

AN UNDERGRADUATE THESIS

**USING SMALL GROUP WORK TO INCREASE
THE SPEAKING PERFORMANCE AMONG
THE TENTH IPA 4 GRADERS
THE STATE SENIOR HIGH SCHOOL 5 METRO**

By :
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The Tarbiyah and Teacher Training Faculty
The English Education Department

**THE STATE INSTITUTE FOR ISLAMIC STUDIES OF
METRO
1439 H / 2018 M**

**USING SMALL GROUP WORK TO INCREASE THE
SPEAKING PERFORMANCE AMONG
THE TENTH SCIENCE 4 GRADERS
THE STATE HIGH SCHOOL 5 METRO**

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

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Co. Sponsor : Ahmad Subhan Roza, M.Pd**

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ABSTRACT

BY : UMI SOLEKHAH

The main purpose of this research was to investigate the Speaking Skill of SMA N 5 Metro of Lampung in Speaking Performance and to know that the Small Group Work could help the students' learning process. The researcher tried to attest that Small Group Work as a Technique can be one of the teaching technique to increase the students' Speaking performance.

In this research, the researcher conducted Classroom Action Research (CAR) which was done in three cycles. Each cycle consist of planning, acting, observing and reflecting. The subjects of this research was 31 students in Tenth science class 4 of SMA N 5 Metro. In collecting data, the researcher used test (pre-test, post test I, post test II and post test III), observation and documentation. The research was conducted collaboratively with the English teacher of SMA N 5 Metro of Lampung.

The result of this research showed that Small Group Work as a technique had positive result in increasing the speaking performance at the tenth grade of SMA N 5 Metro of Lampung. It can be proven by the students' average score from pre test to post test. The average score in pre-test was 50,46, post-test I was 60,33, in post-test II was 71,55 and become 77,77 in post-test III. It means that the using of Small Group Work as a technique in speaking can increase the students' speaking performance.

Keyword : Speaking Performance, Small GroupWork

**PENGUNAAN KERJA KELOMPOK KECIL SEBAGAI TEHNIK
UNTUK MENINGKATKAN KETERAMPILAN BERBICARA ANTARA
SISWA DI KELAS SEPULUH IPA 4 DI SMA N 5 METRO LAMPUNG**

ABSTRAK

**OLEH :
UMI SOLEKHAH**

Tujuan utama dari penelitian ini adalah untuk mengkaji keterampilan Berbicara siswa SMA N 5 Metro Lampung dalam keterampilan berbicara dan untuk mengetahui bahwa Kerja Kelompok Kecil Sebagai Tehnik dapat membantu proses belajar siswa. Peneliti mencoba membuktikan bahwa Kerja Kelompok Kecil dapat menjadi salah satu tehnik pembelajaran untuk meningkatkan keterampilan berbicara pada siswa.

Dalam penelitian ini, peneliti melaksanakan penelitian tindakan kelas yang dilakukan dalam tiga siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 31 siswa kelas sepuluh IPA 4 SMA N 5 Metro Lampung. Dalam pengumpulan data, peneliti menggunakan test (pre-test, post test 1, post test II dan post test III), observasi dan dokumentasi. Penelitian ini bekerjasama dengan guru Bahasa Inggris SMA N 5 Metro Lampung.

Hasil dari penelitian ini menunjukkan bahwa Kerja Kelompok Kecil sebagai tehnik memiliki hasil positif dalam meningkatkan keahlian berbicara pada siswa kelas sepuluh IPA 4 SMA N 5 Metro. Hal ini dapat dibuktikan berdasarkan nilai pre-test adalah 50,46, post test I adalah 60,33 pada post test II menjadi 71,55 dan pada pos-test III menjadi 77,22. Ini berarti bahwa penggunaan Small Group Work sebagai tehnik dapat meningkatkan kemampuan berbicara pada kata siswa.

Kata Kunci : keterampilan berbicara, Kerja Kelompok Kecil.



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

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NOTA DINAS

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Assalamu'alaikum, Wr. Wb

Setelah kami membaca dan mengadakan bimbingan serta perbaikan seperlunya, maka Skripsi penelitian yang disusun oleh:

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

Wassalmu'alaikum Wr. Wb

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APPROVAL PAGE

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RATIFICATION PAGE

No: B-0432/In-20-1/D/PP-00.9/01/2018-

An Undergraduate thesis entitled: USING SMALL GROUP WORK TO INCREASE THE SPEAKING PERFORMANCE AMONG THE TENTH SCIENCE 4 GRADER THE STATE SENIOR HIGH SCHOOL 5 METRO.

Written by UMI SOLEKHAH, student number 13108667, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, January 22th, 2018 at 16.00-18.00 p.m.

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وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ
وَيَهْدِي مَنْ يَشَاءُ ۚ وَهُوَ الْعَزِيزُ الْحَكِيمُ ﴿٤﴾

And We did not send any messenger except (speaking) in the language of his people to state clearly for them, and Allah sends astray (thereby) whom He wills and guides whom He wills. And He is exalted in might, the wise.

(Q.S Ibrahim : 4)

“Science without religion is lame, religion without science is blind” (Albert Einstein)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My Beloved Parents

(Mr. Ahmad Mustakim and Mrs. Siti Aisyah)

My Beloved Sisters

(Nurul Aini, Nur Hidayah)

My Beloved Friends

(Wida Witriani, S.Pd, Tria septiana, S.Pd, Wiji Lestari S.Pd,

Almh. Elly Fitria, Dea Oktaviana, Rizka hariyati, Metty Kurnia Dewi,

Tri setiawati, S,S Khusnul Khotimah S.Pd, and the others)

Absolute (SOLLER) boarding Islamic house Tri Bhakti Assalam

Lampung Tengah and Darul ulya Metro

Absolute (SOLLER) Class of TBI 2013 and my Beloved Campus IAIN Metro

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The writer do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are welcome to lighten up the quality of this undergraduate thesis I hope that this research can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, January 12th 2018

The Writer,

UMI SOLEKHAH

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language and most of nation in the world know and learn it. In Indonesia, English is one of materials in the school. Since English is taught to be compulsory subject in Indonesia, the students are expected to learn English well and the teacher is required to be able to teach it well too. The teacher can be an inspiring one for their student but also can be a terrifying one for their student too. It is cause by many things such as teaching attitude, teaching performance, and teaching technique. And it can be known that the successful or teaching learning much more depend on teacher competence in controlling class, include there about choosing the right approachment, so that teaching learning can be run as right as possible. English is considered as the first foreign language and as a compulsory subject which is learned from elementary until university. Indonesia department of education puts English language in national curricula. There are four skills of language to be mastered in learning English; listening, speaking, reading, and writing.

Meanwhile, communication is the activity conveying and receiving information from speakers to the listeners or from researchers to the readers. To conveyor receive information, the people use both in written and spoken language.

Speaking is one of important aspects in language learning. By speaking, the students can share the information and ideas in the spoken language. To be

good speakers is very crucial because if people convey their messages without any accuracy they will do ineffective communication. Speaking is also as one of the tools of learning, it helps the people to understand and to remember the lesson.

Therefore, in speaking performance, it has been known about morpheme. Morpheme is the smallest meaningful unit of language that has meaning and also school. Many students think that English is the most difficult subject. Today, education is one of the aspect should be completed. The government has make effort to improve the quality of education.

In learning English, students are hoped to have four skills. They are listening, speaking, reading, and writing. One of them, speaking is the important thing to communicate with other people, but the students have difficulties to improve their vocabularies. The difficulties finding out the English word and memorizing new words sometimes make the student discouraged and confused to arrange the word to be a good sentence.

Especially, to speak English, it is not an easy way to lead how to make the student extending their potency, and how our technique to implicate student's attention in order that they can speak habitually, sometimes students learn English in classroom by Bahasa. It will make students not habitually to speak and be motivated to use English in the classroom. Student feel shy when they are asked by teacher to use English.

Working in group not only increase students' active participation, it also encourage social skill development, enhance communication and increases independence. In general small group of around five students provokes greater

involvement and participation than larger group. The success of collaborative group work depends on the composition of the working groups and the nature of the task set the students.

Some factors make less skill to speak English in our country, they are: English do not use in outside of classroom of society because of foreign language it can make some difficulties to improve their speaking. Others factor that increase less skill in speaking English is pleasure. But more focus in structure and vocabulary. Shy and afraid when they practice speaking in the class and they do not feel need it except if they go to country where speaking English to continue education our tour.

From Some factors above, the researcher should help the students to overcome the problem or to minimize the problem. Dealing with this case the researcher is interesting in finding out an effective way in teaching English with small group work. Therefore, based on pre survey on November 17 2016, toward 36 students, the researcher got data of speaking performance at the tenth graders of Senior High School of 5 Metro.

Table 1

The Result Data of Speaking Performance Based on Pre Survey among the Tenth Grade Students the state senior high school Metro

No	Name	Score	Interpretation
1	ADELIA G.S	70	Low
2	AISIYAH N.	52	Low
3	ALIT P.	50	Fair

4	ANDIKA R.	50	Low
5	ANGGI K.	50	Low
6	AZARINE M.S.W	52	Low
7	AZIZUR M.	52	Low
8	BIMA A.	70	Low
9	BUNGA A.F	50	Fair
10	DENNIS P.P.A.	52	Low
11	DEVANIDWI A.	50	Low
12	DIAN F.	70	Low
13	DINDA K.Y.	70	Fair
14	DINNA M.	70	Fair
15	FIKA A.	52	Low
16	HUSNAIDA A.S	50	Low
17	IRA M.A	50	Low
18	M.WAHYU E.P	50	Low
19	NABILA C.W.H.	70	Fair
20	NUR MANISA D.	50	Low
21	OLYVIA D.K.	70	Fair
22	PASKAL N.	52	Low
23	PUTRI U.	72	Fair
24	RAMONA S.	50	Low
25	ROCKI W.	50	Low

26	RISA S.M.	75	Fair
27	SOLTHAN N.A	75	Low
28	SRI M.A.	70	Fair
29	UMI L.	72	Fair
30	VESYA A.P.	50	Fair
31	VIVI B.N	70	Fair
32	WIBBIE A.	60	Low
33	WINDA A.Y	54	Low
34	YULINA	65	Low
35	YUNITA D.A.K.	60	Low
36	ZULAIHA E.Y.	65	Low

Source: The Data of Pre Survey on November 16th, 2016

Table

Student English result

No	Score	Speaking		Category
		Frequency	Percentage	
1	> 72	4	11 %	Complete
2	< 72	32	89 %	Incomplete
		36	100 %	

In field, we know that the student's performance in speaking is low. Based on pre survey data, we know that 32 students got low score. Only 4 students passed the test and 32 students failed it, and the highest score is 75 and the lowest

is 50. The completeness standard KKM in senior high school especially in English is 72. Looking on phenomenon, researcher tries to apply one technique in teaching speaking. The reason for choosing small group work as technique to teach speaking performance because, it can make more enjoy and interest with speaking.

In this research, the researcher intends to do classroom action research, it is expected that it can overcome problem in the class and the researcher assumes that classroom action research would increased speaking skill and make the students enjoy learning English especially speaking.

Based on the phenomenon that has been mentioned, the solution must be found to overcome the problems faced by students in speaking. Therefore, teacher should be able to apply the effective method and technique to improve students' speaking skill. For this reason, the researcher is meant to conduct the research entitled "Using Small Group Work to Increase the Speaking Performance among the Tenth Science 4 Graders The State Senior High School 5 Metro".

B. Problem Identification

Based on the background of the study the researcher identifies the problem as follows:

1. The students' have a low motivation in speaking.
2. Most of students have difficulties to speak fluently.
3. Most of students have low speaking performance.
4. The students have not practiced speaking in the classroom.

5. The students' have difficulties to generate ideas in speaking.

C. Problem Limitation

Considering the problems that are involved in this research, the researcher is focused on the students' have not practiced speaking in classroom among the tenth graders the State senior High School 5 Metro.

D. Problem formulation

Based on the problem above, the researcher would like to identify the problem as follows: can small group work increased the students' speaking performance and their learning activities among the tenth graders the State Senior High School 5 Metro.

E. Objective and Benefit of the study

1. Objective of the study

In the line problem formulated, the researcher wishes:

- a. To increase the students' speaking performance by using small group work among the tenth graders of State senior high school 5 Metro.
- b. To increase the students learning activities by using small group work among the tenth graders the State Senior high school 5 Metro.

2. Benefit of the study

a. For the Student

- 1) As motivation to learn English, especially in speaking.
- 2) As encouragement in speak some common words orally.

b. For the Teacher

As a information for the English teacher, especially in the tenth graders at State Senior High school 5 Metro, that small group work is effective to be used in teaching speaking generally when teaching speaking performance.

c. For the Researcher

Hopefully this research can be research of the same type of research.

d. For Headmaster

- 1) As a consideration in taking a decision in the English learning process
- 2) As a consideration in coaching English in the English learning process

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking Performance

1. The Definition of Speaking

a. The Definition of Speaking

Speaking as one of the four language skills are very important to learn by individuals to communicate with others. Speaking is an interaction between speaker and listener, the purpose is to deliver information from the speaker during conversation or other speech context. When people speak, it means they want to deliver or share their ideas. Nunan points out that speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.¹

Richards states that the mastery of speaking is a priority for many second language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on basis of how much they feel they have improved in their speaking language proficiency.² Therefore speaking is the most important aspect in learning a

¹ David Nunan, *Language Teaching Methodology*, (New York: Prentice Hall, 1991), p. 39.

² Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice*, (Cambridge: Cambridge University Press, 2008), p. 19.

second or foreign language. Scott Thornbury explains that speaking is so much part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people-like auctioneers or politicians-may produce even more than that.”³

Furthermore McDonough states that speaking is desire and purpose driven; in other words, we genuinely want to communicate something to achieve a particular end. He also adds that speaking involves expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships.⁴ Moreover, Sari Luoma writes that Speaking are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose.⁵ Speaking is accepted by everyone as

³Scott Thornbury, *How To Teach Speaking*, (New York: Person Education Limited, 1995), p. 1.

⁴ Jo McDonough, et.al, *Materials and Methods in ELT: A Teacher's Guide*, (USA: Blackwell Publishing), 2013, p. 157.

⁵ Sari Luoma, *Assessing Speaking*, (New York: Cambridge University Press), 2004, p.1.

an essential language-communication skill, but it is important to language learners go beyond just day-to-day communication⁶

Based on the explanation above, the researcher concludes that speaking performance is the act of someone to express ideas, feelings, thoughts and emotions and to respond what other say orally in terms of talk or conversation.

b. Elements of Speaking

The ability to speak fluently presupposes not only knowledge of language features but also the ability to process information and language on the spot. Harmer writes some elements necessary for spoken production as follows:⁷

1) Connected Speech

Effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying “I would have gone) but also to use fluent connected speech (as in “I’d’ve gone). In connected speech sounds are modified (simulation), omitted (elision), added (linking) or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

⁶ Christine C.M.Goh Anne Burns, *Teaching Speaking A holistic Approach*, (New York: Cambridge University press, 2012), p.15

⁷ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2001), p. 269.

2) Expressive Devices

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling. The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity.

3) Lexis and Grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Teacher should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where the students are involved in specific speaking context such as job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction.

4) Negotiation Language

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

From the explanation expert in above, the researcher takes a point that the elements of speaking consist four points there are:

Connected speech is to produce the individual phonemes in English. The next is expressive devices, it is include for stress, pitch, volume, speed, gesture, and express the emotion. After that lexis and grammar is to know the mark and the pattern of the sentence. The last one is negotiation language, it is seek the clarification and show the structure when they are saying.

c. The Process of Speaking

As students actively engage in the speaking process, their perceptions can change from moment to moment and from week to week. As individuals acquire new information, the language they use to make meaning changes. As they reflect upon information shared or received, they revise their understanding, further developing their schemas about language and the world.

The speaking process includes activities that occur prior to, during, and after the actual speaking event. For example, before speaking, the speaker might determine the actual content of the message, how it should be presented, and what kind of audience will be hearing the message. While speaking, the speaker must attend to such things as presenting a clear message, tone of voice, suitable vocabulary, possible responses, the environment, and nonverbal gestures. Following speaking, the speaker might accept comments, answer questions, explain concepts not understood, or assess the process. The following are components of the speaking process.

