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CHAPTER I INTRODUCTION As an Introduction of the research, this chapter is intended to present the background of the research, identification of the problem, scope of the research, formulation of the problem, objectives of the research, and significance of the research. A. Background of the Research Speaking is one of language skills out of listening, speaking, reading and writing, those skills must be mastered in teaching and learning process because this part is very important in learning English.

Ur (1996: 120) states: "Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing: and many if not most foreign language learners are primarily interested in learning to speak".

From that statement researcher can conclude that speaking is important skill and the students should be mastered this skill in order to communicate English fluently to get the target of language. To strengthen from Ur's opinion, Lado in fulcher (2000: 488) states: "Speaking ability is described as the ability to express oneself in life situations, or the ability to report acts or situation in precise words, or the ability to converse, or to express a sequence of ideas fluently".

From that statement, speaking is the main

point of learning process because speaking is used to communicate in daily life situation to send and receive message. Brown (2004: 140) defines that speaking as a productive skill that can be directly and empirically observe, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.

From those statements above, the researcher can conclude that speaking is an activity involving 2 or more people in which are the participants as a listeners and the speakers. Speaking is the most important skill that should be mastered by students in order to communicate in English fluently. Speaking consists of producing systematic verbal utterances to convey meaning.

The purpose of teaching English is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. As what government stated in syllabus mata pelajaran sekolah menengah atas/ madrasah aliyah/ sekolah menengah kejuruan/ madrasah aliyah kejuruan (sma/ma/smk/mak) kompetensi inti of tenth grade students is: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

Which has kompetensi dasar as follow: Menyusun teks recount lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. So, to reach what stated above is not easy especially in speaking skill because most of students difficult to communicate and response what do they think.

The factors that make them difficult such as: they don't believe to communicate in English, they don't know the vocabulary what should they use, also they can not utterance in good sentence. In teaching speaking skill, there have been many techniques that used by teacher to make students interested in English, some techniques that can be used like pictures, games , discussion dialogue and so on.

It is stated by Harmer (2001: 271-275): "Speaking activities can do with acting from script, communication games, discussion, prepared talks, questionnaires, simulation and role play". Meanwhile, Rivers in Sukrianto (2008: 12) states: There are many techniques which can be used in natural interaction contexts, they are: 1). Establishing and maintaining social relations. 2). Hiding one's reactions. 3). Expressing one's intentions. 4). Talking one's way out of trouble. 5).

Seeking and giving information. 6). Learning or teaching others to do or making something. 7). Conversing over telephone, 8). Solving problem. 9). discussing ideas. 10). playing with language, 11). Acting social roles. 12). Entertaining others. 13). Displaying one's achievements. 14). Sharing leisure activities. From some techniques which have been developed, researcher believe that discussing can improve the students speaking ability. According to Orlich et.al (1985) as quoted by Antoni (2014: 56) proposes that: "Small group discussion could improve the student's speaking skill.

There are 3 reasons why we can use small group discussion in improving speaking skill. First discussion is used to increase teacher-student interaction and student-student verbal interaction in the classroom. Second, discussion is used to promote meaningful personal interaction and learning. The learning may be of contents, skills, attitudes or processes.

Third, it is used to help students adopt more responsible and independent mode of learning." Small group discussion is the effective technique in teaching speaking that used to stimulate and improve the student's speaking ability. It is stated by Fitriah (2015: 42-43): "Using small group discussion technique helps students in improving speaking performance.

It is proven by the improvement of students' speaking". Based on that statement the researcher would like to conduct a research entitled Teaching Speaking Using Small Group Discussion In SMK Kadiri Kras in Academic Year 2019-2020. B. Identification of the Problem Teaching speaking is one of the most difficult tasks when the teachers teach English.

The successful in speaking skills it should need over time to practice more and more, it makes students frustrated because they should speak English to reach the target of communication. The students difficulties are caused by many factors, some of them are lack of idea, difficult to utterance and low in participant in the classroom.

To solve that problem, the teacher can use the suitable technique in teaching speaking skill. One of suitable technique that can be used to solve the student's speaking ability is using small group discussion. So that, the research aims to observe if it is small group discussion really effective to teach speaking comprehension by discussion the task with another people in their group. So that students can produce the idea and share with another friends. C.

Limitation of the Problem aIn this research, the researcher focuses on discussing about speaking and small group especially on some aspect of speaking. The limitation is used

to avoid the case too wide for the researcher. In this research proposal, researcher focuses on increasing speaking score of the student's. There are kinds of text that can be used in teaching learning process such as narrative, analytical exposition, hortatory exposition, recount, report description, etc. In this research, researcher use analytical exposition as the way of discussion in small group in teaching speaking.

Analytical exposition is a type of written or spoken text that is intended to persuade the listeners or readers that something is the case. So, here the students need to explore their idea and giving some argument based on what they know and hear. It can help them to stimulate and creative to find opinion. The researcher used Analytical exposition as the way of small group discussion in teaching speaking of the second year grade of SMK Kadiri Kras in Academic Year 2019- 2020 D.

Research Problem Based on the background of the problem and identification of the problem above, the researcher formulates the problem as follows: 1. How is speaking skill of students before being taught using small group discussion at SMK Kadiri Kras? 2. How is speaking skill of students after being taught using small group discussion at SMK Kadiri Kras? E.

