



**THE IMPLEMENTATION OF SMALL GROUP DISCUSSION TO
IMPROVE STUDENTS' SPEAKING ABILITY AT GRADE VIII A OF
MTS BINA ULAMA KISARAN**

THESIS

*Submitted to the Tarbiyah Faculty and Teachers Training State University for
Islamic Studies (UIN) North Sumatera Medan as a Partial Fullfillment*

Requirement for SI Degree

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MEDAN**

2017

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

I am very grateful to Allah SWT the Most Gracious and the Most Merciful. Praise be to Allah, Lord of the universe who has given His blessing to me to accomplish this thesis. Peace upon the Holy Prophet Muhammad SAW, the last messenger of Allah SWT who brought the complete teaching of Islam and the human life from the destruction into safety that is right path of Allah.

This thesis is writing to fulfill one of the requirements to get degree of bachelorship (S1) in Department of English Education of Tarbiyah Faculty and Teachers' Training State Islamic University of North Sumatra (UIN-SU) Medan under the title The Implementation of Small Group Discussion to Improve Students' Speaking Ability in MTS Bina Ulama Kisaran (a..y. 2016/2017).

In arranging this thesis, there are a lot of people who always giving me support, motivation and also the good advice until this thesis has done. In this valuable chance, I intended to express my graduate and appreciation to all of them. First my deepest appreciation goes to my beloved parents, my mom **Ratna Dewi Margolang** and my dad **Paringgonan Nasution**, for the endless love, pray, support and always remain me to keep going and never give up.

For my beloved sisters, the first one is **Mita Daini Af-Idah Nasution** and the second is **Mazka Niswiya Nasution**. My lovely brothers, the first one is Miftah Alfath Yufajjir Nasution and second is **Mirza Hanan Asrawi Nasution**. They are a part of my soul that being my mood booster when I am getting tired or give up. I always loving them.

I also realize that without help from numerous people, this thesis would have not been completed as it is. So in this chance I would like to express my sincere gratitude to:

1. **Dr. H. Saidurrahman, M.Ag** as Head of State Islamic University of North Sumatra for facilities given to me during I study in this university.
2. **Dr. Amiruddin Siahaan, M. Pd** as a dean of the Faculty Tarbiyah and Teachers' Training and staff of Department of English Education for the facilities given to me during the completion of the thesis.
3. **Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum** as the head of English Department and the staff .
4. **Dr. Hj. Siti Zubaidah, M.Ag** and **Dr. Rustam, M.A.** as my advisor who has guided and given me suggestion and best advice to make me and my thesis more better.
5. All the lecturers in the English Department for teaching precious knowledge, sharing philosophy of life, and giving wonderful study experience.
6. The principal of MTS Bina Ulama Kisaran, **H. Aswiluddin, S.Pd.I** and the English teacher **Lumongga Wani, S.Pd.** and all of the students of VIII-A who helped the researcher during the research.
7. All of my families in PBI-6 thanks for being my second family who always make me enjoy when I together with them. Special one for my beloved sister **Nurul Adawiyah, Sari Rahmadani Lubis** and my

brother **Muhammad Iqbal Ali** for their helping and spirit that given to me.

8. My friends who have same advisor with me **Leli, Mahmuda, Nindi, Aida, Aini**, and all of them that I cannot mention it one by one.
9. The special one for my lovely *Nasution*, **Nadya El Lail Nasution and Intan Nurjannah Nasution**, thanks for everything that you have given to me. Not only support but also spirit and motivation that make me be strong and be able to face all of my problems.
10. For my close friends since I was in elementary school until now **Lis Octary**, thanks for everything.

The last, this thesis is not the perfect one, but it is expected to be useful not only for the researcher, but also for other researcher as heir reference for their thesis and also for readers. For these reasons, constructive thoughts, full suggestions, and critics are accepted to make this thesis be better.

Finally, may Allah *Subhaanahu Wa Ta'ala* receives all their work and kindnesses. Aamiinn.

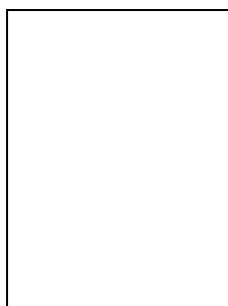
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ABSTRACT



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 Title :The Implementation of
 Small Group
 Discussion to Improve
 Students' Speaking Ability

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, Medan 2017.

Keyword: Speaking, *Classroom Action Research*, *Small Group Discussion*. This research was aimed to find out the improvement of the students' achievement at speaking through small group discussion method. The subject of this research was the second grade students MTs Bina Ulama, Kisaran, in academic year 2016/2017. It consisted of one class with 45 students as respondents.

This research was conducted by using classroom action research. The technique of analyzing data was applied in this research were qualitative and quantitative. The qualitative data were taken from observation sheet, interview and documentation. The quantitative data were taken from tests. The tests were given to the students in the form of pre-test, post-test I and post-test II.

The result of data analysis showed that there was an improvement on the students' speaking ability from each cycle. It was showed from the mean of pre-test was 62.22, after implementation of small group discussion strategy was applied, there was improvement of the result of the students' mean which was 73.04 and for the second cycle after reflection on the first cycle there was an improvement of the students' mean which was 81.08. Moreover in the pre-test, there were 40% (18 students of 45 students) who got score ≥ 70 . In the post-test I, there were 71.2% (32 students of 45 students) who got score ≥ 70 . In the post-test II, there were 100% (45 students of 45 students) who got score ≥ 70 . So, the total percentage of the improvement from pre-test to post-test II was about 60%.

Acknowledged by:

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CHAPTER I

INTRODUCTION

1.1. Background of Study

Speaking is one of the four basic skills in teaching and learning English as a foreign language in addition to listening, reading, writing. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In speaking process between a speaker and listener, it is happened interaction between them. They use the language as the medium of the speaking in that interaction.

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary linguistic competence is not all there is to succesful communication. As we have seen, it is quite possible to produce a series of ungrammatical utterence that succeeds in letting someone else know what is on our mind¹, but also they understand when, why, and in what ways to produce language.

Speaking is quite important to be owned to students. By mastering this skill, they would be able to convey their intention in English and have a confidence to express it when facing native speaker around them. It is also stated in the English syllabus of Curriculum of Educational Unit Level (KTSP) to require students to be able to express and respons some kinds of expression orally in English.

¹ Rowley Massachuse, (1979), *Teaching English as a Second or Foreign Language*, U.S.A: Newbury House Publisher Inc, P. 82.

In reality, many undergraduate students are still poor in speaking English. Based on interview with the teacher in MTS Bina Ulama, Asahan, I found that the students was poor in English speaking skill. Many students in MTS Bina Ulama still poor in score or test in speaking skill. They were passive in the class. When the teacher gave them question in English, they answered in Indonesian.

The weakness of speaking is caused by the students afraid of making interaction in teaching learning process. It also makes students afraid of expressing their ideas eventhough they understand the materials because they do not want to take the risk of being laughed for their friends. The other reason is because teaching learning techinque and environment. In environment, when they speak English, they are afraid of hearing public opinion. In teaching learning strategy or technique, the teacher often uses conventional strategy or tecnique when teaching in the class. Nowadays, in teaching speaking, the teacher usually orients to the students English book. The teacher teaches them by asking the students to read the dialogue in front of class. These activities do not give any oportunities to the students to express their ideas or opinion directly and they can not give any contributions to make the students speak English fluently. Therefore, the students are unable to improve their speaking ability and can be passive in the class. The other reason are lack motivation to practice the English in daily conversation and also the students too shy and afraid to take part in the conversation. The students is not confidence to speak English.

The recent years, language teaching has been focused on the learning process rather than the teaching of the language. The learners need to learn how to use the target language in real situation and not the artificial situation of the

classroom where often drills and structured dialogues are taught or ask them to speak in front of the class with a prepared speech. The teacher must have the ability to solve the students' problem in speaking and used strategy and technique in speaking.

In teaching speaking, a teacher is required a brilliant strategy and method in order to apply it to the students, so that the students can learn more effectively and efficiently in accordance with the expected aims. Therefore, teaching strategy is one way which the teacher can teach the students in the class. It is used to motivate the students to increase their knowledge to solve the problem especially in speaking. There are many kinds of strategies to teach speaking, such as brainstorming, concept mapping, role playing, story broadening, u-shape debate, buzz group, creative story game, small group discussion, debate and other. In this case, the researcher used small group discussion as a method in teaching learning process.

Small group discussion is one example of the method in the education's world. It is one of teaching strategies that can be involved in teaching learning process because it is very affective in learning speaking. Small Group Discussion is one of teaching methods to improve language learning, academic achievement and social skills by students' interaction. This method is not only for fun but also relaxing but for education. When they have finished talking about the topic, they can feel more confident and ever socially acceptable to each other. The students may also make a lot of noise in class.

For this reason, I found a solution by applying small group discussion as the affective way to help in teaching learning process in English, especially in speaking. In hopefully, the students can understand and few noticeable errors and also no more afraid in speaking.

1.2. The Identification of Problems

Based on of the background of study, the problems are identified as follows:

1. Their score in speaking is still low.
2. They were passive in the class.
3. When the teacher gave them question with English language, they answered with Indonesia language.

1.3. The Research Questions

The formulation of this problem in this reserch can be stated as the follows:

1. “How is the process of learning speaking with small group discussion method?”
2. “Is there any improvement on the students’ speaking ability by using Small Group Discussion?”

1.4. The Objectives of Problem

1. To know the process of learning speaking with Small Group Discussion Method.
2. To find out the improvement on the students’ speaking ability by using Small Group Discussion.

1.5. The Significance of Study

The ressercher expects that the result of the study will be useful for:

1. The English teacher, as the information which can enlarge their knowledge in teaching speaking
2. The students, as the information which can enlarge their knowledge in speaking English communicatively.
3. To result of this study will provide information for those who are interested in dealing with speaking

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

In conducting a research, theories are needed to explain some concept applies concerning to the research. The concept which are use must be clarified in order to have the some perspective of impementation in the field. In the other word, the following the considered important to be discuss for clarifying the concepts use or being discuss, so the reader will get the point clearly.

1. Speaking Skill

a. Definition of Speaking

Speaking is one of our dearest occupations. We spend hours in a day for conversation, telling, stories, teaching, querreling, and of course speaking to our selves. Speaking is important to an individuals living proress and experience. Speaking its also the most natural way to communicate. Without speaking, people must remain in almost total isolation from any kind of society. For most people, the ability to speak a language is the same in knowing a language since the speech is the most basic means of human communication. Speaking is not making a sound though birds, animals, babies make sound and though it may be communication of sorts, it is not speaking. But when we speak, the complexity happens more than just mounth is involved such as nose, pharynx, epiglottis, trachea, lungs and more.

According to the New Grolier Webster International Dictionary “speaking means as the act, utterance, or discourse of one who speak”². While as verb (speak) is to utter word actic or articulate sounds with the ordinary voice., to take or exercise the faculty of speech, to make oral communication or mention as to speak to someone to various matter, to converse, as “they speak for hours on the phone”.

Speaking is typed as “an activity involving two or more people in which the participants are both hearer speaker having teach to what they hear and make their contribution at high speed”³.

Clark and Clark state that speaking is ”a complex skills, required the simultaneous of number of different abilities which often developed different lates either four or five competences, are generally recoquired in analysis is of speecs process, there are including as the enerying system, pronunciation, grammar, vocabulary, fluency and comprehension”⁴.

