

# IMPROVING THE STUDENTS' SPEAKING ABILITY BY USING SMALL GROUP DISCUSSION AT THE EIGHTH GRADE OF SMP SWASTA IDANOI IN 2022/2023

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**Submission date:** 06-Mar-2024 10:27PM (UTC-0500)

**Submission ID:** 2313865030

**File name:** MELISANDI\_TELAUMBANUA\_2.docx (360.46K)

**Word count:** 12036

**Character count:** 64450

**8**  
**IMPROVING THE STUDENTS' SPEAKING ABILITY BY USING  
SMALL GROUP DISCUSSION AT THE EIGHTH GRADE OF SMP  
SWASTA IDANOI IN 2022/2023**

**RESEARCH PROPOSAL**



Proposed in  
The Research Proposal Seminar Forum

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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NIAS  
2023**

## ACKNOWLEDGEMENTS

Praise and gratitude to the presence of the almighty God because of His mercy and grace the writer was able to finish writing the research proposal. The research proposal entitled “ Improving the Students’ Speaking Ability By Using Small Group Discussion at The Eighth Grade Of Smp Swasta Idanoi in 2022/2023. The writing research proposal in research proposal forum.

In writing this research design, the author’s realized that there was a lot of support, guidance, and direction from various parties. Therefore, the author express her deepest gratitude to all parties who directly or indirectly helped the author.

1. The author's thanks go to Mr. Eliyunus Waruwu, S.Pt., M.Sc., as Rector of Universitas Nias.
2. Thank you for Mr. Yaredi, SS.,MS as dean in faculty of teacher training and education Universitas Nias.
3. Thank you to Mr. Elwin Piarawan Zebua, M.Pd as the head of English education study program.
4. Thank you to Mr. Afore Tahir Harefa, S.Pd., M.Hum as secretary of English education study program.
5. Thanks to Mr. Adieli Laoli, M.Pd as a advisor in writing research proposal.
6. Thanks to all lecturers of the English education study program.
7. Thanks to the author’s parent entire family, who have supported the author in completing this research proposal.

May God repay all the kindness of all parties who have contributed to have completed of the writing of this research proposal.

Gunungsitoli, 2023  
Writer,

Melisandi Telaumbanua  
Reg.192108054

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## CHAPTER I INTRODUCTION

### 1.1 Background of the Problem

Language is one of the human means of communication to convey ideas, feelings and thoughts. Language can also be defined as an expression with the intention of communicating something to another person. What the speaker wanted to say is understood and understood by the listener or interlocutor through the language being expressed.

When learning English, students need to master four skills: listening, speaking, reading and writing. Speaking is an important skill for students along with listening, reading and writing. Speaking is a way of communicating verbally with other people. In everyday life, every time a person wants to share certain information. All people use oral language to communicate their feelings to others. Therefore, it is important for students to acquire speaking skills in all the languages they study in order to be able to communicate and convey information. According to Arghawati, Lal Bohari (2019) states that speaking is an activity that someone uses to communicate with others. On the other hand, in Lalu Bohari (2019) Maat defines speech as the ability to speak, express and exchange ideas through the use of language.

From the above understanding, we can conclude that speaking is a way of communicating with others. When someone speaks, they interact and use language to express their ideas, feelings, and thoughts. We exchanged information through communication.

In the 2013 Curriculum syllabus for class VIII of Idanoi Private Junior High School, speaking is part of each learning material. speaking is an aspect that is contained in each learning material. One of them is talking about short and simple descriptive, about people, animals, and things, with attention to social functions, text structures, and linguistic elements. Although it is not the main material that discusses about speaking itself, speaking assessment becomes a benchmark for student success in terms of the accuracy of linguistic elements. To measure students' achievement of this material, the

school has set the Minimum Completeness Criteria (KKM) in English Class VIII material is 65.

In fact, the expectations above can not be achieved by students. This is shown by the observations of researchers in class VII SMP Swasta Idanoi, the researcher found some problems from student namely : Students are inconsistent when learning English, students are lazy to practice English, students are afraid of being wrong when pronouncing vocabulary and being laughed and the environment also influences students in improving their English speaking skills.

Based on the facts above, teacher creativity in providing appropriate teaching techniques is needed to overcome these problems. Researchers apply a technique to improve students' ability to develop speaking skills by using small group discussions. The selection of techniques in speaking ability is adjusted to the teaching objectives and conditions of the students. Some expert says that small group discussions are effective for students to improve their speaking ability since it will increase the amount of time for student's talk during the given period of time. Ur in Marhaeni (2022) described that in a small group discussion, the students would be able to learn from each other.

Based on the explanations above, the researcher wants to do the research to solve the students' problem and propose the title "**Improving The Students' Speaking Ability By Using Small Group Disussion At The Eighth Grade Of SMP Swasta Idanoi In 2022/2023**".

## **1.2 Identification of the Problem**

There were several problems that the researcher found in the classroom, namely:

1. Students are inconsistent when learning English.
2. Students are lazy to practice English
3. Students are afraid of being wrong when pronouncing vocabulary and being laughed at.
4. The environment also influences students in improving their English speaking skills.



## **1.2 Limitation of the Problem**

Based on the identification of problem, the limitation of this research is improving the students' ability in speaking through small group discussion at the eighth grade of SMP Swasta Idanoi in 2022/2023.

## **1.3 Formulation of the Problem**

Based on the limitation of problem, the researcher formulated the problem "How does the Small Group Discussion improve the students' ability in speaking through small group discussion at the eighth grade of SMP Swasta Idanoi in 2022/2023?"

## **1.4 Objective of the Research**

The objective of this research is to improve students' speaking ability by using Small Group Discussion at the Eighth grade in SMP Swasta Idanoi in 2022/2023.

## **1.5 Significance of the Research**

The significance of the research is:

1. Theoretical significance
  - a. As a reference for improving English learning.
  - b. As a reference related to the theory of teaching English, especially increasing students' speaking ability.
2. Practical significance
  - a. The researcher, as the experience in teaching English especially in improving students' speaking ability.
  - b. The students, as the stimulation to improve their speaking ability in English
  - c. The teacher, as the strategy that can be used in teaching English and guidelines in applying Small Group Discussion.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Theoretical Framework

##### 2.1.1 The Concept of Speaking Ability

###### a. The Definition of Speaking

Speaking is one of the four skills you should master when learning English. Speaking is an important language skill. Because by speaking, humans are able to convey the ideas, concepts, and messages they are trying to convey to their listeners. In general, speaking has become a means of direct communication between them to convey the important points being conveyed.

Speaking is one of the four skills you should master when learning English. According to Julfikir Nurdin (2020), "Speaking is one of the most important skills in learning English. Speaking is also a process of constructing and sharing meaning through the use of verbal and non-verbal symbols in various contexts. On the other hand, according to Meika et al., 2019, Tianame et al., 2019 in Laoli Adieli 2021 Speaking is one of the verbal and productive language skills. This activity requires the speaker (speaker) to give an oral presentation that reflects their ideas, feelings and thoughts.

By speaking, someone can convey meaning, express feelings, and express opinions (Reni & Rizki, 2020). On the other hand, Marhaeni (2022) states that speech is the ability to express oneself in a life situation or to express a set of ideas verbally or fluently. The definition above indicates that speaking is the ability to express ideas, opinions and feelings.

Speaking is an important part of learning and teaching a second language. Despite its importance, speaking instruction has been underestimated for many years, and English teachers have continued to teach speaking only as repetition of practice and memorization of conversations.

According to Moh. Rizki Mazali (2020), "The ability to speak is very important because mastering the skill of speaking enables a person to converse with others, express ideas, and exchange information with others." This means

that speaking itself is an activity of conversation, an activity of people to convey ideas and information to others.

Contrary to the above opinion, speaking is a skill that students should acquire. Speaking, in this context, is the process of communicating with another person to say something or convey information, ideas, feelings, or messages. And the speaker should be able to express his or her opinion in a way that makes it easy for the listener to understand the message.

### **b. Speaking Ability**

Speaking is a productive skill. This is an activity that verbalizes words and phrases. This ability allows people to express their thoughts, ideas and opinions about the world. Speech allows people to communicate with others directly or indirectly. Speech is the process of constructing and conveying meaning using verbal and non-verbal symbols in various contexts. This is supported by (Sofian and Raisya, 2022), who state that speaking is a key skill in learning skills because it allows them to switch between the roles of speaker and listener while using verbal and nonverbal communication efficiently.

