

AN UNDERGRADUATE THESIS

**THE USE OF SMALL GROUP DISCUSSION STRATEGY
TO INCREASE STUDENTS' SPEAKING SKILL
OF THE TENTH GRADERS OF SMA TELADAN WAY JEPARA**

Written By:

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**Tarbiyah and Teacher Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) OF METRO
1443 H/ 2021 M**

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**THE USE OF SMALL GROUP DISCUSSION STRATEGY
TO INCREASE STUDENTS' SPEAKING SKILL
OF THE TENTH GRADERS OF SMA TELADAN WAY JEPARA**

Presented as a Partial Fulfillment of the Requirements
For The Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:
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APPROVAL PAGE

Assalaamu'alaikum Wr.Wb

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INCREASE STUDENTS SPEAKING SKILL OF THE TENTH
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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

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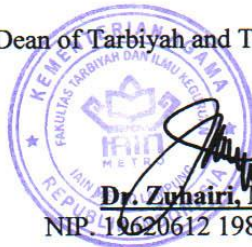
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**THE USE OF SMALL GROUP DISCUSSION STRATEGY
TO INCREASE STUDENTS' SPEAKING SKILL
OF THE TENTH GRADERS OF SMA TELADAN WAY JEPARA**

ABSTRACT

**By:
YULIANA EFRIANTI E.**

The aim of this research is to know whether students' speaking skill could be increased by using small group discussion strategy and also to know how the implementation of the strategy can increase it of the tenth graders of SMA Teladan Way Jepara.

This research used classroom action research (CAR). The CAR design used in this research is Kemmis and Mc Taggart's design. It consists of four phases; planning, acting, observing, and reflecting. This research was conducted in 2 cycles and every cycle consisted of 2 meetings. The researcher took the sample of research in the X IPS 2 class which consists of 30 students.

Based on the result and the discussion of this research, it can be said that the implementation of small group discussion strategy to increase speaking skill is successful because the criteria of success was achieved. It is proved by the percentage of score in pre-test and post-test. At the pre-test is 20%, at the post-test 1 is 27%, and at the post test 2 is 80%. The research conclusion there was a significant increase of small group discussion in speaking skill at the tenth graders of the SMA Teladan Way Jepara.

Keywords: (Speaking skill, Small Group Discussion, Classroom Action Research)

**PENGGUNAAN STRATEGI DISKUSI KELOMPOK KECIL
UNTUK MENINGKATKAN KEMAMPUAN BERBICARA SISWA
DI KELAS X SMA TELADAN WAY JEPARA**

ABSTRAK

**Oleh:
YULIANA EFRIANTI E.**

Penelitian ini bertujuan untuk mengetahui apakah kemampuan berbicara siswa dapat meningkat dengan menggunakan strategi diskusi kelompok kecil dan untuk mengetahui bagaimanakah penerapan dari teknik tersebut dalam meningkatkan kemampuan berbicara siswa pada kelas X di SMA Teladan Way Jepara.

Penelitian ini adalah penelitian tindakan kelas. Desain CAR yang digunakan dalam penelitian ini adalah desain oleh Kemmis dan Mc Taggart. Desain penelitian ini terdiri dari 4 fase yaitu, perencanaan, tindakan, pengamatan dan pengayaan. Penelitian ini dilakukan dalam 2 siklus, 1 siklus terdiri dari 2 pertemuan. Sampel dalam penelitian ini adalah kelas X IPS 2 dengan jumlah 30 siswa.

Berdasarkan hasil penelitian dan pembahasan, dalam penelitian ini menunjukkan bahwa penerapan strategi diskusi kelompok kecil dapat dikatakan berhasil dalam meningkatkan kemampuan berbicara siswa karena kriteria keberhasilan telah dicapai. Hal ini dibuktikan oleh persentase nilai dari pre-test dan post-test yang menunjukkan adanya peningkatan nilai. Persentase nilai dari pre-test adalah 20%, nilai dari post-test 1 adalah 27%, dan dari post-test 2 adalah 80%. Kesimpulan penelitian ini adalah terdapat peningkatan yang signifikan dengan digunakannya diskusi kelompok kecil sebagai strategi pada kemampuan berbicara siswa di kelas X IPS 2 SMA Teladan Way Jepara.

Kata kunci : (Strategi Diskusi Kelompok kecil, Keterampilan Berbicara, Penelitian Tindakan Kelas)

STATEMENT OF RESEARCH ORIGINALITY

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

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Menyatakan bahwa skripsi ini merupakan hasil penelitian penulis, kecuali bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

So verily, with the hardship, there is relief.

(Q.S Al-Insyirah : 5)

DEDICATION PAGE

I truly dedicate this undergraduate thesis to:

1. My lord Allah SWT, for giving me the strength to finish this study.
2. My beloved parents Mr. Efrizal and Mrs. Ririn Suharyanti who always support me powerful guidance in every problem until able to finish this script.
3. My beloved sister Azzahra Juliarti Efrizal and my beloved brother Muhammad Zikhri Alghazali who always gives me more cheerful life.
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In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. Finally the researcher can accomplish this proposal entitled “THE USE OF SMALL GROUP DISCUSSION STRATEGY TO INCREASE STUDENTS SPEAKING SKILL OF THE TENTH GRADERS OF SMA TELADAN WAY JEPARA”.

Regarding to the undergraduate thesis, the writer offers her big thank to Dr. Umi Yawisah, M.Hum as the sponsor and Trisna Dinillah Harya, M.Pd as the co-sponsor. May Allah SWT give them His better reward for their spending time to support and guide during the proposal writing process.

As human being, the researcher completely realized that this undergraduate thesis still has a plenty of weaknesses. The researcher does apologize for all mistakes she has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, October 28th, 2021

The researcher

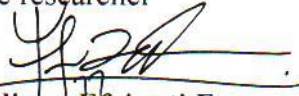

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17. Turnitin

CHAPTER I INTRODUCTION

A. Background of The Study

Language is the interesting in human life that is to help their communication for supporting everything their doing. Everybody uses language to express their idea or something which want to submit from their mind. In order to facilitate their effort to provide themselves with the necessities of life, human being have to cooperate with another, which can only be carried out in community.

Moreover, language is a unique human inheritance that played an important role in human's life, such as in thinking, communicating ideas, and negotiating with others. Language played an Important role in human's activities, because communicating without language was impossible and everything was explained through the used of different languages based on the need in order to be understood.

Furthermore, there are four skills in English that must be taught, namely: listening, speaking, reading, and writing . it is considering the language component such as vocabulary, fluency where English is taught for general purposes, these skills must be carefully integrated. Those skills are related to discussion; they cannot separate from each other. Beside that, speaking has an important role and one of the skills that must be mastered by students in learning English.

Speaking skill can help the students' have good reading, and listening. In the fact students' can not mastery in learning English, because they have problems in teaching and learning English. The students think that the learning English is difficult, because the meaning, spelling, and writing are not same. The students also have less motivation in learning English and low the speaking skill.

Many problems are found related to speaking skill. Such as, the student' have low vocabulary. They got low interest in learning process, the strategy which was used by teachers less interest, because the students fell afraid a new language. So, the teacher must use interesting strategy.

The researcher the use of small group discussion strategy to increase students' speaking skill in the senior high school because teaching in the senior high school different from teaching English in junior high school. The researcher have to grow their motivation up in order to be happy to study.

The use of small group discussion strategy to increase students' speaking skill can help the students' understand the condition in their around and can develop their ideas using group discussion strategy. By using small group discussion strategy the researcher assumes that the teaching learning process in the classroom can be interesting and enjoyable.

In teaching English, the teacher also has increase her teaching skill by group discussion. It is done because the teacher not use more strategy

in teaching speaking skill. Beside that, the condition of teaching learning in there is still done passive. Teacher only gave the students' explanation and gave the test. So the students' feel bored. It is caused the students' have not creativity and low motivation. By improving teacher's teaching skill, it is expected that the students' speaking in group discussion will increase.

Based on the pre-survey data that have been conducted on September 14th 2020, the writer found that most of the ten grade students of SMA Teladan Way Jepara have low in speaking skill. The member of the students' are 30 students. The students' still have difficulties in their speaking skill as describe before. It can be seen from the average score of the students' daily test that was less than 75. The data can be known as follow:

Table 1

**The pre-survey data of the Students' Speaking of the Tenth Grade
AT SMA Teladan Way Jepara**

No	Score	Category	Frequency	Percentage
1	≥ 75	Completed	3	20%
2	≤ 75	Uncompleted	27	80%
Total			30	100%

From the result above, it can be seen from 30 students' of one class, there were 27 got score that is below the specified standard that has

been set. Because the English teacher said that the criteria of minimum mastery (KKM) score from English subject at the school is 75. It means that they did not have good speaking skill.

Based on the explanation above, the writer tries to solve it by implementing the Group Discussion Strategy for teaching speaking skill of the tenth grade at SMA Teladan Way Jepara.

The writer assumes that by using Small Group Discussion Strategy in teaching speaking skill, it can help be the students' to increase vocabulary and their speaking skill. So that the students' will not get bored in learning structure and hopefully they can understand better.

B. Problem Identification

Based on the background above, the writer identified the identifications of problem as follows:

1. The students still have difficulties to speak up in English.
2. The students speaking skill are low.
3. The students get bored while learning.

C. Problem Limitation

Based on identification of problem above, the writer limited the research on the students' find difficulties in speak up in English.

D. Problem Formulation

Concerning with the background of the researcher above, the researcher formulates the problem as follows:

Can Group Discussion Strategy increase the students' speaking skill of the tenth grade of SMA Teladan Way Jepara?

E. Objectives and Benefits of the Study

1. Objective of the Research

Based on the formulation of the problem above, the objective of the researcher it as follows:

To know whether the Group Discussion strategy can increase the students' speaking skill of the tenth grade at SMA Teladan Way Jepara.

2. Benefits of the Research

a. For the Students

As the motivation for the students in learning English by providing with using Group Discussion in teaching speaking skill. They can increase their skill from the material given by the teacher.

b. For the English Teacher

As the information for the teachers about the importance of using Group Discussion Strategy in teaching learning process. By doing this classroom action research, the result of this research is hoped to able to increase the English teachers' in teaching learning process.

c. For the Headmaster

This researcher as an information and reference about the strategy on teaching English that can increase the students' achievement especially in speaking.

F. Prior Research

There are two prior researches that the writer took related to this study. The first research is conducted by Honang Adi Riyanto, entitled "Improving Speaking Skill Through Small Group Discussion (A Classroom Action Research for the Third Grade Students of Vocational Secondary School Pancasila Salatiga in the Academic Year 2015/2016)"¹ the research was done 22 August 2015. Based on the research result, it can be concluded that the research used the small group discussion in speaking skill and I will use the same technique.

The second is the research conducted by Linna Marngatun Muflikhah with the title "Improving Students' Speaking Skill Through Discussion In Grade XI Of SMA Muhammadiyah 5 Jaten"² the research was done on 2013. Based on the result, it can be concluded that the research used group discussion.

From the previous studies it can be explained that those studies have the same subject with mine, those are about the speaking ability and the small group discussion strategy. The differences is about the location.

¹ Honang Adi Riyanto, *Improving Speaking Skill Through Small Group Discussion* (salatiga:2015) p. 13

² Lina marngatun Muflikhah, *Improving Speaking Skill Through Discussion in Grade XI of SMA Muhammadiyah 5* (jaten:2013) p.8

The first research has been done in vocational secondary school Pancasila Salatiga, and the second one was done in SMA Muhammadiyah 5 Jaten. Whereas the writer conducted the research in SMA Teladan Way Jepara.

CHAPTER II THEORETICAL REVIEW

A. The Concept of Speaking Skill

1. The Definition of Speaking

Speaking is an active process to get information through spoken language. In other word it can be said that speaking an interactive process of constructing meaning the involves producing and receiving and processing information.

Etymologically, the word “speaking” in Oxford advanced learner’s dictionary is derived from the word ‘speak’ that can be defined as follows:

- a. To say words in order to express your thoughts, feelings and opinion to someone.
- b. To talk about a particular subject or person.
- c. To say words to express yourself in a particular way.³

Terminologically, speaking is the action of conveying information or expressing someone’s felling in speech. Speaking is describe as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence or ideas fluently.⁴

³ As Hornby, Oxford advanced Learner’s Dictionary, (New York: Oxford University Express, 1995), p.996

⁴ David Nunan, *Research Methods in Language Learning*, (Cambridge: Cambridge University Press), p. 23

Moreover, Nunan define 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.⁵ Its mean that speaking skill must be have everyone because its very important skill to use the language to share their ideas and information with the others. By use good language and good communication is can make easy for other people to understand.

Furthermore, Cameron said that speaking is the active use of language to express meanings so that other people can make sense of them.⁶ It is mean that to speak a foreign language, speaker must attention to precise details of language because is required to communication so that others people understanding about what speaker mean. Besides that a speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and exactly, and then organize the discourse so that the listener will understand.

2. The Characteristics of Speaking

H. Douglas Brown explains the characteristics of speaking there are 8 characteristics, as follows⁷:

⁵ David Nunan, Guralnik, *Language Teaching Methodology a Textbook for Teacher*, p. 39

⁶ Lyne Cameron, *Teaching Language To Young Learners*, (Edinburg: Cambridge University Press),p.40

⁷ H. Douglas Brown, *Teaching by Principles an interactive Approach to Language Pedagogy*, p.270

a. Clustering

Clustering is structured technique based on the same associative principles as brainstorming and listing. Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduce Forms

Contraction, elisions, reduced vowels, etc. All from special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

d. Performance Variables

One of advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate.

e. Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of Delivery

Another salient characteristic of fluency is rate delivery. One of your tasks in teaching spoken English is to help the learners achieve an acceptable speed along with attributes of fluency.

g. Stress, rhythm, intonation

This is the most important characteristics of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. interactions

As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiations.

