THE USE OF SPONTANEOUS GROUP DISCUSSION TO IMPROVE STUDENTS’ SKILL IN SPEAKING OF THE ELEVENTH YEAR OF SMK DIPONEGORO SALATIGA IN THE STUDENT ACADEMIC YEAR 2014/2015

( A CLASSROOM ACTION RESEARCH )

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

By:

MARINTAN HANDAYANI MULYO
11310098

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA

2015

DECLARATION
DECLARATION

In the name of Allah the Most Gracious.

Hereby the writer fully declares that this graduating paper is written by the writer himself, and it is not containing materials written or has been published by other people and other peoples’ ideas except the information from the references.

The writer is capable to account to her graduating paper if in the future it can be proved of containing others’ idea or in fact, the writer imitates others’ graduating paper.

Likewise, this declaration is written by the writer to be understood.

Salatiga, 23th January, 2015

The Writer

[Signature]

Marintan Handayani Mulvo

NIM: 113 10098
Salatiga, January 23rd 2015

Faizal Risdianto, S.S. M. Hum.
The Lecturer of English Education Department
State Institute For Islamic Studies (IAIN) Salatiga

ATTENTIVE COUNSELOR’S NOTE
Case : Marintan Handayani Mulyo

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum, wr.wb
After reading and correcting Nur Ikhsan’s graduating paper entitled “The Use of Spontaneous Group Discussion to Improve Students’ Skill in Speaking of the Eleventh Grade of SMK Diponegoro Salatiga in the Student Academic Year 2014/2015” I have decided and would like to propose that it could be accepted in the Teacher Training and Education Faculty and I hope this thesis can be examined as soon as possible.
Wassalamu’alaikum, wr.wb

Counselor,

Faizal Risdianto, S.S. M. Hum
NIP. 1973509172008 01 1010
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(A CLASSROOM ACTION RESEARCH)

CREATED BY:

MARINTAN HANDAYANI MULYO

NIM: 113 10 098

Has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on April 15th, 2015, and hereby considered to complete the requirements for the degree of SarjanaPendidikan Islam (S.Pd.I) in English and Education.

Board of Examiners,

Head : Ruwandi, M.A.

Secretary : Faizal Risdianto. S.S, M. Hum

1st Examineer : Sari Famularsih, M.A.

2nd Examineer : Rr. Dewi Wahyu Mustikasari, M.Pd.

Salatiga, April 14th, 2015

Dean of Teacher Training and Education Faculty

NIP. 19670121 199903 1 002
MOTTO

Learn from yesterday, live for today, hope for tomorrow.

(Albert Einstein)
DEDICATION

This graduating paper is dedicated to:

1. Allah Subhanahu Wata’alaa . . .
2. My beloved mom and dad (Sri Rejeki and Triyono), thanks for your pray and supports.
3. My beloved brother and sisters ( Marni, Trimaryana, Martono S.R, Marlina E.W.R)
5. For my beloved friends: Nita, Surad, Yudi, Cahyo maesanto, Sayekti, Utri. Win, diedot.
ACKNOWLEDGEMENTS

Alhamdulillah the writer would like to express my sincere thanks to Allah SWT, who has given health, blessing, inspiration, and protection so that this final project could be finished.

This final project is submitted in partial fulfillment of the requirements for the degree of SarjanaPendidikan Islam (S.Pd.I) in English Department of Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga. The writer realizes that actually cannot complete this final project without the advice, encouragement, guidance, suggestions, and support from many people during the writing of the final project. The writer would like to express her sincere thanks to:

1. Dr. Rahmat Hariyadi, M.Pd., as the Rector of IAIN Salatiga.
2. Suwardi, M.Pd, as the Dean of Teacher Training and Education Faculty of IAIN Salatiga.
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8. My lovely family, Sri Rejeki, Triono, Sumarni, Tri Maryana, Martono Sugeng Rahayu, Marlina Estiwinayu Rejeki, thanks for your spirit and patient.
9. For my best and beloved friends, thanks your support.
10. All friends of D class and all friends in English Department. Thank for your friendship and kindness.

Eventually, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Salatiga, January 23\textsuperscript{th}, 2015

The Writer,

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\end{center}

Marintan Handayani Mulvo
(11310098)
ABSTRACT

Marintan Handayani Mulyo. 11310098. The Use of Spontaneous Group Discussion to Improve Students’s Skill in Speaking of the Eleventh Grade of SMK Diponegoro Salatiga in the Student Academic Year 2013/2014. Final Project. English Department of STAIN Salatiga. The advisor is Faizal Risdiyanto. S.S, M. Hum.

This study conducted in order to improve the students’ speaking skill on eleventh grade students of SMK Diponegoro Salatiga through Spontaneous Group Discussion. The study is related to the result of a preliminary study showed that the students were still poor in English speaking skill, especially in giving interpersonal response.

This study used a classroom action research which is conducted to solve the students’ problem in English speaking. The classroom action research was done based on Kemmis and Mc Taggart’s (2010) concept. The researcher did to cycles in which each cycle consists of planning, action, observation and reflection. Each cycle consists of two meetings. The data were gathered through quantitative data. The quantitative data were obtained from the students speaking score of pre-test and post-test.

The finding of the study show that the implementation of spontaneous Group Discussion was successful since the criteria of success were achieved. The first criterion was 75% of students could pass the target score ≥ 70.0 based on the KKM. The findings show that 81.25% of the students had already achieved the target score. Besides, the second criterion was the students who become more active involved in teaching learning process. Based on the findings of the study, the writer suggest that the English teacher could implement Spontaneous Group Discussion in teaching speaking in order to motivate students in learning English speaking.

Keywords: improve, speaking skill, Spontaneous Group Discussion
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CHAPTER I

INTRODUCTION

A. Background of the Study

English is learned seriously by many people to have a good prospect in the community of international world. Many countries use English as a means of communication today, for example America, England, Australia and other countries in the world. Likewise, in Indonesia many people learn English as a foreign language. English has been introduced to educational institutions as an obligatory subject for students from junior high school to university level, and as a local content in an elementary school. By learning English, the students are intended to have some language skill: speaking, reading, writing and listening.

One of the skills in English learning is speaking. Speaking is one of the complex ways in learning English. It means that the students have ability in understanding and using the word and meaning. The students not only know the words, but also their meaning. A speaking is usually longer than just a word or a sentences, it often contains a series of sentences. By having a limited speaking, the students will find difficulties in mastering English skill.

SMK Diponerogo Salatiga is a school in which in English speaking skill is taught. The researcher has conducted on observation
how the students’ speaking skill. Based observation most of students in SMK Diponegoro Salatiga, the researcher has found students’ English ability is still low. There are several caused of the problem why the students got difficulty in speaking. The problem may come from the teacher, the students or the methods as well as techniques used in the teaching learning process. The problems which probably come from the students’ side are: they shy when speaking English, they pronunciation and grammar still poor, and they are afraid speaking English.

To anticipate the problem above, the teacher must be able to choose the appropriate teaching methods, for example by considering the material presented, time available and learning objective. Teacher should use various teaching method to stimulate the students’ motivation to learn and reinforce them to learn speaking.

Besides, this method can build the students’ ability to improve and focused on speaking strategy. By using Spontaneous Group Discussion method, more easily to give their interaction to do something active, the researcher order to improve speaking ability from students. The technique is simple, make a group of all the students create discussion with their pairs or group (Miftahul Huda, 2011:129). By spontaneous group discussion method, the students as a participant and interest to join in the method to create the enjoy receiving the material and the students can understand the discussion topic. They
represent feeling or interest and happy on learning speaking. This
method can motivate the students to study and to raise teaching-learning
process. By using spontaneous group discussion method the students
can be more interest and enjoy in teaching English speaking. Beside
that, the researcher hopes that this method can be relevant method to
give solution from the problem of speaking lesson.

Based on the explanation above, the writer is interested in
improving students’ speaking and in this research the researcher will try
to apply spontaneous group discussion as a method in teaching
speaking. So that, the researcher will do a research entitled “THE USE
OF SPONTANEOUS GROUP DISCUSSION TO IMPROVE
STUDENTS’ SKILL IN SPEAKING OF THE ELEVENT GRADE OF
SMK DIPONERORO SALATIGA IN THE ACADEMIC YEAR
2013/2014”

B. Statement of the Study

Based on the background of the study, the researcher states that the problems
of study as follows:

1. What is the extent the teaching speaking using spontaneous group
discussion method at SMK Diponegoro Salatiga improve the student’s
speaking?

2. What are the strengths and the weaknesses of teaching speaking using
spontaneous group discussion method at SMK Diponegoro Salatiga?
C. **Objective of the Study**

Based on the problem statement, there are some objectives of this study:

1. **General Objective**
   
   It is improve students’ speaking by Spontaneous Group Discussion

2. **Specific Objective**

   a. To do describe the procedure and result of teaching English learning using a technique, especially in speaking.

   b. To describe the strengths and the weaknesses of teaching speaking by Spontaneous Group Discussion.

D. **Benefit of the study**

   Spontaneous Group Discussion will give benefit on the learning like:

   1. The procedure of Spontaneous Group Discussion method is simple

   2. This method more easily to interaction activity in process of learning

   3. In process of learning this method can be use full to create good activities to interest students join in the learning

   4. The Students can improve their ability especially in speaking through discussion learning with their friends like discuss simple topic using English language and create confidence from students to speak English in front of people.

   5. This method can be useful increase ability from students in speaking.
E. Limitation of the study

The researcher would like to limit the scope of the use to the following problems in order to avoid misinterpretation of the problem, are:

1. This research especially focuses on the spontaneous group discussion method a strategy to teach speaking.
2. The subject in this research is the second year students of SMK Diponegoro in the academic year of 2013/2014.
3. The research is limited in speaking skill about topic of the material.

F. Clarification of the Key Terms

1. Spontaneous Group Discussion

   Spontaneous Group Discussion is discussion are given are not plain before start of learning (Miftahul Huda, 2001:129)

2. Improving

   Improving is the process becoming or making to the batter (oxford University Press, 2003:216). In the dictionary we can find the word improve which means to make better in quality or to make more productive to become batter (Webster, 1994:487)

3. Students

   Student is a person who is studying at a college or university or any person interested in a particular subject (Oxford University Press, 2003: 429).
4. Speaking

According to Hornby, mastery is complete control or knowledge; supremacy (A.S Hornby, 1987:532)

G. Research Paper Organization

This research consists of five chapters. Chapter I is Introduction that discusses background of the study, problem statement of the study, objective of the study, benefit of the study, limitation of the problem, clarification of the key term, and research methodology. Chapter II: Definition of speaking, advantages and disadvantages of cooperative learning, cooperative learning activity, speaking. Chapter III: The general situation of SMK Diponegoro Salatiga, explain about list of facilities and tool, list of teacher and staff, description of students, students enrolled, students activity in SMK Diponegoro Salatiga. Chapter IV: explain about cycle 1 and cycle 2. Chapter V: conclusion and suggestion
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Cooperative learning

Cooperative learning is small group formation that which is able to cooperate in order to maximize the process of learning (Smith, 1996:7)

According Cranton (1996) in Elizabeth E Barkley, cooperative is demand for students to finish group task, and the students support in various information. In the process of learning cooperation, the character of teacher is a professional subject in the process of learning and handler in the class. In the situation, the teachers prepare the lesson plan and give group the learning exercise, manage the time, monitoring the process of learning to students, control the students what they are seriously doing the exercise and investigate the process of well running learning activity

Cooperative of learning is large concept of learning that includes all kinds of group work counted by teacher to control the process of learning. The general of cooperative learning process tend the teacher, teacher determine task, questionnaire, prepare material and information to students to help the students finish the problem solving (Agus Suprijono, 2011: 54).
Roger and David Johnson cited in Agus Suprijono said that all of study group is as a cooperative learning. To achieve the target of learning, there are five elements in cooperative learning method must be applied:

1. Positive interdependence
2. Personal responsibility
3. Face to face promotion interaction
4. Interpersonal skill
5. Group processing

B. Advantages And Disadvantages of Cooperative Learning

According Slavin (1995: 197) the cooperative learning have a advantage and disadvantages in the process of learning. There are:

a. Advantages of Cooperative Learning

1. Learners learn from one another, learn the material covered at a deeper level and feel better about themselves and their interactions with their peers.
2. Cooperative learning can be used successfully with a variety of other teaching strategies.
3. Learners learn valuable social skills such as resolving conflict, problem solving, criticizing ideas and not people, paraphrasing, asking questions, giving direction to the group's work, and building on each other's information.
4. Learners learn trust building, communication and leadership skills from which they benefit for the rest of their lives in the workplace, or in relationships.