According to Moh Mahmud (2018), speaking ability is one of the skills to be achieved in modern language teaching. This also includes English, speaking is one of the linguistic components of language skills taught and learned. According to Dini & Setiawati (2018), the ability to speak is one of the abilities considered to be a human social control tool. They state that speaking is a form of human behavior that requires strenuous physical activity. Psychological, neurological, semantic and verbal factors. Based on the theory above, researchers conclude that the ability to speak is one of the human abilities to say something. In this way, the speaker conveying the message is correct and the listener can understand it. This includes the ability to express yourself clearly, accurately and appropriately in a variety of situations and contexts, including formal and informal situations, public speeches and conversations, and other diverse subjects and subjects.

**c. Components of Speaking**

According to Selawati & Sofian (2019), speaking has several components.

1. Grammar

Grammar is necessary to enable students to construct correct sentences in conversation, both in writing and in speaking. Grammar is a systematic way of describing and predicting the language skills of an ideal speaker or listener.

2. Vocabulary

Vocabulary means the most important thing in proper grammar, or language, especially when speaking. In addition, knowing a lot of vocabulary makes it easier for you to express your thoughts, feelings and thoughts both verbally and in writing.

3. Pronunciation

Pronunciation is how students create a clearer voice when speaking. Even with limited vocabulary and grammar, good pronunciation and intonation enable students to communicate effectively. Pronunciation is the traditional or customary pronunciation of words.

4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency is the goal of many language learners. A reasonably fast speaking rate is one sign of fluency.

5. Comprehension

Comprehension is the ability to understand. If people want to talk about a topic (any topic), they need to know and understand everything about that topic.

## 6. Assessment of Speaking

Based on O'Malley & Pierce in Sari (2019), there were several indicators that acted as a measure of a student's speaking ability. Audio measurement metrics include:

Table 2.1 Indicator of Speaking by O'Malley and Pierce in Sari (2019)

Subjects	Criteria	Score	Indicator
Vocabulary	Poor	1	Uses only basic vocabulary and expressions
	Fair	2	Uses limited vocabulary and expressions
	Good	3	Uses a variety of vocabulary and expressions
	Excellent	4	Uses a variety of vocabulary and expressions almost never makes some errors in the word choice
Accuracy	Poor	1	Uses basic structures and makes frequent errors
	Fair	2	Uses a variety of structures with frequent errors, or uses basic structures occasionally
	Good	3	Uses a variety of grammatical structures, but make some errors
	Excellent	4	Uses a variety of structures with only occasional grammatical errors
Fluency	Poor	1	Hesitates too often when speaking, which interferes the communication
	Fair	2	Speaks with some hesitation, which often interferes the communication
	Good	3	Speaks with some hesitation, with seldom interferes the communication
	Excellent	4	Speaks smoothly, with little hesitation that does not interfere the communication
Pronunciation and intonation	Poor	1	Makes frequent problems with pronunciation and intonation
	Fair	2	Pronunciation and intonation were sometimes not clear or accurate
	Good	3	Pronunciation and intonation were clear or accurate
	Excellent	4	Pronunciation and intonation were almost always clear or accurate

From the table above, researchers discovered that there are several metrics for measuring speaking skill. Pronunciation and intonation, fluency, accuracy and vocabulary.

## **7. Teaching Speaking**

When students choose to learn a language, they are interested in learning to speak that language as fluently as possible. According to Dina et al. (2022) there are several things speakers do in public.

1. Take time to get to know your audience. This method simplifies the presentation process.
2. Understand what the prep work is and where to speak when you are asked to speak in public.
3. You can know the current number of viewers, age, gender, education level, religion, friendship, etc.

### **2.1.2 Small Group Discussion**

#### **a. The Definition of Small Group Discussion**

Small group discussions allow moderators to present topics and ideas for group discussion among participants. Small group discussions follow democratic guidelines, and everyone can post as many ideas for others to discuss and ponder.

According to Hadiansyah in Mardiyah Atiqah (2023), small group discussion is an activity conducted by students divided into small groups of 2-4 people to achieve the outcome of each group member being given a material problem and discussing and solving it together.

According to Kindsvatter (Lalu Bohari 2019), small group discussions are “small groups of students designed to achieve specific goals, allowing students to take more responsibility for their learning, develop social and leadership skills, and engage in alternative teaching approaches.”

Fauzi in (Mardiyah atiqah at all, 2023) states that a more effective strategy that teachers can use with students in the classroom is small group discussion. This is because some students cannot do their homework on their own and therefore cannot study effectively in school. Thus a lazy learner is created. For this reason, this activity is conducted

to help students exchange ideas with other students and create a positive and interactive learning atmosphere.

Based on some of the definitions above, it can be concluded that a small group discussion is a group of 3-5 students who come together to interact and share material to achieve a learning goal.

#### **b. Main Procedural Steps in Using Small Group Discussion**

Small group discussions serve intellectual, emotional, and social ends. On an intellectual level, discussions help participants become aware of the diversity of opinions on a topic. Emotionally, the participants are in some way personally involved in the topic being discussed, and it can be important to them. And socially, group discussions build a sense of cohesion and trust between each other.

According to Diane Lapp (Marhaeni Ever, 2022), small group discussions have the following steps:

Start with small groups that work well together. Have them arrange their desks in a small circle to continue project planning and decision making. It would be a good idea for them to elect a chairman and implement their ideas. As such, they have extensive experience working in groups and have encountered some of the problems that always arise in collaboration.

Second, individuals within the group are divided into their own subgroups and served as leaders for the other groups. Individuals in this group can effectively act as helpers for new, inexperienced groups.

Third, set some well-defined, achievable tasks that provide early reinforcement. Once the group has completed its work, students will be more satisfied with the group and their participation in it.

Fourth, work purposefully with each group in turn. This should be done in a way that your students will notice your attention and feel secure that their time is theirs. Sit down with them and systematically research the "state of the project" with each member of the group. This activity motivates students to learn.



Fifth, provide different kinds of resource materials. Teachers can also provide media. B. Images, realities, etc. to increase student participation in the information session and make the information session more understandable for all group members. Materials should also be provided to create media support materials for the group report.

7 Sixth, as the students do their assignments, the teacher asks students in each group to report and discuss the results of their small group interactions and to develop suggestions for short, lively information-sharing sessions.

Based on the procedure of a small group discussion with 9th graders of SMP Swasta Itai. In conducting this study, the researchers will modify the above procedure to suit the needs of students in the field, using different objects as materials.

- 1) Researchers prepare materials for students.
- 2) Researchers explain the purpose of learning to students.
- 3) Researchers give students time to ask questions.
- 4) Researchers use small group discussions to describe activities that students do.
  - a) Researchers divide students into several groups. The group she will consist of 3-4 members.
  - b) A researcher talks about the subject.
  - c) All students in each group discuss and exchange knowledge, ideas and opinions on the topic.
  - d) Researchers ask students to write short, simple descriptions of people, animals, and things according to their ability, and discuss them in English-speaking groups.
  - e) The researcher asks the students to share their group's results.
  - f) The researcher corrects the student's mistakes.
- 5) Researchers give students time to ask about their difficulties in learning the material.
- 6) Researchers answer student questions.

