

AN UNDERGRADUATED THESIS

**INFLUENCE OF BUZZ GROUP TECHNIQUE ON STUDENTS`
SPEAKING SKILL AT THE EIGHTH GRADE OF SMP IT BINA
INSANI METRO**

By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H/2023 M

AN UNDERGRADUATED THESIS

INFLUENCE OF BUZZ GROUP TECHNIQUE ON STUDENTS
SPEAKING SKILL AT THE EIGHTH GRADE OF SMP IT BINA INSANI
METRO

Presented as Partial Fulfillment of the Requirements

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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APPROVAL PAGE

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NOTIFICATION LETTER

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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research script which is written
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher
Training in order to be discussed on the Munaqosyah. Thank you very much.

Wassalmu'alaikum, Wr.Wb

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NOTA DINAS

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Saudari Kurnia Hardianti**

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Assalamualaikum, Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi
yang disusun oleh:

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan. Demikian
harapan kami atas penerimaan kami ucapkan terimakasih.

Wassalmu'alaikum, Wr. Wb

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RATIFICATION PAGE

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An Undergraduate thesis entitled: INFLUENCE OF BUZZ GROUP TECHNIQUE ON STUDENTS' SPEAKING SKILL AT THE EIGHTH GRADE OF SMP IT BINA INSANI METRO, written by: Kurnia Hardianti, Student Number 1901050021 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, November 14th, 2023, at 08.00-10.00 a.m.

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PANITIA MUNAQOSAH
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IAIN METRO

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**INFLUENCE OF BUZZ GROUP TECHNIQUE ON STUDENTS
SPEAKING SKILL AT THE EIGHTH GRADE OF SMP IT BINA INSANI
METRO**

ABSTRACT

BY:

KURNIA HARDIANTI

The objective of this research was to investigate whether there is any positive and significant Influence of Buzz Group Technique on Students Speaking Skill at The Eighth Grade of SMP IT Bina Insani Metro. Buzz Group technique is make a small group to sharing ideas of students discussing or buzzing an aspect of a topic or material and are a good way to get them talking, thinking, and practice speaking. Therefore, the students are able to learn ech other in order to improve speaking skill.

This present research is quantitative research which was conducted in the form of quasi experiment design carried. The samples of this research are 54 students, was divided into 2 clasess consisting of classes VIII A as experiment class and VIII C as control class. Researcher gethering information this research determines used purposive sampling. Get the data researcher used pre-test and post-test as the data collecting method. The formula that was used analyze the data was sample t-test to prove the hypothesis. The purposes of pre-test and post-test are to determine differences in the ability to speaking make simple recount story before and given treatment. It can be seen that the result pre-test in the experimental class with an average score of 61 and in control class with an average score of 63. After pretest doing the treatment and the result post-test in experimental class with an average score of 73 and in control class with an average score of 67.

Finally, the result of data analysis it comes to the conclusion that if the probability or Sig. > α (0.05), the alternative hypothesis (H_a) is accepted. It means that there is a positive and significant effect of variable X on variable Y. In the other words, H_a is accepted and H_o is rejected. Based on the result, it could be said that Influence of Buzz Group technique on Students Speaking Skill at The Eighth Grade of SMP IT Bina Insani Metro.

Keywords: *Quantitative Research, Buzz Group Technique, Speaking Skill*

PENGARUH TEKNIK BUZZ GROUP TERHADAP KETERAMPILAN BERBICARA SISWA KELAS VIII SMP IT BINA INSANI METRO

ABSTRACT

OLEH:

KURNIA HARDIANTI

Tujuan dari penelitian ini adalah untuk menyelidiki apakah ada pengaruh yang positif dan signifikan dari Teknik Buzz Group terhadap kemampuan berbicara siswa kelas VIII SMP IT Bina Insani Metro. Teknik Buzz Group adalah membuat kelompok kecil untuk berbagi ide dari siswa yang mendiskusikan atau mendengarkan suatu aspek dari suatu topik atau materi dan merupakan cara yang baik untuk membuat mereka berbicara, berpikir, dan berlatih berbicara. Oleh karena itu, para siswa dapat saling belajar satu sama lain untuk meningkatkan kemampuan berbicara.

Penelitian ini merupakan penelitian kuantitatif yang dilakukan dalam bentuk desain eksperimen kuasi. Sampel penelitian ini berjumlah 54 siswa yang terbagi dalam 2 kelas yang terdiri dari kelas VIII A sebagai kelas eksperimen dan kelas VIII C sebagai kelas kontrol. Penentuan sampel penelitian ini menggunakan purposive sampling. Untuk mendapatkan data peneliti menggunakan pre-test dan post-test sebagai metode pengumpulan data. Rumus yang digunakan untuk menganalisis data adalah uji-t sampel untuk membuktikan hipotesis. Tujuan dari pre-test dan post-test adalah untuk mengetahui perbedaan kemampuan berbicara dalam membuat cerita recount sederhana sebelum dan sesudah diberikan perlakuan. Dapat dilihat bahwa hasil pre-test pada kelas eksperimen dengan nilai rata-rata 61 dan pada kelas kontrol dengan nilai rata-rata 63. Setelah dilakukan pretest dengan melakukan treatment dan hasil post-test pada kelas eksperimen dengan nilai rata-rata 73 dan pada kelas kontrol dengan nilai rata-rata 67.

Akhirnya, hasil analisis data sampai pada kesimpulan bahwa jika probabilitas atau $\text{Sig.} > \alpha$ (0,05), maka hipotesis alternatif (H_a) diterima. Artinya, terdapat pengaruh positif dan signifikan antara variabel X terhadap variabel Y. Dengan kata lain, H_a diterima dan H_o ditolak. Berdasarkan hasil penelitian, dapat dikatakan bahwa Pengaruh Teknik Buzz Group terhadap Keterampilan Berbicara Siswa Kelas VIII SMP IT Bina Insani Metro.

Kata Kunci: *Penelitian Kuantitatif, Buzz Group Teknik, Keterampilan Berbicara*

STATEMENT OF RESEARCH ORIGINALITY

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State that this undergraduate thesis is originally the result of the research done by the researcher, in exception of the certain parts of which are exepted from the bibliography mentioned.

Metro, October 2023
Researcher

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

Metro, Oktober 2023



Researcher

Kurnia Hardianti
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MOTTO

وَمَنْ يَتَّقِ اللَّهَ يَجْعَلْ لَهُ مِنْ أَمْرِهِ يُسْرًا ۚ

And whoever fears Allāh - He will make for him of his matter ease.
(QS. At-Talaq 65: Verse 4)

وَجَدَ جَدَّ مَنْ

whoever strives shall succeed

DEDICATION PAGE

This undergraduate thesis is special dedicatd to:

My beloved parents (Mr. Jaswadi and Mrs. Sri Khotijah) who keep on praying
and support me. I love you so much.♥♥

My beloved big brother (Hardi Kurnianto S.S.T., M.T.) always give me
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help during lectures and thesis preparation.

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Alhamdulillah, praise the researcher for the presence of Allah SWT thanks to His blessing and mercy, so the researcher can complete writing this undergraduated-thesis entitled: “INFLUENCE OF BUZZ GROUP TECHNIQUE ON STUDENTS SPEAKING SKILL AT THE EIGHTH GRADE OF SMP IT BINA INSANI METRO”. Solawat and salam always be given to our Prophet Muhammad SAW.

This undergraduate-thesis was prepared to obtain an S-1 degree at the State Institute for Islamic Studies of Metro. In the preparation of this undergraduated-thesis, the researcher found many obstacles, but because of guidance and cooperation from various parties, finally this undergraduated-thesis can be completed properly. So the researcher respectfully thanks to:


1. Prof. Dr. Hj. Siti Nurjanah, M.Ag as the Rector of State Islamic Institute of Metro.
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7. English teacher of SMP IT Bina Insani Metro.

The researcher realizes that there are still many errors in writing this undergraduated-thesis, therefore the researcher expect constructive criticism and suggestions to perfect this undergraduated-thesis.

Metro, October 2023

The Reseacher



Kurnia Hardianti
1901050021

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CHAPTER I

INTRODUCTION

A. Background of Study

Learning English has four basic skills of the language, there are listening, speaking, reading and writing. One of basic skill in English as a priority for many second language or foreign language learners was the mastery of speaking skill.¹ People to get through world information to participate in internasional communities. Speaking skill can be defined as the development of a relationship between the speakers and the listeners or audience. The relationship between news and spoken language as a media of communication is very fitting.

Speaking skill is the ability to convey messages in spoken language. Speaking by composing the right words will make someone interested in the speaker in conveying a news or adding an opinion. The ability to speak is the ability to pronounce sentences to express, statements, convey thoughts, ideas, and feelings. Speaking one of the skills or abilities of English by expressing our opinion, tell a story, or commenting on the opinions of others, and rejecting their opinions if they are not in accordance with facts and by asking questions and answering questions “on the spot” with oral language.

The main purpose of speaking is to create communication by expressing it in a creative way. Professional speakers in arranging words into interesting

¹ Jack C. Richards, *Teaching Listening and Speaking From Theory to Parctice* (Cambridge: Cambridge University Press, 2008), 19.

sentences can make someone they talk to or listeners become interested and more focused on receiving the information they hear. It becomes a distinct advantage for speakers in conveying their ideas or arguments. Those with good speaking skill receive social and professional benefits.

Social benefits with social interaction activities between individuals and their environment. Benefits derived from using language to ask questions, convey facts and knowledge, and explain lectures, briefings, presentations, conveying information in press conferences, radio and television broadcasts, teaching, speeches, orations, hosting events (as Master of Ceremony), and confident speaking in front of other people.

One of the things that influence the quality of one's speaking skill is the application of appropriate teaching techniques. That's because teaching techniques are a real form that is a way for teachers or educators to carry out training as an effort to optimize the achievement of learning goals, especially those related to speaking skill. Good teaching techniques have characters that can support everything needed by students to achieve better quality speaking skill.

Improving one's speaking skill can be trained while at school by means of teachers using simple learning techniques that can foster student confidence in expressing their opinions. One of the teaching techniques that can be used is the buzz group technique. The Buzz Group technique is very effective in training students to speak to convey their ideas to others. In learning using the Buzz Group technique. A Buzz Group is a small group of four to seven

students who meet for a few minutes to quickly share opinions, viewpoints, or reactions to certain ideas or course content.² Buzz Group is a learning technique that starts with providing answers to problems or questions of 4 or 7 students and sharing information between group members.

Buzz groups are generally small groups of students discussing or buzzing an aspect of a topic and are a good way to get them talking, sharing, thinking, and participating.³ The Buzz Group technique is applied in the teaching and learning process to encourage students to think critically, express opinions freely, contribute ideas to solve problems together, take alternative answers to solve problems based on the results of group discussions.

According with all the explanations above, the researcher has conducted a pre-survey on November 24, 2022 in grade eight of the SMP IT Bina Insani Metro to find out students' problems in learning English, especially those related to speaking skill. Besides that, the researcher also conducted interviews with the English teacher. In conducting the pre-survey process on January 16, 2023. The researcher obtained an oral test of student conversation practice about present continuous family daily activity. The data was taken from the students of class A and class C. The results of the pre-survey related to students' ability in speaking skill are illustrated in the following table.

² Kenneth D. Moore and Jacqueline Hansen, *Effective Strategies for Teaching in K-8 Classrooms*. (Thousand Oaks: SAGE, 2012).

³ Richard, Caladine, *Enhancing E-Learning With Media-Rich Content And Interactions*. (London: IGI Global, 2008).

Table 1
The Data of Students' Speaking Skill Result

No	Grade	Frequency	Percentage	Criteria
1	> 70	7 Students	13 %	Good
2	70	9 Students	17 %	Fair
3	< 70	38 Students	70 %	Bad
Total		54 Students	100 %	

Source: *pre survey data of class VIII SMP IT Bina Insani Metro*, taken on January, 2023

Based on the data in the table of pre-survey results from two classes, it was known that the students' speaking skill are categorized as weak or unsatisfactory, it was because the students' speaking ability is categorized as bad. It means that most of the students are not able to reach the Standar of Minumun Completeness (KKM) in speaking skill. It means that based on the students' speaking skill values that the researcher got in the pre-survey processes, it shows that the students' speaking skill have problems that should be followed up.

In the pre-survey process the researcher also conducted interviews with English teacher based on the results of the interviews, the researcher could find out that students had problems in speaking used English. The obstacles in speaking for students are caused by the limited English vocabulary that students have so that students are not able to arrange words in the speaking procedure correctly. In addition, the obstacles in speaking using English are

also caused by the weak English grammar that students have so that students are not able to string words in English correctly. Another problem is the weak intensity of practicing speaking in English so that it affects the fluency of speaking English.

Based on the entire description of the plan to uncover the problems of students' speaking skill. To address these problems the researcher intends to conduct quantitative research. In this case, the researcher will do teaching treatment by applying Buzz Group technique. The researcher hopes that through this technique there will be a positive and significant influence on students' speaking skill. Therefore, the researcher intends to compile a research proposal with the title “Influence of Buzz Group Technique on Students’ Speaking Skill at The Eighth Grade of SMP IT Bina Insani Metro”.

B. Problem Identification

Referring to background above, the researcher would like to assume that there are some problems as follows:

1. The student have limited English vocabulary.
2. The student have low to express their ideas in speaking.
3. The student weak intensity of practicing speaking in English so that it affects the fluency of speaking English.

C. Problem Limitation

Based on the problem above, the researcher limits the problem is the students have low skill in English speaking to express ideas and limit English vocabulary. So, the researcher applying buzz group technique on student speaking at the eighth grade of SMP IT Bina Insani Metro in academic year 2023/2024.

D. Problem Formulation

The researcher formulated the problem formulation that is: is there any positive and significant influence of buzz group technique on student speaking skill of SMP IT Bina Insani Metro.

E. Objective and Benefit of Study

1. Objective of The Study

The objective of this research is order to know whether there is possitive and significant influence of buzz group technique on the students' speaking skill at the eighth grade of SMP IT Bina Insani Metro.

2. Benefit of The study

a. For The Students

This research is expected to provide benefits to students, especially to students of SMP IT Bina Insani Metro by involving them in the learning process using one of the various techniques of learning speaking skill so that they will get new experiences in the process of learning speaking skill. Through this research, students are also expected to have better speaking

skill. It is hoped that this technique can help students in the process of learning speaking skill.

b. For The Teacher

This research is expected to provide benefits for teachers, especially English teachers of eighth grade of SMP IT Bina Insani Metro by providing information related to students' speaking skill. In addition, the teacher will also get information regarding the application of the buzz group teaching technique so that the teacher can develop the teaching process using the buzz group technique in the hope that students' speaking skill will be better.

c. For The Other Researcher

This research can be used as consideration for further research. The researchers who wish to investigate similar issues regarding the influence of the use of the buzz group technique on students' speaking skill eighth grade of SMP IT Bina Insani Metro.

