THE USE OF SMALL GROUP DISCUSSION IN SPEAKING SKILLS AT THE EIGHT GRADE PROGRAM KHUSUS OF MTSN 2 SUKOHARJO ACADEMIC YEAR 2022/2023

THESIS

Submitted as APartial Requirements

For the degree of *Sarjana*

By:

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

LANGUAGE DEPARTMENT

FACULTY OF CULTURES AND LANGUAGES

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2023

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Assalamu'alaikum Wr. Wb

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

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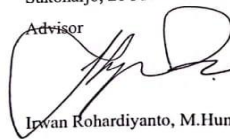
Has already fulfilled the requirements to be presented before The Board of Examiners *(munaqasyah)* to gain Bachelor Degree in English Language Education Study Program.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb

Sukoharjo, 26 Mei 2023

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RATIFICATION

RATIFICATION

This is to certify The Undergraduate Degree thesis entitled "The Use Of Small Group Discussion in Speaking Skills at The Eight Grade Program Khusus Of MTSN 2 Sukoharjo Academic Year 2022/2023 " by Dhuha Soffiyah Nurul Azizah has been approved by The Board of Thesis Examiners as the requirement for the Undergraduate Degree in UIN Raden Mas Said Surakarta.

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DEDICATION

1. My beloved Parents

2. My beloved sisters

3. My beloved Teachers

4. My beloved Friends

5. My Almamater UIN Raden Mas Said Surakarta

MOTTO

"And (remember) when your Lord said, "If you give thanks, I will increase (favors) to youbut if you deny (My favors), then surely My punishment will be very severe."

(QS. Ibrahim:7)

"Don't judge me by my successes, but judge me by how often I fall down and manage to get back up."

- Nelson Mandela

"Learning is certainly a necessity that should not be ignored, but it is a loss if it is narrowed down to just lectures."

-Najwa Shihab

PRONOUNCEMENT

PRONOUNCEMENT

This is to certify that :

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I hereby sincerely state that the thesis entitled **"THE USE OF SMALL GROUP DISCUSSION IN SPEAKING SKILLS AT THE EIGHT GRADE PROGRAM KHUSUS OF MTSN 2 SUKOHARJO ACADEMIC YEAR 2022-2023 "** is my real masterpiece. The things out masterpiece this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies I am willimg to take the academic sanction in the form of repealing my thesis and academic degree.

Surakarta, 15 Juni 2023

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ACKNOLEDGEMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the Day of Judgment, Good almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled **"*The Use of Small Group Discussion In speaking Skills At The Eight Grade Program Khusus Of MTSN 2 Sukoharjo Academic Year 2022 – 2023*".** Peace be upon to our Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that thesis would not complete without the helps, support, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Mudhofir, S.Ag., M.Pd. as the Rector of the Raden Mas Said State Islamic University of Surakarta.
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4. Wildan Mahir Muttaqin, M.A. TESL., as the Coordinator of English Language Education Study Program.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 15 Juni 2023

The researcher

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ABSTRACT

Dhuha Soffiyah Nurul Azizah 2023. *The Use Of Small Group Discussion in speaking skills at The Eight Grade Program Khusus Of MTSN 2 Sukoharjo Academic Year 2022/2023*. Thesis. English Education Department, Faculty Of Cultures and Language, Raden Mas Said State Islamic University Of Surakarta.

Advisor   : Irwan Rohardiyanto M.Hum

Keyword : *Small Group Discussion, speaking skills, Program khusus*

The research studies about The Use of Small Group Discussion In speaking Skills at The Eight Grade Program Khusus Of MTSN 2 Sukoharjo. The researcher focused on how to apply The small Group Discussion methode in class VII PK 3 MTSN 2 Sukoharjo and to find out what obstacles are encountered in using the small group discussion method.

This research was conducted at MTSN 2 Sukoharjo in class VIII Program Khusus. This Research using qualitative methods . This research was conducted in four meetings which using three data collection techniques, namely observation, interviews and documentation. The researcher used data triangulation to check the validity of the data.

The results of this study indicate that the theory of the small group discussion method used by the teacher is in line with the theory of Tinimogea, there are steps in using the method, namely the teacher forms a group, teacher explains about the small group discussion method, teacher explains the learning theme, after that the group leader gives an explanation to the members, each member gives an opinion and ends with drawing conclusions. some of the obstacles felt by the teacher such as the class becoming more crowded than usual and there are still students who are not active because they still feel hesitant and embarrassed.

Table of Content

CHAPTER I

INTRODUCTION

A. Background of the study

Most students do not want to speak English well when learning English. This will happen by two factors, namely external and internal factors. Internal factors can come from each of them, such as the way they communicate, high feelings of worry, embarrassment, lack of confidence, so they are reluctant to speak, express opinions or answer questions. External factors can be caused by the teacher, namely the lack of methods for conditioning students, techniques or learning that are felt to be inappropriate for students (Susanti , Mustofa, & Zahroh, 2021). According to Arisman & Haryanti (2019) The Small Group Discussion Method is one of the existing methods in learning English where this method can show an increase in student understanding, and the ability to solve problems in learning.

Speaking is one of the four language skills, which is also taught besides Listening, reading and writing. All students need to practice their English inside and outside the classroom in order to develop good English communication skills by earnestly practicing these activities, their English will improve more and more (Antoni, 2014). The ability to speak is the ability to express oneself in life

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situations, or the ability to report actions or situations in precise terms or to converse, or to express a series of thoughts fluently. According to this statement, speaking is a major point in the learning process because it is used to communicate in everyday life. The circumstances under which messages are sent and received. (Ulum, 2020).

Definition speaking skill is the ability in every person to verbally express ideas, feelings, thoughts and everything that exists within oneself to others. it becomes a reflection of a person's ability to speak whether he masters it or not. Speaking is one of the main goals of language learning, namely the ability to convey ideas to others clearly and correctly. In other words, he can convey the idea well to others (Bohari, 2019). According to Sudarmaji , Anwar, & Mulyana (2021) Speaking skill has become an important skill to be improved in English. Speaking is one of the main skills in learning a language. As the main skill in language, speaking is a basic skill to convey information, feelings and emotions, ideas, and beliefs. In addition, speaking is an effective way of communicating.

Discussion is communication where people talk each other, and exchange opinions, ideas in one circle (Siswanti , Ngadiso , & Setyaningsih , 2012).

According to Puspitasari (2021) A small group is a group of people who work together in an interaction interdependent

relationships that become a way to achieve common goals. Small group discussion is learning How to make an impact on students study more actively in education and education Because the learning process can interact with their friends. that is Executed by reaching the group Learning and improvement goals Student learning outcomes. Also provide problem-solving techniques Communication activation, team recovery work and increase the number of students Participation in decision making (Ningsih, 2017).

Based on the background above the researcher wants to know how to use the small discussion method for speaking ability, and whether there is a difference when using this method, especially in learning English. At the junior high school level, especially at MTSN 2 Sukoharjo where the SMP provides 2 class programs, namely regular and special, while this research focuses on the program for grade 8 students specifically at MTSN 2 Sukoharjo. The reason using class VIII researcher because it is a transitional period from class VIII to IX and a period where students are always curious and trying new things. And students must add to their skills because in the next class of course these skills are still very much needed and of course in class VIII they have knowledge about school and their good way of communicating.

Referring to the previous study entitled "THE USE OF SMALL GROUP DISCUSSION TO IMPROVE STUDENTS SPEAKING SKILLS" " by Esti Ratih, The results of the research

before using the method were that the class students had low communication in English learning. but the results after using the small discussion group method were the following changes: (1) The classroom situation is quieter, but when students are discussing, the classroom atmosphere is a little noisy. They pay attention to the material given in class. (2) The students carried out the rules of the discussion well. Students began to give responses to their friends' presentations. their friends' presentations. (3) All students were willing to volunteer. Based on the facts above, it can be said that small group discussion can improve the classroom situation in SMA N 8 Surakarta, while another study entitled "EFFECTIVENESS OF USING SMALL GROUP DISCUSSION ON STUDENTS' READING COMPREHENSION OF STUDENT RECOUNT TEXTS" by Ruri Duriyah explained the effectiveness of using the small group discussion method in learning English, especially reading ability. The researcher explained that the results of the use of small discussions were very effective in English language learning, seen from the results of student scores before and after using the method.

From the previous studies above, it can be said that this research different because this study discusses the use of the small discussion method in learning English, especially in speaking skills and using different objects and different research locations. Based on previous research, it is stated that the small group discussion method

can increase student activeness, especially in class VIII PK 3, students seem to enjoy it more and have more understanding than when not using this method. The researcher believes that this research will be useful for several reasons mentioned above. Therefore, researcher want to do research with the title

"The Use of Small Group Discussions in Speaking Skills in the VIIIth Grade Program Khusus at MTSN 2 Sukoharjo"

B. **Identification of the study**

Based on this background, several problems that can be identified are:

1. Students cannot improve their speaking skills because of their high level of anxiety.
2. Students who cannot improve their speaking skills can also be caused by learning methods that are not right for them.
3. students experience difficulties in speaking English because of the lack of practice in class.

C. **Limitation of the study**

This research is limited to the use of small discussion group methods in class VIII PK students at MTSN 2 Sukoharjo. In this study, the researcher   The researcher selected VIII PK 3 class students totaling 30 students, consisting of 21 female students and 9 male students. The focus of this research is how the teacher applies the small discussion group method, as well as what obstacles are

faced in using the method, either from the teacher or from the students.

D. Research Question

Based on the background of the problem and identification of the problem above, the researcher formulates the problem as follows:

1. How to apply the small group discussion method to students of class VIII PK 3 MTSN 2 Sukoharjo?

2. What obstacles are encountered in using the small group discussion method in class VIII PK 3 MTSN 2 Sukoharjo?

E. Objectives of the study

Based on the research question above, the purpose of this study are:

1. To find out how to apply the small group discussion method to students in class VIII PK 3 MTSN 2 Sukoharjo.

2. To find out what obstacles are encountered in using the small group discussion method in class VIII PK 3 MTSN 2 Sukoharjo.

F. Benefit of the study

1. Theoretical Benefit

Provides a useful description of research results for any future researcher interested in the subject. Hopefully this research will be a clear and strong source of information. and

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hopefully the results of this research can be additional knowledge, especially in a learning method.

2. Practical Benefits

   a. For the Readers

      Hopefully this research can be a useful resource information and references on how to use the small group discussion method. This research can also be a source of knowledge of what differences there are when using these methods. This research can also be an accurate source.

   b. For the Students

      This study aims to determine the use of small group discussions in learning English for students, especially in speaking skills. by using this method students can optimize their speaking ability and more enthusiasm in learning English. This can be seen from the increase in their activity during learning.

   c. For the other Researcher

      Hopefully this research has the potential to provide useful information related to the use of the small discussion method for English speaking skills in learning English. Hopefully this research can be a reference for further research. Hopefully this research can provide clarity in the use of small group discussions, especially for class VIII program khusus students at MTSN 2 Sukoharjo.

G. Definition of key terms

Some of the key terms used to describe the research in relation to this study's title.

1. Speaking skills

Speaking skills are skills that are considered the most significant skills to be acquired in a foreign language or a second language. Of the skills of reading, writing, speaking and listening, speaking is the most significant skill in learning a foreign language or a second language. In addition, speaking is the skill most valued by students in real life situations. (Abosnan & Al jawad , 2020)

2. Small group discussion

Small group discussion is a method of teaching and is a technique for improving speaking skills. small student groups can give each other a good influence, and also give each other positive energy. (Hotmaria , Pardede, & Sinurat , 2019)

3. Progam Khusus (PK)

Based on interviews (Azizah , 2022) One of the backgrounds in the form of program khusus is the public interest in full day-based education. Full day school is a school whose activities usually start from 07.00-15.30 WIB with two opportunities to rest, pray and eat. besides that the program is able to work optimally and effectively. Besides that, many of them added in-

depth student religious learning. (Utomo, Gunarhadi , & Sukarno, 2021)

CHAPTER II

LITERATURE REVIEW

A. Theoretical Literature Raeview

1. Definition of Speaking

The ability to speak becomes an important role in human life, this ability is used as a means of communication, discussion, exchanging ideas, this is of course done to achieve a predetermined goal. (Khoiriyah, 2011). Speaking is one of the skills that is considered the most important among the 2g4skills in learning English, there are lots of people out there who are in trouble when asked to speak English, this can be caused by a lack of processing speaking skills and a lack of practice in speaking. (Rao, 2019).

