of the teacher's explanation	18	90%
2	Ask/answer the question from the teacher	15	75%
3	The students able do the task	20	100%
4	The students perform in front of the class	20	100%
5	Active in teaching learning	19	95%
Total			460%
Average			92%

From table above, it was revealed that there were 18 students (9%) who paid attention to the teacher explanation, 15 students (75%) ask/answer question from the teacher, 20 students (100%) doing the task , 20 students(100%) students perform in front of the class, and 19 students (95%) active in teaching learning. The average from the cycle 2 was 88%.

Based on table above, it can be seen that the activity of the students is better than before and there was increase from the cycle 1 and cycle 2. It is from the average of the cycle 1 about 64% to be 88%, it could be concluded that the learning process was

succesfull. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

4) Reflecting

The result of cycle II is better than cycle I, it happened because the student was easy to think aloud in their maind. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle I in the cycle II, the students were also active to do the assignment and test than before.

Finally, the researcher concluded that the problem had been solved by using Small Group Discussion. The teacher more explain about the material it makes the student understand about it. And their speaking skill were increasing.

Frequency of Students'Score of Post test I of Speaking skill

No	Score	Frequency	Percentages	Category
1	>75	9	45%	Complete
2	<75	11	55%	Incomplete
Total		20	100%	

Source: The Result of Post-test1 on Monday, october, 4th 2019

Frequency of Students' Score of Pos-test in Cycle II

No	Score	Frequency	Percentages	Category
4	>75	19	95%	Complete
5	<75	1	5%	Incomplete
Total		20	100%	

Source: The Result of Post-test on Monday, october, 14th 2019

Graphic 5
The Comparision of Students' Complete
in Cycle I and Cycle II
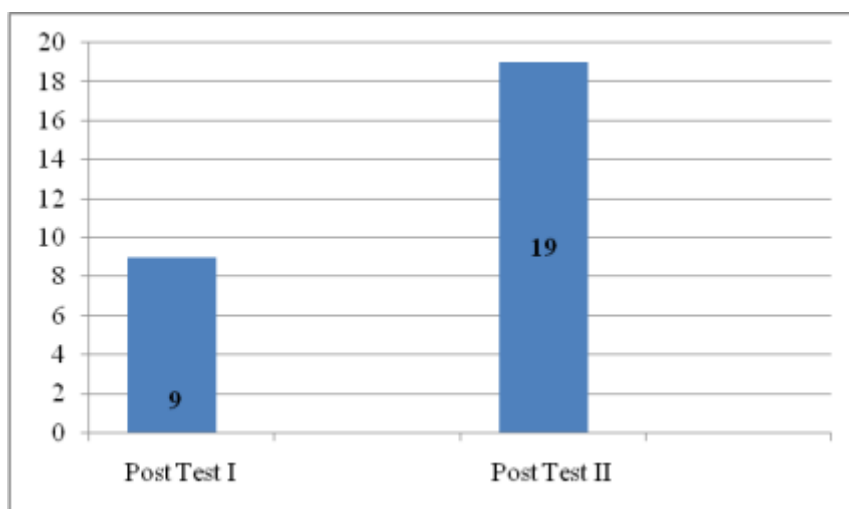
Source: The Result of Cycle I and Cycle II

Because the students already meet the indicators of cycle I and cycle II then the researcher. So researcher did not proceed to Cycle III.

C. Interpretation

1. The Result of Pre Test

To see the students' speaking ability before implementing the treatment, the researcher conducted the pre-test. It carried out on Friday, october , 4th 2019

Based on the result of the students' pre-test, just 2 (10%) students passed The Standard Minimum Criteria that was 75. In pre-test, the researcher found the students' problem such as they still confused to write down the idea. The problem could be seen by the students' score in pre-test. There were 20 students who got score less than 75. It showed that the

result of students' speaking skill was still low. So, it needs improvement by using Small Group Discussion method .

2. **Action and Learning Result at Cycle I**

English learning process at cycle I was successful enough, although the students' average score is low. Nevertheless, there was an improvement score of the students post test 1 than pre-test score. This is the illustration score in cycle I.

Table 18
The Result Score of Students' Pre-test and Post-test cycle 1

No	Student's Code	Students Result			Category
		Pre test	Post test 1	Improve	
1	AI	60	65	5	Improve
2	AA	75	80	5	Improve
3	AY	55	75	20	Improve
4	DP	55	60	10	Improve
5	DW	60	65	10	Improve
6	EF	60	65	5	Improve
7	IY	75	80	5	Improve
8	NA	60	75	15	Improve
9	PT	50	75	25	Improve
10	RY	50	60	10	Improve
11	WW	65	70	5	Improve
12	AS	50	65	15	Improve
13	AK	55	75	20	Improve
14	AH	50	60	10	Improve
15	EV	60	75	15	Improve
16	PP	55	75	20	Improve
17	RA	55	65	10	Improve
18	SW	45	65	20	Improve
19	TE	60	75	15	Improve
20	YA	50	60	10	Improve
Total		1145	1385		
Average		57, 25	69,25		

Table 19
Comparison of Pre-test and Post-test

Score	Pre-Test	Post Test 1	Implementation
>75	2	9	Complete
<75	18	11	Incomlete

Source: The Result of Students Complete in Pre test and Post test

In this research, the researcher gave pre-test and post-test. It aimed to know the students' ability before and after treatment. From the average score of pre-test and post-test 1 above, it can be seen that there was an improving of students' Speaking skill. The average score in pre-test is 57,25 improved to 69,25 in post test 1, so there is an improving 12 points.

3. **Action and Learning Result at Cycle II**

Teaching and learning process at cycle II was on climax situation. The students score was improve significantly and the condition in the class conducive.

