



**IMPROVING SPEAKING MASTERY THROUGH SMALL
GROUP DISCUSSION METHOD AT THE EIGHTH GRADE
STUDENTS OF MTs AL-ANSOR MANUNGGANG JULU
PADANGSIDIMPUAN**

A THESIS

Submitted to the English Department of State Institute for Islamic Studies
Padangsidimpuan as Partial Fulfillment of the Requirement for the Graduate
Degree of Education (S.Pd) in English

Written By

KIKI ANDRIATI
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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2022



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LETTER OF AGREEMENT

Term : Munaqasyah
Item : 7 (seven) exemplars

Padangsidimpuan, 18 March 2022

a.n. **Kiki Andriati**

To: **Dean**

Tarbiyah and Teacher Training Faculty

In Padangsidimpuan

Assalamu'alaikumwr.wb.


After reading, studying and giving advice for necessary revision on the thesis belongs to **Kiki Andriati**, entitled "**Improving Speaking Mastery Through Small Group Discussion Method at The Eighth Grade Students of MTs Al-Ansor Manunggang Julu Padangsidimpuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

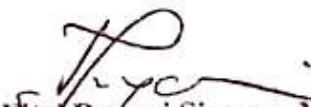
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalam'alaikumwr.wb.

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I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of IAIN Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

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Thesis : Improving Speaking Mastery Through Small Group Discussion Method at The Eighth Grade Students MTs Boarding School Al-Ansor Manunggang Julu Padangsidimpuan Tenggara

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ABSTRACT

The research focused on improving speaking mastery through small group discussion method at the Eight grade students of MTs Al-Ansor Manunggang Julu Padangsidempuan. The problems in this research was many students cannot speak English in class, students have lack of vocabulary, students felt shame and not confidence communicate in English, speaking was very difficult to say and express the idea.

The researcher did a research on the title of Improving Speaking Mastery Through Small Group Discussion Method at The Eighth Grade Students of MTs Al-Ansor. The aim of this research was to describe and to know significant small group discussion to students speaking mastery at the Eight grade students of MTs Al-Ansor Manunggang Julu Padangsidempuan.

The research was conducted by Classroom Action Research. The population was students at the Eight grade MTs Al-Ansor Manunggang Julu. The sample of this researcher was grade VIII D was 15 students. In technique of analysis data took qualitative and quantitative data. The research used observation and test to take the data.

Based on the result of this research, the students' speaking was improved with mean score test 1 in first cycle 62.67 and students passed the KKM 6 students (40%) and test 2 in second cycle mean score was 77.33 and the students passed the KKM 13 students (86.67%). It can be concluded that mean score in cycle 2 through small group discussion method higher than cycle 1. Finally students speaking mastery could be improved small group discussion method. So, it was recommended that small group discussion method could be used in teaching speaking in classroom based on this research.

Key Words: *Speaking Mastery, Small Group Discussion Method.*

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ABSTRAK

Penelitian berfokus pada peningkatan penguasaan bicara melalui metode diskusi kelompok kecil pada siswa kelas delapan MTs Al-Ansor Manunggang Julu Padangsidempuan. Masalah dipenelitian ini adalah banyak siswa tidak dapat berbicara bahasa inggris dikelas, siswa memiliki kosa kata yang lemah, siswa merasa malu dan tidak percaya diri berkomunikasi bahasa inggris, berbicara sangat sulit untuk mengungkapkan ide.

Peneliti melakukan penelitian dengan judul Meningkatkan Penguasaan Berbicara Menggunakan Metode Kelompok Kecil di Kelas Delapan MTs Al-Ansor. Tujuan dari penelitian ini adalah untuk menggambarkan dan untuk mengetahui signifikan metode kelompok kecil pada penguasaan berbicara siswa kelas delapan MTs Al-Ansor Manunggang Julu.

Penelitian ini menggunakan Penelitian Tindakan Kelas. Populasi adalah siswa kelas delapan MTs Al-Ansor Manunggang Julu. Sampel penelitian ini adalah kelas VIII D sebanyak 15 siswa. Teknik analisis data menggunakan data kualitatif dan kuantitatif. Penelitian ini menggunakan tes dan observasi untuk pengumpulan data.

Berdasarkan hasil penelitian ini, penguasaan berbicara siswa meningkat dengan nilai rata-rata tes pertama pada siklus 1 adalah 62.67 dan siswa yang lulus KKM 6 orang (40%), dan test 2 pada siklus 2 dengan nilai rata-rata 77.33 dan siswa yang lulus KKM 12 orang (86.67%). Dapat disimpulkan bahwa nilai rata-rata pada siswa dapat meningkat melalui metode *small group discussion*. Jadi *small group discussion* direkomendasikan bahwa metode *small group discussion* bisa digunakan pada proses belajar mengajar berbicara didalam kelas berdasarkan penelitian ini.

Kata Kunci: *Penguasaan Bicara, Metode Diskusi Kelompok Kecil.*

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Praised be to Allah swt, the most Creator and Merciful who has given me the health, time, knowledge, and strength to finish the thesis entitled “Improving Speaking Mastery Through Small Group Discussion Method at The Eighth Grade Students MTs Boarding School Al-Ansor Manunggang Julu Padangsidempuan Tenggara”. Besides, peace and greeting be upon to the prophet Muhammad saw who has brought the human from the darkness era into the lightness era.

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, March 2nd 2022

Researcher

KIKI ANDRIATI
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of four basic skills in teaching and learning English as a foreign language in addition to listening, speaking, reading and writing. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Mastering speaking is very significant because people can carry out conversation with other.

Speaking is important to be owned to students. By mastering speaking, students able to convey their intention in English and have a confidence to express it when facing native speaker around. It is also sated in the English of curriculum 2013 to require students be able to express an activity that aimed at being able to communicate in everyday of contexts.

In speaking classroom, the learner should work as much as possible on their own, talk to another directly and think medium of the teacher. Speaking is the ability to pronounce articulated sounds or words to express, convey thoughts, idea or feelings. It is as parts of work in academic study may involve presenting reports or presenting a viewpoint in particular topic, for example asking and giving opinion, conversation in daily activity, expressing of asking something, preposition, and simple present tense.

In learning speaking government and institution are important role, the government provides qualified books, also supported the teacher made the material of English. Beside that the institution provides the best teachers to teach. Many English teachers only focus in giving assignment to students without explanation firstly. It makes students become passive in class. As a result student does not enough opportunities to practice and developing their speaking. In this case, English teachers should help students in order be able to communicate in daily situation.

Unfortunately, in fact students speaking mastery still low. It was based on data in Boarding school Al-Ansor Manunggang Julu Padangsidempuan Tenggara. There are some students have score under 70, the passing grade for English subject, includes speaking mastery. Their score was 50-65¹. So, students score was still low. Based on private interviewed with English teacher² in Boarding School Al-Ansor said that “many students cannot speak English in the class, it was because they have lack of vocabulary, they felt shame and not confidence communicate in English”. Based on interviewed with students A³ said “speaking was very difficult to say and express our idea” and students B⁴ “said that I cannot memorize many words in English”.

¹Buku Kumpulan Nilai Pesantren Al-Ansor Manunggang Julu Padangsidempuan Tenggara, Private Document, (Padangsidempuan Tenggara: Boarding School Al-Ansor Manunggang Julu, April 15th 2021)

² Private interview with Mrs. D English teacherin Boarding school at grade VIII Al-Ansor Manunggang Julu Padangsidempuan Tenggara on April, 15th 2021

³ Private interview with Mr. A student in Boardng school at grade VIII Al-Ansor Manunggang Julu Padangsidempuan Tenggara on April, 15th 2021

⁴ Private interview with Mr. B student in Boarding school at grade VIII Al-Ansor Manunggang Julu Padamsidempuan Tenggara on April, 15th 2021

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors their speaking mastery. The problems of speaking can be derived from teachers and students. From teachers, it deals with teaching methodology, teaching material, teaching learning process, and classroom management. From students it meets with their cognitive, psychomotor, and effective domains.⁵ Therefore need a method that can applied in teaching speaking process.

In English there are many ways in teaching speaking for example: role play, conversation, speech, story-telling, small group discussion and so on. Group discussion is an effective way to facilitate learning. Small group discussion is suitable to applying in the classroom in teaching speaking.

Small group discussion is one of the methods that can be applied in teaching speaking, it is because students can be participants in group because it gives students opportunities to speak in English, creatively in communicate and unburdened situation. Small group discussion is an interactive relationship between small groups of students formed for learning needs and guided by teachers to share information, solve problems and make decision.

Small group discussion can make students share the information and experience. Small group discussion is a method that effectively in teaching speaking in classroom. In small group discussion students

⁵Threesje R. Souisa, ChistiselGaitte, 'Study On Speaking Problems Psychological Factors Encountered By StudentsIn Developing Their Speaking Skill At SMA Kristen Dobo, AruDistrick', *MATAI International Journal of Language Education*, 1. 1 (2020), <<https://oj3.unpatti.ac.id>>

directly communicate face to face without feeling shame. They could active communicate in English because they can share ideas, information, new vocabulary and so on.

Based on explanation above, this research assume that small group discussion is an alternative activity in teaching English and interested to investigated students speaking mastery through small group discussion method at the Eight grade students MTs Islamic Boarding School Al-Ansor Manunggang Julu Padangsidempuan Tenggara.

B. Identification of the Problem

Speaking is one of the skills to communicate with other people through language media. Speaking is the ability to pronounce articulation sounds or words to express thoughts, ideas and feelings.

There are several kinds of method in speaking mastery, such as: jigsaw, role play, debate, describing picture and small group discussion.

C. Limitation of the Problem

There are several kinds of method in speaking mastery, such as: jigsaw, role play, debate, describing picture and small group discussion.

In this research does not discuss all the factors are discussed. This research only focused on one of the factor that is small group discussion.

There are some reasons of taking small group discussion. First, small group discussion makes students exchange their experiences to find particular topic together. Second small group discussion can make students express their ideas orally without felling shame. Third small group

discussion is an effective method that can makes students learn the best when they are actively involved in the teaching learning process.

D. Definition of Key Terms

1. Speaking

Speaking is one of the skills to communicate with other people through language media. Speaking is a form of speech act in the form of sounds produced by the speech apparatus accompanied by body movements and facial expressions. It means that speaking is how to produce and receives information.

2. Small Group Discussion

Small Group Discussion is one of the methods to teaching speaking, because small group discussion is an effective way since it will increase the amount if the time for students talk during the given period of time.

E. Formulation of the Problems

Based on the identification above the researcher states the problem as follow:

1. To what extend small group discussion could improve the students' speaking mastery at the Eighth grade students of MTs Al-Ansor Manunggang Julu Padangsidempuan?
2. How is the improvement of small group discussion method improved students mastery at the Eight grade MTs Al-Ansor Manunggang Julu Padangsidempuan?

F. Purpose of the Problem

Based on the formulation, the researcher determine the purpose of the problem as follow:

1. To describe the improving students' speaking mastery through small group discussion method at the Eighth grade students of MTs Al-Ansor Manunggang Julu Padangsidempuan
2. To know the improvement of students' speaking mastery through small group discussion method at the Eighth grade students of MTs Al-Ansor Manunggang Julu Padangsidempuan

G. Significant of the Research

The result of this research will be use full to:

1. For the Headmaster as an information to motivate English teachers to teach English Better
2. For the Teachers to enable the teachers to know the advantages of using small group discussion method to teaching speak English more effectively and interestingly
3. For the Researchers hopefully this researcher could give inspiration in the same research but in different context.

H. Indicator of Action

Action research in education is any systematic inquiry conducted by teachers, principles, school counselors or other stakeholders in the teaching learning environment that involves gathering information about the ways in which their particular schools operate, the teachers teach, and

the students learn. This information is gathered with the goals of gaining insight, developing reflective practices, effecting positive changes in the school environment and improving student outcomes and the lives of those involved.⁶

Action research is a process of systematic reflection, enquiry and action carried by individuals about their own professional practice.⁷ The purpose of action research is to provide teacher researchers with a method for solving everyday problems in schools so that they may improve both students learning and teacher effectiveness.

In this research, the researcher will make lesson plan that will use Small Group Discussion Method. The researcher will collaborate with English teacher to make teamwork who work together for solving the students' problem improving in speaking mastery at the Eight grade students of MTs Al-Ansor Manunggang Julu Padangsidimpuan. The indicator of action is identify vocabulary, fluency, comprehension and pronunciation. In addition to researcher also give test and observation to support the research.

I. Outline of Thesis

The systematic of this research consisted of five chapters. Each chapter divided into many sub chapters in detail as follow:

The first chapter contained of background of the problem, identification of the problem, limitation of the problem, formulation of the

⁶ L.R Gay and Peter Airsian, *Education Research: Competence for Analysis and Application*, 6thedn, (USA: Prentice Hall, Inc, 2000), p. 593

⁷ Patrick J M Costello, *Action Research* (New York: Continuum, 2003), p.3

problem, purpose of the problem, significant of the research and the last one is indicator of action.

The second chapter contained of theoretical description which bring explanation about small group discussion method and also review related finding is an addition information of this research.

The third chapter contained of research methodology to find out improving students speaking mastery through small group discussion method at the Eight grade students of MTs Al-Ansor Manunggang Julu Padangsidempuan. Research methodology consists of time and place of the research, the technique of data collection, and the technique of data analysis and the thesis outline.

The fourth chapter contained of research result. This result consists of data description that contain of analysis data. This chapter arranged by description of the data, hypothesis testing, discussion and the threats of research.