5. Learners usually enjoy working together because they are actively involved in the learning process.

6. The teacher's role changes from being in the front of the room doing most of the work and all of the talking, to being a facilitator of learner learning, monitoring and collecting data on learner performance, as well as intervening when the group needs assistance in doing the task or learning to work together more effectively.

7. Cooperative learning efficient is heavily supported by over 90 years of research found in over 650 studies.

8. When in place, processing skills help learners learn effective conflict resolution which improves group functioning in the future.

9. Helping learners learn to cooperate in their groups gives them valuable life-long learning skills.

10. Instructors will eventually be able to cover more material at a deeper level with learners who will also enjoy the learning process.

b. Disadvantages of Cooperative Learning
1. Learning to facilitate cooperative learning expertly requires training, experience, and perseverance. It may take 2 to 3 years before an instructor can use these techniques routinely.

2. Groups finish work at different times. Sometimes learners argue or refuse to do the work. Some learners don't know how to get along with others and settle their differences. Some learners want to work alone.

3. Initially, the teaching of collaborative/social skills takes up a great deal of class time, affecting the amount of content covered.

4. Some learners do not like to work in groups. If individual accountability is not in place, some learners do all of the work and the other group members let them.

5. Cooperative learning does not work well in easy lessons.

6. Processing skills take time to learn and to carry out in the classroom. Conflicts may arise for which the instructor may not be prepared.

7. Working in cooperative groups creates a level of "noise" that may be uncomfortable for some instructors. (Jones, et al., 1994: 1-2)

C. Cooperative Learning Activities

There are some classroom activities that use cooperative learning (Slavin: 1995), they are:
a. Think-Pairs-Share

Think-pairs share is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and sizes.

b. Jigsaw

Jigsaw is a grouping strategy in which the members of the class are organized into groups then rearranged in new groups to share their learning.

c. Achievement Divisions (STAD)

STAD is one of the systems of cooperative learning in which students learning to be formed into groups of four or five members representing the students with the skills and different genders.

d. Snowball Throwing.

Snowball throwing is method which makes students enjoy and can decrease worry in learning speaking. It encourages creative thinking. Students can increase their speaking ability by using a new language and motivate students for learning.

e. Inside-Outsde

Inside-Outsde Circle is a summarization technique that gets students up and moving. It provides a way to get students who normally would not talk to interact with others. After students read a section of text, the teacher divides the group. Half
of the students stand up and form a circle with their backs to the inside of the circle.

f. Spontaneous Group Discussion

Spontaneous Group Discussion is discussion are given are not plain before start of learning.

From the results of cooperative learning activities above, the researcher will use Spontaneous Group Discussion to improve students’ speaking skill. The researcher provides further explanation of Spontaneous Group Discussion below.

D. General Concept of Spontaneous Group Discussion

1. Definition of Spontaneous Group Discussion

Slavin in Miftahul Huda (2011) show cooperative learning methods. All cooperative learning is based on the principle of the students that have to learn together and take responsibility for learning a bunch of his friends.

From several methods that exist, the researcher chose spontaneous group discussion method. The researcher selected spontaneous group discussion method because the researcher felt that she will get significant result as in the previous method. In this learning process students will be taught to have more interactive atmosphere between students and students or students and teacher’s thought. One of the methods is also popular in the learning of cooperative learning method. This method can stimulate the
creativity of the students, so they can develop their ability to listen to the material content directly involve students in learning and also cooperate with other groups.

Spontaneous group discussion is a method that the teacher instructs students to perform certain activities, such as finding the reason for the certain events, or to solve a problem. This method planned a discussion group before, and carried out spontaneously and simple implementation techniques. This method is used in a wide range of consideration, in order to achieve effectiveness the method. The use of learning method considers various factors. Teacher is one who must prepare material for the lessons carefully because the method needs time, and sometimes the students depend on their group leader to finish the work.

2. **Steps of Spontaneous Group Discussion Method**

   According to Slavin (1995) cited in Miftahul Huda (2011) there are five steps in spontaneous group discussion method, there are:

1. The study begins with the introduction of the topic by the teacher. At this point the teacher can write the topic or do question and answer to the students about the topic given. This step needs to be done so that the students are more prepared to face the new material.
2. The teacher divided the class into 8 small groups. Suppose if there are 32 children in a class, then each large group consists of 4 people.

3. Then the teacher handing out different topics to each spouse to discuss. In this step, the teacher gave enough time to the material, so discussed is completely understood.

4. After discussion 4 people from every small group, every group prepare to share their opinion and standing each other group following lined group or speak in front of the class.

5. The results of the discussion in every small group then presented to the entire class. Teachers facilitate the occurrence of interactive dialogue, integration and so on. Through this activity intended to yield knowledge discussion by each major group can be understood and become knowledge along with the rest of the class.

3. **Advantages of Spontaneous group Discussion Method**

   This Learning Model uses material that requires the exchange of experiences and information between minds of learners (Miftahul Huda, 2011: 131). Therefore, the advantages of this method are:

   1. Students are active in the learning process
   2. Teacher give more attention on student’s ability
   3. Provide opportunities for students to use discussion to solve the problem
4. Train the students to have a skill to show their way of thinking
5. Build the good relationship between teachers and students
6. Develop leadership talent and students’ skill and discussion

4. Disadvantages of Spontaneous Group Discussion Method

In addition, the model has the advantage of learning Spontaneous group Discussion also have a few disadvantages, namely:

1. Too many learning group so it complicates the process of teaching and learning.
2. The teacher should prepare a wide variety of topics and need more time
3. Some students are less active because of too many group members.
4. During in discussion class, sometimes it is dominated by some students. It makes the other students passive, because the other students suspend the work to the leader
5. The strategy will be successful depending on the ability of students to lead the group or to work alone
E. Speaking

1. Definition of Speaking

According to Mc Donough and Shaw (2003:133), speaking is not the oral production of written language but include learner in the mastery of a wide range sub skill which added together, then it supports speaking skill. Its mean that speaking is produce without some combination of language skill but it must be included a numbers of skill.

According Wilson (1983:5) defines speaking as development of the relationship between speaker and listener. In addition speaking determine which logical linguistic, psychological a physical rules should be applied in a given communicate situation. It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she want to speak or to communicate, he/she to be able to evaluate the effect or his/her communication to his/her listener.

Solahudin defines speaking is speaking ability in English language. Speaking has relationship with listening. Speaking just not make sound and though it may be communication of sorts, it is nnot Speaking (Cornbleet and Carter: 2001:17)

The word speaking has many different meaning. Speaking is the productive urnal/oral skill. It concist of producing systematic verbal utterances tovey .eaning (Nunan, 2003:28)
According Tarigan (1990) defines that speaking is a language skill that is developed in chilled life, which produced by listening skill, and at that period speaking skill is learned. Speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or the express a sequence of ideas fluently, Tarigan (1990) said that “berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari” it means that speaking as the way of communication influences our individual life strongly.

Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating. For the teacher of English speaking, who are going to apply teaching speaking should be responsible to pay attention to some instruction to relate their teaching material to real expression. So the students can connect their speaking ability and experience in their daily.

Speaking skill is an ability to orally express opinion, thought, and feeling to other people both directly and directly.

According to Syakur (1987:5) speaking is a complex skill because at least it is concerned with component of grammar, vocabulary, pronunciation, and fluency

1. Grammar

It is need for students to arrange a correct sentence in conversation.

It is line with explanation suggestion by Heaton (1978:5) that
student’s ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learner from learning a language. Language teacher, therefore should process considerable knowledge on how to manage an interesting classroom so that the learner can gain a great success in their vocabulary learning.

3. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the elements and principles that determine how sound vary and pattern in a language.

4. Fluency

Fluency can defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs fluency includes a reasonably fast speed of speaking and only a small number of pauses and ‘ums’ or ‘ers’. These signs indicate that
the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown. 1997:4)

2. **Element of Speaking**

The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot (Harmer, 2001:269).

a. Language Features

Among the elements necessary for spoken production, are the following:

1). Connected speech: effective speakers of English need to able not only to produce the individual phonemes of English. In connected speech sounds are modified (assimilation), omitted, (elision), added (linking), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

2). Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction).
3). Lexis and grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions.

4). Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what are saying.

b. Mental/social processing

If part of a speaker’s productive ability involves the knowledge of language skills such as those discussed above, success is also dependent upon the rapid processing skills that necessitates.

1) Language processing: effective speakers need to able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English.

2) Interacting with others: most speaking involves interaction with one or more participants. This means that effective
speaking also involves a good deal of listening, an understanding of how the other participants are feeling. A knowledge of how linguistically to take turns or allow others to do.

3) (On the spot) information processing: quite apart from our response others’ feeling, we also need to be able to process the information they tells us the moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture-specific, and is not prized by speakers in many other language communities.

3. Teaching Speaking

According to Cambridge International Dictionary of English, teaching means to give (someone) knowledge or to instruct or train (someone), whereas the Longman Dictionary of Contemporary English suggest that it means to show somebody how to do something or to change somebody’s ideas.

Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talk active, but with many errors that could become hard-to-break habits. Conservative, shy students my take a long time to speak confidently, but when to they do,
their English often contains fewer errors and they will be proud of their English ability. It’s a matter of quantity vs. quality, and neither approach is wrong. However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom. Break the silence and get students communicating with whatever English they can use, correct, or not and selectively address errors that block communication. Speaking is activity of face to face communication immediately. (Brook in Tarigan, 1981:4)

Brown (2001:270) says that spoken language is easy to perform, but in some cases it is difficult, in order that they can carry out the successful speaking, they must have some characteristics of successful speaking activity such as:

1. Learners talk a lot. As much as possible of the activity is in fact occupied by learners talk.
2. Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
3. Language is an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

There are some interactions to teach speaking, they are:
1. Pairs students up when doing a speaking activity. This often makes students feel more comfortable and not too self-conscious of their language abilities.

2. Give a time limit with most speaking activities. Ten minutes is the maximum for most activities. Gradually, aim for activities that involve more of a dialogue and interactive based on authentic topics.

3. Start with a very small activity and then work your way up. Brainstorming is a good activity for all level because each student can participant at the level feel comfortable. Wherever possible use lots of pictures especially for lower level performing students or very young students.