1) Speaker

A person whose stimulates public dialogue by delivering an oral message? The speaker researches the topic of the speech, organizes the material that results from research, presents the message, and manage discussion after or in some case during a speech. Throughout this process, the speaker is civil considering the needs and characteristic of the audience.⁸

2) Message

The information conveyed by the speakers to the audience. Message can be verbal or non verbal. When we speak, we convey messages by encoding or translating ideas and feelings into words, sounds and gestures. When we received the message, we are decoding it or translating words, sounds and gestures into ideas and feelings in an attempt to understand the message.

3) Noise

Noise is anything that interferences with understanding the message being communicated. Noise may be external or internal. External noise interference outside the speaker or audience might be construction work going on outside the classroom. Internal noise interference within the speaker or audience might be a headache that

⁸ Cindy L Griffin, *Invitation to Public Speaking*, (United States of America: Wadsworth, 2006), p. 10.

affects one's concentration or cultural differences that make it hard to understand a message.

Based on explanation above, the reasercher concludes that component of the process of speaking there are: the first one is speaker; it is the person as stimulate public dialogue by delivering an oral message. The second one is message, it means that speaking is considering of meaning that should deliver. The last one is noise; it understands the message being communication internal or external.

2. The Concept of Speaking Performance

a. The Definition of Speaking Performance

According to Brown speaking is a productive skill that can be directly and empirically observed, involving two people who are engaged in talking to each other.⁹

The productive skill is the skill that is used by learners to produce language. In this case the speaker performance can be directly observed and empirically measured in the speaking process. This situation involving two people who are engaged in talking to each means sharing the understanding with each other. The speakers deliver their intention in appropriate diction so that the listeners will understand the meaning. By using language to express meaning, the speakers express their intended meaning to

⁹ Avansa Naufal Hakim, A Thesis "*Using English Mingling Games To Improve The Speaking Skills Of The Seventh Grade Students At Smp Muhammadiyah 2 Mlati In The Academic Year Of 2013/2014*", (Yogyakarta,2014),p. 8

the listeners so that the listeners can make sense of the speakers. The participants have the same knowledge so that the speaker's intended meaning will be easily delivered.

According to McCroskey performance is the only way of judging one's competence.¹⁰ According to Chomsky states that performance refers to the person's ability to produce language, in other words performance is what one can do with the language.¹¹ According to Chomsky book adopted from Nunan states that performance refers to manifestation to these internalised rules in actual language use.¹²

From the explanation above the researcher concludes that speaking performance is the produce language of someone to express feelings, share ideas, and meanings to respond what other say orally in conversation in second language or foreign language learning.

b. Types of Classroom Speaking

In Brown's views a close classification for spoken production there six types:

¹⁰ Dagmara Galajda, *Communicative Behaviour of a Language*, (Poland, Institute of English University of Silesia, Springer International Publishing AG, 2017) :P.21.

¹¹ Routledge, *Handbook of Technological Pedagogical Content Knowledge for Educators*, (New York and London Routledge Taylor & Francis Group, 2008) ; p.111

¹² David Nunan *The Learner-Centred Curriculum: A Study In Second Language Teaching*, (New York, Cambridge University Press: 1996), p.32

- 1) *Imitative*. Firstly, the imitative is one of the way of spoken production to learn the language and useful for learners who learns English at the beginner.
- 2) *Intensive*. The second way of speaking habitually appointed in evaluation background is the ability to construct of spoken language pattern, namely: grammatical, phrasal, lexical, or phonological, intonation, pressure.
- 3) *Receptive*. Receptive refers to responsive of the learners for giving short replies from the question or comments to the teacher in the classroom. From the teacher evaluation task, contain interaction and test comprehension to measure reception or responsive, namely; little speak, easy demands and statements, and the similarly. The stimulus must be given orally.
- 4) *Interactive*. Interaction is a process to understand and comprehend the spoken language buy other people and try to response and have the aim of preserve of public partnerships.
- 5) *Transactional (dialogue)*. Transactional dialogue which is carried out of the purpose of conveying or exchanging specific information is to extend of responsive language.
- 6) *Extensive (monologue)*. Extensive spoken construction duties contain lectures, spoken presentations, and story-telling, not

give chance for the audiences response (probably to nonverbal replies) or ruled out altogether¹³

Based on the explanation above, the researcher concludes that the types of classroom speaking performance consist of six types there are: the first is imitative, it is speaking performance that one ability to imitate a word or sentence simply. The second one is intensive; it is produce of short oral language to demonstrate competence in phrasal such as intonation, stress and rhythm. The third is receptive; it is interaction in very short conversation, standard greeting and small talk, request and command. The fourth is interactive, it is process to understand and comprehend. The next is transactional, it is speaking formed in dialogue and the last one is extensive, it is oral production include speeches, storytelling, or presentation event.

c. The Measurment of Speaking Performance

Based on the professor Weir Cyril J. There are some indicators that be supposed to measure the speaking performance :

¹³ Douglas Brown, *Language Assessment Principles*, (San Francisco: Pearson Longman, 2003). P.141-142

Table 3

Indicators of Speaking Measurement¹⁴

Aspect	Category	Indication
Fluency	4(excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech
	2(adequate)	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.

¹⁴ Weir Cyril J. Language Testing and Validation, (London: Palgrave Macmillan, 2005), P. 195

	1(bad)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4(exellent)	Occasional errors of pronunciation in few inconsistencies of rhythm, intonation and pronunciation but comprehension are not impeded.
	3(good)	Rhythm intonation and pronunciation require more careful listening, some erros of pronunciation which may occasiaonally lead to incomprehension.

	2(fair)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1(bad)	Words are unintelligible.
Vocabulary	4(excellent)	Effective use of vocabulary for the task with little inappropriacies.
	3(good)	For the most part, effective use of vocabulary for the task of some examples o;f inappropriate.
	2(fair)	Limited use of vocabulary with frequent inappropriacies.
	1(bad)	Inappropriate and inadequate vocabulary.

Grammatical accuracy	4(exellent)	Very few grammatical errors.
	3(good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2(fair)	Speech is broken and distorted by frequent errors.
	1(bad)	Unable to construct comprehensible sentences.
Interactional Strategies	4(exellent)	Interacts effectively and readily participates and follows the discussion.
	3(good)	Use of interactive strategies is generally

		adequate but at times experience some difficulties in maintaining interaction consistently.
	2(fair)	Use of ineffective. Can seldom develop an interaction. ¹⁵

B. The Concept of Small Group Work

1. The Definition of Small Group Work

a. The Definition of Small Group Work

According The Mark Doel & Timothy B. Kelly group is an ideal theatre for group members to try different ways of responding to situations in their lives.¹⁶ Meanwhile, John F.Cragan, Crish R.Kasch, David W.Wright define small group is a few people engaged in communication interaction over time, in face-to-face and/or computer mediated environments, who have

¹⁵ David P.Haris. *Testing English as a Second Language*. (New Delhi : India Offset Press 1974), p.84

¹⁶ Mark Doel & Timothy B. Kelly, *groups & group work*, (New York: Palgrave Macmillan, 2014), p.4

common goals and norms and have developed a communication pattern their goals in an interdependent manner.¹⁷

Therefore, Mark Doel & Timothy B. Kelly defines that Small group work is not generally an overly political activity, but the collective ideal that it embodies does implicitly challenge the acquisitive individualism and single-mindedness that is characteristic of developed capitalist societies.¹⁸

Based on the definition above, the researcher concludes that small group work is a group which has a time to interact, has a same goal and they develop their knowledge together.

b. Functions of Small Group Work

Some of the functions of small group work can be categorized into three areas: lecturer-small group interaction; lecturer-student interaction; student-small group interaction.¹⁹

Those are:

1) Lecturer-small group interaction

Within a normal lecture students do not usually have the ‘freedom of interruption’; this is one of the perceived weaknesses of the lecture. The lecture cannot assume a full understanding of all he or she has said and he or she does not know what the students are thinking while the lecture is in

¹⁷ John F.Cragan, Crish R.Kasch, David W.Wright, *Communication In Small Group*, (Wadsworth Cengage Learning: Lyn Uhl, 2009), Seventh edition, p.9.

¹⁸ Ibid ,p.16

¹⁹ Gill Nicholls, *Developing teaching and learning in Higher Education*, (London and New York, RoutledgeFalmer, 2002), p.81-88

progress, unless they are interrupted and questioned. The same argument can be put forward with regard to what extra knowledge the students might wish to know that was not covered during the lecture. If the lecturer is within a small group, the teaching strategy and approach to student interaction can be perceived differently. For this to occur has to be aware of two general points:

- a) He or she must provide the opportunity for free discussion with full participation by all members of the group.
- b) The development of special type of relationship between the tutor and his or her students.

To facilitate the development of lecturer-small group interaction both students and tutors have to appreciate they have equal rights to participate, and any of them may initiate discussion and criticism. This may happen in a number of ways, including the interruption of the lecture or discussion by questioning. Each student is actively encouraged to develop critical thinking, using his or her own judgment and methods of reasoning. Students should also be enabled to learn from each other and not only on the 'expert' in the form of the tutor or lecturer.

2) Lecturer-student interaction

This approach applies to areas such as problem solving within a lecture or small group lecture / seminar. The objectives here are to promote the application of new principles and appreciate some of the problem faced by the group on solving the problem. Here the tutor can 'abdicate' (albeit temporarily) his status as an authority, and take on the role of an interpreter and clarifier of issues being discussed and engaged in within the group. The tutor's superior knowledge and experience allows him or her to ask the right question to provoke thought or to redirect students in their problem solving activities. This method allows the tutor to observe the students and to get a feel for what they know or do not know, understand or do not understand, and need to know in the future.

The process of observation and redirected learning of the students allows the tutor to encourage feedback of the students' responses to the problems and possible solution. The clarification of subject matter, and the discussion of alternative solutions to the problems, whether given by other students or by the tutor, is especially valuable aspects of the learning process of small group work where the teaching strategy is based on lecture-student interaction.

3) Student-small group interaction

The main aim of this type of small group work is to enable students to solve problem and learn by working solely with other students. The principle objective is for students to become proficient in the art of problem solving, decision making, evaluating and applying principle through free discussion, team work and creative application of knowledge. Group practical activities in the sciences, problem solving in mathematics or project work in almost any discipline could be served by student-small group interaction.

Simulation exercises are another type of activity that falls within student-small group interaction. These may include micro-teaching, computer simulations of medical procedures, examining virtual archaeological sites, or viewing video tapes, of art or drama for critical appraisal. The role of the tutor is to facilitate learning by making sure the group can work together and that the environment in which they have to work conducive to the task set. A significant aspect of this type of group work is that the students often express some of their attitudes toward their work and their preferred ways of learning. This can give both the student and the tutor more self-confidence in the way learning tasks are approach.

c. Steps of Small Group Work

Most of work is completed before the students start their assignments the design successful those are:²⁰

1. Patterns for working group together

The students work together depends on objective for assigning group work and on the kind of interaction you want to hear. First is decide of objective is relatively routine learning or the learning concepts. The second is decide on the type of interaction. The last is decide on the objectives and the kind of interaction.

2. Individual and group accountability

Regardless of which pattern of working group together that chosen, the problem of accountability is central and must be solved.

3. Crating the task

Clearly the choice of task depends on the students to experience democracy in action, and then need the tasks that require the group to arrive at a collective decision after proper deliberation.

²⁰ Elizabeth G.Cohen , *DesigningGroupwork*, (New York and London, teachers Columbia university , 1994), Scond Edition ,p.62

4. Preparing the situation

Small group work requires careful planning in advance. An orientation session focused the students' major concept underlying the activities and prepares them for the challenge of working together.

The component of preparing situation there are:

- a. Planning orientation
- b. Written instruction.
- c. Size of group.
- d. Composing group.
- e. Classroom ecology for group.
- f. Planning wrap-up.

5. Planning evaluation

For most teachers, the need for students to receive feedback on their work is fused with the responsibility to give students grades. There are many ways to provide feedback for learning. Some group work tasks have the happy quality of built in evaluation. Consider a task like a device operates. The students can see for themselves. kind of planning evaluation there are :

- a. Peer valuation.
- b. Tasting and grading.

Planning process starts with a fundamental decision, it is this initial decision that determines the nature of the training program. The second is stage of planning and the third stage of planning, the teacher create or adapt the tasks groups will be perform.

d. Advantages and Disadvantages of Small Group Work

When people think of teaching and learning they frequently conjure up the picture of students sitting in rows listening to a teacher who stands in from of them. For many, this is what teaching means, and it is still the most common teacher-students interaction in many cultures. Thought it has many limitations, small group work like has both practical advantages and disadvantages they are:²¹

a. Advantages of small group work

- 1) Small group work increases the amount of talking for individual students.
- 2) Small group work greater chance of different opinion and varied contribution.
- 3) Small group work encourages broader skills of cooperation and negotiation.
- 4) Small group work promotes learner autonomy by allowing students to make their own decision.

²¹ Ibid p. 117-118.

5) Small group work not wishes any individuals in groups to be completely passive.

b. Disadvantages of small group work

1) Small group work is likely to be noisy because some teachers feel that they lose control.

2) Not all the students enjoy it since they would prefer to be focus of the teacher's attention rather than working with their peers.

3) Individuals may fall into group fossilized, so that some are passive whereas others may dominate.

4) Can take longer to organize, beginning and ending small group work activities especially where people move around the class can take time and be chaotic.

C. Action Hypothesis

Based on the theoretical review above, the researcher formulates the hypothesis as follows: "By Using Small group work it can increase the students' Speaking Performance and their learning activities among the tenth Grade of Students SMA Negeri 5 Metro".

CHAPTER III

RESEARCH METHODOLOGY

A. The Variable and Operational Definition of Variable

1. The Variable of research

The dependent variable of this research was students' speaking skills that focus on the students' performance. Could be understood clearly include the sound, the stress and the intonation by the other people. The independent variable of this research was using small group work. This technique could be helping the students' speaking performance well.

2. The Operational Definition of Variable

Operational definition is the definition of variable that identifies the observable indicators that would be used to determine the variables' attributes. According Raymond mark the definition an operational definition is tell us what activities or operations we need to perform to measure a concept or variable.²² Meanwhile, variable is a concept, which h means is a mental image that symbolizes an idea, an object, an event, or a person.²³

²² Allen Rubin & Earl.R.Babbie, *Essential research Method for Social Work*, (Engaged Learning, United State of America, 2010), Second Edition ,p.70

²³ Ibid ,p. 76

Based on statement, the operational definition of variable in this research is:²⁴

a. Independent Variable

The independent variable of this research is using small group work. This technique could be helping the students' speaking performance well. Independent variable as a variable in this learning is small group work. This variable would be measure by observation to the teacher directly when using small group work. The measurement is using observation sheet to measure of small group work by the teacher certainly. The assessment of score in using small group work is between 0-100 score. The indicator of small group work is the consensus of the students and teacher on frequency of use. If the teacher indicated that, the class is "frequently divided into small group of students who work together on the same assignment or different assignments, including practical/ laboratory work".²⁵

b. Dependent Variable

The dependent variable of this research is students' speaking skills that focus on the students' performance. Could be understood clearly include the sound, the stress and the intonation by the other people. Dependent variable of this research is speaking performance that will be measure by using oral test. The oral test question is

²⁴ Michael K. Le Roy, *Research Methods in Political Science: An Introduction Micro Case*, (Thomson Learning academic resource center, USA, 2009), Seventh Edition, p.67

²⁵ Marlaine E. Lockheed et al, *Effective primary Level Science Teaching in the Philippines*, (Philippines, Working papers , 1989), p.21.

consisting of 20 items. Each item gets five scores so the result of maximal score is 100 scores. The indicators of speaking performance there are fluency, vocabulary, grammatical accuracy, and interactional strategies.

B. Setting Of The Research

The setting of this research is SMA N 5 Metro, which is located on Wolter Monginsidi Street Metro Pusat, Metro Lampung. It is one of schools which have not been used pictures sequence medium yet. Total all of student tenth class is 288 students, the researcher chooses on the tenth IPA3 class.

