

**THE EFFECTIVENESS OF SMALL GROUP DISCUSSION IN ENGLISH
SPEAKING ABILITY AT SEVENTH GRADE OF MTs N 1
KOTAMOBAGU**

THESIS

Submitted as Partial Requirement for the Degree of Education (S.Pd) In Teaching English

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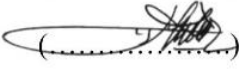
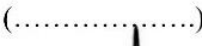


**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
MANADO STATE INSTITUTE OF ISLAMIC STUDIES**

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THESIS RATIFICATION


This thesis titled “The Effectiveness of Small Group Discussion in English Speaking Ability at Seventh Grade of MTs N 1 Kotamobagu” complied by Chysillia Insyira Higina Bangkele with student registration number 17.2.6.025 a student of English Education Study Program, has been examined and defended in the Munaqasyah session held on October 25th 2021 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvements.


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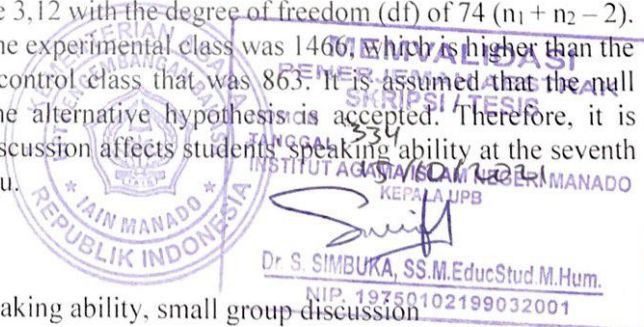

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ABSTRACT

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Title : *The Effectiveness of Small Group Discussion in English Speaking Ability at Seventh Grade of MTs N 1 Kotamobagu.*

This research aimed to determine the effectiveness of Small Group Discussion in English speaking ability at the seventh grade of MTs N 1 Kotamobagu. The population in this research was the seventh grade of MTs N 1 Kotamobagu in the academic year 2021/2022. The total population is 76 students from two classes. The sample in this research was conducted through the cluster sampling technique. The researcher took two classes; the first class is 7th F as the experimental class and 7th A as the control class. The design that was applied in this research was quasi-experimental with the experimental and control class. The researcher treated the experimental class by using the small group discussion as a treatment of this research. The data gained in this research by giving the students pre-test, treatment, and post-test then the data analyzed are using t-test formula by comparing the mean of the difference score of pre-test and post-test. The students' achievement of speaking ability can be seen in the mean of the pre-test. In Experimental Class, the mean of the pre-test was 50 from 10 students with a percentage of 26%. In the Control Class, the mean of the pre-test was 53 from 7 students with a percentage of 18%. While in the post-test, the mean in Experimental Class was 78 from 8 students with a percentage of 21%. The mean in Control Class was 75 from 2 students with a percentage of 5%. It is concluded that students' achievement in the Experimental Class is higher than the Control Class. The level significance is set equal to or less than 0,05. The result of this research shows that t-test 5,681 is higher than t-table 3,12 with the degree of freedom (df) of 74 ($n_1 + n_2 - 2$). The total score difference of the experimental class was 1466, which is higher than the total score difference of the control class that was 863. It is assumed that the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, it is concluded that small group discussion affects students' speaking ability at the seventh grade of MTs N 1 Kotamobagu.

Keywords: Effectiveness, speaking ability, small group discussion



ABSTRACT

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Penelitian ini bertujuan untuk mengetahui keefektifan *Small Group Discussion* dalam kemampuan berbicara bahasa Inggris di kelas VII MTs N 1 Kotamobagu. Populasi dalam penelitian ini adalah siswa kelas VII MTs N 1 Kotamobagu tahun ajaran 2021/2022. Jumlah populasi adalah 76 siswa, dari dua kelas. Pengambilan sampel dalam penelitian ini dilakukan melalui *clustering sampling*. Dalam penelitian ini peneliti mengambil dua kelas, kelas pertama adalah kelas 7 F sebagai kelas eksperimen dan kelas 7 A sebagai kelas kontrol. Desain yang digunakan dalam penelitian ini adalah quasi eksperimen. Peneliti memberikan *treatment* pada kelas eksperimen dengan menggunakan *Small Group Discussion* sebagai *treatment* dalam penelitian ini. Data yang diperoleh dalam penelitian ini dengan memberikan *pre-test*, *treatment* dan *post-test* siswa, kemudian data dianalisis menggunakan rumus *t-test* dengan membandingkan rata-rata selisih skor *pre-test* dan *post-test*. Pencapaian kemampuan berbicara siswa dapat dilihat dari rata-rata nilai *pre-test*. Di kelas 7 F sebagai kelas Eksperimen, rata-rata *pre-test* adalah 50 dari 10 siswa dengan persentase 26%. Pada kelas 7 A sebagai kelas Kontrol, rata-rata *pre-test* adalah 53 dari 7 siswa dengan persentase 18%. Sedangkan pada *post-test* di kelas Eksperimen adalah 78 dari 8 siswa dengan persentase 21%. Di kelas Kontrol adalah 75 dari 2 siswa dengan persentase 5%. Disimpulkan bahwa prestasi belajar siswa pada kelas 7 F sebagai kelas Eksperimen lebih tinggi dari pada kelas 7 A sebagai kelas Kontrol. Tingkat signifikansi ditetapkan adalah 0,05. Hasil penelitian menunjukkan bahwa *t-test* 5,681 lebih tinggi dari *t-tabel* 3,12 dengan derajat kebebasan (df) sebesar 74 ($n_1 + n_2 - 2$). Karena itu; disimpulkan bahwa ada keefektifan *Small Group Discussion* terhadap kemampuan berbicara siswa kelas VII MTs N 1 Kotamobagu. Total selisih skor kelas eksperimen adalah 1466, lebih

tinggi dari total selisih skor kelas kontrol yaitu 863. Dengan asumsi hipotesis nol ditolak dan hipotesis alternatif diterima. Karena itu; disimpulkan bahwa ‘ada keefektifan *Small Group Discussion* terhadap kemampuan berbicara siswa kelas tujuh di MTs N 1 Kotamobagu’.

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This thesis entitled “*The Effectiveness of Small Group Discussion in English Speaking Ability at seventh grade of MTs N 1 Kotamobagu*” is presented to the English Education Study Program of Tarbiyah and Teacher Training Faculty as a compulsory fulfillment of the requirement for *strata I* degree. The composed of this research would not be achieved without the support and encouragement from many people.

The researcher deeply thanks to the researcher beloved parents, Andung Bangkele and Celan Ginoga, S.Pd for the endless love, pray and support (may Allah Swt blesses them).

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The researcher realizes that this thesis is still far from being perfection.

Lastly, the researcher hopes this thesis would be useful for the readers.

Manado, 8 September 2021

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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa Skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikat, tiruan atau dibuat oleh orang lain, sebagian atau seluruhnya, maka Skripsi dan gelar yang diperoleh karenanya batal demi hukum.

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Penulis



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CHAPTER I

INTRODUCTION

A. Background of the Research

There are four skills in English Language, there are Speaking, Listening, Reading and Writing. Especially for Speaking, in daily life speaking is a human activity to exchange information. To be able to speak well, the speakers must understand the pronunciation, structure, and vocabulary of the language and the ability to understand the language of the interlocutor.

The Almighty Allah says in Holy Qur'an in surah Taha: 27 -28

وَاحْلُلْ عُقْدَةً مِنْ لِسَانِي . يَفْقَهُوا قَوْلِي .

“And loose the knot from my tongue. (That) they may understand my word;.”¹

According to the Ibn Kathir Ismail bin Umar Al-Quraishi bin Katsir, the Almighty Allah says in Holy Qur'an : Musa a.s. said,.....and loose the knot from my tongue, that they may understand my word. “This verse explains about the tongue of Musa a.s. was stiff and his speech was not fluent. In this case, Musa a.s. ask to God to remove the stiffness of his tongue so that he could be able to speak with his interlocutor.”²

According to the religion of ministry, this verse describes the Prophet Musa a.s. who prays to Allah, to be given strength in preaching.³

The researcher assumes, this verse describe the Musa a.s. ask to God to make all his affairs easy and to be able to speak clearly so that the interlocutor can understand. Based on the verse above, the researcher

¹ Departemen Agama Republik Indonesia Indonesia, *Alquran Dan Terjemahan* (Surabaya: Karya Agung, 2006). Pg. 433

² Syaikh Ahmad Muhammad Syakir, *Mukhtashar Tafsir Ibnu Katsir*, 6th edn (Jakarta: Darus Sunnah, 2012).

³ ‘Alqur’an Kemenag’ <<https://quran.kemenag.go.id/>> [accessed 3 June 2021].

concludes that the ability to speak clearly and fluently is important for communication.

Speaking is an important skill that students should be able to mastered. According to Nunan, speaking is an important aspect of learning English, and the ability to carry out a conversation is a success of speaking.⁴

There are learning methods such as cooperative learning. Cooperative learning is the process of breaking a classroom of students into small groups so they can discover a new concept together and help each other learn. One of the cooperative learning is Small Group Discussion. Small Group Discussion is a discussion conducted in groups of three to four students working to discuss a particular topic.

Discussion is one of the learning model which can be used to teach speaking. According to Harmer, in discussion activity that students have opportunities to express their ideas and opinions and to interact in meaningful realistic context.⁵

The Small Group Discussion learning model is designed to build individual collaboration in groups, analytical skills, and social sensitivity and individual responsibility in groups.⁶

The Small Group Discussion learning model in this research, is applied in order to develop students to learn English speaking ability. In Indonesia, English language is a foreign language, so the use of the English language in the educational environment is still limited. As a result, the students are passive in speaking English. It is expected that with this learning model, will be able to achieve successful learning in school. Students will be active in learning English, especially in speaking.

⁴ Nunan. D, *Practical English Language Teaching* (Singapore: McGraw-Hill, 2003). pg. 39.

⁵ Jeremy Harmer, *The Practice of English Teaching*. Fourth Edition. (New York : Cambridge University, 2001) .

⁶ Halbert E. Gulley. *Discussion, Conference and Group Process*. Third Edition. (USA : University of Illinious, 1977. pg. 61

This learning model involves both teacher and students, allow students more enthusiastic about learning, especially for English subjects. Students are given the opportunity to discuss, freedom to inquire and collaborate with colleagues in a group. This interaction allows the process of acceptance and understanding of the students more easily and quickly to the material being studied.⁷

The researcher also assumes that Small Group Discussion can facilitate the students. They can help each other who do not understand the lesson. For the quiet students by a Small Group Discussion the students can feel more confident to speak.

The difficulty of learning English especially in speaking is also faced by the seventh grade of MTs N 1 Kotamobagu. According to the English teacher in MTs N 1 Kotamobagu, besides less of vocabulary mastery, most of her students are silent, when they are in the class. This Phenomenon might be a fact because to be a good speaker, the students have to be able to use some components, such as grammar, vocabularies, pronunciation, and fluency.

Besides that, one of the other factors that make speaking English is difficult is teaching technique. The English teaching and learning process in MTs N 1 Kotamobagu at seventh grade, used conventional methods. The English teacher asks the students to memorize the text in speaking. While, memorizing the text might be appropriate with the students who have the good ability to remember, but it does not appropriate with the student who easy to be bored. According to Dzakirah, one of the students of seventh grade at MTs N 1 Kotamobagu, the process of teaching and learning in English class is fun because the teachers adds the humors when explains the materials, but most of the students do not understand the materials.

⁷ Imam Fauzi. *Improving Students Speaking Ability through Small Group Discussion*. Journal of ELT Research. Serang Raya University. Indonesia 2017.

From the explanation above, the researcher assumes that applying Small Group Discussion are effective in improving students speaking ability. The researcher would like to know the effectiveness of Small Group Discussion in English speaking ability at seventh grade of MTs N 1 Kotamobagu. Furthermore, the researcher is interested in conducting this research titled: "The Effectiveness of Small Group Discussion in English Speaking Ability at Seventh Grade at MTs N 1 Kotamobagu".

B. Research Question

Based on the background above, the researcher draws research question:

Is Small Group Discussion effective in improving students speaking ability?

C. Objective of the Research

To find out the effectiveness of Small Group Discussion in improving student speaking ability at seventh grade MTs N 1 Kotamobagu.

D. Limitation of the Research

Based on the research question the limitation of the problem in this study are follows:

1. This research focused on the effectiveness of Small Group Discussion in improving students speaking ability.
2. The Population of this research are seventh grade of MTs N 1 Kotamobagu academic year 2021/2022.
3. The sample of this research are two classes from seventh grade of MTs N 1 Kotamobagu academic year 2021/2022.

E. Significance of the Study

The results of this study is expected to contribute to English teaching and learning. It is divided into theoretically and practically significance as follows:

1. Theoretically

This research helps the readers to get information about small group discussion in teaching speaking ability.

2. Practically

- a. This research is a suggestion to teachers at MTs N 1 Kotamobagu to give more attention to students' speaking ability.
- b. This research is intended to give contribute to the English Education Study Program as the information for students in IAIN Manado who are interested in conducting the effectiveness of small group discussion.

F. Definition Of Key Terms

1. The Effectiveness is the degree to which objectives are achieved and the extent to which targeted problems are solved.⁸
2. Small Group Discussion is a learning model which emphasizes the activeness of student learning through small group discussion learning.⁹
3. Speaking is interaction among students in classroom during the teaching learning process of certain topic in English class.¹⁰
4. Ability is a physical or mental power to do or accomplish something.¹¹

⁸ 'Effective' <<https://www.assignmentexpert.com/>>.

⁹ Brewer W. Ernest. *Proven Ways To Get Message Across*. (Corwin Press INC, 1997).

¹⁰ Jack C Richard. *Teaching Listening and Speaking From Theory to Practice*. (New York: Cambridge University Press, 2008) Pg.37.

¹¹ 'Definition of Ability' <<https://www.merriam-webster.com/>>.

CHAPTER II

LITERATURE REVIEW

A. Characteristics of Speaking

1. Definition of Speaking

Speaking is the ability to mention articulation sounds or words to specific, express and convey thoughts, ideas, and feelings. The definition shows clearly that speaking is related to the pronunciation of words that aim to convey what is going to be conveyed by its feelings, or ideas.

According to the experts, there are many definitions of speaking. Marriam Bashir states, "Speaking is productive skill in the oral mode. It is like the other skills, at the first is more complicated than it seems and involved more than just pronouncing words".¹

According to Slamet and Amir state speaking is a skill to convey the message through the spoken language as an activity to convey the idea that drafted and developed according to the needs of listeners. This statement explains that talking is not just saying the words, but emphasizing the delivery of ideas that are arranged and developed in accordance with the needs of the listener or recipient of information or ideas.²

According to Harmer, that speaking is the ability to speak fluently and not only presupposes the knowledge of language features, but also the ability to process information and language.³ According to Jack C. Richards, speaking is used for many distinct reasons, and each aim involves distinct abilities.⁴

¹ Marriam Bashir, *Factor Effecting Students English Speaking Skill*. (British Journal Of ARTS and Social Science, 2011). Pg. 38. (accessed on Wednesday 15 July 2020 at 20:04)

² St. Y. Slamet and Amir, *Peningkatan Keterampilan Berbahasa Indonesia (Bahasa Lisan Dan Bahasa Tertulis)*, (Surakarta: Universitas Sebelas Maret, 2008).

³ Harmer. J. *The Practice Of English Speaking* (2007) pg. 284

⁴ Jack C. Richards and Willy A. Renadya, *Methodology in Language Teaching: An anthology of Current Practice* (Cambridge : Cambridge University Press 2002). Pg. 201.

Based on the expert statements above, the researcher concludes that speaking is the ability to pronounce words in order to convey or express intentions, ideas, thoughts, and feelings conceived and developed according to the needs of listeners that what is presented can be understood by listeners.

2. The Purposes of Speaking

According to Richards, the purposes of speaking both the transactional and interpersonal into an extensive list of twelve categories as follows:

- a) Personal – expressing personal feelings, opinions, beliefs, and ideas.
- b) Descriptive – describing someone or something, real or imagined.
- c) Narrative – creating and telling stories or chronologically sequenced events.
- d) Instructive – giving instructions or providing directions designed to produce an outcome.
- e) Questioning – asking questions to obtain information.
- f) Comparative – comparing two or more objects, people, ideas, or opinions to make judgements about them.
- g) Imaginative – expressing mental images of people, places, events, and objects.
- h) Predictive – predicting possible future events.
- i) Interpretative – exploring meanings, creating hypothetical deductions, and considering inferences.
- j) Persuasive – changing others’ opinions, attitudes, or points of view, or influencing the behavior of others in some way.
- k) Explanatory – explaining, clarifying and supporting ideas and opinions.