4. **Principles of Teaching Speaking for Beginner Learners**

   Three principles which can influence and inform our decisions as we teach speaking to beginning and false learners are (Bailey, 2005:36):

   a. Provide something for learners to talk about

      When people choose to speak, it is usually about something. They want something, or they find a topic or incident interesting and want to comment on it. They wish to share ideas or emotions. There is usually some communicative need that moves people to talk.

   b. Create opportunities for students to interact by using group work can improve learners’ motivation and promote choice,
independence, creativity, and realism. Pair work and group work also provide feedback to the learner from sources other than the teacher. Pair work, as the name suggests, involves two students working together to complete a task or exercise using the target language. Group work is three or more students working together.

c. Manipulate physical arrangements to promote speaking practice

Changing the physical environment can encourage speaking activities, partly because it partially alters the power structure of the traditional English classroom. Here are some ways with the seating and other aspects of the environment to encourage speaking. Firstly, the inside-outside circle is a technique for giving students the chance to repeat a conversation or interview with several new people in order to build fluency and confidence. Secondly, tango seating is simple seating arrangement designed to force people to use oral communication during information gap tasks that involve drawing, pictures, following maps, or creating designs or structure from verbal descriptions. Thirdly, the cocktail party technique is a quick way to get students talking to new partners and to break up the routine of sitting during language lessons.

In 1961 the American linguist William Moulton, in a report prepared for the 9th International Congress of Linguistics, proclaimed the linguistic principles on which language teaching methodology should be past: (1) language is speech, not writing, (2) A language is a set of habits, (3) teach the language, not about the language. (4) a
language is what its native speakers say. No what someone think they ought to say (Richard & Rodgers, 1984: 49).

5. **Assessing speaking**

According to Louma (204:1) assessing speaking is challenging. However, there are so many factor that influence our impression of how feel someone can speak in English. Then, we also expect test score to be accurate and appropriate for our purpose. To comprehend speaking for someone, needful to act of determining purpose of the study. Thus, we can determining ways to assess and point that assessing by the teacher in order to be achieve the purposes that use by the teacher. Ur uses some ways to assess speaking. He submits what he calls as the scoring rubric. Explanation of the scoring rubric can be seen on table.

<table>
<thead>
<tr>
<th>SCORE</th>
<th>ASPECT</th>
<th>Pronunciation</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Produces words with correct and clear pronunciation</td>
<td>Uses grammatical sentences or expressions or virtually no grammar mistake</td>
<td>Uses grammatical sentences or expressions or virtually no grammar mistake</td>
<td>Uses grammatical sentences or expressions or virtually no grammar mistake</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Produces words with mostly correct pronunciation but sometimes there is any error</td>
<td>Uses a slightly incorrect grammatical sentences or expressions or occasional grammar slips</td>
<td>Uses good range of vocabulary</td>
<td>Speaks with occasional repetition and uses short turns in speaking</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Produces words with some errors pronunciation</td>
<td>Produces words with some errors pronunciation</td>
<td>Produces words with some errors pronunciation</td>
<td>Produces words with some errors pronunciation</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>May have many strong foreign accents</td>
<td>Makes mistake in basic grammar or no</td>
<td>Has poor vocabulary</td>
<td>Speaks slowly and very hesitant with</td>
<td></td>
</tr>
</tbody>
</table>
or produces words with too many errors pronunciation and unintelligible  
correct grammatical sentences or expressions  
frequent repetition and sometimes difficult to understand.

<table>
<thead>
<tr>
<th></th>
<th>Little or no language produces</th>
<th>Little or no language produces</th>
<th>Little or no language produces</th>
<th>Little or no communication</th>
</tr>
</thead>
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<td>1</td>
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</tbody>
</table>

Maximum score = 20  
Score = the results of score x 100 ______  
maximum score

Based on the explanation above, the score is the students’ score which is calculated from the score obtained by the students, divided which maximum score and multiplied by 100%. The obtained score is the score which gained by every students in the aspect of pronunciation, grammar, vocabulary and fluency. The maximum score is the highest score when the students speaking based on the four aspects determined.
CHAPTER III

RESEARCH METHODOLOGY

1. Setting of the Research

SMK Diponegoro is one of Senior High school in Salatiga which has stood since 1957. This school located on Kartini Street. SMK Diponegoro Salatiga has produced a number of forces, and many of them have a strong influence both in government and in society. SMK Diponegoro Salatiga consists of two floors and first floor consist for classrooms, a library, multi-media, computer, prayer room, a sick bay, Administrative space, living rooms and sports facilities, and second floors consist for classroom, laboratory, business laboratory, administrate laboratory, computer and multimedia laboratory, language laboratory sins laboratory.

2. The Research Subject

The subject of the research is second grade students of marketing program, class F SMK Diponegoro Salatiga in academic year 2013/2014. The number of the students is 32 students.

3. The Procedure of Research

In this study, the researcher uses classroom research. According to Kemmis and Targgart: (1988) stat the action research is deliberate, solution-oriented investigation is group or personally and conducted. It is characterized by spiraling cycles of problem identification, systematic
data collection, reflection, analysis, data driven action taken, and finally problem definition. The linking of the term ‘action’ and ‘research’ highlights the essential features of this method: trying out ideas in practice as a mean of increasing knowledge about or improving curriculum, teaching, and learning. According to Aqib (2009: 3) the definition of action research is the research which is done by the teachers in their class through self reflective inquiry with the aim to make the better work to improve the result of students’ learning.

Watts (1985: 118) states that an action research is a process in which participants examine their own education practice systematically and carefully, using the techniques of research. It is based on following assumption:

1. Teacher and principal work best on problems they have identified for themselves
2. Teacher and principal become more effective when encouraged to examine and assess their own work and then consider ways of working differently
3. Teacher and principal help each other by working collaboratively
4. Working with colleagues help teacher and principal in their professional development. Although there are many type of research that may be undertaken, action research specifically refers to a disciplined inquire done by a teacher with the intend that the research will inform and change his or her practice in the future.
This research is carried out within the context of the teacher’s environment that is, with the students and at the school in which the teacher work on question that deal with education matters at hand.

So, this research belongs to classroom action research, because the write tries to solve the problem encountered in the class. To solve the problem in teaching speaking, the researcher tries to use spontaneous group discussion method. She uses LCD, Laptop, speaker, text, and screen as media and takes the material from internet based on the topic from syllabus.

Here an action research outline is more organized and formal way of directing such discussion into a process of investigation and sharing of result. Adopted from Kemmis and Mc. Taggart (1989:12) in Hopkins (1993:48) in Wiriatmojo (2006:66-67) the scheme of action research steps and each the phases can be explained briefly as follows:

1. Planning

   In this step, the researcher prepares some elements used in applying teaching speaking using spontaneous group discussion method. First the researcher prepares the lesson plain which is used as a guideline in teaching, then, she prepare video and song which consist some vocabulary assessment to know the students improvement the speaking.
2. Action

This step is the implementation of teaching speaking spontaneous group discussion method. Moreover in using spontaneous group discussion method, the researcher uses LCD, laptop, text, speaker and screen. In delivering the material, the teacher spends three meetings of the each topic. First meeting is emphasized on pronunciation, the second meeting is emphasized on concept of meaning, and the third meeting emphasized on practicing. In the end of meeting, the researchers conduct in evaluation which relates the language aspect which is speaking.

3. Observation

The researcher actively involved in this step-by being in English teacher, besides being in English teacher, the writer also as an observer. The write observes the classroom condition during the implementation of teaching speaking spontaneous group discussion method.

4. Reflection

Based on the result of the reservation, the researcher makes an evaluation of teaching speaking using spontaneous group discussion method. Then, after finding the result of teaching speaking using spontaneous group discussion method in a cycle, it
can make the improvement and decide whether he will conduct the next cycle.

**Figure 3.1**
The Classroom Action Research Concept
(Kemmis and Mc Taggart 2010: 132)

The action research in this study was a collaborative classroom action research. It means the writer was assisted by one of the English teachers as collaborator in conducting this study. The writer and the teacher did all of the research activities starting from the planning of the action, the implementation of the action, the observation of the implementation and the reflection of the action. The researcher acted as a teacher who taught speaking using Think-Pair-Share. While the collaborator acted as the observer who observed the implementation of the action and the whole of teaching and learning process. This kind of
the action research design is called a systematic process of collaboration in which one teacher observes and gives feedback with some form of reciprocity to another teacher (Brown, 2001: 441).

4. **Method of Collecting Data**

   In this research, the researcher uses some techniques to collect the data, as follows:

1. **Observation**
   
   Observation plays an important role not only for classroom research, but also more generally for supporting the professional growth of teacher, in addition in the process of school development. The writer has a role as a teacher. In this observation, the writer uses a technique which is field note. The field note collected from observer during teaching learning process about speaking by spontaneous group discussion method.

2. **Test**

   Test is a set of question or exercises or other instrument used to measure knowledge, intelligence, ability or attitude of groups or individual (Arikunto, 1998: 139). Vocabulary test items were given in each meeting after the action to know whether the students’ reading is improved or not.

   a. **Pre-test**
Pre-test is used to know how far is the students’ ability about speaking before utilizing spontaneous group discussion method.

b. Post-test

Post-test is used to know how far the students’ ability to speaking skill after using spontaneous group discussion method.

6. Technique of Data Analysis

The researcher would like to analyze quantitatively data. Quantitative data is analyzed from the pre-test and post-test. The data was attained from teaching-learning process and evaluation. The data will be analyzed in two ways;

Beside quantitative, the writer uses a statistical technique. In scoring the test, the students score is counted with the following formula:

\[ S = \frac{R \times 100}{N} \]

Where:

S = The score

R = Total number of correct answer

N = Total number of items

To know the result of this research, the writer uses a formula by comparing the mean score result of pre-test and post-test. In
scoring the test, the researcher calculates. The students score by applying the following formula:

\[ M = \frac{\sum}{N} \]

Where:

- \( M \) = Mean of student’s score
- \( \sum \) = The sum of student’s score
- \( N \) = The total number of respondent

If the students result of mean score and speaking mastery increases, the research is successful.

Second, the writer continued the analysis by getting the class percentages from the students who passed the target score of the minimal mastery level criterion or *Kriteria Ketuntasan Minimum* (KKM). In kurikulum KTSP in SMK Diponegoro Salatiga, the KKM for speaking subject is 7.00. to get percentage the writer used formula as illustrated by Sudijono (2008: 43) in figure 3.3
\[ F \]
\[ P = \frac{F}{N} \times 100\% \]

P = the class percentage

F = total percentage score

N = number of students

Finally, the researcher analyzed the students score from the pre-test and post-test. This analyze to know whether or not to the students improve their score. To get the percentage of the students’ improvement, the researcher used the Meltzer’s formula (2008: 3) as illustrated in figure 3.3

\[ P = \frac{y^1 - y^2}{y} \times 100\% \]

P = percentage of students’ improvement

y₁ = post-test 1

y = pre-test result
CHAPTER IV

TEACHING IMPLEMENTATION AND DATA ANALYSIS

In this chapter, the researcher discusses the implementation and the results of the research. First, the researcher presents the results of pre-test and the second are the implementation and the results of cycle 1 and cycle 2. The detailed explanation will be given in the following sections.

1. Pre-test

The pre-test is done before implementation Spontaneous Group Discussion. The pre-test was conducted on April 21, 2014. There were 32 students joined the speaking class to pre-test. The writer gave a text ‘Story Text’ And the writer asked the students to make a conclusion from the text orally. The pre-test was to measure the students’ speaking ability before the implementation of Spontaneous Group Discussion. About the instrument for the pre-test.
### Table 4.1 The Students Pre-test score

<table>
<thead>
<tr>
<th>NAME</th>
<th>ASPECT</th>
<th>SCORE</th>
<th>Maximum score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pronunciation</td>
<td>Grammar</td>
<td>Vocab</td>
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<tr>
<td>001</td>
<td>2</td>
<td>3</td>
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<td>002</td>
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<td>003B</td>
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<td>3</td>
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<td>004B</td>
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<td>031</td>
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<tr>
<td>032</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total score</strong></td>
<td><strong>90</strong></td>
<td><strong>85</strong></td>
<td><strong>102</strong></td>
</tr>
</tbody>
</table>
Calculate Mean of Pre-test

\[ M = \frac{\sum Y}{N} \]

\[ M = \frac{1830}{32} \]

\[ M = 57.18 \]

From the results of post-test 2, the percentage of students who passed the KKM by the writer and the observer was 58.56. So, it met the requirement of action success which was 75% students passed the target score ≥70.0 based on the KKM. It means that the writer and the observer didn’t need to move to the next cycle.