Speaking is a process that involves the production and reception of information or so-called interactive process. it is intended in conveying information from informants to listeners. (Kholifah , 2014). According to Rahayu (2022) Speaking is human oral communication, and is a verbal activity, in improving the ability to speak English you can use methods such as increasing vocabulary, managing grammar and fluency.

According to Naibaho (2019) Speaking is a multi-sensory activity and cooperative processing on which

contributions, assumptions, expectations, and interpretations form a basis. in the process of speaking one of the organs of the human body produces sound, namely the mouth, this is usually called speech. words that have been composed can be understood by the listener. these sounds or utterances are utterances that have been arranged in such a way that they can be understood by listener. can be interpreted that speaking is a mental motor skill, which consists of sound coordination, mechanism, produced by our muscles and of course also has a mental aspect in it .

According to the theoretical explanation above, it can be concluded that speaking is a form of interaction involving two or more people who provide information to each other, speaking is also one of the important skills possessed by everyone.

2. The function of speaking

According to Hariani (2018) Many attempts have been made to classify speaking functions human interaction. , the function Speaking is classified into three types. Talk as an interaction, talk as a transaction, Speech as a result. Each of these activities varies greatly in shape and form Some of them are listed below. Speak function description:

a. Speak as an interaction

Speaking as an interaction refers to what we usually think of as 'conversation' and 'conversation'. Represents interactions that primarily serve a social function. when you meet someone Others exchange greetings, chat, share recent experiences, They want to be friendly and build a comfortable interaction zone, so keep going with others. More focused on speakers and how they want to present Each other other than massage. Speak as an interaction has some main features such as:

1. Has a predominantly social function

2. Reflect role relationships

3. Reflect the identity of the speaker

4. Formal or casual

5. Use Conversational Conventions

6. Reflect your level of politeness

7. Use a lot of common words

8. Use conversation ledeger

9. Built together

b. Speak as a transaction

Speaking transactionally refers to situations where the focus is on what is being said or done. The main characteristics of conversations as transactions are:

1. Mainly focused on providing information

2. Focus on the massage, not the participant

3. Participants use communication strategies to make themselves roger that

c. Speak as performance

Refers to public broadcasting information, such as that which is relevant, performed in front of an audience such as presentations, announcements, and speeches in the class. The main characteristics of speaking as an outcome are:

1. Describe need or interrelationship

2. Explain something

3. Ask a question

4. Ask for clarification

5. Check information

6. Justify an opinion

7. Make a suggestion

8. Clarify your understanding

9. Compare

10. Agree or disagree

According to the explanation above, it can be concluded that the function of speaking can be classified into three types, namely speaking as interaction usually refers to what we think in conversation and becomes a social function, then speaking as a transaction, which is where the speaking process refers to the situation and focuses on what will be

said, the last is speaking as a result, which refers to relevant results and is carried out in front of an audience.

3. The purpose of speaking

According to Torky (2006) The main goal of speaking is to be able to communicate effectively communicate your thoughts, the purpose of speaking more precisely, when combined transactional and interpersonal goals become 12, namely:

a. Personal (the process of expressing a feeling or idea).

b. Descriptive (an activity in describing something either goods or the other).

c. Narration (activity in telling an event).

d. Instructive (in this case it usually contains commands or steps).

e. Questioning (are focused on finding and obtaining information)

f. Comparative (the activity of comparing good people, objects, ideas etc).

g. Imaginative (activities that express imagination about people, places, events, and object.)

h. Predictive (activity in predicting something).

i. Interpretative (activities in knowing a meaning, making conclusions).

j. Persuasive (activities to influence others).

k. Explanatory (namely clarifying and again explaining the results).

l. Informative (activities to always provide information to other students).

4. Component of speaking

According to Wijaya (2015) Speaking is one of the skills that is difficult to value precisely because it is a complex skill to acquire among the four skills. There are at least five components of speaking skills that are considered. that is :

a. Understanding

In an oral communication, understanding is needed between subjects.

b. Grammar

Grammar is an important aspect of speaking, if grammar is not properly regulated, it can lead to errors in interpreting meaning.

c. Vocabulary

can be interpreted as a list of words, where if someone does not have sufficient vocabulary then they cannot communicate effectively.

d. Pronunciation

Pronunciation is also an important aspect of communication where it can produce a clear language when speaking, is a way for students to produce clearer language when speaking, they talk, so it's easy to understand the meaning with the other person talking

e. Fluency

Fluency is an ability to communicate fluently and precisely, it can be marked by how fast or slow someone speaks.

5. **Types Of Speaking Activities**

According to Permadi (2019) There are 5 types of speaking activities, namely:

A. imitate

one type of speaking activity is imitative, this type is an opportunity for students to listen and repeat orally repeat certain language words which there may be difficulties in linguistics either in phonology or grammar.

B. Intensive

This type of intensive conversation usually places more emphasis on intonation, grammar and emphasis on a word. This makes it more advanced

than imitative assignments. It can take the form of reading a passage aloud, reading a reading dialogue in pairs.

C. Responsive

In this type in the form of a response usually occurs when there is a question and answer in learning, either in answering questions from questions or from the teacher. sometimes it can be in the form of long and short sentences, the response is also related to the extent to which students understand.

D. Interactive

In this type there is a difference with the responsive type in that the length and complexity of the interaction can be in the form of transactional or interpersonal exchange where both are intended for a specific purpose.

E. Extensive (monologue)

This type is the type where students are proficient in speaking activities. usually this is extended in the form of a summary assignment report, a speech in oral form.

6. Learning Speaking Activities

According to Rahayu N (2015) several kinds speaking activity:

a. Information- gap activities

The information gap is like the difference in information between speakers, this can be solved by sharing between speakers, but they are still asked to use English in this case.

b. Story Telling

In this case the teacher asks students to retell a reading with their English skills, or to tell their favorite object, and this can be done individually or in groups.

c. Favorite objects

In this activity students are asked to tell their favorite objects, this can be done in groups and individually. while the task of other students is to pay attention and answer from the object that has been told.

d. Meeting and Greeting

In this activity students are asked to play a role by introducing themselves to each other and by using expressions and greetings in English.

e. Describe objects or people

In this activity students are asked to describe something or someone in detail with the language and

vocabulary they have learned, this is usually done in front of the class during learning.

f. Presentation

In this activity students are asked to lecture explaining the topics that have been distributed by the teacher in front of the class. and at the end of the activity, discussion activities were carried out to hone students' abilities and understanding.

g. Debate

In this activity students are asked to form groups and are given topics to discuss existing problems, and debate activities are carried out at the specified time.

h. Describes a picture

In this activity each group has provided pictures to be described by other participants in as many sentences as possible.

i. Picture difference

In this activity students pair up and each pair must be able to find differences between the two pictures that are almost the same.

j. Things in common

In this activity each student who is already in pairs talks to one another to find something in

common either from an object or object characteristics.

k. Solving a problem

In this activity the students are given a condition where they have to solve the problems that exist in that condition.

l. Discussion

In this activity the teacher divides students into several parts and determines the topic, then asks students to discuss the topic.

7. Micro skills in speaking

According to Safitri (2014) There are some micro skills in speaking, those can be seen below:

1. Producing chunks of language of different lengths.

2. Orally producing differences among the English phonemes and allophonic variants.

3. Producing English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.

4. Producing reduced forms if words and phrases.

5. Using an adequate number of lexical units (words) in order to accomplish pragmatic purpose.

6. Producing fluent speech at different rates of delivery.

7. Monitoring your own oral production and use various strategic devices-Pauses, fillers, self corrections, backtracking- to enhance the clarity of the message.

8. Using grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical

   forms.

9. Producing speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.

10. Expressing a particular meaning in different grammatical forms.

11. Using cohesive devices in spoken discourse.

8. Teaching Speaking

Teaching and learning is one of the complex activities where teaching is an activity in helping, educating, guiding students in learning something (Kusumaningrum , 2022). According to Laela (2017) A teacher certainly has an important role in teaching speaking, because it becomes a part of the teaching and learning process, the process of learning to speak is different from the process of learning to read, write and listen. teaching speaking specifically in helping develop students' communicative efficiency in speaking, so that students can use the abilities that exist within them.

An ineffective teaching process certainly will not result in a high understanding of the material in students, because of course a teacher needs to master a procedure in teaching. According to Aditya (2019) In teaching speaking, of course there are several stages so that the teaching and learning process goes well, and can have a good impact after that the procedure is as follows:

    a. pre-teaching activities

        1) Opening in this case the teacher greets students first as a sign of opening the learning process.

        2) Introduction to the topic

          • The teacher introduces the material to be learned

          • Ask students to pay attention to learning material.

          • The teacher asks students to discuss the learning material.

    b. In teaching activities. the teacher has a role:

        1) Give an example in practicing dialogue.

        2) Ask students to repeat based on examples.

        3) Ask students to practice the dialogue.

    c. Activities after teaching

        1) In this stage the teacher gives conclusions, and gives students the opportunity to ask questions.

        2) Cover

          The final stage is closing in the learning process.

B. Method For Speaking Aproach

The method is a realization of the teacher's approach to students. In this case there are lots of things that offer students to practice their speaking skills, this can not only be done in class but also outside of class and not only done by individuals but also in groups. this makes students much more active, creative and happy. (Susanty, Ritonga, & Tursina, 2017).

According to Nurinsani (2020) There are several methods that can be used in learning speaking namely

1. The grammar translation method

    is a method where students are able to read literature written in the target language.

2. Direct method

    is a method to be conveyed directly in the target language through use demonstrations and unaided visual aids to students.

3. Audiolingual

    is a method that teaches students in a dialog emphasis on grammatical, by playing audio conversations.

4. Presentation, practice and production

    The same is the case with the audiolingual method, it's just that this method needs to be

contextualized by the situation that has been presented by the teacher.

5. Communicative Language Teaching

   is a method of training students to use forms of language with appropriate in various contexts and for various purposes.

6. Task based learning

   in this case students are given assignments by the teacher, in this case students do their respective jobs and solve problems in them.

7. The silent why

   is a method of obtaining new vocabulary obtained from the teacher with gestures or expressions.

8. Total psyhical response

   is a memory related to commands, speech and motion, in this case it will make it easier for students in the learning process .

9. Suggestopedia

   is a series of learning recommendations derived from suggestology, where students will not feel tense but relaxed in the learning process.

   In a method there are also strategies that can be used in learning speaking. According to Pahrurrozi (2019) There

are some strategy in teaching speaking to help in learning English especially speaking.

1. Prepared talks

    Prepared talk is an activity where students make a presentation according to the topic that has been chosen, then present it in front of the class with the script that has been made.

2. Role-play

    Role-play is an appropriate skill in integrating language, students speak in different social contexts.

3. Brainstroming

    Brainstroming is an activity that gives students the opportunity to ask questions before starting the lesson.

4. Oral interview

    Oral interview is an activity that can be carried out by students and teachers either individually or in pairs without requiring prior preparation, this activity can be in the form of teacher and student discussions or conversations unstructured interview.

5. Debate

    Debate is contains activities where there is a lot of interaction between students participating in the debate where the communication has been prepared beforehand.

6. Game

    Game is an activity that can create a context for the teacher in which a language has existence, meaning and benefits.

7. Telling story

    Telling story is an activity where students can retell stories they have read with their language skills.

8. Discussion

    Discussion is a collaborative activity where the teacher lets students and other students in a group to encourage each other in English conversation activities.

9. Small group discussion

    Small groups are one technique for gathering students in a group or community, in this case providing opportunities for students to share ideas or opinions between people in the group. so that it can lead to the activeness of students in speaking and thinking to express ideas. (Puspitasari, 2021)

According to Ningsi (2021) Define a small group as follows at least 3 members, or no more than 12 or 15 members. Use small group discussion techniques makes students more active process. Students can exchange information with each group to improve student communication. Group discussions allow students to exchange ideas and experience solving group

tasks. students' confidence slow growth as students successfully do group task together.