3. The Purpose of Speaking

The purpose of speaking can be either interactional or transactional. Apparently, there are some differences between the spoken language used in both interactional and transactional discourse.

According to Richard the purpose of speaking language being used primarily for a transactional, purpose are: news broadcast, narrations, descriptions and instructions.⁸

B. The Concept of Small Group Discussion

1. The Definition of Small Group Discussion

A simple and effective strategy of involving students is know as small group discussion. According to Baker, small group itself is three are more people interacting face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group.⁹

Small group discussion allow presenters to announce a topic or idea for group discussion among participants. A small group discussion follow democratic guidelines and allows everyone to contribute many ideas for other to discuss and reflect upon. Discussion allow on interchange of ideas within the contex of group under the direction of a presenter.

Small group discussion strategy more effectively applied because students can directly communicative with other members.¹⁰ In addition, the small group discussion strategy students can share information and experiences in solving a problem. Students can more

⁸ Jack Richards, *The Language Teaching Matrix*, (Cambridge: Cambridge University Press), p. 54-55

⁹ George Brown, Medeliene Atkins *Effective Teaching in Higher Education* (London and New York: Methuen & Co, Ltd, 1988), p. 29

¹⁰ Ari Christiani Mintohari, *Implementation small group discussion method in cooperative learning* (2014), p.3

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

Based on explanation above, it can be concluded that Group discussion is a teaching strategy where the students work in group to solve the problem through discussions process.

2. Advantages and Disadvantages of Using Small Group Discussion

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

- a. Advantages of using Small Group Discussion
 - 1) All participants in the group can participate.
 - 2) It is a good way to get participants interested in a topic.
 - 3) Participants may more easily understand another participants explanation than a presenter explanation.
 - 4) The presenter can identify participants who needed assistance.
 - 5) The presenter can identify individual opinions about the topic.
 - 6) It help the participants see relationship among ideas or concept related to the topic at hand.

b. Disadvantages of Small Group Discussion

- 1) It is time-consuming. Requires a fairly long time, which is sometimes not as planned like widespread discussion of the topic.
- 2) Some participants in the group may do all the talking.
- 3) It involves less presenter involvement than other method.
- 4) The discussion can easily get off track.

3. The Teacher Role in Using Small Group Discussion

in accordance with the meaning of teaching, namely creating an atmosphere that develops initiative and responsibility for student learning, the teacher's attitude should be:

- a. Open and listen students opinion
- b. Accustom students to listen when the teacher or other students speak
- c. Respect differences of opinion
- d. Tolerate wrong and encourage to correct
- e. Foster students' self-confidence
- f. Provide feedback on student work
- g. Not too quick to help students
- h. Not stingy to praise and appreciate
- i. Do not laugh at the opinions or work of the students, even if they are of poor quality

- j. Encourage students not to be afraid of mistakes and dare to take risks.¹¹

4. Procedure Using Small Group Discussion

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

- a. Introduction

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

- b. Directing the discussion

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

¹¹ Nur Wahyuning Sulistyowati, *Implementation Small Group Discussion and Collaborative Learning*, (2016) p. 175

c. Summarizing the discussion

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

Based on the explanation above, it can be concluded procedure of small group discussion concluded in three phase, starting from introduction, directing the discussion and summarizing the discussion.

C. Action Hypothesis

Based on the frame of theory, the researcher formulates the action hypothesis as follows: The use of small group discussion strategy can increase the students speaking skill of the tenth grade of SMA Teladan Way Jepara.

CHAPTER III RESEARCH METHOD

A. Variable and Operational Definition of Variables

1. Variables of Research

The object in this research include two variables, namely the independent variables and dependent variable. Independent is the variable which selected, manipulated and measure by the researcher. The independent variable in this study is the Group Discussion Strategy which be applied to increase students` speaking skill.

The dependent variable of this research is speaking skill as one of the four of language skills that has to be mastered by the students` in order to be able to understand the main idea for speak.

2. Operational Definition of Variable

Operational definition is the definition which based on characteristic of the things that be defined and it can be observed. Meanwhile, a variable can be defined as an attribute of a person or of an object which “varies” from person to person or from object to object. Based on the question above, the definition of operational variables as following:

a. Independent Variable (X)

Independent variable is the variable which selected, manipulated, and measured by the writer. Independent variable of this research is the use of Group Discussion as a strategy which can be defined as tool to help students` speaking skill and their learning activity. This variable measured by observation. To observe this variable the writer use observation sheet. The indicator of this variable are:

- 1) The students` pay attention on of the teacher explanation
- 2) The students ask/answer the question from the teacher
- 3) The students able do the task
- 4) The students active in teaching and learning process

b. Dependent Variable (Y)

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

- 1) The students are able to express their ideas for speak up in English
- 2) The students are be able have a good confidence to speak up in English

B. Research Location

The researcher will do this research in SMA Teladan Way Jepara . it was located in Jln. Pramuka Labuhan Ratu Satu, kecamatan Way Jepara Kabupaten Lampung Timur. Telp (0725641354) Email: smateladanwjepara@yahoo.co.id

C. Subject and Object of Study

The subject of this research was the tenth grade students of SMA Teladan Way Jepara. There are five classes and classroom action research is choosing class X IPS 2 which consist 30 students. As the subject the researcher chooses this class, because it has the lowest English ability, especially speaking skill. They also have low interest in English learning. In conducting the research, the researcher collaborated with the real English teacher of SMA Teladan Way Jepara Mrs. Yuyun Yuliana, S.Pd as a collaborator.

The object of this study is the use of small group discussion strategy to increase students` speaking skill of the tenth grade at SMA Teladan Way Jepara.

D. Action Plan

The research method used in this study is classroom action research (CAR). According to Singh, action research is a research method which is aimed for improving and modifying the working system of a classroom in the school in institution.¹² Meanwhile, Cresswell assumed that action research provides the opportunity for educators or teachers to reflect their own practices¹³. From quotation above, it can be inferred that action research emphasizes on the reflection improvement teaching and learning process in the classroom.

In other word, Ary, et.al, states that action research in practical tools to solve the problem experienced by people in their professional lives¹⁴. Jean also assumed that action research is a name given particular way of researching your own learning¹⁵. It mean that action research is a practical way of looking for at your practice in order to check whether it is a you feel it should be.

From some definitions above can be inferred that classroom action research is a systematic process of identify problem in learning and teaching process to solve the problem by develop the strategy and used the

¹² Yogesh Kumar Singh, *Fundamental of research methodology and statistic*, (New Delhi:New age International Publisher, 2006), p.261

¹³ John Creswell Educational Research : *Planning, Constructing and evaluating Qualitative and Quantitative Research* (Boston:Pearson Education,2012),p.557

¹⁴ Donal Ary, et.al, *Introduction to Research in Education*, (Belmont: cengage Learning, 2010),p.516

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

appropriate way in learning and teaching process in the class. Basically action action research consist of four aspect as follows:

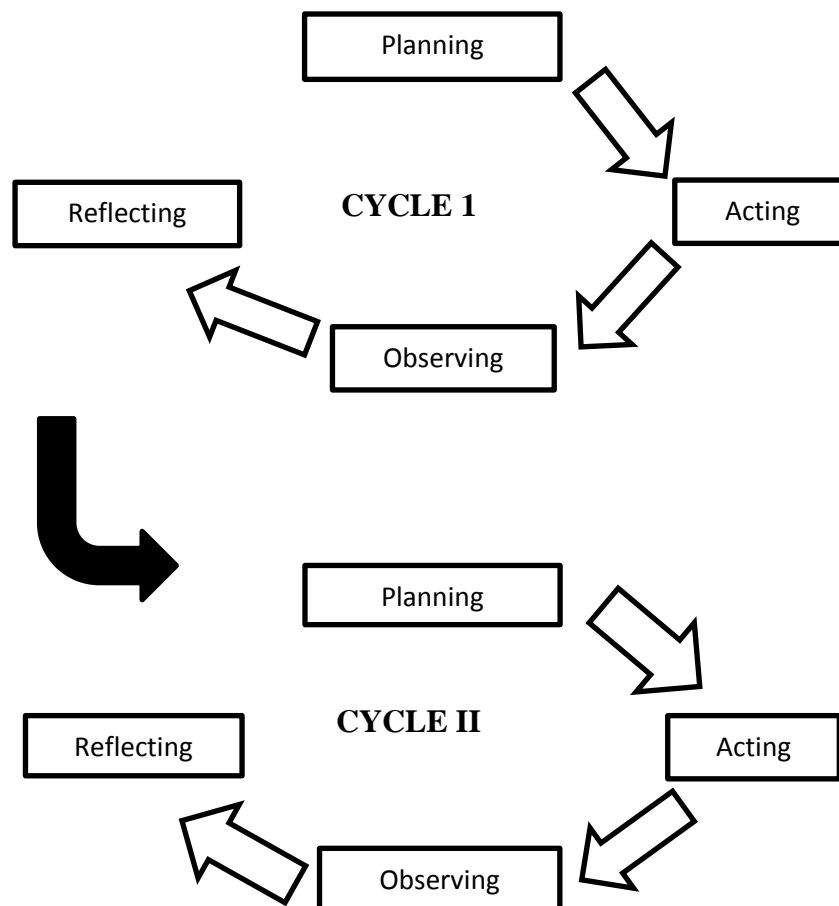


Figure 1. Kemmis and Mac Taggart Model

(Modified by the writer)

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

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

The writer use collaborative action research so that is need to collaborator another participant which in English teacher to help the writer in the research. There area some models in action classroom research, but the writer will use Kemmis and MCTaggart as research design. Meanwhile according to Kemmis and MCTaggart as cited by Anne Burn state the action research occurs through a dynamic and complementary process which consist of four essential moments: planning, acting, observation and reflection.¹⁶

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

1. Cycle 1

In this research, the researcher will teach a Descriptive text in teaching and learning process by using Group Discussion Strategy. In this cycle, the researcher will be conducted four steps such as, planning, acting, observing, and reflecting. Here the explanation of them.

¹⁶ Anne Burns, *Collaborative Action Research for English Language Teacher*.(Cambridge : Cambridge University Press, 1999),p.32

a. Planning

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

- 1) The researcher prepared the lesson plan about material to include in teaching procedure.
- 2) The researcher prepared learning resource for students.
- 3) The researcher determined the technique to be applied in acting pase, in this case, the researcher uses group discussion strategy to increase speaking skill.
- 4) The researcher prepared observation format and also evaluation format to evaluate the students` activity after teaching and learning process.
- 5) The researcher and the collaborator designed the criteria of success.

b. Acting

In the second phases, the researcher and the collaborate to implement the action that has been arranged in planning phase. In this phase the researcher will decide to take action as a teacher who implements the determined group discussion strategy in teaching and learning process. Meanwhile, the collaborator will be the

observe the activity of teaching and learning process in the classroom. Those activities as follow:

1. Pre Teaching Activities

- a) The researcher and students prayed together.
- b) The researcher asked the students` condition.
- c) The researcher checked the students` attendance list.
- d) The researcher explained the purpose of study about the material.

2. While Teaching Process

- a) The researcher was gave explanation about the material.
- b) The researcher explained about the strategy to the students` that the strategy is a way to help them in learning process.
- c) The researcher checked whether students bring dictionary or not. This lesson is English, so the students can use a dictionary.
- d) The researcher divided the students into group.
- e) The researcher was gave the topic of the material to the students.
- f) Some students sometimes find difficulties to create new words and they can open their dictionary
- g) The researcher asked the students to do material by their topic in the paper.

- h) The researcher was gave limit time for the students to make it.
- i) The researcher observed the students activity and she was gave suggestion if the students get difficulties.

3. Post Teaching

- a) The researcher was gave conclusion of the material
- b) The researcher was gave homework for the students
- c) The researcher closed the meeting.

c. Observing

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

d. Reflecting

The reflecting is the fourth step. Reflection is an activity to analyze and make conclusion based on test result and observation. The researcher know the strength and weakness of action by

reflecting. Reflection is used to analyze the result of observation and test that are the basic for the next cycle of improvement.

2. Cycle II

In this research, the researcher will teach a Descriptive Text in teaching and learning process by using Group Discussion Strategy. In this cycle, the researcher will conducted four steps such as, planning, acting, observing, and reflecting. Here the explanation them.

a. Re-Planning

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

- 1) The researcher prepared the lesson plan about the material to include in teaching procedure.
- 2) The researcher prepared learning resource for students.
- 3) The researcher determined the technique to be applied in acting pase, in this case, the writer use Group Discussion strategy to improve speaking skill.
- 4) The researcher prepared observation format and also evaluation format to evaluate the students activity after teaching and learning process.

- 5) The researcher and the collaborator designed the criteria of success.

b. Acting

In the second phases, the researcher and the collaborate to implement the action that has been arranged in planning phase. In this phase the researcher will decide to take action as a teacher who implements the determined Group Discussion strategy in teaching and learning process. Meanwhile, the collaborator will be the observe the activity of teaching and learning process in the classroom. Those activities as follow:

1. Pre Teaching Activities

- a) The researcher and students prayed together
- b) The teacher asked the students condition
- c) The researcher checked students attendance list
- d) The researcher explained the purpose of study about descriptive text.