The fifth chapter contained of suggestion and conclusion of the research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. General Concept of Speaking

a. Definition of Speaking

Speaking is productive skill that can be directly and empirically observed by the accuracy and effectiveness and oral production tests. Speaking is the most important target of learning English as the second or the foreign language. Hornby in Dewi Sartipa stated that “speaking is to say something or express oneself in a particular language.”⁸ So it can be concluded that speaking is the important of learning to say and express language.

Speaking should be taught as it is used in real life. Where people use it for communication to express feeling, idea and emotion. In speaking the researcher can take and give the information from speaker. On the other hand Nunan added that “speak in another language, one needs to know how to articulate sounds in a comprehensible manner, and needs to have mastery of syntax.”⁹

⁸Dewi Sartipa, ‘Talking Stick In Speaking Ability’, *Edukasi Lingua Sastra*, 17.2 (2019), 13 <<https://doi.org/https://doi.org/10.47637/e;sa.v17i2.48>>. Access on 18th October 2021

⁹ Sumayati, ‘Improving Speaking Ability of The Eleventh Year Students of SMA Laboratorium Unsyiah Banda Aceh By Using Time Token Arends Technique’, *Getsempena English Education Journal*, (2016) <http://ejournal.stkipgetsempena.ac.id/index.php/geej/article/view/152>>. Access on 16th May 2022

In an oral communication, there is a process of communication which conveys message from a speaker to listener. A speaker has to encode the message and listener has to decode or interpret the message which contains information. In addition Nation said “speaking is a communication rather than to maintain social contact as is the case with most interactional speaking.”¹⁰ So it is a process of communication to order message from a speaker to listener.

In English curriculum 2013 speaking is an activity that aimed at being able to communicate in everyday contexts. Communicate interpersonally and transactionally with students’ daily lives and activities at home, school and society.¹¹

Based on the statement above, it can be concluded that speaking is oral productive skill to communicate in daily life. Speaking is an action of conveying information or expressing someone’s feeling. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. In English curriculum speaking is an activity that aimed at being able to communicate in everyday contexts.

¹⁰I.S.P Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge, 2009), p. 122

¹¹Siti Wachidah, Bahasa Inggris, *When English Rings a Bell kelas VIII: Buku Guru/Kementerian Pendidikan dan Kebudayaan*. (Edisi Revisi Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017)

b. Purposes of Speaking

The main purposes of speaking is to communicative. Speaking is the important things to communicate or to order the minds idea about what the speaker said. O'hair stated that there are three purposes of speaking, they are: to inform, to persuade and to entertain. The further explanation as follow:

- 1) To inform
To share information with listeners by defining, describing, or explaining a thing, place, concept, process or function, this is about helping audience members acquire information that they do not already process. In this way, the speaker is sharing meaning and ways of understanding.
- 2) To persuade
To change or reinforce a listener's attitude, believe, value or behavior. When speak to persuade we attempt to get listeners to embrace a point of view or to adopt a behavior that they would not have do otherwise.
- 3) To entertain
To help listeners have a good time by getting them to relax, smile and laugh. Whereas informative and persuasive speech making is focused on the result of the speech process entertainment speaking is focused on the theme and occasion of the speech.¹²

The purpose of speaking especially for junior high school is students can express the meaning of transactional and interpersonal conversation to express admiration and congratulation, ask for and give ideas and ask for information. Also students can express the

¹² Dan O'Hair, *A Pocket to Public Speaking* (New York: Bedford St, Martin's, 2012), p.

meaning of oral short text functional, make it simple to interact to other people.¹³

From explanation above it can be concluded that the purpose of speaking can be used in several situations in different context depending on the intent and purpose conveyed. And also the purpose of speaking is students can express the meaning of transactional and interpersonal conversation and express the meaning of oral text function to make it simple.

c. Elements of Speaking

Speaking consist of some elements. It is not just pronouncing the words without some functions and purposes. When the speaker produces something orally, there is a process to convey the meaning of words or sounds.

According to Harmer, there are two elements of speaking, the first is Language Features among the elements necessary for spoken are as the following:

- 1) Language Feature
 - a) Connected speech
Is the modifying in sounds production or utterances such as assimilation, omission, addition, weakened (through contraction and stress patterning).
 - b) Expressive devices
The alteration of the speed, volume and stress of utterances to show the feeling. The use of this device contributes the ability to convey meaning.

¹³ Siti Wachidah.

- c) Lexis and grammar
Related to the ability to use a number of common lexical phrases, especially in the performance of certain language functions. .
 - d) Negotiation language
The ability to get benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.
- 2) Mental/Social processing
- a) Language processing
The ability to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.
 - b) Interacting with others
This means that effective speaking also involves a good deal of listening and understanding of how the other participants are feeling.
 - c) Information processing
The ability to process the information the moment we get it.¹⁴

So, from the text above it can conclude that it is very important for people who learn language to master the elements of speaking because they can acquire the ability to communicate.

d. Aspect of Speaking

In speaking there are several aspects that must be known so that the ideas can be conveyed, the five aspect of speaking according to Hornby in Yogi Fernanda journal are as bellow:

- 1) Comprehension
Comprehension is the understanding about that we have listened from others. Comprehension is related to the ways we understanding and explain something that other people said out to us. For oral communication, it is certainly a subject to respond, to speech as well as to initiate it.

¹⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Pearson Education Limited, 2001), p. 269.

2) Grammar

Grammar is the structural of the rules of language. Grammar also is essentially of syntax and morphology. It is needed for students to arrange a correct sentence in conversation. Students' ability to manipulate structure and to distinguish appropriate grammatical from in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having vocabulary mastery people cannot communicative effectively or express their idea both oral and written form. Having limited vocabulary also an obstacle that precludes learners from learning a language.

4) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the pedagogical process that refers to the components of a grammar made up of the elements and principle that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features.

5) Fluency

Fluency is the ability to read, speak or write easily, smoothly and expressively. In the other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners.¹⁵

Based on explanation above it can conclude that the component of speaking is the important one to be reference for a good speaker.

¹⁵Yogi Fernanda, 'An Analysis of Students' Speaking Ability in The Classroom', *Jurnal Ilmiah Mahasiswa STKIP PGRI Sumatera Barat*, 2015 <<https://jim.stkip-pgri-sumbar.ac.id/jurnal/download/5362>>. Access on 10th October 2021.

e. Types of Speaking

Speaking in classroom involves the interaction between teachers and students or among the students which depends in how classroom activities are organized.

There are some basic types of speaking according to Brown as follow:

1) Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical and grammar properties of language may be in the criterion performance.

2) Intensive

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonology relationship (such as prosodic, element intonation, stress, rhythm, and juncture).

3) Responsive

Responsive include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comment.

4) Interactive

The different between responsive and interactive speaking is in the length complexity of the interaction, which sometimes concludes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationship.

5) Extensive

Extensive oral production tasks include speeches, oral presentation, and story-telling during which the opportunity for oral interaction from listeners is either

high limited (perhaps to nonverbal responses) or ruled out altogether.¹⁶

From those types, it could be conclude that there are five types of speaking, they are: imitative, intensive, responsive, interactive and extensive.

f. Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. According to Harmer there are five classroom speaking activities:

1) Acting from a Script

In this type of speaking the teacher ask the students to perform their dialogues they have written by themselves. In other hands, teacher must help the students to go through the script as if he/she was theater directors

2) Communication Games

A game is one of the activities that can help students relaxed learning. Games are very appropriate teaching technique for students. Speaking activities based on games are often a helpful way of giving students valuable practice. Game based activities can involve oral strategies such as of oral describing, predicting, and asking for feedback.

3) Discussion

Discussion is probably the most commonly used activity in the oral skill class. a discussion can be held for various reasons. The students may will get the conclusion, share ideas about an event, or find the solution in their discussion groups. Before the conclusions, it is essential that the purpose of the discussion activity is set by the teacher.

4) Problem Solving

Problem solving is done by getting the students to work in parts or groups. They share their problems, opinion and feeling.

¹⁶H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition* (Longman: San Fransisco, 2004), p. 141-142

5) Simulation and Role Play

Simulation and Role Play can use in general oral fluency or to train students for specific situation. Simulation and role play are the popular activity in conversation or speaking group in which a group have to practice and try to carry out simulation as them or take the role of completely different character and express thoughts and feelings as they doing in the real world. Role play is an excellent way to stimulate real communication that is relevant to experiences outside the classroom.¹⁷

From explanation above, there are several activities that can make students more effective in speaking class, there are: acting from a script, communication games, discussion, problem solving and simulation and role play. Teachers can use these activities according to their needs.

g. Difficulties of Speaking Activities

English study is not easy for students, because they must study hard if they want to speak English fluency with good vocabulary and pronunciation.

The students have their own difficulties in learning the language particularly in improving speaking mastery is not easy for the students. There are four types of difficulties in speaking according to Penny Ur, they are:

1) Inhibition

In learning English students lack of desire about read, listening to, and write language, so when students speak in class they feel nervous and lack of confidents when they see the audiences.

¹⁷Jeremy Harmer, *The Practice of English Language Teaching* (Cambridge: Longman), p. 271-274

2) Nothing to say

The problems when students speak English in front of the class is nothing to say. Because they do not know vocabulary and grammar so they should could to motivate themselves to have speak to train their abilities.

3) Low or uneven participants

Participants of low or uneven. Only one participant as a time talk if he/she is be heard and in large groups, this means that everyone will have only very little speaking time. The problems are compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4) Mother tongue use

The phenomenon of students we see today a number of students are accustomed to using mother tongue, they tend to use their mother tongue because it is indeed familiar they were small, so it is easier to talk to their fellow. They feel less to speak a foreign language or that lack of motivation. They are accustomed to using foreign language.¹⁸

Based on explanation above that can concluded that there are several difficulties for students in speaking English in the classroom, there are; inhibition, nothing to say, low or uneven participants and mother tongue use which these difficulties are often experienced by students.

h. Principles of Teaching Speaking

Teaching speaking is not easy, because English is not a native language in Indonesia. Basically people have many difficult to learn it. It is caused that their environment does not speak in English. People only speak English when they learn the lesson in the school. It means that the opportunity to practice is not enough.

¹⁸Penny Ur, *A Course in Language Teaching: Practice of Theory* (Cambridge: Cambridge University, 1996), p. 121

So here we need to try several strategies for speaking English speaking that can be used to help students practice speaking in target language.

To make it clearer, Nunan purposes at least four principles for teaching speaking:

- 1) Giving students practice with both fluency and accuracy
Accuracy is the ability to speak or write without making any grammatical, vocabulary, pronunciation and other errors. Fluency is the smoothness of flow with which sounds, syllables, word and phrases are joined to other when speaking. Teacher must provide students with fluency building practices and realize that making mistakes is a natural part of learning a new language.
- 2) Providing opportunities for students to talk by using group work or pair work and limiting teacher talk
It is important for us as language teachers to be aware of how much we are taking in class so we do not take to all the time the students could be taking. Pair group work group work activities can be used to increase the time of students' speaking and to limit the teacher to talk.
- 3) Planning speaking tasks that involves negotiation for meaning
Learners make progress by communicating in the target language because interaction necessary involves trying to understand and make teacher understood. This process is called negotiating for meaning. It involves checking to see if you have understood what someone said, clarifying your understanding and confirming that someone has understood your meaning.
- 4) Designing classroom activities that involve guidance and practice in both transactional and interpersonal speaking
When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interpersonal speech is communicating with someone for social purposes. Transactional speech involves

communicating to get something done, including the exchange of goods or services.¹⁹

Based on explanation above it can conclude that a good teacher takes an important role. Some of the principles of teaching above are very helpful for teachers in teaching speaking to be more effective and learning situation can more efficient.

2. General Concept of Small Group Discussion

a. Definition of Small Group Discussion

Small group provide opportunities for student initiation, for face-to-face give and take, for practice in negotiation of meaning. Discussion allows for an interchange of ideas within the context of a group under the direction of a presenter. George and Atkins states that small group discussion is “A simple and effective method of involving students know as small group discussion.”²⁰

Small group discussion carried out by dividing the students into groups. According to Baker, “small group itself is three or more people interacting face to face, with or without an assigned leader in such a way that each person influences and is influenced by another person in the group.”²¹

Small group discussion refers to interacting in a face to face situation so they do the dialogue, not only with teacher but also

¹⁹David Nunan, *Practical English Language Teaching* (Sydney: McGraw Hill, Inc, 2003), p. 55-56

²⁰George Brown, Madeleine Atkins, *Effective Teaching in Higher Education* (London and New York: Methuen & Co. Ltd, 1988), p.29

²¹Carry L. Baker, *Discussion and Group Work Method in Language Learning* (New Jersey: Harper and Row Publisher, Inc., 1987), p. 159

with other learners. Small group discussion without good classroom organization may be totally ineffective. In other hand Ernest said “Small group discussion allows presenters to announce a topic or idea for group discussion among participants.”²² Students can share information and experiences in a small group discussion of their activities face to face without feeling shamed.

“A common feature of these kinds of teaching is small group discussion. In this kind the tutor works with a small group discussion of students to discuss a given topic or a given problem.”²³ According to Brown in “small group discussion the lecturer sets problem or a discussion topic and invite the students to form a group of three or four who discuss or solve the problem sets.”²⁴ So it can be concluded that small group discussion is a method given to students to discuss solving problems.