This statement can be described that speaker first plan what they want to say based on how to changed the mental state of their listener, then they put their plan into excecution, uttering the segments, words, phrases and sentence that make up the plan. But, it is not a simple as we knoe and think, because speaking in this case, is speaking English with a lot of rules, such as pronunciation,

² Webster, (1972), *Webster’s New World Collage Dictionary*, New York: The World Publishing Company, P.684.

³ Johshon K and Morrow K, (1997), *Communication in the Classroom*, London: Longman, P.17.

⁴ Clark and Clark, (1997), *Psychology and Language*, New York: Harcourt Brace Jovanovich Inc, P.17.

intonation, fluency, tone of voice, stress, structure, choice of words and effectiveness of communication⁵.

عَنْ أَبِي هُرَيْرَةَ قَالَ : قَالَ رَسُولُ اللَّهِ عَلَيْهِ وَسَلَّمَ "مَنْ دَعَا إِلَى هُدًى كَانَ لَهُ مِنَ الْأَجْرِ مِثْلُ أُجُورِ مَنْ تَبِعَهُ لَا يَنْقُصُ ذَلِكَ مِنْ أُجُورِهِمْ شَيْئًا وَمَنْ دَعَا إِلَى ضَلَالَةٍ كَانَ عَلَيْهِ مِنَ الْإِثْمِ مِثْلُ آثَامِ مَنْ تَبِعَهُ لَا يَنْقُصُ ذَلِكَ مِنْ آثَامِهِمْ شَيْئًا"

Meaning: "From Abi Hurairah said, Rasulullah saw said that "whoever calls on the path of guidance, for him the reward is as the reward of those who follow him, who are not diminished from the rewards of their deeds altogether, whoever calls on a misleading path, for him sin such as sin those who follow it, who are not reduced from their sins at all ".

The word "da'a" means to exclaim or speak. The word "huda" which means clue. The point is to speak or exclaim including one of the learning methods. This method is a method often used in conveying or inviting people to follow the teachings that have been determined. In the Qur'an itself the word is repeated nine times. Some even argue that the method of this lecture is close to the word tablih, which is to convey something of doctrine. In essence both meanings have the same meaning of conveying a doctrine. In the past to the present method we have always encountered in every learning. The relationship between the verses with this title is talking about the goodness or knowledge conveyed by a teacher to his students.

⁵ Taigan D, (1995), *A Strategy for Effective Inter Class Oral Communication Forum*, New York, P.28.

Based on the statement above, speaking is the process of using the desire of speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion to the other person. Moreover, speaking cannot be dissociated from listening aspect, because speaking involves speaker and listener.

Allah also says Holy Qur'an Taha 44⁶ :

فَقُولْ لَهُ قَوْلًا لَّيِّنًا لَّعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَىٰ

Meaning: “And speak to him with gentle speech that perhaps he may be reminded or fear [Allah]”.

The word "qaulan layinan" which means "gentle sentence". Election consideration method by paying attention to learners required wisdom to achieve the learning objectives maximally. In addition, in the delivery of materials and guidance to learners should be done in a good way that is with gentle, good words, and with a wise way. Teaching and learning process can run well and smoothly when there is a conducive interaction between teachers and learners. Wise and thoughtful communication gives a deep impression to the students so that "teacher oriented" will turn into "student oriented". A wise teacher will always provide opportunities and opportunities to his or her students to grow.

There are some reasons for speaking to involved expressing ideas and opinions: expressing a wish or a desire to do something, negotiating or solving particular problem, or establishing and maintaining social relationships and

⁶ Al-Quran, Verse Taha :44

friendships. Besides, fluency, accuracy, and confidence are important goal in speaking. Therefore, as a language skill, speaking become an important component to be mastered by the students as the main tool of verbal communication because it is a way to express ideas and opinion directly what we have in our minds. Speaking (in the class) learnt by conversation class. An effective conversation class involves an active participant by students to express what they have in their mind orally and confidently.

b. Reason for Speaking

As a skill which enables us to produce utterances, when genuinely communicate, speaking is desire and purpose-driven, in other words we genuinely want to communicate something to achieve a particular end. This may be involve expressing ideas and opinion, expressing a wish or desire to do something, negotiating, or solving a particular problem, or establishing and maintaining social relationships and friendships. To achieve this speaking purposes we need to activate a range of appropriate expressions which will fulfil these particular purposes⁷.

عَنْ أَبِي هُرَيْرَةَ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ : مَنْ سُئِلَ عَنْ عِلْمٍ فَكَتَمَهُ
الْجَمَّةُ اللَّهُ بِلِجَامٍ مِنْ نَارٍ يَوْمَ الْقِيَامَةِ. (رواه ابو داود و احمد)

Meaning :

⁷ Crystal David and Johnson Keith, (1988), *Materials and Methods in ELT : A Teacher's Guide*, Great Britain: Cornwall, P.151.

“From Abi Hurairah said, Rasulullah saw said that: whoever that asked by someone about knowledge but kept it then he will come in the judge day with hell’s fire in the mouthh”. (HR. Abu Dawud and Ahmad)⁸

A human who has knowledge must be able to give knowledge to others, as well as a teacher. Teachers should be able to provide useful knowledge to their students. The relationship of hadith with speaking is that teachers should be able to share knowledge to their students in order to benefit them in a good way and to speak soft words.

Speaking is an active process and one which is difficult to dissociate from listening in many ways. Nunan point out how succesful oral communicators have developed what he terms ‘conversational listening skill’. These two skills often enjoy a defendency in that speaking is only very rarely carried out in isolation, it is generally an interactive skill unless an uninterrupted oral presentation is being given⁹.

c. Types of Speaking

According to Brown there are five basic types of speaking¹⁰, they are:

⁸ Ardhie. Esha, 40 Hadits Seputar Menuntut Ilmu, ([http://www.google.com/amp/s/elmuntaqa.wordpress.com/2013/11/10/40-hadits-seputar -menuntut-ilmu-1-10/amp/](http://www.google.com/amp/s/elmuntaqa.wordpress.com/2013/11/10/40-hadits-seputar-menuntut-ilmu-1-10/amp/)) accesed on November 10, 2013.

⁹ Nunan D, (1989), *Designing Tasks for the Communicative Classroom*, Cambridge: Cambrige University Press.

¹⁰Douglas H. Brown, (2004), *Language Assessment: Principles & Classroom Practic*, Longman: San Fransisco Universiy, P.141-142.

1. Imitative of Speaking

Imitative speaking is ability to simply parrot back (imitate) a word or phrase or possibly sentence. Its means listener follows the speaker, what speaker says is what the listener says, in other word, there is repetition for both sides.

2. Intensive Speaking

Intensive speaking is the production of short stresses of oral language designed to demonstrate competence in a narrowband grammatical, prahasal, lexical or phonological relationship. The speaker must be aware of semantic properties in order to be able to respond, but interaction with interlocutor test administration is minimal at best. Its means speaker must know the meaning of what the other speaker said to him/her so he/she can respond well and there is nothing miscommunication between them. The example of intensive speaking is directed respond task, reading aloud, sentences and dialogue completion.

3. Responsive Speaking

Responsive means reacting quickly and positively to something. Responsive speaking means the interaction and the test comprehension but somewhat at limited level of very short conversation, standard greeting and small task, simple request and comments and the like. For example, questions and answers, giving direct instruction and phrasing.

4. Interactive Speaking

The difference between responsive and interactive speaking are the length and complexity of the interaction, which sometimes includes multiple exchanges or participants, it can take two forms, they are:

- a. Transactional language which has the purpose exchanging specific information.
- b. Interpersonal exchanges which has the purpose of maintaining social relationship. Here, oral production can become pragmatically complex we need to speak in casual register and use colloquial language, ellipses, slang, humor and other sociolinguistic conversation.

5. Extensive Speaking

In extensive speaking, the language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we can not rule out certain informal monologue such as casually delivered speech. For example oral presentation, storytelling, and others.

d. The Elements of Speaking

Speaking is a complex skill requiring the simultaneous use of the number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech processes are pronunciation, grammar, fluency, comprehension and vocabulary. Those components are:

1. Pronunciation

Pronunciation (including the segmental features: vowels and consonants and the stress and the intonation pattern). As stated by Hammer, if the students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation pattern and speak in connected speech. The speaker must be able to articulate the words, and create the physical sound that carries meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in the language they already know.

2. Grammar

It is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar because grammar is a system of language to make new sentences. Therefore, grammar is very important in speaking because if the speaker does not master grammar structure, he cannot speak English well.

3. Vocabulary

Vocabulary is a basic element in language. Vocabulary is a single word, set phrases, variable phrases, phrasal verbs and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

4. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. Meanwhile, fluency in speaking can be thought of as the ability to keep going when speaking spontaneously. When speaking fluently

students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other. The last speaking element is comprehension.

5. Comprehension

Comprehension is discuss mistakes by both speakers because comprehension can make people getting information they want. Comprehension is defined as the ability to understand something to a reasonable comprehension of the subject or as knowledge of what a situation is really like.

Based on theories above the researcher tries to analyze students improvement by using those categories that influence students speaking ability.

e. The Purpose of Speaking

Communication occurs because there is communicative purpose between speaker and listener¹¹. The communication purpose for the speaker could be :

- a. They want to say something
- b. They have some communicative purpose: speaker say something because they want something to happen as a result of what they say
- c. They select from their language store. Speakers have an inventive capacity to create new sentence. In order to achieve this communicative purpose they will select the language, they think it is appropriate this purpose.

¹¹ Hammer, (2001), *Practice of English Language Teaching*, Edinburg Gate: Longman, P.40.

As language skill that enables us to produce utterance, when genuinely communicative, speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinion, expressing a wish or desire to do something, negotiating and solving a particular problem establishing and maintaining social relationship and friendships.