Table 20
The Result Score of Students' Post test 1 and Post-test II

No	Student's Code	Students Result			Category
		Post test 1	Post test 2	Improve	
1	AI	65	75	10	Improve
2	AA	80	85	5	Improve
3	AY	75	80	5	Improve
4	DP	60	75	15	Improve
5	DW	65	70	5	Improve
6	EF	65	75	10	Improve
7	IY	80	80	10	Improve

8	NA	75	80	5	Improve
9	PT	75	80	5	Improve
10	RY	60	75	10	Improve
11	WW	70	75	5	Improve
12	AS	65	75	10	Improve
13	AK	75	80	5	Improve
14	AH	60	75	15	Improve
15	EV	75	75	0	Constant
16	PP	75	75	0	Constant
17	RA	65	80	15	Improve
18	SW	65	75	10	Improve
19	TE	75	80	5	Improve
20	YA	60	80	10	Improve
Total		1385	1545		
Average		69,25	77,25		

Source: The Result of Post test 1 and Post test 2

Table 21
Comparison of Post-test 1 and Post-test 2

Score	Post Test 1	Post Test 2	Implementation
>75	9	19	Complete
<75	11	1	Incopmlete

Graphic 6
The Quantity of Students' Complete on Post-test I and Post-test II
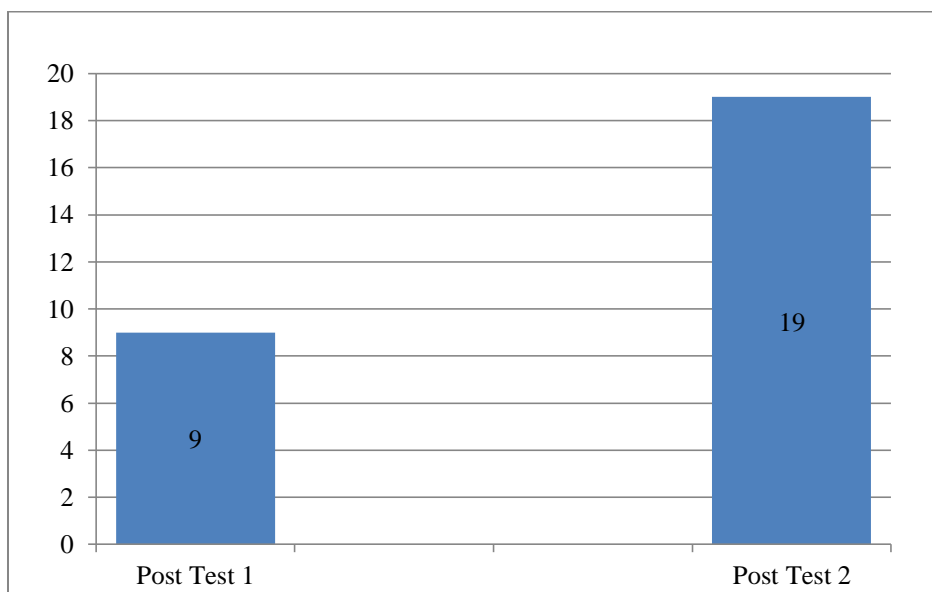
Source: The Result of Post test I and Post test I

a. The Result of Students' Score Pre-test, Pos test I and Post test II

Never Thales, there is an improvescore of the students' post test I than pre-test. At the cycle II, the improve of post test II better than post test I. This is the illusion score of them.

Table 22
The Result Score of Students' Pre-test, Post test I and Post test II

No	Name	Students' Result			Category
		Pre test	Post test I	Post test II	
1	AI	60	65	75	Improve
2	AA	75	80	85	Improve
3	AY	55	75	80	Improve
4	DP	55	60	75	Improve
5	DW	60	65	70	Improve
6	EF	60	65	75	Improve

7	IY	75	80	80	Improve
8	NA	60	75	80	Improve
9	PT	50	75	80	Improve
10	RY	50	60	75	Improve
11	WW	65	70	75	Improve
12	AS	50	65	75	Improve
13	AK	55	75	80	Improve
14	AH	50	60	75	Improve
15	EV	60	75	75	Improve
16	PP	55	75	75	Improve
17	RA	55	65	80	Improve
18	SW	45	65	75	Improve
19	TE	60	75	80	Improve
20	YA	50	60	80	Improve
Total		1145	1385	1545	1545
Average		57,25	69,25	77,25	77,25

Source: The Result of Pre test, Post test I and Post test II

Table 23
Comparison of Pre-test and Post-test 1 and Post test 2

Score	Pre-Test	Post Test 1	Post Test 2	Implementation
>75	2	9	23	Complete
<75	18	11	1	Incomlete

Graphic 7
The Quantity of the Complete of The Students' Score
at Pre test Post test Cycle I and Post test Cycle II
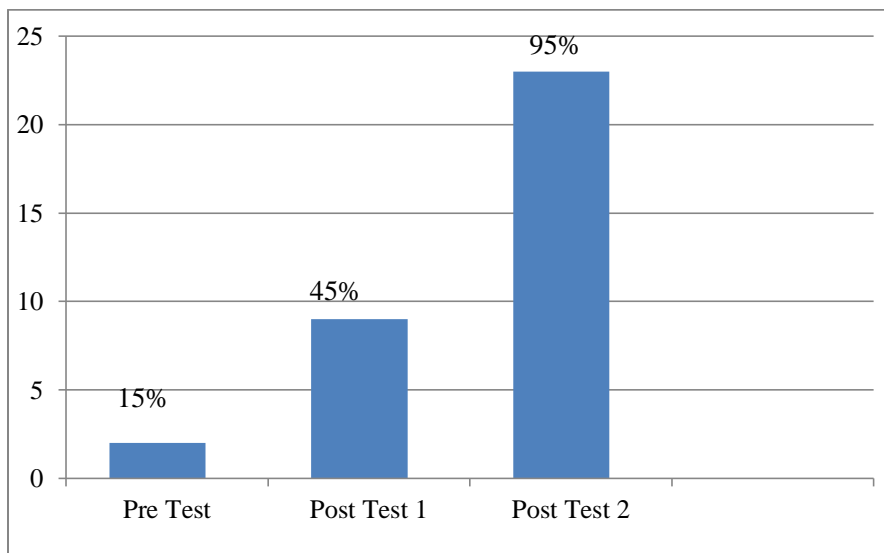
Source: The Result of Pretest, Post test I and Post test II

4. The Result of the Students' Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow:

Table 24
The Result of The Students' Activity in Cycle I & II

No	Name	Cycle 1	Cycle II	Category
1	AI	4	5	Improve
2	AA	3	5	Improve
3	AY	3	5	Improve
4	DP	3	5	Improve
5	DW	3	5	Improve

6	EF	2	5	Improve
7	IY	5	5	Constant
8	NA	3	4	Improve
9	PT	3	5	Improve
10	RY	4	5	Improve
11	WW	3	4	Improve
12	AS	3	5	Improve
13	AK	5	5	Constant
14	AH	2	4	Improve
15	EV	3	3	Constant
16	PP	3	5	Improve
17	RA	3	5	Improve
18	SW	2	5	Improve
19	TE	3	5	Improve
20	YA	3	4	Improve
Total		63	94	
Average		3,15	4,7	