In a small discussion method, in certainly takes a step in using the method so that the method can produce a good result, According to Lianto (2016) whether the small discussion method works or not can be influenced by several things such as a lack of self-confidence in students, but this method can also run smoothly, one of which is because the topics in this method really attract students' attention. Steps in using the small discussion method: The following are the steps in the small discussion method:

1) The teacher makes an agreement with students such as related to the number of participants in 1 group, determining topics in discussion.

2) After forming a group, each group chooses a discussion leader.

3) Each group discusses related topics that have been determined.

4) After finding the results, each group gives their opinion.

5) Then the teacher gives questions related to the topic, and each group has the opportunity to answer these questions.

6) Then the teacher gives conclusions related to these activities, as well as provides opportunities for students who want to ask questions, finally the teacher closes the lesson.

In using the small discussion method, certainly not far from the advantages and disadvantages of its use. according to Utami (2018).

The advantages of The small Group discussion are :

a. This method can increase an individual's willingness to speak.

b. This method has a greater chance of recognizing different opinions from each individual, as well as varied contributions from each student.

c. Improves cooperation and negotiation skills between students more freely.

d. Increases the independence of learners by giving them the opportunity to make their own decisions in each group without being told in advance by the teacher.

e. Increase students' participation in discussion activities in the group.

From the explanation above, it can be concluded that discussion has the benefit of making students improve their understanding of a learning topic and learn to make decisions, while this theory also explains the disadvantages of this method, namely students tend to be more noisy or the class situation tends to be more crowded in off-topic discussions and when dividing

groups also takes up learning time, in addition some students are less comfortable with this method because they are comfortable with the teacher's lecture method, finally some students still feel hesitant and embarrassed to speak or express their opinions.

In conclusion, although there are some disadvantages of small group discussion, this method can be used to help students to increase their activeness and to think of all possibilities, and they can be able to think about all possibilities. to think of all possibilities, and they can see the difference between facts and opinions. between facts and opinions.

a. **Academic Nuance of 8th grade Students**

The subject of this research is students of class VIII PK 3 MTSN 2 Sukoharjo. The background of these students, totaling 30 students, has quite good interest and interest in English lessons, they have quite good activity during the learning process both in asking and answering.

b. **The Curriculum Used in MTSN 2 Sukoharjo**

The definition of curriculum is a basis and content of education, it also relates to the time available in learning, the

characteristics of teaching institutions, resources in teaching, the methods used in teaching. (Matin, 2017).

The Curriculum used in grade 8 students of the MTSN 2 Sukoharjo Program Khusus (PK) is The curriculum 2013. According to (Nurraeni, MS, & Boeriswati, 2020) The curriculum 2013 includes several things such as attitude, cognitive and skills in the development of students both in the fields of religion, art, creativity, values, communication, and variety the dimensions of intelligence are adapted to the needs of students, society and the nation.

c. **Previous Study**

In this study, it cannot be separated from previous research where the results of these studies can be used as a reference and also a comparison with current research. if the current study is entitled The use of Small Group discussion for VIII grade Program Khusus of MTS N 2 Sukoharjo, using qualitative research methods and with the aim of knowing how the application of the small discussion group method in class VIII PK 3 and what obstacles exist when the method is used. The three titles that became previous research from this study are the first *The Effectiveness of Using Small Group Discussion On Students Reading Comprehension Of Student Recount Text* from Rury durriyah, in this study the researcher explained that the subject of this study was grade VIII students, the purpose of this

study was to find the effectivenes of using small group discussion in teaching reading comprehension of recount text and the method of this research is quantitative and this research was conducted using experiment design, However, the similarity of this research is the same - both discuss the method of small group discussion, the second research with the title *Improving The Student's Speaking Competence by Using Group Discsussion (A Classroom Action Research in class X-2 of SMA N 1 Badegan Academic Year 2015/2016)* of this research is to identify the extent to which group discussions can improve students' speaking competence and the methods used in this study are qualitative and quantitative, the last research with the title *Use of Small Group Discussions to Improve Students' Speaking Skills (A Classroom Action) Classroom Research X SMA N 8 Surakarta Academic Year 2012/2013)* the purpose of this study was to find out how small group discussions can improve the speaking skills of class X students of SMA N 8 Surakarta, to describe situations when they were small. Group discussions were carried out in speaking classes. The method of this study used qualitative and quantitative research.

Table 2.1

No	Name of the	Title	Differences	Similaritie

	Researcher			s
1	Rury Duriyah	The Effectiveness of Using Small Group Discussion On Students Reading Comprehension Of Student Recount Text	The purpose of this Study is to find effectiveness of using small group discussion in teaching reading comprehension.	the research discussed the use of the small group discussion method with students
2	Diwangga Eko Lianto	Improving The Students'Speaking Competence by Using Group Discussion (A Classroom Action Research in Class X-2 of SMA N 1 Badegan Academic Year 2015/2016)	The object for this research To investigate the situation in which group discussion can be used to create effective teaching.	The research discussed the use ofthe small group discussion method with students

3	Esti Ratih	The Use Of Small Group Discussion To Improve Students' Speaking Skill (A Classroom Action Research In The Tenth Grade Of Sma N 8 Surakarta In The Academic Year 2012/2013	The object are to investigate how small group discussion can improve the speaking skill of tenth grade students of SMA N 8 Surakarta.	The research discussed the use of the small group discussion method with students

CHAPTER III

RESEARCH METHOD

A. Research Design

This study uses a descriptive qualitative approach. According to Sihotang , Sitanggang , Hasugian, & Saragih (2021). Qualitative study is also a research method that examines positivist philosophy, which can be used in the study of natural objects, (in different from experiments) here the researcher is the main instrument and data collection can be done by triangulation, data analysis is inductive/ qualitative, it can be concluded that qualitative methodology is a research designed to examine something related to natural objects or naturalistic setting. Qualitative research tends to interpret what the researcher understands, hears and sees. (Fitriyanti, 2022).

A collection of paradigm theories, various methods, methodologies, and research strategies is the scope of qualitative research. besides that there are also case studies, oral history, participant observation, action research, ethnography, netnography, autoethnography, interviews, grounded theory and action research. (Lanka, Lanka, Rostron, & Singh, 2021).

Qualitative descriptive research is the authenticity of the results from the data obtained by researcher, which characterizes this research is the simultaneous data collection and analysis, In a descriptive study it has a goal, namely a comprehensive summary, activities in everyday terms, the occurrence of specific events experienced by individuals or groups. (Lambert & Lambert, 2012).

Researcher made observations first before conducting interviews and documentation to validate the data collected in this study, namely the description of using the small discussion method on students in English language learning, especially in speaking skills in class VIII PK 3 MTSN 2 Sukoharjo.

Qualitative descriptive research in this study aims to obtain information about the use of the small discussion group method for speaking skills in learning English in class VIII PK 3 students of the MTS N 2 Sukoharjo.

B. **Research Setting**

a. **Setting of place**

This research is located at MTs N 2 Sukoharjo. this school is one of them a school located in Sukoharjo with a strategic location and holds many achievements. The address is at Jalan Agus Salim, Sawah, Joho, Sukoharjo, Central Java. MTs N 2 Sukoharjo is one of

the schools that has a special and regular program system, At MTs N 2 Sukoharjo there are 33 classrooms, 225 subjects, there are self-development programs such as tahfidzul qur'an, muhadatsah, english conversation, robotics, mabit, scientific tourism, out bound and motivation and spiritual building training.

b. Time of the Research

This research was conducted at MTS N 2 Sukoharjo in the 2022/2023 academic year. Especially for students of class VIII PK 3 MTSN 2 Sukoharjo. This research was conducted by observing the small group discussion learning method in English language learning on students' speaking ability, the description of the data obtained came from the English language teacher.

No	Activity	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	Jun 2023
1	**Title Consultation**	■							
2	**Asking Permission**		■						
3	**Pre-Research**		■						

No	Activity								
4	Writing Proposal	■	■	■					
5	Proposal Seminar				■				
6	Do the Research					■			
7	Analyzing data					■			
8	Consultation and Guidance								■
9	Munaqosyah								■

C. Research Subject

As discussed in phenomenological studies, someone who provides information is called a key informant, by collecting information or data through observation and interviews, these people are called key informants. Data is generally collected through participants observation and interview. (Katrina , 2005).

The subjects in this study were junior high school students, as in general, MTs N 2 Sukoharjo has 3 grade

levels, namely grades VII, VIII and IX. as well as 2 different programs, namely regular class programs and special program classes. In class VIII the total number of students is 365 students divided into 7 PK classes (PK 1, PK 2, PK 3, PK 4, PK 5, PK 6, and PK 7) as well as regular classes (VIII A, VIII B and VIII C), it can be seen here that the Special Program class occupies the position of the largest number of students compared to the regular program.

The two programs in MTSN 2 Sukoharjo certainly have a different educational focus :

1. Program Khusus *(PK)*

Is a class that has a different program from regular classes accompanied by more complete class facilities. This PK class is divided into two, regular PK class and full day PK class with a total of 7 classes, namely PK 1, PK 2, PK 3, PK 4, PK 5, PK 6 and PK 7. The difference in this class is in the learning obtained, if the regular PK class only gets additional Tahfidz, where each child is required to make a memorization target that has been determined from the school, unlike the full day PK class which not only focuses on Tahfidz class but also focuses on subjects that will be used for the National Exam. To be able to enter this special class program, of course,

each student must first pass the test provided at the beginning of school student registration.

2. Regular

Regular classes here only have 3 classes where there is no specialization in learning both from tahfidz learning and special learning for National Exam subjects consisting of classes VIII A, VIII B and VIII C.

In this study the subjects were students of class VIII-3 PK at MTs N 2 Sukoharjo. Researcher chose class VIII students because is a transitional period from class VIII to IX and is an active period for children after adapting to class VII. At this level, students already know things at school well and of course also have a fairly good adaptation to the school environment so class VIII is a suitable level to choose from. Random sampling was used to determine the subject, they represented all students in the class, including: two top level students, two from normal level, and two from low level. students provide information or data about what they feel when using the small discussion method both from the differences and the influence of the method when learning English, especially speaking.

3. Data and Source of the Data

The purpose of research is to get data. In qualitative research, the researcher is the main instrument. If clarity is obtained, it will be a simple research that will be compared with data obtained through interviews and field observations. (Sugiyono, 2013).

In this study, researcher chose the teacher to be the source of data because the teacher has an important role in the learning process, especially when using the small discussion group method in class VIII PK 3 MTS N 2 Sukoharjo. According to Sugiyono (2013) Data sources are divided into 2, namely primary and secondary data.

1) Primary data sources

Data sources that directly provide data to data collectors.

2) Secondary data sources

This data source is a source that does not directly provide data to data collectors.

The two sources above certainly have different roles, such as primary data sources which can be obtained when research has been carried out using data collection techniques such as observation, interviews and documentation, while secondary data can be obtained from previous research which can also be used as a reference for research.

4. Technique of Collecting the Data

According to Sidiq & Choiri (2019) Data collection techniques can be interpreted as steps or ways to obtain research data in the field so that it can become a new theory or new discovery, research will not run smoothly if no way is found in collecting data. As for data collection techniques in question such as observation, interview, and documentation, by a research will get a data valid and testable.

In this study, researcher used observation, interviews, and documentation as a tool data collection techniques.

1. Observation

is the basis of all knowledge. Usually scientists conduct research based on data, namely about things obtained during observations. Observations are divided into 3, namely:

a. participatory observation

in this case the researcher is involved with the activities of the data source, and even feels the ups and downs felt by the data source, but usually the results of these observations are much more complete.

b. Overt or covert observation

in this case the researcher has stated that he will conduct research on data sources, so that it is prepared very

carefully from beginning to end, but at the time the activity can also be disguised to avoid if the data sought is data that is still confidential.

c.   unstructured observation

In this case, the focus of the research is not clear, so the research is not structured, but if in the middle of the research it becomes clear, the researcher will conduct research in a structured manner by following observation guidelines. (Sugiyono, 2013)

The following tables are blue prints on observation sheets about The role of how to apply the small group discussion according to theory from (Tinimogea, 2019)

No	Roles for Teacher	Yes	No
1	provide explanations and instructions on when small group discussions begin and end.		
2	give clear assignments		
3	what to do in the small group discussion.		