Students achievement in speaking is the student can speak english with their own words that the other students know and understand what they say especially in small group discussion, they can something based on topic, so from it, the reseacher can be success to improve students speaking ability.

f. The Factors Influence Speaking Skill

There are some factors that influence speaking skill¹², such as :

a. Motivation

When a child understands the importance of understanding a language and can see how it directly applies to their life, they learn faster. We've found that a contextual, theme-based curriculum can help get students more excited to dive into language learning. When they are interested in learning a language and they see meaningful connections to their lives, they begin to take risks to produce language, which helps them to acquire it faster.

b. Support at Home

¹² Miller. Alicia, 9 Factors that Influence Language Learning, (<http://www.whitbyschool.org/passionforlearning/9-factors-that-influence-language-learning>). Accessed on November 12, 2016, 1:51 PM

We've found that exposure is an important factor in language comprehension and acquisition. If a child's family only speaks one language, are they able to provide help when the student needs it? It also matters how much value parents place in learning an additional language. Parents who prioritize language learning are more likely to push their child to keep trying even when it feels difficult.

c. Prior Linguistic Knowledge

Once a child has studied and acquired a language, their skill at learning another will increase. Language learners have the ability to translate skills from one language to another because they're able to recognize the rules and patterns of language, even if the vocabulary is different.

d. Learning Environment

Another key factor is how comfortable students feel in their language learning environment. Does their classroom feel cold and tense, or positive and relaxing? What's the school's culture and beliefs about language learning? We've found that a student's learning environment has an impact on their motivation—a low anxiety language learning environment increases the chance for acquisition.

e. Teaching Strategies

The strategies a language teacher uses have a big impact on language learning. How does the teacher help students understand the concepts of a language? How does the teacher take different learning styles into account, as well

as different levels of comprehension? For example, watching a film in the target language and writing and performing skits in the target language reach multiple learning styles. Offering an immersion experience helps students connect the language learning to their everyday lives, but rote vocabulary memorization and grammar drills create 'meaning-less' language lessons.

f. Comprehensible Input

Linguist Stephen Krashen is known for developing the input hypothesis of second-language acquisition. In this context, the titular “input” is the language curriculum. Krashen wrote that teaching at just any level of difficulty isn't sufficient: the input received by a student must be comprehensible. In other words, the curriculum must reach a child at their current level and challenge them with activities and just 1 level beyond their current stage. If the material feels out of reach, the student can feel “shut down” and have trouble engaging with the lesson. To make sure that students feel motivated to learn, it's important to ensure that they feel like they have the ability to progress to the next level of learning.

g. Student Personality

A student's personality can affect how they learn a second language. More introverted students have been shown to take longer to acquire a language because they're more hesitant to make mistakes. Extroverted students, on the other hand, are more likely to go out on a limb and try out their newly learned vocabulary. To ensure that both personality types succeed, it's important to create an environment

where students understand that mistakes are part of the learning process and it's more important to speak than to be perfect.

h. Age

While students of all ages can learn a foreign language, there is consensus that certain aspects are affected by the age of the learner. It becomes harder for students to have native pronunciation from the teen years. Some students also find that it's more difficult to fully acquire a foreign language as they get older, but this isn't true of everyone.

i. Comfort in their Country of Residence

A final factor in language learning is the child's comfort in the current country of residence. Most children move to a new country because of a parent's job, not by choice. As a result, their motivation to learn a new language can depend on whether they're happy to be in a new place, or if they've come kicking and screaming. Luckily, even if a child is unhappy at first, their attitude can shift if they feel welcomed by their teachers and supported by their parents.

2. Small Group Discussion Method

a. History of Small Group Discussion

Slavin states, cooperative learning refers to a variety teaching method in which students work in small group to helps one another academic content. Cooperative work relaly replaces teacher instruction, but reher replaces individual seatwork, individual study and individual drill. When properly organized, students

in cooperative group work each other to make certain that everyone in the group has mastered the concept being taught.¹³

In other word, cooperative learning (CL) empowers students in teaching learning process in classroom because each member of the team is responsible for their term's succesful.

Additionally, according to Jonhson and Jonshon cited in Slavin, that cooperative learning method are those develop and researched by them and their colleagues at the university of Minnesota emphasized four elements:¹⁴

1. Face-to-face interaction: students work in four-to-five mamber group.
2. Positive interdefendence: students work together to achive a group goals.
3. Individual accountability: students must show that they have individual mastered the material.
4. Interpersonal and small-group skills: students must be taught effective means of together and of discussing how well their groups are working to achive their goals.

Yet, research on this methods has found that when that involve rewards to groups based on the individual learning of all group mambers, they increase students' achievement more than individualistic methods and they have positive effects on such outcomes as race relations and acceptance mainstremed classmate.

¹³ Slavin E. Robert, (1995), *Cooperative Learning Teory: Research and Practice*, New York: The Hopkins University, P.2.

¹⁴ Ibid. P.129.

From the given explanation, we can conclude that cooperative learning has many positive outlooks in teaching learning process in the classromm. It is not only can be used in English, but also in match, reading, writing, physics and other.

There are types of cooperative learning groups :

1. Formal cooperative learning group range in lenght from one class period to several weeks.
2. Informal cooperative learning group are ad-hoc groups that may last from a few minutes too a whole class period.
3. Cooperative base group are

b. Definition of Small Group Discussion Method

Small group discussion is a cooperative learning method which gives more opportunities to students in gathering their ideas, experience, knowledge, and actualizing in speaking. Hence, the teacher should have a good maturity to be able to support his/her students in order to carry out the teaching learning process well. It's related to Kelly and Stafford stated "...in order to prepare effectivelly for a series of discussion sessions, teachers need a good appreciation of the level that students have reached, based on their previous experience and the value of the institution in which the work will occur"¹⁵.

Allah also says Holly Qur'an An-Nahl 125¹⁶ :

¹⁵ Kelly and Stafford, (1993), *Managing Small Group Discussion*, Workshop Series No.9, P.3.

¹⁶ Al-Quran, Verse An-Nahl :125

أُدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ
 أَنْ رَبُّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Meaning : “Invite (all) to the way of thy Lord with wisdom and beautiful preaching, and argue with in ways that are best and most gracious. For thy Lord Knotweed best, who have strayed from His path, and who recive guidance”.

The word "wisdom" means "the utmost of all things, both knowledge and deed". In other words al-hikmah is to invite to the way of Allah by way of justice and wisdom, always consider various factors in teaching and learning process, both subject factor, object, medium, media and teaching environment. In addition, in the delivery of materials and guidance to learners should be done in a good way that is with gentle, good words, and with a wise way. The word "al-Mauizhah" which means advice while the word "hasanah" which means good. So if combined "Mauizhah hasanah" means good advice. The word "jadilhum" means discussion. Discussion method referred to in the Qur'an is a discussion that is carried out with good and polite manner. The purpose of this method is to further strengthen the understanding and attitude of their knowledge of a problem.

There are variety of discussion formats, each of which have their own distinctive features and which allow for different degrees of teacher control and student control.

No	Format	Application
1	Controlled discussion	This technique is often used to check wheater a topic is understood. It can be used in large groupsituation

		as well as in small groups. Discussion is under the control of the teacher while students ask the question or make comments or respond to a question from the teacher. If practiced at the end of a mini-lecture or video presentation, for example the lecture can obtain feedback quickly about how well the material has been understood. It is a limited form of discussion and does not allow for full participation.
2	Step-by-step discussion	Once again this format is appropriate for large and small groups. A topic is broken down into several segments the lecturer alternates between presentation of subject matter and discussion period in which students can respond to questions or make comments and ask questions. The focus of discussion may be notes, a text passage, and videotape and so on. While it makes use of opportunities for discussion in large groups, the structure and content of the discussion may not meet the needs of all group members.
3	Buzz groups	During the course of a lecture or a discussion led by the tutor students are asked to turn to their neighbors for a few minutes to discuss problems in understanding and to discuss difficulties that they might have been unwilling to reveal to a whole class. Such groups also provide the opportunity to simulate

		<p>the group by changing the focus of attention away from the lecturer. However, the timing is important since, rather than providing needed break in proceeding they may cause students to lose concentration.</p>
4	Snowball groups	<p>Buzz groups can be extended by progressively doubling the group size so that pairs join up to form fours, their fours to form eights. These large groups finally report back to the whole group in a plenary session. This technique allows ideas to unfold gradually and allows students to think for themselves before bringing their ideas back to the whole group. However as groups increase in size the nature of the discussion task may need to be changed to prevent boredom.</p>
5	Horseshoe groups	<p>The class can be organized so that attention can alternately focus on the lecturer and group discussion. Rather than students sitting in rows facing the front of the room, they sit around tables arranged in horseshoe formation with the open end facing the front. The lecturer can talk from the front of the room before changing to a group task such as discussion or problem solving or practical work. In science and engineering courses in particular this method can be</p>

		used effectively. Also the teacher can circulate easily to clear up any problems that may arise.
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Finally, we can conclude that Small Group Discussion Method is an effective way to be implemented to students because of its benefit in teaching learning process. In other word, students not only come to the class and listening to the teacher's explanation (passive) but also they can involved in the teaching learning process with the teacher as their guide.

c. The Advantages of Small Group Discussion Method

There are many advantages of using Small group discussion method, such as¹⁷:

- a. The learners have more air time and experience an increased demand to participate in a small group discussion setting
- b. Small group discussion gives learners an opportunity to warm up and try their ideas out in a smaller, less treatening forum than the class as a whole. In turn, this creates an increased likelihood that learners will participate in a plenary session discussion.
- c. Small group discussion creates a diversity of thought that is likely to enliven the large group discussion which is typically dominated by the comments of the first few participants who set the trend and scope of the discussion.

¹⁷ Ray V. Rasmussen, (1984), *Practical Discussion Technique for Instructors*, AACE Journal, P.4.

d. The Procedure of Small Group Discussion Method

The Procedure of small group discussion method as bellow¹⁸:

a. Introductions

There are some way activities that can be used as introduction such as :

1. Individuals introduce themselves to the whole group;
2. People pair off and talk to each other and report back;
3. Small groups discuss what they have in common and report back.

b. Ground Rules

Teachers should make clear to the group at the first meeting what is expected of them and what rules will govern future group meetings, for example, what are the rules governing lateness, disruption of the group's activities, methods of participation, as well as rules for speaking in the group, seating, cancellation of class, and so on. If the group is sufficiently mature, it is also a good idea to provide group members with the opportunity to discuss and modify rules for operating before a final "contract" is agreed on. Once the ground rules are established, it is up to the teacher (or the group as a whole) to make sure that they are reinforced.

c. Subsequent Meetings

Each subsequent meeting needs a general format which will make the teacher's intention clear to students, reinforce the ground rules, provide a working structure and link the sessions to previous and future sessions. For example, the

¹⁸ Kelly and Stafford, Op. Cit, P.12.

following plan might be displayed on a poster, on the Whiteboard, or on an overhead transparency.

1. Introduce new members or visitors;
2. Resolve administrative issues;
3. Review previous week's work;
4. Students report on progress with a task or report unfinished business;
5. Outline the task for today;
6. Today's task performed;
7. Review progress;
8. Project forward to next session;
9. Conclude session.

d. Restarting After a Break

Some groups stay together over more than one teaching semester or term and if there has been a break for any reason, you need some procedures for bringing the group together again, no matter how cohesive it was when you last met. You also need to conclude any unfinished business and to signify that the group is moving forward.

e. Encouraging Participation

In many cases students may be reluctant to participate in group discussion because they are not sure of the conventions for speaking, for example, how to take turns, when it is permissible to interrupt, and so on. Furthermore they may

think that they do not know enough to make a contribution and fear being assessed negatively on the basis of their spoken contribution.

B. Related Study

1. Azhar Aziz Lubis, the students of University Of Character Building has done the research about speaking for his thesis under the title “Improving The Students’ Achievement In Speaking Through The Application Of Small Group Discussion Method (SGD).2010. The subject of this research was the grade XI-1 students, 2013/2014 academic year. The class consists of 44 students. The finding of this research is the improvement students’ score from the evaluation I 2,27% who passed the KKM (65,00), the evaluation II 88,63% and evaluation III 100% who passed the KKM (65,00). In other word the small group discussion can improve students’ achievement in speaking.
2. Hayati Limbong, the students of University Of Character Building has done the research about speaking for his thesis under the title “The Effect Of Applying Small Group Discussion Method Technique On The Students’ Speaking Improvement. 2009. The subject of this research was the grade X students, 2008/2009 academic year. The conclusion that applying Small Group Discussion Technique significantly affects the students’ speaking improvement. It was proved that t calculated $>$ t table at $p = 0,05$ ($4,94 > 1,980$). In other word, there is significant effect at applying Small Group Discussion technique on the students’ speaking improvement.

C. Hypothesis

The student's ability in speaking skill would be improve by implementing of small group discussion method.