- 1) Informative – sharing information with others.⁵

Based on Jack C. Richards state, that purpose "it functions to establish and maintain social relations, and transactional functions, which focus on the exchange of information".⁶

3. Elements of Speaking

The aspect of speaking according to Darmodihardjo in Fauzi states, "the requirements of effective speaking such as: intonation, phonetic transcription and environment expression".

According to David P. Haris states there are 5 aspect of speaking.

- 1) Pronunciation concluding the segmental features vowel, and consonants, vocabulary, stress and intonation pattern the flow speech,
- 2) Grammar,
- 3) Vocabulary,
- 4) Fluency (the case and speed of the flow speech).
- 5) Comprehension, for oral communication certainly requires a subject to respond to speech as well as to initiate it.⁷

4. Function of speaking

According to Richard, there are three function of speaking. There are talk a interaction; talk as transaction; talk as performance.⁸

- a. Talk as interaction

⁵ Shiamaa Abd El Fattah Torky. *The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skill of Secondary Stage Students*. (Ain Shams University Cairo, 2006).

⁶ Jack C. Richard. *Teaching Listening and Speaking (From Theory to Practice)*. (New York: Cambridge University Press, 2008). Pg. 21.

⁷ Harris P. David, *Testing English as a Second Language*. (New York: McGraw-Hill, 1988). Pg 8.

⁸ Jack C. Richard. *Loc Cit* pg. 21 .

Talking as interaction is refers to what is meant by "conversation" and describes interactions that serve a social function. The focus is on the speaker and how the speaker wants to present themselves to each other on the message.

b. Talk as transaction

Talking as a transaction refers to a situation where the focus is on what is said or done. The focus is on messages to make themselves understood clearly and accurately not on the participants and how they interact socially with one another.

Burns divides it into two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority for successful information communicated or understood. The second type is transactions that is focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

c. Talk as performance

This type refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Examples of talk as performance are:

- a. Giving a class report about a school trip
- b. Conducting a class debate
- c. Giving a speech of welcome
- d. Making a sales presentation
- e. Giving a lecture.⁹

⁹Jack C. Richard. *Leo Cit.* pg 26.

5. Types of Speaking

Brown describes six categories of speaking. Those six categories are as follows:

1) Imitative

Imitative category includes the ability to practice an intonation and focus on some particular elements of language form.

2) Intensive

This is the students practicing some phonological and grammatical aspects of language.

3) Responsive

Responsive performance requires communication and test comprehension, but at a much reduced level of very short conversation, regular greeting and small talk, basic request and comments.

4) Transactional (dialogue)

This speaking category is carried out for the purpose of conveying or exchanging specific information.

5) Interpersonal (dialogue)

Interpersonal dialog refers to dialog which is aimed more at the maintenance of social relations than at the transmission of facts and information.

6) Extensive (monologue)

Teacher provides students with extensive monologs in the form of oral reports, summaries, storytelling and short speeches. This is monologue of speaking performance.¹⁰

Maria del Mar Suarez Vilgram explained the types of speaking as follows:

¹⁰ Brown H. Douglas. *Language Assessment: Principles and Classroom Practices* (San Fransisco : San Fransisco Longman 2004). pg 271.

Table 2.1
The Types of Speaking

Interactive	Partially Interactive	Non-Interactive
a. Face to face conversation b. Telephone calls	Public Speech.	a. When recording a speech from a radio broadcast. b. Performing in a play. c. Reciting a poem. d. Singing.

Interactive speaking situations including face to face conversations and telephone calls are the conversation in which we listening and speaking alternately, and have a chance to ask for clarification, repetition, or slower speech from the conversation partner. Partially interactive is predominantly done by several people or only one person in the interaction. For example speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker checks the comprehension by see the audience and judge from the expression on their faces and body language. Non-interactive speaking situation may be totally non-interactive for example, recording a speech for a radio broadcast, performing in a play, reciting a poem, and singing. In other word, the speaker don't accept the feedback from audience.¹¹

6. Assessment of Speaking

According to Nurgiyantoro, assessment is a process to measure the level of goal achievement. Furthermore, Nurgiyantoro quoted Tuckman's opinion regarding assessment, "assessment is a process to find out (test).¹² Therefore; understanding the assessment of speaking requires examination of assessment methods, scale, and raters.

¹¹ Del Mar Suárez Vilagran. *4 Skills: Speaking*. 2008. Accessed March 28, 2021.

¹²Burhan Nurgiyantoro. *Penilaian Pembelajaran Bahasa Berbasis Kompetensi* (Yogyakarta: BPFY-Yogyakarta, 2010). pg. 75.

The assessment of speaking in this research is a test. According to Brown, test is a method of measuring an ability, knowledge, or performance. Test is an educational assessment intended to measure knowledge, skill, aptitude, physical fitness.¹³ The rubric assessment in this research is adapted from Testing for Language Teachers by David P. Harris.

Table 2.2 Speaking Assessment Rubric

Aspects	Indicators	Score
Pronunciation	Always intelligible, though one is conscious of definite accent.	4
	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3
	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.	2
	Pronunciation problems to severe as to make speech virtually unintelligible.	1
Grammar	Occasionally makes grammatical; and/or word order errors which do not, however, obscure meaning.	4
	Makes frequent errors of grammar and word order which occasionally obscure meaning.	3
	Grammar and word order error make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.	2
	Errors in grammar and word order to severe as to make speech virtually unintelligible.	1
Vocabulary	Sometimes use inappropriate terms and must rephrase ideas because of lexical inadequacies	4
	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	3
	Misuse of words and very limited vocabulary make comprehension quite difficult.	2
	Vocabulary limitations so extreme as to make conversation virtually impossible.	1

¹³ Brown H. Douglas, *Language Assesment: Principles and Classroom Practice*, (San Fransisco : San Fransisco Longman. 2004). pg. 4.

Fluency	Speech of seems to be slightly affected by language problems.	4
	Speed and fluency are rather than strongly affected by language problems	3
	Usually hesitant; often forces into silence by language limitations	2
	Speech is so halting and fragmentary as to make conversation virtually impossible. ¹⁴	1

B. Characteristic of Small Group Discussion

1. Definition of Small Group Discussion

Before going to the concept of Small Group Discussion, it will be better to know about the definition of each term. According to Arends states discussion is communication in which people talk to one another, sharing ideas and opinions.¹⁵ It is supported by Hoover who defines discussions as a process of interchanging ideas.¹⁶ Discussion occurs only in groups, and cannot be studied systematically without considering the concepts of the group. Hoomans (in Gulley) states that a group is a number of person who communicate with one another often over a span of time, and who are few enough so that everyone is able to communicate with the others, not through other people, but face to face.¹⁷ If the class is large one, a good way to give students opportunities for active practice and feedback is small group in the classroom.

According to Sanchez state a small group as having at least three or no more than twelve or fifteen members.¹⁸ According Ornstein and

¹⁴ David P. Harri. *Testing English as a Second Language*. (New York : McGraww-Hill, 1988).

¹⁵ Richards I. Arends. *Classroom Instruction and Management*, (United States: Central Connecticut State University, 2012) pg. 200.

¹⁶ Hoover Kenneth, *Learning Teaching in the Secondary School*, (Boston :Allyn an Bacon Inc., 1972) pg 110.

¹⁷ Halbert E. Gulley, *Discussion, Conference and Group Process*. (USA: University of Illinous, 1977) pg.62-63.

¹⁸Sanchez. *Definition of Small Group*. <<http://www.abacon.com>. >, accessed 30 Junary 2020 at 18. 47.

Lesley states, small group occurs because the large group is broken up into subgroups according to their abilities, interest, projects or other criterion.¹⁹

The small group discussion model also means the process of seeing two or more individuals interacting globally and facing each other about a particular goal or goal through exchanging information, defending opinions, or solving problems. Small group discussion allows presenters to announce ideas or topics for group discussion among participants. A small group discussion follows democratic guidelines and allows everyone to contribute their ideas to be discussed in the group. Discussion allows for an interchange of ideas within the context of a group under the direction of teacher.²⁰

There are many techniques of teaching languages to choose for teach language skills. One of them which are Group Discussion According to United States Agency for International Development (USAID) state, “Group Discussion is a planned and facilitated discussion among a small group of stakeholders designed to obtain perceptions in a defined area of interest in a non-threatening environment and permissive.”

From those theories, the researcher concluded that Small Group Discussions is a learning process model by conducting small group discussions of participants the goal is for students to have the skills to solve problems related to the subject matters and problems faced in daily life.

¹⁹ Ornstein C. Allan, Thomas J, and Lasley H. *Strategies for Effective Teaching* (New York: McGraw-Hill, 2000) pg. 294.

²⁰ Ernest W. Brewer, *Proven Ways to Get Your Message Across*, (Corwin Press INC, 1997) pg 22.

2. Variations of Small Group Discussion

a. Cooperative Learning Groups

The goals of cooperative learning are positive interdependence, face to-face interaction among students, individual accountability within the group, and interpersonal and small group skill.

b. Problem-solving Groups

The purpose of problem-solving groups is to approach real-life problems with an appropriate strategy. The student find many approaches to the problem and test them for the best possible solution.

c. Group Investigation

The teacher breaks students up into small groups based on particular interest. Each group has a specific category, and they analyze its meaning based on the information that has been gathered. The students then prepare and deliver a presentation to the class about what they discovered. The process teaches the student to work together, listen to one another, and support each others' work and opinions.²¹

3. The Application of Small Group Discussion

According to Dobson state, discussion techniques for use in Small Group discussion are follows:

- a. Divide the student in the class into Small Group of two to four students each group. Give a different discussion topic for each group which is will necessitate outlining of several important points.
- b. Allow the student to discuss their respective topic in a groups for at least 10 minutes. When the groups have finished their discussion.
- c. Contact a student who is the group spokesman. After the spokesman gives a short presentation (five minutes or so), the other students

²¹ Ernest W. Brewer, *Leo Cit.* pg 25-26.

should give a question or their own point of view. The teacher can help general discussion by asking question to the group members.

Follow the some procedures with the others groups until all groups have given their presentations.

4. Advantages and Disadvantages of Small Group Discussion

When using the small group discussion, the teacher should be aware of the following advantages, disadvantages, and limitations of this strategy.

- 1) Advantages of Small Group Discussion
 - a. All students in the group can participate.
 - b. It is a good way to get students interested in a topic.
 - c. Students may more easily understand another student's explanation than a teacher's explanation.
 - d. The teacher can identify students who need assistance.
 - e. The teacher can identify individual opinions about the topic.
- 2) Disadvantages of Small Group Discussion
 - a. It is time consuming.
 - b. Some students in the group may do all the talking.
 - c. It involves less teacher involvement than other strategy.
 - d. The discussion can easily get off track.²²

Based on the statement above, the researcher concludes that small group discussion learning is learning model by using groups that emphasize the activity of student learning through small group learning discussions.

C. Review of Previous Studies

There are some previous studies related with the effectiveness of small group discussion in English Speaking ability at seventh grade students of MTs N 1 Kotamobagu:

²² Ernest W. Brewer. *Leo Cit.* pg 27.

Table 2.3
Research Originality

No	Research Identity	Similarity	Differences	Research Originality
1	Imam Fauzi, Improving Student's Speaking Ability through Small Group Discussion. (2017)	This research aimed to investigate how small group discussion can be implemented to improve vocational high school students speaking ability.	This research focused on identify the role of small group discussion in improving students' speaking skill using classroom action research method.	This research focuses on students' speaking skills using small group discussion techniques in seventh-grade students of MTSN N 1 Kotamobagu
2	Rivi Antoni, Teaching Speaking Skill Through Small Group Discussion Technique at The Accounting Study Program. (2014)	This research focused on students speaking skills through small group discussion techniques.	The object of the study was in the second-semester students of Accounting of Pasir Pengarain University.	
3	Lalu Bohari, Improving Speaking Skills Through Small Group Discussion at Eleventh Grade Students of SMA Plus Munirul Arifin NW Praya. (2019)	This research focused on improving student speaking skills through small group discussion using quantitative method.	This research was aimed at determine the effect of small group discussion in improving speaking skills at the seventh grade students of SMA Plus NW	
4	Honang Adi Riyanto, Improving Speaking Skill	This research focused on improving student	The purpose of this study are to describe the procedure	

	Through Small Group Discussion (A Classroom Action Research for the Third Grade Students Of Vocational Secondary School Pancasila Salatiga in the Academic Year 2015/2016)	speaking skills through small group discussion using Classroom Action Research method.	of implementing small group discussion to improve the students speaking skills for third grade of Vocational Secondary School Pancasila Salatiga.
5	Eka Saputri, The Effectiveness Of Small Group Discussion Toward Speaking Skill And Speaking Anxiety Of English Students At Iain Palangka Raya (2017)	This research focused on Small Group Discussion Toward Speaking Skill And Speaking Anxiety using Quantitative method with quasi-experimental design.	The Purpose of this research are to measure the effect of using small group discussion on students speaking skill and speaking anxiety.

The table above shows some previous studies related to this research. **The first study** is written by Imam Fauzi, entitled A study with title: Improving Student's Speaking Ability through Small Group Discussion. The research conducted by this researcher aims to investigate how small group discussion can be applied to improve the speaking skills of vocational high school students and to identify the role of small group discussion in improving students' speaking skills. In this study, researchers used the action research method, with 35 second-grade students participating in this study. Research findings can be explained in three cycles. Cycle 1 revealed that there were 37.2% of students who performed well; 42.8% are good even though they have weaknesses in several aspects of using introductory

statements and choosing good sentences; 20% are weak and do not understand to choose the appropriate sentence for the introduction. Cycle II showed that 45.7% of participants were good at choosing the right sentence and pronunciation; 54.3% were considered good even though they still lacked communicative words with the right words. Cycle III is carried out after having additional classes, small guidelines for active speaking, and intensive practice. It was found that 71.4% of participants were able to communicate with better basic English structures and words, and 28.6% of them were still slightly below. The findings of this study indicate that small group discussions can effectively improve students' speaking skills, involve them in group work discussions actively, encourage them to become independent learners who can expose themselves to learning activities, make them feel more relaxed in learning, give them more opportunities to improve their speaking skills.²³

The second study, Rivi Antoni wrote Teaching Speaking Skill through Small Group Discussion Technique at The Accounting Study Program. In this research the researcher uses classroom action research methods. According to the researchers, some English lecturers can only blame their students for their limited ability to speak English. In other words, lecturers rarely discuss the techniques used in the teaching process, especially speaking classes. In this research, the researcher took the second-semester students of the University of Pasir Pengaraian Accounting for Participation. This research was conducted in two cycles each of which consisted of 5 meetings with tests included. In cycle 1, it was found that students' speaking skills made progress in only two aspects such as vocabulary and grammar, while the other aspects were not improved. That is why researchers conducted cycle 2 to improve three aspects that could not be better. After doing the second cycle, it was found that the students' pronunciation, fluency, and comprehension progressed. That can be seen

²³ Imam Fauzi, *Improving Student's Speaking Ability through Small Group Discussion*. Serang Raya University, Banten, Indonesia. 2017. From Journal of ELT Research. pg130 .

from the speaking score achieved from the test given. With regard to data analysis, the comparison of scores is based on two cycles. It can be concluded that small group discussions are better at increasing students' speaking skills in the second-semester students of the University of Pasir Pengaraian Accounting.²⁴

The third study is written by Lalu Bohari, with the title *Improving Speaking Skills through Small Group Discussion at Eleventh Grade Students of SMA Plus Munirul Arifin NW Praya*. This research aims to find the effect of small group discussions in improving speaking skills in seventh-grade students of NW Plus High School. This research was conducted as a quasi-experiment using a quantitative approach with the One-Group Pretest-Posttest design. The population in this study was the XI grade students of Munirul Arifin NW Praya High School in the academic year 2018/2019. Each class consists of 28 students. The total population is 95 students. In this study, researchers took one class as a sample. This class is MIPA 1 class XI consists of 28 students as experiments. The researcher gave treatment to the experimental group and used Small Group Discussion as a treatment of speaking. The purpose of using Small Group Discussion is to provide new inspiration that can be applied in teaching speaking. Referring to the pre-test and post-test results show that $\text{sig (2 tailed)} > 0.05$, it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. So the use of Small Group Discussions in teaching speaking effectively. T-test value is higher than t-table value ($t\text{-test } 8.5148 > t\text{-table } 2003$). This research shows that teaching speaking using small group discussions technique has a positive effect on improving students' speaking skills. In addition, the average post-test results were higher than the pre-test average ($M_2 = 18.43 > M_1 = 14.25$). This means that teaching speaking skills by using small group discussions techniques is more effective than teaching speaking skills without using this technique.