No	Roles for Leader	Yes	No
1	Recognize the topic and the points to be covered		
2	Keeps the discussion on track		
3	Making summaries		
4	Directing the direction of a group conversation or discussion		
No	Roles for Group	Yes	No
1	start the discussion		
2	giving and asking for information		
3	giving and asking for feedback on each opinion		
4	making conclusions		

2. Interview

This technique is used when the researcher wants to
know something deeper where this is not found when using

observation techniques. This interview technique is divided
into 3, namely:

a. Structured interview

In this case the researcher has prepared a number
of questions and answers that were prepared during the
interview, not only that the researcher can also use a
tape recorder, pictures, brochures as a tool.

b. Semi-structured interview

The purpose of this interview is to find a more
open problem. where data sources are asked to express
opinions and ideas, this type of interview has a freer
nature than the previous type.

c. Unstructured interviews

Is the type of interview used in preliminary
research or more in-depth research on the subject, even
in this case the researcher has not yet found a shadow
of the data from the interview. (Sugiyono, 2013)

In this study the type of interview that will be used is a
semi-structured interview where the researcher
prepares questions, as well as develops data obtained
from data sources for class VIII-3 PK students from
MTSN 2 Sukoharjo. (table Interview)

No	Question	Answer

1	How is the character of students during the learning process?	
2	Do students easily accept material during learning?	
3	What kind of learning methods are often used when learning English, especially in improving students' speaking skills?	
4	Does the small discussion method improve the speaking ability of students to be much more active?	
5	why do you apply the methode in the class ?	
6	During the learning process, do you allow students to use google translate?	
7	What obstacles are there when the method is used?	

3. Documentation

Documentation is a record of past events. Documents can in the form of writing, pictures, or monumental works of research. Documents in the form of writing, for example diaries, life history (life histories), stories, biographies, regulations, policies. (Sugiyono, 2013)

In data collection techniques, of course, documentation is needed to help strengthen the validity of the data. In this research documentation will be taken when English learning activities take place with the small discussion method specifically on speaking skills, besides that in interview activities on data sources for class VIII-3 PK students from MTSN 2 Sukoharjo.

5. Research Instrument

Instrument quality and data collection quality are two things that affect the quality of research results. in research the quality of the instrument or research tool is the researcher himself. validation as an instrument includes validation of the method of understanding research, mastery of insight into the field under study and the readiness of the researcher. (Sugiyono, 2013)

In this study the instrument or research tool used was interviews, observation and documentation, so that researcher could find out the use of small discussions in class VIII-3 students of PK MTS N 2 Sukoharjo in learning English, especially in speaking skills.

6. Trustworthiness of the Data

The use of trustworthiness is a step in reducing data acquisition errors which of course will affect the end of the study, this aims to hold data accountable in research. Data obtained through a research that is empirical data and has valid criteria. Valid indicates the level of determination between data that actually happens to objects with data that can be collected by researcher. (Sidiq & Choiri, 2019).

Test in the validity of the data can include credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity). (Sugiyono, 2013).

1) Test the credibility

Test the crediability or trust data on data from qualitative research results can be done in several ways, namely extending observations, increased effort in research, triangulation, discussion with

colleagues, analysis negative cases, and membercheck.

2) Transferability Testing

As already stated that This transferability is an external validity in quantitative research. External validity indicates the degree of accuracy or can applicability of the results of the study to the population in which the sample is taken.

3) The dependability test

Is carried out by audit the entire process research, due to the frequent occurrence of researcher obtaining data without conducting research due to obstacles, so a supervisor is needed who audits all research activities.

4) Confirmability testing

Is trying so that data can be guaranteed reliability so that data quality is reliable and be held accountable, namely by auditing all the data obtained to determine the certainty and quality of the data obtained. (Sidiq & Choiri, 2019)

In this study the researcher used triangulation in the credibility test to test the validity of the data where triangulation worked by checking data from various sources along with an explanation of triangulation.

1) Source Triangulation

Triangulation of sources to test data credibility is done in a way check the data that has been obtained through several sources

2) Triangulation technique

To test the credibility of the data is done in a way check the data to the same source with different techniques.

3) Time Triangulation

Time also often influences data credibility, For that in order to test the credibility of the data can be done by doing checking interviews, observations or techniques another at a different time or situation. (Sugiyono, 2013)

In this study, researcher used time triangulation by re-checking the results of interviews and observations to test the credibility of the data.

D. Techniques of Analyzing the Data

In the process of data analysis carried out before entering the research field, while in the field and after in the field. In qualitative research, data analysis is more focused during the process in field together with data collection. but In reality, Qualitative data analysis took place during the

process of collecting data from after completion of data collection. (Sugiyono, 2013).

In this study, the researcher used the Miles and Huberman data analysis model, where the analysis meant that in a qualitative research the data was carried out interactively and continuously in such a way as if at the interview stage it is still found that the data obtained is not satisfied, then the interview can be conducted. return. activities in data analysis include :

1) Data reduction

Namely reducing data which means summarizing, choosing the main things. because when the research Display data

The next step is displaying the data, namely forming the data in the form of a narrative. Because this research is qualitative in nature, the form of the narrative will make it easier for someone to understand the results of the data.

2) Conclusion drawing / verification

The final step is to provide a conclusion. if at the beginning you have provided a conclusion accompanied by valid evidence, then the conclusion is credible. (Sugiyono, 2013)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, there are two parts to this report: research findings and discussion. The researcher collected data through observation, interviews, and documentation. The interview informat or the Subjects are the English Teacher who also the homeroom teacher of the VIII PK 3 of MTSN 2 Sukoharjo.

A. Research Findings

In this section, the research would like to show the information based on the result of the research. The researcher used some techniques of collecting the data. The tecniques of collecting the data are interview with teacher**.** She conducted interviews with the English Teacher of eighth grade students of the Program Khusus class at MTSN 2 Sukoharjo in the 2022/2023 school year on 20 [th] February – 9th March The results of observations were aimed at the learning process in the classroom using the small discussion group method, while interviews were conducted in a structured manner by the English teacher to find out how to apply the method to students in the classroom during learning in addition to knowing what difficulties were found during the learning process, while the results of the documentation were obtained by looking at the syllabus, lesson plans and others.

1. **The application of small group discussion method for students of class VIII PK 3 MTSN 2 Sukoharjo**

    Research data regarding the application of small discussion groups as a learning medium for children's speaking skills in English language learning for class VIII PK 3 MTSN 2 Sukoharjo in the 2022/2023 school year were obtained by researcher from observations, interviews, and documentation. observations in this study were carried out 4 times. as for the observation schedule carried out by researcher is as follows.

a. **Data Observation**

    1) **Observation 1**

       Informant : D.A (Dwi Asmawati, S.Pd)

       Date : Monday, February 20th, 2023

       Material : Menyapa, berpamitan, terimakasih dan meminta maaf

       Place : Class VIII PK 3

       Activity :

       The implementation of the learning process using the small discussion method using learning tools, namely masks, was carried out by carrying out 4 times. the first was held on Monday, February 20th, 2023, as for the learning steps carried out as follows:

A. Introduction

In this introduction includes students being asked to be ready to learn in a neat position, after that students are asked to pray and continue reading class attendance after that the teacher provides apperception and motivation to connect learning material with student knowledge and finally the teacher conveys the basic competencies and objectives of learning to be achieved.

B. Core activities

In using the small discussion group method in learning, some of the things that are done are the teacher instructs students to sit in groups, after that the group leader coordinates the group members, such as providing further understanding of the learning method and learning material, then one of the group members comes forward to take the theme card, followed by students discussing the text structure, social functions, Not forgetting that each group divides the roles and composes the sentences that will be used, followed by students compiling into a complete sentence and into a correct conversation, followed by students acting out their respective characters using the character masks that have been provided and then students practice in front of the class with their respective groups.

followed by each group giving conclusions from the learning and the teacher records these activities as material for improvement at the next meeting.

C. Closing

    After practicing each member returns to their seat and conveys the difficulties of each group after that the teacher conducts a general evaluation of the process and learning outcomes of students not forgetting to provide input related to the process and learning outcomes and learning is closed with prayer.

Table 4.1

No	Roles for Teacher	Yes	No
1	provide explanations and instructions on when small group discussions begin and end.	√	
2	give clear assignments	√	
3	what to do in the small group discussion.	√	
No	Roles for Leader	Yes	No
1	Recognize the topic and the points to be	√	

No		Yes	No
	covered		
2	Keeps the discussion on track	√	
3	Making summaries	√	
4	Directing the direction of a group conversation or discussion	√	
No	Roles for Group	Yes	No
1	start the discussion	√	
2	giving and asking for information	√	
3	giving and asking for feedback on each opinion	√	
4	making conclusions	√	

2) **Observation 2**

Informant : D.A

Date : Thursday, February 23th, 2023

Material : Menyapa, berpamitan, terimakasih dan meminta

maaf

Place : Class VIII PK 3

Activity :

After carrying out learning activities at the first meeting, it was continued at the next meeting on Thursday, February 23th, 2023, while the activities carried out at the second meeting were as follows:

a) Introduction

In this introduction includes students being asked to be ready to learn in a neat position, after that students are asked to pray and continue reading class attendance after that the teacher provides apperception and motivation to connect learning material with student knowledge and finally the teacher conveys the basic competencies and objectives of learning to be achieved.

b) Core activities

In using the small discussion group method in learning, some of the things that are done are the teacher instructs students to sit in groups, after that the group leader coordinates the group members, such as providing further understanding of the learning method and learning material, then one of the group members comes forward to take the theme card, followed by students discussing the text structure, social functions, Not forgetting that each group divides the roles and composes the sentences that will be used, followed by students compiling into a complete sentence and into a correct conversation, followed by

students acting out their respective characters using the character masks that have been provided and then students practice in front of the class with their respective groups. followed by each group giving conclusions from the learning and the teacher records these activities as material for improvement at the next meeting.

c) Closing

After practicing each member returns to their seat and conveys the difficulties of each group after that the teacher conducts a general evaluation of the process and learning outcomes of students not forgetting to provide input related to the process and learning outcomes and learning is closed with prayer.

Table 4.2

No	Roles for Teacher	Yes	No
1	provide explanations and instructions on when small group discussions begin and end.	√	
2	give clear assignments	√	
3	what to do in the small group discussion.	√	

No	Roles for Leader	Yes	No
1	Recognize the topic and the points to be covered	√	
2	Keeps the discussion on track	√	
3	Making summaries	√	
4	Directing the direction of a group conversation or discussion	√	
No	Roles for Group	Yes	No
1	start the discussion	√	
2	giving and asking for information	√	
3	giving and asking for feedback on each opinion	√	
4	making conclusions	√	

3) **Observation 3**

Informant : D.A

Date   : Monday, March 6th, 2023

Material   : Menyapa, berpamitan, terimakasih dan meminta maaf

Place   : Class VIII PK 3

Activity   :

After carrying out learning activities at the second meeting, and producing quite interesting learning results, this method was continued at the next meeting, namely on Monday, March 6th, 2023, while the activities carried out at the third meeting were as follows:

a) Introduction

In this introduction includes students being asked to be ready to learn in a neat position, after that students are asked to pray and continue reading class attendance after that the teacher provides apperception and motivation to connect learning material with student knowledge and finally the teacher conveys the basic competencies and objectives of learning to be achieved.

b) Core activities

In using the small discussion group method in learning, some of the things that are done are the teacher instructs students to sit in groups, after that the group leader coordinates the group members, such as providing further understanding of the learning method and learning material,

then one of the group members comes forward to take the theme card, followed by students discussing the text structure, social functions, Not forgetting that each group divides the roles and composes the sentences that will be used, followed by students compiling into a complete sentence and into a correct conversation, followed by students acting out their respective characters using the character masks that have been provided and then students practice in front of the class with their respective groups. followed by each group giving conclusions from the learning and the teacher records these activities as material for improvement at the next meeting.

c) Closing

After practicing each member returns to their seat and conveys the difficulties of each group after that the teacher conducts a general evaluation of the process and learning outcomes of students not forgetting to provide input related to the process and learning outcomes and learning is closed with prayer.