2. While Teaching Process

- a) The teacher was gave explanation about the material
- b) The researcher explained about the strategy to the students` that the strategy is a way to help them in learning process.
- c) The researcher checked whether students bring dictionary or not. This lesson is English, so the students can use a dictionary.

- d) The researcher divided the students into group
- e) The researcher was gave the topic of the material to the students
- f) Some students sometimes was found difficulties to create new words and they can open their dictionary
- g) The researcher asked the students to do material by their topic in the paper
- h) The researcher was gave limit time for the students to make it
- i) The researcher observed the students activity and she was gave suggestion if the students get difficulties.

3. Post Teaching

- a) The researcher was gave conclusion of the material
- b) The researcher was gave homework for the students
- c) The researcher closed the meeting.

c. Observing

The collaborator wild observe and collect the data when the learning process would be going. In this step the researcher observed the process of teaching learning by using format observation, and the outline of observation in this steps such as, students speaking skill in group discussion strategy. The important things in teaching learning process were noted by observer.

d. Reflecting

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

E. Data Collecting Technique

In collecting data the researcher will use the following steps:

1. Observation

According to seltiz Edi, observation can be defined as election modification, registration, and coding behavior circumstance which is connected with organism based on the empiric purpose.

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

Observation is a systematic method of a data collection that relies on a researcher ability to gather data through his or her sense. By the observation method the researcher can obtain more accurate data. The purpose the observation is explain the situation being investigated: activities, people, or individuals are involved in an activity and the relationship among them.

2. Test

Test is a set of question and exercise used to measure the achievement or capacity of the individual group.¹⁷ In this research, the researcher will use pretest and post-test . It is used to measure the students speaking skill.

3. Documentation

The researcher will use the documentation guidance as the instrument for collecting the data. Instrument which would be used in documentation was documentation guidance, as follows:

- a) Documentation about historical background of SMA Teladan Way Jepara
- b) Documentation about structural organization of SMA Teladan Way Jepara
- c) Documentation about facilities of SMA Teladan Way Jepara
- d) Documentation about sketch of location SMA Teladan Way Jepara.
- e) Documentation about condition of the teachers and official staff of SMA Teladan Way Jepara.
- f) Documentation about students` of SMA Teladan Way Jepara.

¹⁷ Addison Wesley Longman, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: A Person Education Company, 2001),p. 384

4. Field Note

Field note is observation used in CAR to provide a record of what is going on an observation which includes descriptions of places, people, object, acts, activities, and time. In this research the researcher will conduct the field note in order to get the complete data from the tenth graders of SMA Teladan Way Jepara .

5. Sound Recorder

The researcher will use the sound recorder as the instrument for collecting the data to know their speaking increased.

F. Data Analysis Technique

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

The formula of taking average:¹⁸

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

Notes:

\bar{X} = Mean or average score

$\sum X$ = Number of students

N = Number of Students Score

¹⁸ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT, Raja Grafindo Persada,2010),p. 43

Find out the result or improvement of the writer will compare gained score between pre-test and post-test by comparing with the minimum standard criteria in this school at least 70. If in cycle I the students do not pass the minimum standard criteria, so the writer will conduct cycle II.

The formula to figure out the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follow:

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

Notes:

P = Percentage

F = Frequency

N = Number of Students

G. Indicator of Success

The indicator of the success will be taken from the process and the result of the action research. This research is called success if 70% of minimum mastery criteria (MMC) is 70. In addition, there was increasing in study activities and learning result in the learning process.

CHAPTER IV RESULT OF THE RESEARCH AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The History of SMA Teladan Way Jepara

SMA Teladan Way Jepara is located on Pramuka Labuhan Ratu Satu, Kecamatan Way Jepara, Lampung Timur. 34396 telp (0725)641357.

SMA Teladan Way Jepara was founded 1986 is a branch of SMA Teladan Metro, and currently has 39 teacher, school continued to strive to improve its quality through various activities in order to achieve the achievement. Students achievement in academic got better both in quality and quantity, from city, provincial, and national level has been carved by students of SMA Teladan Way Jepara. This school ever got the title of the best private high school in east lampung.. SMA Teladan Way Jepara has experienced the replacement principal, as follow:

Drs. Yahya Zakariya 1986- 1991

Drs. Aliminuddin 1992-2004

Drs. Ismanto 2005-2012

Drs. Aliminuddin 2013-2018

Drs. Ismanto 2018-2021

Riyanto, S.E 2021 Until now

b. Vision and Mission of SMA Teladan Way Jepara

a) Vision School

Superior in achievement based on IMTAQ and IPTEK

b) Mission school

- 1) Implement the learning and guidance process effectively and efficiently.
- 2) To foster the spirit of excellence intensively to all school members.
- 3) Encourage and help each student to recognize his own potential.
- 4) Foster appreciation of religious teachings and national culture.
- 5) Implement participatory management by involving all school members.

Increase students reading interest by utilizing library facilities.

c. The Condition of Teacher and Official Employees

Table 2

List of The Teachers of SMA Teladan Way Jepara

No	Teacher's Name	No	Teacher's Name
1	Drs. Ismanto, M.Si	21	A. Azhari, S.E
2	Riyanto, S. E	22	Resa Heka Mita, S.Pd
3	Drs. Armando	23	Windi Sukasa, S.Pd
4	Riatul Fatma, M,Pd	24	Inggit Virgawati, S.Pd
5	Siti Juariyah, S.Pd	25	Natalina, S.Si
6	Dra. Yuntiasih	26	Wantoni, S.Pd
7	Surmayani, S.Ag	27	Vury Praba Rindu, S.Pd
8	Eldis Fauzani, S.Pd	28	Yuyun Yuliana, S.Pd
9	Sri Wulan, S.Pd	29	Setyo Hartono, S.Pd

10	Triyono, S.E	30	Andi Irawan, S.Pd
11	Yusnita, S.Pd	31	Ernawati, S.Pd
12	Siti Aminah, S.Si	32	Anis Fitriana, S.Pd
13	Siti Qori'ah, S.Pd	33	Tusiman, S.Pd.I
14	Sri Wahyuni, S.E	34	Frika Septiana, S.Pd
15	Dwi Ari Wahyuni, S.Pd	35	Ekayana putri, S.Pd
16	Eva Septiana, S. Hut	36	Tiwi Paraningrum, S.Pd
17	Murdiyah, S.Pd	37	I Nengah Warse, S.Pd
18	Siswanti, S.E	38	Wiwin Indarti, S.Pd
19	Susgianto, S.Pd	39	Asbarqu, M.Ag
20	RH. Tahtu Safitri, S.Pd		

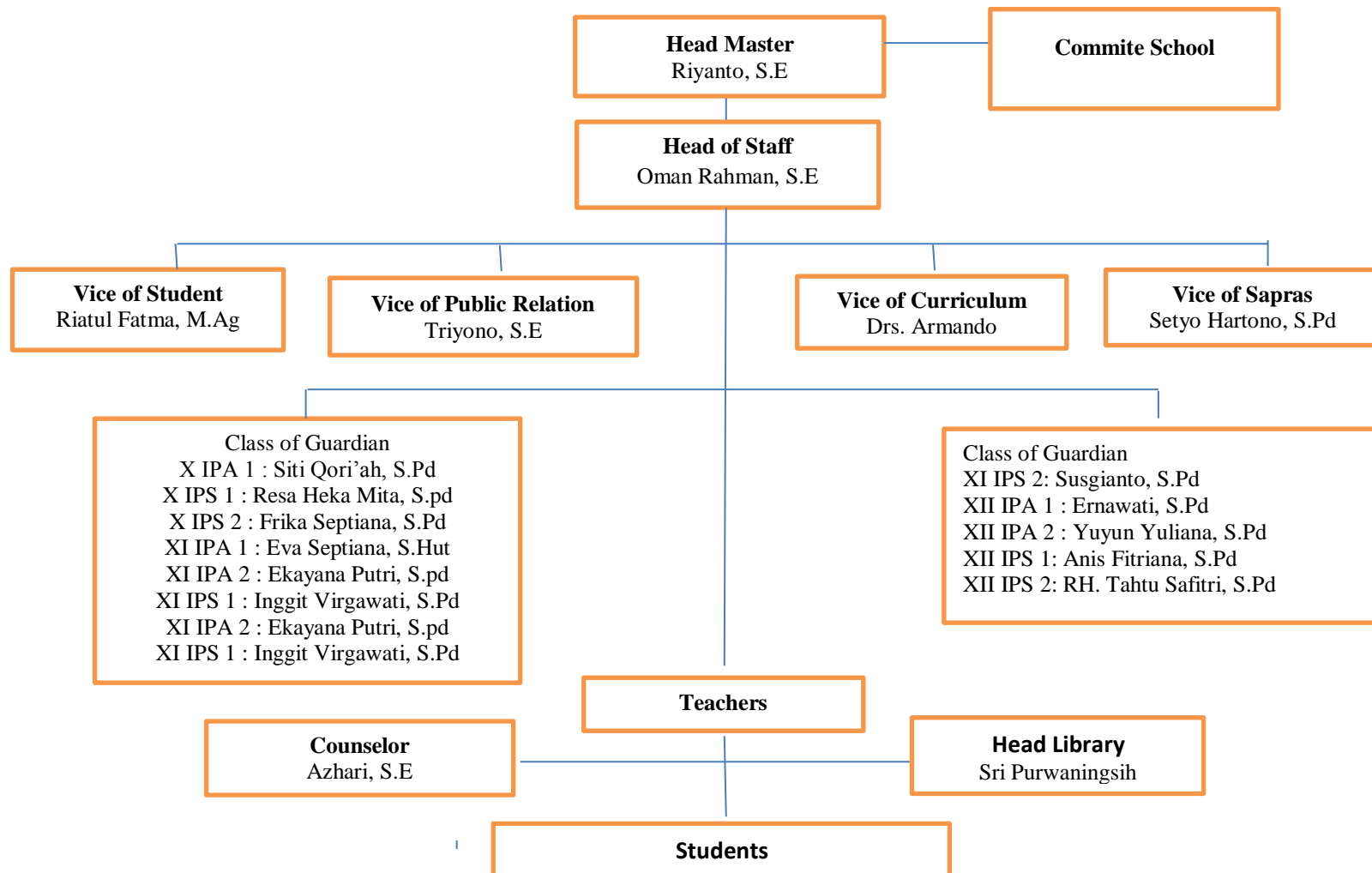
d. The Number of Student's SMA Teladan Way Jepara

The number of students in SMA Teladan Way Jepara at each level is different. For class X consist of 3 classes, for class XI consist of 4 classes and class XII consist of 4 classes. The learning activities for all the students in SMA Teladan Way Jepara from class X, XI, and XII begin at 7.30 until 02.00 am.

e. The Organization Structure of SMA Teladan Way Jepara

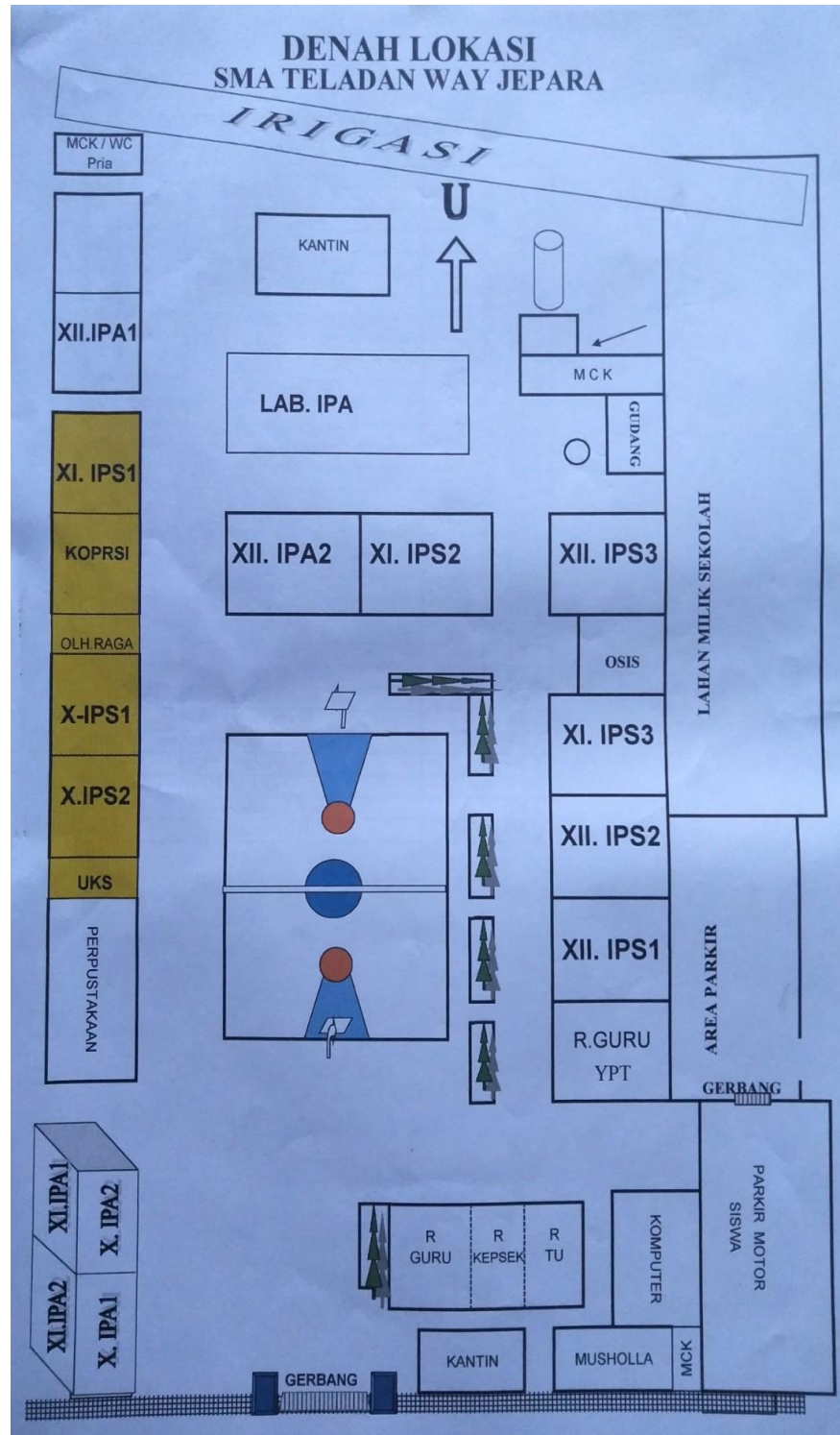
The personnel of the organization in SMA Teladan Way Jepara are:

Figure 2
The Personnel Organization Structure



g. The Site Sketch of SMA Teladan Way Jepara

Figure 3
The School map of SMA Teladan Way Jepara



2. Description of The Result

This research was conducted in 2 cycles. Action in cycle 1 and cycle 2 was conducted about three meetings in each in each cycle and meeting in these cycle took 2x45 minutes. As it was mentioned before, each cycle consist of planning, acting, observing and reflecting. In planning the researcher makes lesson plan and the researcher would teach the students by using the lesson plan. This was done by collaborator Mrs. Yuyun Yuliana, S.Pd to know the students and the teacher participation in learning process. This research was conducted online using google meet and was accompanied by Mrs. Yuyun Yuliana, S.Pd.