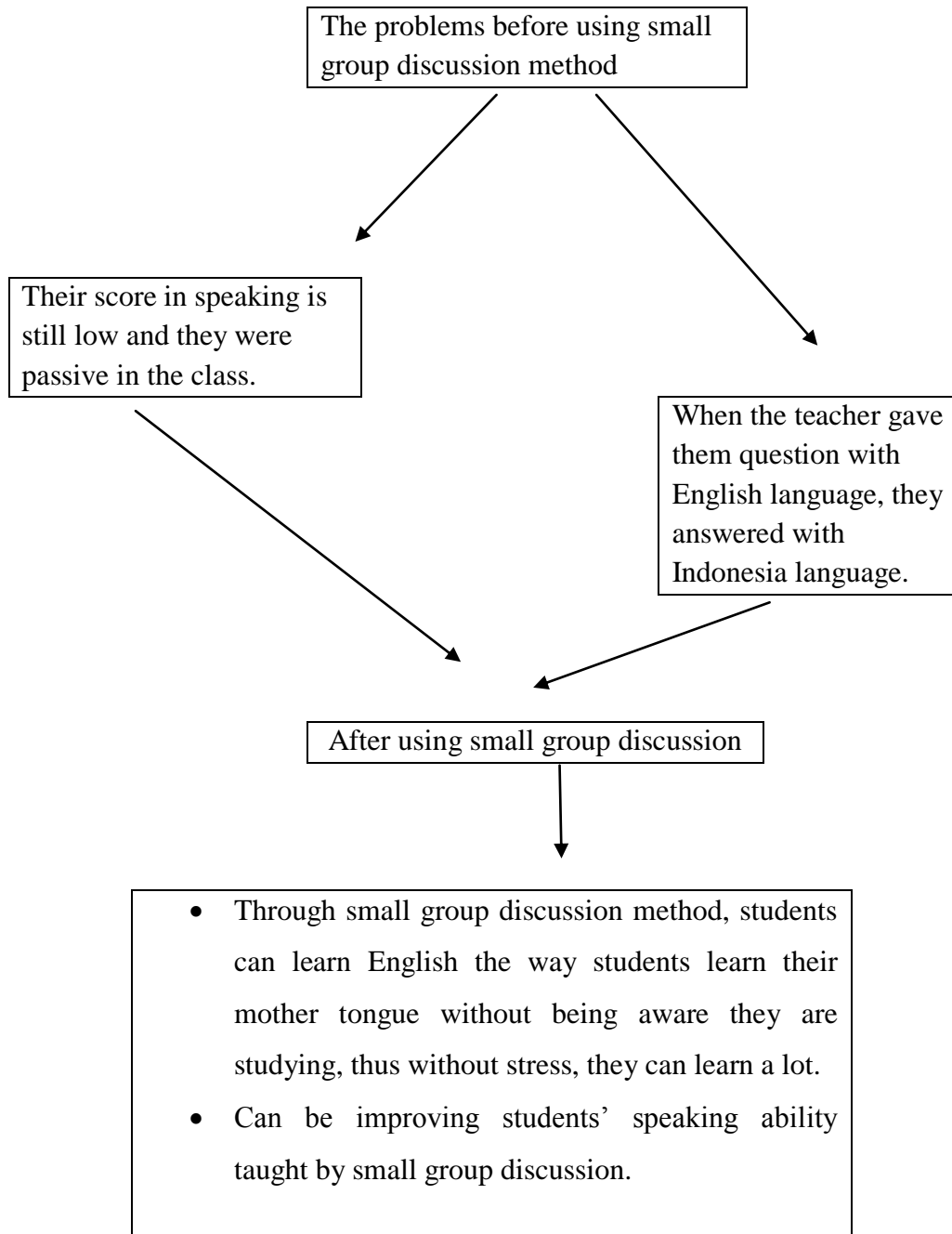
D. Conceptual Framework

In teaching learning process, the teacher should have a unique technique in order to increase students' competence especially for speaking. It's important to know because the teaching is the process of transferring the knowledge from the teacher to the students. By mastering the method well, hopefully the target of the competence could be achieved.

Speaking is teoretically easy but quite hard in practice. Its because complexity especially in teaching learning process. Besides, its also one of four skills that should be taught to students in school. That is way it's quite important for the teacher to make it easier by empowering and involving students in it so that the aim of the study achieved. One of the ways to improve speaking is impementation small group discussion method.

The study of research concentrates on the implementation of small group discussion to improve students' speaking ability. Small group discussion method is an alternative method that will motivate students to speak English well. And it can change sutdents' brain that English, espiacally in speaking is very difficult to learn. So, small group discussion method can be implementing classroom or out of classroom to build up students' motivation in learning English, espeacilly practice of speaking with other people.

Table of conceptual framework



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research has applied by classroom action research. Classroom action research was utilized because it was aimed to improve outcomes of teaching and learning. It helped teacher be more aware of the process. Classroom action research was portrayed as a cycle or spiral process involving steps of planning, acting, observing and reflecting with each for these activities being systematically and self critically implemented and interrelated.¹⁹

Wallace contended that action research referred to class room investigation initiate by researcher, perhaps teacher, who looked critical at their own practice with the purpose of understanding and improving their teaching and the quality of education. Action research involved the collection and analysis of data related to aspect of professional practice. It was a loop process, in the sense that the process could be repeated (reframing the problem, collection fresh data, rethinking the analysis) until found satisfied solution.²⁰

Thus, classroom action research involved four steps namely: planning, action, observation and reflection. The relation between the four components showed a cycle of recounting events. "Cycle" this is what actually one of the main

¹⁹ Meisi N Marantika, (2010), *Improving Students' Vocabulary Mastery Through Crossword Puzzle*, Medan.

²⁰ M.J Wallace, (1998), *Action Research for Language Teacher*, Cambridge: Cambridge University Press, P.16-17.

characteristics of action research become, namely that action research must be conducted in the form of the cycle, not just a one-time intervention alone.

I chose class action research for this study because it hoped could improve the learning process and the results of the student learning outcomes. I was implemented this research while he was still ran his teaching duties and activities were carried out in a sustainable manner.

B. Subject of Study

The subject of this study was the second year students of MTS Bina Ulama, Kisaran, academic year 2016/2017. The participants of that class consist of 45 students. The students consist of 29 boys and 16 girls. This subject was chosen because the students could not spoken English well. So, I chooses this class because I assumes that those students in the class need the improvement of their speaking ability.

C. Time and Place of the Study

This research had conducted in MTS Bina Ulama Kisaran located on Cemara Street, Kecamatan Kisaran, Kabupaten Asahan and began from January to March 2017. This school was chosen because I have studied in this school when I was in junior high school and in senior high school. Based on my experience when I was as a student in that school and the interview with one of the English teacher in the school, I interested to applied small group discussion to improve students' speaking ability. Because as long as I become a student there I was never taught speak english by using a small group discussion.

D. Procedures of Collecting Data

Before implementing the research procedure, the researcher administered the requirements to get research-lisence from th school. Afterwards, the researcher identified the basic knowledge of the students in asking and giving opinion. The procedure of data collection was cnducted in two cycle. In conducting the action research, there are four steps that are covers such as: planning, action, observation, and reflection.

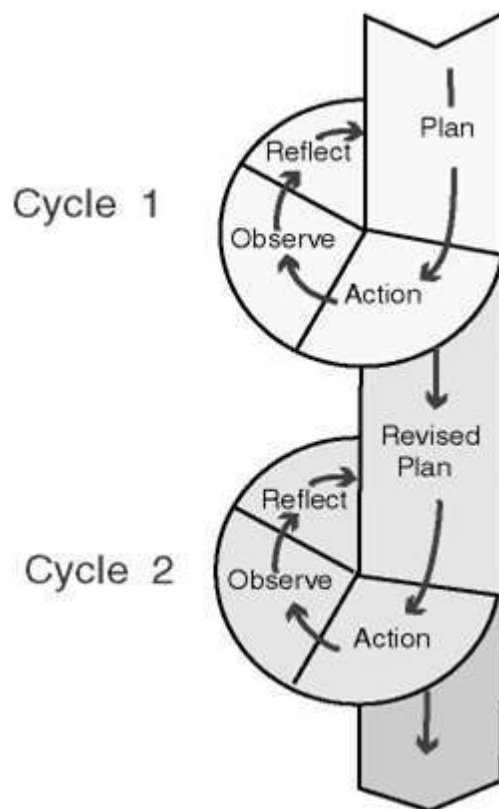


Figure 1. Cycle of classroom Action Research adapted from Kemmis and McTaggart (1990)²¹.

²¹ Gupitasari. Hilda, The Implementation of Process-Genre Approach to Teaching Writing, (http://repository.upi.edu/11468/6/S_ING_0907440_Chapter3) accessed on June, 2013.

Cycle I

1) Planning

Planning is the arrangement for doing something considered in advance. Planning has to be flexible because it depends on circumstance and the curriculum. After the problem has been known, the researcher as the teacher and the other teacher working together to plan everything needed in order to solve the students' problem. So the researcher prepares everything related to her teaching and learning process.

In this phase, there were some activities done by me. They were:

1. Prepared the lesson plan
2. Divided students in groups. Every group has four or five people.
3. Prepared the observation sheet and the interviewed sheet.
4. Prepared the quiz of the students.
5. Prepared the media of the subject.
6. Determined the collaborator who helps the researcher in conducting the research.

2) Action

Action was the process of doing something. It was the implementation of planning. The researcher was flexible and ready to situation changing in the school. Thus, the action was dynamic, needed immediately decision for what would be done and completed simple evaluation.

In this phase, I was explained the importance of speaking. Then the teacher introduced the small group discussion method and its procedure. Next, I distributed the material in teaching and learning process, then introduced the topic to the students. The students discussed about the topic and after that I ask them to find out the meaning of the topic and the students gave critic or comment about that.

3) Observation

In this phase, I observed and wrote students' activities during teaching and learning process, such as the students attitude, behavior even the obstacles that happen while the students red a text and did their work individually. The observation was done to wrote the result of the learning teaching process by administrating some question orally and following item were analyzed:

- a. Pronunciation (include the segmental features vowel and consonant and the stress and the intonation pattern).
- b. Grammar.
- c. Vocabulary.
- d. Fluency (the case and the speed of the flow speech).
- e. Comprehension²².

4) Reflection

Reflection is the feedback process from the action that has been done. It was used to help teacher made decision by analyzing the situation and the

²² David P. Haris, (1996), *Teaching English as a Second Language*, George Town University, P:81.

students' difficulties of problem in understanding the lesson. In this phase, I took the feedback from teaching and learning process from the result of the observation sheet and students test. The purpose is to increase the students' speaking ability. Based on the data the researcher continue to the cycle 2 to get better result.

Cycle II

1) Planning

The result of cycle 1 indicated that there was an improving in the students' vocabulary, but it did not improve significantly. In order to get better improvement and to solve the problems found in the first cycle, so the cycle 2 was conducted. It was also done in three meetings with the same steps.

2) Action

Action was the process of doing something. It was the implementation of planning. I was flexible and ready to situation changing in the school. Thus, the action was dynamic, needed immediately decision for what would be done and completed simple evaluation.

In this phase, I was explained the importance of speaking. Then I introduced the small group discussion method and its procedure. Next, I distributed the the material in teaching and learning process, then introduced the topic to the students. The students discussed about the topic and after that the teacher ask them to find out the meaning in topic and the students gave critic or comment about that.