F. Prior Research

This research will be carried out by considering several relevant studies that have been carried out by several previous researcher. The first relevant research was conducted by Nine Febrie Novitasari and Dwi Taurina Mila Wardhani with the research title "Buzz Group in ESP to Improve Students' Speaking Skills"⁴. The research was conducted in 2018 at the Abdurachman

⁴ Nine Febrie Novitasari and Dwi Taurina Mila Wardhani. "Buzz Group In Esp Class To Improve Students' Speaking Skills." Pioneer, 2018: 88-94.

Saleh University, Situbondo. The method used is the classroom action research method (CAR) by examining students. The subjects of this study were fourteen students who took ESP classes at UNARS. This relevant research aims to determine the effectiveness of teaching speaking skill through the buzz group technique and how students respond to the application of the buzz group technique in teaching speaking skill. The results of this relative research show that the student response to the application of the buzz group technique in teaching speaking skill is very positive. The students look enthusiastic and they enjoy the learning process.

The related research with the researchers' research has similarities and differences that can be learned from. The similarity lies in the similarity technique of the research topic, namely the application of buzz group to speaking skill. While the difference lies in the research method. That's because the research method that the researcher uses is quantitative research, while the relevant research method is Classroom Action Research (CAR). Another difference lies in the purpose of the study. This is because the objective of the relevant research is to improve speaking skill through buzz groups and student responses to the application of buzz group techniques in teaching speaking skill. While the purpose of the researcher's research is to determine the influence of the buzz group technique on learning speaking skill.

The second relevant research was conducted by Dedy Sandiarsa S. And Muhamad Suhaili Arief with the research title "A Comparative Study Between

Buzz Group and Critical Debate Toward Students Speaking Achievement”.⁵

The researcher was conducted in 2019 at MA Darul Qur'an Bengkel, the research interested in using Buzz Group and Critical Debate technique in teaching speaking skill by researching second grade students of MA Darul Qur'an Bengkel. The research aims to find out how Buzz Group technique might be able to practice their ability to speak.

The relevant research with the researcher research has an aqutation that lies in similarity of the topic of Buzz Group research on speaking skill. While the different lies in the research technique, it was because the research technique used Critical Debate. The students respond to application of the Buzz Group technique in teaching speaking has given positive impact to students. The students were more motivated to speak.

The last relevant research was conducted by Tesa Febriza, Loli Safitri and Martini with the research title “Students' Perception of The Used of Buzz Group Technique in Teaching Reading Comprehension at The Nineth Grade of SMP N 1 Tanjung Baru”.⁶ The research was conducted in 2022 SMP N 1 Tanjung Baru. The method used is descriptive quantitative to describe students. The population was all of nine grade of SMP N 1 Tanjung Baru. The purpose of this related research showed that students had a good perception of using buzz group technique in reading classes.

⁵ K.Dedy Sandiarsa S. and Muhamad Suhaili, “A Comparative Study Between Buzz Group and Critical Debate Toward Students Speaking Achievement”, JUPE, 2019: 261-264.

⁶ Tesa Febriza, Loli Safitri and Martini, “Students' Perception of The Used of Buzz Group Technique in Teaching Reading Comprehension at The Nineth Grade of SMP N 1 Tanjung Baru”, Journal of English Education, No.2 (2022):8.

The related research with the researchers' research has similarities and difference that can be learned from. The similarity lies on the technique and method, namely buzz group technique and uses method quantitative research. Well, the difference lies in purpose variable dependent. The purpose relevant research is showed that students had a good perception of using buzz group technique in reading classes.

The novelty this research compared to pervious studies is that in terms of dependent variable researcher used speaking skill middle school level especially grade eigh. Secondly, in term of the methodology used in this reseach quantitative methode where researcher is to determine the influence of the buzz group technique on students` speaking skill at the eighth grade of SMP IT Bina Insani Metro.

CHAPTER II

THEORETICAL REVIEW

A. The Concepts of Speaking Skill

1. The Definition of speaking Skill

Many definition about speaking have been proposed by language. Speaking is the verbal use of language to communicate with other.¹ Verbal expression is communication in speech or writing of someone opinions. Speaking is basic of human life to express the thought and feeling to the other people in order to get the thing that people want.

Speaking an effective spoken language skill that deals with how students produce oral language. The speech production is the process by speakers turn their psychological concept into their spoken utterance to communicate a message to their listeners in the communicative interaction.² It is the means by which learners can communicate with others to achieve certain goals or express their opinions, intentions, and hopes.

Lynen said Speaking is also important to organize the discourse so that the interlocutor understands what the speaker says.³ Speaking is important for language learners because speaking the first form of communication.

¹Fulcher, G, *Testing Language Second Language Speaking*, (Sydney: Longman,(2003),79.

² Siahaan, Sanggam, *Issues Linguistics*, (Yogyakarta: Graha Ilmu, 2008), 94-95.

³ Cameron Lynne, *Teaching Languages to Young Learners*, (Cambridge: Cambridge University Press. 2001),41.

They are expected to be able to communicate in English accurately, fluently, and acceptably in everyday situations.

Based on the above definition, speaking can development of the relationship between the speakers and the listeners. It is an interactive process of meaning construction that includes producing and receiving and processing information. It is often spontaneous, open-ended, and evolving but it is not completely unpredictable. it can be concluded that effective language competence focuses on students' ability to create spoken language. It is about how students present themselves as;explore ideas, express feelings and others.

According to Goh and Burns, Speaking is a combinational language skill.⁴ It requires the Skill to fulfill various communicative demands through efficient use of the spoken language. In other words, speaking is the way to help the people to communicate with the others. Skill can be seen as the social ability of person that can be increase.

The definition of skill such as Skill is the ability to do something well. In other words, it is an ability that is aimed for an act that is useful and good. So, skill can be seen as the ability of person which acquire them in complex process for an act that is useful and good.

According to Chaney speaking is the proses of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of

⁴ Christine C.M. Goh and Anne Burns, *Teaching Speaking: a Hoistic Approach*, (New York: Cambridge University Press, 2012), P.67.

context.⁵ It means that speaking not only about the oral communication but also about the non-verbal communication such as words, gestures, and eyes contact. Speaking is the combination of the speech production that has meaningful. Speaking can be tool to communicate with the others.

From the explanation above, it can be explained that Speaking Skill is a person's speaking ability and capacity which acquire them in complex process to create of good communication situation. In other words, speaking skill is the effective oral communication requires the ability to use the language appropriately in social interactions. In speaking activity always related with speaking skill and linguistic problem.

2. Element of Speaking Skill

The ability to speak fluently presupposes not only knowledge the language features, but also the ability to process the information. According Harmer there are two elements of speaking, it is language features and mental/sosial processing.⁶

a. Language Features

- 1) Connected speech : Effective English speakers must be able to produce not only individual phonemes of English but also use fluent of connected speech.

⁵ Munther Zyoud. *Theoritical Perspective on How to Develop Speaking Skill Among University Students*. Department of English Al-Quds Open University Jenin branch, West Bank, Palestine. volum: 2, february 2016, P.2

⁶ Jeremy harmer, *The Practice of English Language Teaching*, (England : Longman, 2004) , 21-24.

- 2) Expressive device : On native speaker of English change the pitch and stress of specific parts of utterances, vary volume and speed, and show how they are feeling through other physical and non-verbal cues.
- 3) Lexis and grammar : spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function.
- 4) Negotiation language : Effective speaking benefit from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

b. Mental/social Processing

- 1) Language processing : Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that intended.
- 2) Interacting with other : Most speaking involves speaking interaction with one or more participants. This means that effective speaking also involves a good deal listening.
- 3) Information processing : Quite apart from our response to other feeling, we also need to be able to process the in formation they tell us the moment we get it.

3. Function of Speaking Skill

It is necessary to recognize the differences functions of speaking when designing speaking activities. Jack C. Richards framework state three part version of the function of speaking ; talk as interaction, talk as transaction and talk as performance. It is described as follows: ⁷

a. Talk as interaction

Talk as interaction refers to what we normally mean by ‘ conversation’ and describes interaction refers to what server a primarily social function. It is very difficult for the teacher to teach students in this case. The teacher should be able to invite the students give feedback even in small conversation.

b. Talk as transaction

The term talk as transaction refers to situations in which the emphasis is on what is said to or done. The central focus is the message and making oneself understood clearly and accurately, rather than the students and how they interact socially with each other, such as: offering something, asking for direction, classroom discussion, and so on.

According to the explanation above, the teaching process are different in each function. The teachers have to analyze first what the focus of the speaking class. Then, the teachers identify the appropriate strategy to teach kinds of the function of speaking.

⁷ Jack C. Richards. *Teaching Listening and Speaking From Theory to Practice*, (New York: Cambridge University Press 2008) .

c. Talk as performance

This refers to public talk, that is talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Speaking performance tends to be in front monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

4. Assessment of Speaking Skill

Assessment is the process of documenting knowledge, skill, attitudes and beliefs, usually in measurable terms. Assessment is formative when teacher use it to check student progress, see how well they have mastered what they should be learning, and use that information to revise future lesson plans. Such assessments also form the basis for feedback to students.

The goal of classroom assessment is to get the feedback about students learning terms. There are categories of speaking assessment:⁸

⁸ Cyril J. Weir. *Language Testing and Validation an Evidence-based Approach*. (New York: Palgrave Macmillan. 2005),196.

Table 2
Assessment of Speaking Skill

Aspect of Speaking	Indicators			
	4 (Excellent)	3 (Good)	2 (Adequate)	1 (Bad)
Fluency	General natural delivery, only occasional halting when searching for appropriate words/expressions.	The students hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.	The students speaks so little that no “fluent” speech can be said to occur.
Pronunciation	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.	Words are unintelligible.
Vocabulary	Effective use of vocabulary for the task with few inappropriacies.	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.	Limited use of vocabulary with frequent inappropriacies.	Unable to construct comprehensible sentences.
Grammatical Accuracy	very few grammatical errors evident.	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.	Speech is broken and distorted by frequent errors.	Unable to construct comprehensible sentences.
Interactional Strategies	Interacts effectively and readily participates and follows the discussion.	Use of interactive strategies is generally adequate but at times experience some difficulty in maintaining interaction consistently.	Interaction ineffective can seldom develop an interaction.	Understanding and interaction minimal.

Source: adopted from Cyril J. Weir in *Language Testing and Validation an Evidence-based Approach*.

B. The Concept of Buzz Group Technique

1. Definition of Buzz Group

Jeffier said that buzz group is a small group discussion technique is used to engage learners and re-energize the group. To initiate the buzz group, pose a question and ask learners to discuss their responses in pairs or groups no larger than learners.⁹ It helps the students to be brave in showing their ideas not only through on the written text but they can discuss with their partner to solve the problem.

Exley Kate and Dennick explains that buzz group is a technique of the level of noise that explodes in the room, is when two or three students are asked to discuss a question or topic of few moments.¹⁰ Buzz group technique is most often used at the beginning of a lesson to provide a content related team building activity. It purpose the condition of classroom more actively.

Bernstein states that buzz group the activity a small group interaction among of learners to work together around a particular focus or task can be integrated into case discussions and presentations.¹¹ That is why the technique name buzz group because the technique make a small group produce buzzing sound to discussion. Buzz group can be used at any time

⁹ Kathryn N.Huggett and William B.Jeffries, *An Introduction Medical Teaching* (London: Spriger, 2010), 36

¹⁰ Kate Exley & reg Dennick, *Small Group Teaching*, (London, New York: RoutledgeFalmer, 2004),P.60

¹¹ Henry H. Bernstein, *Pediatrics in Practice A Health Promotion Curriculum for Child Health Professionals* (New York: Springer, 2005), 12.

during the program, especially when the learners want students to be actively involved in program solving problems.

The first used buzz group technique is Dr. Donald Philips at Michigan State University.¹² He used this technique for time efficient in studying. The technique applying divide large classes into six members group asking them to discuss a certain problem or issue for specific period of time. The sub-groups are given a 6 minute time to discuss the problem.

Based on the above explanation, the buzz group is teamwork that can be introduced from large groups to small groups form a team for discussion through teamwork. In the small group can quickly to respond on question related to the course to get idea from the feedback and discussion of the whole group. By applying with this technique they can not only show their minds, their feelings or their thoughts but they can discuss texts written in the order of learning with each other and can make the process more active.

2. The Purpose of Buzz Group Technique

The purpose of Buzz Group technique is to encourage each person to be active in a discussion yet preserves a anonymity.¹³ In applying of buzz group in teaching process, it has a purpose to make learning English successfully. This is a cooperative learning technique whose main purpose

¹² Sri Wahyuni, using *Buzz Group Technique in Teaching reading Comprehension to The Tenth Grade Students of SMA Muhammadiyah Pagaram*, ESTEEM Journal: 63.

¹³ Michele Crowe, EtAl, *Consultation-practice and Practitioner* (Muncie: Accelerated Deelopment, 1985), 50.

is for student to work in groups, with all group members taking turns to contribute ideas.

This technique also focuses on small groups that can do it. Discuss with each other use buzz group students you can practice discussing to solve the problem. That is students are more willing to express their opinions. Learning from now on expected process, success and execution of learning style active, creative, effective and fun.

3. The Procedure of Buzz Group

Buzz groups are a form of peer learning that can be introduced into any large group presentation. In applying buzz group in the teaching process, it has purpose for succeed in learning English. The purpose of the buzz group technique is to be able to obtain information to solve a problem or discuss a problem. When the learning procedure uses buzz group technique can find and develop information through discussion.

The best way to overcome the limitations of a large group is to break up the class into smaller units that can engage in other activities. The Buzz Group technique many different ways and are most often complaint. This research show the combine of procedures or steps using the buzz group technique from several experts, as follows:

- a. Devide the group or participants, or audience into small sub-groups (from 3-12). One class have many student. Applying this technique the learners

can divide into small sub-groups by the teacher. One group has 4/6 students.

- b. Furthermore, the teacher will give the issue or the problem, title to be discussed for each group until the issue or problem to be discussed is clarified and understood by each group.
- c. Next, appoint or have the group elect, a chairperson.
- d. In the group to discuss an issue relevant to some aspects of the topic under consideration and students can contribute and share ideas.
- e. Have the chairperson repost the information generated by the sub-group to reached by the sub-group to the large group.¹⁴
- f. Students work on a problem or issue to discussion of limid complexity by themselfe for 1-5 mints.
- g. The discussion time allotted in also short (about 3-5 min) and the teacher calls on a limited number of pairs to report and discuss their answer.¹⁵
- h. While the group is presenting, teacher can move from group to group, listen, when necessary, raising question stimulate discussion and correct their result of discussion.
- i. All the representatives debate the issue publicly in the centre of the class, with or without communication by group members with their representatives.¹⁶

¹⁴ *Ibid.*, 50.