The Objective of Research Based on the research problems, the objective of the research are as follows: 1. To find out the student's speaking skill before being taught using small group discussion 2. To find out the student's speaking skill after being taught using small group discussion F.

Significance of the Research The result of this research is expected will be useful to: Students They know how effective small group task to help their speaking comprehension and facilitate them to develop their ability 2. Teachers eachers get a new technique, method and approach to help her to get the highest satisfaction result in speaking comprehension or they can use it (conducted the small group task) in the other subject class. 3.

Other Researcher Other researcher could applied small group task in the other subjects class to prove that this is suitable conducted in all subjects.

CHAPTER II REVIEW ON RELATED LITERATURE The review of related literature contains about speaking and small group discussion. A. Theoretical Review In this chapter, the researcher explains about the definition of speaking, types of speaking, elements of speaking 1. Speaking a.

Definition of Speaking To improve learners ability to speak is interaction (Richards & Renandya, 2002: 208). As far as I have learnt, the function of spoken language are interactional and transactional. Interactional maintains the social relationship and transactional conveys information and ideas.

Through interaction, learners can learn to communicate verbally and non verbally as well as to create discourse that conveys their intention in real life communication. Speaking English ability of every students is different. Limitations under the mastery of vocabulary resulting difficulties students express their ideas and purposes of expression or specific objectives.

According to Finochiaro in Sukrianto and Triono (2008: 10): "Speaking is a real language, which means that the capacity to communicate in a language can be shown through the skill of speaking".

Meanwhile, Johnson and Morro'w in Nirmaati (2015: 8) says: "Speaking which is popular with term oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions a speed of a high level". Based on the definition above, it is clear that speaking is a main point of the other skills because it is used to communication with others in real situation, not only consider to know the way o speak but also how to give and receive the information. b.

Basic Types of Speaking According to Brown (2004: 141), speaking is a productive skill that can be directly and empirically observed, thoseo bservations are invariably colored by the accuracy and effectiveness of a test-takers listeningskill, which necessarily compromises the reliability and validity of an oral production test. Brown says that there are five basic types of speaking, they are: 1. Imitative.

Imitative is the ability to imitate word or phrase possibly a sentence in speaking performance. While this type is a purely phonetic level or oral production, the number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. 2. Intensive.

This second type of speaking frequently employed in assessments context is in the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships. 3. Responsive. This type includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple request and comments and the like. The stimulus is usually a spoken prompt in order to preserve authenticity. 4. Interactive.

Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. 5. Extensive. Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out all together. c.

Elements of Speaking According to Harmer (2007: 269), the ability to speak fluently presupposes the elements of speaking as follow : 1. Language features The elements necessary for spoken production, are the following: a. Connected speech.

Modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning) are concern sounds that **used to increase the** students in connected speech b. Expressive devices.

To convey meaning by change pitch and stress of some part of utterance, **volume and speed, and show by** other physical and non verbal, native speakers use expressive devices. c. Lexis and grammar. To make students influence in speaking, the teacher must set various of phrases in different function such as agreeing or disagreeing, expressing surprise, shock expression, or approval. Invite the students to interact with others using certain phrases in specific context. d. Negotiation language.

To ask clarification to someone else, we usually use negatory language to clarification something. For example: asking about not understanding or unclear statement. 2. Mental/social processing Success of speaker's productive ability involves the knowledge of language skills and also depend upon the rapid processing skills that talking necessitates, are following : a. Language processing.

Removal some of words or phrases **into syntactically and propositionally appropriate sequences** is process of language. b. Interacting with others. Interaction with others is effective speaking concern with listening, understanding of how they are feeling, and knowledge of how linguistically to take turns or **allow others to do so**. c. (On-the-spot) information processing. Instant response of the information that they tell to us the **moment we get it**. d.

Problems **of Speaking According to** Brown (2001: 270-271) speaking has eight characteristic which make the learners difficult to learn it, they are : 1. Clustering: Learners can organize of output (breath group) both cognitively and physically. 2. Redundancy: Learners can capitalize the feature of spoken language, make meaning clear through **the redundancy of language**. 3.

Reduced: Learners can elisions and reduced words in learning spoken English. 4. Performance variables: **Learners can be taught how to pause and hesitate** of their hesitation when the process of thinking. 5. Colloquial language: Make sure learners know about the words, idioms, and phrase. 6.

Rate of delivery: Learning how to deliver speed **along with other attributes of fluency**. 7. Stress, rhythm and intonation: Learning how stress-timed, rhythm and intonation spoken in English has important messages. 8. Interaction: Learning to produce waves of language in creativity conversation. e.

Indicator of Assessing Speaking According to Brown (2003: 172), there are five indicators that could be indicate student's speaking ability, they are: grammar, vocabulary, comprehension, fluency, pronunciation. The table of indicators could be seen below :

Table 2.1 Indicator of Assessing Speaking Criteria _Description _Score _
_Grammar
_Errors in grammar are frequent but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar. Control of the grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively. In most formal and informal conversation on practical, social, and professional topics Able to use the language accurately on all levels normally pertinent to professional needs.

Errors in grammar are quiet rare Equivalent to that of an educated native speaker _ 1 2 3 4 5 _
_ Vocabulary _Speaking vocabulary inadequate to express anything but the most elementary needs. Has a speaking vocabulary sufficient to express him simply with some circumlocutions. Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.