C. Object of the Research

The subject of classroom action research were thirty one students of tenth graders the State Senior High School 5 Metro. The researcher chosen this class because most of the students were low performance especially in speaking performance. The student X IPA 4 class consists of 31 students 9 Students male and 22students are female. It can be seen below:

Table 1

The Total Students of X IPA III Class

Class	Sex		Total
	Male	Female	
X IPA III	9	22	31
Total	9	22	

D. The Procedure of the Research

The kind of this research used classroom action research, because classroom action research is one of the efforts to increase the teaching program quality in all educational level and activity to developing the teacher profession.

According to Schmuck defined Action research as an attempt to “study a real school situation with a view to improve the quality of actions and results within it”. Its purpose is also to improve one’s own professional judgment and to give insight into better, more effective means of achieving desirable educational outcomes. While Mc Milan describes action research or being focused on solving a specific classroom or school problem, improving practice, or helping make a decision at a single local site. Action research offers a process by which current practice could be changed toward better practice. The overarching goal of action research is to improve practice immediately within one or a few classrooms or schools. Besides that McLean stated that Action research is largely about examining one’s own practice.²⁶

While Richard Sagor action research is a disciplined process of inquiry conducted by, and for those taking the action. The primary reason for engaging in action research is to assist the actor in improving or refining his or her actions.²⁷ Meanwhile Craig Mertler

²⁶ Craig A. Mertler, *Action Research*, Third Edition, (U.S.A : Sage Publications Ltd, 2012), P. 40

²⁷ Richard Sagor, *The Action Research Guidebook*, Second Edition , (U.S.A : SAGE Ltd, , 2011), P. 1

said that action research is defined as any systematic inquiry conducted by teachers, administrators, and counselors or others with vested interest in the teaching and learning process or environment for purpose of gathering information about how their students learn.²⁸

Here is step of classroom action research design:

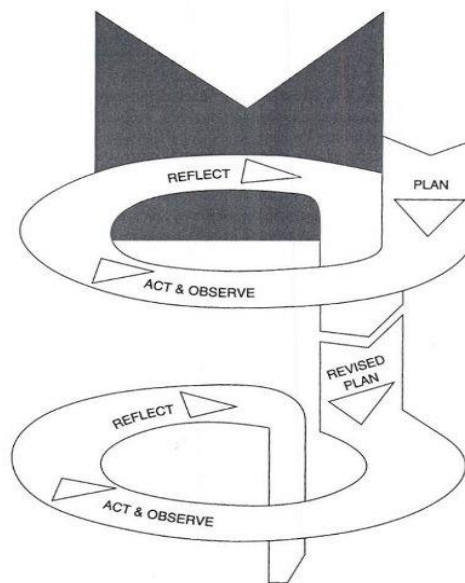


Figure 1 Anne Burn's Action Research Cycle²⁹

Based on the explanation above, it could be inferred that the classroom action research is a dynamic process that has four aspects (planning, acting, observing, and reflecting) in every cycles, it was done in the class to increase the quality of learning practice.

The research was conducted based on the pre-test and post-test design. The teacher taken one class on the tenth grader where the

²⁸ Craig A. Mertler, *Action Research*, Second Edition, (USA : Sage Publications Ltd, 2002), P. 15

²⁹ Anne Burns, *Collaborative Action Research for English Language Teachers*. (Cambridge: Cambridge University Press, 1999), P. 33

students were given the pre test before they are give the material about introducing others; furthermore, they were also given post-test after they were given the treatment.

There are four steps in cycle. They are planning, acting, observing and reflecting, if the first cycle has failed or only reach less increase, and the cycle must be reviewed again in the second cycle and so on. That can be illustrating by like these procedures as follows:

a. Cycle I

a) Planning

Planning was the first steps in each activity.

Without planning the activity that the researcher has done would not be focus. Here was step that writer had made in planning:

- 1) The researcher and collabolator prepared the lesson plan.
- 2) The researcher and collabolator prepared the material, approach, method, technique and strategy of teaching..
- 3) The researcher and collabolator prepared source learning.
- 4) The researcher and collabolator prepares format to observe.
- 5) The researcher prepares format to evaluate the students' activities after teaching learning process.

b) Acting

The second step in the action research was acting. It was the implementation of the planning. Without the action the

planning just imagination that never can be real. In this step the researcher acted as follows:

1. Pre Teaching Activities

- a) Prayed and greet the students.
- b) Checked the attendance list.
- c) Asked the students condition.
- d) The teacher has choose the appropriate with the material going to be taught.

2. While Teaching Process

- a) The teacher applied the lesson plan.
- b) The teacher explained about small group work.
- c) The teacher writed some theme.
- d) The teacher asked the students to discussed together with a group.
- e) The teacher gave evaluation

3. Post Teaching Activities

- a) The teacher asked the students about the difficulties of the lesson
- b) The researcher makes conclusion together with the students
- c) The teacher gave homework for the students about one sentence tongue twister that contained a regular past verb. The students should try in their house.

d) The teacher greet for the students.

c) Observing

In this step researcher observed the process of teaching learning by using format observation, and the outlines of observation in this step such student able to do the task and student understood the material. The important things in teaching learning process noted by observer.

d) Reflecting

Reflecting was the last step in this process. The researcher analyzed and discussed the observation result during teaching process, like the weakness and the strenght from the action in this steps, the researcher used data from evaluation to make improvement for the second cycle. The researcher decided that the next cycle focused on the weakness in preview cycle.

b. Cycle II

a. Planning

Planning was the first steps in each activity. Without planning the activity that the researcher had done was not be focus. Here was step that researcher had made in planning:

- 1) The researcher and collabolator prepared the lesson plan.
- 2) The researcher and collabolator prepared the material, approach, method, technique and strategy of teaching..

- 3) The researcher and collaborator prepared source learning.
- 4) The researcher and collaborator prepares format to observe.
- 5) The researcher prepares format to evaluate the students' activities after teaching learning process.

b. Acting

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c. Observing

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d. Reflecting

The researcher corrected and analyzed the result of the action. By reflecting, the researcher knew the strenght and weakness of the action. In this step the researcher compared the score distribution of pre test and post test, the researcher reviewed and reflected on the students' attitude is it was positive or negative, enough in the second cycle or need for next cycle.

E. Data collection method

The researcher collected the data by using data collection method as follow:

1. Test

According to Donald Ary, a test was a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.³⁰ Moreover to collect the data, the researcher used oral test in order to know the students' skill in speaking some conversation about the theme that given by the researcher .

a. Pre-test

Pre test was conducted before presenting the treatments to know, how far the students speaking. The type of pre test is oral test in group, the researcher used objective test in the speaking some conversation. The items were based on the material that was taught in the class.

The researcher was used oral test in order to know the students' skill in speaking some conversation, which includes of material theme was that given by the researcher. Because of the researcher was become the teacher in this classroom, the researcher was become the testee also on this research. The test is the students speak some conversation that include the theme in each conversation. There are the theme on test:

³⁰ Donald Ary, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010), P. 201

- a) Traditional food.
 - b) Describing Lampung Province.
 - c) My Family.
 - d) Explain my house.
 - e) Introducing others.
- b. Post-test

The post-test was conducted in order to know the progress of students' speaking performance by using small group work after the treatments. The type of post-test was individual test in group and the form was oral test, which consist of ten themes, and each theme consist of three until five students.

2. Documentation

Documentation as the method which was used to get information from written language. The researcher would used the documentation method to get detail information about history of the school, the sum of the teacher, employers, students and organization structure among the tenth graders the State Senior High School 5 Metro, Lampung in the academic year 2017/2018. Here were the list of the documentation:

- a. Documentation about historical background the State Senior High School 5 Metro Lampung.
- b. Documentation about structural organization the State Senior High School 5 Metro Lampung.

- c. Documentation about facilities the State Senior High School 5 Metro Lampung.
- d. Documentation about sketch of location the State Senior High School 5 Metro Lampung.
- e. Documentation about condition of the teachers and official employees the State Senior High School 5 Metro Lampung.
- f. Documentation about students the State Senior High School 5 Metro Lampung.

3. Observation

Observation was measuring of the data immediately to the object of the research. In this research used observation sheet. Observation sheet observes the students activities. This technique is to collect data by observing field study directly and accurately. It was used to know students' achievement on speaking performance by using small group as a technique, facilities and the documents of students' achievement in speaking. The object of this observation is the students in the X IPA4 class and the total amount of the students are thirty six students.

In this step, the researcher observes the process of teaching learning by using format student's observation list. The student's observation list, as follows:

- a) The students pay attention of the teacher explanation
- b) The students asked/answered the question from the teacher
- c) The students were active in practicing speaking performance

- d) The students understand the small group work.

F. Research of instrument

According to James and Kimberly said an instrument is anything to collect data.³¹ It means that instrument is a tool of facilities that we are used by the researcher to collect data completely and systematically. Furthermore, the researcher instrument involves are:

1. Instrument Blueprint

The instrument was used to measure the student speaking performance was test. To obtain the data related to the research problem. The researcher used the same type pre-test and post test instruments in this research. The pre-test instrument was different with the post-test instrument, but have the same difficulty level. In this research the researcher asked the student to pronounce regular verb based on their own sentence.

The researcher used three guidance in this research to complete the data in this research, as follows:

a. Test Blueprint

Test is a systematic way which is include the material that before it has given by the researcher. In this research, the researcher used oral test. In this oral test the researcher interviewed every student group by group to speak some

³¹ James B Schreiber and Kimberly Asner-self ,*Educational Research* ,(U S A John Wiley & Sons, Inc,2011),p.126

sentences then recorded. The test a theme contain some sentences. The grill of this oral test are:

- 1) The test consist of tent themes.
- 2) The test is used decision theme by the researcher it will discuss together by students.
- 3) Every theme contains some conversation.
- 4) After that speaking performance in front of class

b. Observation Guidance

In this research, to know the studets' activity in the classroom directly the researcher used students observation list. There are some indicators of the observation instrument. Here are the students' observation guidance as follows:

Table 3
The Observation Sheet of The Students' Activity

No	Name	STUDENTS' ACTIVITIES				Score
		1	2	3	4	
		Pay attention of the teacher explanation	Ask/answer the questions from the teacher	The students able to the task	The students understand the material	
1.						
2.						
SUM						

c. Documentation Guidance

Instrument which was used in documentation is documentation guidance, as follows:

- 1) Documentation about historical background the State Senior High School 5 Metro.
- 2) Documentation about structural organization the State Senior High School 5 Metro.
- 3) Documentation about facilities the State Senior High School 5 Metro.
- 4) Documentation about sketch of location the State Senior High School 5 Metro.
- 5) Documentation about condition of the teachers and official employees the State Senior High School 5 Metro.
- 6) Documentation about students the State Senior High School 5 Metro.

G. Data analysis technique

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. A plan of analysis can should be prepared in advance before the actual collection material.³² A data analysis technique that is used in this research was descriptive statistical analysis. To find the average of students' score and percentage of students' score then, the result is matched by the minimum standard.

³² Yogesh Kumar Sigh, *Fundamental of Research Methodolody and Statistics*, (New Delhi: Age International Publisher, 2006), P. 223

Descriptive statistical analysis was concerned with numerical description of particular group observed and any similarity to those outside the group cannot be taken for granted. The data describe one group and that one group only.³³ Data analysis will be conducted by quantitative data and qualitative data. The quantitative data will be conducted by step by taking the average score of the pre-test and post-test in cycle 1 and cycle 2. Qualitative data will be conducted by observation.

To get the average score of pre-test and post test the formula, as follows:

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

Notes: \bar{X} = Mean

$\sum X$ = The total number of students' scores

n = Number of students³⁴

Besides that, to measure the percentage of students activities, the researcher used the formula :

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

Notes : P = Mean Score

F = Total of Students

n = Number of The Students³⁵

H. Indicator of success

From the result of the research, it could be stated successful in learning process if the result of the cycle 2 more successful than cycle 1.

³³ *Ibid.*, P. 224

³⁴ Donald Ary, et.al, *Introduction to Research in Education*, (U.S.A: Wadsworth, 2010), Eighth Edition, P. 109

³⁵ *Ibid.*, P. 278

Aspects that were inspected of the research were the students' activity and the students' ability of learning activity in the class.

The parameter were:

1. The students could perform speaking clearly.
2. The students could give attention.
3. The students interested with small group work to train their speaking.

The Indicator of the success is taking from the process and the result of the learning activities. The students was called success if 70% students get 72 in learning process and the Minimum Standard Criteria (MSC) on the SMA N 5 Metro is 72 score. The students are 70 % active in the learning activity.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

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

A. Result of The Research

In this chapter, the researcher would like to present about the research. It involved the research result and discussion, which had been carried out by the researcher at State Senior High School 5 Metro Lampung, especially for the Tenth science 4 graders of student the State Senior High School 5 Metro in academic year of 2017/2018. The result of the result, as follows:

1. Description of Research Location

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

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

Trustworthiness and enthusiasm of the citizen to enroll a student in this Institute proved quite high in the first year alone enrollment was up to 530 applicants from inside or outside Metro

city were ready to compete. It is very ironic with the number of seats available that only reached 108 students. This is solely because of the limitations of place and the facility in this school.

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

b. The History of Headmaster

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

c. Vision and Mission of SMA N 5 Metro Lampung

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

2) The mission of the school:

- a) Increasing the teachers', employees' and students' discipline.
- b) Create a conducive, effective and innovative situation in learning process

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

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

Metro Lampung

Condition of teacher and official employers in SMA N 5 Metro Lampung, the numbers of the teacher and official employers

in SMA N 5 Metro Lampung in the academic year 2017/2018 that can be identified, as follows:

Table 5

**The condition of the teacher and official employers in SMA N 5
Metro Lampung in the academic year 2017/2018**

No	Name	Position	Gender	Graduate
1	Drs.Suparni, S.Pd. M.Pd	Headmaster	Male	S2
2	Dra. Zalfiyana Rh	Vice Principal	Female	S1
3	Ida Suryati, S,Pd	Administration	Male	
4	Eni purwaninsih S.Pd	Vice Principal Of Curriculum	Female	S1
5	Toto yulianto	Vice Of Pubic Relation	Male	S1
6	Dra. Farida Tri Rohma	Vice Of Public Service	Female	S1
7	Haronal, S.Pd	Vice Principal Oof Student	Male	S1
8	Wari prastiti, S.Pd	Head Of Science Lab	Female	S1
9	Mohtar Efendi, S.Pd	Head Of Language Lab.	Male	S1
10	Yudhi Hardiyanto, S.T	Head Of Computer Lab.	Male	S1
11	Sri hartati	Ekonomi Teacher	Female	S1
12	Wiwik wiji rejeki, S.Pd	Indonesian Language	Male	S1
13	Drs. Sismadi	Sociology Teacher	Male	S1
14	Drs. Gana Priatna	History Teacher	Male	S1
15	Dra. Sri Amanti	History Teacher	Female	S1
16	Dra. Farida Tri Rohmawati Zp, M.Pd	Soocial Studies Teacher	Female	S2
17	Darni safitri, S.Pd	Matematics Teacher	Female	S1
18	Drs. Tris Idayati	Conselor Teacher	Female	S1
19	Drs. Sukiran	Geography Teacher	Male	S1
20	Chatarina Harti Setyorini,S.Pd	Geography Teacher	Female	S1
21	Toto Yulianto, S.Pd	Indonesian Teacher	Female	S1
22	Ema suryani, S.Pd	Biology Teacher	Female	S1
23	R.Tri Endah Wahuningsih, S.Si	Science Teacher	Female	S1
24	Jasmin	Art Teacher	Female	S1

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

Table 6**The formation of the teacher and official employers in SMA N 5 Metro****Lampung in the academic year 2017/2018**

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

e. The quantity students of SMA N 5 Metro Lampung

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

Table 7

**The Students Quantity of SMA N 5 Metro Lampung in the Academic
year 2017/2018**

No	Class	Gender		Total
		Male	Female	
1.	Class X			
	X A 1	10	21	31
	X A 2	9	23	32
	X A 3	12	21	33
	X A 4	9	22	31
	X S 1	12	20	32
	X S 2	17	15	32
	X S 3	14	16	30
	X S 4	9	23	32
Total		92	161	253
2.	Class XI	Male	Female	Total
	XI A 1	12	23	35
	XI A 2	9	24	33
	XI A 3	9	25	34
	XI A 4	9	25	34