Table 25
Percentage Students' Activity in Cycle I & II

Score	Cycle 1	Cycle 2	Implementation
5	2	15	Active
<5	18	5	Inactive

Graphic 8
The Comparison of Percentage Students' Activity in Cycle I and Cycle II
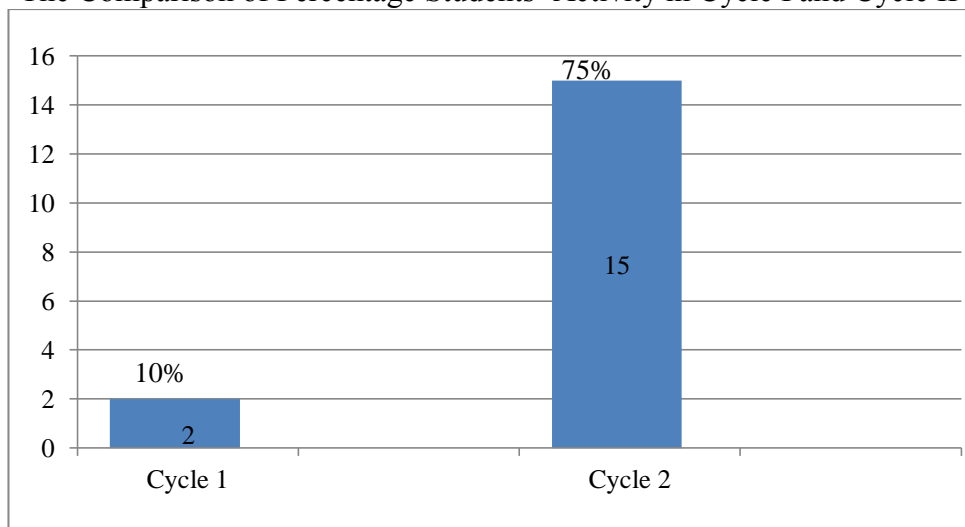
Source: The Result of the Students' Activity in Cycle I & II

Based on the table and graphic above, it could be concluded that there was an improving of students' activities during the learning process of cycle I and cycle II through using the method. It means that small group discussion method had positive effect to improve the teaching learning process.

Related this research until cycle II, the result score and the result activities of the students was achieved the target that was decided on indicator of success 70% from students got minimum score 75. Based on the result of this research was known that more than 70% from the students got minimum score 75. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

D. Discussion

There were some problems based on pre survey in teaching speaking at the eleventh grade of SMA Negeri 1 Punggur, such as some students' difficulties to put the ideas down. The researcher chose Small Group Discussion to improve the students' speaking skill.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Small Group Discussion could increase the students' speaking skill. There was a progress in average score from pre-test was 57,25, post-test I was 69,25 and become 77,25 in post-test II. It could be seen that there was an enhancement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

The researcher chose this method because are the effective to improving students speaking skill. Using this method made students felt that studying is more interesting and the result is that their score was an enhacement and make student understand about the material. Based on the discussion above, it can be concluded that by using small group discussion method, the student felt more attracted to study and to understand about the material. It is shown in their learning result which are improve well while using small group discussion in the learning process from cycle 1 up to cycle 2 and the teacher can make this method in teaching and learning English.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the research as follows:

Small Group Discussion as the method especially in English subject was very effective to improve the student speaking skill of eleventh graders in SMA Negeri 1 Punggur. Even though in cycle 1 the students' got enough score but the cycle 2 most of student could achieve the target of succes in this research.

Based on the explanation of cycle 1 and cycle 2, it could be concluded that the use of small group discussion could improve students'speaking skill. There was a progress based on their average score in the pre test until post test in cycle II. It could be seen that there was an effective progress from pre tset, post test 1, and post test 2. The amount of score was an enhacement from post test 1 to post test 2 was 8 point.

In improving the students' speaking skill, the researcher used small group discussion as method to train the students' speaking skill and made the students more understand with the material in speaking also interested in learning english. Because small group discussion made students more attracted to study and understand about the material.

Furthermore, it can be inferred from the discussion above that by using small group discussion, the students had an improvement in speaking skill.

The students felt easier better than before. It is proven in their learning result, which was showed a significnt improvement from pre test until cycle 2.

B. Suggestion

Based on the results of research conducted and conclusions obtained, the researcher would like to suggest as follow:

1. The students are suggested to be active in learning process in order to they can understand the material and improve their result.

2. The English Teacher are suggested to use Small Group Discussion in order to improve the students speaking skill in learning process.

3. The principle is supposed to give more motivation to the students in order to the students can be more excite in English learning.

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
to) 4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niatyang dapat menumbuhkan perilaku yang termuat di KI	- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.4 Teks *deskriptif* 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan	• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti *quite, very, extremely, dst.* - Kalimat dekalraif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi tempat wisata	- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenaldengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati danbertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel, *mind map,* dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarahsetempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain,

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (*announcement*), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya 4.5 Teks pemberitahuan (*announcement*) 4.5 1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (*announcement*) 4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (*announcement*), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah • Struktur Teks - Istilah khusus terkait dengan jenis pemberitahuannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan - Ungkapan dan kosa kata yang lazim digunakan dalam *announcement* (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia *Layout* dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.	- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (*announcement*) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya - Mencermati danbertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain - Membuat teks pemberitahuan (*announcement*) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang	• Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks	- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *simple past tense vs present perfect tense*) 4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	- Memulai - Menanggapi (diharapkan/di luar dugaan) ● Unsur Kebahasaan - Kalimat deklaratif dan interogative dalam *simple past tense, present perfect tense.* - Adverbial dengan *since, ago, now,* klause dan adveribial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan ● Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkanperilaku yang termuat di KI	percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudianbertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut - Melakukan refleksi tentang proses dan hasil belajar
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	● Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan ● Struktur Teks Dapat mencakup: - orientasi - urutan kejadian/kegiatan - orientasi ulang ● Unsur Kebahasaan	- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	: SMAN 1 Punggur
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/ Ganjil
Materi Pokok	: Deskriptif Text
Alokasi Waktu	: 2 x 2JP

A. Kompetensi Inti

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 dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.4.1 Mengidentifikasi fungsi sosial, struktur teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya. 3.4.2 Menggunakan fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif.
4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.4.1.1 Menjelaskan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4.2.1 Merancang ide pembuatan teks deskriptif dengan menggunakan mind map terkait tempat wisata dan bangunan bersejarah terkenal. 4.4.2.2 Menyusun teks khusus dalam bentuk descritptive text berdasarkan mind map yang telah dibuat terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan

	sesuai konteks.
	4.4.2.3 Mempersentasikan teks deskriptif yang telah dibuat terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

D. Melalui Pembelajaran Berbasis Teks, peserta didik terampil membedakan fungsi sosial, struktur teks dan unsur kebahasaan, serta mampu menangkap makna, menyimpulkan informasi dan menyusun descriptive text.