Can understand and parcticipate in any conversation within the range of his experience with a high degree of precision of vocabulary. Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural references.

_ 1 2 3 4 5 _
_ Comprehension _Within the scope of his very limited language experiences, can understand simple question and statement if delivered with slowed speech repetition, or paragraphs. Can get the gist of the most conversation of non-technical subjects (i.e-, topics that require no specialized knowledge). Comprehension is quite complete at a normal rate of speech Can understand any conversation within of the experience Equivalent to that of an educated native speaker.

_ 1 2 3 4 5 _
_ No spesific fluency description. Refer to other four language areas for implied level of fluency Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.

Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words. Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this

experience with a high degree of fluency.

Has complete fluency in the language such that his speech is fully accepted by native speaker. Pronunciation Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language. Accent is intelligible though often quite faulty. Errors never intercede with understanding and rarely disturb the native speaker. Accent may be obviously foreign. Errors in pronunciation are quite rare.

Equivalent to and fully accepted by educated native speaker. 2. Teaching Speaking a. Concept of Teaching Speaking Harmer (2007: 123) states: there are three main reasons for teaching speaking skill, they are 1. Speaking activities provide rehearsal opportunities – chances to practice real-life speaking in the safety of the classroom. 2.

Speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. 3. The more students have opportunities to activate the various elements of language; they have stored in their brains, the more automatic their use of these elements become. From that statement above, students gradually become autonomous language users.

It means that they will be able to use the words and phrases fluently without very much conscious thought when socialize and interact with people. According to Nunan (2003: 48), teaching speaking is sometimes considered a simple process. Although speaking is totally natural, speaking in a language other than our own is anything but simple.

From the explanation, we can know that speaking is an activity that happen natural in our life but getting more complex when we should in another language. Based on the explanation above, English teacher requires to great effort on teaching speaking in learning process. Teaching speaking in the class should be motivated and supported by someone activities that makes the students interested and enjoy during learning process. b.

Principle of Teaching Speaking In the communicative model of language teaching, the teacher helps the students in reallife communication. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts. According to Nunan (2003), there are some principles for teaching speaking, such us: 1.

Give students practice with both fluency and accuracy At the beginning and intermediate level of studies, learners must be given opportunities to improve their

fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency. 2.

Use group work or pair work To improve students' speaking, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language teachers do not take up all the time. According to Nunan also, "Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during lesson."

In this way, the students will get chance to interact and practice the language with other students. 3. Teaching adolescent Adolescents Harmer (2007: 83) he says that adolescents with their greater ability for abstract thought and their passionate commitment to what they are doing once they are engaged, adolescents may well be the most exciting students of all.

Most of them understand the need for learning and, with the right goals, can be responsible enough to do what is asked of them. In the other hand, he also stated that adolescents is a problem of students because in the age of them they are bound up, after all, with a pronounced search for identity and a need for self-esteem; they need to feel good about themselves and valued.

So that, if they are done with failure, the failure predisposes them to more failure and if they are success, each success provokes the hope of more success. Characteristics of Adolescents Students in eleventh grade of senior high school in age of adolescents which has longer concentration span than children but less motivation of learning (Ur, 2009: 286).

In line with those theories, Savile-Troike 2006: 82 stated the characteristics of adolescent compare with young learners which are: They have better memory for vocabulary. They have greater analytic ability They have higher levels of pragmatic skills and knowledge of L1 which may transfer positively to L2 use. Real-world knowledge enables them to perform tasks of much greater complexity, even when their linguistic resources are still limited. 4. Small Group Discussion a.

The Definition of Small Group Discussion Teaching learning process should not only happen between teacher and students but also between students and students. Speaking is an activity used by someone to communicate with other. The teachers need enrichments with appropriate ways of teaching atmosphere, that why in teaching

English as the second language by applying new and modified fashions in order that the result of the teaching learning process would contribute more input to reach satisfied learning outcome.

Kindsvatter (1996: 242) states that: "A small-group discussion dividing the large classroom into small groups of students to achieve specific objectives permits students to assume more responsibility for their own learning, develop social and leadership skills and become involved in an alternative instructional approach". Ornstein and Lesley say (2000:294) that small group occurs when the large group is broken up into subgroups according to ability, interest, project, or other criterion.

From statement above that small group discussion mean dividing a large classroom into small group of students, normally in a group include between 3-12 students. Small group discussion is the easily unique approach to understood and increase student's ability to communicate and share their idea with their group. They can get more practice with the target language by working in small group. So, this technique can lead to the development of group among class member. b.

Conducting the Techniques of Small Group Discussion Dobson in Antoni (2014) explains that discussion techniques for use in small- group discussion are outlined as follows: a. Divide the class into small- group of three to six students each. Give each group a different discussion topic that will necessitate outlining of several important points.

Have one student in each group to write down these points as they emerge from discussion by group members. b. Allow the groups to discuss their respective topic for at least 10 minutes. When group member have finished their discussion, they should elect a spokesman who will report on the group collective thoughts to entire class. c.

Call on the spokesman of one of the groups. After he gives a short presentation (five minutes or so), class members should question him or anyone else in the group in view point expressed. You can help general discussion along by addressing your own questions to members of the group B.