¹⁵ Kathryn N.Huggett and Willian B. Jeffries, *An Introduction to Medical Teaching.*, 22.

¹⁶ Corson, David, *Oral Language Across the Curriculum*, (Philadelphia: Multilingual Matters, 1988), 107.

- j. Last steps the group may be asked to get together later to summarize their finding into a report in topic discuss and presentation.

4. The Advantages and Disadvantages of Buzz Group Technique

According Caladine buzz group technique has the advantages and disadvantages of using buzz group technique, there are:¹⁷

a. The advantages

- 1) Each students examine as many ideas as possible and report them to the main group.
- 2) All member get a chance to speak.
- 3) It allows everyone's ideas to be expressed.
- 4) Students learn to work in-real life situation where others opinion are considered
- 5) It sents group work to get discussion started
- 6) Because member is expressing, opinions, sharing, talking, participating, it is good for dealing with controversial subject.
- 7) Created the fun condition and using a fewer time

b. The Disadvantages

- 1) Effectiveness the group may be lowered by the chairperson-true behavior of a few.
- 2) It may not be effective for younger group or group that knows each other too well to take each others opinions seriously.

¹⁷ Richard Caladine, *Enhancing E-Learning with Media-Rich Content and Interactions*, (London: IGI Global,2008), 249.

- 3) It can be time-consuming when dealing with very large groups.
- 4) The report of discussion does not arrange well.
- 5) Time limits the report back time.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

The researcher must have a theoretical framework as the basic concept in the research. The theoretical framework of this research is systematic thinking to write the problem. There are two variables in this research. Names' independent variable (X) and dependent variable (Y). The independent variable (X) is buzz group technique and the dependent variable (Y) is speaking skill.

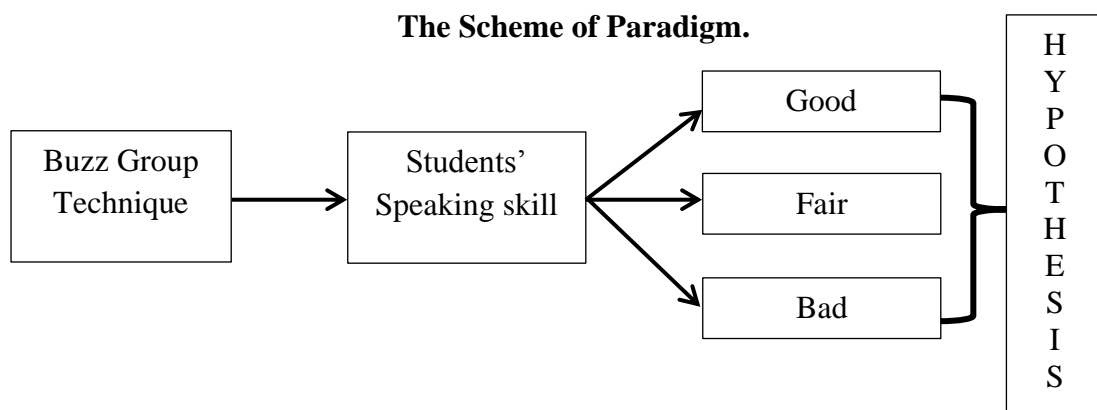
There are many technique in teaching speaking skill. In this research, the researcher uses buzz group technique to influence speaking skill that focus students at the eighth grade of SMP IT Bina Insani Metro.

If independent variable (X) can influence dependent variable (Y). The independent (X) is positive and significant to influence dependent variable. If independent variable (X) is low to influence dependent variable (Y) that is not any positive and significant to influence dependent variable (Y) at the eighth grade of SMP IT Bina Insani Metro.

2. Paradigm

Paradigm is simple scheme, but contain with main element of the research that point out of the research indication and the relationship each other. Based on the theoretical framework above, the researcher describes the paradigm as following:

Figure. 1



Under Figure 1 above, if buzz group technique is applied well, speaking skill will be good. Therefore, use buzz group techniques to improve student speaking skill. However, if the student's score with the buzz group technique is low, the score will be: speaking skill is bad. Therefore, there is nothing positive Significant influence of improving students using buzz group techniques speaking skill.

D. Hypotheses Formulation

“Hypothesis is usually considered as the principal instrument in research.”¹⁸ It can be understood that hypothesis as a statement about the condition of the parameter of the research with a sample. Daniel Muijs explain “a hypothesis is a tentative explanation that accounts for a set of facts and can be tested by further investigation”.¹⁹ Furthermore, Donal Ary defines the “hypothesis presents the researcher’s expectations about the relationship between variables within question”.²⁰ In other opinion, hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics.²¹ It used in experiment in which researcher compare group.

Based on the above quote, the hypothesis can be understood can be accurately defined as a preliminary suggestion proposed as a solution to the problem or as an explanation of the phenomenon. The researcher formulates the hypothesis as follows:

Alternative Hypothesis (H_a)

There is positive and significant influence of using buzz group technique on students’ speaking skill at the eighth grade of SMP IT Bina Insani Metro.

¹⁸ Kothari, C.R. *Research Methodology*. (New Delhi: New Age International (P) Limited, Publishers. 2004),p.184

¹⁹ Daniel Muijs. *Doing Quantitative Research in Education with spss*, (New Delhi, London: Thousand Oaks,2004),p.8

²⁰ Donal Ary, *Introduction to Research in Education*, (New Yorks, holth. Rinchart and Wiston 1979), p.81

²¹ John W. Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Pearson Education: University of Nebraska–Lincoln(4th ed), 2012),p.111

E. Statistics Hypothesis

Based on the explanation above, the researcher make a conclude that hypothesis are

- a. . If $F_{\text{observed}} < F_{\text{table}}$, H_a is accepted and H_o is rejected.
- b. If $F_{\text{observed}} > F_{\text{table}}$, H_a is rejected and H_o is accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher uses the quantitative research for conducting that will be conducted at the eighth grade of SMP IT Bina Insani Metro. According to O’Leary quantitative research is a kind of research that has function to explain phenomena by collecting numerical data that are analyzed using mathematically based methods in particular statistics.¹ Quantitative is statistically significant result are true beyond more change findings are applicable to a population beyond a sample.

The experimental design for this research is a quasi experimental research. In a quasi experiment, the researcher used control class and experimental class, but do not randomly assign participants to groups.² The researcher will ask students to do a pre-test, to participate actively in treatment, and to do a post-test. Treatment is given after a preliminary examination. The pre-test will be designed to examine the students speaking skill before treatment and the post-test will be designed to examine the significant influence of the Buzz Group technique on students speaking skill.

¹ Zina O’Leary, *The Essential Guide To Doing Research*, (London: Sage Publication ,2004), 6.

² John W Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (London: SAGE, 2014), 154.

Figure 2
The Schenme of Quasi Experiment

Class	Pre-test	Treatment	Post-test
A	0	X	0
B	0	-	0

Source: adopted from John W Creswell in *Research Design Qualitative, Quantiative, and Mixed Methods Approaches*

Description:

- A : Experimental Class that gets treatment.
- B : Control Class.
- X : Treatment Buzz Group technique.
- : Another teaching technique in the exception of Buzz Group technique
- 0 and 0 : Result pre-test before treatment will be given to the experimental.

The researcher will conducted the research the eighth grade SMP IT Bina Insani Metro, academic 2023/2024.

B. The Definition of Operational Variables

The definition of operational meaning to construct by usage concept both in research problems and determining the research population in a measurable form.³ A concept operational definition is used to specify how variables will be measured in this research.

A variable is something that can hold another value.⁴ Based on the previous statement, the variables in this research include buzz group technique and speaking skill. The action of definition is explained below:

1. Independent Variable

The independent variable of this research is the variable that is the cause of the changes in a phenomenon. In the research of causal, independent variable is the cause variable which is responsible for making a phenomenon change. The independent variable of this research (X) is Buzz Group Technique. This is one of the types of cooperative learning technique whose main purpose is for students to work in groups, with all group members taking turns to contribute ideas.

The researcher measures the independent variable by using pre-test and post-test. Pre-test will be designed to test the students' speaking skill before treatment and the post-test will be designed to test positive and significant influence of the buzz group technique on students' speaking skill.

³ Rajit Kumar, *Research Methodology a Step-by-step Guide for Beginners*, (Washington DC: SAGE Publication, 2011), 66.

⁴ *Ibid.*, 71.

The indicators of implementation of buzz group technique, as follow:

- a. The students are able to discuss the material.
- b. The students are able to contribute and share ideas about the material.
- c. The students are able made simple sentences their finding, into a report in topic discuss and presentation.

2. Dependent Variable

A dependent variable that is presumed to be influenced by one or more independent variables.⁵ The dependent variable is the variable that changes due to the influence of the independent variable. The dependent variable of this research (Y) is Speaking Skill. The dependent variable indicators of this research are fluency, pronunciation, vocabulary, grammatical accuracy and interactional strategies.

C. Population, Sample and Sampling Technique

1. Population

A population is all members of particular group to be generalized by researcher in the result of research. According to the Kothari in stratified sampling method, the population is divide into many subpopulations individually more homogeneous than the population as a whole (diffrent subpopulation are called “strata), then select items from heterogen each

⁵ R. Burke Johnson and Larry Christensen, *Educational Research Quantitative, Quantitative, and Mixed Approach* (Washington DC: SAGE Publications inc, 2014), 91.

statum to form a sample.⁶ It means that population heterogen all members on the school but on population homogen is same character that is all grades seven or eight or nine grades. The population homogen on this research is all of the students from grade eight of SMP IT Bina Insani Metro.

Table 3
Population The Eighth Graders at SMP IT Bina Insani Metro

No	Name of Class	Memeber of Student
1	VIII. A	27
2	VIII. B	28
3	VIII. C	27
	Total	82

Source: *SMP IT Bina Insani Metro*, Taken on January 16, 2023

On the table is population consists or heterogen of grade eight at SMP IT Bina Insani Metro the total number of all the grade eight is 82 students.

2. Sample

Sample are very important in generalizing research result.⁷ Sample is the proces of drawing a sample from a population. The sample on this research will be taken two classes, there are experiment class and control class. This research are 54 students as an experiment class that is VIII A class consist of 27 students and control class is VIII C class which of 27 students. Therefore, there are 54 students in this sample.

⁶ C. R. Kothari, *Research Methology Method and Techniques* (Ranchi: New Age Internasional (P) Limited, Publishers, 2004), 62.

⁷ Marczyk, Geoffrey R., David DeMatteo, and David Festinger. *Essentials of research design and methodology*. Vol. 2. (John Wiley & Sons, 2010), 54.

3. Sampling Technique

The sampling technique are commonly used to obtain representatives sample.⁸ In this research, the researcher used random sampling technique which based on previous knowledge of population. The random sampling technique are based on probability theory and usually produce good samples. The writer choosed VIII A class because the students have low score speaking skill, as experiment class.

The researcher uses this sampling technique because two classes with the same total students in eight grade.

D. Data Collection Technique

The researcher using same technique to obtain the accurate data at SMP IT Bina Insani Metro, such as:

1. Test

Test one of the valid data can be reached through several technique of data collection technique. The researcher used measure a individual ability a given domain.

a. Pre-test

The researcher used pre-test oral test in first meeting with student grade eight research before doing treatment in order to know speaking skill of students before doing the action research. The researcher instruct the student to pair up to know their speaking skill learning.

⁸ R. Burke Johnson and Larry Christensen, *Educational Research Quantitative, Quantitative, and Mixed Approach.*, 344.

b. Pos-test

The pos-test used on the last meeting after doing treatments to know the treatment gives any contribution to students'. To know significant different between the experimental class and the control class on the score.

2. Documentation

The researcher used this technique to find data about the history of school. Used documentation the researcher to get some information about:

- a. The history of SMP IT Bina Insani Metro.
- b. The location sketch of SMP IT Bina Insani Metro.
- c. The condition teachers and officials employees of SMP IT Bina Insani Metro.
- d. The organization structure of SPM IT Bina Insani Metro.
- e. The quantity students of SMP IT Bina Insani Metro.

3. Questionnaire

Questionnaire is a collection of data that is done by giving questions to respondents to be answered. The data collected in this study is in the form of data about the level of student satisfaction with the teaching method using Buzz Group technique at SMP IT Bina Insani Metro. To collect the data, a questionnaire was used and respondents were asked to answer what was available. Alternative answers, namely very dissatisfied, dissatisfied,

satisfied and very satisfied. The scoring is as follows: a score of 4 for the answer "very satisfied", a score of 3 for the answer "satisfied", a score of 2 for the answer "not satisfied", a score of 1 for the answer "very dissatisfied"

E. Research Instrument

To learn the data related to the research problems, the researcher designed with indicators which have been decided. Furthermore, the researcher used Pre-test and Post-test instruments for the experimental and control classes. The instrument used in this research is to evaluate the best sheet in the test technique which had explained as follows:

1. Instrument Blueprint

This instrument consist of same basic concept to manage the target learning outcome. Instrument blueprint is research design plan for how a research study to be completed operationalizing collecting data to be used as a basis for tasting hypothesis. It is develop to develop the questions of the tests. The steps of instrument blueprint are:

- a. The teacher determines the learning objectives base on the syllabus.
- b. The teacher determines type of material that will be tasted to the students.
- c. The student have to do the speaking test based on the material given by the teacher.

2. Instrument Calibration

The instrument calibration is the process of checking and adjusting the accuracy of measuring instruments by comparing them with standards or benchmarks.⁹ It is needed to ensure that the measurement result are accurate and consistent with otther instrument. Therefore, the researcher will measure validity and realibility. Validity is development of sound evidance to demonstrate that the test interpretation (of scores about the concept or construct that the test is asumed to measure) matches its proposed use.¹⁰ Research validity refers to the correcness or truthfulness of the inferences that are made from the results of the study.

In addition, reali refers to the consistency of scores, that is, an instrument's to produce "approximately" the same score for an individual over repeated testing accross diffrent raters. Research is present when the same results would be obtained if the study are conducted again. In testing the validity of the instrument though SPSS, researcher used the person correlation test. Person correlation is a type of SPSS test that is used to test whether the instrument used is valid.

⁹ Chung Chow. *Analytical method validation and instrument performance verification*, (Hoboken: New Jersey, Jhon wiley&sons,2004),14.