²⁴ Rivi Antoni. *Teaching Speaking Skill Through Small Group Discussion*. Journal of Education and Islamic Studies, vol 5. June (2014).

In addition, small group discussions can improve students' speaking skills in eleventh-grade students at Plus Munirul Arifin High School NW Praya.²⁵

The fourth study is written by Honang Adi Riyanto, with the titled *Improving Speaking Skill through Small Group Discussion (A Classroom Action Research for the Third Grade of Vocational Secondary School Pancasila Salatiga in the Academic Year 2015/2016)*. The objectives of this research are (1) to describes the procedures for implementing small group discussion techniques in improving the students' speaking skills of third grade students at Vocational Secondary School Pancasila Salatiga. (2) To find out whether there is an improvement of students' speaking skills through small group discussion and (3) to find out to what the extent to use of the small group discussion improve the students' speaking skill. The research method that researcher used in this research is classroom action research. The research subjects selected by the researcher were 14 students in III grade of the Vocational Secondary School Pancasila Salatiga. The researcher uses two cycles; each cycle consisted of planning, implementing the action, observation and reflection. The results of this study indicate that there is an improvement of students' speaking ability using small group discussion techniques. This is supported by data from T-Test calculation in cycle 1 is 5.91 and cycle 2 is 6.31. And also the increasing percentage of the oral test from cycle 1 to cycle 2 with the standardized score (the minimum of passing criteria) was 75, in the first cycle it was 57.14 % of students and 78.58 % in the second cycle who passed the oral test. The increasing that occurred in the oral test from cycle 1 to cycle 2 is 21.44 %. This indicates that applying small group discussion techniques will improve students speaking skills.²⁶

²⁵ Lalu Bohari. *Improving Speaking Skills Through Small Group Discussion At Eleventh Grade Students of Sma Plus Munirul Arifin Nw Praya*. Journal of Languages and Language Teaching (2020), pg. 68.

²⁶ Honang Adi Riyanto. *Improving Speaking Skill Through Small (A Classroom Action Research For The Third Grade Students Of Vocational Secondary School Pancasila Salatiga In The Academic Year 2015 / 2016)*, 2016, pg 9.

The fifth study is written by Eka Saputri, with the titled *The Effectiveness of Small Group Discussion toward Speaking Skill and Speaking Anxiety of English Students at Iain Palangka Raya*. The aims of this research were (a) to measure the effect of using small group discussion techniques on students' speaking skill; (b) to measure the effect of using small group discussion techniques on students speaking anxiety; (c) to measure the effect of using small group discussion techniques on students speaking skill and anxiety. In this study the researcher used a quantitative approach with quasi-experimental design. The population that the researchers chose in this study were the third semester students of the English Education Study program at IAIN Palangka Raya. In this study, researcher used clustering sampling and took two classes; class A as the control class and class B as experimental class. Before doing the treatment, the students in experimental class (class A) were given a pretest. Then, students are taught speaking skill by using small group discussion technique. At the end of the treatment, students are given a posttest. To examine the hypothesis used One-Way ANOVA to analyze the data. The results of data analysis obtained in the multivariate test, Fvalue was 5.085 and Ftable was 3.22, Fvalue was higher than Ftable ($5.085 > 3.22$), and with a significant level was lower than alpha (α) ($0.004 < 0.05$). It is concluded that there is a significant influence between the pretest, posttest, and anxiety scores. Then using the effect sizes according to Cohen (1988), small group discussion has small have a small effect size (0.271). Furthermore, the researcher applied Post Hoc Test to answer the research problem, and the result showed that (a) the experimental class showed the significant value ($0.00 < 0.05$), it means that small group discussion had an effect on student speaking skill; (b) the experimental class speaking anxiety showed a significant value ($0.00 < 0.05$), it means that there was a significant effect between small group discussion and speaking anxiety; (c) there is no difference between speaking skills and speaking anxiety, the use of small group discussion techniques is effective on students speaking skills and

speaking anxiety in students. Based on the calculation results obtained from this study, showed that the significant value was higher than alpha ($0.810 > 0.05$).²⁷

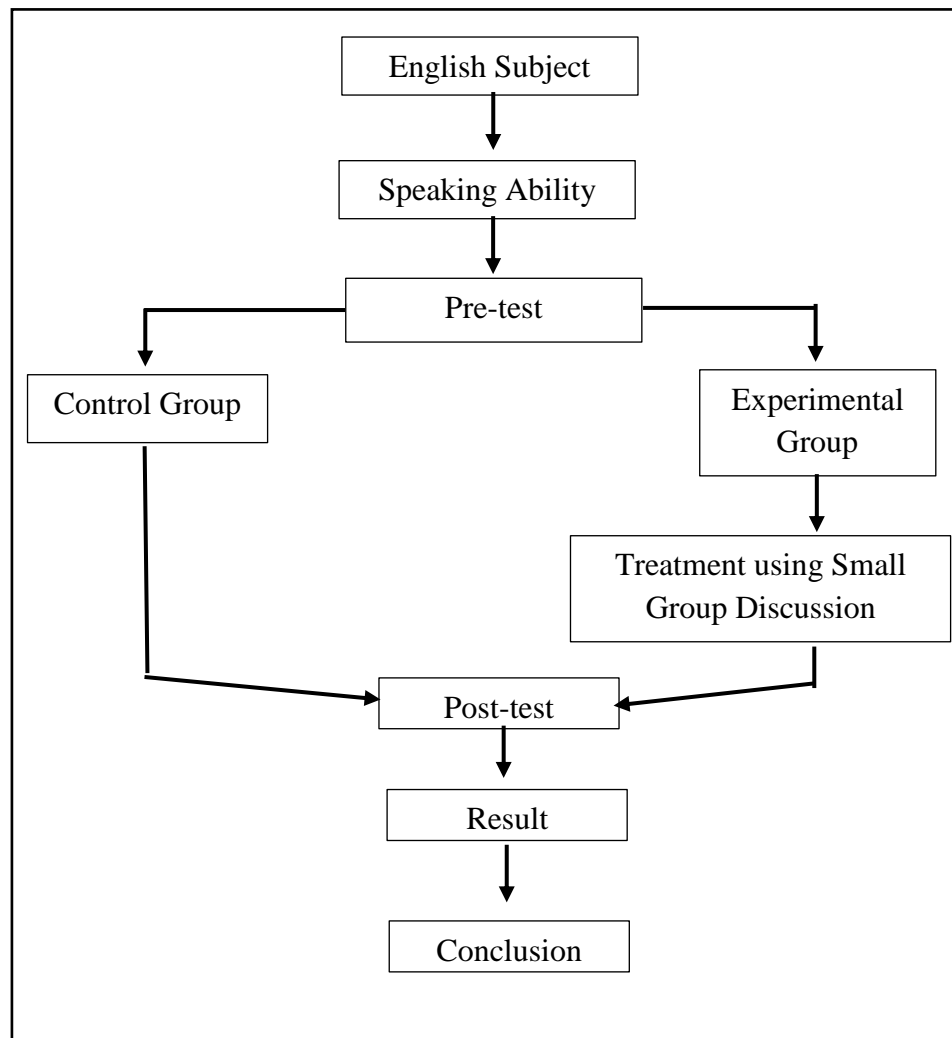
Based on the explanation above, the researcher found similarities with previous study above, the originality of my research is focused on the effectiveness of Small Group Discussion in English Speaking Ability. The differences of my research is focused on seventh grade students of MTs N 1 Kotamobagu

D. Conceptual Framework

This study aims to improve English speaking skills for seventh grade students at MTs N 1 Kotamobagu. The theoretical framework of this study is shown in figure below:

²⁷ Eka Saputri. *The Effectiveness of Small Group Discussion Toward Speaking Skill and Speaking Anxiety of English Students at IAIN Palangka Raya*. 2017. pg. 8.

Figure 2.1 Conceptual Framework



E. Research Hypothesis

Ha = There is any effectiveness of Small Group Discussion on students speaking ability of seventh grade students at MTS N 1 Kotamobagu.

Ho = There is no effectiveness of Small Group Discussion on students speaking ability of seventh grade students at MTS N 1 Kotamobagu.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research conducted by using quantitative methods which is a type of research that collects data and works with numerical data. Quantitative research is generally for hypothesis or supports hypothesis. It is used when researcher want to know what are the things that influence the occurrence of a phenomenon in other words the researcher wants to know the relationship between two or more variables that are the object of research. Thus in this study used quantitative research because researcher wanted to determine how much the effectiveness of Small Group Discussion on student speaking ability.

The type of this research is using quasi-experimental, experimental research is research that is intended to determine whether there is a result of the treatment on the subject investigated. The way to find out is to compare the experimental class who were given treatment with a control class who were not given treatment.

According to Best and Kahn state, there are three categories of the experimental research:

- a. Pre-experimental design is the least effective, for it provides either no comparison group or no way of equating the groups that are used.
- b. True-experimental design employs randomization to provide for comparison of the equivalence of groups and exposure to treatment.
- c. Quasi-experimental design provides a less satisfactory degree of comparison, used only when randomization is not feasible.

From these categories of experimental research, the researcher uses the quasi-experimental design.¹

The researcher would be applied the pre-test and post-test design. According to Creswell, a pre-test provides a measure on some attributes or characteristics that would be assessed for participants in an experiment before they receive a treatment. Meanwhile, a posttest is a measure of several characteristic that will be assessed by participants in an experiment after a treatment is carried out.² That design could be illustrated follows:

Table 3.1 Nonrandomized Control Group Design

Subjects	Pre-Test	Treatment	Post-Test
Experimental Class	Y ₁	X	Y ₂
Control Class	Y ₁	-	Y ₂

Y₁ = Pre-test

Y₂ = Post-test

X = Treatment, is using small group discussion.³

B. Population and Sample

1. Population

Population is all the organisms that both belong to the same species or group and living in the same area. According to Crowl states, Population groups consisting of all people to whom researcher wish to apply their findings.⁴ The population of this research are the seventh grade students of MTs N 1 Kotamobagu.

¹Best and Khan. *Research in Education*. Eight Edition, (America :Allyn and Bacon, 2014), pg.177.

²J. W. Cresswell, *Educational Research: Planning Conducting, and Evaluating Quantitative and Qualitative Research* (New Jersey: Pearson Education, 2008). pg.301.

³Cresswell. *Leo Cit*, Pg

⁴Thomas K. Crowl, *Fundamentals of Educational Research* (United State Of America: Falmer Press, 1998).

**Table 3.2 The population of Seventh Grade of MTs N 1
Kotamobagu Academic Year 2021/2022**

No	Characteristic of population	Number of population
1	Student of 7-A	38 Students
2	Student of 7-B	36 Students
3	Student of 7-C	37 students
4	Student of 7-D	36 students
5	Student of 7-E	37 students
6	Student of 7-F	38 students
	Total	222 students

In the table 3.2 above, there are 222 students in seventh grade of MTs N 1 Kotamobagu, which is divided into six classes. From those six classes, one class was selected as the experimental class and the other one was selected as the control class. Based on the population described above, the researcher decided to use class 7th A as the control class and class 7th F as the Experiment class.

2. Sample

The sample of this research was conducted through clustering sampling, which sample was taken based on group or classes without randomization. There are six classes in the seventh grade of MTs N 1 Kotamobagu, the researcher just took two classes from seventh grade classes in conducting research. The researcher decided to use class 7th A as the control class and class 7th F as the Experiment class.

C. Research Setting

This research was conducted at MTsN 1 Kotamobagu. Before becoming a public high school number 1, MTs is the first Islamic high school in Kotamobagu located in the Gogagoman sub-district of North Kotamobagu.

After that, MTs N Negeri 2 Kotamobagu was built which is located in Molinow Subdistrict of South Kotamobagu. The data collection was held in June 14th 2021 to 5th August 2021.

D. Variable of Research

The Data in this research using two variables, there are:

1. Independent Variable (X)

According to Sugiyono state, independent variable is the variable that influence or be the cause of the change or the arrival of dependent variable.⁵ The independent variables in this research is small group discussion (X) in experimental class.

2. Dependent Variable (Y)

According to Sugiyono state, dependent variable (Y) is variables that is influenced or which be a consequence, because of the independent variable.⁶ The dependent variable in this research is the result of students speaking ability in experimental class.

E. Data Source

The researcher will use the primary data and secondary data.

1. Primary Data

The researcher will use test in primary data to collect the data at MTs N 1 Kotamobagu. The test in this research conducted with pre-test and post-test.

2. Secondary Data

The researcher will use observation and documentation in secondary data to complete the data at MTs N 1 Kotamobagu. The observation is used in the research to know how the students speaking ability. The Documentation in this research the data about the school and pictures during the research process.

⁵ Sugiyono, *Metode Penelitian Pendekatan Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2010). pg. 4.

⁶ Sugiyono. *Leo Cit.* pg. 4

F. Technique of Data Collection

a. Test

According to Arikunto state, test is used to measure the basic capabilities and achievements.⁷ Test in this research is used to know how far the students speaking ability.

Table 3.3 Question Sheet

Pre – test	Describe about your self
Post-test	Describe about things, and place.

The test in this research divide into pre-test and post-test.

1. Pre-test

Pre-test is an evaluation activity carried out by the teacher to obtain information about students' knowledge, abilities, talents, and personality by giving a set of questions or assignments that are planned by having provisions or answers that are considered correct from both written and oral.

Pre-test procedure is a form of question, which the teacher throws to student before starting a lesson. The question that will be asked are the material that will be taught on that day (new material). The test is usually done by the teacher at the beginning of the lesson opening.

In this research, the pretest will be given to the experimental class (7th F) and control class (7th A). The pre-test gives in the first meeting which is administrated to assess the participants of experiment before they receive a treatment. The pre-test will be given in the oral test form.

⁷ Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: PT. Rineka Cipta, 2006) .

2. Post-test

The post-test procedure is a form of question that is given after the lesson material has been submitted. In other words, a post test is a final evaluation when the material taught on that day has been given in which a teacher gives a post-test with the intention of whether the student has understood the material just given that day. The post-test in this research will be given to the control class (7th A) and experimental class (7th F). The post-test were given in the oral test from.

b. Observation

To complete the data, observation is used in the implementation of this research. The observation of this research was conducted in February 22nd 2021 until the research is conducted. When the learning process is ongoing, the researcher took some observation sheets to find how the ability of students in speaking English.

In the experimental class, the researcher found there are three students that categorized as the active learner in speaking English. The other students keep in silent when the researcher asked them to speak in English. This is the serious problem of speaking which the researcher found in this class.

In the control class, most of the students categorized as the active learners in speaking English, there were only nine students who remained silent when the researcher asked them to speak in English. This is inversely to the experimental class.

c. Documentation

Documentation is a broad variety of written materials that develop quantitative information. It includes policy documents, annual reports, photography, series of letters or emails, case notes, health promotion materials, etc.

Documentation in this research is done by taking a pictures during the research process and the researcher collects the data about school from the staff administration.

G. Technique of Data Analysis

Data analysis in quantitative research is carried out using statistical techniques in accordance with the problem and research objectives as well as the type of data analyzed for hypothesis testing purposes. In this case it is done by using the t-test formula. The "t" test is one of the statistical tests used to determine whether or not there is a significant difference between the two variables.

a. Rubric Assessment of Speaking

The rubric assessment in this research is adapted from Testing for Language Teachers by David P. Harris,⁸ the rubric is as follows:

Table 3.4 Speaking Assessment Rubric

Aspects	Indicators	Score
Pronunciation	Always intelligible, though one is conscious of definite accent.	4
	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3
	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.	2
	Pronunciation problems to severe as to make speech virtually unintelligible.	1
Grammar	Occasionally makes grammatical; and/or word order errors which do not, however, obscure meaning.	4
	Makes frequent errors of grammar and word order which occasionally obscure meaning.	3
	Grammar and word order error make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.	2
	Errors in grammar and word order to severe as to make speech virtually unintelligible.	1

⁸ David P. Harris, *Testing English as a Second Language*, 8th edn (New York: McGraw-Hill, 1988).