The Review of Related Research In this chapter, there are some previous studies that state about small group discussion in teaching speaking and learning process. Most of the research has same result that show significant improvement using small group discussion. The first previous study of teaching speaking using small group is in improving students' in speaking.

It is done by Fitriah (2015) with the title "Using Small Group Discussion In Teaching

Speaking" show that small group discussion was good technique in improving speaking skill. It has benefit to improve student's speaking ability in speaking class. Second, the research that has been done by Riyanto (2015) with the title "Teaching Speaking Skill Through Small Group Discussion" they found that Small Group Discussion also improved students' speaking skill not only responsibility but also the social connection among others.

Third, based on the research conducted by Nasution (2017), "The Implementation Of Small Group Discussion To Improve Students' Speaking Ability At Grade Viii A Of Mts Bina Ulama Kisaran" , they said that "Small Group Discussion strategy can improve the students' ability at speaking English at second grade of MTS Bina Ulama Kisaran". Knowing the previous studies, this research is almost same as others research above.

The use of Small Group Discussion can be beneficial to all skill language development, but here researcher quiet carious about the results of teaching speaking using Small Group Discussion. So it focuses on task that given to the students. C. Rationale of the Research Speaking is a main part of socialize and build up of interaction with society in daily life.

It means that speaking is an act of doing communication and interaction with another people. Many students consider that English is the most difficult language skill, in here students must practice more in order to increase their speaking skill. Teaching speaking in Senior high School is influenced by many factors; one of them is the technique that the teacher used in teaching and learning process.

Suitable technique that teacher used will help the students to understand the material. Teacher should find the appropriate technique to make the students enjoy and fun to understand the material during learning process. There are many kinds of technique that can the English teacher used in teaching speaking during the learning process, such us drama, discussion, debate, games, role play and so on.

In this case, researcher using discussion as the technique in teaching speaking because discussion has many benefit that can make the students interest and easy to learn and speak English. So, when they discuss with their groups the students can stimulate and share the ideas based on their knowledge or their experience. Learning from each other's can increase their knowledge and use English in a meaningful.

Based on explanation above, it canbe known that discussion can help students to improve their confidence and make the students speak English well in real situation. D. Hypothesis There are two kinds of hypothesis that used in quantitative, they are null

hypothesis and alternative hypothesis. sHypothesis is formulated as follow: The Null Hypothesis (Ho) The small group discussion does not affect the eleventh grade students' teaching speaking activities at SMK Kadiri Kras The Alternatives Hypothesis (Ha) The small group discussion affects the eleventh grade teaching speaking activities at SMK Kadiri Kras

CHAPTER III RESEARCH METHOD In this chapter, the research is going to discuss about research method.

It is divided into identification of variable, approach and technique, place and time, population and sample, research instrument and technique of collecting the data, and technique of analyzing of the data. A. Identification of variable In every research, it is important to know the variable of research that is going to be used in a research.

Before the researcher determines the variable of the research, it was better if we know the definition of variable. According to Ary (2010: 37), Variable is a construct or a characteristic that can take on different values or scores. Variable is being an important part to know and determine about the research variable.

There are two types of variables that will be discussed in this research, they are dependent and independent variable. According to Sugiyono (2009: 38) that variable is anything which is decided by the researcher to be learned so the researcher got the information about it, then the researcher would get the conclusion. It means that independent variable is the variable who could control the data.

While variable on the effect of the changes are observed is called the dependent variable, which is observed but not manipulated by the experimenter.

Based on the title of research "Teaching Speaking Using Small Group Discussion in SMK Kadiri", the writer define the teaching speaking as the dependent variable and Small Group as the independent variable. B. Technique and Research Approach In this research, the researcher used quantitative research design. According to Creswell (2012: 86), "Quantitative research is an interrelated set of constructs (or variables) formed into propositions, or hypotheses, that specify the relationship among variables (typically in terms of magnitude or direction)". According to Creswell (2012: 87), there are some characteristic of quantitative research, they are: a.

Describing a research problem through a description of trends or a need for an explanation of the relationship among variables b. Providing a major role for the literature through suggesting the research questions to be asked and justifying the research problem and creating a need for the direction (purpose statement and research questions or hypotheses) of the study c.

Creating purpose statements, research questions, and hypotheses that are specific, narrow, measurable, and observable d. Collecting numeric data from a large number of people using instruments with preset questions and responses e. Analyzing trends, comparing groups, or relating variables using statistical analysis, and interpreting results by comparing them with prior predictions and past research f.

Writing the research report using standard, fixed structures and evaluation criteria, and taking an objective, unbiased approach According to Creswell (2012: 26) Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. And non experimental research, the researcher identifies variables and may look for relationships among them but does not manipulate the variables.

In this research, the researcher use experimental because the purpose of the research is to know about the effect of using small group discussion in teaching speaking. C. Place and Time of the Research Before arranging the research, the researcher was going to decided the place and time of the research. 1. Place of the research The place of research is the important part of research to obtain the data of research.

The condition of place define whether the writer could find the data effectively and easily. The researcher took at SMK Kadirias the loction of the research. The reason of choosing this school because the students got problem in English, especially on speaking. 2. Time of research The arrangement of time schedule is very important to hold the research since it will determine how long the research will be held.