3) Observation

In this phase, I was observed and wrote students' activities during teaching and learning process, such as the students attitude, behavior even the obstacles that happen while the students speak english and did their work individually. Students' activities in applying small group discussion have showed that most of the students did not have significant problem in speaking. It was found that most of them very active exited do the action than before. This was done to gain the result of small group discussion method by administating the question orally and the following items were analyzed:

- a. Pronunciation (include the segmental features vowel and consonant and the stress and the intonation pattern)
- b. Grammar
- c. Vocabulary
- d. Fluency (the case and the speed of the flow speech)
- e. Comprehension.

4) Reflection

Having checked the students' speaking test, the researcher found that the students' scores showed an improvement from their orientation test to second test in the cycle 2. The students also more active and rejuvenate by applying small group discussion method. It means that the used of small group discussion method is able to motivate the students in teaching and learning process.

E. Technique Collecting Data

In this research, the data was collected by using quantitative data and qualitative data. In collecting quantitative data, I was conducted Small Group Discussion Test. The test was given in orientation cycle I and cycle II.

1. Observation

In this case, observation have been done by investigated directly in the field of the research firstly, I decided to chose the aspects that I want to observed. I was observed the condition in the class when teaching learning process was go on and the condition of the students. Here, I chose participant observation and non-participant observation because in participant observation, I could participate in the activities of the subject that observed, as a part of them and in nonparticipant observation, I was out of the studied subjects and did not participate in activities they did and could observed subjects studied more clearly. I was observed the actions of students in the classroom, teaching, learning and student learning outcomes.

2. Interview

The purpose of the interview was to collected the data about the students' difficulties in speaking. I was interviewed the English teacher and the students by asked some questions listed in the interview guide. I choose Semi-structured interviews because it could be used to find problems more openly, were invited to interviews requested opinions, and ideas.

3. Test

The test was given in two times, which was pre-test and post test. Pre-test was given before teaching process and post-test was given after teaching learning process. The test is oral test. I chose pre-test and post-test because I could measure students' ability before I applied the small group discussion method and I could see the progress of students learning after the implementation method of small group discussion easily.

4. Documentation

As a qualitative research, I have taken some pictures while I conducted the research in the classroom. I collected it as a proof that I have done the research.

3.6. Technique of Data Analysis

This study collects qualitative and quantitative data. This qualitative data was analyzed by observation sheet, interview sheet and oral sheet. The quantitative data was analyzed data from calculated the score of speaking test. To know the progress of student's score for each cycle, the mean (\bar{x}) student's score were calculated in order to know the categories of student ability and the percentage of students who got score 70 were calculated by using the formulation as follows:

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

Note:

X : the mean of student

$\sum x$: the total score

N : the number of students

And the number of students mastery in one test was calculated by using formulation as follows:

$$P = \frac{RT}{T} \times 100\%$$

Note:

P : the percentage of students who get the point 70

R : the number of student get the point up 70

T : the total number of students who do the test.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. The Presentation of the Data

The data in this research were taken from Observation Sheet, Interview and Speaking Test. The collect of the data, I did the observation in the classroom and interviewing the teacher and the students. Then I consulted with the teacher about what they should do.

The main focus of this research was actions which were done in two cycles. Every cycle had four phases namely planning, acting, observing and reflecting. The research was done only in one class. The class was chosen is MTS Bina Ulama which consisted of 45 students. They were never absent during I conducting the research from the first meeting until the last meeting.

1. The Quantitative Data

The quantitative data were taken from the result, which was carried out in two cycles. In two cycles, I conducted six meetings. The test was given to the students in forms of pre – test, post – test I and post – test II. The speaking test was given to the student at the end of the cycle. The result of the students score could be seen in the following table.

Table 4.1 The Score of Students Speaking Test

NO	NAMA	SCORE		
		PRE-TEST	POST-TEST I	POST-TEST II
1	ABZ	75	79	85
2	AIS	60	66	83
3	AJS	71	75	77
4	ARD	47	59	75
5	AUR	60	60	76
6	DAB	76	83	86
7	DAN	75	79	83
8	DEE	70	80	83
9	DES	49	59	70
10	DIA	55	70	79
11	ELJ	69	80	86
12	ERR	50	75	86
13	ERS	63	76	82
14	FAA	61	78	80
15	HAY	76	80	86
16	HEL	73	84	87
17	IFN	53	69	76
18	IRP	65	70	75
19	JUA	50	65	76

20	KH	75	79	88
21	LOA	59	68	83
22	MAM	69	76	83
23	MA	70	80	84
24	MF	70	79	86
25	MFI	70	83	96
26	MR	72	85	93
27	MS	70	76	80
28	NAA	70	80	83
29	NAI	75	87	93
30	NUI	56	69	78
31	NUM	55	63	76
32	NUR	70	77	81
33	PA	50	75	76
34	RAA	76	70	86
35	RAS	51	52	70
36	RIB	60	70	75
37	ROS	70	75	78
38	SAA	49	60	76
39	SAL	43	73	86
40	SIZ	60	65	77
41	SUS	49	61	70
42	SUT	65	73	82

43	TRA	45	76	80
44	WN	50	78	82
45	ZS	53	70	76
Total		2800	3287	3649
Mean		62,22	73,04	81,08

The increasing of the students' score in speaking through small group discussion can be also seen from the mean of the students' score in the first speaking test until the third speaking test. The mean of the third speaking test was the highest among the other test.

The students' score in those three tests were varied. In the first test the lowest score was 43 and the highest was 76. In the second test the lowest score was 52 and the highest score was 87. In the third test, the lowest score was 70 and the highest one was 96. The comparison of the students' score in the speaking tests can be seen in the table 4.2.

Table 4.2 The Comparison of The Students' Score
in The Three Speaking Test

Names of Test	Test I	Test II	Test III
Lowest Score	43	52	70
Highest Score	76	87	96

\bar{x}	59.5	69.5	83
N	45	45	45

It can be concluded that the students' speaking through small group discussion had increased from 59.5 to 83. The calculation can be seen in appendix. The students were said master the lesson if they got score 70. The percentage of the students who got score over 70 also showed improvement. It is seen from the students' score from the first meeting to the last meeting.

2. The Qualitative Data

a. Observation Sheet

From observation sheet, I noted the students' attitude during the teaching and learning process. I noted whether they were paying attention to the teacher when teacher explained the lesson and also noted the students who were active to answer the question which was given by the teacher during teaching and learning process. Besides that the activity of students in speaking to solve the clues of Small Group Discussion noted in the observation sheet.

The improvement of students' in speaking also kept paying attention for teacher since the first meeting until the last meeting. In fact, the students serious in teaching learning process, but some of them get low score in the pre-test. It is causes they have problem in their speaking. In the other word, they have low speaking. But in the cycle II, and they are serious than before. They did the discussion with their group. In the second test, they have good score than before.

It can be seen from their speaking improved after process of the teaching and learning using the small group discussion. However, some of the students still get low score.

The students' speaking improved, and it can be seen in the last test. The students can be seen from their score in the last test highest than the second and the first test.

b. Interview

The interview was done in the first meeting, between teacher and I am as the researcher. From the interview, it was found that the teacher had problem in teaching and learning English, it is some of the students still lack of the speaking. So that the teacher said some of them who was lack in speaking got low score. Teacher believes that small group discussion is one of the good methods that can improve the speaking of the students. Because when he done a research, the students also using the small group discussion to improve the students ability in translation text Indonesian to English.

I also interview the students of the class VIII A to know their problem in learning English. They faced difficulties in comprehend the lesson and teacher explanation because they still lack of speaking. It could be useful to interview them in order to know the background of their difficulties. From the interview I concluded that their problem is difficult and lazy to memorize the vocabulary and lack in grammar.

In the last meeting, I also interview the teacher and students to know their opinion after learnt by using small group discussion. The teacher said that he will

try to apply the small group discussion for the next meeting to improve the students ability, maybe not only for the their speaking but also in other aspect of English. In the other side, small group discussion makes them understand and enjoy. The transcription of interview could be seen in appendix.

c. Documentation

The documentation is photograph as a reporting for me to cache every moment which considered important. They documentation taken while the teacher taught them in front of the classroom, when the students do the conversation in small group discussion, did the speaking test and their reaction during the teaching and learning process. The documentation could be seen at appendix.



B. Data Analysis

1. Analysis of Quantitative Data

As we could seen in table 4.1, the score of students in speaking test increased from the pre-test, post test in cycle I until post test in cycle II. I gave them a text of the conversation that needs to be completed and practice at the end of the topic which has been finished to be discussed or the end of cycle. It was found out that the students' score for the speaking test kept improving from

meeting to meeting. The students score in post test of cycle I was higher than the pre test, and the post test of cycle II was higher was the post test of cycle I.

Table 4.2 Data Frequency Distribution for Score

a. Pre Test

Number	Score Interval	Frequency	Percentage	The Quality	Category
4	85-100	-	0 %	A	Very High
3	70-84	18 students	40 %	B	High
2	60-69	10 students	22,2 %	C	Enough
1	50-59	11 students	24,4 %	D	Low
0	0-49	6 students	13,4 %	E	Very Low
Total		45 students	100		

b. Post Test I

Number	Score Interval	Frequency	Percentage	The Quality	Category
4	85-100	2 students	4,4 %	A	Very High
3	70-84	30 students	66,6 %	B	High
2	60-69	10 students	22,3 %	C	Enough
1	50-59	3 students	6,7 %	D	Low
0	0-49	-	0 %	E	Very Low

Total	45 students	100		
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c. Post Test I

Number	Score Interval	Frequency	Percentage	The Quality	Category
4	85-100	13 students	28,8 %	A	Very High
3	70-84	32 students	71,2 %	B	High
2	60-69	-	0 %	C	Enough
1	50-59	-	0 %	D	Low
0	0-49	-	0 %	E	Very Low
Total		45 students	100 %		

The improvement of the students' score in speaking through small group discussion also could be seen from the mean of the students' score during the research. I applied the following formula:

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

Where :

\bar{x} = The mean of the students

$\sum x$ = The total score

N = The number of students

In the pre test the total of the score of the students was 2800 and the number of students was 45, so mean was:

$$\bar{x} = \frac{2800}{45} = 62,22$$

In the post test I the total of the score of the students was 3287 and the number of students was 45, so mean was:

$$\bar{x} = \frac{3287}{45} = 73,04$$

In the post test II the total of the score of the students was 3549 and the number of students was 45, so mean was:

$$\bar{x} = \frac{3649}{45} = 81,08$$

Table 4.3 The Mean of Students' Score

\bar{x}	Pre Test	Post Test I	Post Test II
Mean	62,22	73,04	81,08

The mean of the students score in the Post test of cycle II was highest, so it could be said that the students' speaking through small group discussion improved from 62,22 to 81,08.