2. Cycle I

1) Planning

Before conducting the research, the researcher was preparing the instrument of research in the following:

a. Preparing materials, making lesson plan and designing the steps in doing the action.

b. Preparing list of students’ name

c. Preparing teaching aids

d. Preparing sheets for classroom research

e. Preparing a test (post-test)
2) Action

On Monday 21 April 2014, the teacher (writer) and the researcher named Mr. Ghafur entered the class. The situation was noisy and some students were still speaking with their friends.

Meeting 1

The teacher began the class before the lesson started, the teacher told the students about the research. English teacher informed the students that for a few days after, the class will be handled by the researcher. He asked the students to pay attention when the researcher was teaching in the class. After the teacher informed to student clearly, teacher was allowed to teach in the class. The teaching learning process started, as bellows:

Researcher : “Assalamualaikum wr. wb”

Students : “Waalaikumsalam wr. wb”

Researcher : “Good morning class.”

Students : “Good morning miss.”

Researcher : “How are you today?”

Students :” I am fine, thanks. And you?”

Researcher : “I am fine too, thank you. Ok, maybe this is our first meeting, right??”
Students: *Diam* (Students were just silent)

Teacher: “*Ok, mungkin ini pertemuan pertama kita* (Ok, maybe this is our first meeting), but I think some of you met me in this school before.”

Students: “Yes.”

Teacher: “*Ok, first I’d like to introduce myself. My name is Marintan Handayani Mulyo. You can call me Miss Intan or Bu Intan. Ok!”*

Students: ”*Pake bahasa Indonesia saja bu, nggak mudeng. (Using Indonesia language mom, we are confused)*”

Teacher: “*Iya, nama saya Marintan Handayani Mulyo, bisa juga dipanggil Miss Intan atau bu Intan.*” (My name is Marintan Handayani Mulyo. You can call me Miss Intan or Bu Intan)

Students: :”Address bu, address…”

Teacher: :"*Iya, saya tinggal di Boyolali. (Well, I live in Boyolali) Ok, next questions?”*
Students : “Status bu??? (What is your statue Miss?)”

Teacher : “Status saya mahasiswi. Ok, disini saya membutuhkan bantuan kalian untuk menyelesaikan skripsi, jadi tolong kerjasama kalian semua, ok. (My status is female university student. Ok class, here I need your help to finish my graduating paper, so please be cooperative from all students, ok)

Students : “Yes”.

Teacher : “Well, who is absent today?”

Students : “Isye Damawati”

Teacher : “Ok good. Guys, what do you think about English learning?”

Students : Susah bu. “It is difficult Miss”

Teacher : And now, we will start to process of learning with me. Do you have dictionary?

Students : Punya bu. “I have it Miss”

Teacher : Do you bring the dictionary?

Students : No. (Any students answer yes)
Teacher: Ok good. Sebelum kita mulai pelajaran, saya akan menjelaskan metode pembelajaran yang akan kita gunakan, metode ini bernama spontaneous group discussion called (Before we begin the class, first I will explain you about the method that we will use. This method is called spontaneous group discussion) Siapa yang paham dengan metode ini?? (who is understood this method?)

Students: (Silent)

Teacher: Nobody knows? Ok guys I well explain for you. Spontaneous group discussion adalah kelompok diskusi yang di bentuk secara spontan. “Spontaneous group discussion is group discussion made spontaneously. Have you understandood?”

Students: (Silent)

Teacher: Ok. I will explain more next meeting.

Students: Yes mom
Teacher: Ok guys, it’s time to begin to start our learning. The material is expressions used in describing processes.

The teacher explain about the definition, the purpose of expression used in describe processes.

Students: (Silent)

Teacher: Ok guys, now I will give you simple topic and simple question. Please read the sentence and answer the question using right and suitable words to complete the sentence.

You can answer use word when, than, with and other.

Students: Tes sendiri-sendiri bu? “Individuals test mom?”

Teacher: Yes

Students: Boleh buka kamus bu? “Could to open the dictionary mom?”

Teacher: Sure, you can open your dictionary. Please work clearly.

Students: Yes mom
Because the time is up, we will continue our lesson on the next meeting. So please your paper to gather. (Teacher gives the material about show expression to explain next week)

Don’t forget to learn more at home and bring this paper for next meeting. Ok, let’s close our meeting today by reciting *Hamdallah* together.”

Students : “*Alhamdulillahi robbil ‘alamiin.*”

Teacher : ”Ok thanks for your attention and *wassalamualaikum wr.wb.*”

Meeting 2

The next meeting on Saturday, 26 April 2014 researcher continued the lesson. She gave the next material by asking several questions about the topic at previous meeting.

Based on the field note from her partner (English teacher), as follows;

Teacher : “*Assalamualaikum wr. wb*”

Students : “*Waalaikumsalam wr. wb  “*

Teacher : “Good morning class”
Students: “Morning miss”

Teacher: “How are you today?”

Students: “I am fine, thank you. And you?”

Teacher: “I am fine too, thank you. Ok class, let’s start our lesson today by reciting basmallah together...”

All: “Bismillahirrohammaanirrohiim”

Teacher: “Ok class, who is absent today??”

Students: “Complete mom”

Teacher: “Good. Ok, today we are going to continue our previous meeting. We are use spontaneous group discussion method to this process of learning right?”

Students: “Yes miss”

Teacher: “Ok guys I will review our last material. Who can mention what was our last material? Jadi, kemarin kita bahas apa ya? (What did we discuss yesterday?)”

Student: “Expression used in describing processes”
Teacher: “Alright. And then, what is the purpose of expressions used in describing processes?”

Devi: “To tell how to make something”

Teacher: “Good. You are learned more at home, right? Well, as I explained yesterday, today we will make a group discussion.

Students: “Ya bu. Tapi masih gak mudeng bu” (but we are still confused)


Students: “Yes miss”

Teacher: “Guys now we will do post test

Students: ”Yaaaaa” (shouted loudly)

Teacher: “I will give you a paper and please discuss with your group and answer the question with your groups. Do you have understood?”
Students : (Silent)

Teacher : Attention please! Guys, I will give you 30 minutes to finishing the exercise. You are discussion with your group, then answer the question of the pepper. After that each group share your work in front of class.

Students did discussion with their group, it looked that many students were seriously doing the exercise. After 30 minutes, teacher called one by one of the group to share result the discussion it in front of the class.

Teacher : Ok guys the time is up, so let say hamdallah together.

Students : Alhamdulillahi robbil ‘alamiiin.”

Teacher : ”Ok thanks for your attention and wassalamualaikum wr.

Finally, teacher gave summary of the lesson at the day and told the students about the material. The students looked more enjoy because the situation of the class was quiet enough better than previous meeting. Then, the teacher gave students some minutes to do the post-test. After finishing the post-test, students submitted the answer sheet and teacher closed the meeting.
3) Observation

In the first cycle, the researcher obtained the field note from her partner. By monitoring the students’ activity in this action, the teacher could see that the students were not ready yet when the teacher (the writer) came to class. It can be seen for the students’ attitudes that are confused when the teacher was explaining about the activity that had to be done. Then teacher can see that the students still get the difficulties to say words in English. Spontaneous Group Discussion in teaching in learning help the students focused in the learning. It can be seen the students give more attention in the process of learning and create interaction with students and teacher. Several students have finished the exercise. Some of member of group, the students just depended on leader in their groups, so the task just did by leader of groups. In addition, students looked more serious to follow the lesson. Students interest to join the process of learning.

4) Reflection

After analyzing the result of the first meeting, the researcher and her collaborator concluded that the teacher should be more creative in attracting the attention of the students so that students could focus in the teaching learning process. Teacher used Spontaneous Group Discussion would give additional time for the students so they could submit the discussion maximally. Teacher
also gave more opportunities to students to show their ability, learning condition, interaction of student to responsibility in the group so that it could give feedback to students to be active in speaking.

Teacher gave much pay attention, feedback and motivation for student in order to the student got motivation to enjoy joining the class and to be active and creative in the group discussion. The process of learning, member in group cooperates in the learning, not depend with other member or the leader to finish their group exercise.

Furthermore, the researcher will calculate the result of pre-test and post-test above to know the students’ improvement in learning speaking. The result of pre-test and post-test can be seen in the table as follows:

**Table 4.2 The Students Pre-test score**

<table>
<thead>
<tr>
<th>NAME</th>
<th>ASPECT</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pronunciation</td>
<td>Grammar</td>
</tr>
<tr>
<td>001</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>002</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>003B</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>004B</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>005</td>
<td>3</td>
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<tr>
<td>008</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>009</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>010B</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
a. Calculate Mean of Post-test

\[ M = \frac{\sum Y}{N} \]

\[ M = \frac{2753}{32} \]

\[ M = 60.46 \]

1) Mean of post-test = 60.46

2) pre-test < post-test
3) There is an improvement of speaking achievement between pre-test (before the action) and post-test (after the action) in cycle I.

Based on the results of first post-test, it showed that 70.72% who had passed the target score of the KKM. While from the teacher assessment, the percentage of students who pass the KKM was 70.72%. So, to achieved 75% of students could pass the target score ≥ 70.0 based on the KKM, the researcher and the observer had to move to the next cycle. (for the detail, see result of the post test cycle 1 in chapter VI)

2) Cycle II

Based on the result of the first cycle, it is necessary for teacher to continue to the next cycle. The description of cycle II as follows:

1. Planning

The activities are:

1. Preparing materials, making lesson plan and designing the steps in doing the action.
2. Preparing list of students’ name
3. Preparing teaching aids
4. Preparing sheets for classroom research
5. Preparing a test (pre-test and post-test)

2. Action
On Wednesday morning 28 April 2014 the researcher as the English teacher and the observer entered the English class in XI F classes. Then, both of English teacher and the observer stood up in front of the class.

**Meeting I**

The teacher looked at to all of students then, conditioned and waited the students until they were ready to get lesson.

Teacher : “Assalamu’alaikum wr.wb”
Students : “Wa’alaikumussalam wr.wb”
Teacher : “Good morning students”
Students : “Good morning miss”
Teacher : “How are you today?”
Students : “(Together) I’m fine thank you and how are you?”
Teacher : “I’ am fine too, thank you. Ok class let’s start our meeting by saying basmalah together.”
Students : “(Togfgether) Bismillahirrahmaanirrakhim.”
Teachers : “I’m glad to see you in this morning, but why do you look so weak?
Salwa : “Boring Miss. (Laugh).”
Teacher : “Kenapa bosan? Kalian ngantuk ya? (Why? You are sleepy?)”
Tita : “Witra sakit hati bu ( Witra getting broken heard Miss)”
Teacher: “Ok attention please, today is speaking class right? And we will start now.”

Students: “Huch.. Bahasa Inggris lagi.. “English learning again”

Teacher: ”Ok Ok, do you like singing?”

Students: “Yes…”

Teacher: ”Ok guys, to kill your boring feel, before start in lesson we are sing a song. What do you think about armada song? Do you know it?