Vocabulary	Sometimes use inappropriate terms and must rephrase ideas because of lexical inadequacies	4
	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	3
	Misuse of words and very limited vocabulary make comprehension quite difficult.	2
	Vocabulary limitations so extreme as to make conversation virtually impossible.	1
Fluency	Speech of seems to be slightly affected by language problems.	4
	Speed and fluency are rather than strongly affected by language problems	3
	Usually hesitant; often forces into silence by language limitations	2
	Speech is so halting and fragmentary as to make conversation virtually impossible.	1

Maximum score : 16

Total Score :

$$\frac{\text{Students's score} \times 100}{\text{Maximum score}}$$

b. Calculate the mean (M) from each group

Formula:

$$M_x = \frac{\sum fx}{N}$$

$$M_y = \frac{\sum fy}{N}$$

M : Mean of student's score

$\sum x$: Total score of experimental students score

$\sum y$: Total score of control students score

N : Number of students

c. Score of pre-test from each group Xa and Ya

Xa : Score of experimental class – Mx

Ya : Score of control class - My

d. Score of post-test from each group Xa^2 and Ya^2 Xa^2 : $Xa \times Xa$ Ya^2 : $Ya \times Ya$ **e. Calculate the T-test**

$$t_o = \frac{|Mx - My|}{\sqrt{\left(\frac{\sum Xa^2 + \sum Ya^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

 Mx : mean sample of experimental class My : mean sample of control class $\sum Xa^2$: total number Xa^2 of experimental class $\sum Ya^2$: total number Ya^2 of control class n_1 : the number of students in the experimental class n_2 : the number of students in the control class⁹**H. Hypothesis Testing**

In statistics, the hypothesis is defined as a statistical statement about population and parameters. According to Sugiyono state, in research the hypothesis is defined as a temporary answer to the formula research problem.¹⁰ In this research, there are two statistics hypothesis:

Alternative Hypothesis / H_a : $t_o > t_{table}$

There is any effectiveness of small group discussion on students speaking ability of seventh grade students at MTs N 1 Kotamobagu.

Null Hypothesis / H_o : $t_o < t_{table}$

There is no effectiveness of small group discussion on students speaking ability of seventh grade students at MTs N 1 Kotamobagu.

H_a : Alternative hypothesis

⁹ Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta : PT Rineka Cipta, 2006) .

¹⁰ Sugiyono. *Leo Cit*. pg. 84.

H_0 : Null hypothesis

t_o : t-test

t_{table} : t-table

I. Decision of Hypothesis testing

The decision of hypothesis was gotten from the comparison of t-test with t-table:

If $t\text{-test} > t\text{-table}$: H_a is accepted = mean of score from both of the experimental and control class is difference in pre-test and post-test or there are any effectiveness of small group discussion on students speaking ability of seventh grade students at MTs N 1 Kotamobagu.

If $t\text{-test} < t\text{-table}$: H_a is rejected = the mean of score from both of the experimental and control class is same in pre-test and post-test or there is no effectiveness of small group discussion on students speaking ability of seventh grade students at MTs N 1 Kotamobagu.

J. Research Stages

There are some stages that the researcher conducted in formulating the data collection, they followings are:

1. The researcher came to the school and asked the permission to the principle of MTs N 1 Kotamobagu gave the permission letter from University.
2. The researcher observing the school condition to know total of classes that will become the population then used as the sample.
3. The researcher met the English teachers and discussed all things about the research such as the lesson plan, and other instruments than required.
4. The researcher giving the pre-test for experimental and control class.
5. The researcher giving the treatment using Small Group Discussion in experimental class. In control class, the researcher applies conventional method.
6. The researcher giving the post test for experimental and control class.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

In this research, 76 Students from seventh grade of MTs N 1 Kotamobagu are invited as the respondents. They were consists of 38 students as the experimental class and 38 students are the control class.

This chapter will present the observation and the data analysis from the result of the pre-test and post-test from experimental and control class.

The result of this research is analyzed in numeral form. Those data described the raise of students speaking ability. The researcher listed the observation and the students score in pre-test and post-test, the result is presented as follows:

1. Observation Result

The observation in this research by observing the students learning process in Experimental Class and Control Class. The Observation in experimental Class in this research was begun in June 14th 2021 until this research is conducted. The researcher met the English teacher and discussed about the research. The researcher explain about the pre-test, treatment by using Small Group Discussion, and post-test in Experimental and Control Class. The result of observation it showed on the table below:

Table 4.1

Observation Result

No	Experimental Class	Control Class
1	Pre-Test	
	In experimental class, there are 38 students. The observation in this class was conducted in June 14 th 2021. The researcher conducted the pre-test in this class. The researcher gave simple explanation about the	In Control class, there are 38 students. The observation in this class was conducted in June 15 th 2021. The researcher conducted the pre-test in this class. The researcher gave a simple explanation about the

	<p>material. After that, the researcher gave the pre-test sheets for each students. The students do the pre-test about 15 minutes. After doing the pre-test, there are 15 students are active students, and 23 students was silent and did not respon the material.</p>	<p>material. After that, the researcher gave the pre-test sheets for each student. The students do the pre-test about 15 minutes. After doing the pre-test, there are 32 students are active students, and 6 students were silent and did not respond to the material.</p>
2	Treatment	
	<p>The treatment in this class was conducted in July 15th 2021. The first meeting the treatment was given by using Small Group Discussion to teach speaking. The students divided into 9 small groups, each groups consists of 4-5 students. During the treatment process. The researcher observed that there are some students who are silent in the class. This is because the students lack of vocabulary, nervous, and shy to interact with each other. The second meetings, the researcher observed that, some students who are silent in first meeting are able to adapt in this meeting. The researcher assumed, the students still nervous when they speaking in front of the class, but they can be overcome. At this meeting the students speaking ability are improved.</p>	<p>Teaching process in this class used conventional method. The students paid attention to the material. The researcher as a teracher explain the material in front of the class.</p>
3	Post-Test	
	<p>After the treatment was given, the researcher conducted a post-test in this class. The researcher provide a simple explanation of the previous material. After that, the researcher gave a post-test sheet to each students. The</p>	<p>The researcher conducted a post-test in August 4th 2021. the researcher gave a post-test sheet to each students. The researcher gave 15 minutes for students to do the test. After that, the researcher gave 5</p>

<p>researcher gave 15 minutes for students to do the test. After that, the researcher gave 5 minutes to each student to present their test. The researcher chose randomly. The students whose name is mentioned must present the test orally in front of the English teacher and the researcher. In this test the researcher observed, most of the students speaking are improve. This can be seen from, good pronunciation, more precise vocab selection, and sentence arrangement, supported by data on the pre-test compared to the post-test.</p>	<p>minutes to each student to present their test. The researcher chose randomly. The students whose name is mentioned must present the test orally in front of the English teacher and the researcher. In this test the researcher observed, most of the students speaking are improve.</p>
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2. Experimental Class

In order to know the ability of students speaking English in experimental class, the researcher as a teacher conducted the pre-test, treatment, and post-test. This research is supervised by the English teacher at MTs N 1 Kotamobagu.

a. Pre-test

The pre-test of experimental class was conducted in June 14th 2021. In pre-test, students as the respondents were asked to introducing and describe their self and family one by one in front of class. The result of students's score on pre-test is presented on the table:

Table 4.2
Score of Student's Speaking Ability in Pre – test
Experimental Class (7 F)

No	R	P	G	V	F	Total	Score	Rounded Score
1	R1	2	1	3	2	8	50	50
2	R2	2	1	1	1	6	37.5	38
3	R3	2	2	2	2	8	50	50
4	R4	2	2	2	2	8	50	50
5	R5	2	1	2	1	6	37.5	38
6	R6	2	1	1	1	5	31.25	31
7	R7	2	2	2	2	8	50	50
8	R8	2	1	1	1	5	31.25	31
9	R9	2	2	2	2	8	50	50
10	R10	2	1	1	1	5	31.25	31
11	R11	1	1	1	2	5	31.25	31
12	R12	2	1	2	1	6	37.5	38
13	R13	3	2	3	3	11	68.75	69
14	R14	2	1	3	2	8	50	50
15	R15	1	1	1	2	5	31.25	31
16	R16	3	2	3	3	11	68.75	69
17	R17	2	2	2	2	8	50	50
18	R18	1	2	3	2	8	50	50
19	R19	2	1	1	1	5	31.25	31
20	R20	2	2	2	2	8	50	50
21	R21	2	1	1	1	5	31.25	31
22	R22	2	1	1	1	5	31.25	31
23	R23	1	1	1	2	5	31.25	31
24	R24	3	2	3	3	11	68.75	69
25	R25	2	1	3	2	8	50	50
26	R26	3	2	3	2	10	62.5	63
27	R27	1	1	2	1	5	31.25	31
28	R28	3	2	3	3	11	68.75	69
29	R29	2	1	2	1	6	37.5	38
30	R30	2	1	1	1	5	31.25	31
31	R31	2	1	1	1	5	31.25	31
32	R32	2	1	1	1	5	31.25	31
33	R33	2	1	1	1	5	31.25	31
34	R34	2	1	1	2	6	37.5	38
35	R35	1	1	2	1	5	31.25	31
36	R36	2	1	1	1	5	31.25	31
37	R37	2	1	2	1	6	37.5	38
38	R38	2	1	1	1	5	31.25	31

$$Score = \frac{TOTAL}{Maximum\ Score} \times 100\%$$

R = Respondent

P = Pronunciation

G = Grammar

V = Vocabulary

F = Fluency

Based on table 4.2 most of the students get fairly good score for their speaking ability, there are 23 students. It is concluded that most of the students speaking ability in experimental class before giving treatments is fairly good, which is explained that most of the experimental class students are not able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations.

Table 4.3
Classification of Students Speaking Ability in Pre-Test
Experimental Class

Classification	Total	Rating	Frequency	Percentage
Excellent	14-16	4	0	0%
Very good	11-13	3	4	11%
Good	8-10	2	11	29%
Fairly good	5-7	1	23	60%
Poor	<4	0	0	0%
		N =	38	100%

The percentage was counted using the formula bellow:

$$Percentage = \frac{frequency}{N} \times 100$$

In table 4.3, there are 38 respondents before given treatment. From all of the respondents, there are 4 students (11%) get very good score, 11 students (29%) get good score, and 23 students (60%) get fairly good score.

b. Treatment

After giving the pre-test, the experimental class was given treatment by using Small Group Discussion to teach speaking. The treatment was conducted in July 15th 2021. While, the English teacher in MTs N 1 Kotamobagu, play role as an observer and appraised the research perform. Small Group Discussion is a method that will be used in the experimental group. This method is often applied in speaking class. Usually one group consist of four students, they speak English based on the material book. In this research, the researcher divided the students into 9 small groups, each group consists of 4-5 students.

1. The students in groups were asked to understand each other. The researcher as the English teacher suggested all groups to choose the leader. The leader has the responsibility to manage the members, such as the writer and the speaker from the members.
2. The students were asked to understand. In this step, the teacher explained the material about descriptive text, included explained the simple present tense. Each group was asked to take notes based on the teacher explanation.
3. After giving an explanation of the descriptive material, the teacher gave a text entitled “Wloobie” to each group. From the text, students are asked to analyze the sentence.
4. The teacher provides a guide to help students in do their exercise. In this step, the teacher walked around the group to know the implementation of the students discussion process.
5. The students discuss and finish the assignments given by the teacher.

6. Then, they were asked to prepare and present a final report of their opinion about “Wloobie” from their discussion.

After the discussion was finished, to clarify students understanding of the material, students were asked individually to make a descriptive text with the theme “MTs N 1 Kotamobagu” for the next meeting.

c. Post-test

The post-test of the experimental class was conducted in August 3th 2021. In the post-test, students were asked to describe MTs N 1 Kotamobagu that has been made on the previous meeting. The students presented one by one in front of the class. The result of the students speaking ability in post-test can be seen on the table:

Table 4.4
Score of Student’s Speaking Ability in Post – test
Experimental Class (7 F)

No	R	P	G	V	F	Total	Score	Rounded Score
1	R1	3	3	3	4	13	81.25	81
2	R2	3	2	3	3	11	68.75	69
3	R3	3	3	3	4	13	81.25	81
4	R4	3	3	3	4	13	81.25	81
5	R5	3	3	3	4	13	81.25	81
6	R6	3	3	3	3	12	75	75
7	R7	4	4	4	4	16	100	100
8	R8	4	2	4	4	14	87.5	88
9	R9	3	2	3	3	11	68.75	69
10	R10	3	3	3	3	12	75	75
11	R11	2	2	3	3	10	62.5	63
12	R12	4	4	4	4	16	100	100
13	R13	4	3	3	3	13	81.25	81
14	R14	3	1	3	3	10	62.5	63
15	R15	3	1	2	3	9	56.25	56
16	R16	4	3	4	4	15	93.75	94
17	R17	4	4	4	4	16	100	100
18	R18	4	2	3	3	12	75	75
19	R19	2	1	3	3	9	56.25	56
20	R20	4	4	4	4	16	100	100
21	R21	2	2	2	3	9	56.25	56
22	R22	4	2	4	4	14	87.5	88

23	R23	4	2	4	4	14	87.5	88
24	R24	3	2	3	3	11	68.75	69
25	R25	4	2	4	4	14	87.5	88
26	R26	4	4	4	4	16	100	100
27	R27	4	1	3	3	11	68.75	69
28	R28	4	2	4	4	14	87.5	88
29	R29	3	3	3	3	12	75	75
30	R30	3	2	3	4	12	75	75
31	R31	3	2	3	3	11	68.75	69
32	R32	4	4	3	4	15	93.75	94
33	R33	4	3	4	4	15	93.75	94
34	R34	4	4	4	4	16	100	100
35	R35	4	2	3	3	12	75	75
36	R36	4	3	4	4	15	93.75	94
37	R37	3	2	3	4	12	75	75
38	R38	3	3	3	3	12	75	75

$$Score = \frac{TOTAL}{Maximum\ Score} \times 100\%$$

R = Respondent

P = Pronunciation

G = Grammar

V = Vocabulary

F = Fluency

Based on the table, most of the students get good score. There are 18 students get a very good score, 15 students get excellent score and 5 students get a good score. It is concluded that most of the students are able to use language fluently and accurately on all levels normally after get the treatment.

Table 4.5
Classification of Students Speaking Ability in Post-Test
Experimental Class

Classification	Total	Rating	Frequency	Percentage
Excellent	14-16	4	15	39%
Very good	11-13	3	18	48%
Good	8-10	2	5	13%
Fairly good	5-7	1	0	0%
Poor	<4	0	0	0%
		N =	38	100%

The percentage was counted using the formula bellow:

$$Percentage = \frac{frequency}{N} \times 100$$

In the table 4.5 above, there are 38 respondents after given the treatment. From all of the respondents, there are 18 students (48%) get a very good score, 15 students (39%) get excellent score, and 5 students (13%) get good score.

3. Control Class

In order to know the ability of students speaking English in control class, the researcher as a teacher conducted the pre-test, treatment, and post-test. This research was supervised by the English teacher at MTs N 1 Kotamobagu.

a. Pre-test

The pre-test of control class was conducted in June 15th 2021. In pre-test, students as the respondents were asked to introducing and describe their self and family one by one in front of class. The result of the pre-test can be seen on the table below:

Table 4.6
Score of Student's Speaking Ability in Pre – test
Control Class (7 A)

No	R	P	G	V	F	Total	Score	Rounded Score
1	R1	2	2	2	2	8	50	50
2	R2	3	2	3	3	11	68.75	69
3	R3	2	2	2	2	8	50	50
4	R4	2	1	2	1	6	37.5	38
5	R5	2	1	1	1	5	31.25	31
6	R6	3	3	3	3	12	75	75
7	R7	2	1	2	2	7	43.75	44
8	R8	2	1	1	2	6	37.5	38
9	R9	3	2	3	3	11	68.75	69
10	R10	3	3	3	3	12	75	75
11	R11	2	2	3	3	10	62.5	63
12	R12	2	2	2	2	8	50	50
13	R13	4	3	3	3	13	81.25	81
14	R14	3	1	3	3	10	62.5	63
15	R15	3	1	2	3	9	56.25	56
16	R16	2	2	2	2	8	50	50
17	R17	2	2	2	2	8	50	50
18	R18	4	2	3	3	12	75	75
19	R19	2	1	3	3	9	56.25	56
20	R20	2	1	2	2	7	43.75	44
21	R21	2	2	2	3	9	56.25	56
22	R22	2	2	3	2	9	56.25	56
23	R23	2	1	3	3	9	56.25	56
24	R24	3	2	3	3	11	68.75	69
25	R25	2	2	2	2	8	50	50
26	R26	2	2	2	2	8	50	50
27	R27	4	1	3	3	11	68.75	69
28	R28	2	1	3	3	9	56.25	56
29	R29	3	3	3	3	12	75	75
30	R30	2	1	2	1	6	37.5	38
31	R31	3	1	2	3	9	56.25	56
32	R32	2	1	3	2	8	50	50
33	R33	2	2	2	2	8	50	50
34	R34	2	2	2	2	8	50	50
35	R35	4	2	3	3	12	75	75
36	R36	2	2	2	2	8	50	50
37	R37	2	2	2	2	8	50	50
38	R38	3	3	3	3	12	75	75

$$Score = \frac{TOTAL}{Maximum\ Score} \times 100\%$$

R = Respondent

P = Pronunciation

G = Grammar

V = Vocabulary

F = Fluency

Based on the table 4.6, most of the students get good score. There are 21 students get a good score, 11 students get very good score and 6 students get fairly good score. It is concluded that most of the students are able to use language fluently and accurately in most formal and informal conversation.