Pre-Test

The research conducted the pre test on thursday, july 22th 2021. The researcher gave a pretest for the students to see how far the students speaking skill for the treatment was given. In pre-test activity, the researcher gave the theme to the students describe. Then the result of pre-test could be seen on the table below:

Table 3
The Result Score of Student's Speaking Skill in Pre-Test

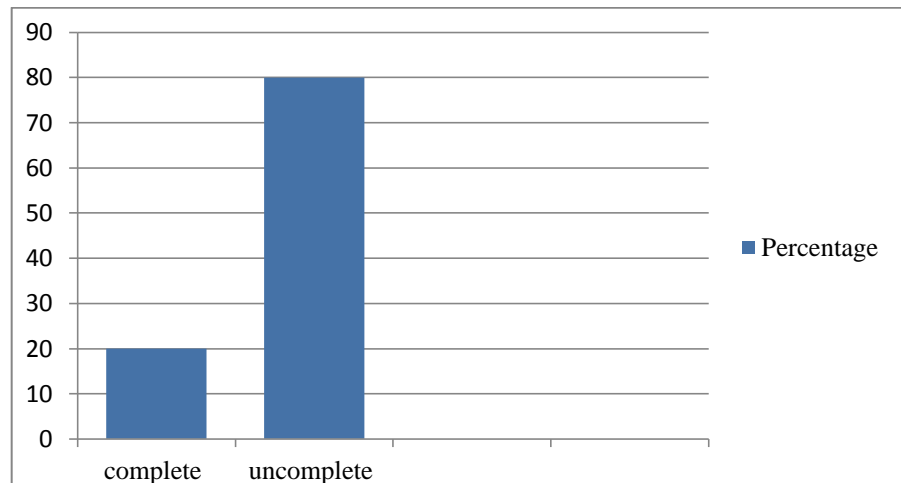
NO	Name	Score	Explanation
1	ANK	75	Completed
2	AAA	70	Completed
3	AK	55	Uncompleted
4	ANL	70	Completed
5	BSP	65	Uncompleted
6	BM	50	Uncompleted
7	DRPN	75	Completed

8	DS	70	Uncompleted
9	FI	60	Uncompleted
10	FHP	50	Uncompleted
11	FCK	65	Uncompleted
12	IBMA	60	Uncompleted
13	IS	60	Uncompleted
14	IA	75	Completed
15	IS	70	Uncompleted
16	MA	55	Uncompleted
17	MSA	65	Uncompleted
18	MKW	50	Uncompleted
19	NR	60	Uncompleted
20	RAS	65	Uncompleted
21	RY	55	Uncompleted
22	RJA	50	Uncompleted
23	RS	75	Completed
24	RE	55	Uncompleted
25	RA	50	Completed
26	RAS	75	Completed
27	RF	55	Uncompleted
28	SY	65	Uncompleted
29	ST	75	Completed
30	WCP	55	Uncompleted
Total		1875	
Average		62,5	
High Score		75	
Low Score		50	

Table 4
Frequency of Students' Speaking Skill Score in Pre-Test

No	Score	Category	Frequency	Percentage
1	≥ 75	Complete	6	20%
2	≤ 75	Uncomplete	24	80%
Total			30	100%

Figure 4
Percentage of The Result Score of Students' Speaking Skill
In Pre-Test



Based on the result above, it can be seen just only 6 students were complete and 24 students were incomplete, while standard minimum for English in SMA Teladan Way Jepara is least 75. It was the reason why the researcher implemented the Small group Discussion Strategy to increase their speaking skill.

a. Cycle 1

Cycle 1 consist of planning, acting observing and reflecting. After they finished the pre-test, the researcher asked them to study about the material more.

The step of learning activity at the first meeting as follow:

1) Planning

The first meeting was done on Thursday, July 22th 2021. In this the researcher prepared the lesson plan, material and method that would be used in teaching learning process. The material is

introduce self. Moreover, the researcher made an observation sheet that consisted of a list of students' during the teaching learning process.

2) Acting

The second meeting was conducted on Friday, July 23th 2021. The researcher and the collaborator implemented the action. In this phase, the writer will decide to take action as a teacher who implements the determined small group discussion strategy in the teaching and learning process. Those activities are as follows:

a. Introduction

The researcher started the lesson by praying, greeting, checking the students' attendance list, the researcher asking questions about the students' daily activity. After that, the researcher explained material about descriptive text (the theme is "Tourist Attraction" Jam Gadang, Danau Maninjau, and Prambanan Temple).

b. Directing the Discussion

The students reported is Alif Nur Khasanah and the student gave an opinion is Ratna Ayu Soraya.

c. Summarizing the Discussion

The researcher recorded their speaking and summarized the result of the discussion and gave motivation and informed the students about the activities in the next meeting.

After did a treatment, the researcher gave post-test 1 to the students. The post-test was conducted on Friday, August 6th 2021. The post-test was done to know how the students speaking skill after a treatment.

The result of post –test in cycle 1 could be seen on the table as follow:

Table 5
The Result Score of students' Speaking skill
in Post-test 1 in Cycle 1

NO	Name	Score	Explanation
1	ANK	80	Completed
2	AAA	75	Completed
3	AK	60	Uncompleted
4	ANL	75	Completed
5	BSP	65	Uncompleted
6	BM	60	Uncompleted
7	DRPN	80	Completed
8	DS	75	Completed
9	FI	60	Uncompleted
10	FHP	60	Uncompleted
11	FCK	65	Uncompleted
12	IBMA	65	Uncompleted
13	IS	65	Uncompleted
14	IA	80	Completed
15	IS	75	Completed
16	MA	60	Uncompleted
17	MSA	70	Uncompleted
18	MKW	60	Uncompleted
19	NR	65	Uncompleted
20	RAS	70	Uncompleted
21	RY	60	Uncompleted
22	RJA	60	Uncompleted
23	RS	75	Completed
24	RE	60	Uncompleted
25	RA	60	Uncompleted
26	RAS	75	Completed
27	RF	60	Uncompleted
28	SY	70	Uncompleted

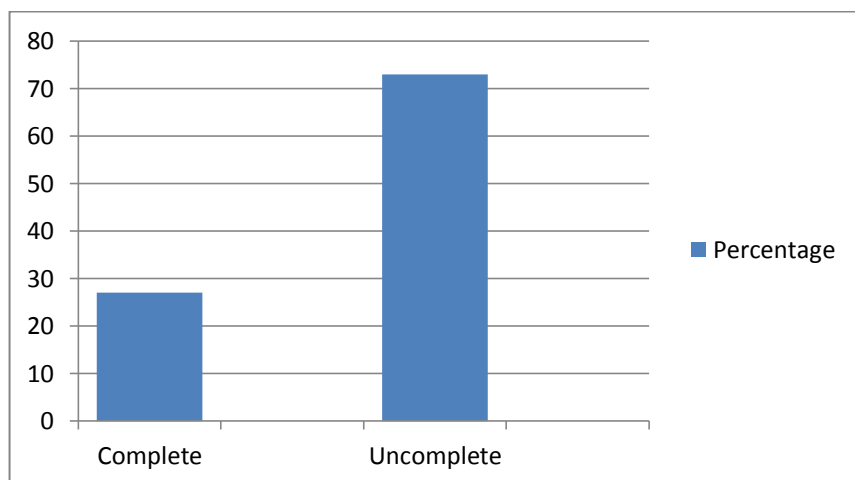
29	ST	75	Completed
30	WCP	60	Uncompleted
Total		2020	
Average		67,3	
High Score		80	
Low Score		60	

From the table above, it could be analyzed that the students' average score was 67,3. The highest score was 80 and the lowest score was 60. Based on the minimum criteria (KKM), there were 7 students that had complete on post-test 1 or got score ≥ 75 . It means that in cycle 1 the students' speaking skill could improve enough, but it was not successful yet.

Table 6
Frequency of students' Score Speaking Skill of Post Test 1

No	Score	Category	Frequency	Percentage
1	≥ 75	Complete	8	27%
2	≤ 75	Uncomplete	22	73%
Total			30	100%

Then, the graph of percentage students' speaking skill in post-test 1 score could be seen as follow:



Based on the data above, it can be seen that 8 students' got complete and 22 students' got incomplete. It was higher than the result of pre-test above the criteria of students who got minimum score 75. Learning process is said success, when 70% got score above 75 and 70% students active in learning process. The fact showed that the result was unsatisfactory.

3) Observing

In observation of the researcher has done, the collaborator observed the students activities. The researcher as a teacher who gave the material about descriptive text by using small group discussion.

In the learning process, there were five activities that used to know the students' activity in the class. Every student who was active in learning process got a tick in their observation sheet. Then, the students were not active in learning process. So they let their observation sheet empty.

The indicators of the students, activities were:

- a) The students are able to speak up English
- b) The students understand to applied small group discussion in their speaking
- c) The students are active in group
- d) The students are able to do the task

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

Table 7
The Students' Activities in Cycle 1

No	Students' Activities	Frequency	Percentage
1	The students are able to speak up English	17	56,6%
2	The students understand to applied small group discussion in their speaking	15	50%
3	The students are active in group	18	60%
4	The students are able to do the task	19	63'3%
Total Students		30	

Based on the result above, it could be inferred that the learning process of cycle 1 was not successful because there are not got percentage more than 70%.

4) Reflecting

Based on the result of cycle 1, it could be seen that most of students' got difficultly when they perform in front of the class. It happened because the students still afraid and did not confidence in

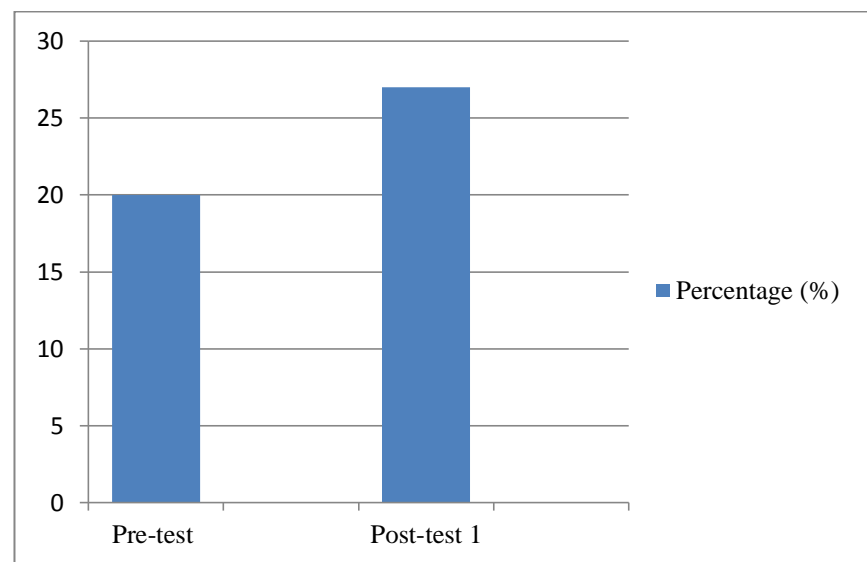
speak English. Furthermore, the result of the learning process in cycle 1 before and after doing the treatment could be analyzed in the following table:

Table 8
The Comparison Students' Speaking Skill Score
In Pre-Test and Post-test 1

No	Name	Pre-test	Post-test 1	Category
1	ANK	75	80	Increase
2	AAA	70	75	Increase
3	AK	55	60	Increase
4	ANL	70	75	Increase
5	BSP	65	65	Constant
6	BM	50	60	Increase
7	DRPN	75	80	Increase
8	DS	70	75	Increase
9	FI	60	60	Constant
10	FHP	50	60	Increase
11	FCK	65	65	Constant
12	IBMA	60	65	Increase
13	IS	60	65	Increase
14	IA	75	80	Increase
15	IS	70	75	Increase
16	MA	55	60	Increase
17	MSA	65	70	Increase
18	MKW	50	60	Increase
19	NR	60	65	Increase
20	RAS	65	70	Increase
21	RY	55	60	Increase
22	RJA	50	60	Increase
23	RS	75	75	Constant
24	RE	55	60	Increase
25	RA	50	60	Increase
26	RAS	75	75	Constant
27	RF	55	60	Increase
28	SY	65	70	Increase
29	ST	75	75	Increase
30	WCP	55	60	Increase
Total Score		1.875	2.020	
Average		62,5	67	

Then, the graph of percentage students' speaking performance score in pre-test and post test 1 could be seen as follow:

Figure 6
Percentage of the Result Score of Students' Speaking Skill
in Pre-test and post test 1



In this research, pre-test and post-test 1 had done. It was aimed to know the students' speaking skill before and after the treatment. From the result of pre-test and post-test 1, we knew that there was an improvement from the students' result score. It could be seen from the average score in pre-test 62,5 and post-test 1 67. Although there was an improvement from the students' speaking skill, cycle 1 was not successfully yet because only 8 students (27%) who passed in post-test 1. It can be concluded that cycle 1

was not successful because the indicator of success was not reached and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in cycle 2.

b. Cycle 2

The cycle 2 was similar with cycle 1. It divided into planning, acting, observing and reflecting. It would be explained more as follow:

1) Planning

Based on the problem, faced in the cycle 1, the researcher made a lesson plan that focused on it, she also prepared observation sheet of the student.