Base on explanation above, it can conclude that small group discussion is a simple and effective method. Small group discussion is an interacting face to face with or without an assigned leader in such a way that each person influences. Small group discussion also allows the presenters to announce a topic or idea

²²Ernest W. Brewer, *13 Proven Ways to Get Your Message Across. The Essential Reference for Teachers, Trainers, Presenters and Speakers* (California: Corwin Press, Inc., 1997), p.22

²³Kate Exley and RegDennick, *Small Group Teaching* (London: Routledge Falmer, 2004), p. 1

²⁴George Brown.

for group among participants. Small group discussion divided students to discuss a given topic or a given problem.

b. Purposes of Small Group Discussion

According to Ernest the purpose of small group discussions are:

- 1) It is human nature to be curious about our surrounding and their people; and the best way to find out answers to our questions is to talk with one other. A discussion may be information based, consent raining on fact, or it may focus on personal opinion and the feelings.
- 2) People enjoy discussion and the arenas of thought they uncover.
- 3) Talking with friends reveals attitudes and values and offers insight into ways of solving personal problems.²⁵

So, it can conclude that purposes small group discussion can make people enjoy and the mind situation they needed. With small group discussion students talk and free to express their thoughts.

c. Principle of Small Group Discussion

The principles that needed to be considered in the small group discussion method are:

- 1) Discussion should be held in an open room
- 2) This is characterized by the existence of interpersonal relationship, willingness to accept and get to know the topic further, enthusiasm to participate and willingness to respect the opinions of other and development of feelings of security and freedom.

²⁵Ernest W. Brewer.

- 3) Discussion activities can take place effectively if they are preceded by careful planning and preparation. The following matters:
- a) The choices of topics according to the specific indicators to be covered, the interests and abilities of students as well as meaning for the improvement of their thinking skill.
 - b) Formulation, complex answer that differ only in the level of truth, point of view and direction of view.
 - c) Preparation of preliminary information related to the topic so that students have the same background knowledge by reading articles, making observation and others.
 - d) Preparing yourself as well as possible as discussion leaders. In this case the teacher should always be ready as a source of information, motivator. So that they can provide the necessary explanations and formulate questions that motivate students and understand their difficulties.
 - e) Determination of the size of the group of students. The size of the group has different strengths and weakness. Therefore, consideration of the experience, skills and skill of students, level of cohesiveness, intensity of interest, background knowledge and skills of the teacher leads the discussion.²⁶

From the points above, it can be concluded that the principles in small group discussion must be considered. In order to create an effective in learning situation. Students involves by looking at problems that are adapted to development and knowledge, so that teachers encourage students to be active by expressing their opinions and respecting the opinions of other students.

²⁶ Haryadi, *Strategi Jitu Sukses Kuliah di Perguruan Tinggi*, (Jakarta: PT Elek Media Komputindo, 2011), hal. 86

d. Procedure of Small Group Discussion

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

1) Introduction

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

2) Directing the discussion

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

3) Summarizing the discussion

A final summary is essential at the end of the discussion. Conclusions should be recorded on the chalkboard so all can see them. The presenter should ask the participants how they would use the information. At the times, a discussion will result in the participants' having incorrect ideas. Basically, summarization is helpful for clearing up confusion, covering main points, ending a discussion and conveying consensus.²⁷

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

²⁷Ernest W. Brewer

the discussion. This procedure is done by giving an explanation to students first so that students have knowledge, then the teacher gives an instruction to the students at the beginning of the discussion.

e. Teaching Speaking By Using Small Group Discussion

The following is procedure in teaching speaking by using Small Group Discussion Method.

Table 1
Procedure Teaching Speaking Through Small Group Discussion Method

Teacher's Activity	Procedure of Small Group Discussion Method	Students' Activities
A. Pre-Teaching		
1. Teacher opens class by greeting and pray before learning 2. Teacher explaining the material	Introduction	1. Students give greeting and pray before learning 2. Students listen to teacher explanation
B. While Teaching		
3. Teacher divides students to make a small group discussion consist of 3-4 students. 4. Teacher	Directing the discussion	3. Students move to teacher's instruction

<p>gives test about the topic using expression asking and giving opinion</p> <p>5. Teacher asks students to discuss the test with their group</p> <p>6. Teacher asks group of students to show their result in their group firstly after that in front of the class.</p>		<p>4. Students do the test</p> <p>5. Students discuss with their group</p> <p>6. Group of students show their result</p>
C. Post-Teaching		
<p>7. Teacher conclude of the material on the blackboard</p> <p>8. Teacher close the meeting by praying</p>	<p>mmarizing the discussion</p>	<p>7. Students listen and look the teacher's conclusion</p> <p>8. Students pray to close the meeting</p>

f. Advantages and Disadvantages of through Small Group Discussion

Small group discussion is one of method. When using small group discussion, the presenter should be aware following the advantages and disadvantages of this instructional. According to Ernest, the advantages and disadvantages of small group discussion as follow:

1) Advantages of using Small Group Discussion

There are some the advantages of small group discussion such as:

- a) All participants in the group can participate
It is good way to get participants interested in a topic
- b) Participants many more easily understand another participants' explanation that a presenter's explanation
- c) The presenter can identify participants who needed the topic
- d) The presenter can identify individual opinions the topic
- e) It helps the participants see relationship among ideas or concepts related to the topic at hand.²⁸

The advantages of this method is it can practice students to be able to express opinions, respect the opinions of others and it helps students to see relationship among ideas or concepts related to the topic at hand.

2) Disadvantages of Small Group Discussion

Ernest states that disadvantages of small group discussion as follow:

- a) It is time consuming requires a fairy long time, which is sometimes not as planned like widespread discussion of the topic
- b) Some participants in the group may do all the talking
- c) It involves less presenter involvement that other methods
- d) The discussion can easily get off track.²⁹

So, it can be concluded that the disadvantages can consuming time because it is requires a fairy long time, which is sometimes not as planned like widespread discussion of the topic.

²⁸Ernest W. Brewer

²⁹Ernest W. Brewer

B. The Review of Related Findings

There are some researchers who have conducted the researcher about small group discussion and the researcher found some related findings such as:

The first was conducted by using action research with 35 students of the second grade participating in this research. The finding of the research can be explained in three cycles. Cycle I revealed that there were 37.2% of the students who did well, 42.8% were good although they had weakness in some aspects of using statements of introduction and choosing good sentence. 20 % were weak and did not understand to choose appropriate sentence for introduction. Cycle II showed that 45.7% of the participants were good either in choosing appropriate sentence and pronunciation, 54.3% were considered good although they still lacked speaking communicatively with appropriate words. Cycle III was implemented after having additional classes, small guidelines of active speaking and intensive practices. It found that 71.4% of the participants could communicate with English basic words and better structure and 28.6% of them were still slightly below.³⁰

The second researchers are Melodi Dael and Sela Astarini. This research was conducted by using classroom action research method, and the sample with 35 students of the ninth grade participating in this research. In collecting the data researchers used observation and test.

³⁰Imam Fauzi, 'Improving Students' Speaking Ability through Small-Group Discussion', *Journal of ELT Research* 2, 2.2 (2017), 130–38 <https://doi.org/10.22236/JER_>. Access on 2nd June 2021

Classroom action research consists of 4 cycle, there are; planning, acting, observing and reflecting. Based on the result of the analysis score in cycle I on the pre test it was 57.33 and on the post-test in cycle 2 it was improved to be 66.67 in cycle 3 and on post test it was 70.06.³¹

The third research by Rivi Antoni. The technique of this research is classroom action research. The collecting the data uses test, interview and observation. Rivi Antoni found second semester students of Accounting of Pasir Pangaraian, with the subject of students as many 40 students. The result showed that there is many an improvement in speaking skill learning outcomes significantly in each cycles increasing that in cycle 1=20%, cycle2=45.8%, cycle 3=87% and the result of interviews conducted concluded that learning to speak through small group discussion make students easily to understand how to speak.³²

The fourth is Roni La'biran, this research was conducted an experiment method using pre-test and post-test. The population of this study was the eighth year students of Junior High School of SMPN 2 Saluputti. The sample of this research was the eighth year students in academic year 2015/2016. The number of the students was 16 students. There were four meetings during the experiment. The mean score of the pre test was 22.8, while the mean of the post test was 78.2. it shows that

³¹ Melody Daely and Sela Astarini, 'Improving Speaking Skill Using Group Discussion', *Project Pofessional Journal of English Education*, 2.4 (2019), 2 <<http://journal.ikipsiliwangi.ac.id/index.php/project>>. Access on 2nd June 2021

³²Rivi Antoni, 'Teaching Speaking Skill Through Small Group Discussion', *Journal Al Manar*, 5.1 (2014), 2 <<https://doi.org/http://dx.doi.org/10.24014/al-manar.v5i1.4115>>. Access on 2nd 2021.

the mean score of the post test is greater than the pre test. The difference between pre test and post test was 55.3. That it can concluded that Small Group Discussion is one of the effective method as to increase the activity and students learning outcomes in speaking subject.³³

The fifth is Nanang Antono. The technique of this research qualitative paradigm, especially in classroom action research. The research was conducted at SMPN 224 the subject of this research as 30 students, while the data collected through test, interview and observation. The result showed that there was an improvement in speaking learning outcomes significantly in class VIII A this is evidenced by the results of the average test. In cycle 1=20% cycle 2=45,8% and cycle 3=87,5 and the result of interview conducted that learning to speak through small group discussion make students easy to understand how they speak. This researcher concluded that improving speaking skill through small group discussion can increase the results of learning to speak.³⁴

So, from explanation above findings it can be concluded that small group discussion could improve students speaking mastery and make students easier to communicate in English.

³³ Roni La'biran, 'Improving Speaking Ability Through Small Group Discussion For The Eight Year Students of SMPN 2 Saluputti In Tana Toraja', *English and Literature Journal*, 4 (2017), 1 <<https://journal.uin-alauddin.ac.id/index.php/elite/article/view/4203>>.

³⁴ Nanang Antono, 'The Improving Students' Speaking Skill Through Small Group Discussion' <<https://jurnal.stkipkusumanrgara.ac.id/index.php/semnara2020/article/download/786/498>>.

C. Conceptual Framework

Language teaching is the priority in learning process, especially in foreign language teaching. The important one in learning language is communicate in English. Anyways small group discussion method is the effective activity that can be applied. Small group discussion is the method in foreign language teaching. It improves students; speaking mastery more effectives, also carry out the quality of education in foreign language learning.

In foreign language teaching there are many problems that occur on students at the Eighth grade students of MTs Al-Ansor Manunggang Julu Padangsidimpuan especially they shame and not confidence to communicate in foreign language. Another problems are student not able to speak English directly. The problem occur because the learning method that teacher used not appropriate.

Therefore, the method can use to solve is small group discussion method. The researcher described the conceptual framework as follow:

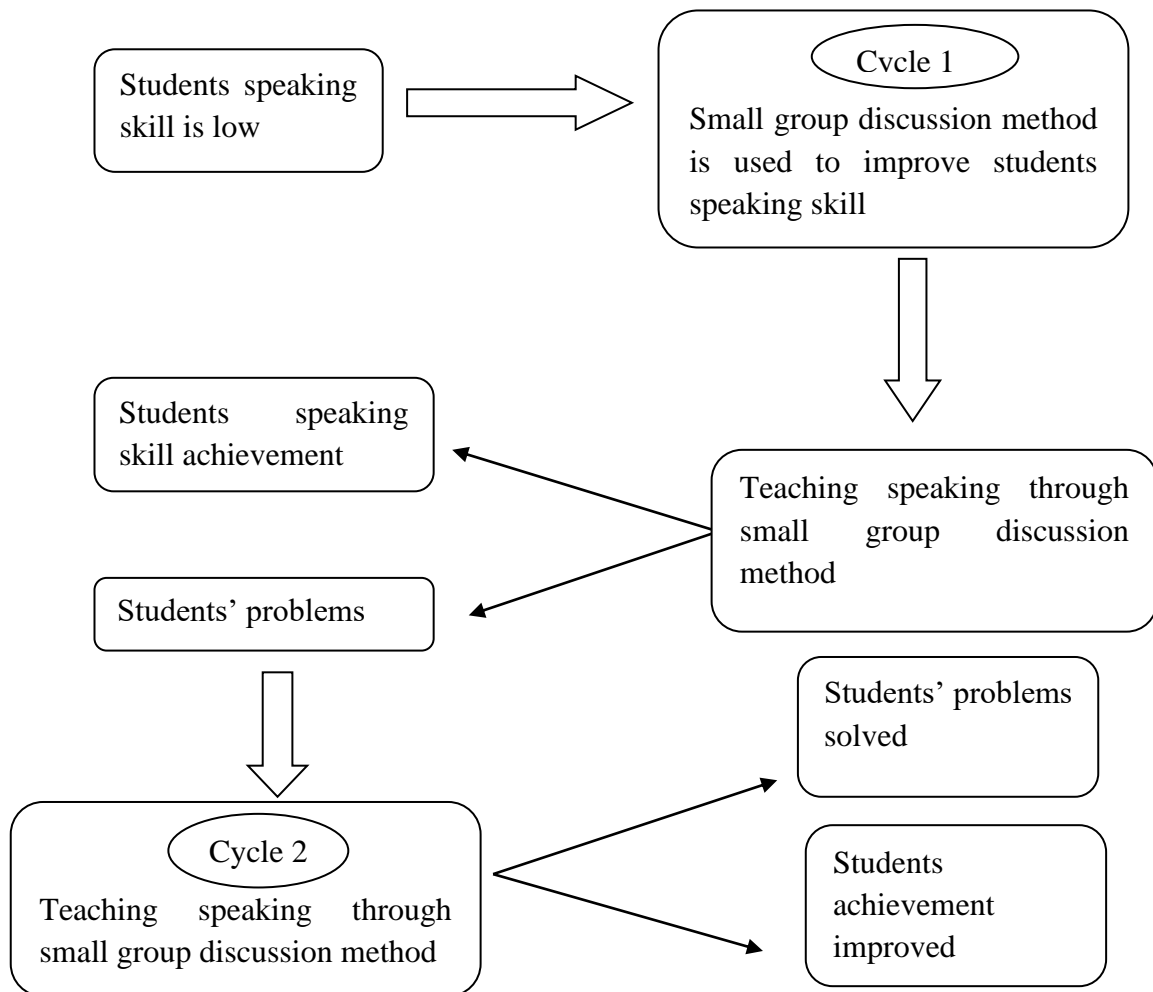


Figure 1: Conceptual Framework.