¹⁰ John W Creswell, *Educational Research planning, conducting, and evaluating quantitative and qualitative research*, 159.

3. The criteria of speaking

The research instrument in this research is oral test. To make speaking performance used these criteria:

- a. Fluency
- b. Pronunciation
- c. Vocabulary
- d. Grammatikal Accurrary
- e. Interactional Strategies

4. Assessment Indicators

Based on the above criteria, the researcher uses assessment indicators integrated with a standard scores that has been tasted for validity and reliability to measure students' speaking performance. Standard scores were used as follows:

Tabel 4
The Standard Score

Aspect of Speaking	Indicators			
	4 (Excellent)	3 (Good)	2 (Adequate)	1 (Bad)
Fluency	General natural delivery, only occasional halting when searching for appropriate words/expressions.	The students hesitates and repeats himselft at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.	The students speaks so little that no “fluent” speech can be said to occur.
Pronunciation	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehensioan is not impeded.	Rhythm, intonation and pronunciation requre moe careful listening; some errors of pronunciationn which may occasionally lead to incomprehension.	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.	Words are unintelligible.
Vocabulary	Effective use of vocabulary for the task with few inappropriacies.	For the most part, effective use of vocabulary for the tas with some examples of inappropriacy.	Limited use of vocabulary with frequent inappropriacies.	Unable to construct comprehensible sentences.
Grammatikal Accurary	very few grammatical errors evident.	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.	Speech is broken and distorted by frequent errors.	Unable to construct comprehensible sentences.
Interactional Strategies	Interacts effectivelyand readily participates and follows the discu:ssion.	Use of interactive strategies is generally adequate but at times experience some difficulty in maintaining interaction consistently.	Interaction ineffective can seldom develop an interaction.	Understanding and interaction minimal.

Source: Adopted from Cyril J. Weir in *Language Testing and Validation an Evidance-based Approach*.

F. Data Analysis Technique

In data analysis technique the researcher used inferential statistics to and the Post test. To answer question is there any positive and significant influence of buzz group technique on student speaking skill at the eighth of SMP IT Bina Insani Metro. Examine in experimental groups. When testing the influence of one variable on another, SPSS (Statistical Package of Social Sciences) is an external method for calculating the influence. In this case, the researcher uses her SPSS 22.0 when examining the predictor variable X against the variable Y in a Quasi Experimental study.

1. Normality Test

Since the research data were obtained, the researchers conducted a normality test. Kolmogorov-Smirnov test and Shapiro – Wilk do just: the compare the scores in the sample to a normality distributed set of scores with the same mean and standard deviation.¹¹ To perform a normality test, the researcher used Kolmogorov-Smirnov and Shapiro Wilk. Which is SPSS test used to test whether the instrument data is normally distributed. Normality is calculating the probability that the sample is drawn from the normal population. Hypotheses for the normality test as following:

Ho: the data had been collected is not normal distributed if sig value < 0.05

Ha: the data had been collected is normal distributed if sig value > 0.05

¹¹ Andi Field, *Discovering Statistics Using SPSS Third Edition*. (New York: Sage Publication, 2009). 144.

2. Homogeneity Test

Homogeneity test used after carrying out the data normality test. Examiner performs a data homogeneity test by applying the levenne test, which is SPSS test used to determine whether the data is homogeneous or not. Homogeneity test performed has variants the determine two or more the data samples comes from the population has variants the same homogeneity. The hypotheses for the homogeneity test as following:

Ho: the variants of the data is not homogeny if $\text{sig} < 0.05$

Ha: the variants of the data is homogeny if $\text{sig} > 0.05$

3. Hpothesis Test

The data was normal and homogeneous, the researcher were analyzed by using independent sample t-test. The levels of significance at Sig. (2-taled) < 0.05 , can confidence in the hypotheses that the variances are significant, if the Sig. (2-taled) $> 0,05$ the variances are not significant. The hypothesis test researcher's using independent sample t-test via SPSS because researcher uses quantitative research method of the type of quasi experimental research. Independent sample t-test to analysis the data between control class and experiment class and also used to determine whether there was a difference in the mean of two unpaired samples.

T- test is use to compare the means of the same participants in two conditions or at two points in time by using the following steps SPSS¹².

- a. Opening SPSS 20 application for windows.
- b. Loading the excel file with the data.
- c. Opening show data view.
- d. Copying the graders of pre-test in the data view.
- e. Opening variable view by changing VAR.1 to be pre-test. VAR.2 to be post-test.
- f. Editing label WAR.1 to be pre-test and VAR.2 to be post-test.
- g. Selecting analyze, compare means, paired sample T-Test.
- h. Moving pre-test and post-test to the appropriate.
- i. Selecting OK.

Independent Sample T-Test Guidelines:

- 1) If the probability or Sig. < a (0.05), then the null hypothesis (Ho) is rejected.
- 2) If the probability or Sig. > (0.05), then the alternative hypothesis (Ha) is accepted.

¹² Alan Bryman & Duncan Cramer, *Quntitative Data Analysis With SPSS 12 and 13*. (New York: Routledge, 2005).

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Description of Data

1. Description of Research Location

a. Short Story about SMP IT Bina Insani Metro

SMP IT Bina Insani Metro is established in Metro city since April 1th 2011. It is the first integrated Islamic Junior School in Metro which is established by the Para Juara Lampung Foundation. Then, it has Motto “The school of champion and the hunter students become people who have capability in each field and bring the benefit for people’s life”. The first head master who lead the school is Ismanto,S.Pd and now head master is Suwanda, S.E.Sy.

b. Vision, Mission, and Purpose of SMP IT Bina Insani

1) Vision

To create human resources that “Pious, Leaders, Professionals and Love the Qur’an”.

The purpose of this vision was to make the students to be the generation of faith and piety to Allah SWT, have good intelligence and master at technology and information, has a noble morality in dealing and communication technology and able to turn challenge into opportunities.

2) Mission

- a) Providing a conducive, competitive and fun in condition in learning and memorizing Al-qur'an.
- b) Providing chance and facilitation for the school members in habituate worshipping.
- c) Providing training for teachers on a regular and continuous basis in the field of teaching skills and deepening in concept of any subject matter.
- d) Implement active learning, innovative, creative, effective and fun.
- e) Nurture a culture of fair competition in the development of character, potential and competence of every member of the school.
- f) Train educate students to dare to complete and dare to express opinions in class and in public.
- g) Polite habits manners and morals in everyday life.
- h) Encourage every member of the school produce work and appreciate each work.
- i) Facilitating activities that can improve mental attitude and entrepreneurial every school community.

c. School Identity of SMP IT Bina Insani Metro

Number of School : 69787371

Name of School : SMP IT Bina Insani

Address : Jl.Dr. Soetomo, Kel. Purwoasri, Kec. Metro
Utara, Kota Metro, Lampung.

Postal Code : 34117

Website : smpit.binainsani_komet@yahoo.co.id

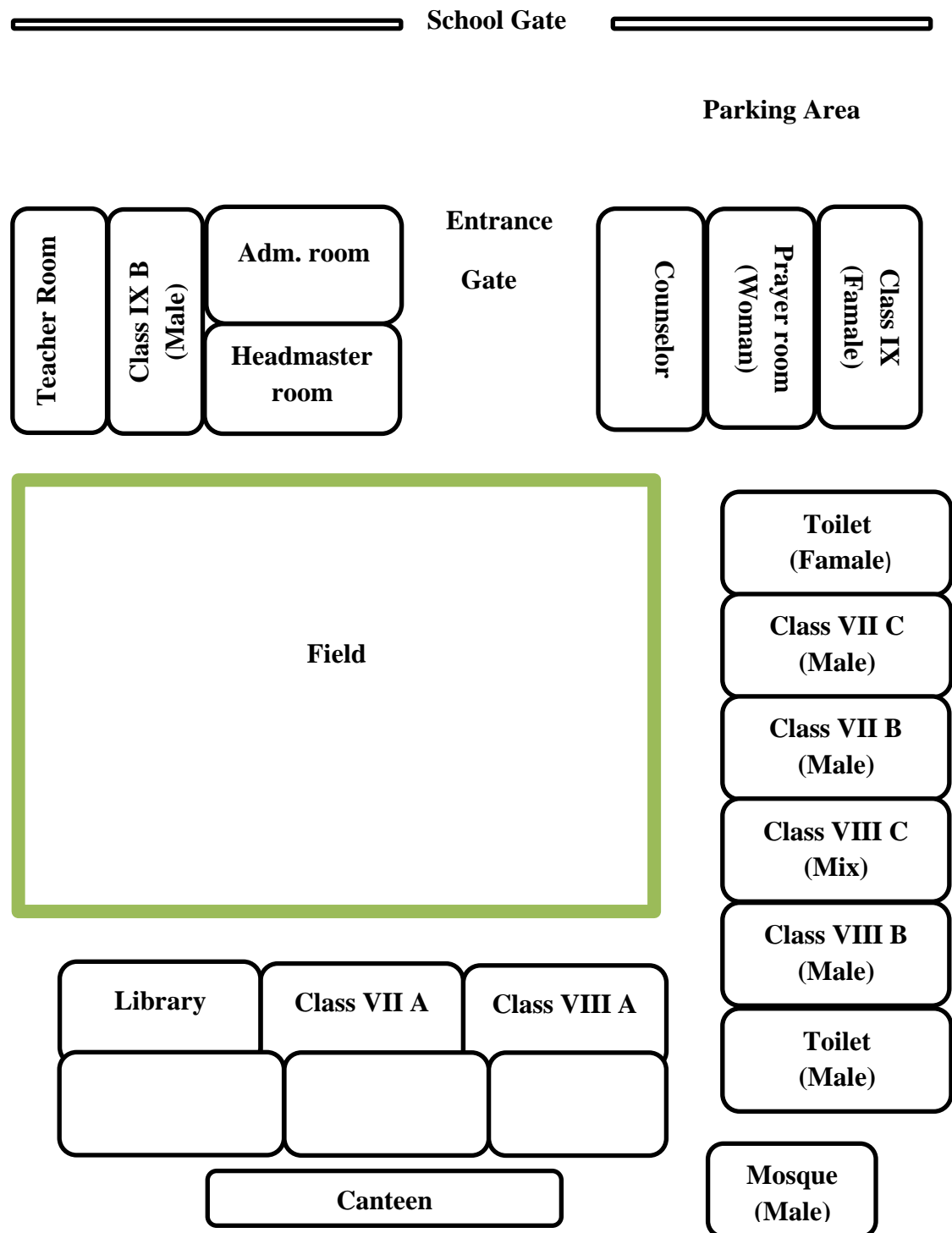
Status : Accredited

d. The Conditions of SMP IT Bina Insani Metro

1) Buildings of SMP IT Bina Insani Metro

SMP IT Bina Insani Metro is located in Dr.Soetomo street number 28 Purwoasri, Metro Utara with lands 7058 m². The buildings are permanent with 3 buildings which consist of 8 classroom; 3 classes for seventh grade, 3 classes for eighth grade, and 2 classes for ninth grade. It is completed by two mosque that each also used by male and female. It also has library, office, and administration room. This is a denah picture of the school SMP IT Bina Insani Metro:

Figure 3
The Location Sketch of SMP IT Bina Insani Metro



Source: : Documentation of SMP IT Bina Insani was taken on January, 2023

2) Conditions of Teachers and Official Employers in SMP IT Bina Insani Metro.

The conditions of teacher and official employers in SMP IT Bina Insani Metro have been good enough for learning process. The numbers of teachers and official employers in SMP IT Bina Insani.

Table 5
The Data of Teachers and Official Employers in SMP IT Bina Insani Metro

No.	Name	Sex	Occupation
1	Suwanda, S.E. Sy	Famale	Principal
2	Nasiruddin, S.Pd	Male	Assisstant Principal of Curriculum
3	Ryan Dewi Pusparingga, S.Pd	Famale	Dean of Students
4	Intan Caria, S.Pd.I.Gr	Male	PSDM
5	Bagus Proyogo, S.Pd	Male	Assisstant Principal of School Finance
6	Muhammad Sofwan, S.Pd.I	Male	Operations
7	Maida Lestari, S.Pd	Famale	Coordinator Tahsin Tahfidz
8	Dwi Lestari, S.Pd	Famale	Treasure
9	Anis Shofi Aulia, S.Pd	Famale	Administration
10	Fadhilatul Laili Kurniasih, S.Sos	Famale	Public Relation
11	Illa Imelda Utami, S.Sos	Famale	Library Coordinator
12	Nur Apriyani Saputri, M.Pd	Famale	Homeroom Teacher
13	Ahmad Zuhairi, S.Pd	Male	Homeroom Teacher
14	Dedi Setiawan, S.Pd	Male	Homeroom Teacher
15	Ika Agustina Pratiwi, S.Pd	Famale	Homeroom Teacher
16	Rinanto, S.Pd.I	Male	Homeroom Teacher
17	Wiwik Nuryanti, S.Pd	Famale	Homeroom Teacher
18	Nurul Khusaini, S.Pd	Famale	Homeroom Teacher
19	Agus Saputra, S.Pd	Male	Homeroom Teacher
20	Habthin Masrijah, S.Pd	Famale	Subject Teacher
21	Diki Mandela, S.Pd	Male	Subject Teacher
22	Agus Kholidin. M.Pd	Male	Subject Teacher
23	Yuliani, S.Pd	Famale	Subject Teacher
24	Rizki Akdes Chairuni, S.Si	Famale	Subject Teacher

25	Luci Intan Sari, S.Ag	Famale	Subject Teacher
26	Muhammad Ikhlasul Amal	Male	Subject Teacher
27	Muamar Khadaffi, S.E	Male	Subject Teacher
28	Jesi Elva Widodo	Famale	Subject Teacher
29	Anha Amilda	Famale	Subject Teacher
30	Nur Khasanah	Famale	Subject Teacher
31	Mahmudin Kadir, S.H	Male	Subject Teacher
32	Muhammad Faris Sabili	Male	Subject Teacher
33	Panca Aji Sakti Pamungkas	Male	Security
34	Sutikno	Male	Security
35	Ina Indar Wati	Famale	House keeping
36	Bukhori	Male	Gardener School

Source : *Documentation of SMP IT Bina Insani was taken on January,2023.*

3) Quantity of SMP IT Bina Insani Metro

The quatities of the students in SMP IT Bina Insani Metro are

203 students that can be identified as follows :

Table 5
The Quantity of Students in SMP IT Bina Insani Metro

No.	Class	Male	Female	Amount
1	VII	39	22	61
2	VIII	44	38	82
3	IX	27	33	60
Total				203 students