Table 4.7

Classification of Students Speaking Ability in Pre-Test

Control Class

Classification	Total	Rating	Frequency	Percentage
Excellent	14-16	4	0	0%
Very good	11-13	3	11	29%
Good	8-10	2	21	55%
Fairly good	5-7	1	6	16%
Poor	<4	0	0	0%
		N =	38	100%

The percentage was counted using the formula bellow :

$$Percentage = \frac{frequency}{N} \times 100$$

In the table 4.7 above, 38 students are respondents. From all of the respondents, there are 11 students (29%) get a very good score, 21 students (55%) get a good score, and 6 (16%) students get fairly good.

b. Treatment

Treatment in control class used conventional method to teach speaking. The treatment was conducted in July 17th 2021. The conventional learning method in this research is a traditional learning method or also called the lecture method, because this method has long been used as an oral communication tool between teachers and students in the learning process. The treatment in control class was conducted for 3 meetings.

There the steps of this treatment are follows:

1. The researcher as the teacher led the class to fix the problem of students speaking.
2. The researcher as the teacher explained the material.
3. After explained the material, the researcher provided opportunities for students who want to ask questions about the material.
4. Then, the researcher gave text. From the text, students are asked to analyze the sentence.
5. The researcher as a teacher provides a guide to help the students in process of doing their exercise.

c. Post-test

The post test of control class was conducted in August 4th 2021. The test in the post-test, students were asked to describe about 'MTs N 1 Kotamobagu and presented one by one in front of the class. The result of students speaking ability in post-test can be seen on the table:

Table 4.8
Score of Student's Speaking Ability in Post-test
Control Class (7 A)

No	R	P	G	V	F	Total	Score	Rounded Score
1	R1	4	4	4	4	16	100	100
2	R2	4	3	4	4	15	93.75	94
3	R3	3	2	3	3	11	68.75	69
4	R4	3	2	3	3	11	68.75	69
5	R5	4	3	3	4	14	87.5	88
6	R6	4	2	3	4	13	81.25	81
7	R7	3	4	3	4	14	87.5	88
8	R8	4	3	4	3	14	87.5	88
9	R9	3	3	3	3	12	75	75
10	R10	4	2	3	4	13	81.25	81
11	R11	4	3	4	4	15	93.75	94
12	R12	3	2	3	3	11	68.75	69
13	R13	4	3	3	4	14	87.5	88
14	R14	3	2	3	3	11	68.75	69
15	R15	2	2	2	3	9	56.25	56
16	R16	3	2	3	3	11	68.75	69
17	R17	3	3	3	3	12	75	75
18	R18	3	3	3	4	13	81.25	81
19	R19	3	2	3	3	11	68.75	69
20	R20	3	2	3	3	11	68.75	69
21	R21	3	2	2	3	10	62.5	63
22	R22	3	2	2	2	9	56.25	56
23	R23	3	2	2	3	10	62.5	63
24	R24	4	4	4	4	16	100	100
25	R25	2	1	3	2	8	50	50
26	R26	4	3	3	4	14	87.5	88
27	R27	3	2	3	3	11	68.75	69
28	R28	2	2	2	3	9	56.25	56
29	R29	4	3	4	4	15	93.75	94
30	R30	4	4	4	4	16	100	100
31	R31	4	4	4	4	16	100	100
32	R32	3	2	3	3	11	68.75	69
33	R33	2	2	3	2	16	100	100
34	R34	3	3	2	3	11	68.75	69
35	R35	4	3	4	4	15	93.75	94
36	R36	4	2	3	4	13	81.25	81
37	R37	3	3	4	4	14	87.5	88
38	R38	4	4	4	4	16	100	100

$$Score = \frac{TOTAL}{Maximum\ Score} \times 100\%$$

R = Respondent

P = Pronunciation

G = Grammar

V = Vocabulary

F = Fluency

Based on the table, most of the students get good score. There are 18 students get a good score, 10 students get excellent score and 10 students get a very good score. It is concluded that most of the students are able to use language fluently and accurately on all levels normally.

Table 4.9
Classification of Students Speaking Ability in Post-test
Control Class

Classification	Total	Rating	Frequency	Percentage
Excellent	14-16	4	18	48%
Very good	11-13	3	14	37%
Good	8-10	2	6	15%
Fairly good	5-7	1	0	0%
Poor	<4	0	0	0%
		N =	38	100%

The percentage was counted using the formula bellow :

$$Percentage = \frac{frequency}{N} \times 100$$

In the table 4.9 above, there are 38 students respondents from 7th A. From all of the respondents, there are 18 students (48%) get excellent score, 14 students (37%) get a very good score, and 6 students (15%) get good score.

4. Effectiveness of Small Group Discussion in English Speaking Ability

In order to know the effectiveness of Small Group Discussion to improve student speaking ability, the researcher compared the difference score of pre-test and post-test between experimental and control class.

a. Experimental Class

Table 4.10
Difference score of Pre-test and Post-test
Experimental Class

No	R	Pre-test	Post-test	Difference score
1	R1	50	81	31
2	R2	38	69	31
3	R3	50	81	31
4	R4	50	81	31
5	R5	38	81	43
6	R6	31	75	44
7	R7	50	100	50
8	R8	31	88	57
9	R9	50	69	19
10	R10	31	75	44
11	R11	31	63	32
12	R12	38	100	62
13	R13	69	81	12
14	R14	50	63	13
15	R15	31	56	25
16	R16	69	94	25
17	R17	50	100	50
18	R18	50	75	25
19	R19	31	56	25
20	R20	50	100	50
21	R21	31	56	25
22	R22	31	88	57
23	R23	31	88	57
24	R24	69	69	0
25	R25	50	88	38
26	R26	63	100	37
27	R27	31	69	38
28	R28	69	88	19
29	R29	38	75	37
30	R30	31	75	44
31	R31	31	69	38

32	R32	31	94	63
33	R33	31	94	63
34	R34	38	100	62
35	R35	31	75	44
36	R36	31	94	63
37	R37	38	75	37
38	R38	31	75	44

$$\text{Difference score} = (\text{Post - test score}) - (\text{Pre - test score})$$

Based on the difference score table 4.10, most of the students speaking score from pre-test are improve in post-test. This is proven by there are not any negative digits in column difference score while there is one students who does not get an increase. The acquisition of the largest improve is 63 points, the smallest difference score is 12 points.

b. Control Class

Table 4.11
Difference score of Pre-test and Post-test
Control Class

No	R	Pre-test	Post-test	Difference score
1	R1	50	100	50
2	R2	69	94	25
3	R3	50	69	19
4	R4	38	69	31
5	R5	31	88	57
6	R6	75	81	6
7	R7	44	88	44
8	R8	38	88	50
9	R9	69	75	6
10	R10	75	81	6
11	R11	63	94	31
12	R12	50	69	19
13	R13	81	88	7
14	R14	63	69	6
15	R15	56	56	0
16	R16	50	69	19
17	R17	50	75	25

18	R18	75	81	6
19	R19	56	69	13
20	R20	44	69	25
21	R21	56	63	7
22	R22	56	56	0
23	R23	56	63	7
24	R24	69	100	31
25	R25	50	50	0
26	R26	50	88	38
27	R27	69	69	0
28	R28	56	56	0
29	R29	75	94	19
30	R30	38	100	62
31	R31	56	100	44
32	R32	50	69	62
33	R33	50	100	6
34	R34	50	69	19
35	R35	75	94	19
36	R36	50	81	43
37	R37	50	88	38
38	R38	75	100	23

$$\text{Difference score} = (\text{Post} - \text{test score}) - (\text{Pre} - \text{test score})$$

Based on the difference score table 4.11, most of the students speaking score from pre-test are improve in post-test. This is proven by there are not any negative digits in column difference score while there are five students who does not improve. The acquisition of the largest improve is 62 points, the smallest difference score is 6 points.

The data of difference score of pre-test and post-test from both of experimental and control class would be used to calculate the t-test. In order to know the effectiveness of Small Group Discussion in English Speaking ability, the researcher compared the mean of the pre-test and post-test between experimental and control class.

The mean of pre-test was counted using this formula :

$$Mx = \frac{\sum fx}{N}$$

M : Mean of students score

$\sum f$: Sum of students score

N : Total number of students

After calculate the difference score of experimental and control class, calculate the mean of these differences scores of experimental and control class.

Table 4.12
Score Pre-test and Post-test of students Speaking Ability

Experimental and Control Class

No	R	X	Xa	Xa2	Y	Ya	Ya2
1	R1	31	-7.57894	57.4403	50	27.28948	744.7157
2	R2	31	-7.57894	57.4403	25	-2.28948	5.24173
3	R3	31	-7.57894	57.4403	19	-3.71052	13.7679
4	R4	31	-7.57894	57.4403	31	8.2894	68.7154
5	R5	43	4.42106	19.5457	57	34.2894	1175.7629
6	R6	44	5.42106	29.3878	6	-16.71052	279.2414
7	R7	50	11.42106	130.4406	44	21.28948	453.2419
8	R8	57	18.42106	339.335	50	27.28948	744.7157
9	R9	19	-19.57894	383.334	6	-16.71052	279.2414
10	R10	44	5.42106	29.3878	6	-16.71052	279.2414
11	R11	32	-6.57894	43.2824	31	8.2894	68.7154
12	R12	62	23.42106	548.5460	19	-3.71052	13.7679
13	R13	12	-26.57894	706.44	7	-15,71052	246.8204
14	R14	13	-25.57894	654.2821	6	-16.71052	279.2414
15	R15	25	-13.57894	184.3876	0	-22.71052	515.7677
16	R16	25	-13.57894	184.3876	19	-3.71052	13.7679
17	R17	50	11.42106	130,4406	25	-2.28948	5.2417
18	R18	25	-13.57894	184.3876	6	-16.71052	279.2414
19	R19	25	-13.57894	184.3876	13	-9.71052	94.294
20	R20	50	11.42106	130,4406	25	-2.28948	5.2417
21	R21	25	-13.57894	184.3876	7	-15,71052	246.8204
22	R22	57	18.42106	339.3354	0	-22.71052	515.7677
23	R23	57	18.42106	339.3354	7	-15,71052	246.8204
24	R24	0	-38.57894	1,488.334	31	8.2894	68.7154
25	R25	38	-0, 57894	1.15788	0	-22.71052	515.7677
26	R26	37	-1.57894	2.493	38	15.28948	233.7681
27	R27	38	-0, 57894	1.15788	0	-22.71052	515.7677
28	R28	19	-19.57894	383.3348	0	-22.71052	515.7677

29	R29	37	-1.57894	2.493	19	-3.71052	13.7679
30	R30	44	5.42106	29.3878	62	39.28948	1543.663
31	R31	38	-0,57894	1.15788	44	21.28948	453.2419
32	R32	63	24.42106	596.3881	62	39.28948	1543.663
33	R33	63	24.42106	596.3881	6	-16.71052	279.2414
34	R34	62	23.42106	548.5460	19	-3.71052	13.7679
35	R35	44	5.42106	29.3878	19	-3.71052	13.7679
36	R36	63	24.42106	596.3881	43	20.28948	411.662
37	R37	37	-1.57894	2.493	38	15.28948	233.7681
38	R38	44	5.42106	29.3878	23	0.28948	0.083798
N = 38		$\Sigma = 1466$		$\Sigma = 9283,72694$		$\Sigma = 863$	
$Mx = 38.57894$				$My = 22.71052$			
						$\Sigma = 12931,80693$	

R : Respondents (students)

X : The difference score of experimental class (VII F)

Mx : Mean of the experimental class

Y : The difference score of control class (VII A)

My : Mean of the control class

Based on the table above, X_a , X_a^2 and Y_a , Y_a^2 , symbolize the deviation of the individual score. X_a means the deviation of Experimental class and Y_a means the deviation of Control class. The result of X_a and Y_a are calculated by this formula :

$$X_a = X - Mx$$

$$X_a^2 = X_a \times X_a$$

$$Y_a = Y - My$$

$$Y_a^2 = Y_a \times Y_a$$

After get the result on the table explained, then calculating the t-test using this formula :

$$\begin{aligned}
t_0 &= \frac{|Mx - My|}{\sqrt{\left(\frac{\sum Xa^2 + \sum Ya^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
&= \frac{|38,57894 - 22,71052|}{\sqrt{\left(\frac{9283,72694 + 12931,80693}{38 + 38 - 2}\right) \left(\frac{1}{38} + \frac{1}{38}\right)}} \\
&= \frac{|15,86842|}{\sqrt{\left(\frac{22215,53387}{74}\right) \left(\frac{2}{76}\right)}} \\
&= \frac{15,86842}{\sqrt{(300,2099) (0,026)}} \\
&= \frac{15,86842}{\sqrt{7,8024}} \\
&= \frac{15,86842}{2,7932} \\
&= 5,681
\end{aligned}$$

Then, look the degree of freedom (df) = N-k means 76-2 = 74. In this research, the level of significance 0,05. If the t-test = t-table 0,05 it is mean that null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. T-table for standard of significance with df 74 shows, 3,12. Based on the result, can be concluded that:

$$t_o > t_t$$

$$5,681 > 3,12$$

In the statistic form :

$$H_a : \mu_1 \neq \mu_2$$

It is assumed that null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. Therefore; it is concluded that *there is any effectiveness of Small Group Discussion on students speaking ability of seventh grade students at MTs N 1 Kotamobagu.*

5. Documentation

Documentation in this research is the data about the school (see appendix 1). There are school profile, lesson plan and student data from 7th A and 7th F. The data is gained from the staff administration.

B. Discussion

After calculate the data and testing the hypothesis, the next step is discuss the result of data analysis. Based on the data explained above, it is concluded that before applying the treatment, the researcher give the pre-test for experimental and control class. From the pre-test, the researcher knew the students achievement in speaking ability. Based on the mean of experimental and control class, the students achievement of the pre-test showed that experimental class was higher than control class. The students speaking ability of 7th F as experimental class is higher than 7th A as a control class. The comparison of both of these class can be seen on the table below:

Table 4.13
Comparison of Pre-test
Experimental and Control Class

Data	7 F	Frequency	Percentage	7 A	Frequency	Percentage
N	38	0	0%	38	0	0%
Max	69	4	11%	81	1	3%
Min	31	16	45%	31	1	3%
Mean	50	10	26%	56	7	18%

$$M = \frac{\text{Sum of data}}{\text{number of data}} \quad \text{percentage} = \frac{\text{frequency}}{\text{number of data}} \times 100$$

N = Number of students

Max = Maximum Score of class

Min = Minimum Score of class

Mean = Mean of data

In the table 4.13 it was explained that the maximum score from control class (7th A) are 81 from 1 student with percentage 3%. The minimum score are 31 from 1 students with percentage 3%. While the experimental class (7th F) the maximum score are 69 from 4 students, with percentage 11%. The minimum score are 31 from 16 students with percentage 45%. The mean in Experimental Class was 50 from 10 students with perectage 26%. The mean in Control Class was 53 from 7 students with percentage 18%.. It is concluded that before give the treatment, the mean of the control class (7th A) is higher than the mean of the experimental class (7th F).

After giving the treatment, the researcher give the post-test to the students. Based on the table the result of the post-test are improve. It is proven, by there are no negative digit in the result of the difference score. The total of difference score of experimental class is 1466, it is higher than the total of the difference score of control class that is 863. The treatments of using small group discussion changes the first achievement of experimental class, which is in the pre-test, the control class is higher than experimental class. In the post test, the experimental class is higher than the control class. The comparison of the experimental and control class in post-test can be seen on the table below :

Table 4.14
Comparison of Post-test
Experimental and Control Class

Data	7 F	Frequency	Percentage	7 A	Frequency	Percentage
N	38	0	0%	38	0	0%
Max	100	6	16%	100	6	16%
Min	56	3	8%	50	1	3%
Mean	78	8	21%	75	2	5%

$$M = \frac{\text{Sum of data}}{\text{number of data}} \quad \text{percentage} = \frac{\text{frequency}}{\text{number of data}} \times 100$$

N = Number of students

Max = Maximum Score of class

Min = Minimum Score of class

Mean = Mean of data

In the table 4.14 explained the maximum and minimum score from experimental and control class after give a treatment. It was explained that the maximum score from control class (7th A) are 100 from 6 students with percentage 16%. The minimum score are 50 from 1 student with percentage 3%. While the experimental class (7th F) the maximum score are 100 from 6 students with percentage 16%. The minimum score are 56 from 3 students with percentage 8%. The mean in Experimental Class was 78 from 8 students with percentage 21%. The mean in Control Class was 75 from 2 students with percentage 5%. It is concluded that after give the treatment, the mean of the experimental class (7th F) is higher than the mean of the control class (7th A).