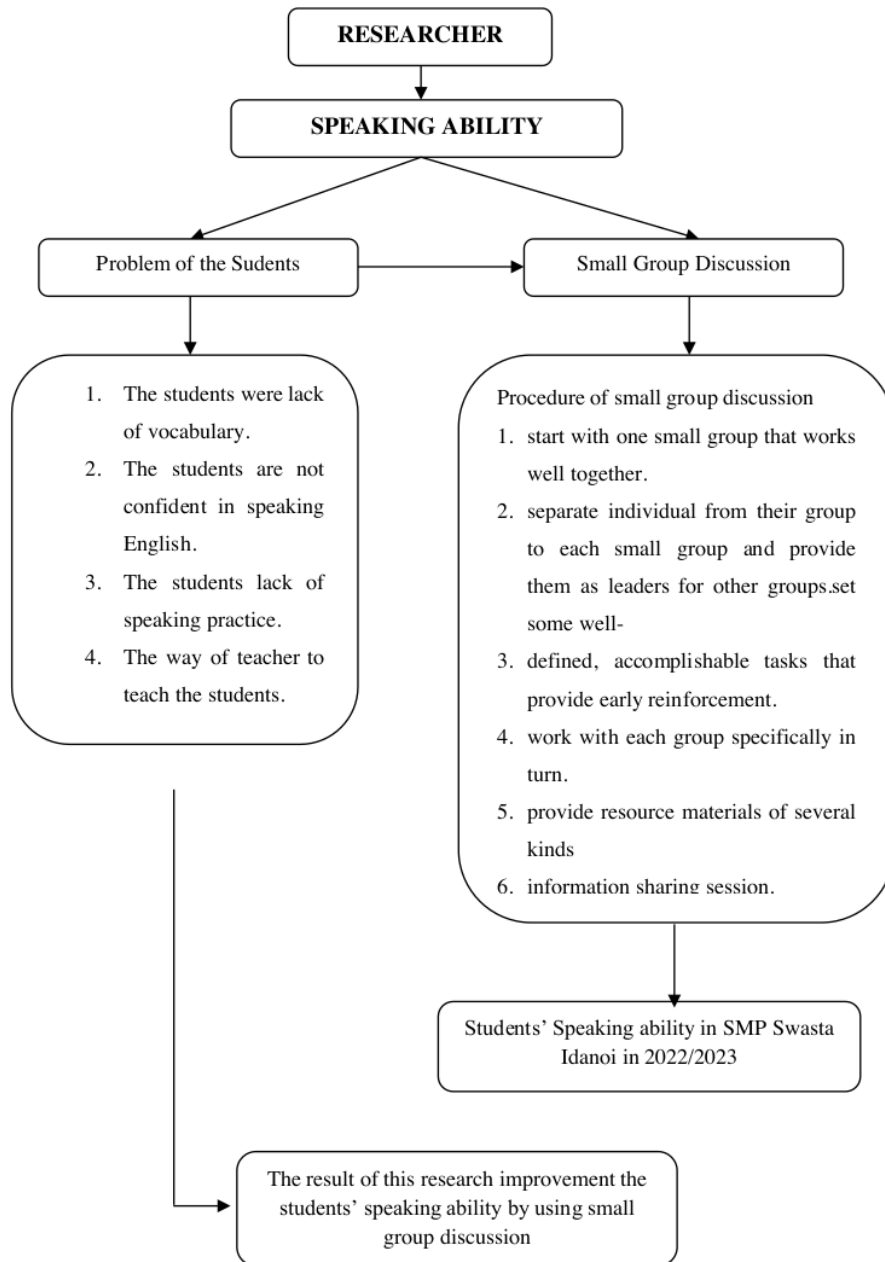
- 7) The researcher completes the material.
- 8) Researchers motivate students.
- 9) Researchers complete the teaching and learning process.

### **2.1.3 Conceptual Framework**

This study was conducted at SMP Swasta Itai. This study was conducted using researcher observations as a starting point for the study. Based on the researchers' observations, the researchers found data that students had trouble learning English in relation to their speech. Based on this, the researcher SMP chose Swasta Idanoi as the research site.

The study conducted was a classroom behavioral study focused on increasing students' vocabulary by using the bingo game as an action to overcome the problems encountered. The framework for this study is:

Figure 2.1 Conceptual Framework



### **1.1 Hypothesis**

The researcher formulates the hypotheses in this research as follow:

- H0 : Small Group Discussion does not improves the students' ability in speaking
- H1 : Small Group Discussion improves students' ability in speaking

## CHAPTER III RESEARCH METHOD

### 3.1 Type of the Research

Analysts conduct activity investigate within the classroom, as investigate is done to move forward students' capacity in talking. Agreeing to Hopkins in Asrori (2020), classroom action investigate may be a combination of substantive activity investigate, activity taken within the field of examination, or a person's endeavor to get it what is happening whereas locks in in forms of change and alter.

Concurring to Carr & Kemmis in Asrori (2020), classroom activity inquire about is activities carried out by instructors, understudies, or members in social circumstances with the point of moving forward social or instructive hones whereas being mindful of the substances of the field. Moreover, Kasbola states in his Asrori (2020) that classroom activity inquire about, a strategy of progressing the quality of instruction by straightforwardly tending to what is happening within the field, that's , the classroom issue, has gotten to be a investigate subject.

Based on the over understanding, it can be concluded that classroom movement inquire about is inquire about conducted specifically within the field by instructors and other partners to distinguish circumstances happening, with the point of tending to issues happening where the inquire about is conducted. Activity investigate within the classroom is investigate that points to find and unravel issues on the spot utilizing purposefulness activities in arrange to extend the esteem of instructive hone.

Classroom activity inquire about is additionally related to subjective inquire about. Concurring to Hardani at all, in 2020 the method of subjective investigate as a rule employments a recurrent handle instead of a direct one as is the case with deductive speculation, positivism, experimental behaviorism, non-theoretical, atomistic and universalist

investigate approaches. In subjective investigate, the inquire about cycle starts with the choice of a investigate extend. inquire about venture. Another, inquire questions around your investigate extend, collect information about the questions, record and analyze the collected information. Analyze it. This prepare is rehashed a few times depending on the scope and profundity of the desired inquire about address.

Based on this understanding, it can be concluded that classroom activity investigate and qualitative investigate are both carried out utilizing cycles depending on the victory of the inquire about. In expansion, this inquire about is additionally carried out within the classroom when the educating and learning prepare is taking put.

### **3.2 Procedure of the Research**

This think about will utilize Kemiss & Taggart inquire about demonstrate which comprises of 4 stages, to be specific: Arranging, activity, watching, and reflection.

#### **a. Planning**

Planning is the work of preparing everything that will be used in the study and how the study will work. This includes the syllabus, study materials and study strategies.

#### **b. Action**

It is the teacher's effort as a desirable improvement.

#### **c. Observation**

Observation is the activity of observing actions that take place during a teaching or learning activity.

#### **d. Reflection**

This is the activity of reviewing, analyzing and evaluating the processes carried out in order to improve the original plan.

Action research conducted in the classroom consisted of cycles that depended on the success of the actions taken. In this study, each cycle

4 consisted of two of his meetings. Researchers will proceed with their research as follows.

### **Meeting 1**

#### **a) Planning**

- 1) Researcher analyzed the syllabus and basic competencies.
- 2) Researcher makes teaching materials in accordance with basic competencies
- 3) Researcher develops learning scenarios or lesson plan
- 4) Researcher prepares Bingo cards that are used as action tools
- 5) The researcher makes an evaluation tool as a material for reflection to take further action as well as a measuring tool for the success of the actions taken

#### **b) Action**

##### **a) Pre-teaching**

- 1) The analyst enters the course, welcomes the understudies, and welcomes understudies to implore
- 2) The analyst presents her self for understudies
- 3) Analyst checks understudy participation list and give inspiration to understudies
- 4) The analyst present the fabric to be considered by understudies and clarifies the learning destinations

##### **b) Whilst teaching**

- 1) The researcher activate the students' background knowledge by asking them some questions related to the topic. The researcher explains some of the speaking ability.
- 2) The researcher explains the general understanding about speaking.
- 3) The researcher explains the material brief and straightforward expressive, almost individuals, creatures, and things.
- 4) a brief and basic clear, almost individuals, creatures, and things.

- 5) The analyst donate an illustration of brief and basic expressive, approximately individuals, creatures, and things to the understudies to understudies.
- 6) The analyst present the Little Bunch Talk technique and clarify it.
- 7) The analyst isolates the understudies to form a bunch comprise of three until four individual.
- 8) The analyst inquire the understudies to examine approximately brief and basic expressive, around individuals, creatures, and things by talking.
- 9) The analyst inquire the understudies troubles.

c) Post-teaching

- 1) The reseacher ask the students if they have the difficulties in comprehending the material.The reseacher explain and answer the difficulties to the students.
- 2) The researcher asked the students to pray and ended the meeting by greeting
- 3) The researcher conclude the material.
- 4) The researcher close the lesson and greet the students.

**c. Observation**

- 1) Researcher makes observations during the learning activities that take place
- 2) The researcher observes the implementation of the actions taken during the activity
- 3) Researchers observes students' responses to the activities carried out

**d. Reflection**

- 1) Researcher makes notes related to the results of observations that have been carried out



- 2) Researcher evaluates the success of the actions that have been taken and see the weaknesses that occurred during the activities carried out as a guide for taking action in the next meeting

### 1) Meeting 2

#### a) Planning

- a) Researcher prepares teaching materials according to the syllabus and basic competencies
- b) Researchers prepare the material that will be discuss by students in small group discussion
- c) The researcher prepares an evaluation tool that is used as a measurement for the actions taken
- d) Researcher prepares important things that are deemed necessary to increase student scores <sup>1</sup> based on the results of the activities at meeting 1

#### b) Action

##### a) Pre-teaching

- 1) <sup>1</sup> The researcher enters the class, greets the students, and invites students to pray
- 2) Researchers check student attendance list and provide motivation to students
- 3) The researcher briefly introduces the material to be studied and the learning objectives

##### b) Whilst teaching

- 1) Researcher asking the material that has been studied before
- 2) The researcher asks the students to mention some of the speaking material they had learned before
- 3) The researcher <sup>1</sup> explain the material to the students
- 4) The researcher asks the students to retell the material that they have been learned

- 5) <sup>1</sup> The researcher divides students into several groups and give one topic that will be increase by students
  - 6) Researchers take action by ask the students to tell what they had discuss
- c) Post teaching
- 1) The reseacher ask the students if they have the difficulties in comprehending the material.
  - 2) The reseacher explain and answer the difficulties to the students.
  - 3) Researcher concludes the material that has been studied  
The researcher close the lesson and greet the students.
- d) Observation
- 1) Researcher doing the observations during the learning activities carried out
  - 2) Researchers observes students' progress in learning
  - 3) Researchers observes students' weaknesses in learning
- c) Reflection
- 1) Researchers analyze and evaluate the results of observations that have been carried out
  - 2) Researchers evaluate student scores as a measure of success
  - 3) The researcher formulates the success of the actions taken as a guideline used to continue or not to carry out the actions in the next cycle.