	XI S 1	13	21	34
	XI S 2	10	24	34
	XI S 3	16	15	31
	XI S 4	16	17	33
Total		94	174	268
3.	Class XII	Male	Female	Total
	XII A 1	16	16	32
	XII A 2	9	22	31
	XII A 3	14	18	32
	XII A 4	15	17	32
	XII S 1	16	13	29
	XII S 2	8	21	29
	XII S 3	14	16	30
	XII S 4	15	13	28
Total		107	136	243
Total	Class X, XI, XII	293	471	764

f. The Building of SMA N 5 Metro Lampung

The condition of facilities in SMA N 5 Metro Lampung in the academic year of 2017/2018 that can be seen on the table below:

Table 8

**The Building of SMA N 5 Metro Lampung in the academic year
of 2017/2018**

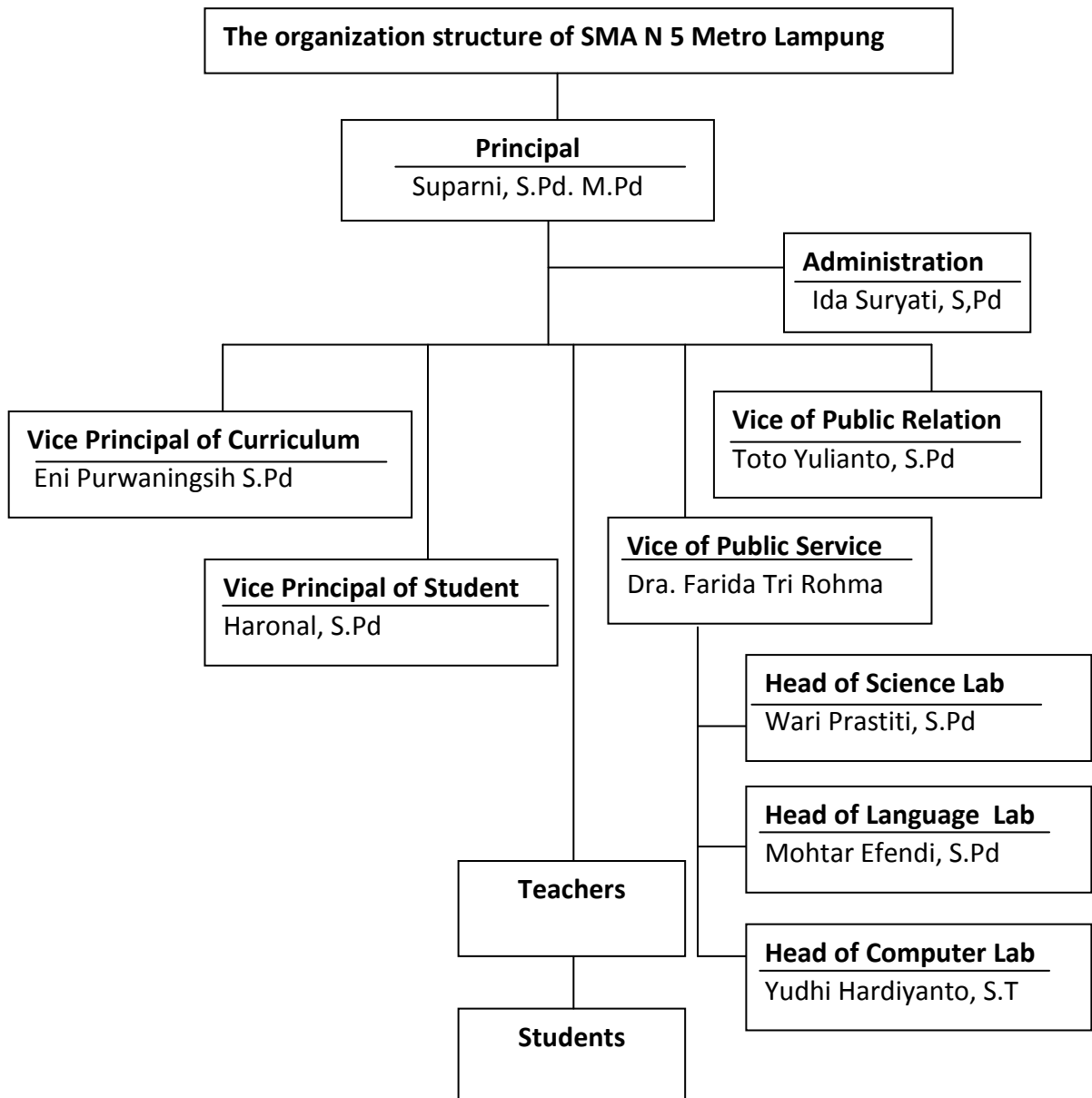
No.	Names of Building	Sum
1	Class Room	19
2	Headmaster Room	1
3	Vice of Headmaster Room	2
4	Administration Room	1
5	Teacher Room	1
6	Counseling Room	1
7	Laboratory Room	
	a. Science Laboratory	
	b. Physics Laboratory	1
	c. Biology Laboratory	1
	d. Chemist Laboratory	1
	e. Language Laboratory	1
	f. Computer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

g. The Organization Structure of SMA N 5 Metro Lampung

The Organization Structure of SMA N 5 Metro Lampung in the academic year of 2017/2018 can be shown in the following figure:

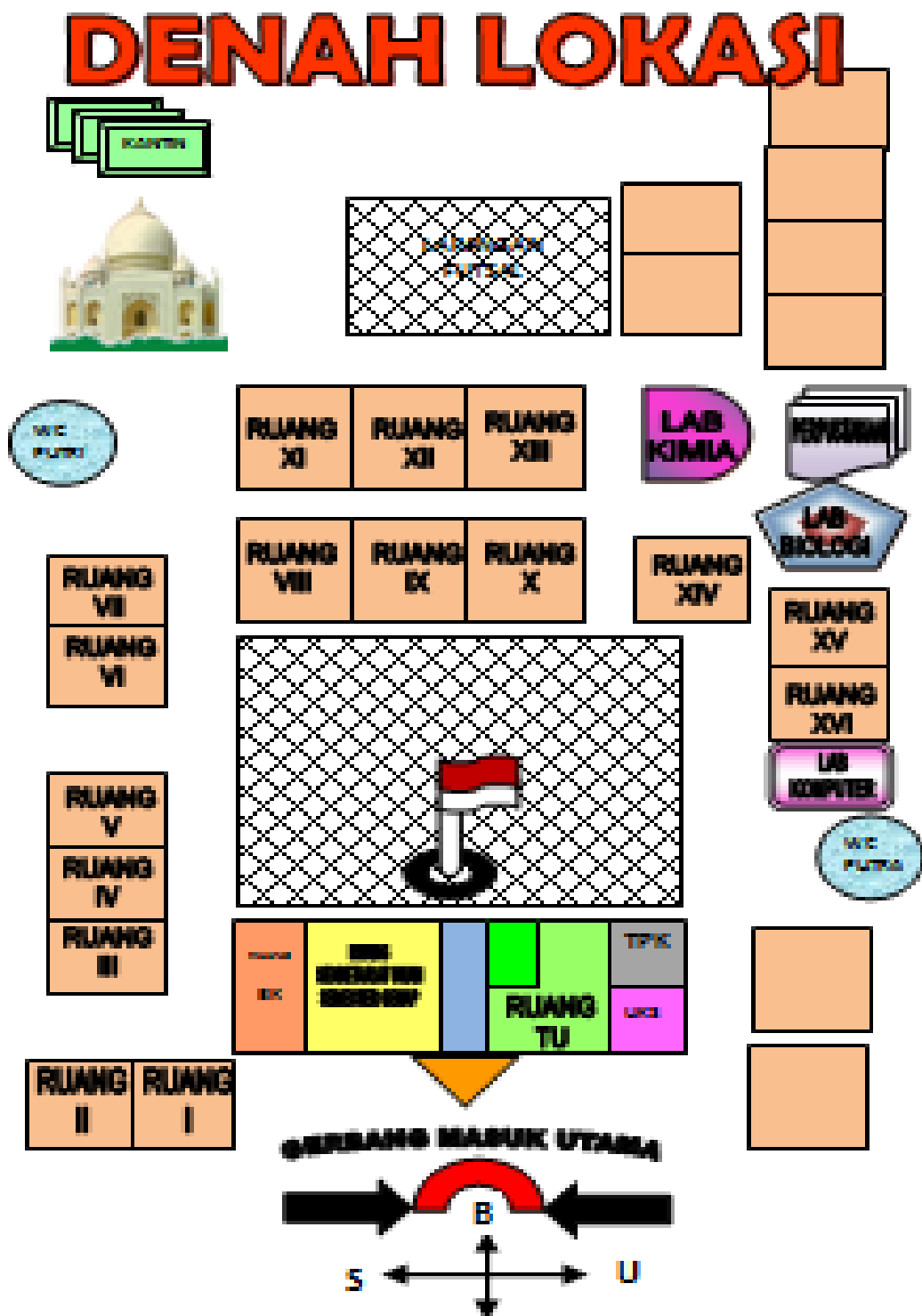
Figure 2

The Organization Structure of SMA N 5 Metro Lampung



h. Location Sketch of SMA N 5 Metro Lampung

Figure 3



2. Description of the Research

In this research, the researcher as an English teacher and Mrs. Yulistin, S.Pd as the collaborator conducted the researcher in three cycles and each cycle consist of planning, acting, observing and reflecting.

a. Cycle 1

Cycle 1 consist of planning, acting, observing and reflecting. The researcher conducted pre-test to know the students' skill in speaking performance before giving treatment and it used as the comparison score with post-test. The students were given test orally. After they finished the pre-test, the researcher asked them to performance one by one. The results of pre-test could be seen on the table below:

Table 9

The Pre Test Score of speaking performance

No	Name	PRETEST	Note
1	APANP	57,5	Incomplete
2	AIA	55	Incomplete
3	ATS	45	Incomplete
4	AL	37,5	Incomplete
5	AEL	46	Incomplete
6	AP	40	Incomplete
7	DA	57,5	Incomplete
8	DHP	-	Incomplete
9	DA	30	Incomplete
10	DPN	50	Incomplete
11	ESN	52,5	Incomplete
12	FP	50	Incomplete
13	F	60	Incomplete
14	FAF	45	Incomplete

15	HAD	-	-
16	IRS	75	Complete
17	IRN	52,5	Incomplete
18	LEM	67,5	Incomplete
19	MAPH	27,5	Incomplete
20	MNO	65	Incomplete
21	MG	55	Incomplete
22	MR	37,5	Incomplete
23	NPK	72,5	Complete
24	OS	70	Incomplete
25	QNA	57,5	Incomplete
26	RFAZ	35	Incomplete
27	RA	37,5	Incomplete
28	SA	45	Incomplete
29	TNF	45	Incomplete
30	WP	27,5	Incomplete
31	YIS	37,5	Incomplete
Total Score		1,463,5	
Average		50,46	
Highest Score		75	
Lowest Score		27,5	

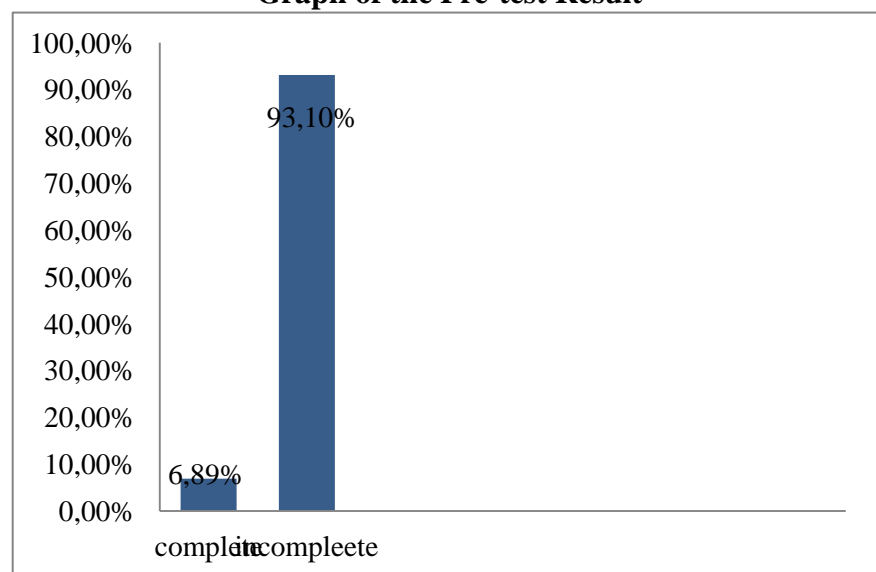
Based on the pre-test table, it can be inferred that all of the students got score < 72. Here are the students' mark of speaking performance, as follows:

Table 10
Students' Mark of speaking performance Pre-Test

No	Mark	Frequency	Percentage	Category
1	≥ 72	2	6,89%	Complete
2	< 72	27	93,10%	Incomplete
Total Students		29		

Based on the table above, it could be analyzed that there were 2 students (6,89%) who get a minimum score and 27 students (93,10%) who failed the pre test. The lowest score in pre-test was 27,5 and the highest score was 75. It means that the students did not fulfill the minimum score at SMA N 5 Metro Lampung and the students' pronunciation skill was low. Besides, from the result of pre-test the researcher got the average 50,46. Therefore, it was the reason why the researcher used small group work as a technique to increase the students' speaking performance.

Figure 4
Graph of the Pre-test Result



The following were the step of pre-test that did by the researcher:

1) Planning

The first meeting was done on Tuesday, November 14th, 2017. It was open by praying, greeting, checking attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher has taken the students' pre-test score.

Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media, the oral test, observation sheet that contains about list of students' names and activity, and evaluation for the second meeting.

2) Acting

The second meeting was treatment and the third meeting was post test I. The researcher conducted the treatment and post test I on November 16th, 2017. In this meeting, the researcher as an English teacher and Mrs. Yulistin S.Pd as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students. Afterwards, the researcher gave the material about speaking performance.

At the beginning of teaching learning process, the researcher asked the students about speaking performance and small group work. Some of the students knew about speaking performance and just a few students have known about small group work. Secondly, the researcher explained about speaking performance, the three rules of speaking performance. After that,

the researcher gave some small group work that had combined with theme.

Afterwards, the researcher explained about small group work. The students should practice the small group work. The researcher guided the students to be active and perform a small group work sentence. As long as the students perform, the researcher investigated the students' voice. In the end of meeting, the researcher gave feedback to the students of learning process. The researcher gave motivation and informed to the students about the activities in the next meeting.

After did the first treatment, the researcher gave post-test I to the students. Then, the researcher continued to give treatment again to the students, it was conducted May 21th, 2017. The post test was done to know how the students' speaking performance after giving treatment. Then, the researcher gave post test to the students for perform in front of class with group about the theme that teacher gave.

In the post-test I, only 10 students who got good mark, but the result of the students' was better than the students' test before giving treatment. In this session, the researcher got the result of the students' post test I in cycle I. The result can be seen, as follows:

Table 11
Post-Test 1 Score of speaking performance

No	Name	Post test 1	Note
1	APANP	72,5	Complete
2	AIA	72,5	Complete
3	ATS	57,5	Incomplete
4	AL	52,5	Incomplete
5	AEL	50	Incomplete
6	AP	-	-
7	DA	72	Complete
8	DHP	47,5	Incomplete
9	DA	47,5	Incomplete
10	DPN	-	-
11	ESN	-	-
12	FP	60	Incomplete
13	F	72,5	Complete
14	FAF	52,5	Incomplete
15	HAD	45	Incomplete
16	IRS	80	Complete
17	IRN	67,5	Incomplete
18	LEM	75	Complete
19	MAPH	40	Incomplete
20	MNO	75	Complete
21	MG	67,5	Incomplete
22	MR	47,5	Incomplete
23	NPK	82,5	Complete
24	OS	77,5	Complete
25	QNA	72,5	Complete
26	RFAZ	42,5	Incomplete
27	RA	47,5	Incomplete
28	SA	57,5	Incomplete
29	TNF	60	Incomplete
30	WP	42,5	Incomplete
31	YIS	52,5	Incomplete
Total Score		1689,5	
Average		60,33	
Highest Score		82,5	
Lowest Score		40	

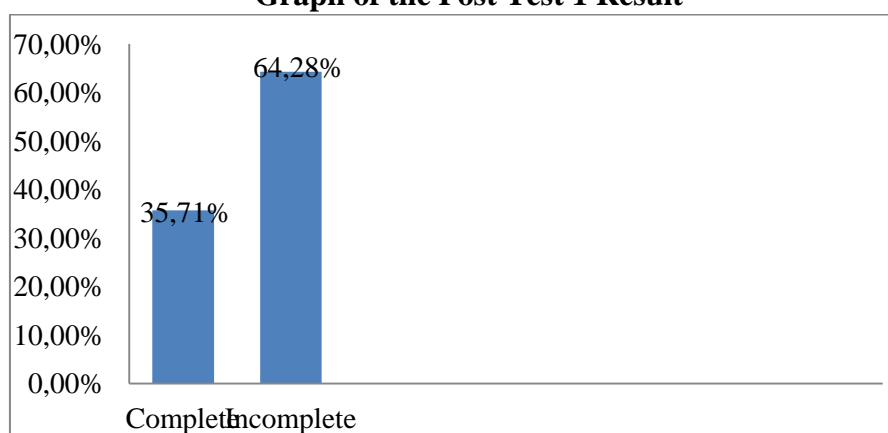
Based on the table above, there were 10 students got ≥ 72 and 18 students got < 72 . The following were the table of students' score mark of post-test I:

Table 12
Students' Mark of Post-Test 1 of speaking performance

No	Mark	Frequency	Percentage	Category
1	≥ 72	10	35,71%	Complete
2	< 72	18	64,28%	incomplete
Total Students		28		

From the table above, it could be analyzed that the students' average score was 60,33. The highest score was 82,5 and the lowest score was 40. Based on the minimum mastery criterion (KKM), there were 10 on post test-test I or got score 72. It mean that in cycle I the students' achievement could improve enough, but it was not successful yet.