This research was started on August until Desember 2019. The researcher took the data

from the sample on November 2019. During this period, the researcher asked the permission to the headmaster of SMK Kadir Table 3.1 Time of the research No
 _Activities _April _August _September _October _November _Januari _1 _Proposing the title and design _v _2 _Arranging the research: A. Chapter 1 B. Chapter 2 C.

Chapter 3 _v _v _v _v _v _v _v _v _3 _Asking permission to the school _v _4 _Conducting the research: A. Giving Pre-test B. Giving Treatment C. Giving Post- test _v _v _v _5 _Analyzing data _v _v _6 _Writing result _v _D. Population and sample 1. Population According to Sugiyono (2009: 117), Population is an object of the experiment.

From the definition above, the researcher choose the students who have unique and quality characteristic to be experimented. In this research, the population is students of X grade at SMK Kadir Kras. One grade divided into two majors, X Accounting, and X Marketing which consist of 112 students. 2.

Sample According to Ary (2010: 148), A sample is a portion of a population. It means that sample should be representative from the population that being observed. The sample of this research is 20 students from X Accounting that will be divided in to some groups. E. Research Instrument and Technique of Collecting the Data. 1. Research Instrument Research instrument is used to get the data of the research and help the researcher to analyze the data.

The researcher used test as the instrument to get the data. According to Arikunto that test are questions or task used to measure a skill, inelegancy knowledge, and ability that are had by individual or group. In this research, researcher held speaking test by using small group discussion as the technique. Test was given twice of test, pre –test and post-test. 2.

Technique of Collecting the Data The researcher use pre and post-test in this research were conducted in order to know how the students' scores after they are taught using small group discussion. The researcher explains about the techniques of collecting the data that used in this research. a. Pre-Test In this part, the researcher give one topic to the students and let them speak up about what they know about it.

Pre-test has the aim to measure speaking skill of students before taught using the small group discussion. First, the researcher give them some explanation about the reason of research that done by the researcher. After that, the researcher state some benefit in

doing small group as the technique of speaking.

The students get the topic that given by the researcher and try to speak their opinion about it. For measure the score, the researcher use five indicators in scoring rubric of speaking by Brown (2003: 172) Table 3.1 Table rubric of scoring / Gram = Grammar Com = Comprehension Pro = Pronunciation Voc = Vocabulary Flu = Fluency b.

Treatments The researcher give the students twice treatment in learning discussion. Treatment has the aim to improve student's speaking ability using small group discussion. There are three kinds of activities in this part they are pre-teaching, whilst-teaching and post-teaching. The researcher give the treatment to the first grade of Accounting SMK Kadiri. c.

Post test In post-test, the students will get the last session to know about their speaking ability. This part aims to know about the result of giving treatment to the students. First, the researcher ask the students to gather with their own group. After that, the researcher give one topic that should be discussed in different point of view.

Indicator of assessing their speaking is similarly with pre-test scoring which has five elements, they are grammar, pronunciation, fluency, comprehension and vocabulary. F. Technique of Analyzing of the Data 1. Kinds of analysis The techniques of data analysis that the writer uses in this research is T-test. This technique was used to prove the hypothesis based on researcher write on previous chapter.

From this process, the researcher would know whether this research is significant or not by looking at the result of pre-test and post-test analyzing used-test. 2. The norm The test will compare to t-table to conclude the significance of the research. In this research, the writer used the rules: a. If the t-test > t-table in the degree of significant 5%, it means that the research is very significant. So, H_a is accepted and H_o is rejected. b.

If the t-test < t-table in the degree of significant 5%, it means that the research is very significant. So, H_a is rejected and H_o is accepted.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION In this chapter, the researcher discuss about the result of **Small Group Discussion technique** in teaching speaking at X grade of SMK Kadiri. This chapter contains **the description of data** variables, data analysis, hypothesis test and discussion. A.

The Description of Data Variables In this part, the researcher show the result about the description of data variables. The research conducted here is quantitative, and the researcher use experimental research which have two variables, dependent variable is teaching speaking and independent variable is **small group discussion**. The subject of **the** research is the tenth grade of SMK Kadiri. This research took 28 students of Accounting class. 1. **The Description of Students' Speaking Ability Before Being Taught Using Small Group Discussion** (Pre-Test) Before the result is done, **the researcher get the data** to knowing the speaking skill of students before **being taught using small group discussion** using pre-test. The pre-test was done on 15 November 2019.

The researcher observe the condition of learning process in the class and find that students get difficulties.

For example, the teacher gave the students text story to read in the class. Actually, this technique was not influence because the students would not communicate

directly.

Also will give effect the students to say what in the text without knowing how to speak freely in their ways, another difficulties that faced by the students are wrong pronunciation and less idea. For the first time entering the class, the researcher gave the greeting to students. Then, the researcher checked the attendance list.

After that the researcher asked each student to come to the front and retell the story about place that they have visited before, or about their favorite hero. In here the researcher gave some leading questions to prove the student spoke up. First, students got difficulties in delivering an idea and vocabulary. Some of them used Indonesia because difficult delivering in English. The students couldn't find the best diction of words which they will use.