Table 4.3

No	Roles for Teacher	Yes	No
1	provide explanations and instructions on when small group discussions begin and	√	

	end.	√	
2	give clear assignments	√	
3	what to do in the small group discussion.	√	

No	Roles for Leader	Yes	No
1	Recognize the topic and the points to be covered	√	
2	Keeps the discussion on track	√	
3	Making summaries	√	
4	Directing the direction of a group conversation or discussion	√	

No	Roles for Group	Yes	No
1	start the discussion	√	
2	giving and asking for information	√	
3	giving and asking for feedback on each opinion	√	
4	making conclusions	√	

4) Observation 4

Informant : D.A

Date : Thrusday, March 9th, 2023

Material : Menyapa, berpamitan, terimakasih dan meminta maaf

Place : Class VIII PK 3

Activity :

After carrying out learning activities at the second meeting, and producing quite interesting learning results, this method was continued at the next meeting, namely on Thrusday, March 9th, 2023, while the activities carried out at the third meeting were as follows:

a) Introduction

In this introduction includes students being asked to be ready to learn in a neat position, after that students are asked to pray and continue reading class attendance after that the teacher provides apperception and motivation to connect learning material with student knowledge and finally the teacher conveys the basic competencies and objectives of learning to be achieved.

b) Core activities

In using the small discussion group method in learning, some of the things that are done are the teacher instructs students to sit in groups, after that the group leader coordinates the group members, such as providing further understanding of the learning method and learning material, then one of the group members comes forward to take the theme card, followed by students discussing the text structure, social functions, Not forgetting that each group divides the roles and composes the sentences that will be used, followed by students compiling into a complete sentence and into a correct conversation, followed by students acting out their respective characters using the character masks that have been provided and then students practice in front of the class with their respective groups. followed by each group giving conclusions from the learning and the teacher records these activities as material for improvement at the next meeting.

c) Closing

    After practicing each member returns to their seat and conveys the difficulties of each group after that the teacher conducts a general evaluation of the process and learning outcomes of students not forgetting to provide

input related to the process and learning outcomes and learning is closed with prayer.

Table 4.4

No	Roles for Teacher	Yes	No
1	provide explanations and instructions on when small group discussions begin and end.	√	
2	give clear assignments	√	
3	what to do in the small group discussion.	√	
No	Roles for Leader	Yes	No
1	Recognize the topic and the points to be covered	√	
2	Keeps the discussion on track	√	
3	Making summaries	√	
4	Directing the direction of a group conversation or discussion	√	

No	Roles for Group	Yes	No
1	start the discussion	√	
2	giving and asking for information	√	
3	giving and asking for feedback on each opinion	√	
4	making conclusions	√	

2. The obstacles are encountered in using the small group discussion method in class VIII PK 3 MTSN 2 Sukoharjo

Data for this one research objective was collected through interviews by asking 5 structured questions to the subject teacher, some of the questions asked were related to the learning method of using the small discussion group method for class VIII PK 3 MTSN 2 Sukoharjo students, some of the questions asked were How is the character of students during the learning process?

1. For the first question is **"How are the students' characters during the learning process?"**

based on this question the teacher answered that

" *karakter siswa disini alhamdulillah cukup mudah di pahami mba, siswa disini berjumlah 30 orang namun kurang lebih 70% dari mereka cukup menyenangi pembelajaran bahasa inggris, dalam arti kesenangan mereka dengan pembelajran itu sudah cukup membantu untuk mnedoorong mereka memahami topik - topik pembelajaran* "

Based on the data from this question, it can be concluded that students in class VIII PK 3 have sufficient capacity to accept English learning, although there are some students who dislike it, but many students are comfortable with learning being able to have a fairly good impact on other students who dislike learning, Student character is certainly a role that is quite influential in the learning process, considering that English learning is a foreign language learning that not all students like the learning.

2. For the second question is **"Do students easily accept the material during the learning process?"**

based on this question the teacher gave an answer

" *susah , mudah nya sebenernya tergantung anak nya juga mba, mood belajar nya sama metode yang di pakai itu bisa di pahami dengan baik atau tidak, soal nya siswa juga cepat ngerasa jenuh kalau metode nya cuman gitu - gitu aja, sebenarnya seperti ini pun menjadi tantangan bagi saya juga*

*gimana caranya menciptakan kenyamanan belajar anak dengan metode- metode yang saya gunaka***n."**

From the answer to the interview, it can be concluded that children learning material also have a strong bond with the learning methods used by the teacher when delivering the material, Teaching material is one of the learning resources that play a role in the learning process, besides being all forms of materials used to assist teachers / instructors in carrying out teaching and learning activities that are systematically arranged to support learning activities.

3. For the third question is **"What kind of learning methods are often used when learning English, especially in improving students' speaking skills? "**

based on this question the teacher gave an answer

"*untuk metode yang digunakan dalam pembelajaran ini kusus nya untuk peningkatan ke aktifan siswa dalam speaking biasanya pakai methode Presentasi, Story telling, Praktek Drama dan yang sedang di pakai baru – baru ini grup diskusi kecil dengan alat peraga the mask character* **"**

From the interview answers, it can be concluded that the teaching teacher is satisfied with using learning methods such as presentations, drama practice, story telling and also using small group discussion methods to seek children's activeness in speaking.

According to Susanty, Ritonga, & Tursina , Teaching and Learning Process of Speaking (2017) Methods or technique which offer students much time to practice their speaking ability not only in classroom but also outside and help them become more socialized, and make students more active in teaching and learning process and at the same time makes their learning more meaningful and fun for them. " These methode are The Grammar Translation Method, Direct Method, Audiolingual Method, Presentation, Practice, and Production, The Communicative Language Teaching (CLT), Task Based Learning, Silent Way, Suggestopedia, and Total Physical Response. Besides, there are some popular strategy in English language teaching learning of speaking such as role play, simulations, information gap, brainstorming, storytelling, interview, story completion, reporting, playing cards,picture narrating, picture describing.

4. For the fourth question is "**Does the small discussion method improve the speaking ability of students to be much more active?"**

based on this question the teacher gave an answer

" *alhamdulillah, seperti yang sudah dilihat dalam table penilaian sudah terdapat peningkatan yang lumayan baik, apalagi selama 4 kali tatap muka, siswa yang memiliki*

karakter pendiam juga jadi terpengaruh ddengan teman-teman kelompok nya untuk ikut berdiskusi, yang sudah punya keaktifan juga jauh bisa memberikan pengaruh kepada teman nya yang lain, untuk saling memahamkan satu sama lain, suasana kelas juga jauh lebih ramai dari biasanya, ramai nya dalam arti mereka aktif untuk berdiskusi dengan teman kelompoknya "

From the answers to these interviews, it can be concluded that the small discussion group method has its own influence on students, causing them to have much better confidence than usual

5. For the fifth question is **"why do you apply the methode in the class ?"**

based on this question the teacher gave an answer

"*penggunaan methode ini bermaksud untuk menarik perhatian siswa dan minat siswa dalam berbicara Bahasa inggris, selain itu agar siswa tidak bosen dengan methode-methode pembelajaran yang biasanya digunakan , karna jika hanya terus focus pada 1 methode saja maka akan membuat siswa kurang tertarik dengan pembelajaran bahasa inggris dan cepat merasa bosan, selain itu juga menambah kreatifitas serta ake aktifan siswa* ".

From the answers to these questions, it can be concluded that the purpose of using these methods is so that students do not

feel bored with the learning methods used and students become more creative and active during learning.

6. For the next question is " **During the learning process, do you allow students to use google translate?** "

   " *pada saat proses pembelajaran murid tidak di izinkan untuk membuka google translate, dan lebih di sarankan untuk mencari kosa kata menggunakan kamus, untuk melatih siswa agar lebih terbiasa membaca dan mencari kosa kata lewat kamus* "

7. for the next interview question is "**What obstacles are there when the method is used?**

   "*untuk beberapa hambatan nya ada yang siswa masih kelihatan malu – malu untuk berbicara karna takut salah, ada juga yang ragu – ragu untuk kegiatan tesebut, selain itu karna dalam speaking ada aspek aspek yang perlu di perhatikan seperti comprehension, fluency, pronounciation dan vocabulary nah di aspek – aspek itu juga belum semua siswa memenuhi 100 % aspek nya, kadang karna terlalu takut salah dan ragu cara bicara nya lebih lirih suaranya di bandingkan dengan sebelum nya*".

   From the results of the interview questions it can be concluded that the lack of vocabulary owned by students. In the results of classroom observations during learning, students who have limitations in knowing vocabulary tend to

be more crowded because during the lesson they are more active in asking their friends than opening a dictionary to find out the meaning of a vocabulary, while children who have less confidence tend to be more silent and invite their friends to chat by themselves, open new topics of conversation outside of the learning theme, and children who have a lot of doubts tend to be more quiet than usual when doing speaking activities.

When conducting classroom observations, researcher also saw directly that the obstacles when using the small discussion group method were already visible, some students still felt shy and hesitant to express opinions, besides that some of them also felt hesitant when doing speaking activities in front of the class, these doubts arose because they were afraid of being wrong in pronunciation, then when the method was used the class atmosphere became much more crowded, especially for male students who often spoke outside of the learning topic.

B. DISCUSSION

This sub-chapter is a discussion that presents the results of research using 3 research techniques, namely observation, interviews and documentation, where the data has been obtained from all the data that has been analyzed in the previous chapters.

The findings are organized based on the problem formulation that has been presented by the researcher in the first chapter. The findings are the use of the small discussion group method in class VIII PK 3 MTS N 2 Sukoharjo The findings are described in the following explanation.

1. The use of Small Group Discussion In Speaking Skills At The Eight Grade Program Khusus of MTS N 2 Sukoharjo.

   The first step in carrying out this method is that the teacher prepares learning materials and masters the learning method techniques that will be used by students in class VIII Special Program 3 MTS N 2 Sukoharjo, this method is used so that students are not bored with the usual learning methods, students are much more active and creative in this learning especially in speaking skills and so that learning is much more varied. In using this method the teacher prepares how many meetings to use the method, besides that the teacher also prepares the learning tools to be used, namely character masks, the teacher also prepares the subject matter that will be used in the small group discussion, after the method is used the teacher also conducts an evaluation in order to understand the results of learning and the results of using the method, after that at the next meeting the teacher still uses the method but with different steps, such as asking students to make their own sentences, asking students to use character masks that are different from

the previous meeting, so that the teacher really understands the results of using the method. In using this method, it can be concluded that the difficulties experienced when using this method are that students still look shy and hesitant in speculation activities in class, 4 aspects of speaking such as comprehension, fluency, pronunciation and vocabulary have not been fully mastered by students.

In the results of the above observations, it can be concluded that the theory used by the teacher on how to apply small discussion groups to students is in accordance with the theory of Tinimogea (2019) which has been included by the researcher in the observation table, it's just that the theory used by the teacher is slightly different because the teacher uses a learning tool, namely character masks to attract more attention from students in the learning process, Furthermore, the obstacles in the use of the small group discussion method are also in accordance with the theory that has been referred to by Utami (2018) that there are several shortcomings that exist in the small discussion group process, one of which is that the class conditions become more crowded and there are some students who actively chat with their friends outside of the learning topic, and there are still students who hesitate to express their opinions.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results of research conducted by researcher on The Use of Small Group Discussions in Speaking Skills in Class VIII Students of the Special Program at MTs N 2 Sukoharjo in the 2022/2023 academic year, the results obtained that, The application of the small group discussion method in class VIII In this study, researcher used Tinimogea's theory (2019) in the procedure for using the small group discussion method, the stages used by teachers in using this method are in accordance with the theory of Tinomega (2019) the stages in using this method are that the teacher asks students to form groups of 4-5 students, after that the teacher provides an explanation of the purpose of this learning method and learning material, the teacher asks students to discuss with each group, after that the group leader leads the discussion in their respective groups, after each expresses an opinion followed by drawing conclusions from the results of the discussion.