E. Materi Pembelajaran

- **Fungsi Sosial**

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

- **Struktur Teks**

Dapat mencakup

- Identifikasi (nama keseluruhan dan bagian)
- Sifat (ukuran, warna, jumlah, bentuk, dsb.)
- Fungsi, manfaat, tindakan, kebiasaan

- **Unsur kebahasaan**

- Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal
- Adverbial terkait sifat seperti *quite, very, extremely, dst.*
- Kalimat dekalraif dan interogatif dalam tense yang benar
- Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb.

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

F. Metode Pembelajaran

1. Metode   : Small Group Discussion
2. Teknik   : Tanya jawab dan diskusi

G. Media, Alat dan Sumber Pembelajaran

1. Media

   - Worksheet atau lembar kerja (peserta didik).
   - Lembar penilaian

2. Alat

   - Marker, papan tulis.
   - Laptop

3. Sumber Belajar

   - Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016.
   - www.britishcourse.com.

H. Kegiatan Pembelajaran

Kegiatan Pendahuluan (10 Menit)
Orientasi
✓ Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
✓ Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
✓ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
✓ Menyiapkan peserta didik untuk mengikuti proses pembelajaran
Apersepsi
✓ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
✓ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.
Motivasi
✓ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.

✓ Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh serta dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :

Deskriptif Text

Pemberian Acuan

✓ Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

✓ Pembagian kelompok belajar

✓ Menyampaikan cakupan materi dan penjelasan uraian kegiatan.

Kegiatan Inti (60 Menit)

Mengamati (Observing)

✓ Peserta didik mendengarkan/menonton interaksi memuji bersayap.

✓ Peserta didik mengikuti interaksi memuji bersayap.

✓ Peserta didik menirukan model interaksi memuji bersayap

✓ Dengan bimbingan dan arahan guru, peserta didik mengidentifikasi ciri-ciri deskriptif text (fungsi sosial, struktur teks, dan unsur kebahasaan).

Menanya (Questioning)

✓ Dengan bimbingan dan arahan guru, peserta didik mempertanyakan antara lain ciri-ciri deskriptif text dalam bahasa Inggris.

Mengumpulkan Informasi (Exploration)

✓ Peserta didik mendengarkan dan menyaksikan banyak contoh tentang deskriptif text dalam bahasa Inggris dari film, kaset, buku teks, dsb.

✓ Peserta didik menyusun teks deskriptif dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.

✓ Secara kolaboratif, peserta didik berusaha menggunakan bahasa Inggris untuk menyusuteks deskriptif, serta responnya dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur.

Menalar (Associating)

✓ Peserta didik membandingkan teks deskriptf yang telah dipelajari dengan yang ada di berbagai sumber lain.

✓ Peserta didik membandingkan antara teks deskriptif dalam bahasa Inggris dan dalam bahasa peserta didik.

Mencoba (Experimenting)

✓ Peserta didik mengolah informasi dari materi teks dskriptif yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.

Mengkomunikasikan (Networking)

✓ Peserta didik memuji dengan bahasa Inggris, di dalam dan di luar kelas.

✓ Peserta didik menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (*learning journal*).

Kegiatan Penutup (10 Menit)

Menyimpulkan

✓ Guru menyimpulkan materi tentang memuji bersayap yang baru dilakukan

Refleksi

✓ Guru menanyakan kepada peserta didik mengenai kegitian pembelajaran yang telah berlangsug

Umpan Balik

✓ Memberikan umpan balik terhadap kegiatan pembelajaran yang telah berlangsug

✓ Memberikan penghargaan untuk materi pelajaran ungakapan-ungkapan member dan merespon pujian kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

Pemberian Tugas

✓ Mengagendakan pekerjaan rumah untuk materi pelajaran ungakapan-ungkapan memberi dan merespon pujian yang baru diselesaikan

Informasi Kegiatan Pembelajaran Pertemuan Berikutnya

✓ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah

atau dirumah.

I. **Instrument Penilaian**

1. Standard of Assessment:

Score	Explanation
≥ 75	Complete
< 75	Incomplete

2. Oral english rating scale

No	Criteria	Rating Score	Indicator
1	Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
		3	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although he may need an occasional prompt.
		2	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
		1	The student speaks so little that no "fluent" speech can be said to occur.
2	Pronounciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.

		3	Rhythm,intonation and pronunciation require more careful listening;some errors of pronunciation which may occasionallylead to incomprehension.
		2	Comprehension suffers due to frequent errors in rhythm,intonation and pronunciation.
		1	Words are unintelligible.
3	Vocabulary	4	Effective use of vocabulary for the task with few in appropriacies.
		3	For the most part effective use of vocabulary for the task with some examples of in appropriacy.
		2	Limited use of vocabulary with frequent in appropriacies.
		1	In appropriate and inadequate vocabulary.
4	Grammatical Accurancy	4	Very few grammatical errors evident.
		3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprebension.
		2	Speech is broken and distorted by frequent errors.

		1	Unable to construct comprehensible sentences.
5	**Interactional Strategies**	4	Interact effectively and readiy participates and follows the discussion.
		3	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
		2	Interaction ineffective. Can seldom develop an interaction.
		1	Understanding and interaction minimal.

Mengetahui;
Collaborator

Punggur, 29 September 2019
Researcher,

Deliana Wardhani, S.Pd

Yoana Kusumawaningtias
NPM: 1501070322

PRE-TEST

Subject   : English

Class   : X

Time Allocation : 1 x 45 Minutes

_____

Direction   :

- Make a small group, each group consist of 4 students.
- Choose one of the themes below :
    a. Cat
    b. Rabbit
    c. Elephant
- Please discuss and present the results of your group work in front of the class.