The researcher has done the pre-test in 120 minutes. The table below is the result of pre test: Table 4.1 Score Pre- Test

No.	Name	Score
1	Student 1	60
2	Student 2	58
3	Student 3	62
4	Student 4	64
5	Student 5	58
6	Student 6	64
7	Student 7	56
8	Student 8	60
9	Student 9	64
10	Student 10	60
11	Student 11	64
12	Student 12	60
13	Student 13	60
14	Student 14	60
15	Student 15	64
16	Student 16	64
17	Student 17	56
18	Student 18	60

19	Student 19	64
20	Student 20	64
21	Student 21	56
22	Student 22	64
23	Student 23	60
24	Student 24	64
25	Student 25	60
26	Student 26	56
27	Student 27	60
28	Student 28	56
Total		1698
Minimum		56
Maximum		64

From the table above we could know about the result score pre- test of students. There are 28 students who join and the total score pre- test was 1698. Total minimum score was 56 and maximal score was 64.

Description of the Treatment Process In this part, the researcher show about the treatment that given two times on 18 and 22 November 2019. In this treatment process, the researcher used small group discussion to improve student's speaking ability in class. There are some kinds of activities in treatment, they are pre-teaching, whilst-teaching and post-teaching.

This activity is used to develop the learning process of students well. The first meeting of treatments is conducted on 18 November 2019. First, the researcher come to the class and greet the students. Then, check the attendance list and give them some leading question which has the relation with the topic.

The researcher ask the students to make a group which consist of two up to four students. Then, in here the researcher gave the example how the way to discuss in a group. The researcher gave the material recount text about local place in here the researcher gave some picture and students should choose one picture each student should be different picture. The students should make a dialogue from the topic that they choose. The researcher asked students to discuss with their group.

The researcher help to students who got difficulties in making or understanding the sentences that they used. After finishing the task, the researcher ask each group come to the front and present their dialogue to another students. The second treatment is conducted on 22 November 2019. Like previous meeting, the researcher greet the students and check the attendance list.

The researcher also give leading question about last meeting. In this time, the researcher give an explanation about small group discussion, the rules of discussion. After delivering the material to the students, the researcher ask them to gather with previous member of group to discuss about the next topic. In this meeting the researcher used similar topic but different place and name of hero with the last meeting to make easy the students to understand about it.

The researcher make sure that the last treatment they focus in their group and not cheating the paper. After conducting the group, the researcher ask the students to discuss about the topic. At the last, the students show their discussion in front of the class and doing discussion with their group.

There is a different between the first and second treatment, in the first treatment the students are confuse about the material and little cheating the paper. But, in the second treatment the students more understand about the material and the rules of discussion.

3. Description of Students' Speaking Ability after being taught Using Small Group Discussion (Post-Test).

After giving the treatments, the students said that teaching speaking using discussion is interesting. The researcher give post test the aim to know whether discussion has effect to student's speaking ability or not. In post test, the researcher give some pictures and the test form of post test has same from with pre-test but with different place and name of hero.

The researcher show the result of table post-test below : Table 4.1 Score Post- Test No.

_Name	_Score	_1	_Student 1	_80	_2	_Student 2	_72	_3	_Student 3	_80	_4	_Student 4	_76	_5	_Student 5	_72	_6	_Student 6	_72	_7	_Student 7	_72	_8	_Student 8	_68	_9
-------	--------	----	------------	-----	----	------------	-----	----	------------	-----	----	------------	-----	----	------------	-----	----	------------	-----	----	------------	-----	----	------------	-----	----

_Student 9 _72 _10 _Student 10 _72 _11 _Student 11 _80 _12 _Student 12 _74 _13
 _Student 13 _76 _14 _Student 14 _78 _15 _Student 15 _76 _16 _Student 16 _72 _17
 _Student 17 _68 _18 _Student 18 _72 _19 _Student 19 _74 _20 _Student 20 _76 _21
 _Student 21 _72 _22 _Student 22 _76 _No.

_Name _Score _23 _Student 23 _72 _24 _Student 24 _76 _25 _Student 25 _76 _26
 _Student 26 _68 _27 _Student 27 _68 _28 _Student 28 _68 _Total _2058 _Minimum
 _68 _Maximum _80 _ From the table above we could know about the result score
 pre- test of students. There are 28 students who join and the total score pre- test was
 2058. Total minimum score was 68 and maximal score was 80. B.

Data Analysis In this part, the researcher discusses about procedures of data analysis and
 the result of data analysis students' score in pre-test and post-test of speaking ability
 before and after being taught using small group discussion. The Data Analysis of
 Students' Speaking Ability Before Being Taught Using Small Group Discussion In this part
 the researcher was analyzed by using t-test.

Before analyzing the data, the researcher presents the result of data frequency of
 pre-test and post-test data to support and show the result of the research. Here is the
 result of table frequency of pre-test: Table 4.3 Score frequency of Pre-test Pre-Test _ _
 _Frequency _Percent _Valid Percent _Cumulative Percent _Valid _56 _5 _17.9 _17.9 _17.9
 _ _58 _2 _7.1 _7.1 _25.0

_ _60 _10 _35.7 _35.7 _60.7 _ _62 _1 _3.6 _3.6 _64.3 _ _64 _10 _35.7 _35.7 _100.0 _
 _Total _28 _100.0 _100.0 _ From the table above, 5 students (17,9%) get score 56, 2
 students (7,1%) get score 58, 10 students (35,7%) get score 60, 1 students (3,6%) get
 score 62, 10 students (35,7%) get score 64. From the explanation above, it can be
 conclude that students' speaking ability is not good enough. The score frequency of
 pre-test also can be seen in the diagram below: / 4.4

Diagram Score frequency of Pre-Test From the diagram pre-test above it can be seen
 that many students who get low score. From the result, it can be seen that mean score
 of pre-test is: $M \text{ Pre-test} = \frac{1698}{28} = 60,64$ The total score of pre-test is
 1698. The total sample is 28. The mean of pre-test can be counted from the total
 scores divided by the number of sample. So, the mean of pre-test was 37. From the explanation
 above, it can be seen that students' get difficult in doing pre-test. 2.