There are obstacles experienced such as the class atmosphere becoming more crowded, some students are busy chatting on their own by discussing discussions outside of the material, there are still some students who lack confidence and hesitation in expressing

their opinions. The obstacles that occur in the class are in accordance with the explanation of theory Utami (2018) from the explanation above, it can be concluded that the theory used by teachers in using the small discussion group method is in accordance with the theory described by Tinimogea (2019) and the obstacles experienced in the process of using the small discussion group method are in accordance with the theory of (Utami 2018)

B. Suggestion

To achieve the goals and smooth teaching and learning activities in learning English Speaking, creativity from the teacher and from the school is required. Therefore, in order to further optimize the application of the small discussion group method using the character topic learning tool after conducting research on the use of the small discussion group method for students' speaking skills in class VIII PK 3 MTS N 2 Sukoharjo it is recommended:

1. For students

   With the application of the small group discussion method, it is hoped that from the results of this study students will be more motivated in the learning process, and can improve maximum learning outcomes.

2. For Teachers

Teachers should use the small group discussion method as an alternative in the teaching and learning process, because this method has a positive effect on students' speaking skills.

Provide information to teachers, about the use of small discussion group methods in English subjects in improving student learning outcomes. and the results of this study can be used as motivation for other teachers to want to apply learning methods.

3. For the principal

The results of this research are expected to be used as a tool to support teaching teachers so that they continue to be improved in creating good learning methods for students

4. For Other Researcher

Can conduct research on the use of small group discussion methods with different subjects.

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APPENDIX 1

Interview Guideline

Interview Guideline : English Teacher

Question   :

1. Bagaimana karakter siswa selama proses pembelajaran?

2. Apakah siswa mudah menerima materi selama pembelajaran?

3. Metode pembelajaran seperti apa yang sering digunakan dalam

   pembelajaran bahasa Inggris, terutama dalam meningkatkan

   kemampuan berbicara siswa?

4. Apakah metode diskusi kecil dapat meningkatkan kemampuan

   berbicara siswa menjadi lebih aktif?

5. mengapa anda menerapkan metode ini di dalam kelas?

6. Selama proses pembelajaran, apakah Anda mengizinkan siswa untuk

   menggunakan google translate?

7. Hambatan apa saja yang ada ketika metode ini digunakan?

Interview Transcript

Interview 1

Date   : Thrusday, March 9th, 2023

Place   : MTS N 2 Sukoharjo

Interviewee   : Mrs. Dwi Asmawati, S.Pd (English Teacher)

Interviewer   : Dhuha Soffiyah N.A (The researcher)

The conversation was between Mrs. Dwi Asmawati and the researcher below. The conversation was about The Use of Methode Small Group Discussion in Speaking Skills.

The researcher   : " Baik bu perkenalan saya Sofi mahasiswa UIN raden Mas Said pendidikan Bahasa inggris, dengan ini saya meminta tolong kepada bu Asma selaku guru pengampu mapel bahasa inggris di kelas VIII PK 3 Njih, disini saya sudah mempersiapakan beberapa pertanyaan untuk sekiranya bisa di jawab njih bu "

Mrs. Asma   : " Njih mba, dengan senang hati bismillah "

The researcher   : " Baik bu,   untuk pertanyaan pertama mengenai karakter siswa, sebenarnya untuk karakter siswa dalam proses pembelajaran itu bagaimana ? kira – kira berapa persen dari mereka yang menyukai pelajaran bahasa inggris ?

Mrs. Asma : karakter siswa disini alhamdulillah cukup mudah di pahami mba, siswa disini berjumlah 30 orang namun kurang lebih 70% dari mereka cukup menyenangi pembelajaran bahasa inggris, dalam arti kesenangan mereka dengan pembelajran itu sudah cukup membantu untuk mnedoorong mereka memahami topik - topik pembelajaran.

The researcher : " untuk pertanyaan kedua, apakah murid mudah dalam menerima materi – materi baru ?

Mrs. Asma : " kalau untuk susah , mudah nya sebenernya tergantung anak nya juga mba, mood belajar nya sama metode yang di pakai itu bisa di pahami dengan baik atau tidak, soal nya siswa juga cepat ngerasa jenuh kalau metode nya cuman gitu - gitu aja, sebenarnya seperti ini pun menjadi tantangan bagi saya juga gimana caranya menciptakan kenyamanan belajar anak dengan metode- metode yang saya gunakan.

The researcher : " baik bu, berarti memang susah mudah nya tergantung siswa sama metode nya ya bu, terus untuk selanjutnya metode yang pernah di pakai apa saja bu kusus nya dalam speaking skills, biar anak – anak lebih aktif"

Mrs. Asma   :" nah kalau untuk metode pembelajaran nya itu seperti Presentasi, Story telling, Praktek Drama dan yang sedang di pakai baru – baru ini grup diskusi kecil dengan alat peraga the mask character, itu sih mba, keliatan anak – anak lebih aktif.

The researcher   : begitu njih bu, lalu untuk selanjutnya apakah dengan metode grup diskusi kecil ini, menjadi pengaruh untuk meningkatkan skill berbicara siswa ?

Mrs. Asma   : " Dulu itu pernah pakai mba di awal semester tapi kurang efektiv kebetulan itu setelah liburan kayak nya, jadi anak – anak masih kurang focus tapi kemarin di 4 kali pertemuan alhamdulillah anak – anak sudah keliatan ketertarikan nya sama metode nya, 4 kali pertemuan juga sudah bisa adaptasi, ya walaupun engga 100 % pakai Bahasa inggris semua, setidak nya kelas bisa lebih hidup suasananya.

The researcher   : lalu untuk alas an mengapa menggunakan metode ini sebagai salah satu pilihan untuk metode pembelajaran apa bu ?

Mrs. Asma   : " kalau untuk itu selain biar anak – anak tambah kreatif dan aktif menerut saya metode nya lumayan cocok dengan materi pembelajaran juga ya mba, siswa

juga tidak hanya kenal sama metode ini itu saja, tapi juga ada hal baru yang di temui.

The researcher : " pertanyaan selanjuntya, waktu proses pembelajaran berlangsung apakah anak – anak di perbolehkan untuk pakai google translate ?

Mrs. Asma : " kalau untuk google translate tidak di perbolehkan untuk melatih bar anak – anak mau membaca juga jadi di sarankan untuk buka kamus, selain itu anak – anak juga tidak di perbolehkan membuka hp saat pembelajaran , dan bagi anak – anak yang membawa bisa di titipkan ke guru dulu .

The researcher : " kalau untuk hambatan atau kesulitan nya apa saja bu ?"

Mrs. Asma : "Hambatan nya anak – anak masih ada yang ragu , malu buat Latihan speaking mungkin takut di ketawain teman – teman nya, takut salah juga, nah kelas itu mba jadi lebih ramai tapi Sebagian ada yang pembahasan nya di luar topik pembelajaran juga.

Observation Blue print

No	Roles for Teacher	Yes	No
1	provide explanations and instructions on when small group discussions begin and end.		
2	give clear assignments		
3	what to do in the small group discussion.		

No	Roles for Leader	Yes	No
1	Recognize the topic and the points to be covered		
2	Keeps the discussion on track		
3	Making summaries		
4	Directing the direction of a group conversation or discussion		

No	Roles for Group	Yes	No
1	start the discussion		

		90		
2	giving and asking for information			
3	giving and asking for feedback on each opinion			
4	making conclusions			

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

01

Satuan Pendidikan	: MTs Negeri Sukoharjo
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VIII/ 1 (satu)
Materi Pokok	**: Menyapa, berpamitan, berterima kasih dan meminta maaf**
Alokasi Waktu	**: 4** pertemuan (8 JP)

1 : Menghargai dan menghayati ajaran agama yang dianutnya

2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

A. Kompetensi Inti

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan	3.1.1 Menyebutkan fungsi sosial ungkapan menyapa dan berpamitan beserta 3.1.2 resposnya; Menyebutkan struktur teks ungkapan 3.1.3 menyapa dan berpamitan beserta responnya; 3.1.4 Menyebutkan unsur kebahasaan ungkapan menyapa dan berpamitan 3.1.5 beserta resposnya. Menyebutkan fungsi social ungkapan 3.1.6 berterimakasih dan responsnya Menyebutkan struktur teks ungkapan 3.1.7 berterima kasih beserta responnya;

		terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya	3.1.8 3.1.9	Menyebutkan ungkapan berterima kasih beserta resposnya. Menyebutkan fungsi sosial ungkapan meminta maaf dan responsnya Meyebutkan struktur teks ungkapan meminta maaf dan responsnya Menyebutkan ungkapan meminta maaf dan responnya.
2	4.1	Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya	4.1.1 4.1.2	Menyusun dialog tentang ungkapan menyapa dan berpamitan, ungkapan terima kasih , meminta maaf dan responsnya berdasarkan situasi yang diberikan. Melakukan dialog yang memuat tentang ungkapan menyapa dan berpamitan, ungkapan terima kasih , meminta maaf dan responsnya berdasarkan situasi yang diberikan.

		dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	94

C. TUJUAN PEMBELAJARAN

Fokus Penguatan Karakter: Santun, jujur, kerjasama, tanggung jawab

Melalui serangkaian kegiatan pembelajaran , siswa dapat mengkomunikasikan secara lisan dan tulis tentang penggunaan ungkapan menyapa ,berpamitan, mengucapkan terima kasih dan meminta maaf beserta responya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks.

D. Materi Pembelajaran

1. Materi Pembelajaran Reguler

   a. Fungsi sosial Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.

   b. Struktur teks Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapinya.

c. Unsur kebahasaan ungkapan Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapinya.

d. Ungkapan – ungkapa Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapinya yang lazim digunakan.

e. Topik / tema

Interaksi antara Siswa di dalam dan di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterimakasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI

2. Materi Pembelajaran Pengayaan:

Pengembangan Materi tentang menyapa, berpamitan, berterimakasih dan meminta maaf di luar sekolah (at bookstore, supermarket , .

3. Materi Pembelajaran Remidial:

Unsur Kebahasaan tentang ungkapan menyapa, berpamitan, berterimakasih dan meminta maaf.

E. Metode Pembelajaran

Pendekatan saintifik

Diskusi, , Groupwork , Role play, games

F. Media, Alat, dan Sumber Pembelajaran

1. Media / Alat

The Mask (topeng) ,Card, jumble sentence, clock

2. Sumber Pembelajaran

Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah, 2016, Buku   Bahasa Inggris "When English Rings a Bell"Jakarta: Kementrian halaman 1 - 27

G. Langkah-langkah Kegiatan Pembelajaran

   a. Kegiatan Pendahuluan (10')

      1) Guru memberi salam.

      2) Guru dan siswa berdoa.

      3) Mengecek kehadiran siswa.

      4) Guru bertanya kepada siswa apabila bertemu dengan orang lain apa yang mereka ucapkan?

      5) Guru mengaitkan materi yang akan dipelajari.

      6) Guru menyampaikan tujuan pembelajaran bahwa siswa akan mempelajari ungkapan menyapa dan berpamitan, mengucapkan terima kasih dan meminta maaf beserta responnya.

      7) Guru menyampaikan alur kegiatan dan teknik penilaian

      8) Guru memotivasi siswa dengan pertanyaan "Apakah anak-anak ingin tahu bagaimana menyapa orang lain dan berpamitan dalam bahasa Inggris dengan baik dan benar?"

   b. Kegiatan Inti (60')

      Selama   pelajaran   dikelas   siswa   berpartisipasi   aktif, bekerjasama dengan teman. Guru memfasilitasi siswa melakukan kegiatan berikut:

1) Siswa duduk secara berkelompok

2) Masing masing kelompok mewakilkan salah satu siswa untuk mengambil kartu tema .

3) Siswa berdiskusi mengenai srtuktur teks, fungsi social dan ciri kebahasaaan dari tema percakapan yang akan mereka perankan. Membagi peran dan Menyusun kalimat – kalimat yang akan mereka gunakan.

4) Pada pertemuan ini siswa diberikan daftar kalimat – kalimat utuh dan lengkap , sehingga mereka harus menyusun menjadi sebuah percakapan yang benar.

5) Siswa berlatih dengan kelompoknya memerankan tokoh masing – masing.

6) Setiap siswa memperoleh sebuah topeng karakter yang dapat membuat suasana belajar lebih menarik, santai dan lebih menyenangkan.

7) Secara berkelompok siswa menyampaikan hasil diskusi dan menampilkan drama pendek hasil diskusi mereka di depan kelas.

8) Masing masing kelompok memberi masukan terhadap penampilan kelompok yang lain.