D. Hypothesis of the Action

Yogesh states that “hypothesis then could be defined as an expectation about event based on generalization of the assumed relationship between variables”.³⁵ It means hypothesis is tentative statement of the relationship between two or more variables.

Hypothesis explains what we are looking for. It is the proposition that can put to find the validity. It may prove it is correct or incorrect. So,

³⁵Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International (P), Limited Publisher, 2006), p. 55

the hypothesis of this research is related “small group discussion can improve students’ mastery at Grade Eight students of MTs Al-Ansor Manunggang Julu Padangsidempuan.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time Research

The location of the research was at MTs Al-Ansor Manunggang Julu Padangsidempuan Tenggara North Sumatera. This Research was conducted from April 2021 up to march 2022.

B. Research Design

The research type which has employed in this study was Classroom Action Research (CAR). It is a process for studying problem which has a good to improve the quality of action or teaching in order to find out the students' problems in the classroom.

The name of design is spiral by Kemmis. Spiral model by Kemmis is essentially in the form of devices and strands with one device consisting of four components. This spiral is a continuous iterative cycle model, which the hope that each action shows an improvement according to the changes and improvements to be achieved. This research took design spiral by Kemmis because it more simple and more understandable to applying in classroom.

Moreover this research design of the following of action research by Anne Burns in Kemmis. The use of Kemmis because it is one of the best model essential steps to do in classroom and the action are simple, making it easy for researchers to understand.

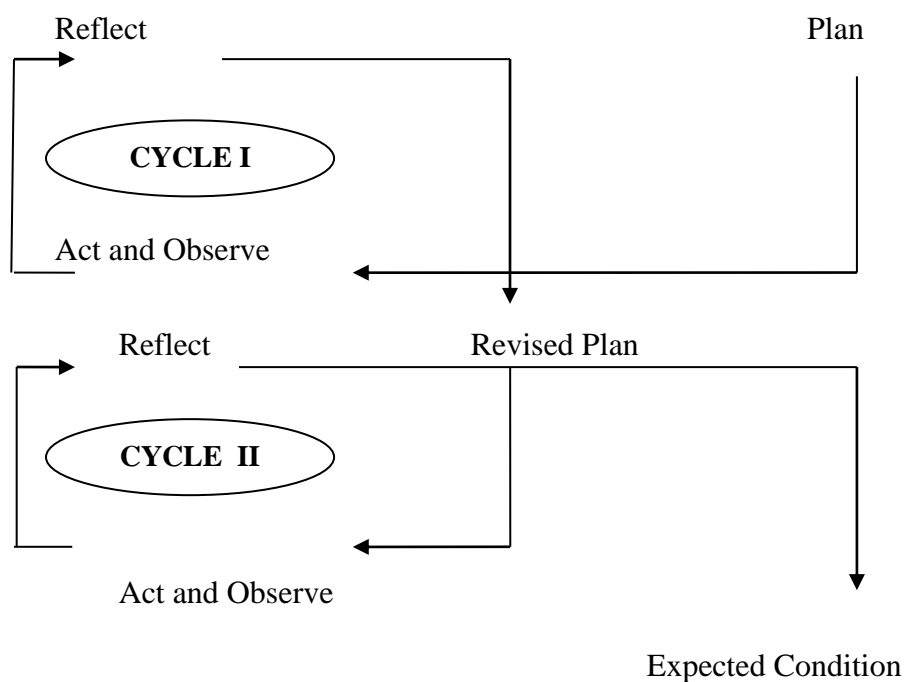


Figure 2: Action research by Kemmis in Anne Burns³⁶

C. Subject of Research

The subject of this research was the students at grade VIII MTs Boarding school Al-Ansor Manunggang Julu Padangsidempuan Tenggara. There were five classes of grade VIII for men in MTs Boarding School Al-Ansor Manunggang Julu Padangsidempuan Tenggara. This research chose grade VIII D as a subject because there were some problems of speaking in this class. It consisted of 15 students.

D. Procedure of the Action Research

This action research followed the model of Kemmis it was a famous the representation of the action research “spiral” that contains four

³⁶ Anne Burns

steps; planning, action, observation and reflection. The model described in the following figure:

This research applied two cycles. First cycle was two meetings, second meetings was two meetings. So, there were four meetings during research process. The cycle consisted of four steps: planning, action, observation and reflection.

1. Action Research in Cycle 1 (consisted of 2 meetings)

a. First Meeting

1) Planning

- a) Making the lesson plan that consisted of the step of action
- b) Determining the topic that relate about speaking
- c) Designing a procedure of teaching speaking by using small group discussion. There are 3 procedures to teaching speaking by using small group discussion. Introduction, directing the discussion and summarizing the discussion
- d) Preparing the instrument to be used by students. The instrument that used were observation and oral test.
- e) Preparing the learning material, indicators of speaking scores (Pronunciation, Intonation, Fluency and Accuracy) and test for the first meeting.

Learning material

(1) Expression Asking Opinion

- (a) What do you think (of/about)...?

- (b) Do you think....?
- (c) Do you really think that...?
- (d) Do you have any idea...?
- (e) What is your opinion...?
- (f) What do you feel about...?

(2) Expression of Giving Opinion

- (a) In my opinion...
- (b) I feel that...
- (c) I believe that....
- (d) I think....
- (e) Yes, I agree with you...
- (f) No, I do not agree with you

2) Action

- a) Greeting in the classroom
- b) Praying before starting the teaching learning activity
- c) Giving material to students
- d) Explaining the material

3) Observation

- a) Observing students' activities
- b) Observing students' speaking mastery
- c) Making a note in every activities

4) Reflection

- a) Analyzing the weakness of using small group discussion

- b) Reflecting the students' activity
 - c) Evaluating or interpreting the data and make any decision for the next meeting
- b. Second Meeting
- 1) Planning
 - a) Make the lesson plan that consisted of the step of action
 - b) Preparing the instrument to be used by students. The instrument that consists are test (oral test) and observation
 - c) Preparing the learning material, indicators of speaking scores (Pronunciation, Intonation, Fluency and Accuracy) and the test for the second meeting

Learning material

(1) Expression of Asking Opinion

- (a) What do you think (of/about)...?
- (b) Do you think...?
- (c) Do you really think that ...?
- (d) Do you have any idea...?
- (e) What is your opinion...?
- (f) What do you feel about...?

(2) Expression of Giving Opinion

- (a) In my opinion...
- (b) I feel that...
- (c) I believe that ...

(d) I think...

(e) Yes, I agree with you...

(f) No, I do not agree with you...

2) Action

a) Greeting in the classroom

b) Praying before starting the teaching learning activity

c) Reviewing the last material and make it clear

d) Make small group discussion that consists of 3-4 students

e) Giving the test

f) Giving time allocation

g) Monitoring the students' performance

3) Observation

a) Observing students' activities

b) Observing the students' speaking mastery.

c) Making a note activity in every activities of teaching learning

4) Reflection

a) Analyzing the weakness and progress when small group discussion was done to determine the next planning activity

2. Action Research in Cycle 2 (consisted of 2 meetings)

a. Third Meeting

In the second cycle, this research will evaluate all activities in the first cycle and repairing the problem

1) Planning

- a) Making the lesson plan
- b) Preparing the lesson material about asking and giving opinion

Learning material

(1) Expression of Asking Opinion

- (a) What do you think (of/about)...?
- (b) Do you think ...?
- (c) Do you really think ...?
- (d) Do you have any idea ...?
- (e) What is your opinion ...?
- (f) What do you feel about...?

(2) Expression of Giving Opinion

- (a) In my opinion...
- (b) I feel that...
- (c) I believe that...
- (d) I think...
- (e) Yes, I agree with you
- (f) No, I do not agree with you

2) Action

- a) Greeting in the classroom
- b) Praying before starting the teaching learning activity
- c) Giving the material to students

- d) Explaining the material
- 3) Observation
 - a) Observing students' activities
 - b) Observing the students' speaking mastery that was better or not
- 4) Reflection
 - a) Analyzing the students' speaking mastery more accurately than they speaking in the first cycle.
- b. Fourth Meeting
 - 1) Planning
 - a) Making the lesson plan
 - b) Determining the lesson material about asking and giving opinion

Learning material

(1) Expression of Asking Opinion

- (a) What do you think (of/about)...?
- (b) Do you think...?
- (c) Do you really think that...?
- (d) Do you have any idea...?
- (e) What is your opinion...?
- (f) What do you feel about...?

(2) Expression of Giving Opinion

- (a) In my opinion...

(b) I feel that...

(c) I believe that...

(d) I think...

(e) Yes, I agree with you...

(f) No, I do not agree with you...

c) Preparing the instrument for students, the instrument consists of test (oral test) and observation.

2) Action

a) Greeting in the classroom

b) Praying before starting the teaching learning process

c) Giving the test

d) Make group discussion that consist 3-4 students but in different person

e) Giving time allocation

f) Monitoring students' performance

3) Observation

a) Observing the students' activities

b) Observing the students' speaking mastery through small group discussion method

4) Reflection

a) Analyzing the result, if the result have been achieved the cycle is stopped

b) Closing the steps of research

E. Instrument of Collecting the Data

In this research used observation and test to take the data:

1. Test

This research used an oral test in doing the test. Oral test is a form of test that demands a response from students in the form of spoken language. In the form of oral test the students will provide posed by using own words. It is use to measure the students' speaking mastery.

To know the improvement's students speaking mastery there are some criteria that must be considered. This research took the indicators of speaking as the table below:

Table 2 Indicators of speaking

No	Aspect	Criteria	Score
1.	Pronunciation	most perfect	5
		ere are some mistakes but do not interfere with the meaning	4
		ere are some mistakes and interfere with the meaning	3
		any mistakes and interfere with meaning	2
		o many mistakes and interfere with meaning	1
2.	Intonation	most perfect	5
		ere are some mistakes but do not interfere with meaning	4
		ere are some mistakes and interfere with the meaning	3
		any mistakes and interfere with meaning	2
		o many mistakes and interfere with meaning	1
3.	Fluency	ry fluent	5

		ent	4
		ough fluent	3
		ot enough fluent	2
		ot fluent	1
4	Accuracy	ry thorough	5
		orough	4
		ough through	3
		ot enough thorough	2
		ot thorough	1
		MAXIMAL SCORE: 20 x 5	100

Source: Siti Wachidah, Bahasa Inggris, *When English Rings a Bell kelas VIII*: Buku Guru/Kementerian Pendidikan dan Kebudayaan. (Edisi Revisi Jakarta: Pendidikan dan Kebudayaan, 2017), p. 16

2. Observation

Observation is an activity of observing an object carefully and directly at the research location, as well as systematically recording the symptoms under study. Observation also is an accurate method of collecting the data. By the observation can obtain more accurate data.

In this research used observation note because it was a simple form and the data are not counted but using note to describe what happened in the classroom. This research observed students' activity during the learning process and the factors that influence in learning process.

F. Technique of Analysis Data

In technique of analysis took qualitative and quantitative data. Quantitative data is data analysis to use analyzed the score of students. Quantitative data is collected and by counting the score of speaking test. Qualitative data is used to describe the situation during the teaching process.

To know the means score of students for each cycle, this research applied the formula as follow:

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

Explanation:

\bar{x} : The mean of the students

$\sum \vec{x}$: The total score

N: the number of the students³⁷

The percentage of students' improvement in speaking through small group discussion method was analyzed by the following formula:

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

Explanation:

P : the percentage of students

R : the number of students

T : total numbers of students do test³⁸

³⁷ Ahmad Nizar Rangkuti, *Statistik: Untuk Penelitian Pendidikan*, (Medan: Perdana Publishing, 2015), p. 27

After calculating and scoring students' answer sheets then, their score were consulted the classification quality on the table below:

Table 3. Classification Quality of Students' Score

No.	Percentage	Criteria
1.	0% - 20%	Very low
2.	21% - 40%	Low
3.	41% - 60%	Enough
4.	61% - 80%	Good
5.	81% - 100%	Very good

Source: Zainal Aqib, *PTK Untuk Guru SMP, SMA, SMK*, (Bandung: CVYrama Widya, 2008), p. 40

After finding the mean scores of all students, it was consulted the criteria as follow:

- a. If the value of mean score 81 – 100%, it can be categorized into very high
- b. If the value of mean score 61 – 8-%, it can categorized into high
- c. If the value of mean score 41 – 60%, it can be categorized into enough
- d. If the value of mean score 21 – 40%, it can be categorized into low
- e. If the value of mean score 0 – 20%, it can categorized into very low

The researcher, will summarize qualitative data by Creswell as follow:

- a. Step 1: organize and prepare the data for analysis
- b. Step 2: read or look at all the data
- c. Step 3: start coding all the data

³⁸Zainal Aqib, et. al., *PTK untuk Guru SMP, SMA, SMK*, (Bandung: CV. Yrama Widya, 2008), p. 205.