The number of students was calculated by applying the formula:

$$P = \frac{R}{T} \times 100\%$$

In which:

P = The percentage of students who get point 70

R = The number of students who get point up 70

T = The total of number students who do the test

The percentage of the improvement of students' speaking could be seen as follows:

1. Pre Test

$$P = \frac{18}{45} \times 100\% = 40\%$$

2. Post Test I

$$P = \frac{32}{45} \times 100\% = 71,2\%$$

3. Post Test II

$$P = \frac{45}{45} \times 100\% = 100\%$$

The result showed the improvement of the students' score from the pre test to the post test of cycle I, post test of cycle I to post test of cycle II. When the first test (pre test) was conducted to the students there were only 40% or 18 students who got the score above 70. In the second test (post test I) which was conducted to the students in cycle I of action research, there were 71,2% or 32 students who got score above 70. It means there was an improvement of students in their speaking about 31,2% compared with the first test (pre test). In the third test (post

test II) was conducted to the students in cycle II of action research, there were 100% or 30 students who got score above 70. It meant there was an improvement of students in their speaking about 28,8%, therefore, it could be concluded that small group discussion could improve students' speaking ability.

Table 4.4 Percentage of Students' Speaking Ability

Test	Number of Students	Percentage
Pre Test	18	40 %
Post Test I	32	71,2 %
Post Test II	45	100 %

2. Analysis of Qualitative Data

The qualitative data were taken from result of interview, observation and documentation. Both teacher and students' behavior during the process of teaching and learning process in the classroom were evaluated in the qualitative data.

a. First Meeting

In the first meeting, I wanted to find out and to formulate the problem that the students found in speaking. The pre-test consisted of a conversation were administrated to the students in the first meeting to obtain they learning ability and achievement. The time allocation in this occasion was 55 minutes. Many of them seemed very difficult to do the best because they did not have good preparation.

1) The Activity of Cycle I

The cycle I was done in three meetings included the pre-test. I as the teacher tried to increase the students' speaking ability through Small Group Discussion. Small group discussion would be successful to enhance the students' speaking ability, if: a) the students looked interested in studying through small group discussion, b) the students eager to share their opinion through small group discussion, the students looked more active in learning process, and c) the students speaking test result showed the improvements. The detail of the cycle I as follows:

Planning

The plan was arranged before I'm conducting the research. First of all, I prepared and made a lesson plan for 3 meetings, the material that related to the oral test, they are pronunciation, grammar, fluency, vocabulary, comprehension, and topic that will they discuss. I prepared camera and observation sheet. All of the materials above use by me to taught the students in the classroom.

Acting

In the first cycle, I as the teacher divided students to some group and each group consist of two students. The total number of students in VIII A was 45 students. So there were twenty two group of discussion in classroom.

After divided students into some groups, I introduced the topic discussion and I had explains the students about the components that should be mastered in speaking English achievement. After I finished explained the material, I gave the

students opportunity to ask the question. The teacher gave the students a teks about the material to be discuss in each group.

The teacher though the students how to pronounce some word and give the students time to discuss about the topic. After finished to discuss, teacher and students translated the teks and also asked the students to answer the exercise. The answer of exercise also discussed together with the students in the classroom.

In the last meeting of the studying, teacher handed out of speaking test to every group. Each group only gave one paper of a conversation. Teacher gave instruction to the students about teks. To solve the test teacher gave them a time approximately 20 minutes. Before each gave them a test in cycle I, teacher reviewed the topic of study which had been discussed in the classroom in order to make them easier to answer the test.

Observing

The observation was done to observe how the students' behavior and what the students' problems during the teaching and learning process. Most of the students participated affectively during the teaching and learning process and also when they did practice a conversation in their group although some of them still lack of vocabulary, grammar or pronounce. They were enthusiastic and enjoyable about the topic which discussed by teacher in the classroom. The activity of the students could be seen in observation sheet and also documentation evidence which written and took by me during the teaching and learning process in classroom.

Reflecting

Based on the result of the score of the test in cycle I and observation, action and improvement was needed. Actually, students' score in the test of cycle I was improved than the score of pre-test. But, it needed more improvement in their speaking because some of them still confused and difficult to understand in practice of speaking.

2) The activity of Cycle II

After doing the cycle I, the students problem were found and it given information about the students speaking ability. Therefore, I had a good motivation to conduct the second cycle of action research which was carried out in three meetings. It was expected that the second cycle of action research would get better than cycle I. The activities of second cycle of action research as follows:

Planning

In this phase, I prepared lesson plan and emphasized the teaching and learning process in teaching students' speaking. The topic of study which discussed in cycle II was about "Asking and Giving Opinion about Favorite Things". Here, I made more English conversation about that to the students in order to improve their speaking. The teaching and learning process almost same like the process in cycle I and also the preparation about the material. All of the materials above used by me to taught the students in the classroom.

Acting

In the cycle II, I handed out the reading passage about Asking and Giving Opinion about Favorite Things, and also exercise which still related with it. Before teacher taught the lesson, it would be better to do the warmed up to the

students. The warmed up of was still in form of question and students should be answered the question which given to them.

After warming up, teacher continued the lesson and asked them to read the reading passage. The students who were referred by teacher should read the reading passage. After read the passage, teacher and students translated the passage and also asked the students to do the exercise. The answer of exercise also discussed together with the students in the classroom.

In the last meeting of studying, teacher hand out of test to every group. Teacher gave instruction to the students about the test. In solving the test teacher gave them a time proximately 15 minutes.

Before teacher given them a test cycle II, teacher reviewed the topic of study which had been discussed in the classroom in order to make easier to answer the test.

Observing

The observation was still done for the last time. The activity of students was observed and it showed that most of the students did not have problems anymore in speaking. They really liked the topic discussion which given by teacher. They were active during teaching and learning process and more enthusiastic than before.

Reflecting

Having checked the students' speaking test, it found that the students' score showed the improvement. Based on the observation and the result of their

test, I concluded that the students had improving speaking through small group discussion. The students' score on the second cycle had improved than in the first cycle.

C. Discussion

Small Group Discussion was applied to improve the students' ability at speaking. Small Group Discussion was one of many strategies that could make the students easier in learning English especially in speaking.

Students' data in cycle II test showed that the mean of students' score was higher than the mean of the students' score in cycle I test and also better than orientation test. In the last test of cycle II, all of the students or 45 students got the score above 70. And the higher score is 96.

This improvement not only happened in the mean of students' score but also the expression, interest and excitement of students showed that there was improvement. It can be seen in the interview and observation sheet. Most of the students were more active and enthusiast during teaching and learning process. Finally, it could be concluded that there was an improving of students' speaking ability by using Small Group Discussion of the eight grade students at MTS Bina Ulama Kisaran.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Most of the students' speaking at second grade of MTS Bina Ulama Kisaran is still low. It can be seen when they are doing conversation in the class. It occurs because of the laziness of the students to memorize the vocabulary in English, the students not understand about grammar and there is no encouragement for students to do it.

That is why small group discussion applied in this class because this strategy has some advantages. The implementation of this strategy is for (1) the teacher gave the topic to students, explain the material, gave the conversation text next the students must completed the sentence correctly. It is easy for students because the answer still had relation to the text material.

Small group discussion can improve the students' ability at speaking. It can be seen by the improvement of their score. It was proved by the data which showed that the mean of the students' test in cycle II (81.08) was higher than test in the cycle I (73.04), and also the improvement of students' score who got score over 70 showed that percentage in the test of cycle II (100%) was higher than the test in cycle I (71,2%) and also higher than the pre test (40%). Therefore, Small Group Discussion strategy can improve the students' ability at speaking English at second grade of MTS Bina Ulama Kisaran.

Small Group Discussion Method can improve student's ability in speaking skill. It can be seen when the researcher gave the last speaking test and all of the students did it very excited to discussed with their friends. It can be seen also from the first cycle to next cycle. The students' problem in study English could be solved. Not only their speaking skill has improved, but also their interest in study English. The students look more enjoyable and

excited when the researcher taught them in the class and using small group discussion method.

B. Suggestions

The result of this study shows that the uses of small group discussion improve the students' ability at speaking. The following suggestions are offered:

1. For the English teacher, it is better to use Small group discussion in teaching speaking to improve their pronounce, grammar and help them to memorize the vocabulary, because by using this strategy the students can be more enjoyable in speaking practice.
2. For the students, it is suggested to practice their speaking regularly. It will make them easier to understand what their teacher said and about the lesson.
3. For the other researcher, this study is only an researcher that concern about using small group discussion in improving speaking skill. It is recommended to other researchers to investigate the effectiveness of small group discussion to towards the other language skills. And for the other researcher also suggested to use this study as a contribution to complete to the other study to find better findings. It can be functioned as a guidance to conduct the other classroom action research.

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APPENDIX A**LESSON PLAN I**

School : MTS Bina Ulama Kisaran
Subject : English Lesson
Class : VIII A
Aspect/Skill : Speaking
Time : 6 x 40 minutes (3 meetings)

A. Standard of Competency

Expressing meaning in transactional (to get thing done) and interpersonal (socialization) conversation formally and sustained in the context of the daily life.

B. Basic Competency

Expressing meaning in transactional (to get thing done) and interpersonal (socialization) conversation formally by using varieties of verbal language accurately, fluently, and acceptable in daily life as well involving as command, giving opinion, asking opinion, agreement and disagreement.

C. Indicators

Meeting 1:

- 1) Read aloud a text that has been given to every group with the correct pronunciation.
- 2) Complete the sentence in the text conversation

Meeting 2:

- 1) Practice the conversation in the class.

D. Learning Objectives

At the end of the learning process is:

- 1) The students are able to read aloud the text correctly.
- 2) The students are able to identify the information from the text.
- 3) The students are able to make a simple conversation text.
- 4) The students are able to practice a short conversation in front of the class.

E. Learning Method

Small Group Discussion Method

F. Learning Activities

Meeting 1

I. Pre-teaching

- 1) Teacher greets students and check attendance list
- 2) Warming up activity:
 - a. Teacher asks students about speaking that they know.
- 3) Teacher motivates students to improve their speaking.
- 4) Teacher deliveries the learning objectives.

II. Core Activities

a. Exploration

- 1) Teacher gives a conversation text to each group.
- 2) Students read the text one by one.
- 3) Students try to guess the meaning of the test.

b. Elaborating

- 1) Students complete the blank dialogue given the teacher about asking and giving opinion
- 2) Students discuss the dialogue sheet given in group (communicative / friendly)
- 3) Students listen to the teacher's correction during the dialogue (sense of caring)
- 4) Stdents rewrite teacher's correction and tries to practice it in group (democratic)

c. Confirmation

- 1) Students listen to the teacher's input and correction for betterment.

III. Closing Activity

- 1) Teacher gives students a test to each student.
- 2) Teacher asks students about the difficulties for teaching and learning process.
- 3) Teacher asks some students to mention the words that they get.
- 4) Students give suggestion to the teacher about teaching and learning process.
- 5) Teaching and learning process is closing by greeting.

G. Learning Material

1) Functional Text □

Dita: Good morning, Dini

Dini:, Dita

Dita:?

Dini: Very well, and how are you?

Dita:, thank you and how are your parents?

Dini: very well thank you

Dita: Where.....?

Dini: I am going to home. But here, I am for my brother

Dita: Where now?

Dini: He is buying something in took Murni over there

Dita: Oh I see. Now then. I must go now

Dita: Goodbye, until we meet again.