The Data Analysis of Students' Speaking Ability After Being Taught Using Small Group
 Discussion. In this part the researcher was analyzed by using t-test. Before analyzing the
 data, the researcher presents the result of data frequency of pre-test and post-test data

to support and show the result of the research. Here is the result of table frequency of post-test: Table 4.5

Score frequency of Post-test

PostTest	Frequency	Percent	Valid Percent
68	5	17.9	17.9
72	10	35.7	35.7
74	2	7.1	7.1
76	7	25.0	25.0
78	1	3.6	3.6
80	3	10.7	10.7
Total	28	100.0	100.0

From the table above, 5 students (17,9%) get score 68, 10 students (35,7%) get score 72, 2 students (7,1%) get score 74, 7 students (25%) get score 76, 1 students (3,6%) get score 78, and 3 students (10,7%) get score 80.

From the explanation above, it can be conclude that students' speaking ability is goodenough than pre-test score. The score frequency of post-test also can be seen in the diagram below: / 4.6 Diagram Score frequency of Post-Test From the diagram pre-test above it can be seen that many students who get high score.

From the result, it can be seen that mean score of pre-test is: $M_{\text{Pre-test}} = \frac{2058}{28} = 73,5$ The total score of pre-test was 2058. The total sample is 28. The mean of post-test can be counted from the total scores divided by the number of sample. So, the mean of post-test was 73,5. From the explanation above, it can be seen that students' score in post-test was higher than pro-test score. 3.

The Score Different of Pre-Test and Post-Test In this part, the researcher shows the pre-test and post-test score to know the difference of both score. To know the result of this research the researcher calculated on t-test. In here table pre-test and post-test was difference. The total pre-test was 1698 and the total of post-test was 2058. It can conclude that pre-test and post-test score was increased.

The students' more easily to understanding the material after got the treatment. It can be seen that better result of post-test. The researcher calculates and put the data table below: 4.7 Descriptive Statistic Pre-Score and Post-Score

Descriptive Statistics	N
Minimum	56
Maximum	64
Mean	60.64
Std. Deviation	2.984
PreTest	28
PostTest	28
Valid N (listwise)	28

From the table above, it can be seen the students' speaking ability.

The result of pre-test was the mean score that was 60,64 with the standard deviation 2.984, and then the maximum score was 64. For the post-test, the result was the mean score of post-test 73,5 and the minimum score was 68. After the researcher analyzed the data of pre-test and post-test, it can conclude that score of post-test was higher than pre-test.

There was differences **between pre-test and post** test. The t-test of paired samples statistics and the paired samples correlation show in the spss result. Here the researcher show the **mean and standard deviation** of pre-test and post-test, **the researcher analyzed the** paired sample statistics of the test. Here the table of paired sample statistic below: Table 4.8 Paired Sample Statistics Paired Samples Statistics _ _ _ Mean _N _Std. Deviation _Std.

Error Mean _ _Pair 1 _PreTest _60.64 _28 _2.984 _564 _ _PostTest _73.50 _28 _3.677 _695 _ _ The table above is the paired samples statistic between pre-test and post-test. From table above the researcher calculates the paired samples correlation to know the correlations pre-test and post-test. Look at the table below: Table 4.9

Paired Samples Correlations Paired Samples Correlations _ _ _ N _Correlation _Sig. _ _Pair 1 _PreTest & PostTest _28 _530 _004 _ _ From the table paired samples correlation above, the output shown that the data **before and after being taught using small group discussion was** 0,530 with significant value (sig.) 0,004. It means there was any correlation between students' speaking ability **before and after being taught using small group discussion.**

After that, the researcher used t-test samples to know this research was successful and has a significant effect or not. Table 4.10 Paired Samples Test Paired Samples Test _ _ _ Paired Differences _T _df _Sig. (2-tailed) _ _ _ Mean _Std. Deviation _Std. Error Mean _95% Confidence Interval of the Difference _ _ _ Lower _Upper _ _ _ Pair 1 _PreTest - PostTest _-12.857 _3.285 _621 _-14.131 _-11.583 _-20.708 _27 _000 _ _ From paired samples test table above, it showed **the mean of pre-test and post-test score** is 12.857. The standard deviation is 3.285 and the standard error mean is 0.621. And then the t-value 20.708 with 95% confidence interval of the difference and the significant value of two-tailed is 0,000.