Students: “Yes Miss we know it.”

The students sing one song to kill their boring felt, students singing together.

Teacher: “Are you still boring?”

Students: “No Miss.”

Teacher: “Who is absent today?”

Students: “Surtiyani and Umi Hidayati.”

Teacher: “Before we start our lesson I will give pre-test to you. I give you 15 minutes to finish your job.”

Students: “Yes Miss.”

When the students have been finishing their pre test, teacher explained about conclusion to students. Teacher explained about definition, general structure to make a conclusion, presentation the conclusion. Students looked so paying attention carefully on teacher
explanation. After giving the explanation teacher divided students into 8 groups to apply the method.

Teacher : “After understanding the material, I want to divide you into 8 groups, every group divide 4 person. “

Students : “Yes Miss”

Teacher : “Now, please take your seat as comfortable as passion with your group.”

After the group was created, each groups are given a different topic, the students had assignment to solved and found the conclusion through discussion.

Teacher : “Attention please, now you have a topic that must be discussed with your friends on your group. Everyone has a job to found one conclusion that appropriate about the topic. Is there any question?”

Witra : “So, it means, we have to do it by our self then write down the conclusion in a piece of paper Miss?”

Teacher : “No, you must discuss and find the conclusion with your friend. After that, you should present your discussion result in your chair”

Students : “Yes Miss”

Teacher : “I give you 15 minute to discuss and to do it.”

Teacher must go around from first group till the last group to control the discussion and to help if there was a problem. After 15
minutes, teacher called every group to show their result discussion in each chair. The researcher would record the result.

Teacher : “Ok thank you class, is there any question?”
Students : “No Miss.”
Teacher : ”If there is no question, let’s closes our meeting by saying hamdallah together.”
Students : “Alhamduliilahirabbilaalamiin”
Teacher : “Wassalamualaikumwr.wb”
Students :” Waalaikumsalamwr.wb”

Meeting 2

On Saturday 3 Mei 2014 researcher and collaborator entered the classroom. The class was crowded enough because this was the last hour, so the students had felt tired and needed something to refresh. Teachers kept silence for a minute to see a quick response from students. Finally students could be controlled and teachers could start teaching learning process.

Teacher :” Assalamu’alaikumwr.wb”
Students : “Wa’alaikumsalamwr.wb”
Teacher : “Good afternoon everybody”
Students : “Good afternoon mom”
Teacher : “How are you today?”
Students : “I’m fine, thank you. How are you?”
Teacher : “I’m fine too thank you. Who is absent today?”
Wilda :” (Silint)”
Teacher : “I’m really happy because I can meet you again. Who is absent today?”
Students : “Nihil. (Complete Miss)”
Teacher : “Why you look not spirit full today?”
Witra : “I am tired Miss.”
Fajar : “Yes Miss, the last meeting is exercise.”
Teacher : “You are look so tired. Ok guys, I give you 5 minutes more to break.”
Teacher :” The lesson start 5 minutes again
Students : “Yes Miss. (Every students laugh)”
Teacher : “Are you still tired?”
Students : “Yes Miss.”
Teacher : “But we must start it now?”
Students : “Yes mom.”
Teacher : “Like usual, I give you 30 minute to do your post-
tes.”
Indana : “Why we always do it mom?”
Teacher :” Post-test is used to know how deep you understand about the materials. Do you understand?”
Students : (“Silent)”
Teacher : “Do you remember about conclusion material?”
Students : (“Silent)”
Teacher : “Please rise your hand to answer (One of student rise her hand)”

Salwa : “I am mom, conclusion adalah ringkasan kalimat dari sebuah topik. “ conclusion is summarize from a topic.”

Teacher : “Ok Salwa good answer. Any others answer?”

Students : “(Silent)”

Teacher :” How to show presentation the conclusion?”


Teacher : “Just it? Ok thank for your answer Fajar.”

(Teachers write the general structure to make a conclusion, presentation the conclusion)

Teacher : “Any question so far?”

Students : “No.”

Teacher :”Ok class, like the learned last week. We make a group to discussion a topic.”

(The teacher divides 4 students in each group)

Teacher :”Ok guys, I will give you a paper each groups. And please read clearly and make a conclusion from the text.”

Students : “Yes Miss.”
Teacher: “Today there are some problems that will be discussed with your friends then you should convey the result of your discussion in front of class. Are you ready?”

Students: ”Yes Miss.”

Student conducted discussions for 15 minutes. The teacher walked around the class to watch the discussion and to help students if students found any difficulties. After that students presented the result and discussed in front of class. Researchers did recording to student’s speaking and made the scoring.

Teacher: “Is there a there any question?”

Students: “No mom.”

Teacher: “Ok class thank for your attention today. Before I close our meeting is there any question class?”

Students: “No Miss”

Teacher: “Ok class let’s close our meeting by saying *hamdallah* together.”

Students: “*Alhamdulullahirrabīl ‘alāmiin.*”

Teacher: “*Wassalamu’alaikumwr.wb*”

Students: “*Wa’alaikumsalamwr.wb*”

3. Observation

In the second cycle, observation was also carried out during implementation of the action. The researcher got field
note from the group (English teacher) which has been written above. By monitoring the students’ activity in the action, the teacher can see that the students still improve to say in English. Several students pronounced incorrectly. Moreover, the teaching learning process can be controlled easily than before. The situation in the class is more active than before, students more active and interactive to share their own with their friends. Students’ relation more increase with their friend and teacher. It make easily serve the material in the process of learning. In addition, students felt more serious to follow the lesson and too do the task.

4. observation

The strategy made students comfortable to join the class. After that, teacher gave much attention to students were not active in the process of learning. It’s expected that the students be more active joining the learning and can good interaction with their friends. This activity showed who were active or weren’t in the class. When students were presenting the result in front of class, some students felt confident to show their ideas. Although they did some mistakes on pronunciation, were lack of vocabulary and wrong in grammar, but they were brave to try to speak up and confident to speak sentence clearly in the class. And the students responsibly did their task with their
groups. Although some students still tended their work depend with their member of group, but also much students show their improvement in learning using Spontaneous Group Discussion and the process of learning process run well.

Furthermore, the researcher will calculate the result of pre-test and post-test above to know the students’ improvement in learning speaking. The calculating as follows:

### Table 4.3 The Students Pre-test score

<table>
<thead>
<tr>
<th>NAME</th>
<th>ASPECT</th>
<th>SCORE</th>
<th>Maximum score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pronunciation</td>
<td>Grammar</td>
<td>Vocab</td>
</tr>
<tr>
<td>001</td>
<td>4</td>
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<td>002</td>
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<tr>
<td>024</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
who pass KKM

Calculate Mean of Post-test

\[
M = \frac{\sum Y}{N}
\]

\[
M = \frac{2475}{32}
\]

\[
M = 77.34
\]

1) Mean of post-test = 77.34

2) Mean pre-test I in cycle I < post-test II in cycle II

3) There is an improvement of speaking achievement between

  pre-test I (before the action) in cycle I and post-test II (after
  the action) in cycle II.

From the results of post-test 2, the percentage of students who
passed the KKM by the the writer and the observer was 81.25%. So, it
met the requirement of action success which was 75% students passed the
target score ≥70.0 based on the KKM. It means that the writer and the
observer didn’t need to move to the next cycle.
b. **Analysis Between Cycle I and Cycle II**

Based on the result of analyzing two cycles, there is significant improvement on the students’ ability. That will be explained in the table 4.3 below.

**TABLE 4.3**

**RESULT ANALYSIS**

<table>
<thead>
<tr>
<th>Points</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test I</td>
<td>Post-test I</td>
</tr>
<tr>
<td>Lowest</td>
<td>45</td>
<td>50</td>
</tr>
<tr>
<td>Highest</td>
<td>75</td>
<td>70</td>
</tr>
<tr>
<td>Mean</td>
<td>57.18</td>
<td>60.46</td>
</tr>
</tbody>
</table>

The results of mean score and the class percentage that passed the target score of KKM

<table>
<thead>
<tr>
<th>Result</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>57.18</td>
<td>60.46</td>
<td>77.34</td>
</tr>
<tr>
<td>Class percentage of KKM</td>
<td>7.64%</td>
<td>11.87%</td>
<td>28.84%</td>
</tr>
</tbody>
</table>
From the analysis above showed that by using spontaneous group discussion can improve students’ ability in speaking. Moreover, the students’ achievement on speaking has improved; it is shown by the increasing result from the pre-test and post-test score. In this research, the passing grade of speaking achievement is 70. The student who got score above passing grade are 26 students or 81.25%. Meanwhile, the student who got score under passing grade are 6 students or 18.75%. Through mastering speaking students will easier to communicate along learning process and comprehend the core of the material.

In this case, students’ improvement was influenced by several factors. First, the use of spontaneous group discussion made creative note in learning English. Spontaneous group discussion is a note-taking method that uses some instruments such interesting topic and picture, so they felt not bored during learning English process. The second is students’ interest in participant attending during learning process. In addition, teacher should give more support to build students’ confidence in learning English.
CHAPTER V

CLOSURE

A. Conclusion

Based on the previous teaching implementation and data analysis, the researcher draws the conclusion of this research as follows;

1. There is improvement of the use spontaneous group discussion to the speaking skill of the second year students of SMK Diponegoro Salatiga in the academic year of 2013/2014. The students’ achievement increased. It is proved from students’ achievement in the mean score pre-test and post-test. In the cycle I, the mean score of pre-test is 57,18 the student who got score above passing grade is 8 students and under passing grade is 22 students, and the mean of post-test is 60,46 the student who got score above passing grade is 15 students and under passing grade is 17 students. While in the cycle II, the mean of pre-test 69,06 the student who got score above passing grade is 20 students and under passing grade is 12 students, and mean of the post-test is 77,34  the student who got score above passing grade is 26 students and under passing grade is 6 students. This score indicates the students’ achievement was increased.

2. The implementation of spontaneous group discussion can enhance students’ interest in learning English especially speaking. The students’ response is good. They are attracted in the strategy and the media used in the class. They feel happy and regard that English is fun during English
teaching learning process. In the process of learning using Spontaneous Group Discussion, student more interest followed in the learning process. Students are given freedom to express their own about the material and exercise, and also teacher accompanied students in the learning in order to the group of discussion run well. Used the Spontaneous Group Discussion in the process of learning, teacher and students were have good relationship to achieve the goal of the learning. Not only focused in the material and score, but also in the actively in group discussion. The member of group discussion more active and interactive join the learning and more want to know about new information or the material. Used the method, teacher hope that the student didn’t tend lazy in the process of learning. Students not only depend with another member or the leader to finish the exercise. The teacher hope that used Spontaneous Group Discussion can improve students’ skill in speaking, and the process of learning run well.

B. Suggestions

After the writer knows the real condition and situation, she would like suggest some possible solutions in teaching speaking process, as follow:

1. For The Teacher

The English teacher should know interest method to teaching speaking class. The teacher English should know how to liquefied the situation in process of learning in order to the students interest and
enjoying in the process learning to improve speaking skill. The teacher can use spontaneous group discussion method as a new method to teach speaking class. The strategy of teaching reading will influence the students’ ability to learn. In the process of learning, teacher should pay attention to the fact that the students are more encouraged to improve the teaching learning process. The teacher should help the students when they do not understand about the instruction and get difficulties in translating some vocabularies. The teacher must give example how to say the words properly to the students.