Key answer:

1. Good morning
2. How are you?
3. Thank you
4. Fine
5. They are
6. Where are you going?
7. Waiting
8. are your brother
9. goodbye

10. See you later

H. Learning Resource, Media and Tools

1. Learning Resource : Book of Kristiawan Dwi Cahyo, dkk. 2006.
The Bridge English Competence for SMP Grade VIII. Yudistira.
2. Media : Whiteboard and Small Group Discussion
3. Tools : Markers and Worksheet

I. Assessment

- 1) Technique of assessment : Written test and speaking test
- 2) Form of instrument : Essay free, Mix and match word
- 3) Instrument : Attached
- 4) Assessment guideline :
 - a. Score of students :

$$S = \frac{R}{N} \times 100$$

Where:

S = Score of the test

R = Number of correct answer

N = Number of question

- b. Assessment rubric :

Categories	Maximal Score
Content	20
Spelling	20
Vocabulary	20
Grammar	20
Fluency	20
Total Score	100

Kisaran, 6 April 2017

Knowing,

Headmaster
of MTs S N Bina Ulama

English Teacher
of VIII A

Researcher

H. Aswiluddin, S.Pd.I

Lumongga Wani,S.Pd

Miraya Likhulaila Nasution

APPENDIX B**OBSERVATION SHEET****(Cycle I)****I. Observation Sheet of Teacher Performance in The Teaching and Learning Process**

Instruction:

1. This observation sheet to observe the teacher performance during the teaching and learning process of speaking class. It should be completed by the English teacher in the school where this observation does.
2. The observer checks YES or NO column based on the real condition. Checks “YES” if the teacher does it while “NO” if the teacher does not it. Give your description and note in the description column and note columns, if it is needed.

Class : VIII A

Obsever : Lumongga Wani, S.Pd.

NO	ACTIVITIES	YES	NO	DESCRIPTION	NOTE
I	Opening Activities				
	1. The teacher opens the class by greeting and checking students' attendance				
	2. The teacher prepares the class condition				
	3. The teacher gives students apperception to attract their				

	attention and motivation				
	4. The teacher gives brainstorming to the students				
	5. The teacher states the learning objective				
II	Main Activities				
	1. The teacher explains the material clearly				
	2. The teacher gives students chance to ask teacher about the material				
	3. The teacher answers the students' question clearly				
	4. The teacher gives speaking test				
	5. The teacher make some group				
	6. The teacher uses the strategy in learning				

	speaking				
	7. The teacher tries to motivate the students to do the speaking test				
	8. The teacher as a facilitator				
	9. The teacher looking to the progress or the difficulty of the students in learning				
	10. The teacher use tools or media in teaching learning process				
	11. The teacher uses the suitable strategy to the material and interesting				
III	Closing Activities				
	1. The teacher and the students summarize the lesson				
	2. The teacher gives an opportunity for the students to ask about what				

	they do not understand				
	3. The teacher does a reflection				
	4. The teacher gives the students home work				
	5. The teacher gives brief information about material for the next meeting				
	6. The teacher closes the class by giving motivation				

Kisaran, 1 April 2017

Observer,

Lumongga Wani, S.Pd.

OBSERVATION SHEET

(Cycle II)

I. Observation Sheet of Teacher Performance in The Teaching and Learning Process

Instruction:

1. This observation sheet to observe the teacher performance during the teaching and learning process of speaking class. It should be completed by the English teacher in the school where this observation does.
2. The observer checks YES or NO column based on the real condition. Checks “YES” if the teacher does it while “NO” if the teacher does not it. Give your description and note in the description column and note columns, if it is needed.

Class : VIII A

Obsever : Lumongga Wani, S.Pd.

NO	ACTIVITIES	YES	NO	DESCRIPTION	NOTE
I	Opening Activities				
	1. The teacher opens the class by greeting and checking students' attendance				
	2. The teacher prepares the class condition				
	3. The teacher gives students apperception to attract their attention and				

	motivation				
	4. The teacher gives brainstorming to the students				
	5. The teacher states the learning objective				
II	Main Activities				
	6. The teacher explains the material clearly				
	7. The teacher gives students chance to ask teacher about the material				
	8. The teacher answers the students' question clearly				
	9. The teacher gives speaking test				
	10. The teacher gives small group discussion as a strategy				
	11. The teacher uses the strategy in				

	learning speaking				
	12. The teacher tries to motivate the students to do the speaking test				
	13. The teacher as a facilitator				
	14. The teacher looking to the progress or the difficulty of the students in learning				
	15. The teacher use tools or media in teaching learning process				
	16. The teacher uses the suitable strategy to the material and interesting				
III	Closing Activities				
	17. The teacher and the students summarize the lesson				
	18. The teacher gives an opportunity for the students to				

	ask about what they do not understand				
	19. The teacher does a reflection				
	20. The teacher gives the students home work				
	21. The teacher gives brief information about material for the next meeting				
	22. The teacher closes the class by giving motivation				

Kisaran, 8 April 2017

Observer,

Lumongga Wani, S.Pd.

OBSERVATION SHEET

I. Observation Sheet of Students' Activities in The Teaching and Learning Process of Speaking Through The Use of Small Group Discussion

Instruction:

1. This observation sheet to observe the students' activities during the teaching and learning process in the class. It should be completed by the observer.
2. The observer checks YES or NO column based on the real condition. Checks "YES" if the teacher does it while "NO" if the teacher does not it. Give your description and note in the description column, if it is needed.

Class : VIII A

Obsever : Miraya Likhulaila Nasution

NO	ACTIVITIES	YES	NO	DESCRIPTION
1	The students pay attention to the teachers' explanation	✓		
2	The students concentrate to the teachers' explanation	✓		
3	The students are active in the class during teaching and learning process	✓		It can be seen when I ask them randomly for answer some question about material that the teacher explained. They try to answer question and give their opinion one by one.
4	The students are enthusiast in teaching and learning process	✓		
5	The students ask teacher about what they do not understand the material		✓	No one ask question about material because I guess all of them had understood about the material.
6	The students ask the teacher or their friends if	✓		Some of students ask for several things about the speaking test that

	they find difficulties			they do not understand.
7	The students do their task	✓		
8	The students care with their group		✓	For the first meeting, the students do the task by their own self, not in group. Because I want to know their speaking individually.
9	The students noisy during teaching and learning process	✓		Some of the students make some noisy during the teaching and learning process also in doing test. I guess it is because they have not preparation for do the test and the test do without using dictionary.
10	The students understand about the material	✓		It can be seen when I ask students conclude the material that I explained.

Class : VIII A

Obsever : Miraya Likhulaila Nasution

NO	ACTIVITIES	YES	NO	DESCRIPTION
1	The students pay attention to the teachers' explanation	✓		The students really look enthusiast because this is their first time to do small group discussion in speaking and in teaching learning process.
2	The students concentrate to the teachers' explanation	✓		
3	The students are active in the class during teaching and learning process	✓		
4	The students are enthusiast in teaching and learning process	✓		
5	The students ask teacher about what they do not	✓		

	understand the material			other students who can answer and explain more about her friend question. After other students explained, then I add explanation more clearly about that.
6	The students ask the teacher or their friends if they find difficulties	✓		
7	The students do their task	✓		The students do their task in small group discussion.
8	The students care with their group	✓		It can be seen when one of the member group not really understand about the task, they explained again to their friend till him understand about the task.
9	The students noisy during teaching and learning process	✓		Every group make noisy when they are discussing about the task. I guess they argue each other.
10	The students understand about the material	✓		It can be seen when I ask students conclude the material that I explained and they can finished their task.

Class : VIII A

Obsever : Miraya Likhulaila Nasution

NO	ACTIVITIES	YES	NO	DESCRIPTION
1	The students pay attention to the teachers' explanation	✓		The students pay attention to the explanation till the end of the meeting.
2	The students concentrate to the teachers' explanation	✓		
3	The students are active in the class during teaching and learning process	✓		It can be seen by their spirit in this morning.

4	The students are enthusiast in teaching and learning process	✓		
5	The students ask teacher about what they do not understand the material		✓	
6	The students ask the teacher or their friends if they find difficulties		✓	
7	The students do their task	✓		
8	The students care with their group		✓	They so clam do the test. But sometimes they asking each other by whispering. Maybe some of them forgot about the answer.
9	The students noisy during teaching and learning process		✓	
10	The students understand about the material	✓		The students understand about the material.

Class : VIII A

Obsever : Miraya Likhulaila Nasution

NO	ACTIVITIES	YES	NO	DESCRIPTION
1	The students pay attention to the teachers' explanation	✓		One of the students looks so bored and sleepy. He is not pay attention to the explanation. He just sit and silent. But sometime move to others seat and try to speak to her friend.
2	The students concentrate to the teachers' explanation	✓		The other side, the students try to listen and concentrate to the explanation of the material today.
3	The students are active in the class during teaching and learning process		✓	They are not asking any question because they have learnt about that material.

4	The students are enthusiast in teaching and learning process		✓	They look not really enthusiast today.
5	The students ask teacher about what they do not understand the material	✓		They ask me and their friend for translate some words or short sentences of the text that they discussed.
6	The students ask the teacher or their friends if they find difficulties	✓		
7	The students do their task	✓		The students do their task in small group discussion.
8	The students care with their group	✓		It can be seen when the students asking each other about the task.
9	The students noisy during teaching and learning process	✓		Every group make noisy when they are discussing about the task. I guess they argue each other.
10	The students understand about the material	✓		It can be seen when I ask students conclude the material that I explained and they can finished their task.

Class : VIII A

Obsever : Miraya Likhulaila Nasution

NO	ACTIVITIES	YES	NO	DESCRIPTION
1	The students pay attention to the teachers' explanation	✓		The students pay attention to the explanation till the end of the meeting.
2	The students concentrate to the teachers' explanation	✓		
3	The students are active in the class during teaching and learning process	✓		It can be seen by their spirit in this morning.

4	The students are enthusiast in teaching and learning process	✓		
5	The students ask teacher about what they do not understand the material		✓	
6	The students ask the teacher or their friends if they find difficulties		✓	
7	The students do their task	✓		They do the task in small group discussion.
8	The students care with their group	✓		Every group asking each other about the test.
9	The students noisy during teaching and learning process	✓		
10	The students understand about the material	✓		The students understand about the material.

Class : VIII A

Obsever : Miraya Likhulaila Nasution

NO	ACTIVITIES	YES	NO	DESCRIPTION
1	The students pay attention to the teachers' explanation	✓		One of the students comes late to class. In the class that student cannot concentrate. But he tries to pay attention to me.
2	The students concentrate to the teachers' explanation	✓		
3	The students are active in the class during teaching and learning process		✓	They are not asking any question because they have learnt about that material.
4	The students are enthusiast in teaching		✓	

	and learning process			
5	The students ask teacher about what they do not understand the material	✓		They ask me and their friend for translate some words or short sentences of the text that they discussed.
6	The students ask the teacher or their friends if they find difficulties	✓		
7	The students do their task	✓		Today is the last meeting of the cycle II and the last meeting of research. I distributed the last speaking test (post test II). Some of them look nervous.
8	The students care with their group		✓	
9	The students noisy during teaching and learning process	✓		Some of them make noisy, I guess it is because they are not understand and they do not know the answer. But I warned them to do the test by their own self and be honest.
10	The students understand about the material	✓		It can be seen when I ask students conclude the material that I explained and they can finished their task.

Kisaran, 8th April 2017

Observer,

Miraya Likhulaila Nasution

NIP. 34133191

OBSERVATION SHEET

(Cycle I)

I. Observation Sheet of Activities in The Teaching and Learning Process of Speaking Ability Through The Use of Small Grop Discussion

Instruction:

1. This observation sheet to observe the class condition during the teaching and learning process. It should be completed by the observer.
2. The observer checks YES or NO column based on the real condition. Checks “YES” if the teacher does it while “NO” if the teacher does not it. Give your description and note in the description column, if it is needed.