2) Acting

The description of teaching and learning process of cycle 2 was not different from previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings. The first meeting was done on Thursday, August 12th 2021.

a. Introduction

The researcher started the lesson by praying, greeting, checking the students attendance list, the researcher asking question about the students daily activity. After that the researcher explained material about descriptive text (the theme is “Tourist

Attraction” National Monument, Taj Mahal, Borobudur Temple).

b. Directing the Discussion

The students reported is Alif Nur Khasanah and the student gave opinion is Ratna Ayu Soraya.

c. Summarizing the Discussion

The researcher record their speaking and summarizing the result of the discussion, gave motivation and informed to the students about the activities in the next meeting.

In the end of meeting, the teacher closed the meeting by gave motivation to the students to study hard so they got good score especially in English subject.

The second meeting was done on Friday, August 13th 2021. It was the same type with the first cycle, the researcher reviewed explanation the material about descriptive text with small group discussion. The result of post-test 2 could be seen on the table bellow:

Table 9
The Result Score of Students’ Speaking Skill
Post-test 2 in cycle 2

NO	Name	Score	Explanation
1	ANK	90	Completed
2	AAA	85	Completed
3	AK	70	Uncompleted
4	ANL	85	Completed
5	BSP	70	Uncompleted
6	BM	75	Completed
7	DRPN	90	Completed

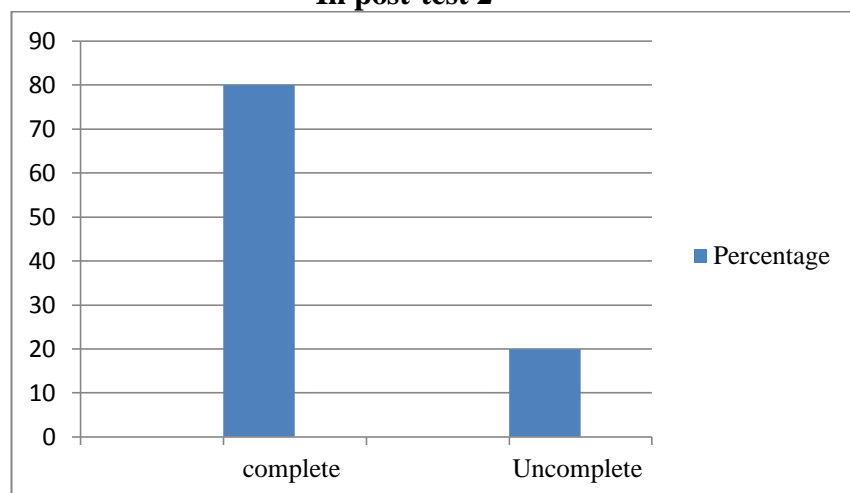
8	DS	85	Completed
9	FI	75	Completed
10	FHP	75	Completed
11	FCK	70	Uncompleted
12	IBMA	70	Uncompleted
13	IS	70	Uncompleted
14	IA	90	Completed
15	IS	85	Completed
16	MA	75	Completed
17	MSA	80	Completed
18	MKW	75	Completed
19	NR	70	Uncompleted
20	RAS	80	Completed
21	RY	75	Completed
22	RJA	75	Completed
23	RS	85	Completed
24	RE	75	Completed
25	RA	75	Completed
26	RAS	85	Completed
27	RF	75	Completed
28	SY	80	Completed
29	ST	85	Completed
30	WCP	75	Completed
Total		2350	
Average		78,3	
High Score		90	
Low Score		70	

Based on the table above, it could be seen that the students' average score in post-test 2 was 78,3. The highest score was 90 and the lowest score was 70. It means that there were increasing score in post-test 2.

Table 10
Frequency of students' Score Speaking Skill of Post Test 2

No	Score	Category	Frequency	Percentage
1	≥ 75	Complete	24	80%
2	≤ 75	Uncomplete	6	20%
Total			30	100%

Figure 7
Percentage of the Result Score of Students' Speaking Skill
In post-test 2



From the table and figure above it can be seen that there was an increasing score from post-test 1 and post-test 2. There were 80% or 24 students who passed minimum mastery score. It means that post-test 2 was successful because the indicator of success was achieved.

3) Observing

In this step, the researcher presented the material by using small group discussion. In learning process, there were also five indicators used to know the students activities like in the learning process previously.

Based on the observation sheet in cycle 2, the researcher indicated that learning process in cycle 2 was successful. The result of students' learning activities observation as follow:

Table 11
The Students' Activities in Cycle 2

No	Students' Activities	Frequency	Percentage
1	The students are able to speak up English	25	83,3%
2	The students understand to applied small group discussion in their speaking	22	73,33%
3	The students are active in group	25	83,3%
4	The students are able to do the task	26	86,6%
Total Students		30	

Based on the result of the research in cycle 2, it could be inferred that cycle 2 was successful. The researcher felt satisfied about the result of the research. There were >70% of students passed the test and active in learning process.

4) Reflecting

At the end of this cycle, it could be analyzed the comparison score between students post-test 1 and post-test 2 that could be seen on the following:

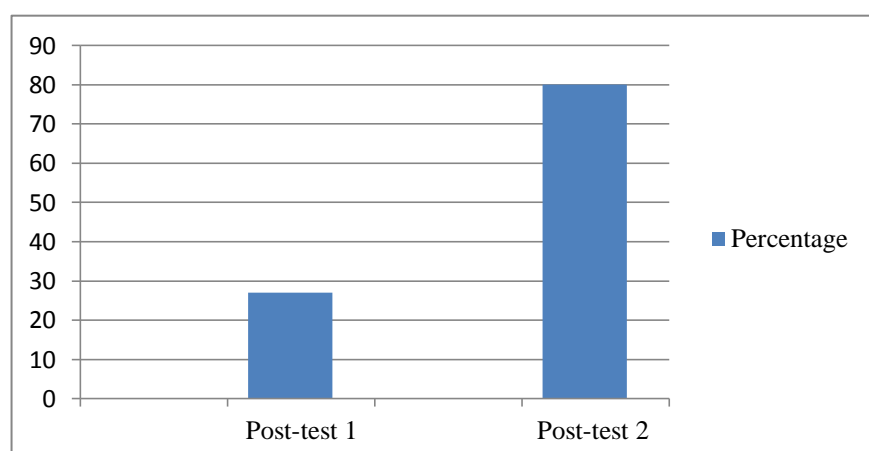
Table 12
The comparison Student's Speaking Skill
In Post-test 1 and post-test 2

No	Name	Post-test 1	Post-test 2	Category
1	ANK	80	90	Increase
2	AAA	75	85	Increase
3	AK	60	70	Increase
4	ANL	75	85	Increase
5	BSP	65	70	Constant
6	BM	60	75	Increase
7	DRPN	80	90	Increase
8	DS	75	85	Increase
9	FI	60	75	Constant
10	FHP	60	75	Increase
11	FCK	65	70	Constant

12	IBMA	65	70	Increase
13	IS	65	70	Increase
14	IA	80	90	Increase
15	IS	75	85	Increase
16	MA	60	75	Increase
17	MSA	70	80	Increase
18	MKW	60	75	Increase
19	NR	65	70	Increase
20	RAS	70	80	Increase
21	RY	60	75	Increase
22	RJA	60	75	Increase
23	RS	75	85	Constant
24	RE	60	75	Increase
25	RA	60	75	Increase
26	RAS	75	85	Constant
27	RF	60	75	Increase
28	SY	70	80	Increase
29	ST	75	85	Increase
30	WCP	60	75	Increase
Total Score		2.020	2.350	
Average		67	78,3	

Then the graph of student's percentage speaking skill performance score in post-test 1 and post-test 2 could be seen as follow:

Figure 8
Percentage of the Result Score of Students' Speaking Skill
in Post-test 1 and Post-test 2

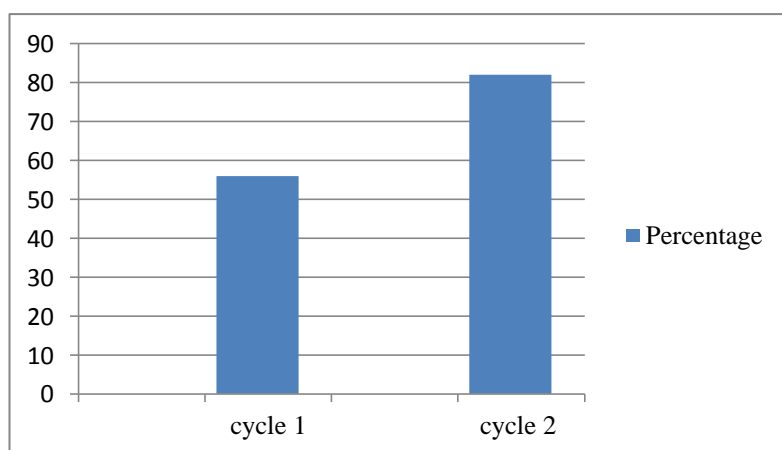


The result score of cycle 2 was better than cycle 1. There was significant improvement in this cycle. The average score in the post-test 1 was increased from 67 became 78,3 in the post-test 2.

Table 13
The Comparison of Student's Activities in Cycle 1 and Cycle 2

No	Student's Activities	Cycle 1		Cycle 2		Category
		F	Percentage	F	Percentage	
1	The students are able to speak up English	17	57%	25	83,3%	Increase
2	The students understand to applied small group discussion in their speaking	15	50%	22	78,3%	Increase
3	The students are active in group	18	60%	25	83,3%	Increase
4	The students are able to do the task	19	63%	26	86,6%	Increase
Total		69	230%	98	331%	
Average		17	58%	25	82%	

Figure 9
Percentage of the Result of Students' Activities in Post-test 1 and Post-test 2



From the table 14 and figure 9, it could be seen that there was an increasing frequency and percentage of the students activities from the cycle 1 and cycle 2. The condition of the class was getting better than before and the students became more active in the class during the teaching learning process.

B. Interpretation

1. The Learning Result Cycle 1

In this research, the researcher gave pre-test for the students to know the students' speaking skill before giving a treatment. In the pre-test, there were there were only 6 students' (20%) who passed the pre-test and 24 students, (80%) who failed the pre-test. Furthermore, in the pre-test the lowest score was 50 and the highest score was 75.

After did the pre-test, the researcher gave the treatment to the students in cycle 1. Then, the researcher gave the post-test in the next meeting and the post-test was named post-test 1.

Afterwards, by analyzing the result of post-test 1, the researcher conclude that there were 8 students, (27%) who passed the post-test 1. The lowest score was 60, the highest score was 80 and the average score was 67,3.

From the result of student's score in pre-test and post-test 1, there was an increasing from the students' result score. It could be seen from the average score in pre-test 62,5 and post-test 1 67,3. Although there was increasing for the students achievement, cycle 1 was not

successful yet because only 8 students (27%) who passed the post-test

1. It means that in the cycle 1, the students' achievement could increase but the indicator of success was not reached.

2. The Learning Result Cycle 2

After analyzing the students' score in the post test of cycle 1, the researcher had to conduct the next cycle, in the next cycle, the researcher gave post test 2. Furthermore, the researcher analyzed the result of post-test 2 and concluded that there 24 students (80%) who passed the test. In this post-test, the lowest score was 70, the highest score 90 and the average score was 78,3.

From the result of the students' score from post-test 2, it could be concluded that there were increasing scores. The increasing score could be seen on the average score. The average in post-test 1 67,3 then increased to 78,3 in the post-test 2. Because the achievement of students had increased and the indicator of success was reached, the researcher was successful and could be stopped in cycle 2.