Figure 5
Graph of the Post Test 1 Result



3) Observing

In observing of the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about speaking performance rule and trained them by using small group work as a technique.

In learning process, there were four measurement used and mentioned to know the students' activity. Every student who has active in learning process gave a tick in observation sheet. Then, the students were not active in learning process, let the observation sheet empty.

It could be seen on appendix. The indicators of the students' activities were:

- a) The students pay attention of the teacher explanation
- b) The students ask/answer the question from the teacher
- c) The students active in practicing speaking performance.
- d) The students understand the small group work rule.

The result of the students' learning activities could be seen, as follows:

Table 13
The students' Activities in Cycle 1

No	Students activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	21	72,41 %
2	The students ask/answer the question from the teacher	19	65,51 %
3	The students active in practicing speaking	14	48,27 %

	performance		
4	The students understand the small group work rule	13	44,82 %
	Total Students	29	

The table showed that not all the students' active in learning process. There were 21 students (72,41 %) who gave attention to the teacher explanation, 19 students (65,51%) who understood the materials, 14 students (48,27%) active practicing speaking performance, and 13 students (44,82%) were understood the rule of small group work.

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum mastery criteria (KKM). It could be seen from the result of pre-test and post test I score. However, most of the students' score had improved although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were some problems that found, as follows:

- a) There were some students that shown unenthusiastic to the teacher's explanation
- b) Some students did not ask and answer the teacher's questions

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

- a) The teacher gave more motivation to the students in order to study harder and made the learning process more attractive
- b) The teacher gave more detail explanation and questions after explaining the materials to control the students’.

Furthermore, the result of the learning result of cycle I before and after doing the treatment could be analyzed in the following table:

Table 14
Students’ score at Pre-Test and Post-Test I of speaking performance

No	Name	pretest score	Post test 1	Increasing	Increasing percentage	Explanation
1	APANP	57,5	72,5	15	26,08	Increased
2	AIA	55	72,5	17,5	31,81	Increased
3	ATS	45	57,5	12,5	27,77	Increased
4	AL	37,5	52,5	15	40	Increased
5	AEL	46	50	4	8,69	Increased
6	AP	40	-	-	0,00	Constant
7	DA	57,5	72	14,5	25,21	Increased
8	DHP	-	47,5	0	0,00	Constant
9	DA	30	47,5	17,5	58,33	Increased
10	DPN	50	-	-	0,00	Constant
11	ESN	52,5	-	-	0,00	Constant
12	FP	50	60	10	20	Increased
13	F	60	72,5	12,5	25	Increased
14	FAF	45	52,5	7,5	16,66	Increased
15	HAD	-	45	-	0,00	Increased
16	IRS	75	80	5	6,66	Increased
17	IRN	52,5	67,5	15	28,57	Increased
18	LEM	67,5	75	7,5	11,11	Increased
19	MAPH	27,5	40	12,5	45,45	Increased
20	MNO	65	75	10	15,38	Increased
21	MG	55	67,5	12,5	22,72	Increased

22	MR	37,5	47,5	10	26,66	Increased
23	NPK	72,5	82,5	10	13,79	Increased
24	OS	70	77,5	7,5	10,71	Increased
25	QNA	57,5	72,5	15	25,08	Increased
26	RFAZ	35	42,5	7,5	21,42	Increased
27	RA	37,5	47,5	10	26,66	Increased
28	SA	45	57,5	12,5	27,77	Increased
29	TNF	45	60	15	33,33	Increased
30	WP	27,5	42,5	15	54,54	Increased
31	YIS	37,5	52,5	15	40	Increased
Total		1,463,5	1689,5	306	9.330,43	
Average		50,46	60,33	11,33	34,55	

In this research, pre test and post-test I had done individually. It was aimed to know the ability of the students' speaking performance before and after the treatment. From the result of pre-test and post test I, we knew that there was an increasing from the students' result score. It could be seen from the average in pre-test was 50,26 and post-test I was 60,33. Although there was an increase of the students' achievement, cycle I was not successful yet because only 10 students (35,71%) who passed in post test I. It can be concluded that cycle I was not successful yet because the indicator of successful was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

b. Cycle II

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

1) Planning

Based on observation and reflection in cycle I, it showed that cycle I was not successfully yet. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle I arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, answer sheet, observation sheet and the test for post-test II.

2) Acting

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings, namely; treatment and post-test II.

The treatment in cycle II was conducted on November 23th, 2017. It was started by greeting and asking the students' condition. The researcher as a teacher explained the material about the speaking performance. The teacher asked to the students to mention about example of theme, the rule of

speaking performance and small group work. The teacher practiced the speaking in a conversation by small group with the students. In the end of the meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to listen the native speaker in order to increase their skill in pronunciation, speaking, and listening.

After giving the treatment in cycle I and cycle II, the researcher conducted post-test II on November 23th, 2017. It was same type with the cycle I. After the students finished the test, the researcher analyzed the recording of students' oral test. The result of post-test II could be seen on the table below:

Table 15
Post Test II Score of speaking performance

No	Name	Post test II	Note
1	APANP	80	Compete
2	AIA	80	Compete
3	ATS	72,5	Compete
4	AL	-	Incomplete
5	AEL	67,5	Incomplete
6	AP	67,5	-
7	DA	75	Compete
8	DHP	57,5	Incomplete
9	DA	80	Compete
10	DPN	57,5	-
11	ESN	55	-
12	FP	75	Compete
13	F	82,5	Compete
14	FAF	72,5	Compete
15	HAD	60	Incomplete
16	IRS	85	Compete
17	IRN	75	Compete

18	LEM	82,5	Compete
19	MAPH	-	-
20	MNO	85	Compete
21	MG	72,5	Compete
22	MR	57,5	Incomplete
23	NPK	87,5	Compete
24	OS	82,5	Compete
25	QNA	80	Compete
26	RFAZ	55	Incomplete
27	RA	67,5	Incomplete
28	SA	70	Incomplete
29	TNF	70	Incomplete
30	WP	57,5	Incomplete
31	YIS	65	Incomplete
Total Score		2,075	
Average		7155	
Highest Score		87,5	
Lowest Score		55	

Based on the table below, there was 16 students got ≥ 72 and 13 students got < 72 . The following were the table of students' score mark of post-test II:

Table 16

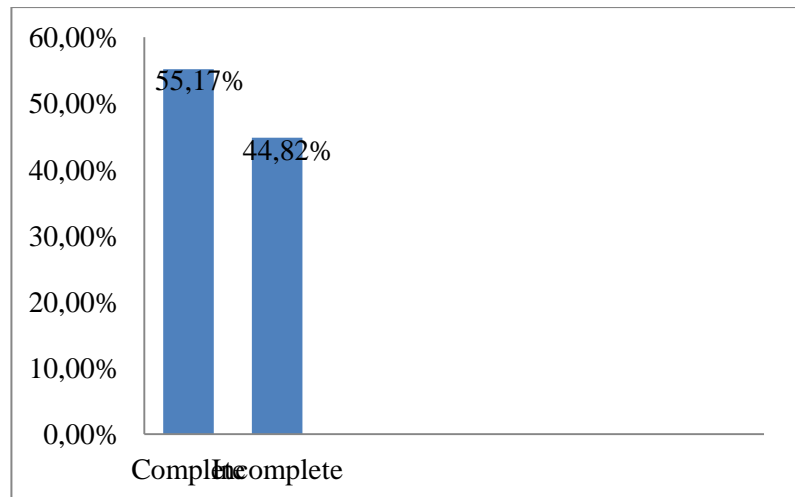
Students' Mark of Post-Test II of Pronunciation Skill

No	Mark	Frequency	Percentage	Category
1	≥ 72	16	55,17 %	Coomplete
2	< 72	13	44,82%	Incomplete
Total Students		29		

Based on the table above, it could be seen that the students' average score in post test II was 71,55. The highest score was 87,5 and the lowest score was 55. Most of students could increase

speaking performance. It mean that in cycle II the students' could increase enough, but it was not successful yet.

Figure 6
Graph of the Result of Post Test II



3) Observing

In this step, the researcher presented the material by using small group work as a technique. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was not successful yet. The result score of students' learning activities observation, as follows:

Table 17
The students' Activities in Cycle II

No	Students activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	24	85,71%

2	The students ask/answer the question from the teacher	23	82,14 %
3	The students active in practicing speaking performance	25	89,28 %
4	The students understand the small group work rule	20	71,42 %
	Total Students	28	

The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were pay attention of teacher's explanation was 85,71%, the students ask/answer the question from the teacher was 82,14%, the students active in practicing speaking performance was 89,28% and the last the students understand the small group work rule was 71,42%. Based on the result above, the researcher indicated that learning process in cycle II was increase enough, but not successful yet, because the students' activity was not got percentage $\geq 72\%$.

Based on the result of the research in cycle II, it could be inferred that cycle II was not successful yet. The researcher felt not satisfied yet about the result of the research. There were 16 of students passed the examination. It means the students' speaking performance had increase enough, but not successful .

From the result above, the researcher concluded that this research was not successful yet, and would be continued in the next cycle. The students score on speaking performance from post-test I to post-test II could be seen on the table below:

Table 18
Students' Score at Post-Test I and Post-Test II of speaking
performance

No	Name	Post-test I score	Post-test II score	Increasing	Increasing percentage	Explanation
1	APANP	72,5	80	7,5	10,34	Increased
2	AIA	72,5	80	7,5	10,34	Increased
3	ATS	57,5	72,5	15	26,08	Increased
4	AL	52,5	-	0	0,00	Constant
5	AEL	50	67,5	17,5	35	Increased
6	AP	-	67,5	0	0,00	Constant
7	DA	72	75	3	4,16	Increased
8	DHP	47,5	57,5	10	21,05	Increased
9	DA	47,5	62,5	15	31,57	Increased
10	DPN	-	57,5	0	0,00	Increased
11	ESN	-	55	0	0,00	Increased
12	FP	60	75	15	25	Increased
13	F	72,5	82,5	10	13,79	Increased
14	FAF	52,5	72,5	20	38,09	Increased
15	HAD	45	60	15	33,33	Increased
16	IRS	80	85	5	6,25	Increased
17	IRN	67,5	75	7,5	11,11	Increased
18	LEM	75	82,5	7,5	10	Increased
19	MAPH	40	-	0	0,00	Increased
20	MNO	75	85	10	13,33	Increased
21	MG	67,5	72,5	5	7,40	Increased
22	MR	47,5	57,5	10	21,05	Increased
23	NPK	82,5	87,5	5	6,06	Increased
24	OS	77,5	82,5	5	6,45	Increased
25	QNA	72,5	80	7,5	10,34	Increased
26	RFAZ	42,5	55	12,5	29,41	Increased
27	RA	47,5	67,5	20	42,10	Increased
28	SA	57,5	70	12,5	21,73	Increased
29	TNF	60	70	10	16,66	Increased
30	WP	42,5	57,5	15	35,29	Increased
31	YIS	52,5	65	12,5	23,80	Increased
Total		1689,5	2,035	280,5	510,18	

Average	60,33	72,67	10,38	18,89	
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Based on the result above, it could be inferred that small group work as a technique could increase the students' speaking performance because there was increased from average in post-test I was 60,33 became 71,55 in post-test II. In the cycle II, most of the students could develop their speaking performance. It means that cycle II was increase enough, but not successful yet. Therefore, the researcher concluded that the research was not successful yet because the indicator of successful had be not achieved in this cycle. It means that it would be continued to the next cycle.

Based on the result of students' activities in cycle I and cycle II, the researcher indicated that learning process in cycle II was not successful. This table was to describe the comparison of the students' activities in cycle I and cycle II.

Table 19
The Table of Students' Activities in Cycle I and Cycle II

No	Students activities	Cycle I		Cycle II	
		F	Percentage	F	Percentage
1	The students pay attention of the teacher explanation	21	68 %	24	85,71%
2	The students ask/answer the question from the teacher	19	61,3 %	23	82,14%
3	The students active in	14	45 %	25	89,28%

	practicing speaking performance				
4	The students understand the small group work rule	13	41,93 %	20	71,42%

Based on the result of the students activities in cycle I and cycle II was increase. Pay attention of the teacher explanation from 68% became 85,71%, the students ask/answer question from 61,3% became 82,14%, the students active in practicing speaking performance from 45% became 89,28% and the students understand the small group work rule became 41,93% became 71,42%.

c. Cycle III

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

1) Planning

Based on observation and reflection in cycle II, it showed that cycle II was not successfully yet. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle II arranged the planning for continuing in cycle III. The researcher prepared the lesson plan, material, media, answer sheet, observation sheet and the test for post-test III.

2) Acting

The description of the teaching and learning process of cycle III was not different from the previous cycle II. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings, namely; treatment and post test.

The treatment in cycle III was conducted on January 5th, 2018. It was started by greeting and asking the students' condition. The researcher as a teacher explained the material about the speaking performance. The teacher asked to the students to mention about example of theme, the rule of speaking performance and small group work. The teacher practiced the speaking in a conversation by small group with the students. In the end of the meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to listen the native speaker in order to increase their skill in pronunciation, speaking, and listening.

After giving the treatment in cycle II and cycle III, the researcher conducted post-test III on January 9th, 2017. It was same type with the cycle II. After the students finished the test, the researcher analyzed the recording of students' oral test. The result of post-test III could be seen on the table below:

Table 20

Post Test III Score of speaking performance

No	Name	Post test III	Note
1	APANP	85	Compete
2	AIA	82,5	Compete
3	ATS	80	Compete
4	AL	62,5	Incomplete
5	AEL	-	-
6	AP	72,5	Compete
7	DA	80	Compete
8	DHP	67,5	Incomplete
9	DA	72,5	Compete
10	DPN	62,5	Incomplete
11	ESN	60	Incomplete
12	FP	82,5	Compete
13	F	87,5	Compete
14	FAF	80	Compete
15	HAD	67,5	Incomplete
16	IRS	90	Compete
17	IRN	80	Compete
18	LEM	87,5	Compete
19	MAPH	-	-
20	MNO	87,5	Compete
21	MG	80	Compete
22	MR	62,5	Incomplete
23	NPK	90	Compete
24	OS	87,5	Compete
25	QNA	85	Compete
26	RFAZ	-	-
27	RA	72,5	Complete
28	SA	75	Incomplete
29	TNF	72,5	Incomplete
30	WP	-	-
31	YIS	72,5	Incomplete
Total Score		2085	
Average		77,22	
Highest Score		90	
Lowest Score		60	

Based on the table below, there was 21 students got ≥ 72 and 6 students got < 72 . The following were the table of students' score mark of post-test II:

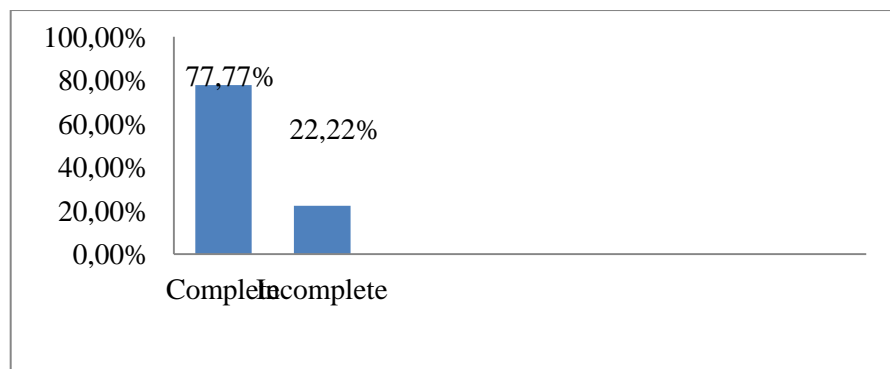
Table 21

Students' Mark of Post-Test III of Speaking Performance

No	Mark	Frequency	Percentage	Category
1	≥ 72	21	77,77 %	Coomplete
2	< 72	6	22,22%	Incomplete
Total Students		27		

Based on the table above, it could be seen that the students' average score in post test III was 77,22. The highest score was 90 and the lowest score was 60. Most of students could increase speaking performance. It mean that in cycle III was successful.