9) Guru melakukan pengamatan dan mencatat kegiatan belajar untuk perbaikan pada pertemuan berikutnya.

H. Penilaian

1. *Pengetahuan*

   a. Teknik Penilaian   : Tes Tertulis

b. Bentuk Instrumen : Essay

c. Kisi-kisi :

no	Indikator pencapaian	Indikator soal	Bentuk Soal	Jmlah Soal	No Soal
1	Menyebutkan fungsi sosial ungkapan menyapa dan berpamitan beserta responnya;	Disajikan tabel waktu siswa menentukan ungkapan apa yang tepat	essay	5	1 ,2,3,4, 5,
2	Menyebutkan Unsur Kebahasaan ungkapan menyapa dan berpamitan, meminta dan berterimakasih beserta responnya	Sebutkan ungkapa – ungkapan - ungkapan yang lazim digunakan dalam menyapa ,berpamitan, mengucapkan terima kasih dan meminta maaf beserta	essay	5	7,8,9, 10

		responya.			

➢ Soal :

Answer the following question correctly.

We wiil make a list of the people we greeted English today.

No	Name	Time	Expression
1	Mrs. Wuryanti	1 P.M	
2	Anton	5.10 P.M	
3	Susi	7.45 P,M	
4	Miss Maria	6 a.m	
5	Mr.　　　　Slamet Suhendro	11.15a.m	

. 6. Mention some expression to greet someone.

7. What do you say when someone say goodbye ?

8. How do you greet someone that you don't know before ?

9. What do you say to your mother when you make a mistake

10. Someone gives you a help, what do say to him/her ?

➢ Kunci Jawaban :

1. Good Afternoon Mrs wuryanti ?

2. Good Afternoon Anton

3. Good Evening Susi?

4. Good morning Miss Maria?

5. Good morning Mr Slamet Suhendro ?

6. Hello, Good morning

   Hai How are you

   Etc.

7. Bye..   becareful   etc

   Take care   see you again

8. How do you do

9. I'm sorry mom

   Forgive me mom

   etc

10. Thank you so much

    Thanks a million

    etc

d. Pedoman Penskoran

   - Setiap jawaban benar diberi skor 1 (satu)

   - Setiap jawaban salah diberi skor 0 (nol)

   - Skor maksimal : 10

   - Nilai : (Jml jawaban benar / skor maksimal) x 100

2. Keterampilan

a. Teknik Penilaian   : Produk dan Unjuk Kerja/ Kinerja/Praktek

b. Bentuk Instrumen   : Membuat dialog dan mempraktekkan dialog

c. Kisi-kisi   :

No	Indikator pencapaian	Indikator Soal	Jumlah soal	Nomor Soal	
1	Menyusun teks dialog menyapa dan berpamitan, berterimakasih, dan meminta maaf	1. Struktur teks 2. Kesesuaian ungkapan 3. Pilihan kosa kata 4. Pilihan tata bahasa 5. Penulisan ejaan dan tanda baca	1	1	

➢ Soal :

Make dialog of greeting , leave taking, thanking and apologising

at least 10 sentences. Then practise with your friend .

➢ Kunci Jawaban :

Based on student's answer

d. Rubrik untuk penilaian ketrampilan menulis

Pedoman penskoran

No.	Aspek yang dinilai	Kriteria	Skor
1.	Kesesuaian ungkapan	- Pilihan ungkapan sangat tepat	5
		- Pilihan ungkapan tepat	4
		- Pilihan ungkapan cukup tepat	3
		- Pilihan ungkapan kurang tepat	2
		- Pilihan ungkapan tidak tepat	1
2.	Pilihan kosa kata	- Sangat variatif dan tepat	5
		- Variatif dan tepat	4
		- Cukup variatif dan tepat	3
		- Kurang variatif dan tepat	2
		- Tidak variatif dan tepat	1
3.	Pilihan tata bahasa	- Pilihan tata bahasa sangat tepat	5
		- Pilihan tata bahasa tepat	4
		- Pilihan tata bahasa cukup tepat	3
		- Pilihan tata bahasa kurang tepat	2
		- Pilihan tata bahasa tidak tepat	1
4.	Penulisan ejaan dan tanda baca	- Sangat tepat	5
		- Tepat	4
		- Cukup tepat	3
		- Kurang tepat	2
		- Tidak tepat	1

Jumlah nilai per Aspek : 5

Skor ke 4 aspek : 20

Skor Maksimal : 100

Nilai : <u>(Jml skor keseluruhan)</u> X 100

$$\frac{}{2}$$

Nilai akhir : 100

e. Rubrik untuk penilaian keterampilan berbicara

ASPEK	KETERANGAN	SKOR
Pelafalan	• Sangat jelas sehingga mudah dipahami	5
	• Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi	4
	• Ada masalah pengucapan namun masih dapat dipahami	3
	• Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh	2
	• Ada masalah pengucapan yang serius sehingga tidak bisa dipahami	1

	• Tidak ada atau sedikit kesalahan tata bahasa		5
	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna		4
	• Sering membuat kesalahan namun makna masih bisa dipahami		3
	• Sering membuat kesalahan sehingga makna sulit dipahami		2
	• Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami		1
Kosakata	• Menggunakan kosakata dan ungkapan yang tepat		5
			4
	• Kadang-kadang menggunakan kosakata yang kurang tepat secara gramatikal.		
			3
	• Sering menggunakan kosakata yang tidak tepat sehingga harus menjelaskan lagi		
			2
	• Sering menggunakan kosakata yang tidak tepat		
			1
	• Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi		

Kelancaran	• Sangat lancar.	5
	• Kelancaran sedikit terganggu oleh masalah bahasa	4
		3
	• Kadang ragu-ragu dan terhenti karena keterbatasan bahasa	
	• Sering ragu-ragu dan terhenti karena keterbatasan bahasa	2
	• Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.	1

Jumlah nilai per Aspek : 5

Skor ke 4 aspek : 20

Skor Maksimal : 100

Nilai : <u>(Jml skor keseluruhan)</u> X 100

$$\qquad\qquad 2$$

Nilai akhir : 100

f. **Pembelajaran Remidial**

Teknik : Penugasan

Instrumen : Arrange jumble sentences into good order.

g. **Pembelajaran Pengayaan**

Teknik : Penugasan

Instrumen : a). Membuat teks dialog yang memuat ugkapan menyapa , berpamitan , berterimakasih dan meminta maaf dalam tema diuar sekolah.

b). Membuat topeng karakter kegemaran.

Mengetahui   Guru Mapel Bahasa Inggris

Kepala MTsN 2 Sukoharjo

Drs. Amiruddin, M.Si   **DwiAsmawati, S.Pd**

NIP. 196907251995031001   NIP.19790929 2007102002

DAFTAR SISWA

KELAS 8 PK MTS NEGERI 2 SUKOHARJO

TAHUN PELAJAARAN 2022/2023

Mapel : Bahasa Inggris

Guru pengajar : Dwi Asmawati, S. Pd

No	No. Induk	Nama	L/P
1	176026	AHSAN DANU FATHUDDIN	L
2	176027	AISYAH AZ ZAHRA	P
3	176028	ALFI PURNAMA PUTRI	P
4	176029	ALFIYA NUR AZIZAH	P
5	176030	ANGGITO ABIMANYU	L
6	176031	ANNAFY MUTOHHAROH	L
7	176032	BAGAS SEPTIAN AJI MANDALA	L
8	176033	BILQIS SABELA TAMARA	P
9	176034	DIMA LINTANG RAMADHAN	L
10	176035	FARIZQI ANDRIAN HAQ	L
11	176036	FATICHAH KHAZANAH	P
12	176037	FATIMAH KHONSA AZIZAH	P
13	176038	HAFIZHAH ALIFIA HUWAIDA	P
14	176039	HERNAWAN PANDU	L

		WITJAKSONO	
15	176040	KEYSHA MINA OKTAVIA	P
16	176041	LUTHFIANA CITRA WARDANI	P
17	176042	MUHAMMAD BRILIAN ABDULLAH	L
18	176043	MUHAMMAD HAIDAR	L
19	176044	NABILA NUR FATIMAH	P
20	176045	RAFIE BAGUS PRATOMO	L
21	176046	RASHIDA NURUL FADILA	P
22	176047	REZA NOVITASARI	P
23	176048	SEKAR LATIFA DISYAPUTRI	P
24	176049	SHAZIA RASYADA	P
25	176050	SHOFIA RAHMA SYARIFA	P
26	176051	SYHAVA ELVYRA	P
27	176052	TANIA RAMADHANI	P
28	176053	TRIANDARA AL QORINA	L
29	176054	VIDELA ZAHRA PUTRI ANDINI	P
30	176055	YASMIN CHOIRUNNISA	P

DAFTAR HADIR SISWA

KELAS 8 PK MTS NEGERI 2 SUKOHARJO

TAHUN PELAJAARAN 2022/2023

Mapel : Bahasa Inggris

Guru pengajar : Dwi Asmawati, S. Pd

Tanggal : 21 february 2023

No	No. Induk	Nama	L/P	Ket
1	176026	AHSAN DANU FATHUDDIN	L	√
2	176027	AISYAH AZ ZAHRA	P	√
3	176028	ALFI PURNAMA PUTRI	P	√
4	176029	ALFIYA NUR AZIZAH	P	√
5	176030	ANGGITO ABIMANYU	L	√
6	176031	ANNAFY MUTOHHAROH	L	√
7	176032	BAGAS SEPTIAN AJI MANDALA	L	√
8	176033	BILQIS SABELA TAMARA	P	√
9	176034	DIMA LINTANG RAMADHAN	L	√
10	176035	FARIZQI ANDRIAN HAQ	L	√
11	176036	FATICHAH KHAZANAH	P	√
12	176037	FATIMAH KHONSA AZIZAH	P	√
13	176038	HAFIZHAH ALIFIA HUWAIDA	P	√

14	176039	HERNAWAN PANDU WITJAKSONO	L	√
15	176040	KEYSHA MINA OKTAVIA	P	√
16	176041	LUTHFIANA CITRA WARDANI	P	√
17	176042	MUHAMMAD BRILIAN ABDULLAH	L	√
18	176043	MUHAMMAD HAIDAR	L	√
19	176044	NABILA NUR FATIMAH	P	√
20	176045	RAFIE BAGUS PRATOMO	L	√
21	176046	RASHIDA NURUL FADILA	P	√
22	176047	REZA NOVITASARI	P	√
23	176048	SEKAR LATIFA DISYAPUTRI	P	√
24	176049	SHAZIA RASYADA	P	√
25	176050	SHOFIA RAHMA SYARIFA	P	√
26	176051	SYHAVA ELVYRA	P	√
27	176052	TANIA RAMADHANI	P	√
28	176053	TRIANDARA AL QORINA	L	√
29	176054	VIDELA ZAHRA PUTRI ANDINI	P	√
30	176055	YASMIN CHOIRUNNISA	P	√

DAFTAR HADIR SISWA

KELAS 8 PK MTS NEGERI 2 SUKOHARJO

TAHUN PELAJAARAN 2022/2023

Mapel : Bahasa Inggris

Guru pengajar : Dwi Asmawati, S. Pd

Tanggal : 23 february 2023

No	No. Induk	Nama	L/P	Ket
1	176026	AHSAN DANU FATHUDDIN	L	√
2	176027	AISYAH AZ ZAHRA	P	√
3	176028	ALFI PURNAMA PUTRI	P	√
4	176029	ALFIYA NUR AZIZAH	P	√
5	176030	ANGGITO ABIMANYU	L	√
6	176031	ANNAFY MUTOHHAROH	L	√
7	176032	BAGAS SEPTIAN AJI MANDALA	L	√
8	176033	BILQIS SABELA TAMARA	P	√
9	176034	DIMA LINTANG RAMADHAN	L	√
10	176035	FARIZQI ANDRIAN HAQ	L	√
11	176036	FATICHAH KHAZANAH	P	√
12	176037	FATIMAH KHONSA AZIZAH	P	√