POST-TEST 1

Cycle 1

Subject   : English

Class   : X

Time Allocation : 1 x 45 Minutes

_____

Direction   :

- Make a small group, each group consist of 4 students.
- Choose one of the themes below :
  a. Pubilc place
  b. Fruit
  c. Transportation
- Please discuss and present the results of your group work in front of the class.

POST-TEST 2

Cycle 2

Subject   : English

Class   : X

Time Allocation : 1 x 45 Minutes

_____

Direction   :

- Make a small group, each group consist of 4 students.
- Choose one of the themes below :
    a. Animal
    b. People
    c. Family
- Please discuss and present the results of your group work in front of the class.

OBSERVATION SHEET OF TEACHER'S ACTIVITIES MEETING 1
CYCLE I

No	Researcher Activities	Good (4)	Fair (3)	Less (2)	Low (1)
1	Preparing the lesson	✓			
2	Preparing the material	✓			
3	Class opening ability	✓			
4	Give motivation While-teaching			✓	
5	Informing the objective of learning	✓			
6	Explaining the material uses Direct Feedback		✓		
7	Choose the appropriate with the material going to be taught	✓			
8	Explaining about the material with Code switching & code mixing language.		✓		
9	Guiding the students to follow the lesson	✓			
10	the teacher make answer and question time.	✓			
11	giving evaluation		✓		
12	Concluding the result of learning		✓		
13	Class closing ability	✓			

OBSERVATION SHEET OF TEACHER'S ACTIVITIES MEETING 2
CYCLE I

No	Researcher Activities	Good (4)	Fair (3)	Less (2)	Low (1)
1	Preparing the lesson	✓			
2	Preparing the material	✓			
3	Class opening ability	✓			
4	Give motivation While-teaching		✓		
5	Informing the objective of learning		✓		
6	Explaining the material uses Direct Feedback		✓		
7	Choose the appropriate with the material going to be taught	✓			
8	Explaining about the material with Code switching & code mixing language	✓			
9	Guiding the students to follow the lesson	✓			
10	the teacher make answer and question time.	✓			
11	giving evaluation		✓		
12	Concluding the result of learning		✓		
13	Class closing ability	✓			

OBSERVATION SHEET OF TEACHER'S ACTIVITIES MEETING 1
CYCLE II

No	Researcher Activities	Good (4)	Fair (3)	Less (2)	Low (1)
1	Preparing the lesson	✓			
2	Preparing the material	✓			
3	Class opening ability	✓			
4	Give motivation While-teaching		✓		
5	Informing the objective of learning	✓			
6	Explaining the material uses Direct Feedback	✓			
7	Choose the appropriate with the material going to be taught.		✓		
8	Explaining about the material with Code switching & code mixing language	✓			
9	Guiding the students to follow the lesson	✓			
10	the teacher make answer and question time.	✓			
11	giving evaluation		✓		
12	Concluding the result of learning	✓			
13	Class closing ability	✓			

OBSERVATION SHEET OF TEACHER'S ACTIVITIES MEETING 2
CYCLE II

No	Researcher Activities	Good (4)	Fair (3)	Less (2)	Low (1)
1	Preparing the lesson	✓			
2	Preparing the material	✓			
3	Class opening ability	✓			
4	Give motivation While-teaching	✓			
5	Informing the objective of learning	✓			
6	Explaining the material uses Direct Feedback	✓			
7	Choose the appropriate with the material going to be taught.		✓		
8	Explaining about the material with Code switching & code mixing language	✓			
9	Guiding the students to follow the lesson	✓			
10	the teacher make answer and question time.	✓			
11	giving evaluation	✓			
12	Concluding the result of learning	✓			
13	Class closing ability	✓			

NO	NAMA	Fluency	Pronounciation	Vocabulary	Grammatical Acurancy	Interactional strategies	TOTAL	SCORE	CATEGORY
		SCORING PRE TEST CYCLE 1							
		CRITERIA							
1	Ahmad Imron	1	3	3	3	2	12	60	INCOMPLETE
2	Arya	2	3	3	3	4	15	75	COMPLETE
3	Aryo	1	2	3	2	3	11	55	INCOMPLETE
4	Dian permana	1	2	3	3	2	11	55	INCOMPLETE
5	Dika wijaya	2	2	3	3	2	12	60	INCOMPLETE
6	Eka fadila	2	2	3	3	2	12	60	INCOMPLETE
7	Irma yunita	2	3	3	3	4	15	75	COMPLETE
8	Nurlita alfiyani	1	2	3	3	3	12	60	INCOMPLETE
9	Puja tria oktaviani	1	2	2	2	3	10	50	INCOMPLETE
10	Rindi yani	1	2	2	3	2	10	50	INCOMPLETE
11	Wahid wijaya	1	2	3	3	4	13	65	INCOMPLETE
12	Andika saputra	1	2	2	2	3	10	50	INCOMPLETE
13	Anggi akbari	1	2	3	3	2	11	55	INCOMPLETE
14	Dadang hermansyah	2	3	1	1	3	10	50	INCOMPLETE
15	Eviana	1	2	3	3	3	12	60	INCOMPLETE
16	Putri puspita sari	2	1	2	3	3	11	55	INCOMPLETE
17	Riko andrian	1	2	2	3	3	11	55	INCOMPLETE
18	Sri wahyuni	1	2	2	2	2	9	45	INCOMPLETE
19	Tia erlina	1	2	3	3	3	12	60	INCOMPLETE
20	Yeni afriyani	1	2	2	2	3	10	50	INCOMPLETE

NO	NAMA	CRITERIA					TOTAL	SCORE	CATEGORY
		Fluency	Pronounciation	Vocabulary	Grammatical Acurancy	Interactional strategies			