2. For the Students

The students should try to practice speaking use the spontaneous group discussion method in the class. So there are not bored to join the process of learning use spontaneous group discussion method in the class. The students can make a group, a group divided 4 until 5 students. Every group solves the problem of topic or problem. After that, the students can share information with other groups, the spontaneous discussion group as a base of manner to students confident to speak using English language. In the learning, students should have a high motivation to improve speaking skill. Study hard to learning vocabulary and did not lazy to open dictionary. And self confidence is important to students in order to brave to speak English clearly in front of other people.
3. For the Researcher

   It has been known from the result of the study that the use of spontaneous group discussion method can improve students’ speaking skill, interest and motivation. Hereby, it is expected that the result of make the English teacher use an appropriate teaching strategy to improve students’ speaking skill. Based on the explanation, the writer would like to suggest the other researcher, the result of the study can be used as additional reference to further research with the different sample and occasion.

The strengths and weaknesses of teaching using Spontaneous Group Discussion

a. The strengths of teaching using Spontaneous Group Discussion

1) The students are interest to learn English. Students are active learning process.

2) The students have high interest in following the English teaching learning process. Students more easily interaction with their friends to cooperate in finished the exercise.

3) Students can be motivated to be active in the class when the researcher asked the students to discuss about the new material.

b. The weaknesses of teaching using Spontaneous Group Discussion

1) The researcher must spend her ore his spare time at home to prepare some material the example: the photocopy the
material, picture about something related about the material and design the classroom activity.

2) In teaching English speaking using spontaneous group discussion, the researcher not only focused to explain the material, but also she operated some devices. So, it can disturb the teacher’s concentration in teaching learning process.

3) In teaching learning process using Spontaneous Group Discussion need much time to controlled the condition in the class. And in the member of depend the exercise for the leader.


Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan : SMK Diponegoro Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas/Semeter : XI/ F Marketing
Pertemuan : 25-26
Waktu : 2x45 menit (90 menit)

A. Standar Kompetensi
Berkomunikasi dengan Bahasa Inggris setara Level Elementary

B. Kompetensi Dasar
2.6 memahami instruksi-instruksi sederhana.

C. Indikator Pencapaian Kompetensi
1. Ungkapan-ungkapan untuk menggambarkan proses kerja dan atau berfungsiya suatu alat dikemukakan dengan benar.
2. Merespon tujuan penggunaan dari expressions used in describing process.
3. Menunjukan expression used in describing processes secara oral

D. Tujuan Pembelajaran
1. Siswa mampu mengungkapkan ungkapan-ungkapan untuk menggambarkan proses kerja dan atau berfungsiya suatu alat dikemukakan dengan benar.
2. Siswa mampu merespon tujuan penggunaan dari expression used in describing processes.
3. Siswa mampu menunjukan expression used in describing processes secara oral.

E. Karakter Siswa yang Diharapkan
Rasa hormat dan perhatian (Respect), tekun (Diligence), tanggung jawab (responsibility), berani (courage), aktif (active), rasa ingin tahu
F. Materi Pokok
- Terlampir

G. Metode Pembelajaran/Teknik
Strategi Pembelajaran : Spontaneous Group Discussion (SGD)

H. Langkah-Langkah Pembelajaran

Kegiatan Awal (5 menit)
- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas
- Mengecek kehadiran siswa
- Memberikan pengertian mengenai conclusion kepada siswa.

Kegiatan Inti (80 menit)
Eksplorasi
- Guru memberikan pengertian mengenai expressions used in describing processes
- Siswa mendapatkan expression used in describing processes dan contoh sebuah text, kemudian dibantu dengan mengartikan beberapa arti vocabulary.
- Siswa diberi kesempatan untuk bertanya.
- Guru nengajukan pertanyaan dari sebuah gambar “nasi goreng”, kemudian guru bertanya “gambar apakah ini?” siswa diminta berfikir secara individu bagaimana langkah membuat nasi goreng.
- Hasil dari pemikiran individu, siswa diminta mendiskusikan dengan kelompok dan meminta untuk merbicara di depan kelas.

Elaborasi
- Siswa diminta untuk membuat daily activities meliputi expressions used in describing processes dan diminta untuk memahaminya, berfikir secara individu
- Siswa diminta bersama kelompoknya untuk bertukar pendapat tentang aktivitas sehari-hari.

**Konfirmasi**
- Siswa diminta untuk menceritakan aktivitas sehari-hari dengan kelompoknya, setelah itu share di depan kelas
- Siswa diminta mengumpulkan hasil kerja mereka, dan kemudian guru bersama-sama dengan siswa member feedback atas hasil dari siswa.

**Kegiatan Akhir (5 menit)**
- Siswa mendapat kesimpulan atas apa yang telah mereka pelajari di hari itu mengenai expression used in describing processes.
- Guru mengulas kembali materi yang telah diberikan.
- Siswa diberikan kesempatan untuk bertanya mengenai materi yang telah diberikan yaitu mengenai expression used in describing processes.

**I. Sumber/Alat**
- Foto copy materi
- Foto copy text expressions used in describing processes.
- Fotocopy latihan Soal latihan

**J. Evaluasi dan Penilaian**

**Oral Rubrik**

<table>
<thead>
<tr>
<th>pronunciatio n</th>
<th>5 points</th>
<th>4point</th>
<th>3 points</th>
<th>2 points</th>
<th>1points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtually no grammar mistakes</td>
<td>Produces words with mostly correct pronunciation but sometimes there is any error</td>
<td>Produces words with some errors pronunciation</td>
<td>May have many strong foreign accents or produces words with too many errors pronunciation and unintelligible</td>
<td>May have many strong foreign accents or produces words with too many errors pronunciation and unintelligible</td>
<td>Little or no language produces</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>5 points</th>
<th>4point</th>
<th>3 points</th>
<th>2 points</th>
<th>1points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses grammatical sentences or expressions or virtually</td>
<td>Uses a slightly incorrect grammatical sentences or</td>
<td>Makes mistakes in basic grammar or no correct</td>
<td>Makes mistakes in basic grammar or no correct</td>
<td>Little or no language produces</td>
<td></td>
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<tr>
<td></td>
<td>no grammar mistake</td>
<td>expressions or occasional grammar slips</td>
<td>grammatical sentences or expressions</td>
<td>grammatical sentences or expression</td>
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<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Uses wide vocabulary appropriately</td>
<td>Uses good range of vocabulary</td>
<td>Uses adequate but not rich vocabulary</td>
<td>Uses adequate but not rich vocabulary</td>
<td></td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>Speaks fluently with rare repetition and uses long turns easily and effectively</td>
<td>Speaks with occasional repetition and uses short turns in speaking</td>
<td>Gets idea across but hesitantly and briefly with some repetition</td>
<td>Speaks slowly and very hesitant with frequent repetition and sometimes difficult to understand</td>
<td></td>
</tr>
</tbody>
</table>

Maximum score = 20
Score = the results of score x 100

Salatiga, 21 April 2014

Mengetahui,

Guru Pembimbing
B. Inggris

M. Abdul Gafur Ghofur, S.Pdi.
NIP.-

Guru Mapel

Marintan H. M
NIM. 11310098
Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan : SMK Diponegoro Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas/Semeter : XI/ F Marketing
Pertemuan : 27-28
Waktu : 2x45 menit (90 menit)

A. Standar Kompetensi
   Berkomunikasi dengan Bahasa Inggris setara Level Elementary

B. Kompetensi Dasar
   2.6 memahami instruksi-instruksi sederhana.

C. Indikator Pencapaian Kompetensi
   4. Ungkapan-ungkapan untuk menggambarkan proses kerja dan atau berfungsiya suatu alat dikemukakan dengan benar.
   5. Merespon tujuan penggunaan dari expressions used in describing process.
   6. Menunjukan expression used in describing processes secara oral

D. Tujuan Pembelajaran
   1. Siswa mampu mengungkapkan ungkapan-ungkapan untuk menggambarkan proses kerja dan atau berfungsiya suatu alat dikemukakan dengan benar.
   2. Siswa mampu merespon tujuan penggunaan dari expression used in describing processes.
   3. Siswa mampu menunjukan expression used in describing processes secara oral.

E. Karakter Siswa yang Diharapkan
   Rasa hormat dan perhatian (Respect), tekun (Diligence), tanggung jawab (responsibility), berani (courage), aktif (active), rasa ingin tahu
F. Materi Pokok
   - Terlampir

G. Metode Pembelajaran/Teknik
   Strategi Pembelajaran : Spontaneous Group Discussion (SGD)

H. Langkah-Langkah Pembelajaran

   Kegiatan Awal (5 menit)
   - Mengucapkan salam dengan ramah tamah kepada siswa ketika memasuki ruang kelas
   - Mengecek kehadiran siswa
   - Warming up : guru mengajukan pertanyaan kepada siswa
     Have you ever make a fried rice?
     What to make instand pudding?
   - Memberikan pengertian mengenai expression used in describing process kepada siswa

   Kegiatan Inti (80 menit)

   Eksplorasi
   - Siswa mendapatkan pengertian dan tujuan mengenai expression used in describing processes
   - Siswa mendapat expression used in describing processes dan contoh sebuah text, kemudian dibantu untuk mengartikan beberapa arti vocabulary
   - Siswa diberi waktu untuk bertanta
   - Guru mengajukan pertanyaan dari sebuah gambar “fried rice” kemudian guru betanya “gambar apakah ini”. Siswa di mimta untuk berfikir secara indifidu bagaimana langkah membuat fried rice.
- Hasil dari pemikiran individu, siswa diminta mendiskusikan secara berpasangan dan meminta untuk berdiskusi kelompok dan share di depan kelas.

Elaborasi
- Siswa diminta untuk membuat daily activities meliputi expressions used in describing processes dan diminta untuk memahaminya, berfikir secara individu
- Siswa diminta bersama kelompoknya untuk bertukar pendapat tentang aktivitas sehari-hari.

Konfirmasi
- Siswa diminta untuk menceritakan aktivitas sehari-hari dengan kelompoknya, setelah itu share di depan kelas (post-test)
- Siswa diminta mengumpulkan hasil kerja mereka, dan kemudian guru bersama-sama dengan siswa member feedback atas hasil dari siswa.

Kegiatan Akhir (5 menit)
- Siswa mendapat kesimpulan atas apa yang telah mereka pelajari di hari itu mengenai expression used in describing processes.
- Guru mengulas kembali materi yang telah diberikan.
- Siswa diberikan kesempatan untuk bertanya mengenai materi yang telah diberikan yaitu mengenai expression used in describing processes.

II. Sumber/Alat
- Foto copy materi
- Foto copy text expressions used in describing processes.
- Fotocopy latihan Soal latihan

J. Evaluasi dan Penilaian

Oral Rubrik

<table>
<thead>
<tr>
<th>pronunciatio n</th>
<th>5 points</th>
<th>4point</th>
<th>3 points</th>
<th>2 points</th>
<th>1points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtually no grammar mistakes</td>
<td>Produces words with mostly</td>
<td>Produces words with some errors</td>
<td>May have many strong foreign</td>
<td>Little or no language produces</td>
<td></td>
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<tr>
<td></td>
<td>correct pronunciation but sometimes there is any error</td>
<td>pronunciation</td>
<td>accents or produces words with too many errors pronunciation and unintelligible</td>
<td></td>
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<td>---------------</td>
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<td><strong>Grammar</strong></td>
<td>Uses grammatical sentences or expressions or virtually no grammar mistake</td>
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Maximum score = 20
Score = the results of score x 100

---

Salatiga, 26 April 2014

Mengetahui,

Guru Pembimbing
B.Inggris

M. Abdul Gafur Ghofur, S.Pdi.
NIP.-

Guru Mapel

Marintan H. M
NIM. 11310098
Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan : SMK Diponegoro Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/ F Marketing
Pertemuan ke : 29-30
Waktu : 2x45 menit (90 menit)

A. Standar Kompetensi

Berbicara
7. Membuat peasan-peasan pendek dan daftar dengan pilihan kata, ejaan, dan tata tulis yang berterima.