NO	CLASS SITUATION	YES	NO	DESCRIPTION
1	The teaching and learning process go on well based on lesson plan	✓		
2	The class is conducive	✓		
3	The teacher can organize the students	✓		
4	The management of class is good	✓		
5	The teaching and learning process is fun	✓		It can be seen when the students laugh in teaching and learning process.
6	The students in and out of the class during teaching and learning process		✓	No one of the students come in an out class during teaching and learning class, but every ending of time before go home, other students come to the class to take daily report of the class.
7	The students interest	✓		They enjoy that method because

	toward the method that teacher used			this is the first time they study about speaking by using small group discussion.
8	Classroom is comfortable (clean and tidy)	✓		

Kisaran, April 1st, 2017

Observer,

Miraya Likhulaila Nasution

NIM.34133191

OBSERVATION SHEET

(Cycle II)

II. Observation Sheet of Activities in The Teaching and Learning Process of Speaking Ability Through The Use of Small Group Discussion

Instruction:

3. This observation sheet to observe the class condition during the teaching and learning process. It should be completed by the observer.
4. The observer checks YES or NO column based on the real condition. Checks “YES” if the teacher does it while “NO” if the teacher does not it. Give your description and note in the description column, if it is needed.

NO	CLASS SITUATION	YES	NO	DESCRIPTION
1	The teaching and learning process go on well based on lesson plan	✓		
2	The class is conducive	✓		
3	The teacher can organize the students	✓		
4	The management of class is good	✓		
5	The teaching and learning process is fun	✓		
6	The students in and out of the class during teaching and learning process	✓		Four of students take permission to out the class for few minutes to go to toilet. And one of the member of the class come late to the class.
7	The students interest toward the method that teacher used	✓		

8	Classroom is comfortable (clean and tidy)	✓		
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Kisaran, April 13rd, 2017

Observer,

Miraya Likhulaila Nasution

NIM.34133191

APPENDIX C

INTERVIEW GUIDELINE

These guidelines list the question of items to be explored during interviews which were conducted before implementing Classroom Action Research and after implementing Classroom Action Research.

I. Interview guidelines list before implementing Classroom Action Research

1. Interviewee: English Teacher in VIII A MTS Bina Ulama

Questions:

- 1) Dapatkah ibu menjelaskan bagaimana proses pembelajaran di kelas yang ibu ajar?
- 2) Menurut ibu apakah murid-murid di kelas ibu tertarik dengan pelajaran bahasa inggris?
- 3) Bagaimana kemampuan bahasa inggris kelas VIII terutama penguasaan speaking mereka?
- 4) Permasalahan apa saja yang menjadi kendala ibu saat mengajar speaking di kelas VIII A?
- 5) Menurut ibu kesulitan apa saja yang dihadapi murid-murid dalam belajar speaking dan apa yang menjadi penyebabnya?
- 6) Hal-hal seperti apa biasanya yang membuat murid-murid tertarik untuk belajar bahasa inggris?
- 7) Dalam mengajar speaking, apakah ibu menggajarkannya secara khusus atau hanya sembari dengan aspek pelajaran bahasa inggris yang lain?
- 8) Apakah ibu mempunyai metode atau strategy khusus dalam mengajarkan speaking?
- 9) Menurut ibu sendiri seberapa pentingkah kemampuan speaking untuk pelajaran bahasa inggris itu sendiri?
- 10) Saya akan menerapkan small group discussion untuk mengajarkan speaking English, menurut ibu apakah strategy yang akan saya gunakan akan berdampak baik untuk peningkatan speaking murid-murid?

2. Interviewee: Students in XI IPA 1

Questions:

- 1) Sudah berapa lama kamu belajar bahasa inggris?
- 2) Apakah kamu suka bahasa inggris?
- 3) Kesulitan apa saja yang sering kamu hadapi dalam belajar bahasa inggris?
- 4) Ddalam bahasa inggris, setidaknya ada empat aspek yang kita ketahui, yaitu, listening, reading, speaking dan writing. Dari keempat aspek tersebut, mana yang menurut kamu sangat sulit untuk dipelajari?
- 5) Apa yang kamu ketahui tentang speaking?
- 6) Apakah di kelas sering dilakukan praktek speaking?
- 7) Menurut kamu, apakah speaking itu penting? Khususnya dalam mempelajari bahasa asing seperti bahasa inggris!
- 8) Apakah ibu/bapak guru yang mengajar bahasa inggris dikelas kamu pernah mengajarkan speaking secara khusus?
- 9) Biasanya metode dan strategi atau media apa yang digunakan beliau dalam mengajar bahasa inggris?
- 10) Apa kamu tau small group discussion?
- 11) Menurut kamu, bagaimana jika small group discussion kita jadikan sebagai alat untuk menunjang pembelajaran speaking?
- 12) Menurutmu pembelajaran seperti apa yang bisa membuatmu enjoy dalam belajar speaking?
- 13) Apa yang kamu inginkan dari guru bahasa inggrismu sehingga pembelajaran didalam kelas menjadi lebih menyenangkan?

II. Interview guidelines list after implementing Classroom Action Research

1. Interviewee: English Teacher in VIII A

Questions:

- 1) Bagaimana menurut ibu setelah saya menerapkan small group discussion ini sebagai strategi pembelajaran untuk meningkatkan kemampuan murid dalam speaking?
- 2) Menurut ibu bagaimana kemampuan penguasaan speaking murid setelah menggunakan strategi ini dalam pembelajaran?

- 3) Apakah ada efek positif yang berimbas terhadap aspek lain dalam pelajaran bahasa Inggris terkait penerapan strategi ini?

2. Interviewee: Students in VIII A

Questions:

- 1) Bagaimana pendapat kalian setelah belajar speaking menggunakan strategi small group discussion?
- 2) Apakah kalian menyukai strategi small group discussion yang diterapkan pembelajaran bahasa Inggris khususnya dalam speaking English? Mengapa?
- 3) Apakah strategi ini membantu kalian dalam menguasai dan mampu berbicara bahasa Inggris dengan mudah?
- 4) Setelah mempelajari speaking secara khusus, bagaimana pendapat kalian tentang pentingnya speaking!
- 5) Kemajuan apa yang kalian rasakan selama pelaksanaan kegiatan belajar bahasa Inggris terutama penguasaan speaking?
- 6) Apakah ada imbas positif terhadap aspek bahasa Inggris yang lain setelah kamu belajar speaking dengan menggunakan strategi small group discussion?
- 7) Kesan apa yang kamu dapatkan selama kegiatan pembelajaran ini?

APPENDIX D**Test Item**

Pre Test

Dita: Good morning, Dini

Dini:, Dita

Dita:?

Dini: Very well, and how are you?

Dita:, thank you and how are your parents?

Dini: very well thank you

Dita: Where.....?

Dini: I am going to home. But here, I am for my brother

Dita: Where now?

Dini: He is buying something in took Murni over there

Dita: Oh I see. Now then. I must go now

Dita: Goodbye, until we meet again.

Post Test I

Make a conversation between two persons about GREETING and practice it in front of the class!

Example:

Greeting (memberi salam)

- a. Hi, Hello
- b. Good morning, (selamat pagi)
- c. Good afternoon, (selamat siang)
- d. Good evening, (selamat malam)
- e. How are you? (apa kabar)
- f. How are you doing? (apa kabar)

Responding to greeting (mambalas salam)

- a. Hi, Hello
- b. Good morning
- c. Good afternoon
- d. Good evening
- e. I am fine thank you (saya baik-baik saja, terima kasih)
- f. Okey! Thank you (thanks)
- g. Not so bad (tidak terlalu buruk)
- h. How about you?
- i. And you? (dan kamu?)

Post Test II

Make a conversation between two persons about ASKING AND GIVING OPINION about FAVORITE THINGS and practice it in front of the class!

Example:

A: What your favorite kind of music?

B: I like pop music.

A: How about movie?

B: I like action movie.

A: Who is your favorite movie star?

B: My favorite movie star is Rupert Grint

Key Answer

Dita : Good morning, Dini

Dini : Good Morning, Dita

Dita : How are you?

Dini : Very well, thank you and how are you?

Dita : Fine, thank you and how are your parents?

Dini : They are very well thank you

Dita : Where are you doing?

Dini : I am going to home. But here, I am waiting for my brother

Dita : Where are your brother now?

Dini : He is buying something in took Murni over there

Dita : Oh I see. Now goodbye then. See you later I must go now

Dita : Goodbye, until we meet again.

APPENDIX E

Calculation of Students' Score

1. Mean

In order to know the improvement of all the tests, the following formula was applied:

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

Where :

$$\bar{x} = \text{The mean of the students} \quad \sum x = \text{The total score}$$

N = The number of students

The improvement of the students' mean score grew from the first speaking test as a Test I. In the first speaking test that conducted in the first meeting, total score of the students was 2800 and the number of the students who followed the test was 45, so mean of the students score was:

$$\bar{x} = \frac{2800}{45} = 62,22$$

In the second speaking test (in the first cycle), the total score of the students was 3287 and the number of the students who followed the test was 45, so mean of the students score was:

$$\bar{x} = \frac{3287}{45} = 73,04$$

In the third speaking test (in the second cycle), the total score of the students was 3649 and the number of the students who followed the test was 45, so mean of the students score was:

$$\bar{x} = \frac{3649}{45} = 81,08$$

2. Percentage

The number of the master students was calculated as follows:

$$P = \frac{R}{T} \times 100\%$$

In which:

P = The percentage of students who get point 70

R = The number of students who get point up 70

T = The total of number students who do the test

4. Test I

$$P = \frac{18}{45} \times 100\% = 40\%$$

5. Test II

$$P = \frac{32}{45} \times 100\% = 71,2\%$$

6. Test III

$$P = \frac{45}{45} \times 100\% = 100\%$$

Table 4.1 The Score of Students Vocabulary Test

		SCORE
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NO	NAMA	PRE-TEST	POST-TEST I	POST-TEST II
1	ABZ	75	79	85
2	AIS	60	66	83
3	AJS	71	75	77
4	ARD	47	59	75
5	AUR	60	60	76
6	DAB	76	83	86
7	DAN	75	79	83
8	DEE	70	80	83
9	DES	49	59	70
10	DIA	55	70	79
11	ELJ	69	80	86
12	ERR	50	75	86
13	ERS	63	76	82
14	FAA	61	78	80
15	HAY	76	80	86
16	HEL	73	84	87
17	IFN	53	69	76
18	IRP	65	70	75
19	JUA	50	65	76
20	KH	75	79	88
21	LOA	59	68	83
22	MAM	69	76	83
23	MA	70	80	84

24	MF	70	79	86
25	MFI	70	83	96
26	MR	72	85	93
27	MS	70	76	80
28	NAA	70	80	83
29	NAI	75	87	93
30	NUI	56	69	78
31	NUM	55	63	76
32	NUR	70	77	81
33	PA	50	75	76
34	RAA	76	70	86
35	RAS	51	52	70
36	RIB	60	70	75
37	ROS	70	75	78
38	SAA	49	60	76
39	SAL	43	73	86
40	SIZ	60	65	77
41	SUS	49	61	70
42	SUT	65	73	82
43	TRA	45	76	80
44	WN	50	78	82
45	ZS	53	70	76
Total		2800	3287	3649
Mean		62,22	73,04	81,08