- d. Step 4: use the coding process to generate a description of the setting or people as well as categories or themes for analysis
- e. Step 5: advance how the description and themes
- f. Step 6: a final step in data analysis involves making an interpretation in qualitative research of the findings or results.³⁹

³⁹ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 4th ed, (University of Nebraska: Los Angeles), p. 247-249

CHAPTER IV

RESULT OF THE RESEARCH

After the research has done in MTs Boarding School Al-Ansor Manunggang Julu Padangsidempuan Tenggara, now will describe how the research was done. It discussed about the way to improve students' speaking mastery through small group discussion method at grade Eight MTs Boarding School Al-Ansor Manunggang Julu. The description are as follow:

A. The Data Description

Researcher divided this action research into two cycles. Each cycle consisted of four stages, planning, acting, observating and reflecting. Researcher described learning process and students' score o cycle 1 and cycle 2.

1. The First Cycle I

The first cycle was done at 10th January-17th January 2022. In this case, the cycle was conducted for two meetings. In MTs Boarding School Al-Ansor Manunggang Julu Padangsidempuan Tenggara, every meeting was 45 minutes. It means that the time allocation was 90 minutes. It caused 2 x 45 minutes was 90 minutes. Along the time, the researcher explained about asking and giving opinion. Here, the researcher made the activities and gave the process of improvement of students' speaking mastery in the first cycle as follow:

a. First Meeting

In the first meeting, was done at 10th January 2022 at 14.30 pm the teacher found some problems of students' learning process. Some students do not ready to study. Many students walked in class, made noisy, passive in class, did not give full attention, sat on the move, felt boring and not able to practice the conversation. Furthermore, the learning process consisted of four steps for doing research, such as planning, acting, observating and reflecting. It would be explained as follow:

1) Planning

In this step, the researcher prepared the material about "Expression Asking and Giving Opinion", determined the topic about "Spend Holiday Together", prepare the instrument such as test and observation note sheet to the collaborator, and indicator of speaking score.

2) Acting

In this step, the researcher conducted this cycle in two meetings. The first meeting was started on Monday 10th January 2022. The meeting was started by greeted to students. Then, the researcher asked about their condition. The condition in class less effective even though the collaborator handed the class. It showed that some students not gave full their attention to the researcher during the learning process The researcher

started the lesson by asking question about their holiday. After that, the researcher explained material about expression asking and giving opinion through small group discussion method.

After the researcher finished give explanation to students the researcher asked students to make a small group discussion consisted of 3-4 students. Then, the researcher gave students example of expression of asking and giving opinion.

After finishing the explanation, the researcher gave the students a chance to asked question. She asked them “do you understand about expression asking and giving opinion? Yes miss students answered. There was no comment of question from students. When the researcher asked some students about what the expressions were used to asking and giving opinion, students can answer them well.

In this session, some students were active to follow the teaching learning process, because they enjoyed following the learning process. But, there were still some problems faced by students such as: students walk in class, make noisy in class, did not give full attention, students sat on the move, felt boring of the lesson, felling slept in the class.

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

3) Observing

In this step, when the students were learning through Small Group Discussion, the researcher monitored the steps students' activities. It started from the learning materials, time of allocation of introduction, explanation and evaluation. Even though it had been arranged, but there were some students were not ready to study. Many students walked in class, made noisy, passive in class, did not give full attention, sat on the move, felt boring and not able to practice the conversation

Based on the observation note sheet, the students' activities on teaching learning process will be described as follow:

- (1) There were five students who were not ready to study, it can be seen when the researcher asked the students about the material they did not have motivation, there were AF, ADR, APS, AA and AD
- (2) There were four students who walked in class, it can be seen when the researcher explained the material in front of the class, students walked in class from one table to another, there were AZ, AAL, AR and AL
- (3) There were three students who made noisy in class, it can be seen when the researcher explained the material in front of the class, the students talked to their

classmates and called their friends, there were AF, AS and AI

(4) There were three students who passive in class, it can be seen when the researcher gave questions the students just keep silent and did not do it, there were AZ, AAL, and ZA

(5) There were three students who did not give full attention, it can be seen when the researcher explained the material in front of the class the students talked with their friends, there were AAL, AL and AI

(6) There were five students who sat on the move, it can be seen when the researcher explained the material in front of the class the students sit and move with their friends, there were AF, APS, AA, AD, and AI

(7) There were four students who felt boring of this lesson, it can be seen by their face expression when the researcher explained the material the students look dreamy and keep yawning, there were AS, ASY, AR and ZA

(8) There were nine students who was not able to practice, it can be seen when the researcher gave test to students for practice some students make mistakes in

pronunciation and students look shy there were AZ, AF, AS, AA, AAK, AL, ADR, AI, and FA

The condition of class was influenced by some factors, such as the students who not ready to study, walked in class, made noisy in class, passive in class, did not give full attention, students who sat on move, felt boring of this lesson, and there were students were not able to practice.

4) Reflecting

From the result, it showed the researcher should be continued to the next cycle because the condition of learning process still uncontrolled, some students did not focus on the material and made the class noisy and the students mean score have not achieved the standard minimum criteria yet.

b. Second Meeting

The second meeting was conduct on Monday 17th January 2022. After the researcher gave the explaining the material in the first meeting, the researcher came to the class to continue the second meeting to know the students' achievement in speaking mastery.

The procedure of the second meeting was the same as the first meeting. But, in second meeting the researcher just reviewed the previous material and make it clearer. Then the researcher

asked students to make a small group discussion consisted of 3-4 students. Then, the researcher gave a test to students. The researcher gave 30 minutes to finish the test. The researcher told the students to be natural when they were speaking. Then, the researcher asked the students to do the test, after that the researcher asked the students to present the result in their own group firstly and practice in front of the class.

In this action, the students had a little bit motivation because they had studied the material before and had understood about the material

c. Students' Speaking Mastery Score in the First Cycle

After doing the test at the Cycle I in second meeting researcher could explain that mean score of students were 62,67. There were three students got 50 score. Two students got 55 score. Three students got 60 score, one students got 60 score, three students got 70 score, and three students got 75 score. In this case, each students had problems. The research found the students' problems in pronunciation, intonation, fluency and accuracy.

Pronunciation of students were low. The students mean score was 3.20. They were very rarely to speak English in the class or in their environment. So, to make students' pronunciation improved, the teacher had to give more practice to the students make it better.

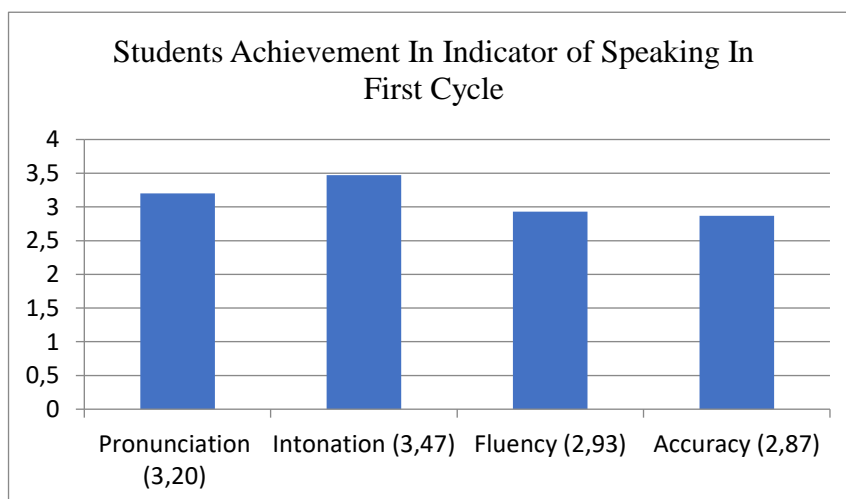
Intonation students were low. The students mean score was 3,47. To make students intonation more better, the teacher had give more practice, and practice with their friends.

Fluency students were low. The students mean score were 2,93. Because, students could not speak fluently by using short simple expression. So, to make students speak fluent, the researcher gave such as, repeat the words and practice English every day.

Accuracy students were low. The students mean score were 2,87. Because students did not have accuracy and understanding in speaking English. In order to make students accuracy improved, the researcher had to explain more about the learning material and gave more examples of the conversation.

The students' achievement in every indicator of speaking in the first cycle could be seen in the following chart:

Chart 1. The Students' Achievement in Indicator of Speaking in First Cycle



Based on the table and chart above, it can be concluded that the students' speaking achievement was low, in the first cycle, there were only six students who passed the passing grade (70). The students' mean score in the first cycle was 62.67 and the percentage was 40%. It means that this test result could not fulfill the criteria of success. It did not show improvement. So, this research would continue to the second cycle.

From the score of students, it could be concluded that there were nine students who did not pass the KKM. There were six students who passed the KKM.

2. The Second Cycle

The second cycle was done from 24th January - 31th January 2022 at 14.30 pm, every meeting was done for 2x45 minutes or 90 minutes. Here, the researcher made activities and gave the students' improvement as follows:

a. Third Meeting

In this third meeting, it was conducted on 24th January 2022 at 14.30 pm. The procedures of the second cycle were as follows:

1) Planning

In this step, the researcher prepared the material about "Expression Asking and Giving Opinion" determined the topic about my friends' birthday party, prepared the instrument such as test and observation note sheet to the collaborator, and indicator of speaking score.

2) Acting

In this step, the researcher opened the class as the same as usual, greeted to students, asked their students, pray before starting the teaching learning activity.

Before giving the material, the researcher engages students' knowledge to make students speak actively. It did not matter if they did mistakes. After that the researcher gave and explained the material about "Expression Asking and Giving Opinion" class and gave some vocabularies about the material, the researcher asked students work in pair and group. Each students had more chances to do the dialogue. After that the students had to practice it in front of the class and gave some vocabularies about the material.

In this action, the students had a little bit motivation because they had studied the material before and had understood about the material.

3) Observing

In this step, there was an improvement in learning process. Some students who was not ready to study in the first cycle, they had been ready to start the study.

Based on observation note sheet, the students' activities in teaching learning process will be described as follow:

- (1) There were three students were not ready to study, it can be seen when the researcher asked the students about the material they did not have motivation there were APS, AA and FA
- (2) There was a student who walked in class, it can be seen when the researcher explained the material in front of the class, student walked in class from one table to another, there was AR
- (3) There were two students who made noisy in class, it can be seen when the researcher explained the material in front of the class, the students talked to their classmates and called their friends there were AF, and AS
- (4) There was a student who passive in class, it can be seen when the researcher gave questions the student just keep silent and did not do it, there was AL
- (5) There were two students who sat on move, it can be seen when the researcher explained the material in front of the class the students sit and move with their friends there were APS and AA
- (6) There were three students who not able to practice the conversation, it can be seen when the researcher gave test to students for practice some students make

mistakes in pronunciation and students look shy there were APS, AA and AL

In this step, there was an improvement of students in learning process. Some students

4) Reflecting

Based on the result, it showed that cycle II was better than cycle I. it happened because the students was easy to think aloud in their mind. The students have serious in doing the assignment. In this meeting most of students got high score. It happened cause the researcher has raised and improved the teaching and learning process in cycle II, the students were also active to do the assignment than before.

b. Fourth Meeting

In the fourth meeting, was conduct at 31th January 2022 at 14.30 pm. The researcher reviewed the material for a while. It had a purpose to remind the students about the material. Then, to measure students' achievement the researcher had done the second test.

To measure students' speaking mastery the researcher made pair and group randomly and performance test in front of the class.

c. Students' Speaking Mastery Score in the Second Cycle

Learning in the second cycle was based the re-planning, thus it was found the improvement of students' speaking mastery and the influencing factors of the students' speaking mastery.

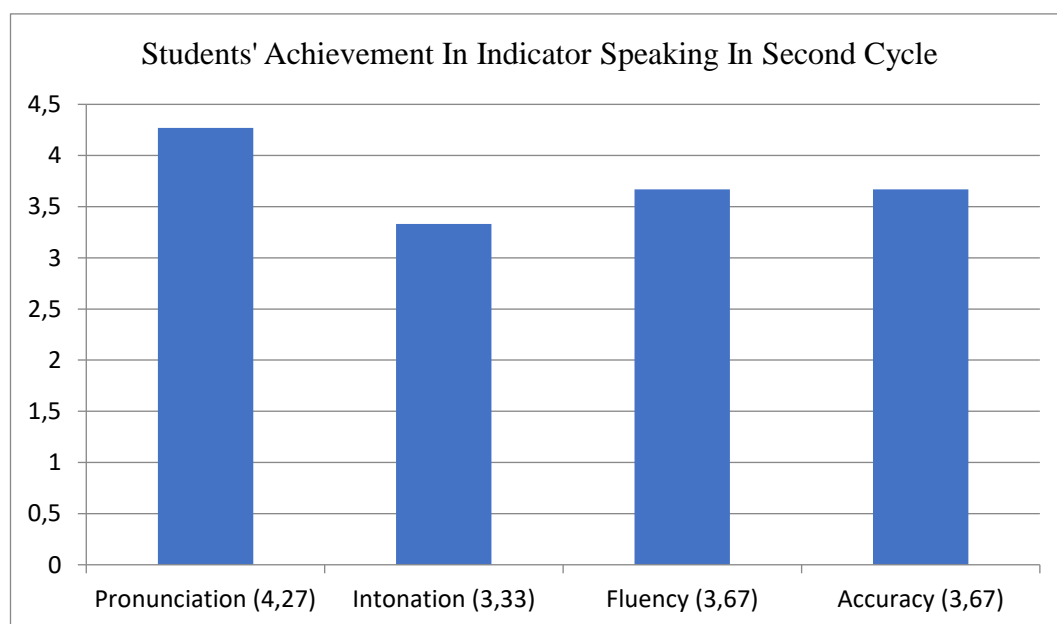
After doing the test, the researcher could explain that the mean score was 77,33 as the ideal score. There was one student got 55 score, there was one student got 60 score, there were two students got 70 score, there were three students got 75 score, and there were eight students got 85 score.