3) The Comparison of Students' Score in pre-test, Post-test 1 and Post-test 2

English learning process was successful in cycle 1 but the students average score was low. While, the score of the students in post-test 1 was higher than pre-test. Moreover, in cycle 2 students' average score was higher than cycle 1. The following score in cycle 1 and cycle 2 was illustrated as follow:

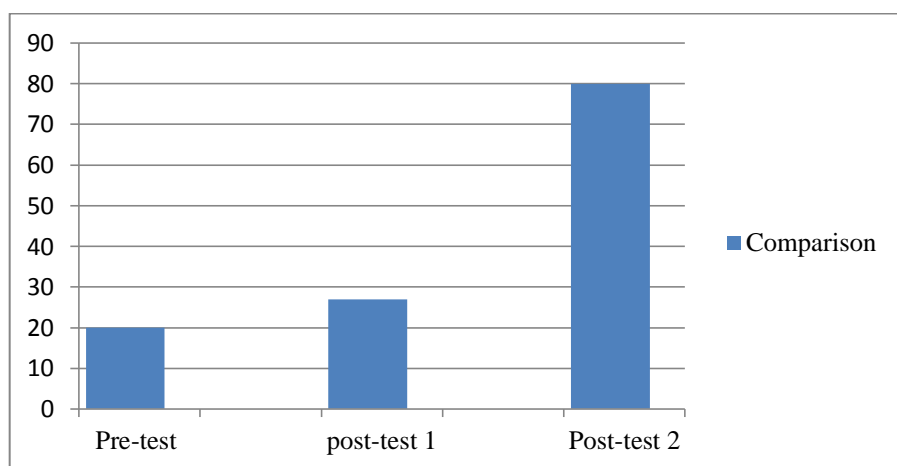
Table 14
The Comparison Students' Speaking Skill Score
In Pre-test, Post-test 1 and Post-test

No	Name	Pre-test	Post-test 1	Post-test 2
1	ANK	75	80	90
2	AAA	70	75	85
3	AK	55	60	70
4	ANL	70	75	85
5	BSP	65	65	70
6	BM	50	60	75
7	DRPN	75	80	90
8	DS	70	75	85
9	FI	60	60	75
10	FHP	50	60	75
11	FCK	65	65	70
12	IBMA	60	65	70
13	IS	60	65	70
14	IA	75	80	90
15	IS	70	75	85
16	MA	55	60	75
17	MSA	65	70	80
18	MKW	50	60	75
19	NR	60	65	70
20	RAS	65	70	80
21	RY	55	60	75
22	RJA	50	60	75
23	RS	75	75	85
24	RE	55	60	75
25	RA	50	60	75
26	RAS	75	75	85
27	RS	55	60	75
28	SY	65	70	80
29	ST	75	75	85
30	WCP	55	60	75
Total Score		1.875	2.020	2350
Average		62,5	67	78,3

Based on the result of pre-test, post-test 1 and post-test 2, it was known that there was a positive significant improving of the students'

score. It could be seen from the average score 62,5 to 67 became 78,3. Therefore, the researcher concluded that the research was successful because the indicator of success whether the students' score and the activities of the students' in learning process of this research had been achieved.

Figure 10
Percentage of the Result Score of Students' Speaking Skill
In Pre-test, Post-test 1 and Post-test



Based on the figure above, it can be inferred that small group discussion strategy could increase the students' speaking skill. It is supported by improving score of the students' from pre-test to post-test 1 and from post-test 1 to post test 2.

C. Discussion

Based on the research in cycle 1 and cycle 2, it could be concluded that the use small group discussion strategy can increase students' speaking skill. There were improving percentage of score from pre-test that was 20%, post-test 1 that was 27% and post-test 2 that was 80%.

In relation to the result of this research, the researcher found that there was significant increasement of students' activity, who where taught by small group discussion strategy. It mean that small group discussion strategy could have increase the students' speaking skill.

In the teaching learning process, the researcher found some problem such as the students' have lack confidence to speak up in English. Have low motivation in learning English especially in speaking.

In applied this strategy at the tenth grade of SMA Teladan Way Jepara, the researcher found that students were more active in giving their contribution. The teacher should motivate students to always study of English speaking and motivate the passive students in order to be brave to express their idea. Furthermore, it proved small group discussion strategy could improve the students' speaking skill. As what had been showed, that there was an increasing of students' activities during the learning processing of cycle 1 and cycle 2 though small group discussion. It means that small group discussion had positive effect to increase the teaching learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of Classroom Action Research, the researcher would like to conclude the research as follows:

Small Group Discussion as the strategy especially in English subject was very effective to increase the student speaking skill of tenth graders in SMA Teladan Way Jepara. Even though in cycle 1 the students got enough score but the cycle 2 most of student could achieve the target of success in this research.

Based on the explanation of cycle 1 and cycle 2, it could be concluded that the use of small group discussion could increase students speaking skill. There was a progress based on their average score in the pre test until post test in cycle 2. It could be seen that there was an effective progress from pre test 20%, post test 1 27%, and post test 2 80%.

In increasing the students speaking skill, the researcher used small group discussion as strategy to train the students' speaking skill and made the students more understand with the material in speaking also interested in learning English. Because small group discussion made students more attracted to study and understand about the material. Furthermore, it can be inferred from the discussion above that by using small group discussion, the students had an increased in speaking skill. The students felt easier

better than before. It is proven in their learning result, which was showed a significant increased from pre test until cycle 2.

B. Suggestion

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

1. The students are suggested to be active in learning process in order to they can understand the material and increase their result.
2. The English Teacher are suggested to use Small Group Discussion in order to increase the students speaking skill in learning process.
3. The principle is supposed to give more motivation to the students in order to the students can be more excite in English learning.

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APPENDICES

SILABUS SMA

Mata Pelajaran : BAHASA INGGRIS
Kelas : X
Kompetensi Inti :

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi	Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal <i>Fungsi sosial</i> Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb. <i>Struktur teks</i> (1) Penyebutan nama orang, tempat wisata,	Mengamati <ul style="list-style-type: none"> Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks Mempertanyakan (questioning) <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara 	KRITERIA PENILAIAN: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian CARA PENILAIAN:	1 x 3 JP	<ul style="list-style-type: none"> Audio CD/ Buku Bahasa Inggris www.dailyenglish.com http://americante.gov/files/ae/resource_files http://learnenglish.britishecouncil.org

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>fungsional</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9 . Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah ahterkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10 Menyusun teks deskriptif lisan dan</p>	<p>dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal, yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan</p>	<p>lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</p> <ul style="list-style-type: none"> Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan Berkeompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai 	<p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi 	/cn/	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>bersejarah terkenal (3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan. (5) Rujukan kata</p> <p><i>Topik</i> Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p>dari model yang dipelajari</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. • Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya • Siswa menyunting deskripsi yang dibuat teman. • Siswa menyampaikan deskripsinya di depan guru dan teman dan mempublikasikannya di mading. • Siswa membuat kliping deskripsi 	<p>dalam membaca</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan catatan belajar berupa monolog teks deskriptif. • Kumpulan karya siswa yang mendukung proses penulisan teks deskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai.</p> <ul style="list-style-type: none"> • Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. • Siswa dapat menggunakan 'learning journal' 			

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMA TELADAN WAY JEPARA
Mata Pelajaran : Bahasa Inggris
Kelas/semester : X/Ganjil
Materi Pokok : Teks deskriptif lisan dan tulis sederhana, tentang tempat wisata
Alokasi Waktu : 1 pertemuan (2 JP)

A. Kompetensi Inti

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa	3.4.1 Mengidentifikasi fungsi sosial, struktur teks

	<p>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>	<p>deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks pelaksanaannya.</p> <p>3.4.2 Menggunakan fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif.</p>
2.	<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, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.</p>	<p>4.4.1.1 Menjelaskan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p> <p>4.4.2.1 Mempresentasikan teks deskriptif yang telah dibuat terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.</p>

C. Tujuan Pembelajaran

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks descriptive sederhana tentang tempat wisata dunia atau bangunan terkenal
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks descriptive tentang tempat wisata terkenal.
3. Mengidentifikasi fungsi sosial, structure teks dan unsur kebahasaan pada teks descriptive sederhana tentang tempat wisata atau bangunan terkenal
4. Merespon makna dalam teks descriptive, lisan dan tulis, sederhana, tentang orang
5. Menyusun teks descriptive lisan dan tulis sederhana tentang tempat wisata dunia atau bangunan terkenal.

D. Materi Pembelajaran

Fungsi Sosial : Mendeskripsikan, mengenalkan tempat/orang/benda dsb.

Struktur Teks :

1. Identification (identifikasi) adalah pendahuluann, berupa gambaran umum tentang suatu topic.
2. Description (deskripsi) berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Unsur Kebahasaan:

1. Kata benda yang terkait dengan orang/ benda/ tempat/ binatang.
2. Kata sifat yang terkait dengan sifat orang/binatang/benda.
3. Kata kerja bentuk pertama (presen tense)
4. Ejaan dan tulisan tangan cetak yang jelas dan rapi
5. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Contoh teks Deskriptive:

The National Monument

The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m. The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed

E. Metode Pembelajaran

Metode : Small Group Discussion

Teknik : Tanya jawab dan diskusi

F. Media dan Sumber Pembelajaran

Media:

1. Worksheet atau lembar kerja peserta didik
2. Lembar penilaian

Alat :

1. Sepidol, papan tulis
2. Laptop

Sumber belajar :

1. Bahasa Inggris. 2013. Kementrian Pendidikan dan Kebudayaan

2. Pengertian, Tujuan, Struktur, Ciri dan Contoh Deskriptive text.2013

<http://www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuan-struktur-ciri-dan.html>
diakses pada 24 Agustus 2016

G. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan 10'	
Salam tegur sapa	
Guru	Siswa
1. Guru memberi salam (<i>greeting</i>)	1. Siswa menjawab salam
2. Guru memeriksa kehadiran siswa	2. Siswa mendengarkan saat guru memeriksa daftar kehadiran
3. Guru memberi apersepsi dan motivasi.	

4. Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari	3. Siswa mendengarkan/mengikuti kegiatan untuk motivasi
5. Guru menyampaikan tujuan pembelajaran	4. Siswa menjawab pertanyaan tentang pengetahuan materi sebelumnya
6. Guru menyampaikan cakupan materi dan uraian kegiatan	5. Siswa mendengarkan penyampaian guru tentang tujuan pembelajaran
	6. Siswa mendengarkan penyampaian guru tentang cakupan materi dan uraian kegiatan
Kegiatan Inti 60'	
Observing	
Guru	Siswa
1. Guru memberikan contoh descriptive text	1. Siswa memperhatikan contoh teks descriptive
2. Guru menjelaskan tentang ciri-ciri fungsi social, struktur teks, maupun format penulisan descriptive text	2. Siswa memperhatikan tentang ciri-ciri fungsi social, struktur teks, maupun format penulisan descriptive text
Questioning	
Guru	Siswa
1. Guru menyediakan berbagai contoh descriptive text yang berbeda untuk ditebak siswa dengan menyampaikan pertanyaan	1. Siswa mengamati berbagai contoh descriptive text yang diberikan dan berfikir kritis
2. Guru menyuruh siswa untuk bertanya tentang ciri-ciri descriptive text	2. Siswa mempertanyakan ciri-ciri descriptive text dalam bahasa inggris.
Exploring	
Guru	Siswa
1. Guru memberikan tentang text descriptive yang berbeda	1. Siswa menerima text descriptive yang diberikan oleh guru
2. Guru memberikan contoh menulis text descriptive	2. Siswa menyimak contoh menulis text descriptive yang diberikan oleh guru

Associating	
Guru	Siswa
1. Guru membagi siswa menjadi beberapa kelompok 2. Guru menyuruh siswa untuk membandingkan text descriptive dalam bahasa inggris.	1. Siswa duduk berkelompok 2. Siswa membandingkan teks descriptive dalam bahasa inggris.
Communicating	
Guru	Siswa
1. Guru mempersiapkan topik untuk dipilih oleh siswa 2. Guru menyuruh perwakilan kelompok untuk mendeskripsikan topic yang diberikan guru di depan kelompok yang lain	1. Siswa memilih tema yang diberikan oleh guru 2. Siswa mendeskripsikan topic yang diberikan guru didepan kelas.
Penutup 10'	
Refleksi	
Guru	Siswa
1. Guru melakukan refleksi dan menyimpulkan hal-hal yang telah dipelajari 2. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya 3. Guru mengucapkan salam perpisahan	1. Siswa mengikuti/melakukan refleksi dan mendengarkan guru menyimpulkan hal-hal yang telah dipelajari 2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya 3. Siswa menjawab salam perpisahan

H. Penilaian

1. Sikap (Dengan lembar pengamatan)
2. Pengetahuan
3. Keterampilan (Dengan rubrik penilaian)

RUBRIK PENILAIAN

A. Penilaian Dari Aspek Pengetahuan (Knowledge)

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

NIS :

No	Aspek yang Dinilai	Nilai
1	Kosa Kata (Vocabulary)	
2	Ketepatan (Accuracy)	
3	Pengucapan (Pronunciation)	
4	Pemahaman (Understanding)	
5	Kelancaran (fluency)	

a. Kosa Kata (Vocabulary)

5= sempurna

4= Ada kesalahan tetapi tidak mengganggu makna

3= Ada kesalahan dan mengganggu makna

2= Banyak kesalahan dan mengganggu makna

1= Terlalu banyak kesalahan sehingga sulit dipahami

b. Ketepatan

c. Pengucapan

d. Pemahaman

e. kelancaran

B. Penilaian Dari Segi Sikap (Attitude)

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

No	Aspek yang Dinilai	Nilai
1	Rasa Hormat (Respect)	
2	Peduli (Care)	
3	Berani (Brave)	
4	Percaya Diri (Confidence)	
5	Ingin Tahu (Curiosity)	

a. Rasa Hormat

- 5= Selalu menunjukkan sikap rasa hormat
- 4= Pernah menunjukkan sikap tidak hormat
- 3= Beberapa kali menunjukkan sikap tidak hormat
- 2= Sering menunjukkan sikap tidak hormat
- 1= Sangat sering menunjukkan tidak hormat

b. Peduli

c. Berani

d. Percaya diri

e. Ingin Tahu

C. Penilaian Dari Segi Tingkah Laku

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

NIS :

No	Aspek yang Dinilai	Nilai
1	Melakukan tindak komunikasi (Communicative action)	
2	Kerja Sama (team work)	

a. Melakukan tindak komunikasi yang tepat (communicative action)

- 5= Selalu melakukan kegiatan komunikasi yang tepat
- 4= Sering melakukan kegiatan komunikasi yang tepat

- 3= Beberapa kali melakukan kegiatan komunikasi yang tepat
2= Pernah melakukan kegiatan komunikasi yang tepat
1= Tidak pernah melakukan kegiatan komunikasi yang tepat
- b. Kerja sama (team work)
- 5= Selalu kerjasama
4= Sering bekerja sama
3= Beberapa kali melakukan kerja sama
2= Pernah melakukan kerja sama
1= Tidak pernah kerja sama

Collabrator



Yuvun Yuliana, S.Pd
NIP.