13	176038	HAFIZHAH ALIFIA HUWAIDA	P	√
14	176039	HERNAWAN PANDU WITJAKSONO	L	√
15	176040	KEYSHA MINA OKTAVIA	P	√
16	176041	LUTHFIANA CITRA WARDANI	P	√
17	176042	MUHAMMAD BRILIAN ABDULLAH	L	√
18	176043	MUHAMMAD HAIDAR	L	√
19	176044	NABILA NUR FATIMAH	P	√
20	176045	RAFIE BAGUS PRATOMO	L	√
21	176046	RASHIDA NURUL FADILA	P	√
22	176047	REZA NOVITASARI	P	√
23	176048	SEKAR LATIFA DISYAPUTRI	P	√
24	176049	SHAZIA RASYADA	P	√
25	176050	SHOFIA RAHMA SYARIFA	P	√
26	176051	SYHAVA ELVYRA	P	√
27	176052	TANIA RAMADHANI	P	√
28	176053	TRIANDARA AL QORINA	L	√
29	176054	VIDELA ZAHRA PUTRI ANDINI	P	√
30	176055	YASMIN CHOIRUNNISA	P	√

DAFTAR HADIR SISWA

KELAS 8 PK MTS NEGERI 2 SUKOHARJO

TAHUN PELAJAARAN 2022/2023

Mapel   : Bahasa Inggris

Guru pengajar : Dwi Asmawati, S. Pd

Tanggal   : 6 Maret 2023

No	No. Induk	Nama	L/P	Ket
1	176026	AHSAN DANU FATHUDDIN	L	√
2	176027	AISYAH AZ ZAHRA	P	√
3	176028	ALFI PURNAMA PUTRI	P	√
4	176029	ALFIYA NUR AZIZAH	P	√
5	176030	ANGGITO ABIMANYU	L	√
6	176031	ANNAFY MUTOHHAROH	L	√
7	176032	BAGAS SEPTIAN AJI MANDALA	L	√
8	176033	BILQIS SABELA TAMARA	P	√
9	176034	DIMA LINTANG RAMADHAN	L	√
10	176035	FARIZQI ANDRIAN HAQ	L	√
11	176036	FATICHAH KHAZANAH	P	√
12	176037	FATIMAH KHONSA AZIZAH	P	√
13	176038	HAFIZHAH ALIFIA HUWAIDA	P	√

14	176039	HERNAWAN PANDU WITJAKSONO	L	√
15	176040	KEYSHA MINA OKTAVIA	P	√
16	176041	LUTHFIANA CITRA WARDANI	P	√
17	176042	MUHAMMAD BRILIAN ABDULLAH	L	√
18	176043	MUHAMMAD HAIDAR	L	√
19	176044	NABILA NUR FATIMAH	P	√
20	176045	RAFIE BAGUS PRATOMO	L	√
21	176046	RASHIDA NURUL FADILA	P	√
22	176047	REZA NOVITASARI	P	√
23	176048	SEKAR LATIFA DISYAPUTRI	P	√
24	176049	SHAZIA RASYADA	P	√
25	176050	SHOFIA RAHMA SYARIFA	P	√
26	176051	SYHAVA ELVYRA	P	√
27	176052	TANIA RAMADHANI	P	√
28	176053	TRIANDARA AL QORINA	L	√
29	176054	VIDELA ZAHRA PUTRI ANDINI	P	√
30	176055	YASMIN CHOIRUNNISA	P	√

DAFTAR HADIR SISWA

KELAS 8 PK MTS NEGERI 2 SUKOHARJO

TAHUN PELAJAARAN 2022/2023

Mapel   : Bahasa Inggris

Guru pengajar : Dwi Asmawati, S. Pd

Tanggal   : 9 maret 2023

No	No. Induk	Nama	L/P	Ket
1	176026	AHSAN DANU FATHUDDIN	L	√
2	176027	AISYAH AZ ZAHRA	P	√
3	176028	ALFI PURNAMA PUTRI	P	√
4	176029	ALFIYA NUR AZIZAH	P	√
5	176030	ANGGITO ABIMANYU	L	√
6	176031	ANNAFY MUTOHHAROH	L	√
7	176032	BAGAS SEPTIAN AJI MANDALA	L	√
8	176033	BILQIS SABELA TAMARA	P	√
9	176034	DIMA LINTANG RAMADHAN	L	√
10	176035	FARIZQI ANDRIAN HAQ	L	√
11	176036	FATICHAH KHAZANAH	P	√
12	176037	FATIMAH KHONSA AZIZAH	P	√

13	176038	HAFIZHAH ALIFIA HUWAIDA	P	√
14	176039	HERNAWAN PANDU WITJAKSONO	L	√
15	176040	KEYSHA MINA OKTAVIA	P	√
16	176041	LUTHFIANA CITRA WARDANI	P	√
17	176042	MUHAMMAD BRILIAN ABDULLAH	L	√
18	176043	MUHAMMAD HAIDAR	L	√
19	176044	NABILA NUR FATIMAH	P	√
20	176045	RAFIE BAGUS PRATOMO	L	√
21	176046	RASHIDA NURUL FADILA	P	√
22	176047	REZA NOVITASARI	P	√
23	176048	SEKAR LATIFA DISYAPUTRI	P	√
24	176049	SHAZIA RASYADA	P	√
25	176050	SHOFIA RAHMA SYARIFA	P	√
26	176051	SYHAVA ELVYRA	P	√
27	176052	TANIA RAMADHANI	P	√
28	176053	TRIANDARA AL QORINA	L	√
29	176054	VIDELA ZAHRA PUTRI ANDINI	P	√
30	176055	YASMIN CHOIRUNNISA	P	√

OBSERVATION RESULTS OF STUDENT LEARNING

ACHIEVEMENT IN CLASS VIII PK 3 IN THE INITIAL

CONDITION

No.	Nama	Aspek yang diamati			
		Siswa dapat memahami penjelasan materi teks interaksi interpersonal lisan dan tulis yang disampaikan guru	Siswa mampu menyelesaikan soal teks interaksi interpersonal lisan dan tulis yang sudah dipelajari	Siswa mampu meningkatkan partisipasinya dalam melakukan kegiatan berbicara dalam Bahasa inggris	Siswa mampu menyusun kalimat dan menyampaikanya dengan baik dalam kegiatan percakapan
1	AHSAN DANU FATHUDDIN	√	√		
2	AISYAH AZ ZAHRA	√		√	
3	ALFI PURNAMA PUTRI		√	√	
4	ALFIYA NUR	√	√		

No	Nama				
	AZIZAH				
5	ANGGITO ABIMANYU	√			√
6	ANNAFY MUTOHHAROH		√		
7	BAGAS SEPTIAN AJI MANDALA			√	
8	BILQIIS SABELA TAMARA	√	√		
9	DIMA LINTANG RAMADHAN		√	√	
10	FARIZQI ANDRIAN HAQ			√	√
11	FATICHAH KHAZANAH	√			
12	FATIMAH KHONSA AZIZAH	√			
13	HAFIZHAH ALIFIA HUWAIDA	√			

No	Nama				
14	HERNAWAN PANDU WITJAKSONO		√	√	
15	KEYSHA MINA OKTAVIA	√			√
16	LUTHFIANA CITRA WARDANI			√	
17	MUHAMMAD BRILIAN ABDULLAH	√			√
18	MUHAMMAD HAIDAR NUR HAQI		√		√
19	NABILA NUR FATIMAH		√	√	
20	RAFIE BAGUS PRATOMO	√			
21	RASHIDA NURUL FADILA	√			
22	REZA NOVITASARI		√		√
23	SEKAR LATIFA				√

No	Nama				
	DISYAPUTRI				
24	SHAZIA ARSYADA		√		
25	SHOFIA RAHMA SYARIFA	√		√	
26	SYAHVA ELVYRA	√			
27	TANIA RAMADHANI		√		√
28	TRIANDARA AL QORINA	√			√
29	VIDELA ZAHRA PUTRI ANDINI		√	√	
30	YASMIN CHOIRUNNISA		√		
	Jumlah	16	14	10	9
	Skor Maksimal	31	31	31	31
	Prosentase (%)	51,60	45,10	32,20	29,00
	39,48				
	Kategori	Kurang			

OBSERVATION RESULTS OF STUDENT LEARNING

ACHIEVEMENT IN CLASS VIII PK 3 IN THE FINAL CONDITION

No	Nama	Aspek yang diamati			
		Siswa dapat memahami penjelasan materi teks interaksi interpersonal lisan dan tulis yang disampaikan guru	Siswa mampu menyelesaikan soal teks interaksi interpersonal lisan dan tulis yang sudah dipelajari	Siswa mampu meningkatkan partisipasinya dalam melakukan kegiatan berbicara dalam Bahasa inggris	Siswa mampu menyusun kalimat dan menyampaikanya dengan baik dalam kegiatan percakapan
1	AHSAN DANU FATHUDDIN	√	√	√	√
2	AISYAH AZ ZAHRA	√	√	√	√
3	ALFI PURNAMA PUTRI	√	√	√	√
4	ALFIYA NUR AZIZAH	√	√		√
5	ANGGITO	√	√	√	√

No	Nama				
	ABIMANYU				
6	ANNAFY MUTOHHAROH	√	√	√	√
7	BAGAS SEPTIAN AJI MANDALA	√	√	√	√
8	BILQIIS SABELA TAMARA	√	√		
9	DIMA LINTANG RAMADHAN	√	√	√	√
10	FARIZQI ANDRIAN HAQ	√	√	√	√
11	FATICHAH KHAZANAH	√	√		
12	FATIMAH KHONSA AZIZAH	√	√	√	√
13	HAFIZHAH ALIFIA HUWAIDA	√	√	√	√
14	HERNAWAN PANDU	√	√	√	√

No	Name				
	WITJAKSONO				
15	KEYSHA MINA OKTAVIA	√	√	√	√
16	LUTHFIANA CITRA WARDANI	√	√	√	√
17	MUHAMMAD BRILIAN ABDULLAH	√	√	√	√
18	MUHAMMAD HAIDAR NUR HAQI	√	√	√	√
19	NABILA NUR FATIMAH	√		√	
20	RAFIE BAGUS PRATOMO	√	√	√	
21	RASHIDA NURUL FADILA			√	
22	REZA NOVITASARI	√	√	√	√
23	SEKAR LATIFA DISYAPUTRI	√	√	√	√
24	SHAZIA	√	√		√

No	Nama				
	ARSYADA				
25	SHOFIA RAHMA SYARIFA	√	√	√	√
26	SYAHVA ELVYRA	√		√	√
27	TANIA RAMADHANI	√	√	√	√
28	TRIANDARA AL QORINA	√	√	√	√
29	VIDELA ZAHRA PUTRI ANDINI	√	√	√	√
30	YASMIN CHOIRUNNISA	√	√		
	Jumlah	30	27	25	25
	Skor Maksimal	30	30	30	30
	Prosentase (%)	96,77	87,10	80,65	80,65
	86,29				
	Kategori	Sangat Tinggi			

APPENDIX 2

THE PERMISSION LETTER

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN SUKOHARJO
MADRASAH TSANAWIYAH NEGERI 2 SUKOHARJO
Jl. KH. Agus Salim No. 48 Telp. (0271) 591114 Sukoharjo 57513
Email : mtsn_skh@yahoo.com

SURAT KETERANGAN

Nomor : 067 /Mts.11.02/PP.01.1/05/2023

Yang bertanda tangan di bawah ini :

Nama	:	Drs. Amiruddin, M.Si
NIP	:	196907251995031001
Pangkat/Gol	:	Pembina Tk.I/IV b
Jabatan	:	Kepala Madrasah Tsanawiyah Negeri 2 Sukoharjo

Bersama ini kami menerangkan bahwa siswa berikut ini:

Nama	: Dhuha Soffiyah Nurul A
NIM	: 196121052
Semester	: 8 (delapan)
Program Studi	: Pendiidikan Bahasa Inggris

Nama tersebut diatas telah benar-benar melakukan penelitian mulai tanggal 21 Pebruari sampai dengan 10 Maret 2023 di kelas 8 PK3 guna menyususn skipsi yang berjudul **"The use of small group discussion in speaking skills at the eight grade Program Khusus of MTs Negeri 2 Sukoharjo academic year 2022/2023"**.

Demikin surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Sukoharjo, 20 Mei 2023
Kepala

Drs. Amiruddin, M.Si
NIP. 196907251995031001

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APPENDIX 3

PHOTOGRAPS

interview with Mrs. Asma as the subject teacher

learning activities with small group discussion method