Based on the test, students achievement could describe as follow: first, pronunciation of students in speaking mastery were enough. The students mean score was 4,27. they were very rarely to speak English in the class in first cycle, they were often speak English in the class in second cycle. They were more active to speak because the researcher gave practice English. Second, intonation of students' speaking mastery was enough. The students mean score was 3,33. In the second cycle students intonation more better than in first cycle because the researcher gave students more practice and practice with their friends. Third, fluency of students' speaking mastery was 3,67. In the second cycle students could speak fluently and they did not difficult to speak. It had improved because the researcher gave students such as repeat the words and practice English every day. The fourth, accuracy students' mean

score was 3,67. In the second cycle students accuracy was enough students known the accuracy and understood in speaking English. It had improved because the researcher had to explain more about material and gave more examples of the conversation.

The students' achievement in every indicator of speaking in the second cycle could be seen in the following chart:

Chart 2. The Students' Achievement in Indicator Speaking in Second Cycle



From the above table and chat, it can concluded that the students' achievement in the second cycle was improved. In second cycle there were two students who did not pass the grade (70), the mean score in second cycle was 77.33 and the percentage of students in second cycle was 86.67%, students achievement in speaking was categorized well. The students score in the second cycle got improvement from the first cycle. It

shown that the first cycle was 62.67 (40%) and second cycle was 77.33 (86.67%)

B. Comparative of Students' Achievement in First and Second Cycle

Based in the observation of students speaking mastery, it can be concluded that students' speaking mastery had improve by using Small Group Discussion Method.

The result of the test of the first cycle, there were 3 students got 50 score, 1 student got 55 score, 3 students got 60 score, 1 student got 65 score, 3 students got 70 score and 3 students got 75 score. It can be concluded that from 15 students at the Eight grade of the second semester of MTs Boarding School Al-Ansor Manunggang Julu Padangsidimpuan Tenggara. There were six students passed the passing grade 70 score. Meanwhile, there were 9 students did not pass the passing grade 70 score. In analyzing the data of the first test, the first step was get the mean score of the class. it was concluded as following:

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

$$\bar{x} = \frac{940}{15}$$

$$\bar{x} = 62.67$$

Based on the calculation, the mean score of the class in first test was 62.67. it showed that the students' speaking mastery was categorized into low. The first step is to know the percentage of students' score who passed the passing grade 70 score. It was calculated as following:

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

$$P = \frac{6}{15} \times 100\%$$

$$P = 40\%$$

Then, in the second cycle the researcher calculated the result of second test to know the students' score improvement from the first test result. There was one students got 55 score, one student got 60 score, two students got 70 score, three students got 75 score, and seven students got 85 score.

It can be concluded that from 15 students at the Eights grade MTs Boarding School Al-Ansor Manunggang Julu Padangsidempuan Tenggara. There were two did not pass the passing grade 70 score. Meanwhile, there were 13 students passed the passing grade score. In analyzing the data of second test, the first step was to get the score of the class. it was concluded as following:

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

$$\bar{x} = \frac{1.160}{15}$$

$$\bar{x} = 77.33$$

Based on the calculation, the mean score of the class in second test was 77.33. it showed that the students' speaking mastery was categorized into high. The second step is to know the percentage of students' score who passed the passing grade 70 score. It was calculation as following:

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

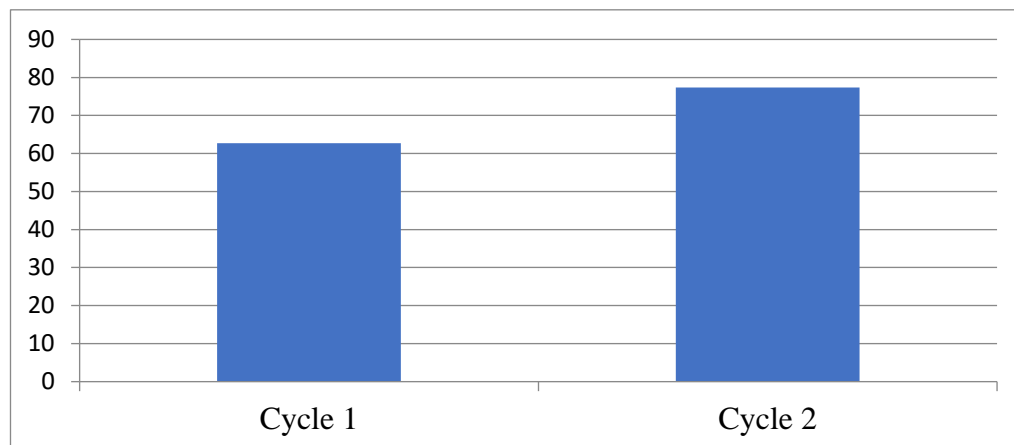
$$P = \frac{13}{15} \times 100\%$$

$$P = 86.67\%$$

Based on the explanation above, it can be concluded that the mean score and the percentage of the second test the improvement from the first test. In the first test the mean score was 62.67 (40%). It was included very low. The improvement of mean score in second test was 77.33 (86.67%), it was included into high.

The differences showed that there were an improvement of students' speaking mastery. The differences showed in following chart:

Chart 3. The comparative Mean Score between Cycle 1 and Cycle 2



So, from the table and charts above that could be concluded the students' speaking mastery through small group discussion method could improve their speaking mastery at the Eight grade MTs Boarding School Al-Ansor Manunggan Julu Padangsidempuan Tenggara.

After implementing and teaching in the classroom, there is method researcher used to improve students achievement in speaking mastery. Researcher divided that into classroom applying and shows that in table below.

C. Discussion

There are two thesis that researcher used as related findings. The one purpose of this researcher is to describe the result improving students' speaking mastery through small group discussion method at the Eight grade students of MTs Al-Ansor Manunggang Julu.

First Hadriana, she found the everage score of students' speaking skill was 48.3. At the end of cycle 1, it improved to 55.7, at the end of

cycle 2 it improved to 62.6, and at the end of cycle 3 it improved to 73.4.⁴⁰ Based on above it can concluded that communicative activities of small group discussion can improve students' speaking skill at the third semester class A of the English Study Program of FKIP UNRI.

Second, Yoana Kusumaningtias, in her thesis found that the students average score from pretest to post test. The average score in pre-test was 57.25, and in the post test was 69.25 became 77.25.⁴¹ it can be inferred that using small group discussion method can improve speaking skill of the tenth of Senior High School 1 Panggur.

After analyzing the data, this researcher found the similarities with other research. First small group discussion made an effective to improved students speaking mastery. Using that method made students felt that studying was more interesting and the result was that enhancement and made students understand about the material. Besides that the researcher found the differences with other research was small group discussion made some students passive. This researcher found the improvement of students speaking mastery through Small Group Discussion Method in first cycle and second cycle. It was mean score 62.67 and students passed the KKM 6 students (40%) in first cycle, mean score of second cycle it was 77.33 and students passed the KKM 13 students (86.67%). It can concluded through

⁴⁰ Hadriana, 'Improving Students' Speaking Skill through Communicative Activities in Small Group Discussion at the Third Semester Class A Of the English Study Program of FKIP UNRI', *Journal Of English and Education*, 2 (2016), 2 <<https://journal.uir.ac.id>>.

⁴¹ Yoana Kusumaningtias, 'The Implementation of The Small Group Discussion Method To Improve The Students Speaking Skill Among The Tenth Grade At Senior High School 1 Panggur', 2019, 1 <<https://repository.metrouniv.ac.id>>.

Small Group Discussion Method could improve students' achievement in speaking mastery at the Eight grade students of MTs Al-Ansor Manunggang Julu Padangsidempuan.

D. Threats of the Research

In doing the research, the researcher found some threats in this research. The researcher found the students' problems in the classroom teaching learning process. the students still did not have motivation and could not active yet in learning process through Small Group Discussion. Therefore, it would make them passive and silent. The students noise uncontrolled and made the class noisy.

Even though, Small Group Discussion Method could develop students' speaking mastery and could make the learning process closer real life. Small Group Discussion Method could made students more active and interested in speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the classroom action research, it could like to conclude the research as follow:

1. Students' speaking could be improved through Small Group Discussion Method. Based on the analyzing the data, the mean score of students speaking mastery in first cycle was 62.67 (40%), and second cycle score was 77.33 (86.67%). The student improvement can be categorized into high improvement.
2. Small Group Discussion Method in class has helped in improving speaking mastery at The Eighth Grade Students of MTs Al-Ansor Manunggang Julu Padangsidimpuan and students participation in learning and resulted in students' positive response to the learning of speaking in the class, small group discussion method can be alternative learning that help teachers to optimize students' speaking while building students' courage to speak.
3. membantu guru untuk mengoptimalkan keterampilan berbicara siswa sekaligus membangun keberanian siswa untuk berbicara.

B. SUGGESTION

Based on the above conclusion, researcher has some suggestion as bellow: First, students' speaking can improve through small group discussion method at the Eight grade students of MTs Al-Ansor

Manunggang Julu Padangsidempuan, researcher suggest to the teacher to applied this method in teaching speaking, give solution to the students' problem and looking at the teacher's ways in teaching.

Second, in improving students speaking there were some factors that influence students speaking through Small Group Discussion Method, researcher can suggest to teacher and another researcher who wants to do the same research can controls and look at the factors that influence students speaking through small group discussion method.

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CURRICULUM VITAE



A. Identity

Name : Kiki Andriati
Reg. Number : 17 203 00033
Place/ Birth : Simarpinggan, June 06th 1998
Sex : Female
Religion : Islam
Address : Desa Bandar Hapinis, Muara Batang Toru

B. Parents

Father's Name : Suryono
Mother's Name : Suparmi

C. Educational Background

1. Elementary School : SDN 101310 Perk. Batang Toru, 2011
2. Junior High School : SMP N 1 Batang Toru, 2014
3. Senior High School : SMA Negeri 1 Batang Toru, 2017
4. University : IAIN Padangsidimpuan, 2017 until now.

Appendix I

Name of Students

Grade Eight D MTs Boarding school Al-Ansor Manunggang Julu

Padangsidempuan Tenggara

No.	Name of Students	Initial Name	Gender
1.	Adiyaksa Zona	AZ	Male
2.	Abil Alfariansyah	AAL	Male
3.	Adli Fauzan	AF	Male
4.	Agia Putra Suhena	APS	Male
5.	Ahmad Syafi'i	AS	Male
6.	Alan Syukur	ASY	Male
7.	Alfarizi Ahmad	AA	Male
8.	Ali Akbar	AAK	Male
9.	Alfin Rizki	AR	Male
10.	Andika Dalamora	AD	Male
11.	Ari Lottung	AL	Male
12.	Arif Adrian	ADR	Male
13.	Azwir Irsad	AI	Male
14.	Farhan Andreansyah	FA	Male
15.	Zulham azhari	ZA	Male

Appendix II

LESSON PLAN

RENCANA PERENCANAAN PEMBELAJARAN (RPP)

CYCLE I

Sekolah : Pondok Pesantren Al-Ansor Manunggang Julu

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Asking and Giving Opinion

Kelas/Semester : VIII/II

Alokasi Waktu : 2X45 Menit (2 Pertemuan)

A. Standar Kompetensi

1. Memahami makna dalam transaksional dan interpersonal conversation dalam konteks kehidupan sehari-hari
2. Mengungkapkan makna dalam transaksional dan interpersonal conversation dalam kehidupan sehari-hari

B. Kompetensi Dasar

1. Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (Bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, member, menolak jasa, meminta, member, menolak barang, mengingkari fakta, dan meminta dan member pendapat.
2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, member, menolak jasa, meminta, member, menolak barang, mengakui, meningkari fakta dan meminta dan member pendapat.

C. Tujuan Pembelajaran

1. Di akhir pembelajaran siswa mampu memahami dan mengungkapkan makna dalam percakapan transaksional meminta dan member pendapat (asking and giving opinion)
2. Siswa dapat bekerja sama dalam suatu kelompok belajar

D. Indikator

1. Memahami makna dalam ungkapan meminta dan member pendapat (asking and giving opinion)

2. Mengungkapkan makna dalam ungkapan meminta dan member pendapat (asking and giving opinion)

E. Materi Pembelajaran

Asking Opinion	Giving Opinion
What do you think (of/about)...?	In my opinion...
Do you think...?	I feel that...
Do you really think that...?	I believe that...
How do you feel about...?	I think...
What is your opinion about...?	Yes, I agree with you...
What is your idea..?	No, I do not agree with you...