Source : *Documentation of SMP IT Bina Insani was taken on January,2023.*

e. Organization Structure of SMP IT Bina Insani Metro

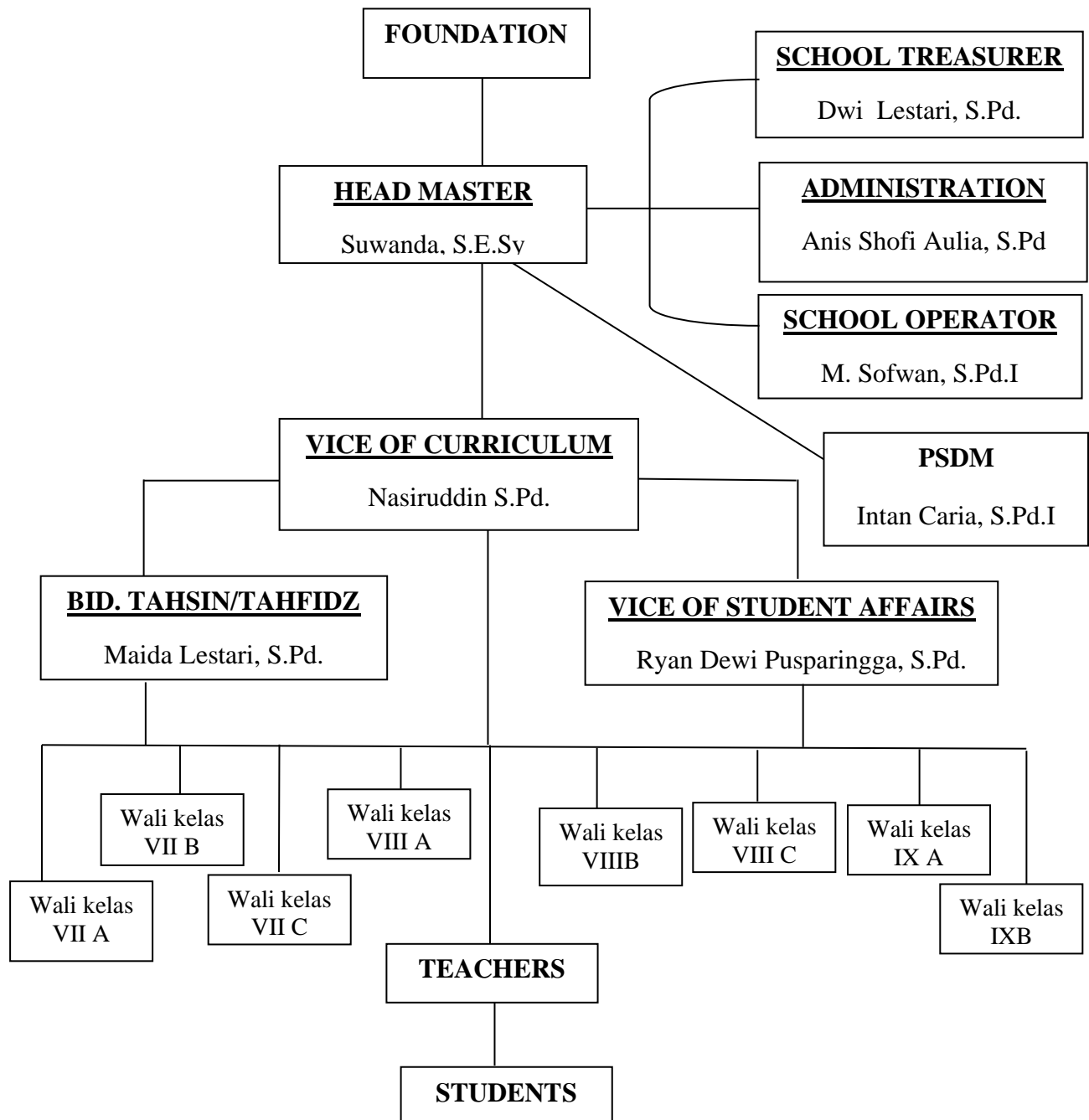
To support the development of this school. SMP IT Bina Insani Metro has structure of organization such as 37 teacher and official employers and 203 students are involved together.

Then, to improve students' potentials, it also tries to develop some extracurricular as follow:

- 1) Integrated Islamic Scout.
- 2) English and Arabic clubs.
- 3) Mathematics and Science group.
- 4) Football club.
- 5) Taekwondo.
- 6) Drumband.
- 7) Tahsin and Tahfidz.

There also special program that distinguish these school with government schools that program Tahsin and Tahfidz Qur'an. The success of this program also become the graduation criteria where the students must memorize at least two chapter (juz) Qur'an.

Figure 4
The Organization Structure of SMP IT Bina Insani Metro



Source: Documentation of SMP IT Bina Insani was taken on January, 2023.

2. Description of Research Result

The result of this research was described based on the effort to answer the research objectives in order to investigate whether there any positive and significant the influence of buzz group technique on student speaking skill at the eighth grade of SMP IT Bina Insani Metro.

To describe the result of this research, researcher explained the following part:

a. Validity and Reliability Test

Before distributing the speaking test to students in both the experiment class and control class. The research instruments that have been compiled are then tested on students outside the sample used in this study of 28 students. Researcher providing the result the validity and reliability of the test. The result of the validity and reliability tests were illustrated as follows:

1) Validity of speaking test

Validity is a measure that shows the levels of validity of an instrument. This is result of testing validity the speaking test. Researcher used SPSS calculation by testing the pearson correlation of the result validity the speaking test as shows the following table.

Table 6
The Validity Test

		Correlations					
		F	P	V	G. A	I. S	Jumlah
Fluency	Pearson Correlation	1	,372	,322	,294	,133	,631**
	Sig. (2-tailed)		,052	,094	,128	,500	,000
	N	28	28	28	28	28	28
Pronunciation	Pearson Correlation	,372	1	,375*	,315	,177	,629**
	Sig. (2-tailed)	,052		,049	,103	,367	,000
	N	28	28	28	28	28	28
Vocabulary	Pearson Correlation	,322	,375*	1	,606**	,452*	,778**
	Sig. (2-tailed)	,094	,049		,001	,016	,000
	N	28	28	28	28	28	28
Grammatikal Accurary	Pearson Correlation	,294	,315	,606**	1	,425*	,783**
	Sig. (2-tailed)	,128	,103	,001		,024	,000
	N	28	28	28	28	28	28
Interactional Strategies	Pearson Correlation	,133	,177	,452*	,425*	1	,629**
	Sig. (2-tailed)	,500	,367	,016	,024		,000
	N	28	28	28	28	28	28
Jumlah	Pearson Correlation	,631**	,629**	,778**	,783**	,629**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	
	N	28	28	28	28	28	28

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Based the data calculated validity test by the SPSS version 20.

The results of the validity test are all variables more than r-table sig 0,05 from df 26 is 0.373, namely $r_{\text{observed}} > 0.373$. So it can be said that the result of the validity test calculation above the statement variables are all valid.

2) Reliability Test

The researcher conducted a reliability test on the test instrument by carrying out the Cornbach alpha test. The result of the Cornbach alpha test are following table:

Table 7
The Reliability Result

Reliability Statistics	
Cronbach's Alpha	N of Items
.718	5

Based on information above, known that the cornbach alpha coefficient is 0.718. That means the cornbach alpha coefficient was greater than 0.373, can be written $r_{\text{observed}} > 0.373$. So, it can said that the value of the test is stated to be reliable.

b. Pre-Test Experiment and Control Class Result

The researcher conducted a pre-test on May 30th, 2023 by giving speaking test was made a simple recount story minimum 10 sentences in two classes grade eight SMP IT Bina Insani Metro. On the pre-test session was conducted to determine students speaking skill before treatment was carried out. To got the data score combined from english teacher and researcher geve score speaking skill in this sessions research. That was the result of pre-test in experiment and control class are illustrated in the following table:

*Table 8***Pre-test Score of Students' Speaking Skill Experiment class**

No.	Name	Experiment Class	Creteria
		Score Pre-Test	
1.	AU	55	Bad
2.	AN	50	Bad
3.	HI	60	Bad
4.	LA	50	Bad
5.	KH	75	Good
6.	AD	50	Bad
7.	NE	65	Bad
8.	IN	65	Bad
9.	AJ	70	Fair
10.	RA	50	Bad
11.	NA	65	Bad
12.	FA	75	Good
13.	KHA	50	Bad
14.	AL	55	Bad
15.	ZAL	65	Bad
16.	DE	60	Bad
17.	FAI	70	Fair
18.	PR	60	Bad
19.	EV	65	Bad
20.	MA	60	Bad
21.	AN	75	Good
22.	SA	60	Bad
23.	SAH	55	Bad
24.	TAL	70	Fair
25.	AZA	55	Bad
26.	WU	60	Bad
27.	DI	65	Bad
Total		1655	
Average		61	

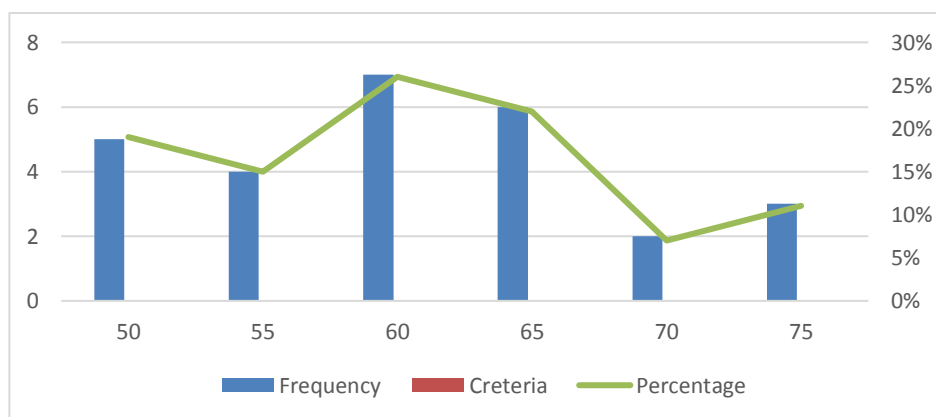
Source: *The result of pre-test experiment class*

Based on table above, it can be seen on the table frequency distribution of pre-test below:

Table 9
Frequency Distribution Result Pre-Test Experiment Class

No	Interval Class	Frequency	Creteria	Percentage
1	50	5	Bad	19%
2	55	4	Bad	15%
3	60	7	Bad	26%
4	65	6	Bad	22%
5	70	2	Fair	7%
6	75	3	Good	11%
Total		27		100%

Figure 5
The Graph Frequency Students Score Pre-Test Experiment Class



Furthermore, based on the data above it can be seen that the result there were 5 (19%) students got score 50. There were 4 (15%) students got score 55, 7 (26%) students who got score 60, 6 (22%) students who got 65, 2 (75%) students who got score 70, and 3 (11%) students got score 75. Finding that the data students speaking skill in pre-test experimen class was incomplate based on Minimum Master Criteria passed 70.

*Table 10***Pre-Test Score of Students' Speaking Skill Control Class**

No.	Name	Control Class	Creteria
		Score Pre-Test	
1.	DE	60	Bad
2.	HY	55	Bad
3.	SA	60	Bad
4.	HA	50	Bad
5.	FAH	50	Bad
6.	RFL	60	Bad
7.	RFF	50	Bad
8.	RA	55	Bad
9.	DF	75	Good
10.	NA	80	Good
11.	NE	70	Fair
12.	RY	70	Fair
13.	AL	80	Good
14.	AF	60	Bad
15.	NAJ	70	Fair
16.	CIT	50	Bad
17.	GH	65	Bad
18.	NBL	60	Bad
19.	RYT	75	Good
20.	NJW	65	Bad
21.	ALK	70	Fair
22.	CHA	50	Bad
23.	KA	55	Bad
24.	NAF	75	Good
25.	WAH	65	Bad
26.	FI	70	Fair
27.	CC	65	Bad
Total		1710	
Average		63	

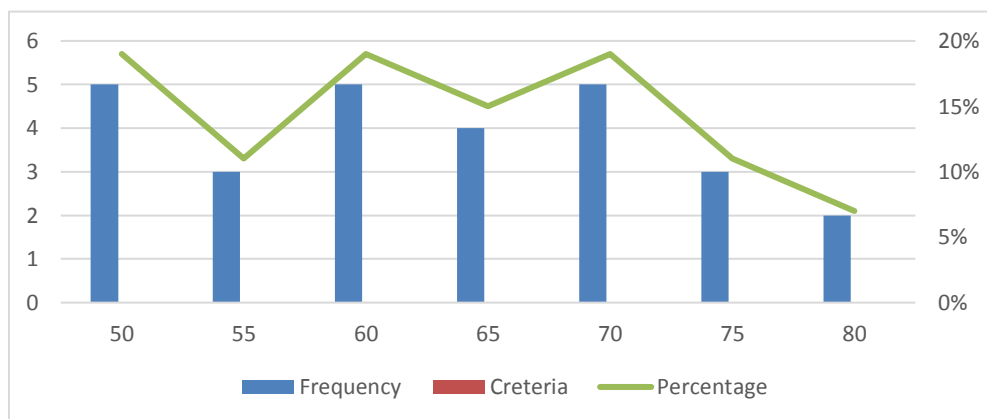
Sorce: *The result of pre-test control class.*

Based on table above, it can be seen on the table frequency distribution of pre-test below:

Table 11
Frequency Distribution Result Pre-Test Control Class

No	Interval Class	Frequency	Creteria	Percentage
1	50	5	Bad	19%
2	55	3	Bad	11%
3	60	5	Bad	19%
4	65	4	Bad	15%
5	70	5	Fair	19%
6	75	3	Good	11%
7	80	2	Good	7%
Total		27		100%

Figure 6
The Graph Frequency Students Score Pre-Test Control Class



Based on the data above it known that the result there were 5 (19%) students got score 50. Futhermore, there were 3 (11%) students got score 55, 5 (19%) students got score 60, 4 (15%) students got score 65. Next, 5 (19%) students got score 70, 3 (11%) students got score 75, and 2 (75%) students got score 80. Therefore, it can be concluded that the students speaking skill is incomplate based on Minimum Master Criteria passed 70.

c. Treatment in Experiment Class

This session research, the researcher conducted the treatment by applying Buzz Group Technique in this process of research on experiment class. Researcher do the treatment did it in 3 meetings.

The first meeting treatment and pre-test was conducted on June 6th, 2023. Next, the second research was conducted on June 7th, 2023 and the third is the last treatment was conducted on June 13th, 2023. It was also carried out directly by research who were directly at SMP IT Bina Insani Metro to the eighth grade to carry out treatment with Buz Group Technique.

d. Post-Test of Experiment and Control Class Result

After the students has been the treatment the researcher gave the post-test to measure the speaking skill of the students. The researcher conducted a post-test on June 14th, 2023 by giving speaking ability test. The type of speaking ability test is made simple recount the best story. The researcher conducted a post-test in the experiment and control class.