SCORING POST TEST CYCLE 1

NO	NAMA	Fluency	Pronounciation	Vocabulary	Grammatical Acurancy	Interactional strategies	TOTAL	SCORE	CATEGORY
1	Ahmad Imron	1	2	3	3	4	13	65	INCOMPLETE
2	Arya	2	3	3	4	4	16	80	COMPLETE
3	Aryo	2	2	3	4	4	15	75	COMPLETE
4	Dian permana	1	2	3	3	3	12	60	INCOMPLETE
5	Dika wijaya	2	2	3	3	3	13	65	INCOMPLETE
6	Eka fadila	2	2	3	3	3	13	65	INCOMPLETE
7	Irma yunita	2	3	3	4	4	16	80	COMPLETE
8	Nurlita alfiyani	2	3	3	3	4	15	75	COMPLETE
9	Puja tria oktaviani	2	3	3	3	4	15	75	COMPLETE
10	Rindi yani	1	2	3	3	3	12	60	INCOMPLETE
11	Wahid wijaya	1	3	3	3	4	14	70	INCOMPLETE
12	Andika saputra	1	3	3	3	3	13	65	INCOMPLETE
13	Anggi akbari	2	3	3	3	4	15	75	COMPLETE
14	Dadang hermansyah	2	3	2	2	3	12	60	INCOMPLETE
15	Eviana	2	3	3	3	4	15	75	COMPLETE
16	Putri puspita sari	2	3	3	3	4	15	75	COMPLETE
17	Riko andrian	1	3	3	3	3	13	65	INCOMPLETE
18	Sri wahyuni	1	3	3	3	3	13	65	INCOMPLETE
19	Tia erlina	2	3	3	3	4	15	75	COMPLETE
20	Yeni afriyani	1	2	3	3	3	12	60	INCOMPLETE

NO	NAMA	Fluency	Pronounciation	Vocabulary	Grammatical Acurancy	Interactional strategies	TOTAL	SCORE	CATEGORY
SCORING POST TEST CYCLE 2									
				CRITERIA					
1	Ahmad Imron	3	3	3	3	3	15	75	COMPLETE
2	Arya	2	3	4	4	4	17	85	COMPLETE
3	Aryo	2	3	3	4	4	16	80	COMPLETE
4	Dian permana	2	3	4	3	3	15	75	COMPLETE
5	Dika wijaya	2	2	4	3	3	14	70	INCOMPLETE
6	Eka fadila	2	3	3	3	4	15	75	COMPLETE
7	Irma yunita	2	3	4	3	4	16	80	COMPLETE
8	Nurlita alfiyani	2	3	4	3	4	16	80	COMPLETE
9	Puja tria oktaviani	2	3	4	3	4	16	80	COMPLETE
10	Rindi yani	2	3	4	3	3	15	75	COMPLETE
11	Wahid wijaya	2	3	3	3	4	15	75	COMPLETE
12	Andika saputra	2	3	3	3	4	15	75	COMPLETE
13	Anggi akbari	2	3	4	3	4	16	80	COMPLETE
14	Dadang hermansyah	2	3	3	3	4	15	75	COMPLETE
15	Eviana	2	3	3	3	4	15	75	COMPLETE
16	Putri puspita sari	2	3	3	3	4	15	75	COMPLETE
17	Riko andrian	2	3	4	3	4	16	80	COMPLETE
18	Sri wahyuni	2	3	4	3	3	15	75	COMPLETE
19	Tia erlina	2	3	4	3	4	16	80	COMPLETE
20	Yeni afriyani	2	3	4	3	4	16	80	COMPLETE

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

CYCLE I

No	Students Code	Indicators					Total
		1	2	3	4	5	
1.	AI	✓	✓	✓	✓	✓	4
2.	AA	✓		✓	✓		3
3.	AY	✓		✓	✓		3
4.	DP	✓		✓	✓		3
5.	DW	✓		✓	✓		3
6.	EF			✓	✓		2
7.	IY	✓	✓	✓	✓	✓	5
8.	NA	✓		✓	✓		3
9.	PT	✓		✓	✓		3
10.	RY		✓	✓	✓	✓	4
11.	WW	✓		✓	✓		3
12.	AS	✓		✓	✓		3
13.	AK	✓	✓	✓	✓	✓	5
14.	AH			✓	✓		2
15.	EV	✓		✓	✓		3
16.	PP	✓		✓	✓		3
17.	RA	✓		✓	✓		3
18.	SW			✓	✓		2
19.	TE	✓		✓	✓		3
20.	YA	✓		✓	✓		3
	TOTAL						**63**
	Percentage (%)	80%	20%	100%	100%	20%	

Note: Tick ( ) for each positive activity

11. The students pay attention of teacher's explanation
12. The students ask/answer the question
13. The students able do the task
14. The students perform in front of the class
15. Active in teaching learning

OBSERVATION SHEETOF STUDENTS' ACTIVITIES

CYCLE II

No	Students Code	Indicators					Total
		1	2	3	4	5	
1.	AI	✓	✓	✓	✓	✓	5
2.	AA	✓	✓	✓	✓	✓	5
3.	AY	✓	✓	✓	✓	✓	5
4.	DP	✓	✓	✓	✓	✓	5
5.	DW	✓	✓	✓	✓	✓	5
6.	EF	✓	✓	✓	✓	✓	5
7.	IY	✓	✓	✓	✓	✓	5
8.	NA	✓		✓	✓	✓	4
9.	PT	✓	✓	✓	✓	✓	5
10.	RY	✓	✓	✓	✓	✓	5
11.	WW	✓		✓	✓	✓	4
12.	AS	✓	✓	✓	✓	✓	5
13.	AK	✓	✓	✓	✓	✓	5
14.	AH		✓	✓	✓	✓	4
15.	EV	✓			✓		3
16.	PP	✓	✓	✓	✓	✓	5
17.	RA	✓	✓	✓	✓	✓	5
18.	SW	✓	✓	✓	✓	✓	5
19.	TE	✓	✓	✓	✓	✓	5
20.	YA			✓	✓	✓	4
	TOTAL	18					**94**

Note:

1. The students pay attention of teacher's explanation
2. The students ask/answer the question
3. The students able do the task
4. The students perform in front of the class
5. Active in teaching learning

FIELD NOTE TABLE

No	Date	Field Note Result
1.	october, 4th 2019	The Students still difficult for Speak English. The Students have Motivation in learning.
2.	october, 7th 2019	The Students have progress in Speak English, but the students have difficult in their Ideas
3.	October 19th 2019.	The Students have more knowledge, have many Vocabulary and they have Improve in Speak English
4.		