In the hypothesis, was gotten t-test > t-table that is 5,681 > 3,12. It showed there is any effectiveness of small group discussion on students speaking ability. The result of the hypothesis testing can be seen on the table below:

Table 4.15
The Result of Hypothesis testing

The Result	Score
The difference of score experimental class	1466
Mean of Experimental Class	38,57894
Total difference of control class	863
Mean of control class	22,71052
t-test	5,681
t-table	3,12
t-score	5,681

Based on the data collecting, it showed that Small Group Discussion learning model are effective for the students speaking ability at seventh grade of MTs N 1 Kotamobagu.

The result of this research also proved Brewer's theory that said most of the students in Small Group Discussion are easily to understood the material. Small Group Discussion allows the students to contribute their ideas to be discussed in the group under the direction of teacher.¹ From the result, the researcher assumes that the implementation of Small Group Discussion in teaching speaking was good. The students paid attention, motivated and more enthusiastic when the researcher used this method in explaining material.

¹ Ernest W. Brewer. *Proven Ways To Get Message Across*, (Corwin Press INC, 1997). pg. 27.

CHAPTER V

CONCLUSION

This chapter is divided into 2 sections, they are conclusion and suggestion of this research.

A. Conclusion

From the previous discussion and the result of the research, the conclusion of this research as follows :

The students achievement of speaking ability can be seen in the mean of pre-test. In class 7th F as Experimental Class, the mean of pre-test was 50 from 10 students with percentage 26%. In the class 7th A as the Control Class, the mean of pre-test was 53 from 7 students with percentage 18%. While in the post test, the mean in Experimental Class was 78 from 8 students with percentage 21%. The mean in Control Class was 75 from 2 students with percentage 5%. It is concluded that, students achievement in 7th F as the Experimental Class is higher than 7th A as the Control Class.

The result of the calculation score both of the classes shows 5,681. Meanwhile, the critical value for rejecting the null hypothesis at level significance 0,05 with degree of freedom (df) 74 ($N-k = 76-2$) is 3,12 . Total of difference score of experimental class is 1466, it is higher than the total of the difference score of control class that was 865. It is assumed that the null hypothesis is rejected and alternative hypothesis is accepted. Therefore; it is concluded that 'there is any effectiveness of Small Group Discussion on students speaking ability of seventh grade at MTs N 1 Kotamobagu'.

B. Suggestion

Referring to the conclusion above, there are some suggestions that the researcher would like to give:

1. For the teachers

In this research, it is proved that is any effectiveness of small group discussion method to improve students speaking ability. It is better for the teacher, the method makes the students motivated and active to speaking

English in the classroom. In applying this method, the teacher must be carefully in set the time allocation to make the implementation of small group discussion method is success. The teacher must paid attention for the students who have an obstacle in speaking.

2. For the students

Not only the teacher that has responsibility in improving the students knowledge but also the students themselves, always learn about new thing and try to practice it as often as possible to improve the students language skill.

3. For the future research

The researcher recommend this research will motivate the future researcher to conduct or continue the similar research in tother skills, such as writing, reading, or listening.

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Stage Students. Ain Shams University Cairo

APPENDICES

PROFIL MADRASAH

Nama Madrasah : Madrasah Tsanawiyah Negeri 1
Kotamobagu
Tahun Berdiri : 1979
SK Pendirian : -
Sk Penegerian : B. 5064/Kw.23.2/PP.00/09/2016
NSM : 121171740001
NPSN : 40105213
Akreditasi : A (UNGGUL) Nilai 91
Nomor SK Akreditasi : 308/BAP-SM/SULUT/XII/2018
Alamat Madrasah : Jl. Kapten Piere Tendean No. 60
Kelurahan : Gogagoman
Kecamatan : Kotamobagu Barat
Kota : Kotamobagu
Provinsi : Sulawesi Utara Kode Pos : 95715

Telepon : (0434) 21648 Fax :
(0434) 21648
Letak Koordinat : 0⁰ 44' 42,3" N 124⁰18'58,1"E
Email : mtsnkotamobagu@kemenag.go.id
Luas Tanah : 5858 M²
Sertifikat Bangunan : IMB No.
640/D.03/DPU/PPW/251/VIII/2006
Tanggal 26 Agustus 2006
NPWP : 00.458.612.9.824.000
Status Madrasah : Negeri
Bangunan Madrasah : Milik Sendiri
Gedung Madrasah : Permanen
Organisasi Penyelenggara : Pemerintah/Kementerian Agama

MTs Negeri 1 Kotamobagu berdiri pada tahun 1979 dan seluruh

bangunannya adalah peralihan dari PGA 4 tahun Kotamobagu yang dilebur menjadi MTs Negeri 1 Kotamobagu' Dalam perialanan kepemimpinan di madrasah ini telah mengalami sepuluh kali pergantian pimpinan madrasah. Kepara madrasah yang pernah bertugas pada madrasah ini sejak awal berdirinya hingga kini sebagai berikut :

No.	NAMA KEPALA MADRASAH	MASA KEPEMIMPINAN	
		MULAI	SAMPAI
1	SUKATA	1979	1982
2	NURBAYA S. BINOL	1982	1989
3	Drs. NADJIB GILALOM	1989	1993
4	Drs. SIRAJUDIN MANDENG	1993	1997
5	Drs. ALI NURHAMIDIN	1997	2003
6	RAHMAT GUHUNG	2003	2005
7	Drs. ERWIN VAN GOBEL	2005	2006
8	MUKTAR GANGGAI, S.Ag	2006	2012
9	SRINANGSI MAKALALAG, S.Pd	2012	2017
10	INTAN SAFITRI MOKODOMPIT, S.Pd	2017	SEKARAN G

1. PROFIL TENAGA PENDIDIK DAN KEPENDIDIKAN

Tenaga pendidik yang berjumlah 44 orang dengan spesifikasi sebagai berikut : 21 PNS Kementerian Agama, 3 PNS DIKNAS, 2 non PNS guru tersertifikasi dan 20 guru non PNS (Guru Tidak Tetap).

Tenaga kependidikan berjumlah 19 orang dengan spesifikasi sebagai berikut : 3 PNS Kementerian Agama, 9 Staf TU Non PNS (PTT), 3 SATPAM, dan 4 Cleaning Service

TABEL SUMBER DAYA								
NO	JENIS TUGAS	STATUS KEPEGAWAIAN						JML
		ASN KEMENAG		ASN DIKNAS		NON ASN		
		L	P	L	P	L	P	
1	TENAGA PENDIDIK	5	16	2	1	11	9	44
2	TENAGA KEPENDIDIKAN	2	1	0	0	3	6	12
3	LAINNYA (CS DAN SECURITY)	0	0	0	0	4	3	7
JUMLAH		7	17	2	1	18	18	63

PROFIL MADRASAH				
TENAGA PENDIDIK				
No.	Nama/NIP	PANGKAT	JABATAN	KETERANGAN
1	Intan Safitri Mokodompit, S.Pd NIP 197907012005012006	PEMBINA / Iva	KEPALA MADRASAH	ASN KEMENAG
2	Marwana Muhammad, S.Ag NIP 197908072003122004	PEMBINA / Iva	WAKA Kurikulum	ASN KEMENAG
3	Kartini Mokodompit, S.Pd NIP 196505032003022001	PENATA tk I / III d	WAKA Humas	ASN KEMENAG
4	Dudi Mokoginta, S.Ag NIP 197009142000031002	PENATA / III c	WAKA SARPRAS	ASN KEMENAG
5	Suaib Lupojo, S.Pd NIP 196809171992021003	PEMBINA tk I / IV b	WAKA Kesiswaan	ASN DINAS PENDIDIKAN
6	Sulianti Mamonto, M.Pd NIP 196704211999032002	PEMBINA / Iva	Guru Mapel	ASN KEMENAG
7	Jusna Husain, S.Pd NIP 197007071997032002	PEMBINA / Iva	Guru Mapel	ASN KEMENAG
8	Arni Batalipu, S.Pd NIP 197307252003122004	PEMBINA / Iva	Guru Mapel	ASN KEMENAG
9	Wasitti Salbia, S.Pd NIP 197406212003122002	PEMBINA / Iva	Guru Mapel	ASN KEMENAG
10	Siti Nurmala, S.Pd NIP 197507252002122001	PEMBINA / Iva	Guru Mapel	ASN KEMENAG
11	Susrianti Mokoginta, S.Pd NIP 198002012006042001	PENATA / III c	Guru Mapel	ASN KEMENAG

12	Drs. Muhammad Mokoagow NIP 196202012000121003	PEMBINA / IVa	Guru Mapel	ASN DINAS PENDIDIKAN
13	Nurling Mamonto, S.Ag NIP 196804202014072003	PENATA MUDA tk I / III b	Guru Mapel	ASN DINAS PENDIDIKAN
14	Fransisca A. Paputugan, S.Pd NIP 199101312019032026	PENATA MUDA / III a	Guru Mapel	ASN KEMENAG
15	Sry Inggriani Lakoro, S.Pd NIP 199212022019032017	PENATA MUDA / III a	Guru Mapel	ASN KEMENAG
16	Miranti Samheda, S.Pd NIP 199302052019032027	PENATA MUDA / III a	Guru Mapel	ASN KEMENAG
17	Filly Qurrata A'yun, S.Pd NIP 199507302019032020	PENATA MUDA / III a	Guru Mapel	ASN KEMENAG
18	Rahmi Inayah Damopolii, S.Pd NIP 199601112019032015	PENATA MUDA / III a	Guru Mapel	ASN KEMENAG
19	Rosna Wati, S.Pd NIP 199710262019032005	PENATA MUDA / III a	Guru Mapel	ASN KEMENAG
20	Ikbal Pontororing, S.Pd NIP 198808182019031013	PENATA MUDA / III a	Guru Mapel	ASN KEMENAG
21	Jainal Juli, S.Pd NIP 198911252019031016	PENATA MUDA / III a	Guru Mapel	ASN KEMENAG
22	Akbar Arafah Embo, S.Si NIP 199002152019031007	PENATA MUDA / III a	Guru Mapel	ASN KEMENAG
23	Muhammad Binsar Hasyim, S.Si NIP 199610072019031002	PENATA MUDA / III a	Guru Mapel	ASN KEMENAG
24	Rukmini Mokodenseho, S.Pd	-	Guru Mapel	GTT
25	Selamad Riyadi, S.Pd	-	Guru Mapel	GTT
26	Masyita Ambah, S.Pd.I	-	Guru Mapel	GTT
27	Windra Kukus, S.Pd	-	Guru Mapel	GTT
28	Firnawati Rakanijo, S.Pd	-	Guru Mapel	GTT
29	Mega Anjasari Manangin, S.Pd	-	Guru Mapel	GTT
30	Afni Utari Paputungan, S.Pd	-	Guru Mapel	GTT
31	Elfira Nading, S.Pd	-	Guru Mapel	GTT
32	Risna Paputungan, S.Pd.I	-	Guru Mapel	GTT
33	Dita Ayu Lestari Damopolii, S.Pd	-	Guru Mapel	GTT
34	Pratiwi Angraini Korompot, S.Pd	-	Guru Mapel	GTT
35	Arpandi Mokoginta, S.Pd	-	Guru Mapel	GTT
36	Dona Mokodompit, S.Pd	-	Guru Mapel	GTT
37	Adhi Haryanto Haseng, S.Pd	-	Guru Mapel	GTT
38	Sanit Ismet Dingo, SS	-	Guru Mapel	GTT
39	Agus Prastyo, S.Pd	-	Guru Mapel	GTT
40	Budi Ashari K. Gumeleng, S.Pd	-	Guru Mapel	GTT
41	Rifol Simbala, S.Pd	-	Guru Mapel	GTT
42	Moh. Rafiq Daeng, S.Pd	-	Guru Mapel	GTT
43	Yuaib Rauf, S.Pd	-	Guru Mapel	GTT
44	M. Nugraha Adiwikarta, S.Pd	-	Guru BK	GTT

TABEL PESERTA DIDIK		
NO	TAHUN PELAJARAN	JUMLAH PESERTA DIDIK
1	2018 – 2019	685 Orang
2	2019 – 2020	745 Orang
3	2020 – 2021	744 Orang

**DAFTAR SISWA PERKELAS
MTs NEGERI 1 KOTAMOBAGU
TAHUN PELAJARAN 2021/2022**

NO	KELAS	LAKI-LAKI	PEREMPUAN	JUMLAH	KET
1	VII A	18	20	38	
2	VII B	19	17	36	
3	VII C	20	17	37	
4	VII D	19	17	36	
5	VII E	19	18	37	
6	VII F	19	19	38	
Jumlah Kelas VII		114	108	222	
8	VIII A	18	17	35	
9	VIII B	19	17	36	
10	VIII C	19	17	36	
11	VIII D	20	16	36	
12	VIII E	17	18	35	
13	VIII F	19	16	35	
14	VIII G	20	15	35	
Jumlah Kelas VIII		132	116	248	
15	IX A	17	22	39	
16	IX B	19	21	40	
17	IX C	19	21	40	
18	IX D	20	19	39	
19	IX E	17	22	39	
20	IX F	17	23	40	
21	IX G	20	20	40	
Jumlah Kelas IX		129	148	277	
Jumlah		375	372	747	

2. PRESTASI MADRASAH

MTs Negeri 1 Kotamobagu terus membangun dan meningkatkan pengembangan sumber daya didalamnya baik personel ketenagaan maupun peserta didik, hal ini memberikan kemajuan terhadap lembaga dengan dibuktikan dari prestasi yang diraih baik lembaga dan peserta didik melalui prestasi akademik dan non akademik sebagai berikut :

1. Juara I Lomba Sekolah Sehat tingkat Provinsi Sulut Tahun 2017
2. Peringkat IV Lomba Sekolah Sehat tingkat Nasional Tahun 2017
3. Juara I Lomba Tari Kreasi tingkat SMP/MTS se Kotamobagu Tahun 2017
4. Juara I Lomba Penulisan Karya Ilmiah tingkat SMP/MTS se Kotamobagu Tahun 2017
5. Tropi bergilir Lomba Perpustakaan Sekolah SMP/MTS se Kotamobagu tahun 2017
6. Juara I Pencak Silat Puteri pada O2SN tingkat Provinsi Sulut Tahun 2017
7. Juara II Lomba Pidato Bahasa Arab Puteri tingkat MTs pada AKSIOMA Provinsi Sulut Tahun 2017
8. Juara II Lomba Bulu Tangkis Putera tingkat MTs pada AKSIOMA Provinsi Sulut Tahun 2017
9. Juara III Lomba Bulu Tangkis Putera tingkat MTs pada AKSIOMA Provinsi Sulut Tahun 2017
10. Juara III Lomba Tenis Meja Putera tingkat MTs pada AKSIOMA Provinsi Sulut Tahun 2017
11. Peserta Pentas Seni Tari Daerah pada Pameran Pendidikan Islam Internasional di Tangerang Banten Tahun 2017
12. Juara Umum Pramuka Penggalang pada Perkemahan Santri se Sulut di Manado Tahun 2017
13. Juara I Fashion Show Pakaian Seragam Sekolah pada FLS2N se Kotamobagu Tahun 2017
14. Juara I Lomba Pidato Bahasa Mongondow pada FLS2N se Kotamobagu Tahun 2017