The post-test was carried out in order to intend there students speaking skill after treatment. To got the data score combined from english teacher and researcher geve score speaking skill in this sesions research. The result of post test can be identified as follow:

Table 12
Post-Test Score of Students' Speaking Skill Experiment Class

No.	Name	Experiment Class	Creteria
		Post-Test	
1.	AU	60	Bad
2.	AN	75	Good
3.	HI	80	Good
4.	LA	75	Good
5.	KH	80	Good
6.	AD	70	Fair
7.	NE	75	Good
8.	IN	80	Good
9.	AJ	80	Good
10.	RA	65	Bad
11.	NA	75	Good
12.	FA	85	Good
13.	KHA	60	Bad
14.	AL	70	Fair
15.	ZAL	70	Fair
16.	DE	75	Good
17.	FAI	70	Fair
18.	PR	80	Good
19.	EV	75	Good
20.	MA	60	Bad
21.	AN	85	Good
22.	SA	70	Fair
23.	SAH	70	Fair
24.	TAL	80	Good
25.	AZA	65	Bad
26.	WU	70	Fair
27.	DI	75	Good
TOTAL		1975	
AVERAGE		73	Complete

Sorce: The result of post-test experiment class

Based on table above, it can be seen on the table frequency distribution of pre-test below:

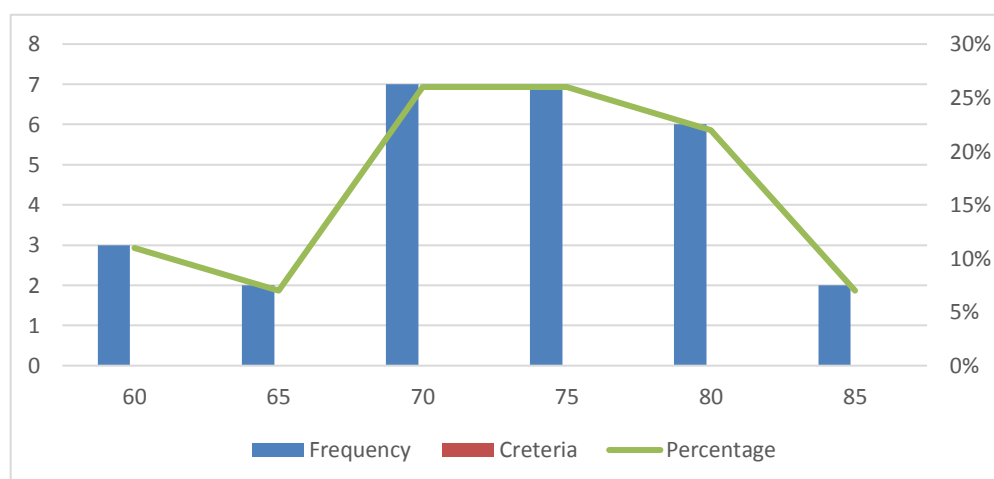
Table 13

Frequency Distribution Result Post-Test Experiment Class

No	Interval Class	Frequency	Creteria	Percentage
1	60	3	Bad	11%
2	65	2	Bad	7%
3	70	7	Fair	26%
4	75	7	Good	26%
5	80	6	Good	22%
6	85	2	Good	7%
Total		27		100%

Figure 7

The Graph Frequency Students Score Post-Test Experiment Class



Based on the graph and table data above it known that the result there were 3 (11%) students got score 60. Futhermore, there were 2 (7%) students got score 65, 7 (26%) students got score 70, 7 (26%) students got score 75. Next, 6 (22%) students got score 80, and 2 (7%) students got score 85, Therefore, it can be concluded that the students speaking skill is complete based on Minimum Master Criteria passed 70.

Table 14
Post-Test Score of Students' Speaking Skill Control Class

No.	Name	Control Class	Creteria
		Post-Test	
1.	DE	70	Fair
2.	HY	60	Bad
3.	SA	75	Good
4.	HA	65	Bad
5.	FAH	60	Bad
6.	RFL	70	Fair
7.	RFF	75	Good
8.	RA	65	Bad
9.	DF	80	Good
10.	NA	75	Good
11.	NE	70	Fair
12.	RY	75	Good
13.	AL	60	Bad
14.	AF	75	Good
15.	NAJ	60	Bad
16.	CIT	60	Bad
17.	GH	70	Fair
18.	NBL	65	Bad
19.	RYT	60	Bad
20.	NJW	60	Bad
21.	ALK	70	Fair
22.	CHA	55	Bad
23.	KA	65	Bad
24.	NAF	70	Fair
25.	WAH	75	Good
26.	FI	70	Fair
27.	CC	55	Bad
TOTAL		1810	
AVERAGE		67	Incomplate

Source: The result of post-test control class

Based on table above, it can be seen on the table frequency distribution of pre-test below:

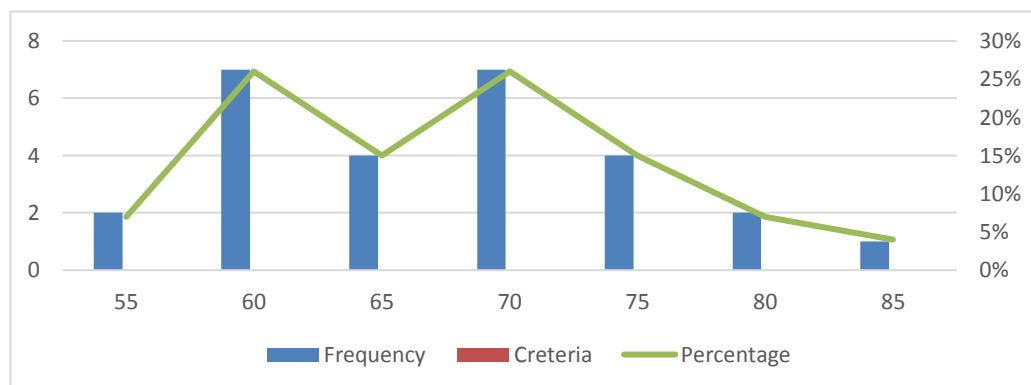
Table 15

Frequency Distribution Result Post-Test Control Class

No	Interval Class	Frequency	Creteria	Percentage
1	55	1	Bad	4%
2	60	5	Bad	19%
3	65	6	Bad	22%
4	70	9	Fair	33%
5	75	3	Good	11%
6	80	2	Good	7%
7	85	1	Good	4%
Total		27		100%

Figure 8

The Graph Frequency Students Score Post-Test Control Class



Based on the data above it known that the result there was 2 (7%) students got score 55. Futhermore, there were 7 (26%) students got score 60, 4 (15%) students got score 65, 7 (26%) students got score 70. Next, 4 (15%) students got score 75, 2 (7%) students got score 80, and 1 (85%) students got score 85. Therefore, it can be concluded that the students speaking skill is incomplete based on Minimum Master Criteria passed 70.

3. Hypotesis Test

a. Normality Test

Normality test was the test conducted to determine whether the distribution of data was normality distributed or not.

Ha : the data has been collected was normally distributed.

Ho : the data has been collected was abnormally distributed.

- 1) If the probability or Sig. $> \alpha(0.05)$, then the null hypothesis (ha) is accepted.
- 2) If the probability or Sig. $< \alpha(0.05)$, then the null hypothesis (Ho) is rejected.

Researcher get the result of the data normality test contained in the following table:

Table 16
The Result of Normality Using SPSS

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result of Research	Post-Test Experiment Class	,159	27	,080	,931	27	,073
	Post-Test Control Class	,174	27	,060	,930	27	,068

a. Lilliefors Significance Correction

Based on table above on kolmogorov-smirnova in experimet class, it knows that the data is normaly distributed with significanse level more than 0.05. It means that sig. (P value) = 0.080 $>$ 0.05.

b. Homogeneity Test

Researcher continued testing the data with a homogeneity test.

Ha : Data homogenous

Ho : Data did not homogenous

Homogeneity Test Guidelines:

- 1) Ha : The variance of the data is homogeneous when $\text{Sig} > \alpha = 0.05$
- 2) Ho : The variance of the data is not homogeneous when $\text{Sig} < \alpha = 0.05$

The results of the homogeneity test can be seen from the following table:

Table 17
The Result of Homogeneity Using SPSS

Test of Homogeneity of Variances

Result of Research

Levene Statistic	df1	df2	Sig.
,077	1	52	,783

Based on data it could be concluded that based on mean the Sig. The result of the homogeneity test were 0.783 which means more than 0.05, namely $(p \text{ value}) = 0.783 > 0.05$. It can be said that the data was homogeneity.

c. Independent Sample T-test

Researcher continued data processing with parametric test applying an independent sample T-test. Using independent sample T-test parametric test are if the data was normally distributed and homogeneous. The following is the table of result from the SPSS independent samples T-test:

Table 18

The Result of Independent Samples T-Test Applying SPSS

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Post-Test									
Equal variances assumed	,077	,783	3,194	52	,002	6,111	1,914	2,271	9,951
Equal variances not assumed			3,194	51,984	,002	6,111	1,914	2,271	9,951

Based on table results, it can be seen the results of sig 2 tailed are 0.002 and 0.002. The probability or $\text{Sig.} > \alpha (0.05)$, the alternative hypothesis (H_a) is accepted. It means that there is a positive and

significant influence of variable X on variabel Y. The results of independent samples T-test < 0.05 indicate that there was a positive and significant influence of Buzz Group technique on students speaking skill at the eighth grade of SMP IT Bina Insani Metro.

To know the critical value of t-test _(table), the researcher firstly counted df, df was degree of freedom. The formulation of $df = N-2$. N is the number of research sample.

$$Df = N-2$$

$$= 54-2$$

$$= 52$$

After considering the t-test table by using df 52, so it can found that:

Table 19
Critical Value of T-Table

Level of Significant	5%	1%
<i>Df</i>	1.674	2.402

Source: *the result of critical value of t-table*

Description:

- 1) The cricical value of t-test (t-table) for the 5% level is 1.674.
- 2) The critical value of t-test (t-table) for the 1% level is 2.402.

Overall the table data analysis above, it can be seen that:

- 1) T-observed = 3.194
- 2) T-table level of significant 5% = 1.674
- 3) T-table level of significant 1% = 2.402

Can be explained that t-observed is more than t-table or it can be written as $1.674 < 3.194 > 2.402$. It means that from the value above there was any positive and significant the Influence of Buzz Group Technique on Students Speaking Skill at The Eighth Grade of SMP IT Bina Insani Metro. It can be seen from the result of the students pre-test and post-test.

- a. If $t\text{-observed} > f\text{-table}$, H_a is accepted and H_o is rejected.
- b. If $t\text{-observed} < f\text{-table}$, H_a is rejected and H_o is accepted.

The researcher has formulated the alternative Hypothesis (H_a) such as: H_a is accepted and H_o is rejected. It means "There is a positive and significant The Influence of Buzz Group Technique on Students Speaking Skill at The Eighth Grade of SMP IT Bina Insani Metro".

B. Discussion

In giving the discussion of this research's findings, the researcher explored theories that help her answer the problem formulation. The researcher performed a speaking test during the pre-test by made recount simple sentences. The pre-test results of speaking skill presents the average score in experimental class is 61 and the average score in control class is 63. Pre-test

had been done before the researcher applied the treatment using Buzz Group technique. After pre-test, the researcher implemented Buzz Group technique directly in the experimen class for control class used treatment from teacher technique.

Researcher applied Buzz Group technique in experiment class 3 meeting. The first met, students make a small group to discuss about material recount text. They are made simple sentences minimum 10 sentences to retell for theme about daily activities yesterday with each other in the group. The second met, gather with same group last met and retell the best story remember until right now. Same the rules retell each other in the group. The last met for treatment with same rules last met students retell about the moment felt during independentce day celebration.

After conducting treatment with Buzz Group technique implementation in experiment class, researcher conducted post test to the eighth grades it means experiment and control class giving oral test about recount story. The result of post-test showed the average students score in experiment class was 73 and the average score in control class was 67. Based on the data above, to test if there any positive and significant Influence of Buzz Group Technique on Students Speaking Skill at The Eighth grade of SPM IT Bina Insani Metro.

This technique is benefical in guideing the students to the learning process using one of the various techniques of learning speaking skill so that they will get new experiences in the process of learning speaking skill. It can

also be used by students sharing idea and story. Through this research, students are also expected to have better speaking skill.

The researcher conducted SPSS tests, researcher applied SPSS version 20. After conducting SPSS test on the pre-test and post-test results, the researcher got following the results. H_a is accepted and H_o is rejected. Based on data analysis, score of t-test by independent sample t-test is 0.002 was smaller than $\alpha=0.05$. As a results, there was a significant difference in result of learning process between in the experiment class and control class. It means that the Buzz Group technique has positive on the learning process of speaking at the eighth grade of SMP IT Bina Insani Metro, especially in recount.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data result in this research, researcher concludes it can be seen that the result from pre-test in the experiment class with an average score of 61 and in control class with an average score of 63 after pre-test session doing to the giving treatment. Experiment class treatment with Buzz Group technique and control class treatment with conventional technique from english teacher. After treatment doing to post test and the results in experiment class with an average score of 73. and in control class with an average score of 67.

The students experiment class has post-test score are higher that their pre-test score. It can be seen by the results data of SPSS in independent sample T-test. sig. 2 tailed of post test is 0.002 that is lower than 0.05. It means that there is a positive and significant influence of Buzz Group Technique on Student Speaking Skill at The Eighth Grade of SMP IT Bina Insani Metro.

This quantitative research was succesful viewed from indicator of success because that mean score of post-test in experiment class was 73. Already passed the criteria by the passing grade score at least 70.

B. Suggestion

The researcher provides some suggestion for the students, the teacher, the headmaster, and the next researcher as follow:

1. For The Students

Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher. The students are suggested to improve their speaking.

2. For The Teacher

It is suggested that teachers be more creative in motivating students in learning English and incorporate the Buzz Group technique as a technique reference in the teaching process, especially in speaking to retell story to involve students to be active in learning.

3. For The Headmaster

It is suggested that headmaster to support the teacher in Buzz Group technique in learning process because it could teach the students' speaking ability and the students to be more active.

4. For The Next Researcher

It is recommended that future reseachers uses this technique to improve other English learning.