B. Kompetensi Dasar

7.1 Mengungkapkan makna dalam teks fungsional pendek resmi dan tak resmi dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

C. Indikator Pencapaian Kompetensi

7. Mengidentifikasi makna yang terdapat dalam text.
8. Bertanya jawab mengenai conclusion
9. Dapat merespon tujuan penggunaan dari conclusion
10. Menyusun sebuah conclusion dari sebuah text.

D. Tujuan Pembelajaran

1. Siswa mampu memahami bermacam-macam text bacaan.
2. Siswa dapat mengidentifikasi text bacaan dan dapat menunjukan conclusion dari text.
3. Siswa mampu membuat sebuah conclusion.

E. Karakter Siswa yang Diharapkan

Rasa hormat dan perhatian (Respect), tekun (Diligence), tanggung jawab (responsibility), berani (courage), aktif (active), rasa ingin tahu
F. Materi Pokok

- Terlampir

G. Metode Pembelajaran/Teknik

Strategi Pembelajaran : Spontaneous Group Discussion (SGD)

H. Langkah-Langkah Pembelajaran

Kegiatan Awal (5 menit)
- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas
- Mengecek kehadiran siswa
- Memberikan pengertian mengenai conclusion kepada siswa.

Kegiatan Inti (80 menit)

Eksplorasi
- Guru memberikan pengertian mengenai conclusion
- Siswa diberi contoh sebuah text kemudian bersama-sama dengan guru mengidentifikasi makna-makna yang terdapat di dalam text tersebut,
- mengidentifikasi sebuah text dan menunjukan atau membuat sebuah conclusion berdasarkan text yang telah diberikan.
- Siswa bersama-sama dengan guru membuat sebuah conclusion

Elaborasi
- Siswa dibagi menjadi kelompok, setiap kelompok terdiri dari 4-5 siswa
- Siswa diberi sebuah text yang baru, dan bersama dengan pasangannya mengidentifikasi makna-makna yang terdapat dalam text tersebut.
- Siswa diberi beberapa pertanyaan yang berkaitan dengan materi conclusion yang telah diberikan.
- Siswa diminta untuk berdiskusi dengan pasangan mengenai topic yang telah diberikan.

**Konfirmasi**
- Siswa diharapkan berdiskusi berdasarkan kelompok masing-masing mengenai topic yang telah diberikan oleh guru.
- Siswa diminta mengumpulkan hasil kerja mereka, dan kemudian guru bersama-sama dengan siswa membahas jawaban-jawaban dari hasil presentasi membuat sebuah conclusion dari setiap kelompok.

**Kegiatan Akhir (5 menit)**
- Siswa mendapat kesimpulan atas apa yang telah mereka pelajari di hari itu mengenai conclusion.
- Guru mengulas kembali materi yang telah diberikan.
- Siswa diberikan kesempatan untuk bertanya mengenai materi yang telah diberikan yaitu mengenai conclution.

**III. Sumber/Alat**
- Foto copy materi
- Foto copy text conclusion
- Fotocopy latihan Soal latihan

**J. Evaluasi dan Penilaian**

Oral Rubrik

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Maximum score = 20  
Score = the results of score x 100  

Mengetahui,

Guru Pembimbing  
B. Inggris

M. Abdul Gafur Ghofur, S.Pdi.

Salatiga, 28 April 2014

Guru Mapel

Marintan H. M

NIP. 11310098
In the past era, there was a beautiful young girl named Cinderella. He lived with his mother and two sisters. Mother and sister arrogant and bad tempered. They treated Cinderella very badly. Step mother made Cinderella do the hardest job in the house, such as scrubbing the floor, cleaning the pot and pan and preparing food for the family. Second step sister, on the other hand, does not work on the house. Their mother gave them many handsome dresses to wear. One day, two half-brothers received an invitation to the ball that the king’s son would give at the palace.

They were excited about this and spent so much time choosing the dresses they would wear. Finally, the ball came, and away went the sisters. Cinderella could not help crying after they left. Why are crying, Cinderella? the voice asked. He looked up and saw her fairy godmother standing beside her, because I wanted to go to the ball Cinderella. Well godmother said, you’ve been such a cheerful, hardworking, uncomplaining girl that I will see that you go to the ball. Magic, fairy godmother turned a pumpkin into a coach and mice into a smooth two coachman and footman. Her godmother tapped Cinderella’s dress with her wand, and it became a beautiful ball gown.

Then he gave her a pair of pretty glass slippers. Now, Cinderella, she said, you have to go before midnight. Then he drove away a wonderful coach. Cinderella had a marvelous time either. She danced again and again with the king’s son. Suddenly the clock began to strike twelve, she ran toward the door as fast as he could do. In her hurry, one of her glass slipper behind. A few days later, the child king declared that
he would marry the girl whose feet fitted the glass slipper. Stepsisters try on shoes but it was too small for them, no matter how hard they squeezed their toes into it.

In the end, the king's page let Cinderella try the shoes. He stretched his legs and slipped the shoes on the page. It fitted perfectly. Finally, he was ushered into a magnificent palace and height. Young kings were glad to see him again. They marry and live happily ever after.

End of story Cinderela no longer with his mother and brothers sisters.

2. Pinocchio And the wicked witch

In a large pine forest in the country Italy, lonely. He always dreamed about having a child. Every day, he went to cut wood for the city people. One day, an idea illuminated his mind, the idea of crafting a puppet, that he would give the name of Pinocchio. He made the doll and at night, the puppet come to life! One year of happiness and thriller passed, on Sunday morning, Gepetto told Pinocchio: it's my birthday soon, my little boy! I hope you do not forget it! Euh, sure, I'm not! Pinocchio felt awkward.

He did not think about it. Gepetto's birthday comes just three days ahead, and he had not prepared a gift. After a long night of reflecting, Pinocchio finally decided to offer a homemade chocolate cake to her as a gift. When the sun rose, Pinocchio was ready to go outside find the ingredients. The main problem was not even known he was in and the recipe.

So after school, he decided to go ask someone for the ingredients to bake a cake. During his walk, Pinocchio, the wooden puppet, met shamans city. Hey, little boy, do you need help for your chocolate cake? Hum You can help me?, Tanya Pinocchio. Sure, I could. Follow me! After walking a few minutes so, Pinocchio saw big, big, big huge candy house. They entered together and Pinocchio was caught by a large enclosure. Mouahahaha! I was finally able to catch you! you be mine, you will work for me!, Said the evil witch.
Pinocchio was terrified. When the guards came and took him out of the cage, he immediately ran very fast and he managed to escape. At the same time, the evil wizard, summoned all his troops with him, ran after him and he pulled out his wand. Evil devil changed the little wooden puppet into a chocolate cake! When he returned home, he told the whole story to his father and they went to find a fairy god. After a long journey, they finally found the fairy god and they had a magic potion for Pinocchio, Pinocchio to treat the poor.

3. The origin of the city of Banyuwangi

Once Upon, there was a local ruler named King Sulahkromo thing. Prime Minister King has named Raden Sidopekso. Prime Minister's wife has named Sri Tanjung. She is so beautiful and sweet that the king wanted her to be his wife. One day, the King sent the Prime Minister for long missions. While the Prime Minister went, the King tried to get Sri Tanjung. But the king failed.

He was very angry and upset. So, when Sidopekso back, the King told him that his wife was unfaithful to him. Prime Minister is very angry with his wife. Sri Tanjung said that was not true. However, Sidopekso said that he would kill her. She took him to the river bank.

Before he killed him and threw him into the river, he said that he will be proven innocent. Once Sidopekso kill him, he threw his body into the river dirty. River soon became clean and start spreading the wonderful aroma and very fragrant. Sidopekso said, "... Banyu Wangi ... Banyuwangi ". It means 'fragrant water'. Banyuwangi proof of love born of noble and sacred. that's the origin of the town of Banyuwangi.

4. The Legend of Toba Lake

Once upon time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.
Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru agreed and promised that he would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and talked her about it.

The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba lake.

**The Origin of the city Surabaya**

Once upon a time, there were two animals, Sura and Baya name. Sura is the name of the Beast is the Beast shark and Baya the crocodile. They live in the deep sea. After Sura and Baya were looking for some food. Suddenly, Baya see a nice goat. "Yummy is good, this is the most delicious lunch," said Baya. 'No way! This is my lunch. You greedy," Sura said. Later they fought for goats. After several hours of fighting, they were very tired. Feels tired of fighting, they live in different places. Sura Baya live in the water and stay in the country.

Border is the beach, so they do not will fight again. Someday, Sura went to the ground and look for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke a promise. They fight again. They both punching and kicking, tail Sura Baya fight. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and returned to the sea. Baya happy. named his final city of Surabaya.

**The story Snow White**
In earlier times there lived a, who named Snow White. He lived with his aunt and uncle because his parents died. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they wanted to go to America and they did not have enough money to take Snow White with them. Princess Snow White did not want her uncle and aunt to do this. So she decided to escape.

The next day he ran away from home when her aunt and uncle were having breakfast. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered her so she went inside and felt asleep. Meanwhile seven dwarfs came home from his work. They got into. There, they found Snow White woke up from his sleep. He saw the dwarfs. The dwarf said: "What is your name?" Snow White said, "My name is Snow White." One dwarf said, "If you want, you can stay here with us." Snow White tells all about her story. Then daughter snow and the seven dwarves are now living happily ever after.

7.

Snow White

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died. One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn’t have enough money to take Snow White with them.

Snow White didn’t want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood.

In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; “What is your name?” Snow White said; “My name is Snow White”. One of the dwarfs said; “If you wish, you may live here with us”. Snow White told the whole story about her. Then Snow white ad the seven dwarves lived happily ever after.

8.
The Monkey and The Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agreed and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.” The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”
Kesimpulan adalah suatu proposisi (kalimat yang disampaikan) yang diambil dari beberapa premis (ide pemikiran) dengan aturan-aturan inferensi (yang berlaku). Dengan kata lain kesimpulan dapat diartikan sebuah gagasan yang tercapai pada akhir pembicaraan.

Kesimpulan harus disusun sebaik mungkin. Untuk menghasilkan kesimpulan yang baik, perhatikan persyaratan berikut ini:

a. Persyaratan materi atau isi:

- Kesimpulan berupa interpretasi atas hasil analisis, dapat berupa inferensi dan dapat pula berupa implikasi. Inferensi adalah kesimpulan berdasarkan referensi, tidak melibat data secara langsung, sedangkan implikasi adalah keimpulan yang melibat data.
- Kesimpulan menyajikan gambaran isi Karya tulis text yang telah diuraikan
- Kesimpulan disertai saran-saran yang ditujukan secara jelas kepada si pembaca pendahuluan.
- Kesimpulan merupakan bab penutup berisi uraian singkat atau rincian yang merupakan konsekuensi pembahasan bab-bab sebelumnya.
- Kesimpulan tidak menyajikan kutipan dan dermisi.
- Kesimpulan tidak menyajikan hal-hal yang tidak diuraikan sebelumnya.

b. Persyaratan bahasa

Secara umum persyaratan ejaan, pilihan kata, kalimat, dan paragraf, serupa dengan persyaratan bahasa pada naskah utama. Perbedaan terdapat pada pilihan kata terutama kata-kata transisi yang cenderung menunjukkan hubungan penegas, misalnya: dengan demikian, jadi; dapat disimpulkan bahwa, fakta menunjukkan adanya kecenderungan, hubungan yang menyatakan hasil atau akibat, misalnya: jadi, hasilnya, akibatnya.

c. Penyajian

Kesimpulan dapat disajikan dalam bentuk paragraf semacam esai dan dapat pula berupa susunan kalmia yang berkaitan dengan topik.