Way Jepara, August 2021
Researcher



Yuliana Efrianti E.
NPM. 1701070154

SOAL POST-TEST

Name :

Class : X

Subject : English

Time allocation: 1X 45 Menit

Direction:

- Make a small group, each group consist of 4 students.
- Choose one of the theme bellow:
 1. Danau Toba
 2. NgaraiSianok
 3. Borobudur Temple
- Please discuss and present the result of your group work in front of the class!

SOAL POST-TEST

Name :

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 3. Borobudur Temple
- Please discuss and present the result of your group work in front of the class!

FIELD NOTE TABLE

No	Date	Field Note Result
1.	Thursday 22 th July 2021	The Students still difficult for speak English The Students have motivation in learning.
2.	Friday 23 th July 2021	The Students have progress in speak English, but the students have difficult in their ideas.
3.	Friday 13 th August 2021	The students have more knowledge and they have increase in speak English.
4.		



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

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

Nama : Yuliana Efrianti E
NPM : 1701070154

Jurusan : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa 20/10-2020		✓	Revise the technique of typing.	
	Selasa 27/10-2020		✓	Perbaiki teknik pengetikan.	
	Selasa 3/11-2020		✓	Acc ch. I continue to ch. II.	
	Selasa 1/12-2020		✓	Acc ch. II, continue to ch. III.	
	Selasa 8/12-2020		✓	Acc ch. III continue 1 st Advisor	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



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

Nama : Yuliana Efrianti E
 NPM : 1701070154

Jurusan : TBI
 Semester : VIII/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	15/2-21			- Table of content - Prior Research - Hypothesis	
2.	Jumat 26/2-21	✓		- Prior research - chapter III - Bibliography → research method (books) not x 3. - use more books on I Var x → Y.	
3.	Kamis 4/3-21	✓		- Revision is ok - Acc for seminar	

Mengetahui,
 Ketua Jurusan TBI

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

Dosen Pembimbing I

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



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

Nama : Yuliana Efianti E
 NPM : 1701070154

Jurusan : TBI
 Semester : VIII/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Rabu 9/6-2021		✓	Acc. IPD	

Mengetahui,
 Ketua Jurusan/TBI

Andianto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing II

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

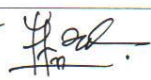


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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Yuliana Efianti E
 NPM : 1701070154

Jurusan : TBI
 Semester : VIII/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis, 10/2/21	✓		Acc for research instrument	

Mengetahui,
 Ketua Jurusan/TBI



Anianto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing I



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



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

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

Nama : Yuliana Efrianti E
NPM : 1701070154

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat 24/9 2021		✓	- Perbaiki sistem pengetikannya. - Jelaskan lagi hasil penelitiannya.	
2.	Selasa 28/9 2021		✓	Acc ch 4, 5.	

Mengetahui
Ketua Jurusan TBI

Ardianto, M. Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing II

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



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

Nama : Yuliana Efrianti E.
NPM : 1701070154

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 11/10	✓		- Mistyping → Revise - step Acting (cycles I & II) - Explain the implementation of the strategy in detail (based on the procedure → chapter II).	
2.	Kamis 21/10	✓		- There are some mistakes, please revise based on the notes.	
3.	Kamis 28/10	✓		- Revision is OK - ACC for monev	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing I

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



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

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

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

Nomor : B-1347/In.28.1/J/TL.00/06/2020
 Lampiran : -
 Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
 KEPALA SMA TELADAN WAY JEPARA
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **YULIANA EFRIANTI E**
 NPM : 1701070154
 Semester : 6 (Enam)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Pendidikan Bahasa Inggris
 Judul : THE USE OF GROUP DISCUSSION STRATEGY TO INCREASE STUDENTS' SPEAKING SKILL AMONG THE TEN GRADE AT SMA TELADAN WAY JEPARA

untuk melakukan *pra-survey* di SMA TELADAN WAY JEPARA.

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

Wassalamu'alaikum Wr. Wb.

Metro, 22 Juni 2020
 Ketua Jurusan
 Tadris Bahasa Inggris

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



YAYASAN PENDIDIKAN TELADAN
SEKOLAH MENENGAH ATAS (SMA) TELADAN WAY JEPARA
SMA TELADAN WAY JEPARA

Status : *Terakreditasi A*

NIS / NPSN : 300180 / 10806003

e-mail : smateladanwjepara@yahoo.co.id

NSS. 302120408018

Alamat : Jalan Pramuka Labuhan Ratu Satu, Kecamatan Way Jepara - Lampung Timur 34196 Telp. (0725) 641357

SURAT REKOMENDASI PENELITIAN

Nomor : 422/6383/15/SK.SMAT/2020

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Atas (SMA) Teladan Way Jepara Lampung Timur, memberikan izin/rekomendasi kepada

Nama : YULIANA EFRIANTI E

NPM : 1701070154

Untuk melakukan penelitian pada siswa kelas X di SMA Teladan Way Jepara Lampung Timur

Demikian surat rekomendasi ini dibuat, untuk dapat dipergunakan seperlunya dengan penuh tanggung jawab.



REYANTO, SE.



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

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

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

Nomor : B-1970/In.28.1/J/TL.00/06/2021
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Umi Yawisah (Pembimbing 1)
Trisna Dinillah Harya (Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb

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

Nama : **YULIANA EFRIANTI E**
NPM : 1701070154
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : THE USE OF SMALL GROUP DISCUSSION STRATEGY TO INCREASE STUDENTS SPEAKING SKILL OF THE TENTH GRADERS OF SMA TELADAN WAY JEPARA

Dengan ketentuan sebagai berikut :

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 10 Juni 2021
Ketua Jurusan
Tadris Bahasa Inggris

Andiarto, M.Pd
NIP. 19871102 201503 1 004





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

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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-1053/In.28/S/U.1/OT.01/10/2021**

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

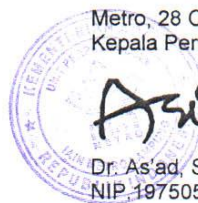
Nama : Yuliana Efrianti E
NPM : 1701070154
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070154

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 28 Oktober 2021
Kepala Perpustakaan



As'ad

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



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

Jl. Ki. Hajar Dewantara 15A Inngmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : Yuliana Efrianti E
NPM : 1701070154
Jurusan : Tadris Bahasa Inggris

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

Demikian surat keterangan ini dibuat untuk digunakan sebagai mana mestinya.

Metro, 1 November 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004

2



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-2388/In.28/D.1/TL.00/06/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA TELADAN WAY
JEPARA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Berdasarkan dengan Surat Tugas Nomor: B-2389/In.28/D.1/TL.01/06/2021, tanggal 24 Juni 2021 atas nama saudara:

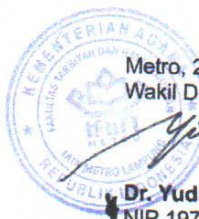
Nama : **YULIANA EFRIANTI E**
NPM : 1701070154
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA TELADAN WAY JEPARA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF SMALL GROUP DISCUSSION STRATEGY TO INCREASE STUDENTS SPEAKING SKILL OF THE TENTH GRADERS OF SMA TELADAN WAY JEPARA".

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

Demikian surat izin ini kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Metro, 24 Juni 2021
Wakil Dekan I,

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



YAYASAN PENDIDIKAN TELADAN
SEKOLAH MENENGAH ATAS (SMA) TELADAN WAY JEPARA
SMA TELADAN WAY JEPARA

Status : *Terakreditasi A*

NIS / NPSN : 300180 / 10806003

e-mail : smateladanwjepara@yahoo.co.id

NSS. 302120408018

Alamat : Jalan Pramuka Labuhan Ratu Satu, Kecamatan Way Jepara - Lampung Timur 34196 Telp. (0725) 641357

SURAT KETERANGAN PENELITIAN

Nomor : 422/6502/15/SK.SMAT/2021

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Atas (SMA) Teladan Way Jepara Kabupaten Lampung Timur Provinsi Lampung, menerangkan bahwa:

Nama : YULIANA EFRIANTI E.

NPM : 1701070154

Jurusan : Tadris Bahasa Inggris

Bahwa yang bersangkutan adalah benar telah melakukan research/survey di SMA Teladan Way Jepara dalam rangka menyelesaikan tugas akhir/skripsi terhitung sejak tanggal 22 Juli – 14 Agustus 2021.

Selama melaksanakan kegiatan tersebut. Yang bersangkutan dapat melaksanakannya dengan baik dan penuh tanggungjawab.

Demikian disampaikan, untuk dapat diketahui dan dipergunakan sebagaimana mestinya.

Way Jepara, 18 Agustus 2021

Kepala Sekolah



RIYANTO, S.E.



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

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SURAT TUGAS

Nomor: B-2389/In.28/D.1/TL.01/06/2021

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

Nama : **YULIANA EFRIANTI E**
NPM : 1701070154
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di SMA TELADAN WAY JEPARA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF SMALL GROUP DISCUSSION STRATEGY TO INCREASE STUDENTS SPEAKING SKILL OF THE TENTH GRADERS OF SMA TELADAN WAY JEPARA".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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



Dikeluarkan di : Metro
Pada Tanggal : 24 Juni 2021

Wakil Dekan Akademik dan Kelembagaan,



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

THE USE OF SMALL GROUP
DISCUSSION STRATEGY TO
INCREASE STUDENTS`
SPEAKING SKILL OF THE TENTH
GRADERS OF SMA TELADAN
WAY JEPARA

by Yuliana Efrianti E. 1701070154

Submission date: 11-Nov-2021 01:52PM (UTC+0700)

Submission ID: 1699584956

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AN UNDERGRADUATE THESIS

**THE USE OF SMALL GROUP DISCUSSION STRATEGY
TO INCREASE STUDENTS' SPEAKING SKILL
OF THE TENTH GRADERS OF SMA TELADAN WAY JEPARA**

Written By:

YULIANA EFRIANTI E.
Student Number: 1701070154



**Tarbiyah and Teacher Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) OF METRO
1443 H/ 2021 M**

↻

THE USE OF SMALL GROUP DISCUSSION STRATEGY TO INCREASE STUDENTS` SPEAKING SKILL OF THE TENTH GRADERS OF SMA TELADAN WAY JEPARA

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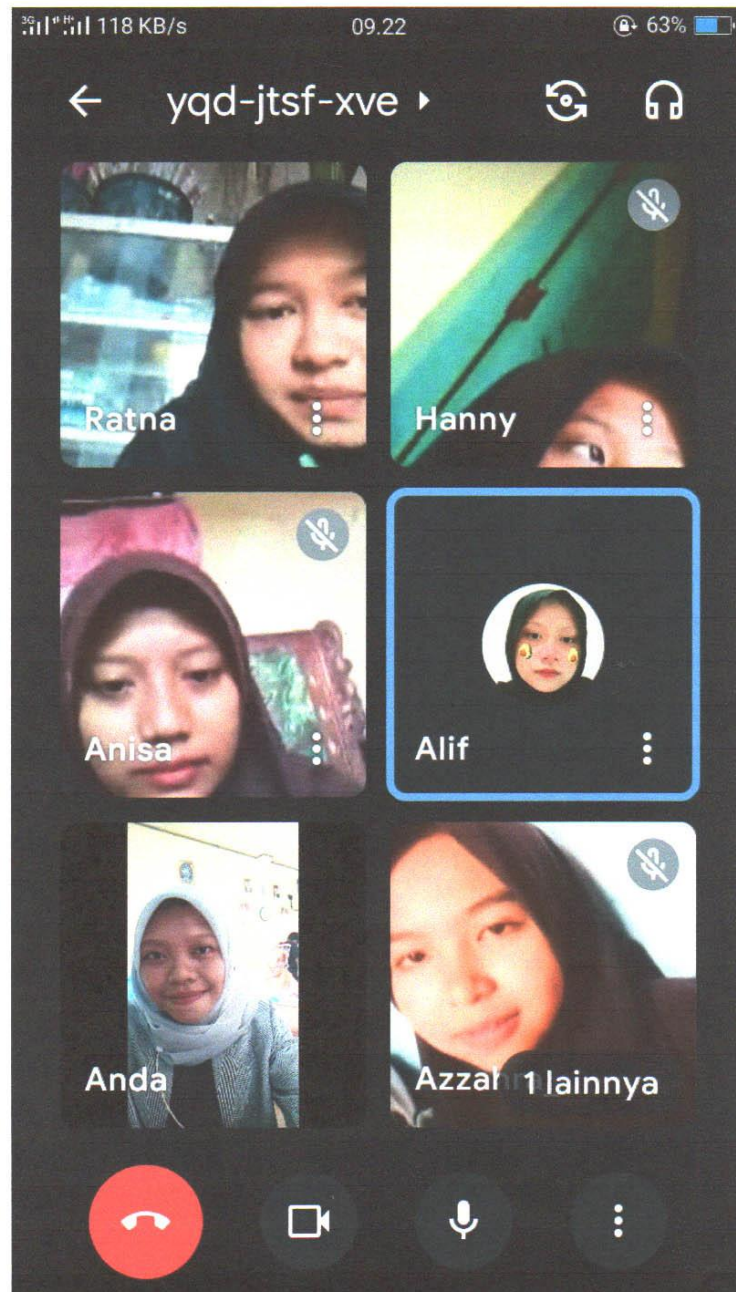
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POST TEST 1





Jam Gadang.