15. Juara I Pencak Silat pada O2SN se Kotamobagu Tahun 2018
16. Juara I Atletik pada O2SN se Kotamobagu Tahun 2018
17. Juara II Bulu Tangkis pada O2SN se Kotamobagu Tahun 2018
18. Juara III Karate pada O2SN se Kotamobagu Tahun 2018
19. Juara IV Renang pada O2SN se Kotamobagu Tahun 2018
20. Juara II Penulisan Karya Ilmiah Tingkat Kotamobagu Tahun 2018
21. Juara II Umum Kegiatan Pramuka Penggalang pada Perkemahan Santri se Sulut di Manado Tahun 2018
22. Juara II OSN Tingkat Kota Kotamobagu, Mata Pelajaran IPS Tahun 2019
23. Juara 1 Kostum Daur Ulang dalam rangka HUT SMA Negeri 2 Kotamobagu Tahun 2019
24. Juara 1 Pidato Bahasa Indonesia dalam rangka HUT SMA Negeri 2 Kotamobagu Tahun 2019
25. Juara II Futsal dalam rangka HUT SMA Negeri 2 Kotamobagu Tahun 2019
26. Juara II Bintang Vokalia dalam rangka HUT SMA Negeri 2 Kotamobagu Tahun 2019
27. Juara I Bulu Tangkis Putera pada O2SN se Kotamobagu Tahun 2019
28. Juara II Bulu Tangkis Puteri pada O2SN se Kotamobagu Tahun 2019
29. Juara I Pencak Silat Putra 2 Siswa dan Putri 1 Siswa pada O2SN se Kotamobagu Tahun 2019
30. Juara II Pencak Silat Putri Tingkat Provinsi Tahun 2019
31. Juara II Pencak Silat Putra Tingkat Provinsi Tahun 2019
32. Juara III Pencak Silat Putra Tingkat Provinsi Tahun 2019
33. Juara 1 Karate pada O2SN se Kotamobagu Tahun 2019
34. Juara III Karate pada O2SN Tingkat Provinsi Sulawesi Utara Tahun 2019
35. Juara 1 Atletik pada O2SN se Kotamobagu Tahun 2019
36. Juara 1 Aksi Pengutamaan Bahasa Negara di Ruang Publik Melalui Penghargaan Wajah Bahasa Sekolah Tingkat Provinsi Sulut Tahun 2019
37. Mengikuti FESyar BI bidang tari kreasi tingkat Indonesia Timur Tahun 2019

38. Juara 1 Menyanyi Solo pada FL2SN Tingkat Kota Kotamobagu Tahun 2019
39. Juara 1 Menyanyi Solo pada FL2SN Tingkat Provinsi Sulawesi Utara Tahun 2019
40. Mengikuti ajang FL2SN tingkat Nasional pada Lomba Bintang Vokalia Tahun 2019 di Prov. Banten;
41. Juara 1 Tari Kreasi pada FL2SN Tingkat Kota Kotamobagu Tahun 2019
42. Juara 1 Tari Kreasi pada FL2SN Tingkat Provinsi Sulawesi Utara Tahun 2019
43. Mengikuti ajang FL2SN tingkat Nasional pada Lomba Tari Kreasi Tahun 2019 di Prov. Banten;
44. Siswa an. Faradillah Adila Meka Rivai Juara 1 Badminton Kategori Pemula Putri pada ajang Manado Open (se Indonesia Timur) tahun 2019;
45. Siswa an. Faradillah Adila Meka Rivai Juara 3 Badminton Kategori Remaja Putri pada ajang Manado Open (se Indonesia Timur) tahun 2019;
46. Siswa an. Nofal Lobangon Juara 3 Badminton Kategori Remaja Putra pada ajang Manado Open (se Indonesia Timur) tahun 2019.
47. Juara 3 siswa An. Salwa Nuraida Laoh pada ajang KSM tingkat Nasional pada Mata pelajaran Matematika terintegrasi tahun 2019 di Manado

FIELD NOTES

Field Note 1 (23 Februari 2021)

Place : Ruangan Kepala Sekolah

Time : 08.30

P : Peneliti

GBI : Guru Bhs. Inggris

S : Siswa

Pukul 08.30 WIB P datang ke sekolah untuk bertemu dengan kepala sekolah. P bertemu dengan Ibu Intan selaku Kepala Sekolah MTsN 1 Kotamobagu. Kemudian P mengutarakan keperluan datang ke sekolah yaitu untuk meminta izin melakukan penelitian eksperimental di dalam kelas di MTsN 1 Kotamobagu. P menjelaskan tentang konsep penelitian yang akan di lakukan, yaitu untuk meningkatkan kemampuan berbicara siswa dalam pembelajaran Bahasa Inggris melalui teknik pengajaran *Small Group Discussion*. Ibu Kepala Sekolah memberikan izin dan memerintahkan P untuk bertemu dengan GBI kelas 7 untuk membahas penelitian tersebut dan membuat perencanaan terkait dengan penelitian yang akan di lakukan. P mengucapkan terima kasih atas kesediaan pihak sekolah terhadap penelitian yang diajukan.

Field Note 2 (24 Februari 2021)**Place : Ruangan Guru****Time : 08.30****P : Peneliti****GBI : Guru Bhs. Inggris****S : Siswa**

Pukul 08.30 P tiba di sekolah untuk bertemu dengan Ibu Jusna Husain selaku GBI kelas VII. Kemudian P mengutarakan keperluan menemui Ibu Jusna dan meminta beliau untuk berkolaborasi dengan P untuk melakukan penelitian eksperimental kelas. GBI menanyakan konsep penelitian yang akan dilaksanakan. P menjelaskan secara detail tujuan dari penelitian yang akan dilaksanakan. P menjelaskan secara detail tujuan dari penelitian yang akan dilakukan yaitu untuk meningkatkan kemampuan berbicara siswa dalam pembelajaran Bahasa Inggris melalui teknik pengajaran *Small Group Discussion*. GBI menyetujui rencana penelitian tersebut. Setelah itu, P juga meminta izin untuk melakukan observasi pembelajaran Bahasa Inggris pada saat KBM berlangsung. GBI memberikan jadwal pembelajaran bahasa Inggris dan memberikan alternatif hari untuk melakukan observasi. P mengucapkan terima kasih atas kesediaan GBI untuk menjadi kolaborator dalam penelitian ini. P merencanakan untuk mengadakan observasi secepatnya setelah surat izin penelitian diterbitkan Institut.

Field Note 3 (10 Juni 2021)**Place : Ruang Kepala Sekolah****Time : 08.30****P : Peneliti**

Pukul 08.30 P datang ke sekolah untuk bertemu dengan ibu Intan Mokodompit selaku Kepala Sekolah MTs N1 Kotamobagu. Kemudian P mengutarakan keperluan menemui Ibu Intan untuk memberikan Surat Izin Penelitian. P menjelaskan bahwa penelitian ini akan di mulai pada hari senin 21 Juni 2021. Ibu Intan memberikan saran Pre-test di lakukan pada senin 14 Juni 2021 kemudian treatment di lanjutkan setelah siswa libur semester, karena para siswa sudah selesai ujian semester. . Ibu Intan juga memberikan saran agar treatment di mulai pada tanggal 12 Juli 2021. P menyetujui dan akan kembali lagi pada tanggal 12 Juli 2021.

Field Note 4 (15 Juni 2021)

Place : Ruangan Kelas 7 F (Pre-test)

Time : 08.30

P : Peneliti

GBI : Guru Bhs. Inggris

S : Siswa Kelas 7 F

P datang di sekolah pada tanggal 14 Juni 2021 untuk melakukan Pre-Test pada kelas 7 F sebagai kelas Experimental. Pada pukul 07.30 P bertemu dengan GBI untuk membahas kegiatan yang akan P lakukan di dalam kelas. GBI memeriksa Test yang akan P berikan kepada siswa. GBI memberikan waktu selama 60 menit.

Pada Pukul 08.30 GBI dan P masuk di dalam kelas 7 F, Ketika GBI masuk beberapa S berhenti berbicara dan sebagian dari mereka mencoba membenahi posisi duduk. GBI menyapa S dengan kalimat "*Good Morning, Class*" siswa membalas sapaan GBI dengan kalimat "*good morning, maam*". Kemudian GBI melanjutkan dengan menanyakan kondisi para siswa dengan kalimat "*How are you today?*" dan hanya beberapa siswa yang mnejawab secara bersemangat "*I'm fine, thank you, and you?*". GBI membalas pertanyaan para siswa "*I'm very well too, thank you.*". Setelah itu, GBI mengecek kehadiran siswa. Pada saat itu semua siswa nampak hadir. GBI memberikan flashback kepada siswa tetang materi sebelumnya tentang "Greetings". GBI memulai membuka materi tentang "*Introducing your self*", dan memperkenalkan P kepada siswa kelas 7 F. Setelah itu P menjelaskan materi "*Introducing your self*" secara singkat. P memberikan Pre-test kepada siswa. Test yang di berikan yaitu :

1. Introducing self in front of the class!
2. Describe about family!

Setelah melakukan pre-test hanya beberapa siswa yang tergolong aktif dalam kelas dan siswa yang lain hanya diam dan tidak merespon materi. Berdasarkan pengamatan P, ada 15 siswa yang aktif saat belajar dan 23 siswa lainnya diam dan tidak merespon materi.

Field Note 5 (15 Juli 2021)**Place : Ruangan Kelas 7 F (treatment)****Time : 08.30****P : Peneliti****GBI : Guru Bhs. Inggris****S : Siswa Kelas 7 F**

P memulai penelitian quasi experimental pada tanggal 15 juli 2021. P memasuki kelas pada pukul 09.00 GBI dan P masuk di dalam kelas 7 F, untuk melakukan treatment menggunakan *Small Group Discussion*. Sebelum memulai pelajaran P menyapa S dengan kalimat “*Good Morning, Class*” siswa membalas sapaan P dengan kalimat “*good morning, maam*”. Kemudian P melanjutkan dengan menanyakan kondisi para siswa dengan kalimat “*How are you today?*” dan hanya beberapa siswa yang mnejawab secara bersemangat “*I’m fine, thank you, and you?*”. P membalas pertanyaan para siswa “*I’m very well too, thank you.*”. Setelah itu, P mengecek kehadiran siswa. P mulai membuka materi tentang “*Introducing your self*”, P menjelaskan materi secara detail dan melakukan diskusi bersama S. P juga menjelaskan konsep Simple Present Tense, dikarenakan akan ada tugas yang P berikan kepada S yang berhubungan dengan Simple Present Tense.

Setelah itu P membagi S dalam 9 kelompok. Setiap kelompok terdiri dari 4-5 S. P memberikan teks yang berjudul “*Wloobie*” dari teks tersebut setiap kelompok di minta untuk mengidentifikasi kalimat mana yang meruakan kalimat present tense. Tugas yang di berikan di kerjakan dalam kelompok. Semua S dalam kelompok harus berpartisipasi dalam diskusi. P memberikan waktu selama 15 menit untuk S melakukan diskusi. P mengelilingi kelas membantu dan mengamati proses diskusi berlangsung.

Karena keterbatasan waktu, P meminta S untuk melanjutkan tugas tersebut di rumah. Pertemuan selanjutnya setiap kelompok akan mempresentasikan hasil diskusi mereka pada pertemuan yang akan datang. P menutup pelajaran pada hari ini dan meninggalkan ruang kelas.

Field Note 6 (16 Juli 2021)**Place : Ruangan Kelas 7 F (Treatment Pertemuan kedua)****Time : 08.30****P : Peneliti****GBI : Guru Bhs. Inggris****S : Siswa Kelas 7 F**

P memasuki kelas pada pukul 09.00, P melanjutkan materi sebelumnya. Sebelum memulai pelajaran P menyapa para siswa terlebih dahulu, dan mengecek kehadiran siswa. Hari ini hanya 35 siswa dari 38 siswa yang hadir. P mengingatkan S tentang tugas kelompok pertemuan sebelumnya, "*Did you remember what is your homework?*", S menjawab "*yes miss*". P memberikan waktu 5 menit untuk masing-masing kelompok mempresentasikan hasil diskusi mereka. Pada saat mereka mempresentasikan ada beberapa peningkatan yang awalnya hanya 7 kelompok yang tergolong aktif, kali ini semua kelompok sangat antusias untuk mempresentasikan hasil diskusi mereka. Walaupun ada beberapa siswa yang masih kurang dalam pronunciation, grammar dan vocab. Setelah itu, P menutup materi dengan sedikit menjelaskan materi secara singkat, hal ini bertujuan agar para S bisa lebih memahami materi.

Setelah itu P mengembalikan kembali para siswa di tempat duduk masing-masing. P melanjutkan kembali materi yang kedua yaitu "*Things, Animal, and Public Place*" P menjelaskan kepada siswa dengan memberi contoh yang berada di sekitaran kelas. Pada pembelajaran kali ini, siswa sangat antusias menanggapi, P memilih siswa secara acak untuk menyebutkan "*things around the class*" 9 siswa dari 10 yang di pilih merespon dengan baik. Kemudian P membagi kembali S menjadi 9 kelompok, kelompok kali ini berbeda dengan kelompok sebelumnya, hal ini bertujuan agar para siswa bisa bertinteraksi dengan baik di dalam kelas. P memberikan tugas kepada masing-masing kelompok. Tugas yang P berikan yaitu:

Mengidentifikasi “things, animals, and public place” yang ada di lingkungan masing-masing siswa.

Tugas ini di lakukan secara kelompok dengan metode diskusi. Hal ini bertujuan agar para siswa bisa bertukar pikiran di dalam diskusi kelompok. P memberikan waktu selama 15 menit untuk masing-masing kelompok mendiskusikan tugas yang di berikan. Selesai berdiskusi masing-masing kelompok mempresentasikan secara lisan menggunakan Bahasa Inggris di depan kelas. Setiap anggota kelompok harus berpartisipasi. Dari hasil pengamatan P beberapa S yang awalnya hanya diam dan tidak merespon, pada pertemuan ini sudah bisa beradaptasi. Menurut P mereka terlihat gugup saat berbicara di depan kelas, tetapi bisa di atasi. Pada pertemuan kali ini speaking siswa sudah mulai ada perubahan. Setelah kelompok selesai mempresentasikan P memberikan saran dan masukan kepada para anggota kelompok. P memberikan nilai tambahan kepada kelompok yang bisa bekerja sama dengan baik saat presentasi. Semua S terlihat senang dan aktif dalam pertemuan kali ini. Ketika waktu menunjukkan pukul 11.00, P menutup pelajaran, P dan GBI meninggalkan ruang kelas.

Field Note 7 (3 Agustus 2021)**Place : Ruang Kelas 7 F (Post-Test)****Time : 08.30****P : Peneliti****GBI : Guru Bhs. Inggris****S : Siswa Kelas 7 F**

Hari ini P akan mengadakan post-test kepada siswa kelas 7 F sebagai kelas experimental. Tepat pada pukul 09.00, P dan GBI memasuki kelas. Sesampainya disana, P membuka kegiatan belajar dengan salam dan menyapa S, *“Assalamualaikum, Good Morning Class?”* S menjawab secara serentak *“Wassalamualaikum, Good morning miss”* P menanyakan kabar S *“How are you Class?”* S menjawab *“I’m good miss”*. Setelah itu P mengecek kehadiran siswa dan menjelaskan kegiatan yang akan dilakukan pada hari ini. P menjelaskan hari ini akan diadakan post-test dengan materi yang kita pelajari sebelumnya. P membagikan worksheet post-test. P memberikan waktu selama 15 menit untuk S mengerjakan test. Setelah itu P memberikan 5 menit kepada masing-masing siswa untuk mempresentasikan test mereka. P memilih secara acak. Siswa yang namanya disebutkan harus mempresentasikan test secara lisan di depan P dan GBI. Pada test kali ini peneliti mengamati, sebagian besar S mengalami peningkatan yang sangat signifikan. Hal ini dilihat dari, pengucapan yang baik, pemilihan vocab yang lebih tepat, dan penyusunan kalimat, didukung dengan data pada pre-test yang dibandingkan dengan post-test. Sebagian besar S terlihat siap dan lebih percaya diri dari sebelumnya. P mengambil nilai berdasarkan 4 indikator speaking.

Ketika semua S selesai mempresentasikan hasil test mereka, P meriview ulang materi yang diberikan. P melakukan diskusi dengan S tentang beberapa hal. P mengucapkan terima kasih atas kerjasama S selama ini. Setelah bel berbunyi, P berpamitan kepada S. P dan GBI meninggalkan kelas.

Field Note 8 (15 Juni 2021)**Place : Ruangan Kelas 7 A (Pre-test)****Time : 08.30****P : Peneliti****GBI : Guru Bhs. Inggris****S : Siswa Kelas 7 A**

P datang di sekolah pada tanggal 15 Juni 2021 untuk melakukan Pre-Test pada kelas 7 A sebagai kelas kontrol. Pada pukul 07.30 P bertemu dengan GBI untuk membahas kegiatan yang akan P lakukan di dalam kelas. GBI memeriksa Test yang akan P berikan kepada siswa. GBI memberikan waktu selama 60 menit. Pada Pukul 08.30 GBI dan P masuk di dalam kelas 7 A, Ketika GBI masuk beberapa. GBI menyapa S dengan kalimat "*Good Morning, Class*" siswa membalas sapaan GBI dengan kalimat "*good morning, maam*". Kemudian GBI melanjutkan dengan menanyakan kondisi para siswa dengan kalimat "*How are you today?*" dan hanya semua siswa yang mnejawab secara bersemangat "*I'm fine, thank you, and you?*". GBI membalas pertanyaan para siswa "*I'm very well too, thank you.*". Setelah itu, GBI mengecek kehadiran siswa. Pada saat itu semua siswa nampak hadir. GBI memberikan flashback kepada siswa tetang materi sebelumnya tentang "Greetings". GBI memulai membuka materi tentang "*Introducing your self*", dan memperkenalkan P kepada siswa kelas 7 A. Setelah itu P menjelaskan materi "*Introducing your self*" secara singkat. P memberikan Pre-test kepada siswa. Test yang di berikan yaitu :

1. Introducing self in front of the class!
2. Describe about family!

Setelah melakukan pre-test 32 siswa tergolong aktif dalam kelas dan siswa yang lain hanya diam dan tidak merespon materi.