### 3.3 Setting and Schedule of the Research

This inquire about will be conducted at SMP Swasta Idanoi, found in Siwalubanua II Town, Gunungsitoli Idanoi Area. This inquire about will be conducted in collaboration with an English educator at school, to be specific Madam Pinta Hasrat Zentrato, S.Pd. This inquire about will be carried out in cycles. The number of cycles depends on the victory of the activities given amid the action.

Based on classroom activity investigate methods, this investigate will be carried out in Walk and closes agreeing to the victory of the activities taken.

### **3.4 Subject of the Research**

The subjects of this consider are understudy in Eighth review at SMP Swasta Idanoi. Based on the comes about of perceptions, there are 71 understudies in review 8 partitioned into 3 classes. In this consider, analysts will carry out investigate in course 8A, totaling 23 individuals.

### **3.5 Variables of the Research**

The inquire about variable is the question or center that's inspected by the analyst. In this ponder, there are two factors, to be specific the free variable and the subordinate variable. The factors utilized the Little Bunch Discourse as an autonomous variable (X) and students' talking capacity as the subordinate variable (Y). In this think about, the analyst employments both factors to progress students'speaking capacity by utilizing small group discourse within the Eighth review of SMP Swasta Idanoi in 2022/2023.

### **3.6 Instrument of the Research**

There are two sorts of collecting the information in this inquire about specifically subjective and quantitative information. Subjective information is information that alludes to the understudies and analyst exercises, behavior, and demeanors within the lesson amid the teaching and learning prepare. The information is get from the researcher and understudies exercises within the classroom. In the interim, quantitative information is the information that alludes to expanding the students' capacity in perusing comprehension through Little Gather Talk. The information is get from the students' talking capacity.

In collecting information in this inquire about the researcher utilize the inquire about instrument specifically:

#### 1. Observation Sheet

The perception sheet comprise of the exercises that the analyst and the understudies done amid the instructing and learning prepare within the classroom. The work of doing this perception is to watch all things that happen amid the usage of the activity and to know how the reaction of the understudies and as rules for the instructor in make the reflection make strides the way to educate.

#### 2. Evaluation Sheet

Assessment sheet is utilize to gather the information. Assessment incorporate the work sheet of the understudies that the analyst collect from the understudies to know their capacity in talking capacity. Field Notes

#### 3. Field notes

Field note could be a piece of clear paper that utilized by the teacher-collaborator to know the shortcoming, strength and advancement amid the teaching-learning handle within the social occasions. Test

In this investigate, the analyst will be utilized verbal test and sounds record to know the understudies advancement in talking. The analyst inquires the understudies through verbal within the learning process. An

oral test, could be a sort of exam where understudies are addressed orally by the educator to survey their information of a specific subject/topic.

In this inquire about, the analyst will be utilize a few questions that related the learning fabric as verbal test, that will be inquired by the analyst for the understudies and record the understudies by utilizing sound record to form simple for the analyst in dissecting handle. An case of this can be a instructor inquiring a understudy a address to portray a individual, question or creature and replying it on the spot by talking.

### **3.7 Data Collecting Technique**

Information collection strategies are steps taken by analysts to get data related to the inquire about being conducted. In this think about, analysts utilized perception and assessment sheet.

#### **a. Perception**

Perception is an action carried out by analysts amid the movement to get information.

#### **b. Assessment sheet**

An assessment sheet could be a test given to understudies as a estimation of the victory of the activities taken so that analysts can draw conclusions approximately the exercises carried out.

### **3.8 Indicators of the Research**

The pointer of victory in this ponder is an increment in students' talking capacity in English within the eighth review of SMP Swasta Idanoi. Moved forward understudy ability can be seen within the comes about of understudy work, and expanded understudy talking. Based on the Least Competency Criteria (MCC) that has been set by the school, the reference for understudy victory is 65. **Data Analysis Technique**

In this research, the researcher analyzes the data of the students. The researcher analyzed by using qualitative and quantitative design.

a. Analyzing the Qualitative Data

Subjective information is the information that alludes to the understudies and analyst exercises, behavior and states of mind within the lesson amid instructing learning handle. The information was gotten from the researcher and understudies exercises within the classroom. To analyze the subjective information the analyst was tired three steps as takes after:

1. Reduction Data

Lessening of information is assessing and classifying the information based on data and must be organized concurring to the explanations of this inquire about.

Clarification Information.

Clarification of information is all the information that have been organized by the analyst must be classified to urge the meaning.

Conclusion Information.

Conclusion is after the clarification of the information, the analyst take a few conclusion almost the information in explanation of equation shape.

Analyze and assess the information through equation as Arikunto in Asrori (2020):

$$P = F/N \times 100$$

In which:

P = Rate of understudy learning action level

$F$  = Add up to esteem of <sup>3</sup> the level of understudy learning movement

$N$  = Add up to esteem of the perfect understudy learning action level

Besides, <sup>6</sup> Asrori (2020) classify the level of achievement of the activity within the frame of a scale (%):

Table 3.1 Classification of Activity Accomplishment

Percentage (%)	Classification
92-100	Very well
75-91	Good
50-74	Pretty good
25-49	Not good
0-24	Not enough

b. Analyzing quantitative data

Analyzing quantitative data is analyzing students' speaking. The data obtained from the evaluation sheet. The evaluation sheet will be analyzing and evaluates by scoring the result of students' works by using formula proposed by Arikunto in Asrori (2020), as follows:

$$P = \frac{F}{N} \times 100$$

In which:

$P$  = <sup>4</sup> Score

$F$  = Obtained score

$N$  = Maximum scores

The research will classify the students' score using a scale as the students' achievement criteria, as follows:

Table 3.2 Scale of Students' Score

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair

36-55	Poor
0-35	Very Poor

## CHAPTER IV

### RESULT AND DISCUSSION

#### 4.1 Research Findings

##### 4.1.1 Research Settings

The area of the investigate was held in SMP Swasta Idanoi. It was found in Siwalubania II Town, Gunungsitoli Idanoi Area. There was 1 superintendent, 14 staff, and 62 instructors. The entire numbers of understudies were 221 people. The whole numbers of classes were 39 classes where the seventh review comprised of 3 classes, the Eighth review comprised of 3 classes, and the nineth review comprised of 3 classes. Other than that, there was a headmaster's room and a library.

The subject of this investigate was the eighth review understudies particularly VIII-B which comprising of 23 understudies. There were 14 boys and 9 young ladies. Some time recently doing the investigate, the analyst inquired authorization to the superintendent within the school and after getting the change from him, the analyst did the investigate. In actualizing this, the analyst had done a few strategies, such as:

orchestrating, action, discernment and reflection. To execute the investigate, the analyst was made a difference by the English educator of SMP Swasta Idanoi as a teacher-collaborator in watching the students' and the researcher's exercises amid the teaching-learning prepare in arrange that the exercises of the inquire about may run and the result of the inquire about can be substantial. All of the understudies were show amid this inquire about. The analyst performed this inquire about for two cycles which is each cycle comprised of two gatherings.





#### 4.1.2 The Explanation of Each Cycle in Improving the Students' Speaking Ability by Using Small Group Discussion

The researcher has been conducted into two cycle and has been divided into two meeting for each cycle.

##### a. <sup>2</sup> Cycle I

In conducting Cycle I, the researcher took two meetings. The process of the research in Cycle I as follows:

##### 1. <sup>1</sup> First Meeting

There were some activities that the researcher did in the first meeting of Cycle I, they are:

##### a) Planning

Some time recently doing the activity, there were a few arrangements that the analyst did, such as planning the syllabus, lesson arrange, fabric and talking test for the understudies, perception <sup>3</sup> sheet for the analyst and the understudies, field notes.

##### b) Action

After arranging, the analyst conducted the activity within the classroom. The primary assembly was held on tuesday 22nd May 2023. The time assignment is 2 x 45 minutes. The analyst entered the classroom in conjunction with the teacher-collaborator. The teacher-collaborator gave the chance to the analyst to begin the exercises bases on the strategies in lesson arrange. The analyst welcomed the understudies and all of them gave the reactions. The analyst presented herself to the understudies and tell the understudies what the reason of doing this investigate. At that point, the analyst presents the fabric to understudies.