F. Metode Pembelajaran : Small Group Discussion Method

G. Kegiatan Pembelajaran

Kegiatan	Keterangan		Alokasi Waktu
Pendahuluan	Kegiatan Guru	Kegiatan Siswa	15 menit
	<ol style="list-style-type: none"> 1. Guru memberi salam kepada siswa dan berdoa 2. Guru bertanya kabar kepada siswa 3. Guru menjelaskan materi yang akan dibahas 	<ol style="list-style-type: none"> 1. Siswa member salam kepada guru dan berdoa 2. Guru menjawab kabar masing-masing 3. Siswa mendengarkan penjelasan dari materi yang disampaikan guru 	
Inti	<ol style="list-style-type: none"> 4. Guru membagi siswa kedalam diskusi kelompok kecil yang beranggotakan 3-4 siswa 5. Guru memberika 	<ol style="list-style-type: none"> 4. Siswa membentuk ggroup sesuai instruksi guru 	20 menit

	<p>n menggunakan ekspresi bertanya dan memberikan pendapat</p> <p>6. Guru meminta siswa untuk berdiskusi dengan kelompok mereka</p> <p>7. Guru meminta kelompok menunjukkan hasil mereka digroup terlebih dahulu lalu didepan kelas</p>	<p>5. Siswa mengerjakan soal</p> <p>6. Siswa berdiskusi dengan kelompok mereka</p> <p>7. Group siswa menunjukkan hasil mereka</p>	
Penutupan	<p>8. Guru menyimpulkan materi dan menuliskannya dipapan tulis</p> <p>9. Guru menutup pertemuan</p>	<p>8. Siswa mendengarkan dan melihat kesimpulan guru</p> <p>9. Siswa memberikan salam</p>	menit

H. Sumber Belajar:

1. Teks yang berkaitan dengan bahan ajar
2. Dictionary

I. Penilaian

Indikator pencapaian kompetensi	Teknik Penilaian	Bentuk Instrument	Instrument Soal
1. Bertanya dan menjawab tentang meminta dan member pendapat 2. Mampu berbicara dengan lancar sesuai dengan konteks	Group Kerja	Perbicara	<i>Discuss with your group to make a conversation/dialogue using expression of Asking and Giving Opinion</i> <i>Please present the result of your group firstly and then present in front of the class</i>

J. Rubik Penilaian

No	Aspect	Criteria	Score
1.	Pronunciation	most perfect	5
		there are some mistakes but do not interfere with the meaning	4
		there are some mistakes and interfere with the meaning	3

		any mistakes and interfere with meaning	2
		o many mistakes and interfere with meaning	1
2.	Intonation	most perfect	5
		ere are some mistakes but do not interfere with meaning	4
		ere are some mistakes and interfere with the meaning	3
		any mistakes and interfere with meaning	2
		o many mistakes and interfere with meaning	1
3.	Fluency	ry fluent	5
		uent	4
		ough fluent	3
		ot enough fluent	2
		ot fluent	1
4	Accuracy	ry thorough	5
		orough	4

		ough through	3
		ot enough thorough	2
		ot thorough	1
		MAXIMAL SCORE: 20 x 5	100

Mengetahui

Padangsidempuan Tenggara, 2022

Guru Mata Pelajaran

Peneliti

Disemali, S.Pd

Kiki Andriati

1720300033

Appendix III

LEARNING MATERIAL in CYCLE I

Direction (Petunjuk)

1. Teacher orders the students to speak directly and freely
2. Teacher makes a small group discussion consists of 3-4 students
3. Teacher gives the topic: Spend Holiday Together
4. Teacher gives a material about asking and giving opinion

Asking Opinion	Giving Opinion
What do you think (of/about)...?	In my opinion...
Do you think...?	I feel that...
Do you really think that...?	I believe that...
How do you feel about...?	I think...
What is your opinion about...?	Yes, I agree with you...
What is your idea..?	No, I do not agree with you...

5. Students create theirs expression with their group
6. Teacher achieves the students understanding about the topic

7. Teacher reviews the topic and makes conclusion
8. Teacher closes the studying

Appendix IV

TEST in CYCLE I

Direction (Petunjuk):

1. Teacher makes a small group discussion every groups consists of 3-4 students
2. Discuss with your group to make a dialogue/conversation using *Asking and Giving Expression*
3. Please present your result in your group firstly then in front of the class

Appendix V

STUDENTS ANSWER in CYCLE I

GROUP 1:

AAL: What do you think if we spend holiday together?

APS: I think it is good

AD: Yes, I agree with you. We can have fun together

APS: Do you have any recommendation place?

AD: How about Medan city? What is your opinion?

AAL: I think it is really nice place

AD: Do you think Medan is beautiful place?

AAL: Yes, I feel that

APS: In my opinion Medan city has beautiful place. What we can do there?

AD: What is your opinion about we go to Maimun castle?

AAL: Yes, I agree with you.

AAL	APS	AD
P=3	P=3	P=3
I=3	I=3	I=4
F=2	F=2	F=4
A=2	A=3	A=3
110X5=50	11X5=55	14X5=70

GROUP 2:

FA: Is it good that we spend holiday together?

AAK: I think it is a good idea

AF: Yes, I agree with you

AAK: What do you think we go to Padang?

AF: I think it is a good destination

FA: I believe we can have fun in Padang

AF: Do you think that Padang have a good beach?

FA: I think Air Manis beach is good

AAK: Yes, I agree we can swim there

AF: And also we can take pictures

FA: Wow, it is a good idea

FA	AAK	AF
P=3	P=2	P=2
I=3	I=4	I=2
F=2	F=3	F=3
A=2	A=3	A=3
10X5=50	13X5=65	10X5=50

GROUP 3:

ZA: Next week is holiday. Do you really think we must go holiday together?

AI: Yes, I agree with you, we can have fun together

ADR: I think it is a good idea

AI: What is your opinion that we go to Labuhan Bajo?

ADR: I think Labuhan Bajo it is a good destination. Many people gone there

ZA: Yes, I agree with you, we can see the ocean

ADR: Do you think Labuhan Bajo is the best place in Indonesia?

AI: Yes, because Labuhan Bajo has many beautiful place

ZA: Yes, I agree. Many artist go there

AI: We can swim there

ADR: we also can climb the mountain

ZA: In my opinion we can take a boat and go around the ocean

ZA	AI	ADR
P=4	P=3	P=4
I=4	I=5	I=4
F=3	F=3	F=3
A=3	A=4	A=3
14X5=70	15X5=75	14X5=70

GROUP 4:

ASY: Tomorrow we have holiday. Do you think that is good we spend holiday together?

AR: I feel that is good

AA: Yes, I agree with you

AR: I do not have any recommendation place

AA: What is your idea about Bali?

ASY: I think Bali have many beautiful place

AA: Do you think Bali is beautiful place?

ASY: In my opinion Bali has beautiful place

AR: I agree with you. What is your opinion if we play surfing there?

AA: I feel that is really nice

ASY: I think it is a good idea. I cannot wait

AA	AR	ASY
P=3	P=4	P=2
I=3	I=3	I=3
F=2	F=3	F=4
A=3	A=2	A=3
11X5=55	12X5=60	12X5=60

GROUP 5:

AS: What is your opinion if we holiday in Jakarta?

AZ: In my opinion Jakarta is beautiful

AL: I think Jakarta is noisy place

AZ: where is the best lace in Jakarta?

AL: I think TMII is the best place

AS: In my opinion Monas is the best place

AL: What is your opinion about TMII?

AS:I feel that TMII is beautiful place

AZ: In my opinion TMII have many rides. Like water park and teather Keong Mas

AL: Yes, I agree with you

AS: I cannot wait go to Jakarta

AS	AL	AZ
P=4	P=4	P=4
I=4	I=3	I=4
F=4	F=3	F=3
A=3	A=2	A=4
15X5=75	12X5=60	15X5=75

Appendix VI

Students' Speaking Score in the First Cycle

No.	Name of Students	Speaking score				Total	Score (Total x 5)
		Pronunciation	Intonation	Fluency	Accuracy		
1	AZ	4	4	3	4	15	75
2	AAL	3	3	2	2	10	50
3	AF	2	2	3	3	10	50
4	APS	3	3	2	3	11	55
5	AS	4	4	4	3	15	75
6	ASY	2	3	4	3	12	60
7	AA	3	3	2	3	11	55
8	AAK	2	4	3	3	13	65
9	AR	4	3	3	2	12	60
10	AD	3	4	4	3	14	70
11	AL	4	3	3	2	12	60
12	ADR	4	4	3	3	14	70
13	AI	3	5	3	4	15	75

14	FA	3	3	2	2	10	50
15	ZA	4	4	3	3	14	70
Total Scores		48	52	44	43	188	940
Mean		3.20	3.47	2.93	2.87	12.53	62.67
Percentage		40%					

In analyzing the data of first test, the researcher calculated the mean score of the class and also calculating the percentage of first test in cycle I. it was calculated as following:

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

$$\bar{x} = \frac{940}{15}$$

$$\bar{x} = 62.67$$

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

$$P = \frac{6}{15} \times 100\%$$

$$P = 40\%$$

The classification of Students Speaking Score in First Cycle

No.	Classification	Predicate	Table of Students	Percentage
1.	0% - 20%	Very Low	-	-
2.	21% - 40%	Low	-	-
3.	41% - 60%	Enough	8 students	53,3
4.	61% - 80%	High	7 students	46,6
5.	81% - 100%	Very high	-	-
Total				100%

After getting students' speaking score in the first cycle, the researcher found the students' achievement were categorized into low. It means that, the students who had some problem in speaking in first cycle were improved and could solve the problem in second cycle.

Appendix VII

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject : English
Class/Semester : VIII/II
Days/Date : 10th January 2022
Cycle : I (First Meeting)
Observer : Disemali, S. Pd

No.	Activities	Students															Total students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1.	Who not ready to study	√		√	√	-	-	√	-	-	√	√	√	-	√	-	8 students

10.	Who not able to practice the conversation	√	-	√	-	√	-	√	√	-	-	√	√	√	√	-	9 students
	Condition of class	<ul style="list-style-type: none"> • 7 (AZ, AF, APS, AA, AD, AL, ADR, FA) Students are not ready to study • 5 (AZ, AAL, AF, AR, AL) Students who walk in class • 4 (AF, AS, AR, AI) Students who make noisy • 5 (AZ, AAL, AF, AL, ZA) Students who passive in class • 3 (AAL, AL, AI) Students who do not gave attention • 7 (AZ, AF, APS, AA, AD, AI, ZA) Students who sat on the move • 4 (AS, ASY, AAK, ZA) Students who felt boring of this lesson • 9 (AZ, AF, AS, AA, AAK, AL, ADR, AI, FA) Students who not able to practice the conversation 															

Appendix VIII

Observation Note Sheet Students' Activity in Teaching Learning Process Classroom Action Research

Subject : English
Class/Semester : VIII/II
Days/Date : 17th January 2022
Cycle : I (Second Meeting)
Observer : Disemali, S.Pd

No.	Activities	Students															Total students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1.	Who not ready to study	-	-	√	√	-	-	√	-	-	√	-	√	-	-	-	5 students
2.	Who walk in	√	√	-	-	-	-	-	-	√	-	√	-	-	-	-	4

	class																students
3.	Who make noisy	-	-	√	-	√	-	-	-	-	-	-	-	√	-	-	3 students
4.	Who passive in the class	√	√	√	-	-	-	-	-	-	-	-	-	-	-	√	3 students
5.	Who do not gave full attention	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.	Who asked permission	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7.	Who sat on the move	-	-	√	√	-	-	√	-	-	√	-	-	√	-	-	5 students
8.	Who felt boring of this lesson	-	-	-	-	√	√	-	√	-	-	-	-	-	-	√	4 students
9.	Who felt slept in the class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.	Who not able to practice the	√	-	√	-	√	-	-	√	-	-	√	-	√	-	-	6 students

	conversation																
	Condition of class	<ul style="list-style-type: none"> • 5 (AF, ADR, APS, AA, AD) students who not ready to study • 4 (AZ, AAL, AR, AL) students who walk in class • 3 (AF, AS, AI) students who make noisy • 3 (AZ, AAL, AF, ZA) students who passive in class • 5 (AF, APS, AA, AD, AI) students who sat on move • 4 (AS, ASY, AR, ZA) students who felt boring of this lesson • 6 (AZ, AF, AS, AAK, AL, AI) students who not able to practice the conversation 															

Appendix IX

LESSON PLAN

RENCANA PERENCANAAN PEMBELAJARAN (RPP)

CYCLE II

Sekolah	: Pondok Pesantren Al-Ansor Manunggang Julu
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Asking and Giving Opinion
Kelas/Semester	: VIII/II
Alokasi Waktu	: 2X45 Menit (2 Pertemuan)

A. Standar Kompetensi

1. Memahami makna dalam transaksional dan interpersonal conversation dalam konteks kehidupan sehari-hari
2. Mengungkapkan makna dalam transaksional dan interpersonal conversation dalam kehidupan sehari-hari

B. Kompetensi Dasar

1. Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (Bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, member, menolak jasa, meminta, member, menolak barang, mengingkari fakta, dan meminta dan member pendapat.
2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, member, menolak jasa, meminta, member, menolak barang, mengakui, meningkari fakta dan meminta dan member pendapat.