Figure 7
Graph of the Result of Post Test II



3) Observing

In this step, the researcher presented the material by using small group work as a technique. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle III, the researcher indicated that learning process in cycle III was successful. The result score of students' learning activities observation, as follows:

Table 22
The students' Activities in Cycle III

No	Students activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	25	92,59%
2	The students ask/answer the question from the teacher	24	88,88 %
3	The students active in practicing speaking performance	26	96,29 %
4	The students understand the small group work rule	22	81,48 %
	Total Students	28	

The table above showed that the students' activity in cycle III was increase. The students' activity that had high percentage were pay attention of teacher's explanation was 92,59%, the students ask/answer the question from the teacher was 88,88 %, the students active in practicing speaking performance was 96,29% and the last the students understand the

small group work rule was 81,48%. Based on the result above, the researcher indicated that learning process in cycle III was successful because the students' activity got percentage $\geq 72\%$.

Based on the result of the research in cycle III, it could be inferred that cycle III was successful. The researcher felt satisfied about the result of the research. There were $>72\%$ of students passed the examination. It means the students' speaking performance had increase.

From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle. The students score on speaking performance from post-test II to post-test III could be seen on the table below:

Table 23
Students' Score at Post-Test II and Post-Test III of speaking performance

No	Name	Post-test II score	Post-test III score	Increasing	Increasing percentage	Explanation
1	APAN P	80	85	5	6,25	Increased
2	AIA	80	82,5	2,5	3,12	Increased
3	ATS	72,5	80	7,5	10,34	Increased
4	AL	-	62,5	-	-	Constant
5	AEL	67,5	-	-	-	Constant
6	AP	67,5	72,5	5	7,4	Increased
7	DA	75	80	5	6,67	Increased
8	DHP	57,5	67,5	10	17,3	Increased
9	DA	80	72,5	10	16	Increased

10	DPN	57,5	62,5	5	8,7	Increased
11	ESN	55	60	5	9,10	Increased
12	FP	75	82,5	7,5	10	Increased
13	F	82,5	87,5	5	6,7	Increased
14	FAF	72,5	80	7,5	10,34	Increased
15	HAD	60	67,5	7,5	12,5	Increased
16	IRS	85	90	5	5,9	Increased
17	IRN	75	80	5	6,7	Increased
18	LEM	82,5	87,5	5	6,1	Increased
19	MAPH	-	-	-	-	-
20	MNO	85	87,5	2,5	3	Increased
21	MG	72,5	80	7,5	10,34	Increased
22	MR	57,5	62,5	5	8,7	Increased
23	NPK	87,5	90	2,5	2,85	Increased
24	OS	82,5	87,5	5	6,06	Increased
25	QNA	80	85	5	6,25	Increased
26	RFAZ	55	-	-	-	Constant
27	RA	67,5	72,5	5	7,5	Increased
28	SA	70	75	5	7,14	Increased
29	TNF	70	72,5	2,5	3,58	Increased
30	WP	57,5	-	-	-	Constant
31	YIS	65	72,5	7,5	11,53	Increased
Total		2,075	2085	145	210,07	
Average		71,55	77,22	5,38	7,79	

Based on the result above, it could be inferred that small group work as a technique could increase the students' speaking performance because there was increased from average in post-test II was 71,55 became in post-test III 77,22. In the cycle III, most of the students could develop their speaking performance. It means that cycle III was successful. Therefore, the researcher concluded that the research was successful because the indicator of successful

had been reached in this cycle. It means that it would be stop in this cycle.

Based on the result of students' activities in cycle II and cycle II, the researcher indicated that learning process in cycle III was successful. This table was to describe the comparison of the students' activities in cycle II and cycle III.

Table 24
The Table of Students' Activities in Cycle II and Cycle III

No	Students activities	Cycle II		Cycle III	
		F	Percentage	F	Percentage
1	The students pay attention of the teacher explanation	24	85,71%	25	92,59%
2	The students ask/answer the question from the teacher	23	82,14%	24	88,88%
3	The students active in practicing speaking performance	25	89,28 %	26	96,29%
4	The students understand the small group work rule	20	71,42%	22	81,48%

Based on the result of the students activities in cycle II and cycle III was increase. Pay attention of the teacher explanation from 85,71% became 92,59%, the students ask/answer question from 82,14% became 88,88%, the students active in practicing speaking performance from 89,28% became 96,29% and the students understand the small group work rule became 71,42% became 81,48 %.

B. INTERPRETATION

1. Cycle I

In this research, a researcher gave the students pre-test individually for the purpose to investigate the students' speaking skill before giving a treatment. In the pre-test, there were 2 students (6,89%) who get a minimum score and 27 students (93,10%) who failed the pre test. Furthermore, the lowest score in pre-test was 27,5 and the highest score was 75.

After did the pre-test, the researcher gave the treatment to the students in cycle I. The treatment was conducted by teaching the students using small group work as a technique. Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test I.

Afterwards, by analyzing the result of the post-test I, the researcher concluded that there were 10 students (35,71%) students passed the post-test I. The lowest score was 40, the highest score was 82,5 and the average score was 60,33.

From the result of students' score in pre-test and post-test I, there was an increase from the students' result score. It could be seen from the average score in pre-test was 50,26 and post-test I was 60,33. Although there was an increase of students' achievement, cycle I was not successful yet because only 10 students (35,17%) who passed in post-test I. It means that in cycle I, the students' achievement could

increase enough but it was not successful because the indicator of successful was not reached yet.

2. Cycle II

After analyzing the students' score in the post-test of cycle I, the researcher had to conduct the next cycle because only 10 students (35,71%) passed the test and got the score ≥ 72 .

In the next cycle, the researcher gave the treatment then post-test II. Furthermore, the researcher analyzed the result of post-test II and inferred that there were 16 students (55,17 %) complete the test because they got score ≥ 72 . In this post test, the lowest score was 55, the highest score was 87,5, and the average score was 71,55.

From the result of the students' score from post-test II, it could be concluded that there were increase score. The increase score could be seen on the average score. The average score in the post-test I and post-test II were 50,46 and 71,68. In the pre-test, post-test I and post-test II, the total students who got the score ≥ 72 were 2, 10 and 16 students. Because the achievement of students had increased enough and the indicator of successful was not reached, the research was not successful yet and could be continued in cycle III.

3. Cycle III

After analyzing the students' score in the post-test of cycle II, the researcher had to conduct the next cycle because only 16 students (71,55%) passed the test and got the score ≥ 72 .

In the next cycle, the researcher gave the treatment then post-test III. Furthermore, the researcher analyzed the result of post-test III and inferred that there were 21 students (77,22 %) complete the test because they got score ≥ 72 . In this post test, the lowest score was 60, the highest score was 90, and the average score was 77,22.

From the result of the students' score from post-test III, it could be concluded that there were increase score. The increase score could be seen on the average score. The average score in the post-test I, post-test II and post-test III were 60,33, 71,55 and 77,22. In the pre-test, post-test I, post-test II and post-test III, the total students who got the score ≥ 72 were 2, 10, 16 and 21 students. Because the achievement of students had increased enough and the indicator of successful was reached, the research was successful and could be stopped in cycle III.

4. Students' Score in Pre-test, Post-test Cycle I, and Post-test Cycle II

Table 25

**The comparison of students' score of Pre-test, Post-test Cycle I,
Post-test Cycle II and Post-test Cycle III**

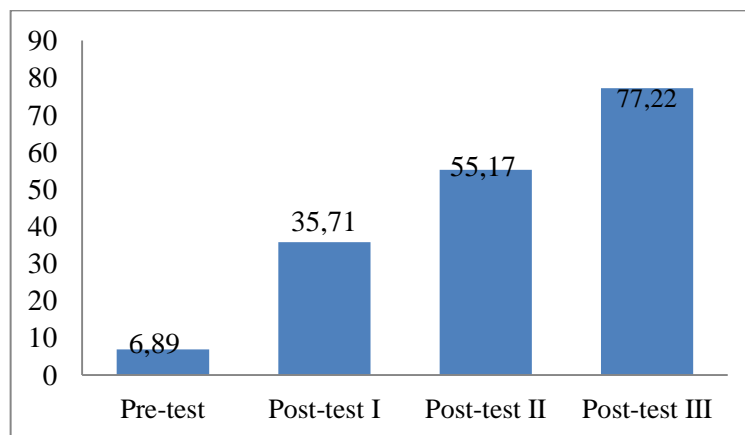
No	Name	Pre-test	Post-test I	Post-test II	Post-test III
1	APANP	57,5	72,5	80	85
2	AIA	55	72,5	80	82,5
3	ATS	45	57,5	72,5	80
4	AL	37,5	52,5	-	62,5
5	AEL	46	50	67,5	-
6	AP	40	-	67,5	72,5
7	DA	57,5	72	75	80
8	DHP	-	47,5	57,5	67,5
9	DA	30	47,5	80	72,5
10	DPN	50	-	57,5	62,5
11	ESN	52,5	-	55	60
12	FP	50	60	75	82,5
13	F	60	72,5	82,5	87,5
14	FAF	45	52,5	72,5	80
15	HAD	-	45	60	67,5
16	IRS	75	80	85	90
17	IRN	52,5	67,5	75	80
18	LEM	67,5	75	82,5	87,5
19	MAPH	27,5	40	-	-
20	MNO	65	75	85	87,5
21	MG	55	67,5	72,5	80
22	MR	37,5	47,5	57,5	62,5
23	NPK	72,5	82,5	87,5	90

24	OS	70	77,5	82,5	87,5
25	QNA	57,5	72,5	80	85
26	RFAZ	35	42,5	55	-
27	RA	37,5	47,5	67,5	72,5
28	SA	45	57,5	70	75
29	TNF	45	60	70	72,5
30	WP	27,5	42,5	57,5	-
31	YIS	37,5	52,5	65	72,5
Total Score		1,463,5	1689,5	2,075	2085
Average		50,26	60,33	71,55	77,22

Based on the result of pre-test, post-test I, post-test II and post-test III, it was know that there was a positive significant increase of the students' score. It could be seen from the average 50,26 of pre-test. In post-test I the average was 60,33 and average in the post-test II became 71,55, then in the post-test III became 77,22. Therefore, the researcher concluded that the research was successful because the indicator of successful in this research had been achieved. The researcher showed the graph of the result of pre-test, post-test I, post-test II and post-test III, as follows:

Figure 7

**Graph of the Result of Pre-test, Post-test I, post-test II and
Post-test III**



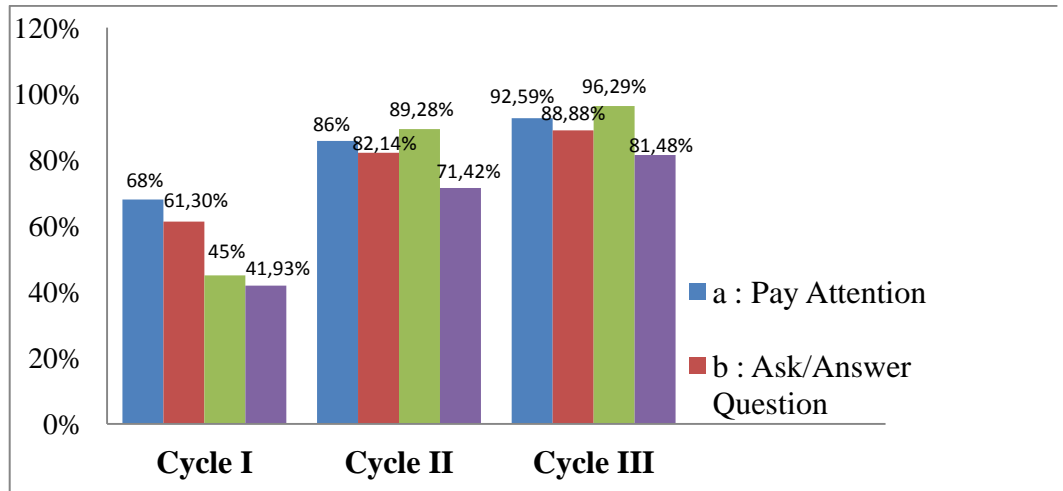
Based on the graph above, it can be inferred that using small group work as a technique could increase the students' speaking performance. It is supported by increasing score of the students from pre-test to post-test I and from post-test I, post-test II to post-test III.

5. The Result of Students' Learning Activities in Cycle I, Cycle II and Cycle III The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table increase of its, as follows:

Table 26**The table of Students' Activities in Cycle I, and Cycle II**

N o	Students activities	Cycle I		Cycle II		Increas ing	Cycle III		Increas ing
		F	Perce ntage	F	Percen tage		F	Percent age	
1	The students pay attention of the teacher explanation	21	68%	24	85,71%	17,00%	25	92,59%	6,88%
2	The students ask/answer the question from the teacher	19	61,3 %	23	82,14%	20,84%	24	88,88%	6,74%
3	The students active in practicing simple past verb pronunciation	14	45%	25	89,28%	44,28%	26	96,29%	7,01%
4	The students understand the Ed-ending verb rule	13	41,93 %	20	71,42%	29,49%	22	81,48%	10,06

Figure 8
Graph of Students' Result of Learning Activities in Cycle I and Cycle II



Based on the data had gotten, it can be explained as follows:

a. Pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to next meeting was increase.

b. The students ask/answer questions

The students who understood the material from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the questions to the students; they were brave to answer although not all the questions could be answered well.

c. The students active in practicing speaking performance.

The students active in practicing speaking performance were increased. It could be seen on the cycle I, cycle II and cycle III.

d. The students understand the small group work rule

The students understand the small group work rules were increased. It can be seen on the cycle I, cycle II and cycle III.

Based on the data above, it can be concluded that the students felt comfortable and active with the learning process because most of the students shown good increase in learning activities when teachers used small group work to train the students' speaking performance in cycle I, cycle II and cycle III.

C. DISCUSSION

In teaching speaking in the Senior High School especially in students of Science major Class in the State Senior High School 5 Metro Lampung, based on pre-survey there were some problem, such as some students' difficulties to perform speak English because of their accent and their environment. The researcher choose small group work as technique to increase the students' speaking performance.

Based on the explanation of cycle I, cycle II and cycle III, it could be inferred that the use of small group work could increased the students' speaking performance. There was a progress average score from pre-test was 50,26, post-test I was 60,33 become 71, 55 in post-test II and become 77,22 in the post-test III. We could be seen that there was an increase on the average score and total of the students who passed the test from pre-test, post-test I, cycle II and post-test III.

In increasing the students' speaking performance, the researcher used small group work as a technique to train the students' perform and made the students more active in speaking also interested in learning speaking and listening. The students' score increased because the students'

had trained with small group work as a technique. Small group work contained a work together, phrase or sentence in order to train the students' work group so that the students' speaking performance could increased after trained small group work continuously.