The analyst proceeded to do while teaching-learning exercises. The analyst clarified the definition of a brief and straightforward clear to the understudies and gave the illustration. At that point, analyst

clarify approximately Little Gather Dialog before course and the understudies tune in investigate clarification. After that, the analyst gave the time students' to posture the question about the fabric. The analyst guided the understudies to apply little bunch talk to do talking test. The analyst separates the understudies to create a gather comprise of three until foive individual. The analyst inquire the understudies to examine around brief and basic graphic with their bunch. The analyst made a difference the understudies in their trouble to pronounce a few of the off-base words and made a difference to discover a few lexicon related to the fabric. After that, the analyst educating the understudies to tell about their discussion result by apply little gather dialog. After the understudies wrapped up to telling dialog result, the analyst appreciate the understudies work and after that tell the understudies whats their off-base when telling their dialog. A few of the understudies did not run well when they talk before lesson. Within the post teaching learning exercises the analyst concluded the fabric and tune in by the understudies, the analyst closed the course and welcomed the understudies.

c) **Observation**

Based on the result of the students' perception sheet, the students' exercises within the to begin with assembly of Cycle I, as takes after:

- a) The normal of understudies who had done all the exercises were 173 exercises (68%) of 254 exercises.
- b) The normal of understudies who fixed all the exercises were 81 exercises (32%) of 254 exercises.

Whereas <sup>1</sup> based on the result of the researcher's perception sheet, the exercises had been done and had not been done by the analyst were as takes after:

- a. The exercises had been done by the analyst were 15 exercises (72%) of 21 exercises.
- b. The exercises had not been done by the analyst were 6 exercises (29%) of 21 exercises.

In this assembly, the analyst found a few shortcomings in execution of Little Gather Talk, they were:

- a. A few of understudies did not tune in to the analyst welcoming
- b. A few of understudies did not tune in to the analyst clarification of the fabric.
- c. The analyst did not provide time for understudies to inquire something that hazy in learning handle.
- d. The analyst did not make strides the understudies botch in English

#### d. Reflection

<sup>1</sup> Based on the result of the observation sheet explained before, the researcher planned some improvement in the next meeting, such as:

- a. The analyst welcomed the understudies to welcome back after analyst welcomed them.
- b. The analyst welcomed understudies to more center on the fabric when the analyst clarified.
- c. The analyst welcomed understudies to inquire something that vague within the learning prepare.
- d. The analyst told and moved forward the students' shortcomings by utilizing Talking Adhere procedure during teaching learning handle within the to begin with assembly of the Cycle I.

#### <sup>1</sup> Second Meeting

The second meeting was held on Friday, 25<sup>th</sup> May 2023. The time allocation used was 2 x 45 minutes in the classroom. The researcher did some activities in the second meeting cycle I such as, planning, action, observation and reflection. The explanation of the activities is explained below:

##### a) Planning

<sup>3</sup> In second meeting of cycle I, the researcher prepare many things, such as; the lesson plan, students attendance list, material, observation sheet (for the researcher and the students'), field notes and evaluation sheet.

##### b) Action

After arranging, the analyst conducted the activity within the classroom. The analyst proceeded the primary assembly

exercises. It was the dialog and assessed the students' talking capacity by utilizing little bunch dialog.

The analyst welcomed the understudies and all of the understudies react it. At that point, the analyst checked the students' participation list. All the understudies were display. The analyst inquired the understudies to proceed the discourse almost the fabric. The understudies taken after the analyst instruction. The analyst welcomed the understudies to retell the final fabric separately. But a few of the understudies did not talk the discussion invidually. The analyst strolled around the classroom to form beyond any doubt that all of the understudies did the talk by little bunch discourse. Be that as it may, there were too a few understudies who were able to retell the comes about of the dialog in a diverse time.

When the understudies talk individually, the researcher evaluated by crossing each single misspoke when they talk before lesson, how numerous time they require talk and how their prosody or meaning expression when they talk. The analyst made talk with the understudies almost the reply. The understudies gave their conclusion approximately the reply related they troublesome in talking capacity around mispronounce the word. The analyst took the conclusion and closes the meeting by welcoming the understudies.

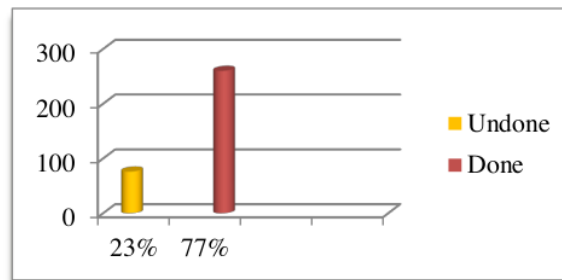
### **Observation**

Based on the result of the students' perception sheet, the students' exercises within the moment meeting of Cycle I might be portrayed as takes after:

- a. The normal of understudies who had done all the exercises were 260 exercises (77%) of 336 exercises.

- b. The normal of understudies who had fixed all the exercises were 76 exercises (23%) of 336 exercises.

The result could be seen in graphic 4.3 below :

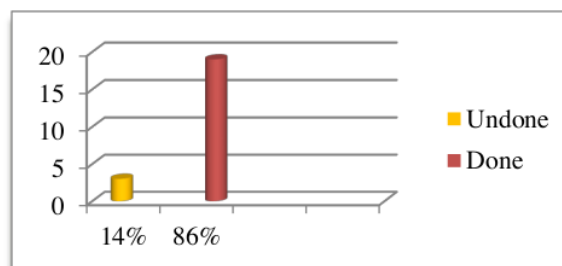


**Graphic 4.3** The Percentage of the Students' Activities in Second Meeting of Cycle I

While based on the result of the researcher's observation sheet, the activities had been done by the researcher as follows:

- The activities had been done by the researcher were 19 activities (86%) of 22 activities.
- The activity had not been done by the researcher was 3 activity (14%) of 22 activities.

It could be seen in Graphic 4.4 below:



**Graphic 4.4** The Percentage of the Researcher' Activities in Second Meeting of Cycle I

In this meeting, students done 77% the activities during the teaching and 23% undone activities in the learning process. The researcher done 86% of all the activities. So, the researcher had 14% undone activities in the second meeting of Cycle I. Based on the graphics, it could be concluded that in the second meeting the activities of the students and researcher in the teaching learning process increased.

5 However, the researcher found some weaknesses in the second meeting which should be improved in the next meeting and some strength which should be maintained during teaching-learning process. The weaknesses have been written by teacher-collaborator as follows:

- a. Some of students did not responded when the researcher ask about their previous material.
- b. Most of students difficult to pronounce the correct words.
- c. All the students did not give their question about unclear material.

5 The strengths which were found by the teacher-collaborator at the second meeting namely:

- a. All the students were respond the researcher's greeted in the second meeting.
- b. The students could understand what the researcher explanation and focus to hear the researcher.
- c. Most of students interested to speak in English



- d. <sup>5</sup> The entire students attended the classroom and did the test.
- e. The researcher done to improves and gave time for students to ask questions.

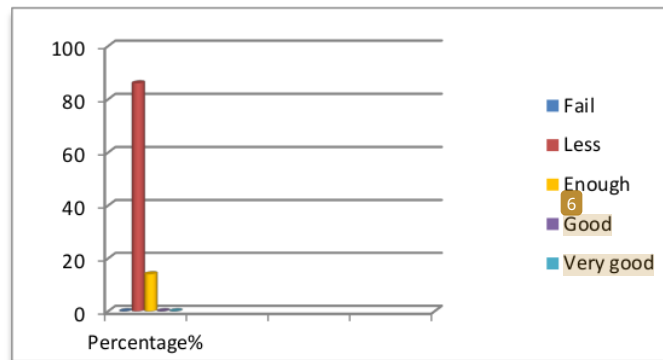
c) **Reflection**

In the second meeting in Cycle I, the researcher examined the students' speaking abiliy by using small group discussion. After checked the result of the students' evaluation, it could be explained in Table 2 in the next page:

<sup>8</sup> **Table 4.1** The Students' Speaking Ability by Using <sup>2</sup> Small Group Discussion at The Eighth Grade of SMP Swasta Idanoi in Cycle I

No <sup>1</sup>	Score	Classification	Frequency	Percentage
1	85 -100	Very good	-	-
2	75 - 84	Good	-	-
3	63 - 74	Enough	3 students	14 %
4	35 - 62	Less	20 students	86%
5	0 - 34	Fail	-	-
<b>Total</b>			<b>23 students</b>	<b>100 %</b>

The result of the students' speaking ability in Cycle I could be seen below:



**Graphic 4.5** The Percentage of the Students' Speaking Ability of Cycle I

2 Data from the previous table and graphic explained that the students' ability in speaking after implementing the small group discussion in cycle I was still lacking and did not pass the MCC. There were 20 students who were classified as "Less" (86%) where the students were able to speak in English, even by using limited vocabulary and expressions, the students also often used error grammatical and spoken with many interferences and hesitation while spoken in English. The pronunciation of those students often not clear or inaccurate. There were 3 students were classified as "enough" level (14%) where students used a variety of vocabulary and expressions when spoken, the student also still spoken with some hesitation but it was seldom to interfere the communication, grammatical used by the students was variety even, with some errors, pronunciation of these student was clear and almost accurate in ear.