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

Nama : Yoana Kusumawaningtias   Jurusan : TBI
NPM : 1501070322   Semester : IX / 2019

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Rabu 11/12 2019	✓		-. Bab 3 tense dirubah ke past tense -. Observation diperbaiki	
2	Senin 16/12 2019	✓		-. Kata increase diganti semua menjadi Improve.	
3.	19/12/19			Acc to munaqasah	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I,

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

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

Nama : Yoana Kusumawaningtias

NPM : 1501070322
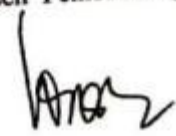
Jurusan : TBI

Semester : IX / 2019

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Senin 4/11 19			Revise figure 4	
	Jum'at 22/11-19			Acc ch. IV	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II,

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : JOANA KUSUMAWANINGTIAS

NPM : 1501070322

Fakultas : TARBIYAH

Jurusan : TBI

Angkatan : 2015

Telah menyerahkan buku berjudul Sign Bilingualism

Metro,
Ketua Jurusan TBI
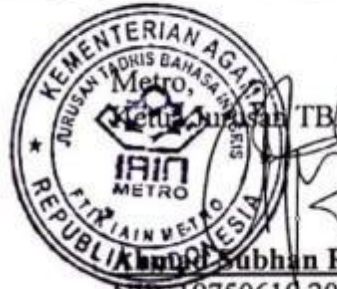
Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : YOANA KUSUMAWANINGTIAS

NPM : 1501070322

Fakultas : TARBIYAH

Jurusan : TBI

Angkatan : 2015

Telah menyerahkan buku berjudul Sign Bilingualism

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Nomor : B-2804/In.28.1/J/TL.00/09/2019
Lampiran : -
Perihal : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA SMAN 1 PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **YOANA KUSUMAWANINGTIAS**
NPM : 1501070322
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE IMPLEMENTATION OF SMALL GROUP DISCUSSION METHOD TO IMPROVE STUDENTS SPEAKING SKILL AMONG THE TENTH GRADE AT SENIOR HIGH SCHOOL 1 PUNGGUR

untuk melakukan *pra-survey* di SMAN 1 PUNGGUR.

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

Wassalamu'alaikum Wr. Wb.

Metro, 05 September 2019
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-949/In.28/S/OT.01/11/2019

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

Nama	:	YOANA KUSUMAWANINGTIAS
NPM	:	1501070322
Fakultas / Jurusan	:	Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070322.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 18 Nopember 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN
No : 423 / 562 / V.01 / SMA /2019

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa :

Nama Mahasiswa	:	**YOANA KUSUMAWANINGTIAS**
NPM	:	1501070322
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris

Akan mengadakan Pra Survey / Observasi pada tahun pelajaran 2019 – 2020 untuk tugas akhir yaitu pembuatan skripsi dengan judul : **" THE IMPLEMENTATION OF SMALL GROUP DISCUSSION METHOD TO IMPROVE STUDENTS SPEAKING SKILL AMONG THE TENTH GRADE AT SENIOR HIGH SCHOOL 1 PUNGGUR "**.

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-2804/In.28.1/J/TL.00/09/2019, tertanggal : 05 September 2019 perihal permohonan izin Pra - Survey.

Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di SMA Negeri 1 Punggur.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 08 Oktober 2019
Kepala SMA Negeri 1 Punggur,

SUNTORO
NIP. 19640217 199512 1 002

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PUNGGUR
NPSN : 10801962   NSS : 301120208048
AKREDITASI " A "
Alamat : JL. Raya Nunggalrejo Lampung Tengah   (34152) Telp. (0725) 47413
Website : www.sman1punggur.sch.id   Email : sman1punggur@yahoo.co.id

SURAT   KETERANGAN
No. 423.4/626/V.01/SMA/ 2019

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kab. Lampung Tengah, menerangkan bahwa :

Nama	:	YOANA KUSUMAWANINGTIAS
NPM	:	1501070322
Semester	:	9 (SEMBILAN)
Fakultas	:	TARBIYAH DAN ILMU KEGURUAN
Jurusan	:	PENDIDIKAN BAHASA INGGRIS

Telah melaksanakan penelitian/ Research di SMAN 1 Punggur. Berdasarkan surat dari Institut Agama Islam Negeri (IAIN) Metro, No. B-3514/In.28/D.1/TL.00/10/2019, tertanggal 29 Oktober 2019. Perihal Permohonan ijin Penelitian yang   berjudul " THE IMPLEMENTATION OF THE SMALL GROUP DISCUSSION METHOD TO IMPROVE STUDENTS SPEAKING SKILL   AMONG THE TENTH GRADE AT SENIOR HIGH SCHOOL 1 PUNGGUR.

Adapun   Waktu pelaksanaan penelitian dilakukan selama 1 bulan.

Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di sekolah SMA N 1 Punggur.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Punggur,   13   November 2019
Kepala SMA Negeri 1 Punggur,

SUNTORO
NIP. 19640217 199512 1 002

Nomor : B-2931 /In.28.1/J/PP.00.9/9/2019   18 September 2019
Lamp : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama   : Yoana Kusumawaningtias
NPM   : 1501070322
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris
Judul   : The Implementation Of Small Group Discussion Method To Improve
              Students Speaking Skill Among The Tenth Grade At Senior High
              School 1 Punggur

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

Ahmad Subhan Roza, M.Pd
NIP 19750610 2008011040

SURAT TUGAS

Nomor: B-3513/In.28/D.1/TL.01/10/2019

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

Nama : **YOANA KUSUMAWANINGTIAS**
NPM : 1501070322
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA NEGERI 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF THE SMALL GROUP DISCUSSION METHOD TO IMPROVE STUDENTS SPEAKING SKILL AMONG THE TENTH GRADE AT SENIOR HIGH SCHOOL 1 PUNGGUR".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 29 Oktober 2019

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

SUNTORO
NIP : 19640419 199512 1 062

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor : B-3514/In.28/D.1/TL.00/10/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 1
PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3513/In.28/D.1/TL.01/10/2019, tanggal 29 Oktober 2019 atas nama saudara:

Nama : **YOANA KUSUMAWANINGTIAS**
NPM : 1501070322
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 PUNGGUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF THE SMALL GROUP DISCUSSION METHOD TO IMPROVE STUDENTS SPEAKING SKILL AMONG THE TENTH GRADE AT SENIOR HIGH SCHOOL 1 PUNGGUR".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.
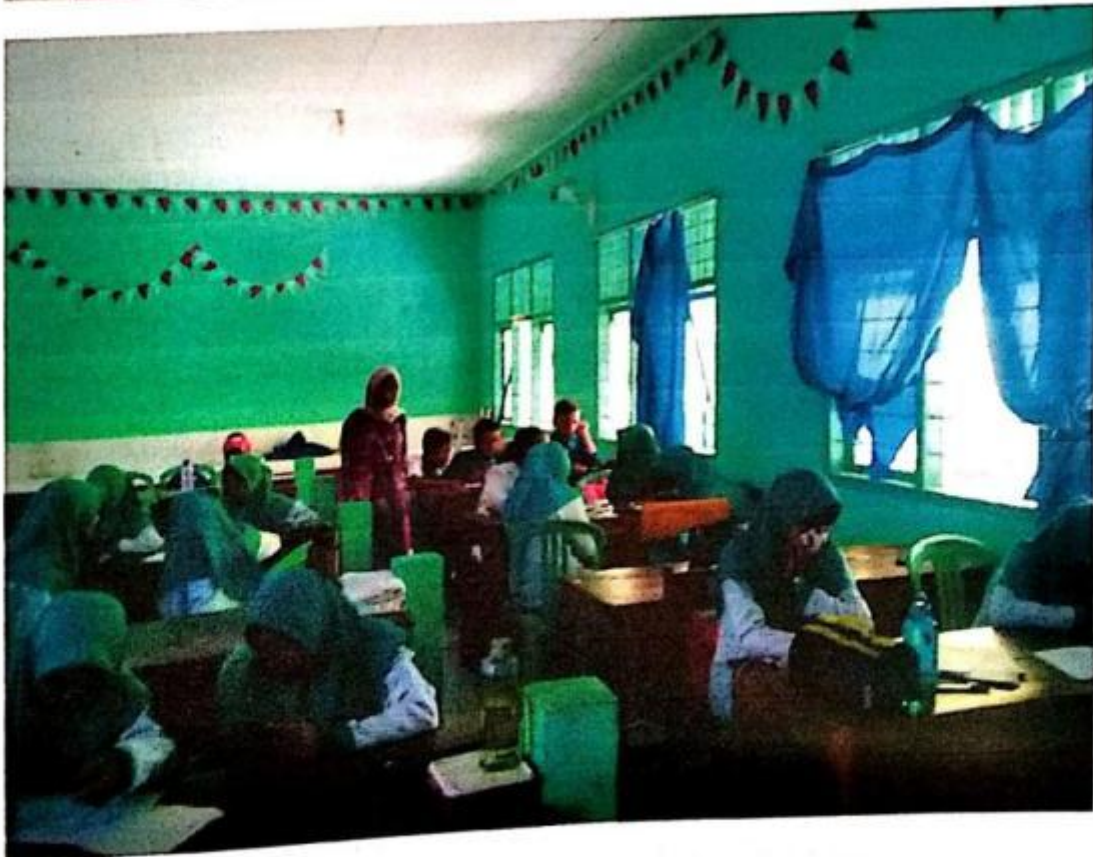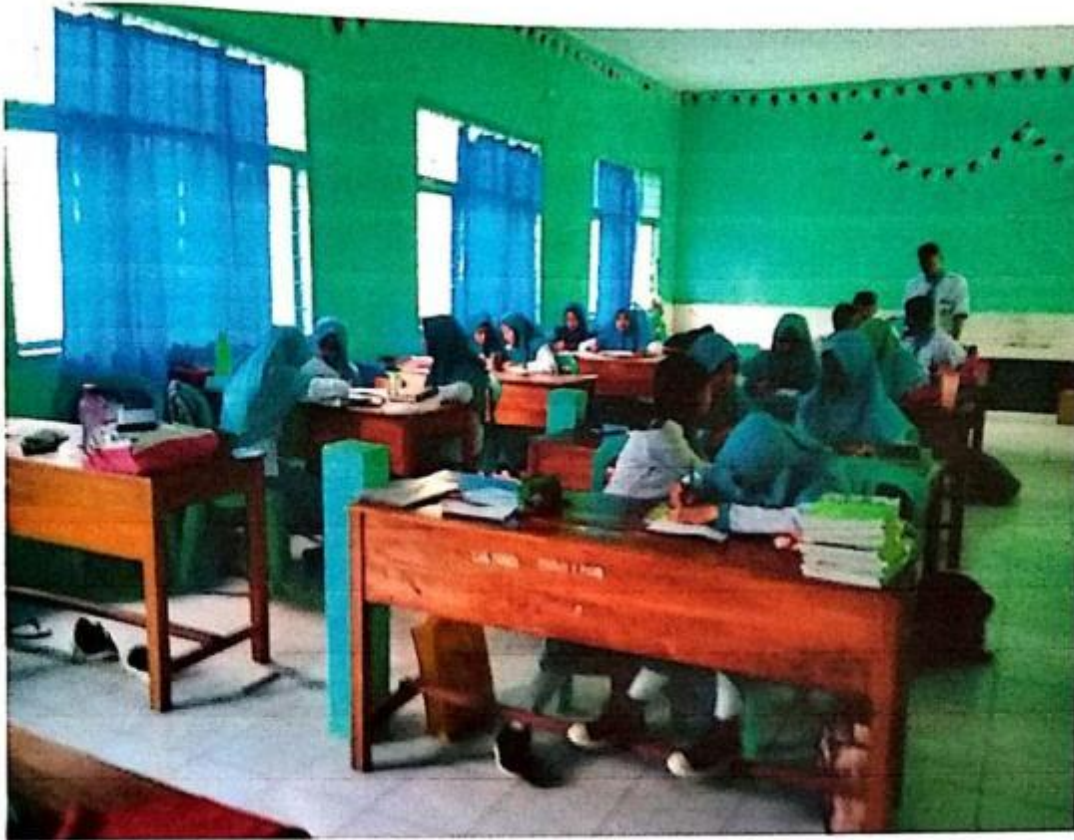
Wassalamu'alaikum Wr. Wb.

Metro, 29 Oktober 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

DOCUMENTATION

The teacher control the students assignment

The students doing the assignment

The teacher explain about the material

CURRICULUM VITAE

Yoana Kusumawaningtas was born in Gunung Sugih, on November 21, 1997. She is the one and only child of married couple, Mr. Hermawan and Mrs. Sumiyati.

She was enrolled in SDN 3 Gunung Sugih on 2003-2009. She continued her study at SMPN 1 Gunung Sugih on 2009-2012. Then, she continued her study at SMAN 1 Gunung Sugih 2012-2015. It was long journey for her to find out her dream, finally, at 2019, she was registered as a S1 student of English Education Department of State Islamic Institute of Metro.