C. Tujuan Pembelajaran

1. Di akhir pembelajaran siswa mampu memahami dan mengungkapkan makna dalam percakapan transaksional meminta dan member pendapat (*asking and giving opinion*)
2. Siswa dapat bekerja sama dalam suatu kelompok belajar

D. Indikator

1. Memahami makna dalam ungkapan meminta dan member pendapat (*asking and giving opinion*)

2. Mengungkapkan makna dalam ungkapan meminta dan member pendapat (asking and giving opinion)

E. Materi Pembelajaran

Asking Opinion	Giving Opinion
<p>What do you think (of/about)...?</p> <p>Do you think...?</p> <p>Do you really think that...?</p> <p>How do you feel about...?</p> <p>What is your opinion about...?</p> <p>What is your idea..?</p>	<p>In my opinion...</p> <p>I feel that...</p> <p>I believe that...</p> <p>I think...</p> <p>Yes, I agree with you...</p> <p>No, I do not agree with you...</p>

F. Metode Pembelajaran : Small Group Discussion Method

G. Kegiatan Pembelajaran

Kegiatan	Keterangan		Alokasi Waktu
Pendahuluan	Kegiatan Guru	Kegiatan Siswa	
	<ol style="list-style-type: none"> 1. Guru memberi salam kepada siswa dan berdoa 2. Guru bertanya kabar kepada siswa 3. Guru menjelaskan materi yang akan dibahas 	<ol style="list-style-type: none"> 1. Siswa member salam kepada guru dan berdoa 2. Guru menjawab kabar masing-masing 3. Siswa mendengarkan penjelasan dari materi yang disampaikan guru 	15 menit
Inti	<ol style="list-style-type: none"> 4. Guru membagi siswa kedalam diskusi kelompok kecil yang beranggotakan 3-4 siswa 5. Guru memberikan 	<ol style="list-style-type: none"> 4. Siswa membentuk ggroup sesuai instruksi guru 	20 menit

	<p>menggunakan ekspresi bertanya dan memberikan pendapat</p> <p>6. Guru meminta siswa untuk berdiskusi dengan kelompok mereka</p> <p>7. Guru meminta kelompok menunjukkan hasil mereka digroup terlebih dahulu lalu didepan kelas</p>	<p>5. Siswa mengerjakan soal</p> <p>6. Siswa berdiskusi dengan kelompok mereka</p> <p>7. Group siswa menunjukkan hasil mereka</p>	
Penutupan	<p>8. Guru menyimpulkan materi dan menuliskannya dipapan tulis</p> <p>9. Guru menutup pertemuan</p>	<p>8. Siswa mendengarkan dan melihat kesimpulan guru</p> <p>9. Siswa memberikan salam</p>	menit

H. Sumber Belajar:

1. Teks yang berkaitan dengan bahan ajar
2. Dictionary

I. Penilaian

Indikator pencapaian kompetensi	Teknik Penilaian	Bentuk Instrument	Instrument Soal
1. Bertanya dan menjawab tentang meminta dan member pendapat 2. Mampu berbicara dengan lancar sesuai dengan konteks	Group Kerja	Perbicara	<i>Discuss with your group to make a conversation/dialogue using expression of Asking and Giving Opinion</i> <i>Please present the result of your group firstly and then present in front of the class</i>

J. Rubik Penilaian

No	Aspect	Criteria	Score
1.	Pronunciation	most perfect	5
		there are some mistakes but do not interfere with the meaning	4
		there are some mistakes and interfere with the meaning	3

		any mistakes and interfere with meaning	2
		o many mistakes and interfere with meaning	1
2.	Intonation	most perfect	5
		ere are some mistakes but do not interfere with meaning	4
		ere are some mistakes and interfere with the meaning	3
		any mistakes and interfere with meaning	2
		o many mistakes and interfere with meaning	1
3.	Fluency	ry fluent	5
		uent	4
		ough fluent	3
		ot enough fluent	2
		ot fluent	1
4	Accuracy	ry thorough	5
		orough	4

		ough through	3
		ot enough thorough	2
		ot thorough	1
		MAXIMAL SCORE: 20 x 5	100

Mengetahui

Padangsidempuan,

2022

Guru Mata Pelajaran

Peneliti

Disemali, S.Pd

Kiki Andriati

1720300033

Appendix X

LEARNING MATERIAL in CYCLE II

Direction (Petunjuk)

1. Teacher orders the students to speak directly and freely
2. Teacher makes a small group discussion consists of 3-4 students
3. Teacher gives the topic:
 - a. My friend's birthday
4. Teacher gives a material about asking and giving opinion

Asking Opinion	Giving Opinion
What do you think (of/about)...?	In my opinion...
Do you think...?	I feel that...
Do you really think that...?	I believe that...
How do you feel about...?	I think...
What is your opinion about...?	Yes, I agree with you...
What is your idea..?	No, I do not agree with you...

5. Students create their expression with their group
6. Teacher achieves the students understanding about the topic

7. Teacher reviews the topic and makes conclusion
8. Teacher closes the studying

Appendix XI

TEST in CYCLE II

Direction (Petunjuk):

1. Teacher makes a small group discussion every groups consists of 3-4 students
2. Discuss with your group to make a dialogue/conversation using *Asking and Giving Expression*
3. Please present your result in your group firstly then in front of the class

Appendix XII

STUDENTS ANSWER in CYCLE II

GROUP 1

AAL: Tomorrow is my friend's birthday. Can you help me to choose clothes?

AL: Yes, I can

AI: Of course

AL: Let me see your wardrobe. How do you feel about white clothes?

AI: I believe that it suit for your skin

AAL: I do not agree because it will make my skin darker. I will choose black clothes

AI: Hmm, I think black also good with you

AL: What do you think about black shoes too?

AAL: I feel that is a good idea

AL: Will you give him chocolate?

AAL: No, I will give him a diary book

AI: Wow, I think that is a good idea, because he likes writing Score

AAL	AL	AI
P=4	P=4	P=5
I=4	I=3	I=5
F=3	F=4	F=3
A=4	A=3	A=2
15X5=75	14X5=70	11X5=55

GROUP 2

ZA: Today is my friend's birthday but I confused about choosing clothes

ADR: We will help you bro to choose the clothes

AR: Yes, of course

ADR: You have two new clothes, black and white. What do you think of black color?

ZA: In my opinion that is a good idea

AR: How if you wear boots?

ADR: I think boots will make you cool

ZA: Yes, I agree with you

ADR: How about the gift?

ZA: I will give her a doll

AR: Wow, I believe that is a good idea, because she likes doll

ZA	AR	ADR
P=5	P=4	P=5
I=4	I=4	I=5
F=3	F=3	F=3
A=5	A=4	A=4
$17X5=85$	$15X=75$	$17X5=85$

GROUP 3

APS: Tonight is my friend's birthday, help me to choosing clothes

AS: Ok, we will help you

AF: Sure

AS: What do you think about black or blue color?

AF: I think black is not good for him, I think blue is better

APS: in my opinion black will suit because I do not like flashy color.

AR: Ok, so what is your shoes?

AS: How about sneaker. What do you think?

APS: I think I like it

AS: By the way, what is your gift?

APS: I will give him shoes

AF: in my opinion, it is a good idea

AF	AS	APS
P=3	P=5	P=3
I=4	I=4	I=3
F=3	F=4	F=3
A=4	A=4	A=3
114X5=70	17X=85	12X5=60

GROUP 4

AAK: It is my friend's birthday. Help me to choosing clothes

ASY: Ok

FA: Of course

ASY: Red clothes will suit on you because you have white skin

FA: I agree with you

AAK: I think also it will suit on me

FA: You have chosen clothes. Next is choosing shoes. What is your opinion about boots?

ASY: I think it is not suit on him, because he is short

AAK: Yes, I agree with you, I will wear converse

ASY: So, what is your gift?

AAK: I give him a apple watch

FA: Wow, I think it is a expensive gift.

ASY	AR	ADR
P=4	P=4	P=5
I=5	I=4	I=5
F=4	F=3	F=3
A=4	A=4	A=4
17X5=85	15X=75	17X5=85

GROUP 5

AD: Help me to choosing clothes tonight

AA: Ok, I will help you

AZ: Of course

AA: What do you think about this color?

AZ: I think it will be suit on you

AD: In my opinion black color is natural

AZ: What is your opinion if you wear converse shoes?

AA: I feel that converse will match with your clothes

AD: I think it is a good idea

AA: What gift would you like to give?

AD: I will give her flowers

AZ: I feel that is good.

AZ	AD	AA
P=5	P=5	P=4
I=4	I=4	I=3
F=4	F=5	F=4
A=4	A=3	A=4
$17X5=85$	$17X=85$	$15X5=75$

Appendix XIII

Students' Speaking Score in Second Cycle

No.	Name of Students	Speaking score				Total	Score (Total x 5)
		Pronunciation	Intonation	Fluency	Accuracy		
1	AZ	5	4	4	4	17	85
2	AAL	4	4	3	4	15	75
3	AF	3	4	3	4	14	70
4	APS	3	3	3	3	12	60
5	AS	5	4	4	4	17	85
6	ASY	4	5	4	4	17	85
7	AA	4	3	4	4	15	75
8	AAK	4	4	5	4	17	85
9	AR	4	4	3	4	15	75
10	AD	5	4	5	3	17	85
11	AL	4	3	4	3	14	70
12	ADR	5	5	3	4	17	85
13	AI	5	5	4	3	17	85
14	FA	3	3	3	2	11	55

15	ZA	5	4	3	5	17	85
Total Scores		64	50	55	55	232	1.160
Mean		4.27	3.33	3.67	3.67	15.47	77.33
Percentage		86.67%					

In analyzing the data of first test, the researcher calculated the mean score of the class and also calculating the percentage of first test in cycle I. it was calculated as following:

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

$$\bar{x} = \frac{1.160}{15}$$

$$\bar{x} = 77.33$$

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

$$P = \frac{13}{15} \times 100\%$$

$$P = 86.67\%$$

The Classification of Students Speaking Score in Second Cycle

No.	Classification	Predicate	Table of Students	Percentage
1.	0% - 20%	Very Low	-	-
2.	21% - 40%	Low	-	-
3.	41% - 60%	Enough	2 students	13,3
4.	61% - 80%	High	5 students	33,3
5.	81% - 100%	Very high	8 students	53,3
Total				100%

After getting students' speaking score in second cycle, the researcher found the students' achievement were categorized into good/enough. It means that the students who had some problem in speaking in the first cycle were improved and could solve the problem in second cycle

Comparative of Students' Achievement in Cycle I and Cycle II

No.	Name of Students	Cycle I First Test	Cycle II Second Test	State
1	AZ	75	85	Improve
2	AAL	50	75	Improve
3	AF	50	70	Improve
4	APS	55	60	Improve
5	AS	75	85	Improve

6	ASY	60	85	Improve
7	AA	55	75	Improve
8	AAK	65	85	Improve
9	AR	60	75	Improve
10	AD	70	85	Improve
11	AL	60	70	Improve
12	ADR	70	85	Improve
13	AI	75	85	Improve
14	FA	50	55	Improve
15	ZA	70	85	Improve
Total Scores		940	1.160	Improve
Mean		62.67	77.33	Improve

Based on the table above, students had improvement on their score from the students' mean score, the first cycle students' mean score were 62.67 and the second cycle students' mean score were 77.33. From the students' percentage the first cycle there were six students passed the passing grade (40%). The second cycle, there were thirteen students passed the passing grade (86.67%).

Appendix XIV

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject : English
Class/Semester : VIII/II
Days/Date : 24th January 2022
Cycle : II (Third Meeting)
Observer : Disemali, S.Pd

No.	Activities	Students															Total students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1.	Who not ready to study	-	-	-	√	-	-	√	-	-	-	-	-	-	√	-	3 students

10.	Who not able to practice the conversation	-	-	-	√	-	-	√	-	-	-	-	√	-	-	-	3 students
	Condition of class	<ul style="list-style-type: none"> • 3 (APS, AA, FA) students who not ready to study • 1 (AR) students who walk in class • 2 (AF, AS) students who make noisy • 2 (APS, AA) students who sat on the move • 3 (APS, AA, AL) students who not able to practice the conversation 															

	Condition of class	<ul style="list-style-type: none">• 1 (APS) students who not ready to study• 1 (AL) students who passive in class• 1 (AA) students who sat on the move• 2 (AS, AA) students who not able to practice the conversation
--	--------------------	--

DOCUMENTATION



CYCLE I

Researcher Wrote the Material



The Researcher Wrote The Material



The Researcher was Explaining the Material



Students' Learning Process



Students' Learning in Cycle I



SECOND CYCLE

The Researches Was Explaining The Material



The researcher Gave the Test



Students Performance In Front Of The Class





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

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Telephone (0634) 22080 Faximile (0634) 24022

04 November 2020

Nomor : 191 /In.14/E.6a/PP.00.9/11/2020
Lamp : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

1. Dr. Fitriadi Lubis, M.Pd. (Pembimbing I)
2. Fitri Rayani Siregar, M.Hum. (Pembimbing II)

di-Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Kiki Andriati
NIM : 1720300033
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **Improving Speaking Mastery Through Small Group Discussion Method at The Eighth Grade Students MTs Boarding School Al-Ansor Manunggang Julu Padangsidimpuan Tenggara**

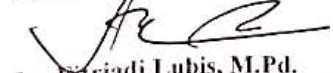
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris


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Hal : Izin Penelitian
Penyelesaian Skripsi

13 Desember 2021

Yth. Kepala MTs Boarding School Al-Ansor Manunggang Julu
Padangsidempuan Tenggara
KotaPadangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Kiki Andriati
NIM : 1720300033
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Improving Speaking Mastery Through Small Group Discussion Method at the Eighth Grade Students MTs Boarding School Al-Ansor Manunggang Julu Padangsidempuan Tenggara".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.
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YAYASAN PONDOK PESANTREN AL-ANSOR
MADRASAH TSANAWIYAH SWASTA AL-ANSC

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Padangsidempuan, 31 Januari 2022

Kepada Yth:
Ketua Dekan Fakultas Tarbiyah
IAIN Padangsidempuan
Di
Tempat

Dengan Hormat,

Berdasarkan surat Dekan Fakultas Tarbiyah IAIN Padangsidempuan Nomor : B-2771/In.14/E/TL.00/12/2021 Tanggal 13 Desember 2021, tentang Mohon Izin Penelitiari Penyelesaian Skripsi mahasiswa Dekan Fakultas Tarbiyah IAIN Padangsidempuan di MTs.S Al-Ansor Padangsidempuan, atas nama:

N a m a : Kiki Andriati
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Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Penelitian : **"Improving Speaking Mastery Through Small Group Discussion Method at the Eighth Students MTs Boarding School Al-Ansor Manunggang Julu Padangsidempuan Tenggara"**

Dengan ini kami sampaikan bahwa nama yang tersebut diatas benar telah melakukan penelitian di MTs.S. Al-Ansor.

Demikian surat keterangan ini kami sampaikan untuk dapat dipergunakan seperlunya.

Kepala Madrasah,



AMMA JAHRONA PASARIBU, S.Sos