Only 3 students scored “enough” level (14%) This shows that in Cycle I the students were still not able to speak fluently. This was due to several activities that were not carried out by students and researchers in Cycle I, there were several Small Group Discussion procedures that were not carried out by students such as: students did not listen to material taught by researchers, students too shamed in provide their ideas in English spoken, and students do not express their opinions seriously. Therefore researchers want to continue the research.

#### **b. Cycle II**

In conducting cycle II, the researcher is done in two meetings by following the procedures:

##### **1. First Meeting**

The first meeting was held on Saturday 4<sup>th</sup> June 2023, the meeting was held around 2 x 45 minutes. The stages of the researcher as follow:

##### **a) Planning**

Based on the result of reflection in Cycle I, the researcher tried to improve the weaknesses by doing good preparation before conducting the action. The researcher prepared many things, such as: lesson plan, oral test for speaking by using small group discussion, observation sheet for the researcher and students, and field notes.

##### **b) Action**

The first meeting of Cycle II, the researcher conducting the teaching learning process in the classroom by considering the weaknesses from the first. The researcher followed the activities which had been arranged

in lesson plan. The researcher entered the classroom together with the teacher-collaborator and greeting the students. All of the students responded the greetings. After that, the researcher ask the students condition and asked one of the students to pray. Then, the researcher checked the students' present list. All of the students were present at the meeting.

In whilst teaching, the researcher told to the students about the result of their test is still less. The researcher briefly introduces the material to be studied and the learning objectives. The researcher explained more the definition of descriptive text and gave an example.

After that the researcher divides students into several groups and give one topic that will be increase by students. Then, researchers ask the students to tell what they had discuss. Then, the researcher ask to the students what their difficulties in teaching learning process. The researcher guides and helps the students to answer their difficulties. In this activities guides the students in group and individually to pronounce every the word that they could not to speak. After that, the researcher asks the students speak in group by using small group discussion. The students follow the researcher instruction and the students discuss the topic that have been gave in their group.

After finishing it, the researcher took the conclusion of the material that had been discussed. Finally, the researcher closed the class by greeting the students and reminding them about the next meeting in other that they would study hard at home.

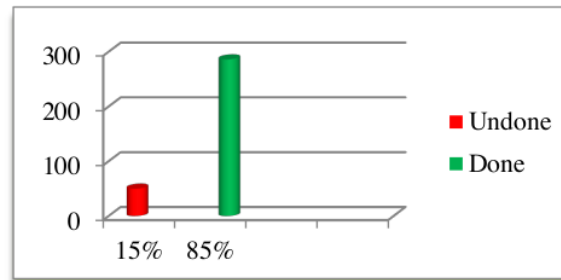
### c) Observation

Based on the result of the students' observation sheet, from the teacher-collaborator the students' activities in the first meeting of Cycle II could be described as follows:

- a. The average of students who had done all the activities were 286 activities (85%) of 336 activities.

- b. The average of students who had not done all the activities were 50 activities (15%) of 336 activities.

The result could be seen in graphic 4.6 below :

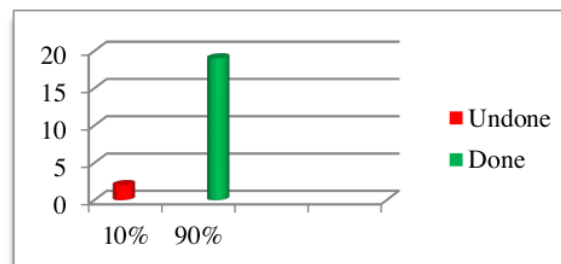


**Graphic 4.6** The Percentage of the Students' Activities in First Meeting of Cycle II

While based on the result of the researcher's observation sheet, the activities had been done by the researcher as follows:

- c. The activities had been done by the researcher were 19 activities (90%) of 21 activities.
- d. The activity had not been done by the researcher was 2 activity (10%) of 21 activities.

It could be seen in Graphic 4.7 below:



**Graphic 4.7** The Percentage of the Researcher' Activities in Second Meeting of Cycle I

Based on the result of the observation sheet in the first meeting of Cycle

II, the researcher found some weaknesses as follows:

- a. <sup>2</sup> Some of the students' did not read the example text that gave by the researcher.
- b. Some of students still shamed to spoke in English
- <sup>4</sup> However, the researcher also found some improvement in the second meeting as follows:
- a. All the students were responding the researcher when asked about their previous material.
- b. The students were enthusiastic to ask their question to the researcher.
- c. Most of the students improved their pronunciation when spoke in English.
- d. <sup>5</sup> Most of the students followed researcher's instructions when conducted Talking Stick Strategy.
- e. All the students were active on teaching learning process.

#### d) Reflection

In this step, the researcher tried to decrease the weaknesses by doing some improvements in the next meeting as follows:

- 1) The researcher invited students to comprehend and <sup>2</sup> read the text, that gave by the researcher.
- 2) The researcher invited and motivated all the students to be brave when spoke in English, when conducted Small Group Discussion.

## 2. Second Meeting

<sup>1</sup> In the cycle II, the second meeting was held on Friday 07<sup>th</sup> June 2023. The time allocation used was 2 x 45 minutes in the classroom. The researcher did some activities in the second meeting such as planning, action, observation and reflection. The explanation of the activities is explained below.

<sup>3</sup>  
a) **Planning**

There were some preparation that the researcher prepared before doing the action in the second meeting of Cycle II. The researcher prepared lesson plan, reading text, evaluation sheet for the researcher and students' activities, students' evaluation sheet, and field note.

b) **Action**

The analyst did the activity after making beyond any doubt that everything has been arranged well. The analyst did the educating learning handle within the classroom which comprised of pre-teaching learning exercises, whilst-teaching learning exercises, and the post-teaching learning exercises. The analyst entered the classroom and welcomed the understudies. All of them gave great reaction. At that point, the analyst checked the students' participation list. The understudies were display. At that point, the analyst reminded the understudies approximately the final fabric. The students gave their reaction and after that the analyst concluded around the student's reaction.

After the talk is wrapped up, the analyst disseminated the assessment sheet to the understudies. In this assembly the analyst assessed the understudies when they doing the perusing test by utilizing multimedia running content. The analyst strolled around the course to create beyond any doubt that the understudies to assess them. In this exercises, the analyst assess the perusing familiarity of the understudies when they studied the content with distinguish the three viewpoint of perusing familiarity specifically precision, rate and prosody. The analyst gave notes for each understudies based on the

viewpoint over. After all the understudies done doing the perusing test, the analyst gave the time for the understudies so post address.

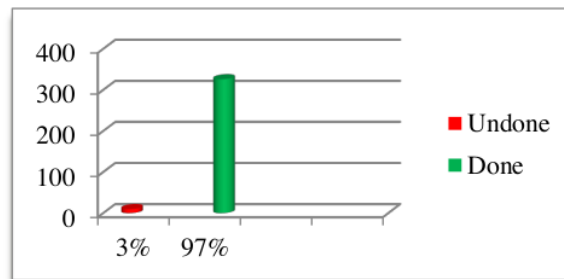
After they has wrapped up, the analyst did not disregard to inquire the students' troubles approximately the fabric. After taking the conclusion, the analyst finished the course by welcoming the understudies.

**c) Observation**

Based on the result of the students' observation sheet, the students' activities in the second meeting of Cycle II could be described as follows:

- a. The average of students who had done all the activities were 326 activities (97%) of 336 activities.
- b. The average of students who had not done all the activities were 10 activities (3%) of 336 activities.

The result could be seen in graphic 4.8 below :



**Graphic 4.8** The Percentage of the Students' Activities in Second Meeting of Cycle II

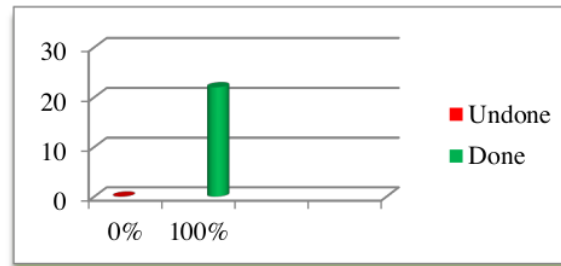
While based on the result of the researcher's observation sheet, the activities had been done by the researcher as follows:

- a. The activities had been done by the researcher were 22 activities (100%) of 22 activities.