Jam Gadang Bukit tinggi is a landmark of the city and the province of West Sumatra in Indonesia. Symbol typical of West Sumatra is also has a unique story and because he is already tens of years. Jam Gadang built in 1926 by architect Yazin and Sultan GIGI Ameh. Laying the first stone this day is done, Son Rock Maker is the ~~first~~ first time was still @ the age of 6 years. Jam is a gift from @ the Queen of the Netherlands ~~to~~ to Controller (City Secretary)

Jam Gadang ~~have~~ has Diameter size of this clock is 90 cm. With a basic plan of 13x4 meters while the height of 26 meters. Construction of the clock tower which is said to have a total cost of ~~3.000~~ construction of 3.000 gulden's, eventually became ~~the~~ landmarks or the emblem of the city of Bukit tinggi.

Nama : Alif Nur Khasanah

Kelas : X IPS 2

Mapel : B. Inggris

No. absen : 01

Nama: Sela Triana kelas: ~~X IPS~~ kelas = X. IPS. 2

1. Prambanan Temple

Prambanan Temple compounds consist of prambanan temple (also called Ioro Jonggrang), Sewu temple, Bubrah temple and Lumbung temple.

Prambanan temple itself is a complex consisting of 240 temples. All the mentioned temples from the prambanan Archaeological Park and were built during the dynasty in Java in the 8th century AD. These compounds are located on the border between the two provinces of Yogyakarta and Central Java on Java Island.

While Ioro Jonggrang, dating from the 9th century, is a brilliant example of Hindu religious bas-reliefs. Sewu, with its four pairs of Dwarapala giant ~~Statuette~~ Statues, is Indonesia's largest Buddhist complex including the temples of Lumbung, Bubrah and Asu (Crona temple).

Nama: Anisa Ari Anggraini

No.

Date:

X IPS 2

Jam Gadang is the name for a clock tower located in downtown Bukit Tinggi, West Sumatra, Indonesia. This clock tower has a clock with a large size on four sides so it is called Jam Gadang, a Minangkabau name meaning "big clock".

Clock Tower has also been used as a tourist attraction with the expansion of the park around this clock tower.

Daring a

NAMA = Azzahra Nur Lestari

KELAS = X IPS 2

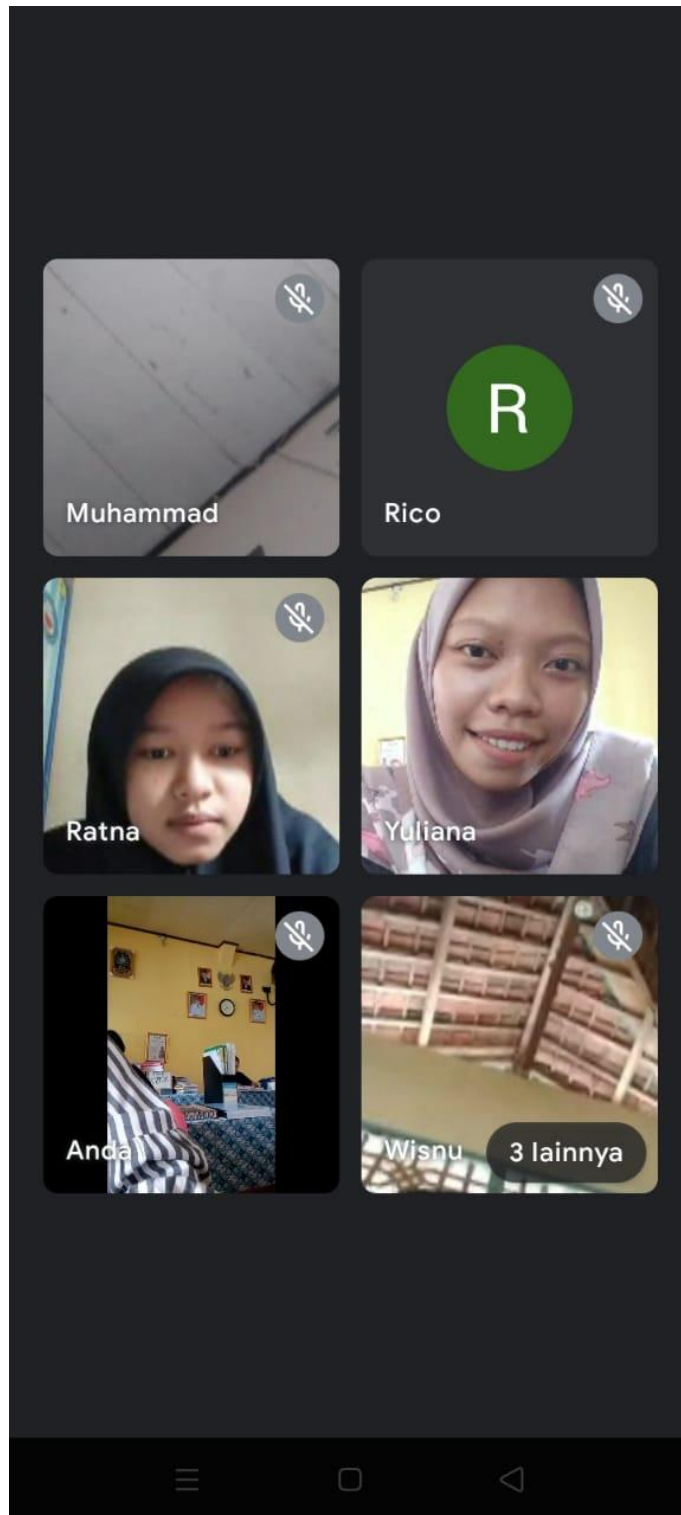
- Jam Gadang

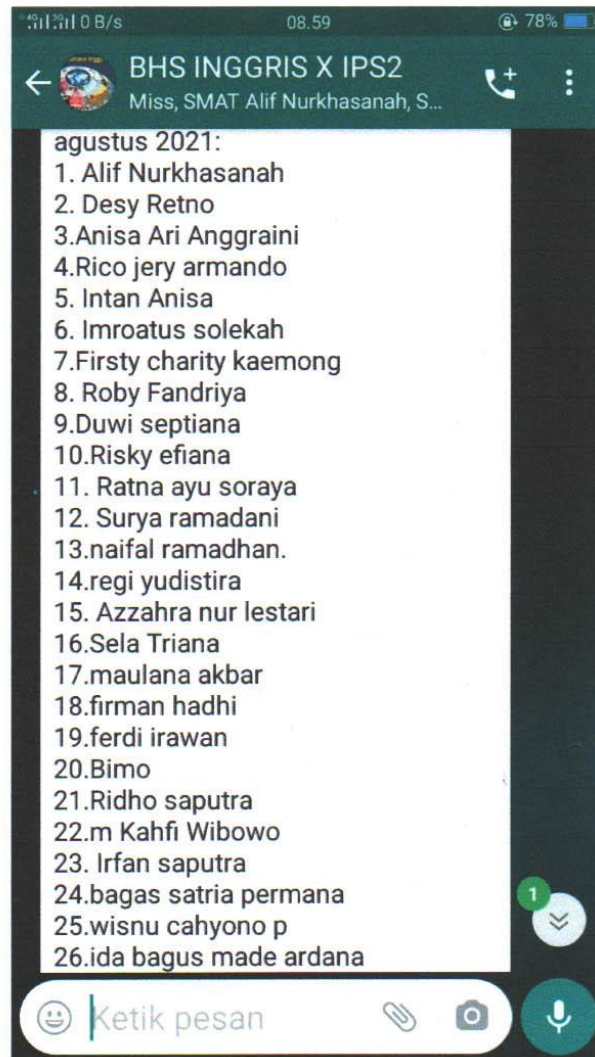
Jam Gadang adalah menara jam yang menjadi penanda kota Bukittinggi, Sumatera Barat, Indonesia. Menara jam ini memiliki jam dengan ukuran besar di tempat tinggalnya sehingga dinamakan Jam Gadang, sebutan bahasa Minangkabau yang berarti "jam besar".

English

- Jam Gadang is a clock tower that marks the city of Bukittinggi, West Sumatra, Indonesia. This clock with a large size on four sides so it is called Jam Gadang, a Minangkabau name meaning "big clock".

POST TEST 2





Borobudur Temple

Borobudur is one of historical buildings in Indonesia. It is considered to be the world's largest Buddhist temple for its size (15129 m²) and height (34,5 m). It is located in Magelang, Central Java. Not only it became a well known tourism destination to a lot of travelers around the world, Borobudur Temple is also included in UNESCO list of world heritage site.

No. _____
Date: X IPS 2

Maninjau

Maninjau lake is one of the lakes in West Sumatra.
This lake is located about 190 km north of Padang City, 27 km from Lubuk Basung, Agam district.
Maninjau is the second largest lake after Singkarak lake. The highest peak in the hills around lake Maninjau is known as Puncak Gunung. If you go to the high hill from Maninjau, you will pass a winding road known as winding 99 along approximately 10 km from Ambun in the morning to Maninjau.

Ratna Ayu Soraya
x IPS 2

No. 13 / 2021
Date: 168 jumat.

Taj Mahal

The Taj Mahal is a monument located in Agra, India. It was built at the wish of the Mughal Emperor Shah Jahan, son of Jahangir, as a mausoleum for his Persian wife, Arjumand Banu Begum, also known as Mumtaz-ul-Zamani or Mumtaz Mahal. The Taj Mahal is a masterpiece of Mughal architecture.

Shah Jahan, the emperor of the Mughal Empire had great wealth during his heyday. In 1631 his third wife and the wife he loved most died giving birth to his daughter Gauhara Begum, their 14th child.

In 1983 the Taj Mahal was accepted as a UNESCO World Heritage Site.

Anisa Aeri Anggraini

Kelas: X IPS

No.

13-8-2021

Monas or National Monument is an icon of the city of Jakarta. It is located in the center of Jakarta.

This is a tourist attraction and educational center that is attractive to residents of Jakarta and surrounding areas. It was built in August 1959.

The entire Monas building was designed by Indonesian architects namely Soedarsono, Friedrich Silaban and Ir. Rooseno. On August 17, 1961, Monas was inaugurated by President Soekarno and began to be opened to the public since July 12, 1975.

Daring 3 / 2021
Jumat, 13 / 04

Nama : Alif Nur khasanah

Kelas : X IPS 2

Mapel : Bahasa Inggris

National Monument (Monas)

Monas or National Monument is an icon of the city of Jakarta. It is located in the center of Jakarta. This is a tourist attractive and educational center that is attraction to residents of Jakarta and surrounding areas. It was built in August 1959. The entire Monas building was designed by Indonesian architects namely Soedarsano, Frederick Saliban and Ir. Rooseno. On August 17, 1961, Monas was inaugurated by President Soekarno and began to be opened to the public since July 12, 1975.

It was built as high as 132 meters and shaped yoni phallus. The whole building is coated in marble. At the top there is a cup on which there is a bronze flame that is 17 meters high and 6 meters in diameter and weighs 19.5 tons. This flame is coated by gold of 95 kg weight. Monas's flame tongue consists of 77 parts put together. Peak court area of 11 x 11 m. To reach the top court, visitors can use the elevator with a long trip of about 3 minutes. Around the elevator there is a fire escape. From the Monas peak yard, visitors can see skyscrapers in the city of Jakarta. Even if the air is clear, visitors can see Mount Salak in West Java and the Java Sea with the Thousand Islands. The lower court is 95 x 95 m wide. Height from the bottom of the Monas to the lower court is 17 meters. In this section visitors can see the Monas Park which is a beautiful urban forest.

Nama: Firsty'charity kaemong
Kelas: X IPS²

Meninjau Lake is a lake in Tanjung Raya, Agam regency, West Sumatera province, Indonesia.

The lake is located about 170 kilometers north of Padang City, the capital of West Sumatera, 36 km from Bukittinggi, 27 km from Lubuk Basung, the capital of Agam Regency.

CURRICULUM VITAE



The name of writer is Yuliana Efrianti Efrizal. She was born in Way Jepara, on 22 July 1999. She's first child of Mr. Efrizal and Mrs. Ririn Suharyanti.

She was enrolled her study at SD N 1 Labuhan Ratu Dua on 2005 until 2011. In line with her focus on the study, she continued her study at SMP Ma'arif 09 Way Jepara on 2011 and graduated on 2014. She decided to continue her study at SMA Teladan Way Jepara Lampung Timur on 2014 until 2017.

Then at the same year, she was registered as a S1 student of English Education Department of State Institute of Islamic Studies (IAIN) Metro.