Example:

1. **The Monkey and The Crocodile**

   One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top. Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

   At the time, the monkey was in dangerous situation and he had to
think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.

2.

Supermarkets

Supermarkets are enormous this day. Supermarkets come with eisles of different kind of food and products. For example, you can find fifteen to twenty different kinds of cheese in the daily section. You can find many different brands of toilet tissue in the paper product section. The frozen food section has everything from cans of frozen apple juice to bags of mixed vegetables and frozen pizza.

Many supermarket many have a big health care product eisle. This section is like a small drugstore, with different brand of magazine, shampoos, toothpaste, and other health care items.

Some supermarket sell something else, such as magazine, books, shoes, gardening tool, and other household product. Here you can also use your card in money machine to take money out of your bank. Shoppers in supermarkets can buy snacks and cold drinks from vending machines. In some places, tired and hungry shoppers can sit down and enjoy a fresh up coffee and a doughnut at a supermarket snack bar and coffee shop.
Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah : SMK Diponegoro Salatiga

Mata pelajaran : Bahasa Inggris

Kelas / semester : XI/ F Marketing

Pertemuan ke : 31-32

Alokasi waktu : 2x 40 menit

Standar Kompetensi :

**Berbicara**

7. Membuat peasan-peasan pendek dan daftar dengan pilihan kata, ejaan, dan tata tulis yang berterima.

Kompetensi Dasar :

7.1. Mengungkapkan makna dalam teks fungsional pendek resmi dan tak resmi dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

Indikator : 1. Dapat membuat sebuah conclusion

2. Dapat merespon dengan benar terhadap tindak tutur yang berhubungan dengan conclusion

I. Tujuan Pembelajaran:

Pada akhir pelajaran siswa dapat :

1. Siswa mampu memahami makna yang terdapat dalam text dan membuat conclusion

2. Siswa mampu merespon sebuah informasi dalam bentuk announcement

3. Siswa manpu berbicara mengenai text
4. Siawa mampu berbicara mengenai conclusion di dalam text

II. Karaktersiswa yang diharapkan:
Siswa dapat ,aktif (active), kreatif (creative), perhatian (respect), berani (bravery) dantanggungjawab (responsibility).

III. Materi Pemelajaran
- Terlampir

IV. Kegiatan Pemelajaran
1. Kegiatan Awal (3’)
   1. Kegiatan Pendahuluan (5 Menit)
      - Memberi salam, beramah tamah (nilai yang ditanamkan ; sopansantun, religious)
      - Mengabsen kan kehadiran siswa (nilai yang ditanamkan ; disiplin, peduli)
      - Menggali pengetahuan siswa mengenai bagaimana cara mengungkapkan opini sesuatu ( nilai yang ditanamkan ; kreatif)
      - Guru memberitahukan siswa tentang tujuan pembelajaran.

2. Kegiatan Inti (12’)
   a. Explorasi
      - Guru bersama-sama siswa melakukan Tanya jawab berkaitan dengan materi.
      - Guru menjelaskan pernyataan yang berhubungan dengan materi mengenai conclusion dan meminta siswa untuk mendengarkan.

   b. Elaborasi
      - Guru membagi siswa menjadi kelompok
      - Guru memberikan sebuah permen kepada siswa(di belakang permen ada kata)
      - Guru memberikan tugas kepada siswa untuk membaca dan membuat kalimat berdasarkan kata yang ada di permen.
- Siswa mengerjakan tugas yang diberikan oleh guru.
- Siswa diminta untuk membuat sebuah kalimat dan digabungkan dengan kalimat- kalimat lain di dalam kelompok.
- Siswa diminta untuk dipresentasikan di depan kelas.

c. Konfirmasi
- Guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang telah diberikan.
- Pembahasan lembar tugas.
- Guru memberikan kesempatan bagi siswa yang ingin bertanya
- Guru memberikan feedback kepada siswa mengenai hasil dari pekerjaan dari siswa
- Guru bersama siswa bertanyajawab meluruskan pemahaman, memberikan penguatan, dan menyimpulkan materi pelajaran.
- Memotivasi siswa untuk meningkatkan prestasi belajar.

3. Kegiatanakhir (3’)
- Guru memberi tugas rumah untuk siswa.
- Siwa bersama guru membuat simpulan tentang materi yang telah diberikan mengenai conclution.

V. MetodePembelajaran

Cooperative learning type Sontaneous Grou Discussion (SGD)

VI. Sumber / Alat

- Buku Lks bahasa inggris target smk
- www.google.com/php
- Fotocopy
### VII. Penilaian

**Oral Rubrik**

<table>
<thead>
<tr>
<th></th>
<th>5 points</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pronunciation</strong></td>
<td>Virtually no grammar mistakes</td>
<td>Produces words with mostly correct pronunciation but sometimes there is any error</td>
<td>Produces words with some errors pronunciation</td>
<td>May have many strong foreign accents or produces words with too many errors pronunciation and unintelligible</td>
<td>Little or no language produces</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Uses grammatical sentences or expressions or virtually no grammar mistake</td>
<td>Uses a slightly incorrect grammatical sentences or expressions or occasional grammar slips</td>
<td>Makes mistakes in basic grammar or no correct grammatical sentences or expressions</td>
<td>Makes mistakes in basic grammar or no correct grammatical sentences or expression</td>
<td>Little or no language produces</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Uses wide vocabulary appropriately</td>
<td>Uses good range of vocabulary</td>
<td>Uses adequate but not rich vocabulary</td>
<td>Uses adequate but not rich vocabulary</td>
<td>Little or no language produces</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>Speaks fluently with rare repetition and uses long turns easily and effectively</td>
<td>Speaks with occasional repetition and uses short turns in speaking</td>
<td>Gets idea across but hesitantly and briefly with some repetition</td>
<td>Speaks slowly and very hesitant with frequent repetition and sometimes difficult to understand</td>
<td>Little or no communication</td>
</tr>
</tbody>
</table>

**Maximum score = 20**  
**Score = the results of score x 100**  
**maximum score**
Salatiga, 3 Mei 2014

Mengetahui,

Guru Bahasa Ingris Peneliti

M. Abdul Gafur S.PdI Marintan Handayani M
11310098
Adinda: I think people depend on newspaper and magazine for national news, don’t they?

Alika: Yes, you are right, but there are two other means of communication.

Sasa: What TV or newspaper do you like?

Adinda: You are thinking of radio and television, aren’t you?

Alika: Yes I’m. We have element mayor net works. TVRI is government television network, and the other is Indosiar, ANTV, RCTI, SCTV, Lativi, Trans TV, Tv 7 TPI, metro TV and Global TV.

Sasa: I think same with you, TVRI, Indosiar, ANTV, RCTI, SCTV, Lativi, Trans TV, Tv 7 TPI, metro TV and Global TV is popular television program. There are also some local TV station, such as: TVku, TVB, JTV and the other.

Adinda: Do you agree that radio is as popular as TV set now?

Alika: No, I think people like watching TV no listen the radio. They can watch many programs on television.

Sasa: I do, because television program more interesting for people. Such as, news, film, drama, soap operas, sport.

Adinda: Yes you are right, I enjoy watching the news programs on television. There are very informative.

Alika: Sasa, do you like watching quizzes and talk show?

Sasa: Yes, I enjoy watching quiz in Indosiar and talk show in Trans TV.

**Make a conclusion from text above.**
## MODEL KURIKULUM TINGKAT SATUAN PENDIDIKAN

**NAMA SEKOLAH:** SMK DIPONEGORO SALATIGA  
**MATA PELAJARAN:** BAHASA INGGRIS  
**KELAS/SEMESTER:** XI / 2  
**STANDAR KOMPETENSI:** Berkomunikasi dengan Bahasa Inggris setara Level Elementary  
**KODE KOMPETENSI:**  
**ALOKASI WAKTU:** 146 X 45 menit

<table>
<thead>
<tr>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR</th>
<th>MATERI PEMBELAJARAN</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>PENILAIAN</th>
<th>ALOKASI WAKTU</th>
<th>SUMBER BELAJAR</th>
</tr>
</thead>
</table>
| 2.6. Memahami instruksi instruksi sederhana | - Ungkapan-ungkapan untuk menggambarkan proses kerja dan atau berfungsiya suatu alat ditemukan dan dengan benar. | - Expressions used in describing processes:  
- First, ...  
- Next, ...  
- Then...  
- Finally ... | - Listening  
- Listening for information on how things work.  
- Speaking  
- Telling about how things work. | Tes lisan  
Menjelaskan proses kerja atau cara mengoperasikan alat | 24 | LKS Modul |
| 2.7. Membuat pesan-pesan pendek, petunjuk dan daftar dengan pilihan kata, ejaan dan tata tulis yang berterima | - Kata-kata dipilih dengan tepat dan dirangkai menjadi pesan pendek, petunjuk atau daftar | - Samples of short messages, directory, and lists. | - Composing short messages. Directions, or lists based on the situation given by the teacher. | Tes lisan  
- Menyampaikan pesan secara lisan  
- Tes tertulis  
- Membuat pesan singkat dan atau petunjuk cara penggunaan atau secara tertulis. | 10 | LKS Modul |

**PROGRAM KEAHLIAN:**  
**SEMUA PROGRAM KEAHLIAN**  
**SILABUS – BAHASA INGGRIS**  
Halaman 15 dari 19
SURAT KETERANGAN

Nomor : 0404/SMK-D/103/TU/2014

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Kejuruan (SMK) Diponegoro Salatiga Jalan Kartini 2 Kelurahan Sidorejo Lor Kecamatan Sidorejo Kota Salatiga dengan ini menerangkan bahwa:

Nama : Marintan Handayani Mulyo
NIM : 11310098
Mahasiswa : Sekolah Tinggi Agama Islam (STAIN) Salatiga
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris (TBI)

Yang bersangkutan Telah mengadakan penelitian guna penyusunan skripsi yang berjudul "THE USE OF SPONTANEOUS GROUP DISCUSSION (SGD) METHOD TO IMPROVE STUDENTS’ SKILL IN SPEAKING ON THE ELEVENTH GRADE STUDENTS OF SMK DIPONEGORO SALATIGA IN THE ACADEMIC YEAR OF 2013/2014". Yang di laksanakan pada tanggal 27 Maret 2014 s.d selesai.

Demikian Surat Keterangan ini kami buat, agar dipergunakan sebagaimana mestinya.

Salatiga, 16 Mei 2014

Drs. Joko Anis Suwanto, M.PdI
PERNYATAAN PUBLIKASI SKRIPSI

Yang bertandatangan di bawah ini:

NAMA : MARINTAN HANADAYANI MULYO
NIM : 113 10 098
FAKULTAS : TARBIYAH DAN ILMU KEGURUAN
JURUSAN : TADRIS BAHASA INGGRIS (TBI)

Menyatakan bahwa skripsi ini benar-benar karya sendiri dan tidak berkeberatan untuk dipublikasikan oleh pihak perpustakaan IAIN Salatiga tanpa menuntut konsekuensi apapun.

Demikian surat pernyataan ini saya buat dan jika dikemudian hari terbukti karya saya ini bukan karyasendiri, maka saya sanggup untuk menanggung semua konsekuensinya.

Salatiga, 20 April 2015
Hormat Saya

[Signature]

MARINTAN HANADAYANI MULYO
113 10 098