From the table above **it can be conclude that the alternative hypothesis (Ha)** was accepted and null hypothesis (Ho) was rejected. So, **the result of this research** is there was significant effect of **using small group discussion** to the students' speaking ability in **tenth grade students of SMK Kadiri. C.**

Interpretation of data analysis Based on the analyzing data using SPSS, the researcher got some activities which show about the ability that students have. First, students do the pre-test and they got difficulties in delivering an idea also delivering in English. They got lack of vocabulary and confidence. But, some of the students have an ability to speak up well. The most crucial problem that students facedwere difficult at saying their

idea in English.

Some of them have a good idea about delivering the idea but difficult to pronounce the words. D. Hypothesis Based on to the hypothesis study and the data which have been analyzed, it could conclude that there was significant effect of small group discussion on student's speaking ability. It was proven from the data on table 4.10 show that score post-test was higher than pre-test.

The total score of pre-test was 1698 and total score of post-test was 2058. The researcher could conclude that student's speaking ability increase than before using discussion.

Based on the data on table 4.10, the result show that t-score is 20,708 > t-table with the significance of 5%.

It shown that there was a significant effect before and after taught using small group discussion in teaching speaking at SMK Kadiri. D. Discussion In this part, the researcher explained about the discussion of pre-test, treatment, and post-test by differentiate them with the result from the previous study.

In quantitative research there were two kinds of hypothesis that used, they were null hypothesis (H_0) that means there was no effect using small group discussion to the students' speaking ability and alternative hypothesis (H_a) that means there was some effect using small group discussion to the students' speaking ability. Another aspect was about the score in pre-test and post-test in each indicator.

Based on the result of treatment, there was strength and weakness in applying discussion in the class. Small group discussion made the students more active in the class since they have to speak up about what they know with their group. Discussion can be one of solution to help students having critical thinking because they have to process the speech, knowing many vocabularies, deliver ideas to another.

So here, Small group discussion it could be concluded that better improved the students' speaking skill. The significant result score using small group discussion also supported by some previous research. This research from Rivi Antoni (2014) with the title "Teaching Speaking Skill Through Small Group Discussion technique at the accounting study program".

The research from Rivi Antoni show that discussion technique was good technique in improving speaking skill in teaching speaking. It could conclude from the result of calculation of t-test in the four cycles. By using small group discussion, it could improve speaking competence in vocabulary, pronunciation and delivering ideas that can be seen

from the result of mean in all cycle from pre-test and post test. So, from here we can get the conclusion that small group discussion was a good way in improving student's speaking skill.

Based on the explanation above, the researcher could conclude that discussion give some significant influence to the student's speaking ability. The result was the teacher who need reference to teach speaking in order to stimulate the students and increase the students skill could be applied small group discussion.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION This chapter the researcher discusses about the conclusion, implication and suggestion of the research after getting the result about discussion technique in teaching speaking at SMK Kadiri. A.

Conclusion Based on the previous chapter, it can be conclude that small group discussion has an influence to improve student's speaking skill at tenth grade of SMK Kadiri. Discussion made students be active in the class to delivering idea. Speaking should be taught the students in order to communicate in daily life. In this technique, students got chance to speak up in good order and improve their confidence since they sit in a group.

This technique can increase the vocabulary, pronoun and idea of the students since they have to looking for some evidence which make them know more about unfamiliar vocabulary they had. The result of the researcher's show that significant influence was shown by the result of analyzing pre-test and post –test. It showed that t-score (20.708) was higher than t-table with significant 5% (3.285).

From the explanation, it can be conclude that student's speaking skill was increase using discussion. Another result that show was mean the score between post-test (73,50) was higher than pre-test (60,64). In here the result that small group discussion could become the solving problem to teach speaking in learning process.

The significant influence from the result show that discussion made the students easily to speak up in their

way, also could more active and responsible in the class. Discussion technique can make the students interested and enjoyed during learning process also give a new atmosphere to the students. The students can work together with their group to solve a problem. Using discussion technique, the students can improve their critical thinking.

B.

Implication Based on the result showed that small group discussion have an effect to the student's speaking skill in the learning process. Learning process using small group discussion, the students should have a real evidence before saying their argument. Small group discussion also have positive effect which dividing students into small group seems to provide an opportunity for students become active and enhance students' cooperation (Ornstein, 2000).

Here there are five indicators that used by the researcher in scoring student's speaking ability. According to Brown (2003: 172), they are grammar, pronunciation, vocabulary, comprehension and fluency. The result of this research show that student's speaking ability increase using small group discussion as the technique. So, it can be concluded that small group discussion has an effect to improving students' speaking ability. C.

Suggestion Based on the result findings, discussion technique gives significance influence, so here the researcher is going to purpose some suggestions as follow: 1. The English teacher The English teachers are suggested to use discussion technique based on the result of analyzing the data, the researcher believed that discussion can improve student's speaking ability.

It can make the students be active in the class and representing an oral exploration in order to share an idea with their group. In here the teacher should explain the rules of discussion to the students. Discussion technique gives many advantages in teaching speaking, in here the teacher should help the students' difficulties.

Besides that, the teachers have to give an example the way how to discuss. Hopefully, working as a group can make the students enjoy and talk more their ideas with their friends and got the good score in speaking. 2. Other researcher The result of the data analysis shows that discussion is recommend technique in teaching speaking.

For another researcher who will do the research is hopefully able to be used as reference that it will improve students' speaking ability. The researcher believe that more treatment can give more good effect to improve students more active and effective in speaking.

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