- b. The activity had not been done by the researcher was 0 activity (0%) of 22 activities.

It could be seen in Graphic 4.9 below:



**Graphic 4.9** The Percentage of the Researcher' Activities in Second Meeting of Cycle II

From the graphic above, it showed that the activity of the students in second meeting of cycle II was 97% or classified as "very good" level. While, the researcher done 100% of all the activities in the second meeting of cycle II, or classified as "very good" level.

There were some strengths, founded by the teacher-collaborator at the second meeting of cycle II as follows:

- All the students were braved and interested to speak in English and able to describe something in English.
- All the students followed the instruction of the researcher in conducting teaching-learning process.
- All the students were seriously to read the example that gave by the researcher.
- All the students were actively and enjoy to conduct the Talking Stick Strategy and could describe something better and more brave.

#### d) Reflection

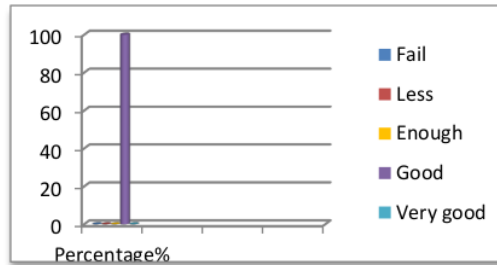
In the second meeting of <sup>1</sup> Cycle II, the researcher evaluated the students' ability in speaking English by using Small Group Discussion. After checking the result of the students' evaluation, it could be explained in Table 4.2 below:

**Table 4.2** The Students' Speaking Ability by Using <sup>8</sup> Small Group Discussion at The Eighth Grade of SMP Swasta Idanoi In Cycle II

No	Score	Classification	Frequency	Percentage
1	85 - 100	Very good	-	-
2	75 - 84	Good	23 students	100%
3	63 - 74	Enough	-	-
4	35 - 62	Less	-	-
5	0 - 34	Fail	-	-
<b>Total</b>			<b>23 students</b>	<b>100 %</b>

<sup>2</sup> The data from the table explained that the students' ability in speaking after applied Small Group Discussion was good and increase the students' ability in speaking. There were 23 students who got "Good" level (100%) it means the student able to spoke in English with accurate, the students able to used many of variety of vocabulary and expressions even with some mistakes, the students speaks with some hesitation, but seldom interferes the communication when speak. The student pronunciation also clear and use good intonation, even some problems with it.

3 The result of the students' speaking Ability in Cycle II could see in graphic below:



Graphic 4.10 The Percentage of the Students' Speaking Ability of Cycle II

The realistic appeared that the students' capacity after connected Little Gather Dialog were expanded. This caused of all exercises and methods of Little Gather Dialog in Cycle II as of now 5 done by the understudies and analyst. All understudies were categorized in "Good level". In this manner, the analyst concluded that Little Bunch Discussion was able to extend the students' expertise and ability in talking. It can be seen on the normal of the students' esteem that can be accomplished Least Competence Model (MCC) that has been indicated and the analyst would not carry on the investigate within the another cycle.

4.1.3. The Result of the Students' Ability in All Cycles

The result of students' ability in speaking by using Small Group Discussion in cycle I and cycle II could be seen in the 8 table below:

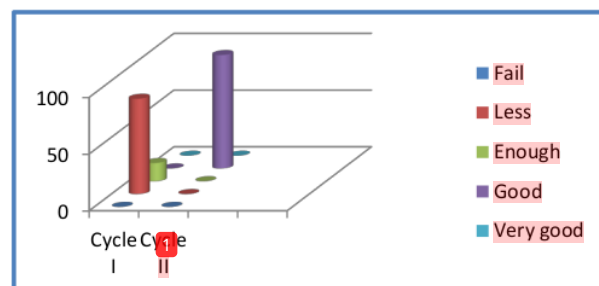
Table 4.3 The Students' Speaking Ability by Using Small Group Discussion at The Eight Grade of SMP Swasta Idanoi In All Cycles

No	Cycle	Classification	Frequency %	The Total Number of the Students

I	I	Fail	-	-	23
		Less	20 students	86%	
		Enough	3 students	14%	
		Good	-	-	
		Very Good	-	-	
1 2	II	Fail	-	-	23
		Less	-	-	
		Enough	-	-	
		Good	23 students	100%	
		Very Good	-	-	

Based on the table above, it showed that the students' ability were increased in cycle II. All students were got "Good" level in speaking. All the students' problems have been overcome in Cycle II. It could be solved because of applying the procedures of Small Group Discussion followed by implementing the strategy in the classroom.

The result of the students' ability in speaking in the two cycles could be seen in this Graphic below:

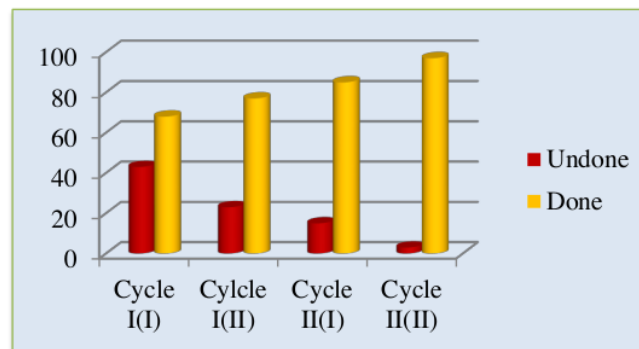


**Graphic 4.11** The Percentage of Improvement the Students' Speaking Ability of All Cycles

#### 4.1.4. **The Result of the Students' and Researcher's Activities in All Cycles**

After implementing the research, the researcher explained the improvement of percentage of students' activity during the research in two cycles.

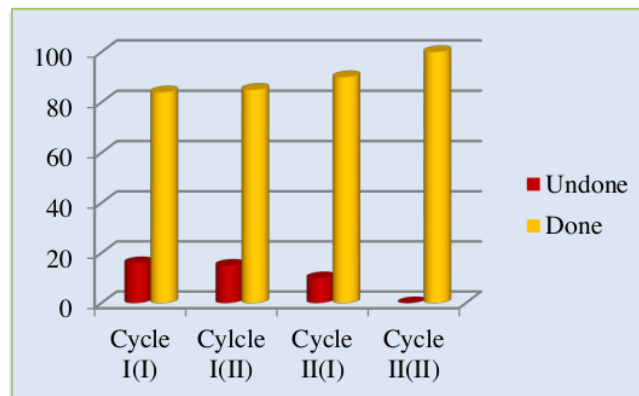
The improvement of students' activities in all cycles could be seen in graphic 4.12 below.



**Graphic 4.12** The Percentage of the Students' Activities in All Cycles

The researcher also explained the improvement of percentage of researcher' activities during the research in two cycles.

The improvement of researcher activities in all cycles could be seen in graphic 4.13 below.



**Graphic 4.13** The Percentage of the Researcher' Activities All Cycles

## 4.2 Discussions

### 4.2.1 The Common Response of the Problem

In this inquire about, the issue was defined “How does the Little Bunch Dialog move forward the students' capacity talking through little bunch dialog at the eighth review of SMP Swasta Idanoi in 2022/2023”? The common reaction in this investigate Little Gather Discourse might progress the students' talking capacity by actualizing the methods of Little Bunch Talk it self.

It appeared on the students' score that all the understudies passed the MCC. Which, this inquire about was drained two cycles, each cycle comprised of two assembly. The students' talking ability was progressed from assembly to assembly and cycle to cycle.

Based on the result of the evaluation in all cycle it may well be seen that the understudy score was made strides from the cycle I to the cycle II. The normal students' stamp in cycle I was 51 and the normal of the students' check in cycle II was 79, from the enhancement the analyst found that the students talking expertise was moved forward on the off chance that the students continuously utilized the English within the classroom and hone to spook within the classroom. So from the result, the analyst concluded that Little Bunch Discourse may move forward the students' talking capacity, by actualizing the Little Bunch Discourse over and over.

#### 4.2.2 The Analysis and Interpretation of the Research Finding<sup>2</sup>

After conducting the inquire about in two cycles, the analyst analyzed the result of the students' talking capacity and the perception sheet either for the researcher's and students' exercises. The analyst did the investigate in two cycles.