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APPENDICES

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IZIN PRASURVEY



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-4840/In.28/J/TL.01/11/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala SMP IT BINA INSANI
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **KURNIA HARDIANTI**
NPM : 1901050021
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : **INFLUENCE OF BUZZ GROUP TECHNIQUE ON
STUDENTS' SPEAKING SKILL AT THE EIGHT GRADE
OF SMP IT BINA INSANI METRO**

untuk melakukan prasurvey di SMP IT BINA INSANI METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 14 November 2022
Ketua Jurusan,



Andianto M.Pd
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JARINGAN SEKOLAH ISLAM TERPADU
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SMP IT BINA INSANI METRO

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No. : 160/YPJL/SMPIT-BI/XI/2022

Lamp. : -

Perihal : **Surat Balasan Pra-survey**

Kepada Yth.
 Ketua Jurusan
 Tadris Bahasa Inggris
 di
 Tempat

Assalamu 'alaikum Warahmatullahi Wabarakatuh.

Teriring salam dan do'a semoga Allah SWT senantiasa melimpahkan rahmat serta hidayah-Nya kepada kita semua dalam kehidupan ini. Amin. *Shalawat* dan salam semoga senantiasa dicurahkan atas teladan kita Rasulullah Muhammad SAW.

Berdasarkan surat nomor : B-4840/In.28/J/TL.01/11/2022 Ketua Jurusan Tadris Bahasa Inggris tanggal 14 November 2022 bahwa:

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Semester	: 7 (Tujuh)

Benar bahwa mahasiswa tersebut diatas diizinkan untuk melaksanakan Pra-survey di SMP IT Bina Insani Metro dengan Judul Skripsi **"INFLUENCE OF BUZZ GROUP TECHNIQUE ON STUDENTS' SPEAKING SKILL AT THE EIGHT GRADE OF SMP IT BINA INSANI METRO"**.

Demikian surat ini kami buat, untuk dipergunakan sebagaimana mestinya.

Wassalamu 'alaikum Warahmatullahi Wabarakatuhu.

Metro, 24 November 2022

Kepala SMP IT Bina Insani



INTAN CARIA, S.Pd.I.Gr
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RATIFICATION PAGE

No.

The Resaerch Proposal entitled: INFLUENCE OF BUZZ GROUP TECHNIQUE ON STUDENTS' SPEAKING SKILL AT THE EIGHTH GRADE OF SMP IT BINA INSANI METRO. Written by Kurnia Hardianti, student number 1901050021, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teachers Training Faculty on Wednesday, March 1st 2023 at 09.00 - 10.30 a.m.

BOARD OF EXAMINERS:

Chairperson : Trisna Dinillah Harya, M.Pd	(..... )
Examiner I : Dr. Kuryani, M.Pd	(..... )
Examiner II : Andianto, M.Pd	(..... )
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The Head of English Education Department


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(Pembimbing 2)
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Assalamu'alaikum Wr. Wb.

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

Nama : **KURNIA HARDIANTI**
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Judul : **INFLUENCE OF BUZZ GROUP TECHNIQUE ON STUDENTS SPEAKING SKILL AT THE EIGHTH GRADE OF SMP IT BINA INSANI METRO**

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, 29 Mei 2023
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SURAT TUGAS

Nomor: B-2912/In.28/D.1/TL.01/06/2023

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

Nama : **KURNIA HARDIANTI**
NPM : 1901050021
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di SMP IT BINA INSANI METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INFLUENCE OF BUZZ GROUP TECHNIQUE ON STUDENTS SPEAKING SKILL AT THE EIGHTH GRADE OF SMP IT BINA INSANI METRO".

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 : 06 Juni 2023



Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
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Nomor : B-2911/In.28/D.1/TL.00/06/2023
Lampiran :-
Perihal : **IZIN RESEARCH**

Kepada Yth.,
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Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2912/In.28/D.1/TL.01/06/2023, tanggal 06 Juni 2023 atas nama saudara:

Nama : **KURNIA HARDIANTI**
NPM : 1901050021
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP IT BINA INSANI METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INFLUENCE OF BUZZ GROUP TECHNIQUE ON STUDENTS SPEAKING SKILL AT THE EIGHTH GRADE OF SMP IT BINA INSANI METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 06 Juni 2023
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Perihal : **Surat Balasan Penelitian**

Kepada Yth.
Wakil Dekan I
Institut Agama Islam Negeri (IAIN)
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Tempat

Assalamu 'alaikum Warahmatullahi Wabarakatuh.

Teriring salam dan do'a semoga Allah SWT senantiasa melimpahkan rahmat serta hidayah-Nya kepada kita semua dalam kehidupan ini. Amin. *Shalawat* dan salam semoga senantiasa dicurahkan atas teladan kita Rasulullah Muhammad SAW.

Berdasarkan surat nomor : B-2911/In.28/D.1/TL.01/06/2023 Wakil Dekan 1 IAIN Metro tanggal 06 Juni 2023 bahwa:

Nama : **KURNIA HARDIANTI**
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Semester : 9 (Sembilan)

Benar bahwa mahasiswa tersebut diatas akan mengadakan penelitian di SMP IT Bina Insani Metro dengan Judul Skripsi **"INFLUENCE OF BUZZ GROUP TECHNIQUE ON STUDENTS SPEAKING SKILL AT EIGHTH GRADE OF SMP IT BINA INSANI METRO"**.

Demikian surat ini kami buat, untuk dipergunakan sebagaimana mestinya.

Wassalamu 'alaikum Warahmatullahi Wabarakatuhu.

Metro, 08 Agustus 2023
Kepala SMP IT Bina Insani

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

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NPM : 1901050021

Jurusan : TBI
Semester : VI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	5. Dec. 2022	✓	Acc ch. I	
2.	5. Dec 2022	✓	Acc ch. II	
3.	6. Feb. 2023	✓	Revisi ch III	
4.	13 Feb. 2023	✓	Acc ch. IV	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
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Trisna Dinillah Harva, M.Pd.
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INSTITUT AGAMA ISLAM NEGERI METRO
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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Nama : Kurnia Hardianti
NPM : 1901050021

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 27/3-23	✓	Revisi IPD	
2.	Kamis 30/3-23	✓	Acc IPD	

Mengetahui
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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

Nama : Kurnia Hardianti
NPM : 1901050021

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 9/11 - 2023	✓	Revise grammar ch. VI	
2.	Selasa 7/11 - 2023	✓	Acc ch. V. Acc Munawar	

Mengetahui,
Ketua Program Studi TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing

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

Nomor Pokok Sekolah Nasional

6 9 7 8 7 3 7 1

Nomor Identitas Sekolah

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SILABUS

BAHASA INGGRIS

KELAS 8

SEMESTER 1 DAN 2

TAHUN PELAJARAN 2023/2024

NAMA SEKOLAH	: SMP IT BINA INSANI METRO
DESA/KELURAHAN	: PURWOASRI
KECAMATAN	: METRO UTARA
KOTA/KABUPATEN	: METRO
PROPINSI	: LAMPUNG
WALI KELAS	: RYAN DEWI PUSPARINGGA, S.Pd
NIP	: 199103042013072009

SILABUS

Satuan Pendidikan	: SMP IT Bina Insani Metro
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / 1-2 (Ganjil & Genap)
Alokasi Waktu	: 2013/2024
Tahun Pelajaran	

Standar Kompetensi (KI)

- KI-1 dan KI-2** : Menghargai dan menghayati ajaran agama yang diamnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kengeraan terkait fenomena dan kejadian tampak mata.
- KI-4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman Struktur Teks <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan/di luar dugaan) Unsur Kebahasaan <ul style="list-style-type: none"> Ungkapan a.l. <i>Excuse me, Is it clear?, Great, I think so.</i>, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> Mengidentifikasi ungkapan yang digunakan untuk ungkapan meminta perhatian, mengecek pemahaman, dalam bahasa Inggris Mengidentifikasi ungkapan yang digunakan untuk menghargai kinerja Mengidentifikasi ungkapan yang digunakan untuk meminta dan mengungkapkan pendapat dalam bahasa Inggris 	<ul style="list-style-type: none"> Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerja sama 	<ul style="list-style-type: none"> Menyimak, menirukan, dan mempragakan beberapa contoh percakapan dengan ucapan dan tekanan kata yang benar Mengidentifikasi ungkapan yang sedang dipelajari Menanyakan hal-hal yang tidak diketahui atau yang berbeda Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas Melakukan refleksi tentang proses dan hasil belajar 	12 JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjukkerja Portofolio
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja,	<ul style="list-style-type: none"> Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat 	<ul style="list-style-type: none"> Melakukan tindak tutur ungkapan meminta perhatian, mengecek pemahaman dalam bahasa Inggris dengan percaya diri Melakukan tindak tutur ungkapan menghargai kinerja dalam bahasa Inggris dengan percaya diri 	<ul style="list-style-type: none"> Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerja sama 				<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjukkerja Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> Fungsi sosial <ul style="list-style-type: none"> Melaporkan, mengambil teladan, membanggakan Struktur teks <ul style="list-style-type: none"> Dapat mencakup <ul style="list-style-type: none"> orientasi urutan kejadian/kegiatan secara kronologis orientasi ulang Unsur kebahasaan <ul style="list-style-type: none"> Kalimat deklaratif dan interogatif dalam <i>Simple Past tense</i> Adverbial dan frasa preposisional penunjuk waktu: <i>yesterday, last month, an hour ago</i>, dan sebagainya. Adverbial penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dan sebagainya. Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, do, he, she, it</i>. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik <ul style="list-style-type: none"> Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menimbulkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> Mengidentifikasi teks recount tentang pengalaman pribadi seseorang Menceritakan kejadian, kegiatan yang dialami secara kronologis Menggunakan bagian alir untuk alur cerita Melengkapi ringkasan pengalaman dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar 	<ul style="list-style-type: none"> Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerja sama 	<ul style="list-style-type: none"> Menyimak guru membaca beberapa teks <i>recount</i> tentang pengalaman pribadi seseorang Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis Menggunakan bagian alir untuk mempelajari alur cerita Didiktekan guru, menuliskan teks-teks pendek tersebut dengan tulisan tangan Melengkapi ringkasan pengalaman tsb. dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks-teks pendek dan sederhana Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar Melakukan refleksi tentang proses dan hasil belajarnya 	20 JP	<ul style="list-style-type: none"> Buku <ul style="list-style-type: none"> Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris English Rings The Bell, Kelis VIII, Kemendikbu d. Revisi Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjukkerja Portofolio
4.11. Teks recount 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>) 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.		<ul style="list-style-type: none"> Menuliskan teks-teks pendek dengan tulisan tangan tentang pengalaman pribadi di waktu lampau yang didiktekan oleh guru Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau Mempresentasikan teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar 	<ul style="list-style-type: none"> Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerja sama 				<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjukkerja Portofolio

Metro, June 2023

Guru Mata Pelajaran

 RYAN DEWI PUSPAGINEMA, S.Pd
 NIP. 198103041910320019


**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

SMP/MTS : SMP IT Bina Insani Metro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2

Standar Kompetensi : 3.11 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks personal recount lisan dan tertulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

Kompetensi Dasar : 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*recount text: personal recount*).

4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, structure teks dan unsur kebahasaan, secara benar dan sesuai konteks.

Indikator : 1. Mengidentifikasi teks recount tentang pengalaman pribadi seseorang.

2. Menceritakan kejadian, kegiatan yang dialami secara kronologis.
3. Menggunakan bagan alir untuk mempelajari alur cerita.
4. Membuat cerita pendek dengan tulisan dan lisan tentang pengalaman pribadi di waktu lampau.
5. Memceritakan dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar.

Alokasi waktu : 20 JP

Aspek : Speaking (personal recount)

Tema : last day activity

Pertemuan : Satu

A. Materi Pembelajaran

1. Recount:

Social function : to retell events for the purpose of informing or entertaining.

2. Generic/schematic structure:

- a) Orientation: provides the setting and introduces participants
- b) Series of events: tell what happen, in what sequence
- c) Re-orientation: optional – closure of events

3. Characteristics of recount text:

- a) Use past tense : verb 3 went, woke up, departed, burned, ate dan lain sebagainya.
- b) Use part of speech adverb and adverbial to explain time, place and stap: seperti last October, Bandung, On the third day, at the park dan lain sebagainya.

- c) Use part of speech conjunction and time connectives: and, after, the, that, before dan lain sebagainya.

B. Metode Penelitian/Teknik: Buzz Group technique.

C. Media Pembelajaran: Papan tulis, sepidol, PPT dan kamus.

D. Sumber Belajar:

1. Buku Let's Talk. Grade VIII for Junior high school/ Bachtiar Bima M./ Pakar Raya/
2. Contoh text recount.

E. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan:

- a) Mengucapkan salam.
- b) Sosial chat: menanyakan kabar, keadaan, dan aktivitas yang berhubungan dengan topik.

2. Kegiatan Inti:

- a) Mengembangkan kosakata, tata bahasa jenis teks recount.
- b) Merespon perintah guru.
- c) Membuat cerita recount (personal recount: last day activity) sederhana.
- d) Minimal 10 kalimat.

3. Kegiatan Penutup:

- a) Menanyakan kesulitan siswa selama pembelajaran.
- b) Menyimpulkan materi pembelajaran.
- c) Menugaskan mempelajari materi berikutnya.

F. Penilaian:

1. Teknik: Test lisan
 2. Bentuk: cerita
 3. Instrument: tell the story last day activities (personal recount)
-

Rubik Penilaian

THE CRITERIA OF SPEAKING

Aspect of Speaking	Indicators			
	4 (Excellent)	3 (Good)	2 (Adequate)	1 (Bad)
Fluency	General natural delivery, only occasional halting when searching for appropriate words/expressions.	The students hesitates and repeats himselft at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.	The students speaks so little that no "fluent" speech can be said to occur.
Pronunciation	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehensioan is not impeded.	Rhythm, intonation and pronunciation requre moe careful listening; some errors of pronunciationn which may occasionally lead to incomprehension.	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.	Words are unintelligible.
Vocabulary	Effective use of vocabulary for the task with few inappropriacies.	For the most part, effective use of vocabulary for the tas with some examples of inappropriacy.	Limited use of vocabulary with frequent inappropriacles.	Unable to construct comprehensible sentences.
Grammatikal Accurary	very few grammatical errors evident.	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.	Speech is broken and distorted by frequent errors.	Unable to construct comprehensible sentences.
Interactional Strategies	Interacts effectivelyand readily participates and follows the discu:ssion.	Use of interactive strategies is generally adequate but at times experience some difficulty in maintaining interaction consistently.	Interaction ineffective can seldom develop an interaction.	Understanding and interaction minimal.

Source: adopted from Cyril J. Weir in *Language Testing and Validation an Evidence-based Approach*.