Moreover, the researcher used a small group work which contained of introducing others theme and the other theme in order to increase the students' speaking performance. The researcher distributed a piece of paper to the students which contained of some small group. The researcher practiced the speaking in small group then the students practice with a group. This activity was did until the end of the meeting. After did the cycle I, cycle II and cycle III the students' speaking performance increased because the researcher used small group work as a technique.

CHAPTER V

CONCLUSION AND SUGGESTION

The aim of this chapter is to describe the conclusion from the research. In this chapter the researcher would like to suggest the teacher in teaching speaking and the technique which can used in teaching speaking.

A. Conclusion

Based on research finding and interpretation, the researcher would like point out the conclusions, as follows:

Based on the explanation of cycle I, cycle II and cycle III, it could be inferred that the use of small group could increase the students' speaking performance. There was a progress average score from pre-test was 50,26, post-test I was 60,33 become 71,55 in post-test II and become 77,22 in the pos-test III We could be seen that there was an increased on the average score and total of the students who passed the test from pre-test, post-test I, post-test II and post-test III.

In increasing the students' speaking performance, the researcher used small group work as a technique to train the students' speaking and made the students more active in performance also interested in learning speaking and listening. The students' score increase because the students' had trained with small group work as a technique. Small group work contained a similar word, phrase or sentence in order to train the students' work group so that the students' speaking performance could increased after trained small group work continuously.

Moreover, the researcher used a small group work which contained introducing others theme in order to increase the students' speaking performance. The researcher distributed a piece of paper to the students which contained of some theme. The researcher practiced the theme small group then the students practice with group. This activity was did until the end of the meeting. After did the cycle III the students' speaking performance increased because the researcher used small group work as a technique.

B. Suggestion

Based on the result of the research, the researcher would like to gave some suggestions, as follows:

1. The students are expected to be more active in learning English therefore the students can understand and comprehend the material which teacher has given and increase their knowledge especially in speaking so that the students' speaking performance and listening ability will increase.
2. It would be better for the English teacher to use small group work as a technique to train the students' speaking performance and use to decrease the students' anxiety before the students do speaking performance because the benefit of the small group work can increase the students' speaking performance.
3. The Headmaster is suggested to support the English Learning process by preparing the facilitation and instrument completely.

4. The English teacher is supposed to give more motivation to the students in order to the students can be more excite in English learning since many students regard that English is difficult subject to learn. Based on the observation of the class, the students will be more active after the teacher gave motivation and positive stimulus to the students that English is not difficult subject.

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INSTRUMENT PRE TEST OF SPEAKING PERFORMANCE

- A. In the Pre Test, the researcher gives the topic of “Introducing Others” to perform.

DIRECTION:

- Students are given the topic of “Introducing Others” by the teacher
- The students ask to understand the topic.
- The students ask to work together in the group.
- Students are asked to perform about there a “Introducing Others” in front of class.

SPEAKING PERFORMANCE OBSERVATION GUIDANCE

Aspect	Category	Indication
Fluency	4(excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech
	2(adequate)	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
	1(bad)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4(excellent)	Occasional errors of pronunciation in few inconsistencies of rhythm, intonation and pronunciation but comprehension are not impeded.
	3(good)	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2(fair)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1(bad)	Words are unintelligible.
Vocabulary	4(excellent)	Effective use of vocabulary for the task with little inappropriacies.
	3(good)	For the most part, effective use of vocabulary for the task of some examples of inappropriate.
	2(fair)	Limited use of vocabulary with frequent inappropriacies.
	1(bad)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4(excellent)	Very few grammatical errors.

	3(good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2(fair)	Speech is broken and distorted by frequent errors.
	1(bad)	Unable to construct comprehensible sentences.
Interactional Strategies	4(excellent)	Interacts effectively and readily participates and follows the discussion.
	3(good)	Use of interactive strategies is generally adequate but at times experience some difficulties in maintaining interaction consistently.
	2(fair)	Use of ineffective. Can seldom develop an interaction.
	1 (bad)	Unable to interact with another partner. ³⁶

³⁶ David P.Haris.*Testing English as a Second Language*. (New Delhi : India Offset Press1974), p.84

SMALL GROUP WORK OBSERVATION GUIDANCE

Band	Indicator		
	Active	Express Idea	Leadership
1 (bad)	The student cannot participate in the group	The student cannot express his idea, just silent	The student cannot lead himself to speak
2 (good)	The student active enough, he gives his idea to the group	The student can express his idea in two sentences	The student can lead himself to speak good enough
3 (good enough)	The student active in building the idea	The student expresses his idea well	The student can lead himself to speak well
4	The student active to	The student give the good idea in	The student can lead him self to speak loudly and confidently

(very good)	arrange the conversation	the group	
5 (excellent)	The student totally active in developing the topic	The student can express his idea fully in the group	The student can control his emotion,the student can speak confidently,fluently and laudlly

SPEAKING OBSERVATION GUIDANCE

In this research, the researcher uses observation to know the condition of students in learning process. The researcher observes the students' speaking skill based on the analytical of speaking score where it include fluency, pronunciation Vocabulary, Grammatical accuracy, Interactional Strategi of speaking. The researcher also uses the analytical of small group work in order to know the students' speaking skill. The researcher uses the students' observation activity to investigate the students' participation and progress while teaching-learning process and practicing the material.

Three points above will help the researcher to observe the students pronunciation skill. From that point the researcher will know the weakness of the students in speaking performance.

OBSERVATION GUIDANCE

In this research, the researcher uses observation to know the condition of students in learning process. In order to know the teacher's teaching-learning activity, the researcher used the teacher's observation sheet to investigate the teacher's explanation and teacher's participation in using small group work to train the students' students performance.

This points above will help the researcher to observe the students speaking performance. From that point the researcher will know the weakness of the students' performance.

TEST GUIDANCE

In this research, the researcher uses oral test to know the condition of students in learning process. The researcher investigates the students' speaking skill based on individual performance. The researcher interviews one by one of the student. The students should speaking performance some sentence which contains is suitable with theme.

This oral test will help the researcher to observe the students speaking performance. From that point the researcher will know the weakness of the students in speaking performance.

DOCUMENTATION GUIDANCE

In this research, the researcher uses documentation to know the condition of students in learning process. The researcher takes the documentation of the school, the class and the students. The researcher used the documentation method to get detail information about history of the school, the sum of the teacher, employers, students and organization structure at eleventh grader of SMA N 5 Metro, Lampung in the academic year 2017/2018. Here were the list of the documentation:

- g. Documentation about historical background of SMA N 5 Metro Lampung.
- h. Documentation about structural organization of SMA N 5 Metro Lampung.
- i. Documentation about facilities of SMA N 5 Metro Lampung.
- j. Documentation about sketch of location SMA N 5 Metro Lampung.
- k. Documentation about condition of the teachers and official employees of SMA N 5 Metro Lampung.
- l. Documentation about students of SMA N 5 Metro Lampung.

PICTURES

The researcher explains the material to the students about speaking performance



The researcher explains the small group work



The researcher and students practice small group work



The researcher and students practice small group work



The researcher and students practice small group work



The researcher and students practice small group work



The researcher tested and recorded the students individually in group



The researcher tested and recorded the students individually in group



The researcher tested and recorded the students individually in group



The researcher tested and recorded the students individually in group



The researcher explain the small group work in post test III



The students group work together and the teacher guide them



The researcher tested and recorded the students' group



The researcher tested and recorded the students group



Bahasa Inggris Umum

Satuan Pendidikan : SMA/MA
Kelas : X (Sepuluh)
Kompetensi Inti :

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran
3.1	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)	<ul style="list-style-type: none">• Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru• Struktur Teks<ul style="list-style-type: none">- Memulai- Menanggapi (diharapkan/di luar dugaan)• Unsur Kebahasaan<ul style="list-style-type: none">- Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan- Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>)	<ul style="list-style-type: none">- Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar- Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada- Menanyakan hal-hal yang tidak diketahui atau yang berbeda.- Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal.- Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya
4.1	Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessive <i>my, your, his, dsb.</i> - Kata tanya <i>Who? Which? How? Dst.</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan memberikan ucapan selamat dan memuji bersayap 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai
4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>(<i>extended</i>), dan menanggapi</p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI 	<p>situasi lain yang serupa</p> <ul style="list-style-type: none"> - 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
<p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menyatakan rencana, menyarankan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan atau di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. 	<ul style="list-style-type: none"> - Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual (gambar, video) - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya - Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan - Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.
<p>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajar.
<p>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</p>	<ul style="list-style-type: none"> • Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain
<p>4.4 Teks deskriptif</p> <p>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</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana,</p>	<ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti <i>quite</i>, <i>very</i>, <i>extremely</i>, <i>dst.</i> - Kalimat deklaratif dan interogatif 	<ul style="list-style-type: none"> - 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 bersejarah setempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>dalam tense yang benar</p> <ul style="list-style-type: none"> - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 	<p>pembaca (siswa lain, guru) yang datang membacanya</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajar.
<p>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</p> <p>4.5 Teks pemberitahuan (announcement)</p> <p>4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)</p> <p>4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah • Struktur Teks <ul style="list-style-type: none"> - Istilah khusus terkait dengan jenis pemberituannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain - Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
(announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia <i>Layout</i> dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik. 	
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang 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 <i>simple past tense</i> vs <i>present perfect tense</i>)</p> <p>4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interrogative dalam <i>simple past tense</i>, <i>present perfect tense</i>. - Adverbial dengan <i>since</i>, <i>ago</i>, <i>now</i>; klausa dan adverbial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya 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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>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</p>	<p><i>those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI 	<p>dengan menerapkan kedua tense tersebut</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajar
<p>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</p>	<ul style="list-style-type: none"> • Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan • Struktur Teks Dapat mencakup: 	<ul style="list-style-type: none"> - Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan tekanan kata yang benar, dan bertanya jawab tentang isi teks
<p>4.7 Teks recount – peristiwa bersejarah</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</p> <p>4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi</p>	<ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb. 	<ul style="list-style-type: none"> - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> - Adverbia dan frasa preposisional penunjuk waktu - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 	<p>dengan pembaca (siswa lain, guru) yang datang membacanya</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajar.
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat-kalimat dalam <i>simple past tense, past continuous</i>, dan lainnya yang relevan - Kosakata: terkait karakter, watak, 	<ul style="list-style-type: none"> - Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya - Didikatkan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar.
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<p>dan setting dalam legenda</p> <ul style="list-style-type: none"> - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI 	
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p> <p>4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya

LESSON PLAN

School	: SMA N 5 Metro
Subject	: English
Grade	: X
Title	: My Idol
Cycle/Meeting	: I/I
Time Allocation	: 1 X 45 Minutes

Standard of competence

The students are expected to be able to perform speaking

Basic Competence

Understanding and perform speaking in the small group work

Indicator

Students can speaking performance in the small group work.

Learning Aim

1. Doing a practicing small group work.
2. Identify the rule of small group work.

Learning Material

Studying and speaking performance with small group work as a technique to train the students' speaking

Teaching Method

Teacher's Direct Feedback

Teaching Planning

1. Pre-activities
 - a. The teacher is entering the classroom
 - b. Greeting the students by saying salaam “Assalamualaikum wr.wb” and the students are required to answer the salaam by saying “Wa’alaikum salaam wr.wb”.
2. Core activities
 - a. The teacher distributes a paper of small group work.
 - b. The teacher explains the material small group work. to know how to describe thing.
 - c. The teacher explains about what is small group work.and how to practice small group work.
 - d. The teacher practices small group work.which is combined with speaking performance.
 - e. The teacher asks the students to perform speaking.
 - f. The teacher gives the theme to the students on the whiteboard then the students write the conversation with a group,after it perform the theme with the other students in the group,it will be continued and take turned between students and teacher until the end of time.
3. End activities
 - a. The teacher repeats the three rules of small group work.
 - b. Closing the meeting

Source

English Teacher’s book the title BAHASA INGGRIS for grade X senior high school (SMA/MA)

Mark Doel & Timothy B. Kelly, *Groups & Group Work* ,New York: Palgrave Macmillan,2014.

Kate Joye, "Practical Speaking", <https://www.teachingenglish.org.uk>

Assesment

Technique : spoken by doing an oral test

Metro, November 2017

Guru Mata Pelajaran

Mahasiswa

Yulistin, S.Pd
NIP.19770702 200312 2 011

Umi Solekhah

13108667

Kepala sekolah

SMA N 5 Metro

Drs. Suparni, S.Pd, M.Pd

NIP. 19640608 198903 1 014

LESSON PLAN

School	: SMA N 5 Metro
Subject	: English
Grade	: XI
Title	: Menyarankan
Cycle/Meeting	: I/II
Time Allocation	: 1 X 45 Minutes

Standard of competence

The students are expected to be able to perform speaking.

Basic Competence

Understanding and pronouncing the ed-ending past verb in common words which rarely found in the narrative

Indicator

Students can perform speaking in the small group work.

Learning Aim

1. Doing a practicing speaking performance.
2. Identify the rule of speaking performance.

Learning Material

Studying and perform speaking with small group work. as a media to train the students' speaking.

Teaching Method

Teacher's Direct Feedback

Teaching Planning

1. Pre-activities
 - a. The teacher is entering the classroom
 - b. Greeting the students by saying salaam “Assalamualaikum wr.wb” and the students are required to answer the salaam by saying “Walaikum salaam wr.wb”.
2. Core activities
 - a. The teacher distributes a paper of small group work.
 - b. The teacher explains the material small group work. to know how to describe thing.
 - c. The teacher explains about what is small group work.and how to practice small group work.
 - d. The teacher practices small group work.which is combined with speaking.
 - e. The teacher asks the students to perform speaking.
 - f. The teacher gives the theme to the students on the whiteboard then the students write the conversation with a group,after it perform the theme with the other students in the group,it will be continued and take turned between students and teacher until the end of time.
3. End activities
 - a. The teacher repeats the three rules of speaking performance.
 - b. Closing the meeting.

Source

English Teacher’s book the title BAHASA INGGRIS for grade X senior high school (SMA/MA)

Mark Doel & Timothy B. Kelly, *Groups & Group Work* ,New York: Palgrave Macmillan,2014.

Kate Joye, "Practical Speaking", <https://www.teachingenglish.org.uk>

Assesment

Technique : spoken by doing an oral test

Metro, Mei 2017

Guru Mata Pelajaran

Mahasiswa

Yulistin, S.Pd

NIP.19770702 200312 2 011

Umi Solekhah

13108667

Kepala sekolah

SMA N 5 Metro

Suparni, S.Pd, M.Pd

NIP. 19640608 198903 1 014

LESSON PLAN

School	: SMA N 5 Metro
Subject	: English
Grade	: X
Title	: My Idol
Cycle/Meeting	: I/I
Time Allocation	: 1 X 45 Minutes

Standard of competence

The students are expected to be able to perform speaking

Basic Competence

Understanding and perform speaking in the small group work

Indicator

Students can speaking performance in the small group work.

Learning Aim

3. Doing a practicing small group work.
4. Identify the rule of small group work.

Learning Material

Studying and speaking performance with small group work as a technique to train the students' speaking

Teaching Method

Teacher's Direct Feedback

Teaching Planning

4. Pre-activities
 - c. The teacher is entering the classroom
 - d. Greeting the students by saying salaam “Assalamualaikum wr.wb” and the students are required to answer the salaam by saying “Wa’alaikum salaam wr.wb”.
5. Core activities
 - g. The teacher distributes a paper of small group work.
 - h. The teacher explains the material small group work. to know how to describe thing.
 - i. The teacher explains about what is small group work.and how to practice small group work.
 - j. The teacher practices small group work.which is combined with speaking performance.
 - k. The teacher asks the students to perform speaking.
 - l. The teacher gives the theme to the students on the whiteboard then the students write the conversation with a group,after it perform the theme with the other students in the group,it will be continued and take turned between students and teacher until the end of time.
6. End activities
 - c. The teacher repeats the three rules of small group work.
 - d. Closing the meeting

Source

English Teacher’s book the title BAHASA INGGRIS for grade X senior high school (SMA/MA)

Mark Doel & Timothy B. Kelly, *Groups & Group Work* ,New York: Palgrave Macmillan,2014.