In Cycle I, particularly within the moment assembly, the analyst gave test to the understudies to know the students' talking capacity, and the students' result appeared that most of the understudies did not pass Least Competence Measure (MCC). There were 3 understudies (14%) who got stamp classified in "Enough" level. And there were 18 understudies (86%) who got check classified in "Less" level. The higher esteem that the understudies got was 63 and the most reduced esteem was 38 whereas the normal of the students' esteem was 51. Based on the understudies esteem in cycle I, it may well be concluded that the students' talking ability in Cycle I Still less, the understudies were not able to talk in English.

The fizzled<sup>1</sup> of the understudies in Cycle I was caused of the a few understudies were not dynamic in doing instructing learning handle, the students' rate exercises within the to begin with assembly of Cycle I as it were 83%, and in moment assembly was 84%. There were a few exercises and strategies of Little Gather Talk fixed by the understudies such as:

the understudies did not pay consideration to the analyst clarification, the analyst overlooked to make strides the understudies botches in English, a

few of the understudies troublesome to pronounce the proper words and the understudies did not inquire something almost the fabric. So the analyst illuminated the issues by welcoming the understudies to more center and comprehend when the analyst clarified within the classroom, the analyst moreover progresses the understudies error within the classroom and <sup>2</sup> gave time for all understudies to inquire the address that still not get it by the understudies.

In Cycle II, the analyst instructed the understudies around the enhancements <sup>1</sup> that had been designed within the past assembly. The advancements had been brought a enormous impact of the students' accomplishments in Cycle II. It appeared from the result of perception sheet, most of the students had done all the exercises or strategies of Little Bunch Dialog. The students' rate activities within the to begin with assembly <sup>2</sup> of Cycle II was 85%, and in moment assembly was 97%. In addition, the students' score was progressed, all of understudies passed of Least Competence Model (MCC) 70 score. All of understudies were got score that classified in "Good I" level. The higher score of the understudies was 81 and the least esteem was 75 whereas the normal of the students' esteem was 79.

Based on the result, it could be concluded that Little Bunch Discourse may move forward the students' talking capacity, and this procedure might utilized in educating talking for the understudies. By utilizing the Little Bunch Talk the understudies <sup>2</sup> able to speak in English with smoothly and courageous to communicate their thoughts.



#### 4.2.3 <sup>1</sup> The Research Finding Versus the Latest Related Research

Within the investigate, the inquire about title was “Improving the Students' Talking capacity by utilizing Little Gather Dialog at the Eighth Review of SMP Swasta Idanoi in 2022/2023”. The subject of the investigate was the understudies of course VIII-B SMP Swasta Idanoi in 2022/2023. which add up to numbers of the understudies in this course were 23 people. The analyst interested to conducted the investigate in this lesson caused of the students' were not able to portray a basic portrayal in English, In conducted the investigate, the analyst utilized classroom activity investigate (CAR).

There were three past sorts of inquire about that were related to the Small Bunch Discourse. The primary was done by Imam Fauzi (2017) with the inquire about was entitled:

“Improving Students' Talking Capacity through Small-Group Discussion”. The investigate utilized a Classroom Activity Investigate Strategy. The populace of the understudies comprised of 35 understudies. The information appeared that Little Bunch Discussion could make strides students' talking ability, lock in tstudents within the bunch work discourse effectively, energize understudies to be autonomous learners who can uncover themselves in learning exercises, make understudies feel more loose at learning, allow understudies more openings to move forward their talking aptitudes.

The moment was Lalu Bohari (2019), with the investigate entitled “Improving Talking Abilities Through Little Bunch Discourse At Eleventh Review Understudies of SMA Also Munirul Arifin NW Praya”. add up to of test that utilized was understudies 28 understudies. The result was displayed in pre-test and post-test. From the inquire about result it might be seen that Little Bunch Discourse had impact of the understudies talking capacity.

The third was Roni La'biran (2017) was conducted the investigate, with entitled “Improving Talking Capacity Through Little Bunch Dialog For The Eighth Year Understudies Of SMPN 2 Saluputti Tana Toraja”. The number of understudies was 16 understudies, The data were gotten through a pre-test and a post-test . The result of the inquire about appeared that Little Gather Dialog made strides the students' talking Capacity where the pre-test of the understudy got stamp 22,8 whereas the post-test was 78,2.

Whereas, <sup>1</sup> the result of the researcher's inquire about, when executing the Little Bunch Discussion, it was very fulfilled since the grades gotten by understudies were classified as “Good”. It was caused: the understudies were the understudies might eager to communicate their thought by actualizing Little Bunch Talk in amid the teaching-learning prepare. Hence, the investigate discoveries versus the most recent related research had a few separations subjectively and quantitatively.

#### 4.2.4 <sup>1</sup> The Research Findings Versus Theory

After getting the result of the investigate, <sup>1</sup> the analyst compared it with the hypothesis composed by the specialists. Based on Australian Institute of Science (2016:5), he submits that Heart Rear way Technique seem increment understanding and meaning which can afterward contribute to way better conclusions. The hypothesis <sup>1</sup> had been done by the analyst, but the result was not maximal. A few of understudies were still powerless in memorizing all sentences that they tuned in from the other understudies but through this strategy may make understudies more dynamic to specific their thoughts in bunch based on their possess sentiments, making choice and basic considering.

#### 4.2.5 <sup>4</sup> The Research Findings Implication

The research finding was Small Group Discussion could improve the students' speaking ability. <sup>1</sup> Based on the result of the research findings, the researcher found the implication of the research, as follows:

- <sup>1</sup> a. The researcher, as a guidelines and a tool comparison material in teaching by using Small Group Discussion.
- b. The English teacher, as a guidelines to increase the students' ability in teaching learning process.
- c. The students, as a way to solve their problem by using Small Group Discussion.
- d. The syllabus expectation was achieved and the problems have overcome.

#### 4.2.6 The Analysis of Research Findings Limitation

Within the investigate, the investigate discoveries was Little Bunch Talk seem make strides the students' talking capacity at the eighth review of SMP Swasta Idanoi. There were a few analysis of the inquire about discoveries confinement of the inquire about, they were:

- a. The inquire about was restricted by the shortcomings of the students' capacity. So the analyst take truly to moves forward the students' capacity in talked by utilizing the Little Bunch Dialog and welcomed all the student to be dynamic within the classroom, and as the advancement of the activity, all the understudies were able to talk in English and courageous to communicate their thoughts within the classroom with bravely.
- b. The analyst was restricted to actualize all the strategy of Little Bunch Dialog, a few of the strategies of the procedure overlooked to conducted by the analyst. So the researcher illuminated the issue by reflecting all the shortcomings on the past assembly and conducting within the next assembly of teaching-learning handle. As the enhancement of the activity the analyst did not done the same botch within the another assembly.
- c. The investigate was constrained by the understudies that did not care when the analyst clarified the material. So the analyst unraveled the issue by welcomed those understudies to be dynamic and more centered on comprehend the fabric that passed on by the

analyst. As the change of the activity all the understudies were interested to comprehend the learning handle and more centered in teaching-learning handle.

## CHAPTER V

### CLOSING

#### 5.1 Conclusion

Based on the inquire about finding, that analyst get in analyzed information, depicted that Little Gather Talk might move forward the students' talking expertise at the eighth review of SMP Swasta Idanoi.

The analysts took conclusion as take after:

<sup>2</sup> In cycle I most of the understudies might not pass the Least Competence Measure (MCC). There were 3 understudies (16%) who got stamp among 63 -74 classified as “enough” level, and 20 understudies (86%) who got stamp among 35 – 62 classified as “less” level. In cycle I the most elevated score was 63 and the least score was 38. The normal of students' score in cycle I was 51. Moreover the analyst proceed the inquire about to the cycle II.

Within the cycle II, the students' talking capacity got advancement. All the understudy seem pass the Least Competence Measure (MCC). All understudies or 23 understudies (100%) got stamp among 75 – 84 or classified as “Good” level. Within the cycle the most elevated score was 81 and the most reduced score was 75. The normal of students' score in cycle II was 79 or classifies as “Good”. It suggested that the students' talking aptitude was moved forward in cycle II.

Based on the investigate discoveries over, the analyst concluded that Little Gather Dialog may progress the students' talking sability at the eighth review of SMP Swasta Idanoi.

### **5.2 Suggestion**

Based on the conclusion and investigate discoveries, the analyst gave a few proposal as takes after:

The English educator of SMP Swasta Idanoi empowered to proceed in actualizing Little Gather Talk in their instructing learning handle, particularly in educating talking.

The others English instructor were empowered to apply Little Bunch Discourse in educating talking, caused this technique make the understudies were dynamic within the learning classroom particularly in talked English.

The understudies ought to take after all the methods of this technique for getting great result of learning talking.

For the following analysts were anticipated to conduct the other investigate by utilizing Little Gather Discourse in other points or fabric with the result more way better.

And the final, the researcher hopes this investigate might be valuable as a source of logical data.





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