Catatan guru:

Guru Mata Pelajaran



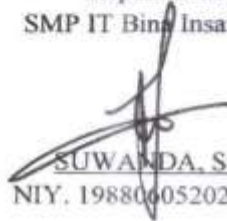
RYAN DEWLPUSPARINGGA, S.Pd
NIP. 199103042013072009

Metro, June 2023
Mahasiswa



KURNIA HARDIANTI
NPM. 1901050021

Kepala Sekolah
SMP IT Bina Insani Metro



SUWANDA, S.E.Sy
NIY. 198806052020071050

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

SMP/MTS : SMP IT Bina Insani Metro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2

Standar Kompetensi : 3.11 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks personal recount lisan dan tertulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

Kompetensi Dasar : 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*recount text: personal recount*).

4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, structure teks dan unsur kebahasaan, secara benar dan sesuai konteks.

Indikator : 1. Mengidentifikasi teks recount tentang pengalaman pribadi seseorang.

2. Menceritakan kejadian, kegiatan yang dialami secara kronologis.
3. Menggunakan bagan alir untuk mempelajari alur cerita.
4. Membuat cerita pendek dengan tulisan dan lisan tentang pengalaman pribadi di waktu lampau.
5. Menceritakan dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar.

Alokasi waktu	: 20 JP
Aspek	: Speaking (personal recount)
Tema	: Best holiday activity
Pertemuan	: Dua

A. Materi Pembelajaran

1. Recount:

Sosial function: to retell events for the purpose of informing or entertaining.

2. Generic/schematic structure:

- a) Orientation: provides the setting and introduces participants
- b) Series of events: tell what happen, in what sequence
- c) Re-orientation: optional – closure of events

3. Characteristics of recount text:

- a) Use past tense : verb 3 went, woke up, departed, burned, ate dan lain sebagainya.
- b) Use part of speech adverb and adverbial to explain time, place and stap: seperti last October, Bandung, On the third day, at the park dan lain sebagainya.

- c) Use part of speech conjunction and time connectives: and, after, the, that, before dan lain sebagainya.

B. Metode Penelitian/Teknik: Buzz Group technique.

C. Media Pembelajaran: Papan tulis, sepidol, PPT dan kamus.

D. Sumber Belajar:

1. Buku Let's Talk. Grade VIII for Junior high school/ Bachtiar Bima M./ Pakar Raya/
2. Contoh text recount holiday.

E. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan:

- a) Mengucapkan salam.
- b) Sosial chat: menanyakan kabar, keadaan, dan aktivitas yang berhubungan dengan topik.

2. Kegiatan Inti:

- a) Mengembangkan kosakata, tata bahasa jenis teks recount.
- b) Merespon perintah guru.
- c) Membuat cerita recount (personal recount: best holiday activity) sederhana.
- d) Minimal 10 kalimat.

3. Kegiatan Penutup:

- a) Menanyakan kesulitan siswa selama pembelajaran.
- b) Menyimpulkan materi pembelajaran.
- c) Menugaskan mempelajari materi berikutnya.

F. Penilaian:

1. Teknik: Test lisan
2. Bentuk: cerita
3. Instrument: tell the story best holiday activities (personal recount)

Rubik Penilaian


THE CRITERIA OF SPEAKING

Aspect of Speaking	Indicators			
	4 (Excellent)	3 (Good)	2 (Adequate)	1 (Bad)
Fluency	General natural delivery, only occasional halting when searching for appropriate words/expressions.	The students hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.	The students speaks so little that no "fluent" speech can be said to occur.
Pronunciation	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.	Words are unintelligible.
Vocabulary	Effective use of vocabulary for the task with few inappropriacies.	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.	Limited use of vocabulary with frequent inappropriacies.	Unable to construct comprehensible sentences.
Grammatical Accuracy	very few grammatical errors evident.	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.	Speech is broken and distorted by frequent errors.	Unable to construct comprehensible sentences.
Interactional Strategies	Interacts effectively and readily participates and follows the discussion.	Use of interactive strategies is generally adequate but at times experience some difficulty in maintaining interaction consistently.	Interaction ineffective can seldom develop an interaction.	Understanding and interaction minimal.

Source: adopted from Cyril J. Weir in *Language Testing and Validation an Evidence-based Approach*.

Catatan guru:

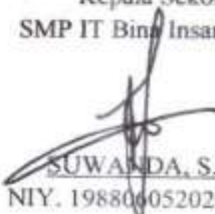
Guru Mata Pelajaran


RYAN DEWLUPSPARINGGA, S.Pd
NIP. 199103042013072009

Metro, June 2023
Mahasiswa


KURNIA HARDIANTI
NPM. 1901050021

Kepala Sekolah
SMP IT Bina Insani Metro


SUWANDA, S.E.Sy
NIY. 198806052020071050

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

SMP/MTS : SMP IT Bina Insani Metro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2

Standar Kompetensi : 3.11 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks personal recount lisan dan tertulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

Kompetensi Dasar : 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*recount text: biography*).

4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, structure teks dan unsur kebahasaan, secara benar dan sesuai konteks.

Indikator : 1. Mengidentifikasi teks recount tentang pengalaman pribadi seseorang.

2. Menceritakan kejadian, kegiatan yang dialami secara kronologis.
3. Menggunakan bagan alir untuk mempelajari alur cerita.
4. Membuat cerita pendek dengan tulisan dan lisan tentang pengalaman pribadi di waktu lampau.
5. Memceritakan dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar.

Alokasi waktu : 20 JP

Aspek : Speaking (biography recount)

Tema : Idola

Pertemuan : Tiga

A. Materi Pembelajaran

1. Recount:

Sosial function: to retell events for the purpose of informing or entertaining.

2. Generic/schematic structure:

- a) Orientation: provides the setting and introduces participants
- b) Series of events: tell what happen, in what sequence
- c) Re-orientation: optional – closure of events

3. Characteristics of recount text:

- a) Use past tense : verb 3 went, woke up, departed, burned, ate dan lain sebagainya.
- b) Use part of speech adverb and adverbial to explain time, place and step: seperti last October, Bandung, On the third day, at the park dan lain sebagainya.

- c) Use part of speech conjunction and time connectives: and, after, the, that, before dan lain sebagainya.

B. Metode Penelitian/Teknik: Buzz Group technique.

C. Media Pembelajaran: Papan tulis, sepidol, PPT dan kamus.

D. Sumber Belajar:

1. Buku Let's Talk. Grade VIII for Junior high school/ Bachtiar Bima M./ Pakar Raya/
2. Contoh text recount holiday.

E. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan:

- a) Mengucapkan salam.
- b) Sosial chat: menanyakan kabar, keadaan, dan aktivitas yang berhubungan dengan topik.

2. Kegiatan Inti:

- a) Mengembangkan kosakata, tata bahasa jenis teks recount.
- b) Merespon perintah guru.
- c) Membuat cerita recount (biography recount: idola) sederhana.
- d) Minimal 10 kalimat.

3. Kegiatan Penutup:

- a) Menanyakan kesulitan siswa selama pembelajaran.
- b) Menyimpulkan materi pembelajaran.
- c) Menugaskan mempelajari materi berikutnya.

F. Penilaian:

1. Teknik: Test lisan.
2. Bentuk: cerita.
3. Instrument: tell the story your idola (biography recount).

Rubik Penilaian

THE CRITERIA OF SPEAKING

Aspect of Speaking	Indicators			
	4 (Excellent)	3 (Good)	2 (Adequate)	1 (Bad)
Fluency	General natural delivery, only occasional halting when searching for appropriate words/expressions.	The students hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.	The students speaks so little that no "fluent" speech can be said to occur.
Pronunciation	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.	Words are unintelligible.
Vocabulary	Effective use of vocabulary for the task with few inappropriacies.	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.	Limited use of vocabulary with frequent inappropriacies.	Unable to construct comprehensible sentences.
Grammatical Accuracy	very few grammatical errors evident.	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.	Speech is broken and distorted by frequent errors.	Unable to construct comprehensible sentences.
Interactional Strategies	Interacts effectively and readily participates and follows the discussion.	Use of interactive strategies is generally adequate but at times experience some difficulty in maintaining interaction consistently.	Interaction ineffective can seldom develop an interaction.	Understanding and interaction minimal.

Source: adopted from Cyril J. Weir in *Language Testing and Validation an Evidence-based Approach*.

Catatan guru:

Guru Mata Pelajaran

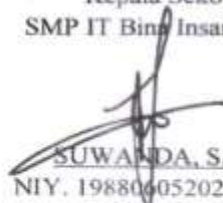

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Metro, 2023

Mahasiswa


KURNIA HARDIANTI
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ORAL TEST**PRE-TEST (Experiment Class)**

Direction!

1. Please come forward one by one in front of class!
2. Please retell your last day activities!
3. Please speak up fluently!
4. Please use suitable vocabulary!
5. Please good pronunciation!
6. Please use grammar correctly!
7. Minimum 10 sentences.

ORAL TEST

POST-TEST (Experiment Class)

Direction!

1. Please come forward one by one in front of class!
2. Please choose one of theme and retell!
3. Please speak up fluently!
4. Please use suitable vocabulary!
5. Please good pronunciation!
6. Please use grammar correctly!
7. Minimum 10 sentences.

The Theme:

- a. Tell us your best Holiday.
- b. Tell us your best story or event in your life.
- c. Tell us what you know about history of Indonesia independence.

ORAL TEST

PRE-TEST (Control Class)

Direction!

1. Please come forward one by one in front of class!
2. Please retell your last day activities!
3. Please speak up fluently!
4. Please use suitable vocabulary!
5. Please good pronunciation!
6. Please use grammar correctly!
7. Minimum 10 sentences.

ORAL TEST

POST-TEST (Control Class)

Direction!

1. Please come forward one by one in front of class!
2. Please choose one of theme and retell!
3. Please speak up fluently!
4. Please use suitable vocabulary!
5. Please good pronunciation!
6. Please use grammar correctly!
7. Minimum 10 sentences.

The Theme:

- a. Tell us your best Holiday.
- b. Tell us your best story or event in your life.
- c. Tell us what you know about history of Indonesia independence.

INSTRUMENT BLUEPRINT

NO	BASIC COMPETENCE	INDIKATOR	TEST ITEM
1.	4.11.2 Compose very short and simple oral and written recount texts related to personal experiences in the past (personal recount), with attention to social functions, text structures, and linguistic elements, correctly and according to context.	<ul style="list-style-type: none"> • Create short and simple texts about past personal experiences. • Present each other's texts with peers, orally, with correct speech and stress. 	<p>1. Pre-Test: Students are make a short story minim 10 sentences about recount theme yesterday activities.</p> <p>2. Post-Test: Students are make a short story minim 10 sentence about recount select one heme</p> <ol style="list-style-type: none"> Best holiday Best story on event in your live Indonesia independence day

Rubric of Speaking Score Data Validity & Reliability

No	Name	Aspects of Speaking					Total
		F	P	V	G.A	LS	
1.	AA	1	2	2	1	2	8
2.	AF	2	2	2	2	2	10
3.	AT	3	2	2	1	1	9
4.	AI	2	2	2	2	1	9
5.	APP	3	2	3	3	3	14
6.	CON	3	2	2	3	2	12
7.	DM	2	2	2	2	2	10
8.	DP	3	3	3	3	2	14
9.	FU	2	2	2	1	1	8
10.	HU	1	1	1	1	1	5
11.	HA	2	2	1	2	2	9
12.	KH	2	1	2	2	1	8
13.	KP	2	1	2	2	2	9
14.	LP	2	1	2	2	1	8
15.	MK	2	1	2	1	2	8
16.	MN	3	2	2	2	2	11
17.	NA	2	3	3	3	2	13
18.	NH	1	1	2	2	2	8
19.	NS	2	2	1	1	1	7
20.	NS	1	2	2	3	2	10
21.	RA	2	2	2	1	3	10
22.	RH	1	2	2	1	1	7
23.	SM	2	2	2	2	1	9
24.	SS	1	1	2	2	2	8
25.	PT	2	2	2	2	2	10
26.	TU	2	2	1	1	1	7
27.	UK	1	2	2	2	2	9
28.	ZB	2	2	2	2	2	10

Speaking Score Two Classes

No.	Experiment Class (BuzzGroup Tech)		Control Class (Konvensional)	
	Pre-Test	Post-Test	Pre-Test	Post-Test
1.	55	60	60	70
2.	50	75	55	60
3.	60	80	60	75
4.	50	75	50	65
5.	75	80	50	60
6.	50	70	60	70
7.	65	75	50	75
8.	65	80	55	65
9.	70	80	75	80
10.	50	65	80	75
11.	65	75	70	70
12.	75	85	70	75
13.	50	60	80	60
14.	55	60	60	75
15.	65	70	70	60
16.	60	75	50	60
17.	70	70	65	70
18.	60	80	60	65
19.	65	70	75	60
20.	60	60	65	60
21.	75	85	70	70
22.	60	65	50	55
23.	55	70	55	65
24.	70	80	75	70
25.	55	65	65	75
26.	60	70	70	70
27.	65	75	65	55
TOTAL	1655	1955	1710	1810
AVERAGE	61	72	63	67

Documentation of Research Process

❖ Pre-Test



❖ Treatment



Treatment 1



Treatment 1



Treatment 2



Treatment 2



❖ Post-Test





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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1205/ln.28/S/U.1/OT.01/10/2023**

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

Nama : KURNIA HARDIANTI
NPM : 1901050021
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

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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, 30 Oktober 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : Kurnia Hardianti
NPM : 1901050021
Program Studi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 20 Oktober 2023

Ketua Program Studi TBI

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

N
by Fachrul E

Submission date: 30-Oct-2023 11:47PM (UTC-0700)

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Pv	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Tabel T Distribusi df 41 – 80

Pv	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421

BIOGRAPHY



The name of the researcher is Kurnia Hardianti. She was born in Seputih Mataram, on January 13th 2001. She is the second child of two brothers from Mr. Jaswadi and Mrs. Sri Khotijah. The researcher lives with her parents who are located in Nambah Rejo village, Kota Gajah, Central Lampung. She completed her kindergarden at TK 01 Gula Putih Mataram on 2007. After that, she continued her study at SDS 01 Gula Putih Mataram, and graduated on 2013. Then she finished her middle school in SMP Sugar Group Companies on 2016. The researcher then continued her education too the senior high school at MAN 01 East Lampung, and graduated on 2019. At the same year, she registered as S-1 student of English Education Study Program of IAIN Metro.

Because the researcher enjoys learning new things, she participated in a number of student organizations while in college. In 2021 researcher served as kominfo in the Indonesian Islamic Student Movement (PMII) organization and decommissioned in early 2022. In addition, the researcher also serves as religion section at the Student Association of the English Education Program, which was inaugurated in 2022 and was decommissioned on May 2023.