Kate Joye, "Practical Speaking", <https://www.teachingenglish.org.uk>

Assesment

Technique : spoken by doing an oral test

Metro, January 2018

Guru Mata Pelajaran

Mahasiswa

Yulistin, S.Pd
NIP.19770702 200312 2 011

Umi Solekhah

13108667

Kepala sekolah

SMA N 5 Metro

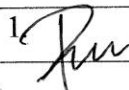
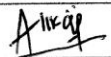



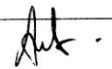













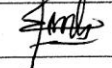

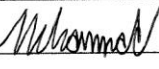

Drs. Suparni, S.Pd, M.Pd


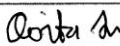






NIP. 19640608 198903 1 014

ATTENDANCE LIST OF POST TEST II

Class : X IPA IV

Date : Tuesday, 28 November 2017

NO.	NAME	SIGNATURE
1	Ajeng Puspa Ayu Nadia Putri	1. 
2	Alika Indri Agustina	2. 
3	Amanda Tiara Putri	3. 
4	Anggita Larasati	4. 
5	Antika Eka Lestari	5. 
6	Ayunika Prasetiana	6. 
7	Della Ariyanti	7. 
8	Desti Harti Prastiani	8. 
9	Diky Ardiansyah	9. 
10	Dwi Prastia Ningrum	10. 
11	Endah Setio Ningrum	11. 
12	Faradilla pitaloka	12. 
13	Felina	13. 
14	Fransisco Alrevo Ferdinan	14. 
15	Hasna Desta Anggraini	15. 
16	Ilham Riski Saputra	16. 
17	Isna Rizki Nabila	17. 
18	Laila Elfani Maghfiroh	18. 
19	M. Agung Putra Haidir	19. 
20	Maharani Nur Octavia	20. 
21	Montella Giraldi	21. 
22	Muhammad Rosyid	22. 
23	Nanda Putri Karizki	23. 

24	Oryza Sativa	24. 
25	Qonita Nabillah Ananda	25. 
26	Rama Fadhila Al Zikri	26. 
27	Rivano Alamsyah	27. 
28	Sekar Ayuni	28. 
29	Trias Novita Fridayana	29. 
30	Wanda Pangestu	30. 
31	Yuli Indah Saputri	31. 

SPEAKING PERFORMANCE OBSERVATION SHEET

PRE TEST

Day/Date : 14 November 2017 Meeting : 1
 Class : X IPA 4 Cycle : 1

No	Name	Fluency				Pronunciation				Vocabulary				Grammatical				Interactional				Total Score	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
1	APANP		✓					✓				✓				✓			✓			12	60
2	AIA		✓				✓				✓					✓			✓			10	50
3	ATS	✓					✓						✓				✓					10	50
4	AL	✓					✓				✓					✓						8	40
5	AEL	✓						✓				✓				✓						13	65
6	AP			✓				✓			✓				✓							9	45
7	DA	✓						✓					✓		✓				✓			13	65
8	DHP																						
9	DA		✓				✓				✓					✓						7	35
10	DPN			✓				✓				✓			✓							12	60
11	ESN				✓							✓			✓							13	65
12	FP	✓						✓			✓						✓					10	50

$$\text{Total Score} = \frac{(\text{Fluency}) + (\text{Pronunciation}) + (\text{Vocabulary}) + (\text{grammatical accuracy}) + (\text{interactional strategies})}{2} \times 10 = 100$$

English Teacher



Yulistin, S.Pd

NIP.19770702 200312 2 011

Metro, November 2017

Researcher



Umi Solekhah

St. ID 13108667

TEACHER OBSERVATION SHEET ACTIVITY

No	Indicator/ Aspect Observed	Look into					Score indicator
		1	2	3	4	5	
	Pre learning						
1.	Preparing student to learn					✓	5
2.	Apperceptions activity				✓		4
	Core activity of learning						
3.	Master the learning material					✓	5
4.	Associate the material with the relevant knowledge in the life					✓	5
5.	Explain material suitable hierarchy systematically studied and the characteristic of students				✓		4
6.	Good and correct language, speak clearly and fluently and out of loud			✓			3
7.	Approaches, strategies, appropriate model material					✓	5
8.	Learning competencies in accordance				✓		4
9.	Learning involves the active participation of students				✓		4
10.	Shows an open attitude towards the students respond					✓	5
11.	Mastering the class				✓		4
12.	Skills provide reinforcement					✓	5
13.	Skills to motivate				✓		4
14.	Skills to initiate discussion in group / individual					✓	5
15.	Questioning skill			✓			3
16.	Skills using media and learning resources				✓		4
17.	Monitor the progress of students' learning process					✓	5
	Closure						
18.	Attract the attention of the students				✓		4
19.	Reviewing and concluding the important part				✓		4
20.	Encourage the student to master the material and absorb the lessons recently shown.					✓	5
	Total score						87
	Criteria						Excellent.

Scoring :

Criterion :

1	= Bad
2	= Enough
3	= Good
4	= Very Good
5	= Excellent

Assessment Criteria :

81 – 100	= Excellent	= A
71 – 80	= Very Good	= B
61 – 70	= Good	= C
51 – 60	= Enough	= D
41 – 50	= Bad	= E

English Teacher



Yulistin, S.Pd

NIP.19770702 200312 2 011

Metro, November 2017

Researcher



Umi Solekhah

St. ID 13108667

OBSERVATION SHEET

THE STUDENTS' ACTIVITY

Day/date : 14 November Meeting : 11
 Class : X IPA 4 Cycle : I

NO	NAME	THE STUDENTS' ACTIVITY				Score
		a	b	c	d	
1	Ajeng Puspa Ayu Nadia Putri	✓		✓	✓	8
2	Alika Indri Agustina	✓	✓			3
3	Amanda Tiara Syafitri	✓				1
4	Aanggita Larasati		✓		✓	6
5	Antika Eka Lestari	✓				1
6	Ayunika Prasetiana		✓			2
7	Della Ariyanti	✓	✓		✓	7
8	Desti Harti Prastiastini		✓			2
9	Diki Ardiansyah	✓				1
10	Dwi Prastia Ningrum		✓			2
11	Endah Setio Ningrum	✓			✓	5
12	Faradilla Pitaloka		✓			2
13	Felina	✓	✓	✓	✓	10
14	Fransisco Alrevo Ferdinan		✓			2
15	Hasna Desta Anggraini	✓		✓		4
16	Ilham Rizki Saputra	✓	✓	✓	✓	10
17	Isna Rizki Nabilla	✓		✓		4
18	Laela Elfani Maghfiroh	✓	✓	✓	✓	10
19	M. Agung Putra Haidir	✓	✓			3
20	Maharani Nur Octavia	✓	✓	✓		6
21	Montella Giraldi	✓	✓	✓	✓	10
22	Muhammad Rosyid				✓	4
23	Nanda Putrid Karizki	✓	✓	✓	✓	10
24	Oryza Sativa	✓	✓	✓	✓	10
25	Qonta Nabillah Ananda	✓	✓	✓	✓	10
26	Rama Fadhila Al Zikri			✓		3
27	Rivano Alamsyah	✓				1
28	Sekar Ayuni		✓			2
29	Trias Novita Fridayana	✓		✓	✓	8
30	Wanda Pangestu		✓			2
31	Yuli Indah Saputri	✓		✓		4
	Total	✓				

	Percentage					
--	------------	--	--	--	--	--

NOTE :

- The students pay attention of the teacher explanation
- The students asked/answered the question from the teacher
- The students were active in practicing small group work
- The students performance their speaking topic

$$P = \frac{i}{n} \times 100\%$$

Notes : P = Mean Score

i = Indicator

n = Number of The Students

English Teacher



Yulistin, S.Pd

NIP.19770702 200312 2 011

Metro, November 2017

Researcher



Umi Solekhah

St. ID 13108667



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH**

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : Sti.06/JST/PP.00.9/1717/2016
Lamp : -
Hal : **IZIN PRA SURVEY**

Metro, 02 Agustus 2016

Kepada Yth.,
Kepala Sekolah SMAN 5 Metro
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Umi Solekhah
NPM : 13108667
Jurusan : Tarbiyah
Prodi : TBI
Judul : Using Small Group Work To Increase Speaking Performance
At Grader Of SMAN 5 Metro In the Academic Year Of
2016/2017

Untuk melakukan **PRA SURVEY** di SMAN 5 Metro.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya diaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan,



Dr. Hj. Akla, M.Pd
NIP. 19691008 200003 2005



**PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 5 KOTA METRO**



Jln. Wolter Monginsidi Kel. Hadimulyo Timur Kec. Metro Pusat Telp. (0725) 7851479
Website : <http://www.sman5mtr.blogspot.com> E-mail : sman5mtr@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor : 049.2/476 / V.01 / 05 / 2017

Menanggapi surat Ketua Jurusan Tarbiyah Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro Nomor : Sti.06/JST/PP.00.9/1716/2016 pada tanggal 02 Agustus 2016 dengan ini Kepala SMA Negeri 5 Metro menerangkan bahwa:

Nama : **Umi Solekhah**
NPM : 13108667
Jurusan : Tarbiyah
Prodi : TBI

Telah melaksanakan Pra Survey di SMA Negeri 5 Metro pada tanggal 15 November 2016 dalam rangka menyelesaikan Tugas Akhir / Skripsi dengan judul: "Using Small Group Work To Increase Speaking Performance At Grader Of SMAN 5 Metro In the Academic Year Of 2016/2017".

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

Metro, 20 April 2017
Kepala Sekolah



Drs. HANWAR PRIYO HANDOKO
NIP. 19630427 199103 1 001



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

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

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

Nomor : B-2301/In.28/D.1/TL.00/10/2017
Lampiran : -
Perihal : IZIN RESEARCH

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

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2300/In.28/D.1/TL.01/10/2017 tanggal 26 Oktober 2017 atas nama saudara:

Nama : UMI SOLEKHAH
NPM : 13108667
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut akan mengadakan research/survey di SMA NEGERI 5 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING SMALL GROUP WORK TO INCREASE STUDENTS SPEAKING PERFORMANCE AT THE TENTH GRADERS OF SMA NEGERI 5 METRO".

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

Wassalamu'alaikum Wr. Wb.





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

Jln. Wolter Monginsidi Kel. Hadimulyo Timur Kec. Metro Pusat Telp. (0725) 7851479
Website : <http://www.sman5mtr.blogspot.com> E-mail : sman5mtr@gmail.com



SURAT IZIN PENELITIAN

Nomor: *015.2 / 254* / V.01 / 05 / 2017

Menanggapi surat dari Wakil Dekan I Institut Agama Islam Negeri Metro Nomor: B-2300/In.28/D.1/TL.01/10/2017 pada tanggal 26 Oktober 2017 dengan ini Kepala SMA Negeri 5 Metro menerangkan bahwa:

Nama : **UMI SOLEKHAH**
NPM : 13108667
Jurusan : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)

Memberikan izin untuk melakukan observasi/survey di SMA Negeri 5 Metro dalam rangka menyelesaikan penulisan tugas akhir / skripsi dengan judul: "USING SMALL GROUP WORK TO INCREASE STUDENTS' SPEAKING PERFORMANCE AT THE TENTH GRADERS OF SMA NEGERI 5 METRO".

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

Metro, 14 November 2017

Kepala Sekolah

Kurikulum



GIDION GUNTORO, S.Kom

NIP. 19711031 201001 1 012



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

Jln. Wolter Monginsidi Kel. Hadimulyo Timur Kec. Metro Pusat Telp. (0725) 7851479
Website : <http://www.sman5mtl.blogspot.com> E-mail : sman5mtl@gmail.com



SURAT KETERANGAN PENELITIAN

Nomor : 041.2 / 2577 / V.01 / 05 / 2017

Menanggapi surat dari Wakil Dekan I Institut Agama Islam Negeri Metro Nomor: B-2300/In.28/D.1/TL.01/10/2017 pada tanggal 26 Oktober 2017 dengan ini Kepala SMA Negeri 5 Metro menerangkan bahwa:

Nama : **UMI SOLEKHAH**
NPM : 13108667
Jurusan : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)

Telah melaksanakan observasi/survey di SMA Negeri 5 Metro pada tanggal 14 November 2017 dalam rangka menyelesaikan Penulisan Tugas Akhir / Skripsi dengan judul: " USING SMALL GROUP WORK TO INCREASE STUDENTS' SPEAKING PERFORMANCE AT THE TENTH GRADERS OF SMA NEGERI 5 METRO".

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

Metro, 14 November 2017
Kepala Sekolah
Waka. Kurikulum

GIBSON GUNTORO, S.Kom
NIP. 19811031 201001 1 012





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

Jln. Wolter Monginsidi Kel. Hadimulyo Timur Kec. Metro Pusat Telp. (0725) 7851479
Website : <http://www.sman5mtr.blogspot.com> E-mail : sman5mtr@gmail.com



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SURAT KETERANGAN PENELITIAN

Nomor : 045.2 / 340 / V.01 / 05 / 2018

Menanggapi surat dari Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor: B-2301/In.28/D.1/TL.00/10/2017 pada tanggal 26 Oktober 2017 dengan ini Kepala SMA Negeri 5 Metro menerangkan bahwa:

Nama : **UMI SOLEKHAH**
NPM : 13108667
Jurusan : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)

Telah melaksanakan observasi/survey di SMA Negeri 5 Metro pada tanggal 5 Januari 2018 dan 9 Januari 2018 dalam rangka menyelesaikan Penulisan Tugas Akhir / Skripsi dengan judul: "USING SMALL GROUP WORK TO INCREASE STUDENTS' SPEAKING PERFORMANCE AT THE TENTH GRADERS OF SMA NEGERI 5 METRO".

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



Metro, 10 Januari 2018
Kepala Sekolah

SUPARNI, S.Pd. M.Pd.
NIP. 19640608 198903 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
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1338/In.28/S/OT.01/12/2017**

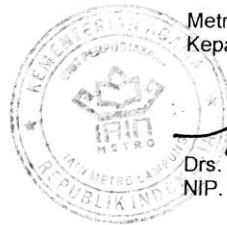
Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : UMI SOLEKHAH
NPM : 13108667
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

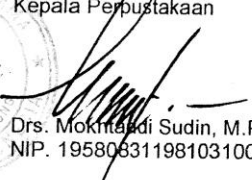
Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13108667.

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, 20 Desember 2017
Kepala Perpustakaan


Drs. Mokhammad Sudin, M.Pd.
NIP. 195806311981031001

SURAT KETERANGAN

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Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Umi Salekhah

NPM : 13108667

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris.

Angkatan : 2013

Telah menyerahkan buku berjudul Listening to Spoken English

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP.197506102008011014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Umi Solekhah

NPM : 13108667

Fakultas : Tarbiyah dan Ilmu Keguruan.

Jurusan : Tadris Bahasa Inggris

Angkatan : 2013

Telah menyerahkan buku berjudul Listening to Spoken English.

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP.197506102008011014



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id, website: www.stainmetro.ac.id

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

Nama : Umi Solekhah

Jurusan / Prodi : Tarbiyah / TBI

NPM : 13108667

Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jum'at 15/12/2017	✓		1. Rekaman Speaking 2. Table penilaian speaking 3. Tabel pengamatan Penerapan Small Group work.	
2.	04/01/2018	✓		Penelitian - be tuntas	
3.	12/01/2018	✓		Acc Memegang	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kuryani Utih, M.Pd.
NIP. 19620424 199903 2 001



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id, website: www.stainmetro.ac.id

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

Nama : Umi Solekhah

Jurusan / Prodi : Tarbiyah / TBI

NPM : 13108667

Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat 24/11 2017		✓	→ Cover → Bab I → Bab III	
2	Rabo 28/11 2017		✓	Cover Abstrak acknowledgment.	
3	Rabo 6/12 2017		✓	Chapter I Chapter III	
4	Jumat 8/12 2017		✓		

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

CURRICULUM VITAE



The name of the writer is Umi Solekhah. She was born in Bina Karya Putra, on June 23th, 1994. She is the first child of the happy family couple Mr. Ahmad Mustakim and Mrs. Siti Aisyah. She was enrolled her study at MI AL ISLAM on Bina Karya Putra Central Lampung 2001-2007.

Then she continued her study at MTS MA'ARIF 05, on Bumi Nabung Central Lampung 2007-2010. She continued her study at MA MA'ARIF 14, on Bumi Nabung Central Lampung 2010-2013.

After graduated, on 2013 she was registered as a S1 student of English Education Department program of State institute for Islamic Studies of Metro (IAIN Metro) until now.