Field Note 9 (4 Agustus 2021)**Place : Ruangan Kelas 7 A (Post-Test)****Time : 08.30****P : Peneliti****GBI : Guru Bhs. Inggris****S : Siswa Kelas 7 A**

Hari ini P akan mengadakan post-test kepada siswa kelas 7 A sebagai kelas kontrol. Tepat pada pukul 09.00, P dan GBI memasuki kelas. Sesampainya disana, P membuka kegiatan belajar dengan salam dan menyapa S, *“Assalamualaikum, Good Morning Class?”* S menjawab secara serentak *“Wassalamualaikum, Good morning miss”* P menanyakan kabar S *“How are you Class?”* S menjawab *“I’m good miss”*. Setelah itu P mengecek kehadiran siswa dan menjelaskan kegiatan yang akan dilakukan pada hari ini. P menjelaskan hari ini akan diadakan post-test. P membagikan worksheet post-test. P memberikan waktu selama 15 menit untuk S mengerjakan test. Setelah itu P memberikan 5 menit kepada masing-masing siswa untuk mempresentasikan test mereka. P memilih secara acak. Siswa yang namanya disebutkan harus mempresentasikan test secara lisan di depan P dan GBI. Pada test kali ini peneliti mengamati. P mengambil nilai berdasarkan 4 indikator speaking.

Ketika semua S selesai mempresentasikan hasil test mereka, P mengamati dari 38 siswa mengalami peningkatan.

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Madrasah : MTs N 1 Kotamobagu
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Genap
Alokasi Waktu : 4 x 30 Menit
Tapel : 2021/2022

Kompetensi Dasar

Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan **memberi dan meminta informasi terkait jati diri secara sederhana.**

A. Tujuan Pembelajaran

Melalui pembelajaran tatap muka, peserta didik dapat:

1. Mengidentifikasi ungkapan **memaparkan jati diri orang disekitarnya.**
2. Mempraktekkan ungkapan untuk **memaparkan jati diri orang disekitarnya.**
3. Menentukan tujuan komunikatif **teks memaparkan jati diri.**

B. Materi Pembelajaran Tatap Muka

Teks lisan dan tulis sederhana untuk perkenalan diri dan responnya.

C. Metode Pembelajaran

Kegiatan	Aktivitas Pembelajaran
Kegiatan Pendahuluan	<ol style="list-style-type: none">1. Guru menyampaikan salam kepada peserta didik melalui pembelajaran tatap muka dan mengajak berdoa sebelum memulai kegiatan pembelajaran, serta membuat daftar list kehadiran siswa yang aktif dalam pembelajaran tatap muka.2. Guru memberikan motivasi kepada peserta didik untuk tetap semangat melakukan pembelajaran tatap muka di tengah pandemic virus covid-19.
Kegiatan Inti	<ol style="list-style-type: none">1. Guru menyampaikan kompetensi yang ingin dicapai melalui pembelajaran tatap muka.2. Guru menyajikan materi sebagai pengantar3. Guru memberikan kesempatan kepada peserta didik melihat tentang ungkapan memaparkan jati diri orang disekitarnya.4. Guru menjelaskan materi melalui slide power point tentang ungkapan memaparkan jati diri orang disekitarnya.5. Guru menjelaskan tujuan komunikatif teks memaparkan jati diri.6. Guru memberikan contoh teks memaparkan jati diri.

	<p>7. Guru memberikan kesempatan kepada siswa untuk bertanya langsung kepada guru.</p> <p>8. Guru menyimpulkan materi teks memaparkan jati diri.</p>
Kegiatan Penutup	<p>1. Guru memberikan dukungan secara mendalam serta mendorong motivasi belajar siswa, kebiasaan belajar, waktu dan kemampuan untuk berfikir secara mandiri.</p> <p>2. Guru memberikan tugas pembelajaran secara mandiri yang berkaitan dengan materi.</p>

D. Penilaian

Penilaian Sikap: Kegiatan siswa dalam mengikuti kegiatan pembelajaran tatap muka dan disiplin waktu dalam mengerjakan tugas yang di berikan.

Penilaian Pengetahuan : Tugas tertulis

Penilaian Keterampilan : Mempraktekan ungkapan materi melalui lisan.

E. Alat, Media dan Sumber Belajar

1) Alat : Laptop, Kertas, dan Alat Tulis

2) Media : Slide Power Point dan Video Youtube yang sesuai dengan materi

Mengetahui,

Guru Pembimbing



Jusna Husain, S.Pd

NIP. 197007071997032002

Kotamobagu, Juni 2021

Guru Mata Pelajaran



Chysillia Insyira H. Bangkele

NIM 17.2.6.025

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Madrasah : MTs N 1 Kotamobagu
Mata Pelajaran : Bahasa Inggris
Kelas/Semesster : VII/Genap
Alokasi Waktu : 4 x 30 Menit
Tapel : 2020/2021

Kompetensi Dasar

Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait **nama dan jumlah binatang, benda dan pembangunan public** yang dekat dengan kehidupan sehari-hari.

A. Tujuan Pembelajaran

Melalui pembelajaran tatap muka, peserta didik dapat:

1. Mengidentifikasi **benda-benda yang ada dalam ruang kelas.**
2. Mengidentifikasi **bagian-bagian ruang kelas.**
3. Mengidentifikasi **benda-benda yang ada di dalam bagian-bagian ruang kelas.**
4. Mengidentifikasi **binatang dan tumbuhan yang ada di dalam ruang kelas.**
5. Mengidentifikasi **bangunan public** yang berada dekat dengan lingkungan siswa.

B. Materi Pembelajaran Tatap Muka

Teks lisan dan tulis untuk menyatakan dan menanyakan **nama dan jumlah binatang, benda dan bangunan public** yang dekat dengan kehidupan sehari-hari.

C. Metode Pembelajaran

Kegiatan	Aktivitas Pembelajaran
Kegiatan Pendahuluan	<ol style="list-style-type: none">1. Guru menyampaikan salam kepada peserta didik melalui pembelajaran tatap muka dan mengajak berdoa sebelum memulai kegiatan pembelajaran, serta membuat daftar list kehadiran siswa yang aktif dalam pembelajaran tatap muka.2. Guru memberikan motivasi kepada peserta didik untuk tetap semangat melakukan pembelajaran tatap muka di tengah pandemic virus covid-19.
	<ol style="list-style-type: none">1. Guru menyampaikan kompetensi yang ingin dicapai melalui pembelajaran tatap muka.

Kegiatan Inti	<ol style="list-style-type: none"> 2. Guru menyajikan materi sebagai pengantar. 3. Guru menjelaskan materi melalui slide power point tentang nama dan jumlah binatang, benda dan bangunan public yang berada disekitar lingkungan. 4. Guru menunjukkan/memperlihatkan gambar-gambar yang berkaitan dengan materi. 5. Guru memberikan kesempatan kepada siswa untuk bertanya langsung kepada guru. 6. Guru memberikan tugas secara kolaborasi yang berkaitan dengan materi. 7. Guru menyimpulkan materi.
Kegiatan Penutup	<ol style="list-style-type: none"> 3. Guru memberikan dukungan secara mendalam serta mendorong motivasi belajar siswa, kebiasaan belajar, waktu dan kemampuan untuk berfikir secara mandiri. 4. Guru memberikan tugas pembelajaran secara mandiri yang berkaitan dengan materi.

D. Penilaian

Penilaian Sikap: Kegiatan siswa dalam mengikuti kegiatan pembelajaran tatap muka dan disiplin waktu dalam mengerjakan tugas yang di berikan.

Penilaian Pengetahuan : Tugas tertulis

Penilaian Keterampilan : Mempraktekan materi **nama dan jumlah binatang, benda dan bangunan public** melalui lisan.

E. Alat, Media dan Sumber Belajar

3) Alat : Laptop, Kertas, dan Alat Tulis

4) Media : Slide Power Point dan Video Youtube yang sesuai dengan materi

Mengetahui,

Guru Pembimbing



Jusna Husain, S.Pd

NIP. 197007071997032002

Kotamobagu, Juni 2021

Guru Mata Pelajaran



Chysillia Insyira H. Bangkele

NIM 17.2.6.025

List of members Experimental Class 7 F

No	Name
1	Abdullah Khairul Azzam Bengga
2	Adelia Balqisa Issan
3	Alfajry Fauzan Papatungan
4	Alifa Rezky Fitriansyah
5	Andra Putra Kasyafahri Tombaan
6	Aniqah Azyati Kobandaha
7	Anugrah Putra Binol
8	Ariesta Putri Ahmad
9	Aulia Aura Azzahra Mokodongan
10	Bintang Tungkagi
11	Dzakirah Kamillah Zaarqa Alamri
12	Fahri Ramdhan Kamali
13	Faudziah Alifa Warahmah Saini
14	Hamda Faillah Masloman
15	Imam Setiawan Mamonto
16	Kayla Chairunnisa Midu
17	Khairunnisa Zainuddin
18	Kirana Maharani Putri Iyana
19	Lulu Prahasto
20	Mardia Kadir
21	Moh. Revan Tululi
22	Moh Iqram Manangin
23	Moh Rizky Ramadhan S
24	Moh Farid Modeong
25	Moh Alif Akbar Mokoginta
26	Moh Zinedine Avicenna Mokoginta
27	Muh Fadil Ramadhan Analda Tungkagi
28	Najmi Widya Tsaqib

29	Nur Syafika Karinda
30	Rafi Damopolii
31	Rifka Dinda Putri Mokoginta
32	Rihana Aqillah Mohama
33	Riyadhul Jinan Mokodompit
34	Siti Masita Djibu
35	Tahta Khalipa Ridho
36	Wardathun Jannah Ramadani
37	Zahran M Sugeha
38	Zaskia Aulia Putri Mokoagow

List of members Control Class 7A

No	Name
1	Aliefya Cantika Rhamadani Tawil
2	Aluna Sagita Mokodongan
3	Alya Anandira Pobela
4	Andi Ahmad Ashar
5	Anugrah S. Judisty Hasan
6	Aufa Hafilasyah Tariwana
7	Auliya Saharani Rumanama
8	Aurelia Fanesa Otoluwa
9	Bunga Sitti Aulia Kamaru
10	Ezzar Alkhafari Mondo
11	Fardan Zuhair
12	Fathan Karib Alfarizi Laoh
13	Juni Praditya Putra Sako
14	Kartin Alya M. Mohamad
15	Kasmi Aulia M. Mohamad
16	Moh. Fadil Pondabo
17	Mohamad Nur Athaila Mokoginta
18	Mohammad Razhkiyansa Mokodompit
19	Mohammad Zulkifli Mokoginta
20	Mufieda Nuril Azkia
21	Muh. Agung Herman
22	Muhamad Alif Krisandi
23	Mahammad Fadil Hatnur
24	Muhammad Rizqi Basalamah
25	Raffata Adillah Anugrah
26	Renifa Fauzia Manangin
27	Safa Marwah Bangkiang
28	Saffa Thalita Lawendatu

29	Suci Ramadhani
30	Sulistia Wafiq Thomas
31	Tasya Amalia Muliadi
32	Virnadya Musfira Mardi
33	Zahra Talita Mokodongan
34	Zainudin Husain
35	Zalfa Andiani Ibrahim Haji
36	Zaskia Nur Saffya Manoppo
37	Zaskia Putri Salurante
38	Zukhriatul Hafizah Pontoh

SPEAKING TEST

Speaking Test (Pre-test)

Questions:

1. Introducing self in front of the class!
2. Describe about family!

Speaking Test (Post-test)

Questions:

1. Can you explain to me, what do you think about MTs N 1 Kotamobagu?
2. Describe this picture!

My School Things



3. (discussion) Discuss the functions of:
 - a. Airport
 - b. Bus Terminal
 - c. Mosque
 - d. Hospital
 - e. School
 - f. Government Buildings
 - g. Market

Wloobie

I have a dog in my house named Wloobie. He is a Pomeranian dog. Wloobie is a cute dog which has a black spots spread across his tail.. Even though he has a strong body, he has a gentle face. He is always friendly to those whom he knows. However, he can be aggressive if strangers come to him. He always barks loudly to the strangers.

Wloobie loves food, especially bones. Even Wloobie can spend the whole afternoons chewing bones. Whenever Wloobie is worried, he look me with sad eyes. He also wags his tail from one side to the other. Whenever I see these signs, I immediately give him a meal and some bones to eat.

Wloobie also likes the chirping sound of birds that reside on the tree in front of my house. Whenever Wloobie hears these sounds, he barks and goes towards the direction where the chirping sound comes. His black eyes will light up with excitement whenever he sees the birds begin to make the beautiful sound.

Write 5 sentences in simple present tense form based on the text and indentify the pattern!

For Example : Dinda sings a song
S V I O

DOCUMENTATION

Pre-test Activity at Experimental Class (7F)



Pre-test at Control Class (7A)



Proses Treatment Experimental Class



The researcher as a teacher guide to help a students.



The teacher walked around the group to know the implementation of the students discussion process .



Proses Treatment Control Class



The researcher as a teacher explain about the material used conventional method.

Post-test Experimental Class



The student describe about MTs N 1 Kotamobagu in front of the class.



Post-test Control Class





KEMENTERIAN AGAMA R.I
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

Nomor : B-1258 /In. 25 / F.II / TL.00.1 / 06/2021
Lamp : -
Hal : Permohonan Izin Penelitian

Manado, 07 Juni 2021

Kepada Yth :
Kepala/Pimpinan MTs N 1 Kotamobagu

Di-
Tempat

Assalamu 'alaikum Wr. Wb.

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini :

Nama	: Chysillia Insyira Higina Bangkele
N I M	: 17.2.6.025
Semester	: VIII (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris (TBI)

Bermaksud melakukan penelitian di desa/lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul : **"The Effectiveness Of Small Group Discussion In English Speaking Ability At 7th Grade In MTs N 1 Kotamobagu"**

Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan Islam dengan Dosen Pembimbing :

1. **Ahmad Mustamir Waris, M.Pd**
2. **Lies Kryati, M.Ed**

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Juni s.d. Agustus 2021.

Demikian atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalam

an Dekan
Wakil Dekan Bid Akademik dan
Pengembangan Lembaga,


Dr. Mutmainah, M.Pd

NIP. 19810716 200604 2 002

Tembusan :
Rektor IAIN Manado sebagai Laporan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA KOTAMOBAGU
MADRASAH TSANAWIYAH NEGERI 1 KOTAMOBAGU
Email: mtsnkotamobagu025@gmail.com
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KOTAMOBAGU

SURAT REKOMENDASI

Nomor : B-*674* /MTs.23.13/PP.00.5/07/2021

Berdasarkan Surat dari Institut Agama Islam Negeri Manado (IAIN) Nomor : B-1258/In. 25/F.II/TL.00.1/06/2021 Tentang Permohonan Izin Penelitian, maka Kepala Madrasah Tsanawiyah Negeri 1 Kotamobagu dengan ini Menerangkan :

Nama Mahasiswa : **Chysillia Insyira Higina Bangkele**
NIM : 17.2.6.025
Semester : VIII (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi : Tadris Bahasa Inggris (TBI)

Bahwa Mahasiswa tersebut di atas telah melakukan Penelitian dalam rangka penyusunan Skripsi yang berjudul "**The Effectiveness Of Small Group Discussing In English Speaking Ability At 7th MTs Negeri 1 Kotamobagu**" pada Bulan Juni – Agustus 2021. Dalam Memenuhi Syarat untuk memperoleh Gelar Sarjana Pendidikan Islam

Demikian surat Keterangan ini diberikan untuk dipergunakan seperlunya. Terima kasih

Kotamobagu, 26 Juli 2021
Kepala

Intan Santri Mokodompit





RESEARCHER BIOGRAPHY

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Parents' Name
Father : Andung Bangkele
Mother : Celan Ginoga

Educational Background

Elementary School : SDN 1 Upai (2005-2011)
Junior High School : SMP N 1 Kotamobagu (2011-2014)
Senior High School : SMK N 1 Kotamobagu (2014-2017)

Manado, 15 October 2021

The Reseracher

Chysillia Insvira Higin Bangkele
NIM. 17.2.6.025