

**INVESTIGATING STUDENT SPEAKING SKILL:
A QUALITATIVE STUDY OF GROUP- BASED DISCUSSION
AMONG ELEVENTH-GRADE HIGH SCHOOL STUDENT**

THESIS



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**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
2025**

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THESIS

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obtain bachelor degree of *Sarjana Pendidikan (S. Pd)*
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MOTTO

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ
أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ۝

Meaning : Invite (mankind, O Muhammad SAW) to the Way of your Lord (i.e. Islâm) with wisdom (i.e. with the Divine Revelation and the Qur'ân) and fair preaching, and argue with them in a way that is better. Truly, your Lord knows best who has gone astray from His Path, and He is the Best Aware of those who are guided. (QS. An-Nahl :125)*



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*Dr. Muhammad Taqi-Ud-Din Al Hilali, and Dr. Muhammad Muhsin Khan, Translation of the meaning of THE NOBLE QUR'AN In the English Language. (Madinah, K.S.A: King Fahd Complex for the Printing of the Holy Qur'an, 1998), 367.

DEDICATION

I dedicate this thesis to:

1. My dearest parents, my father Akhmad and my mother Sugiati, the strongest heroes in my life. They really struggled to raise me and my younger siblings, no matter how hard the storm hit and the harshness of life greeted. Thank you for your prayers and love. They are truly the figures who deserve to enjoy my bachelor's degree. thank you for all your sacrifices and guidance. May you always be blessed by Allah SWT and may you always be proud of me. I dedicate my thesis and bachelor's degree to you.
2. My beloved husband, Mochamad Tobi Ferdiansyah, thank you for always accompanying the author and always providing support in any case. thank you also for the love and affection you have given. the author dedicates this thesis to you as a partner who is always there for the author.

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ABSTRACT

Zuhrotun Nafisah, 2025: *Investigating Student Speaking Skill: A Qualitative Study Of Group-Based Discussion Among Eleventh-Grade High School Student*

Keywords: speaking skill, group-based discussion, implementation, case study

In Indonesia, English language learners face challenges in developing speaking skills due to limited vocabulary, grammar and pronunciation issues, and lack of confidence. Traditional teacher-centered methods hinder opportunities for real-life communication and reduce student motivation. To address these issues, a creative approach is needed. Implementing group-based discussions can enhance interaction, increase student involvement, and effectively improve speaking skills, warranting further research on planning, implementation and evaluation in high school contexts.

The research objectives of this research is to describe the planning process for speaking learning activities through group-based discussions among eleventh-grade high school students. To describe the implementation process for speaking learning activities through group-based discussions among eleventh-grade high school students. To describe the evaluation process for speaking learning activities through group-based discussions among eleventh-grade high school students.

This research used a qualitative approach and case study as the research design. This research was conducted at SMAN 1 Tongas. Meanwhile, the researcher chose purposive sampling so that the subjects of this study were the English teacher and five eleventh grade G students for the interview, and the entire eleventh grade G of SMAN 1 Tongas for the questionnaire.

Data from observations, questionnaires, interviews, and document review showed that the planning of learning speaking through group-based discussion includes: 1) teachers prepare their own learning module based on the material from the textbook. The implementation of learning speaking through group-based discussion includes: 1) creating a pleasant learning atmosphere, 2) reviewing previous materials, 3) conducting brainstorming activities, 4) forming groups and appointing leaders, 5) guiding groups, 6) asking groups to present the results of the discussion, and 7) conducting reflection and assessment through Google Forms. The valuation of learning speaking through group-based discussion includes: 1) providing opportunities for students to ask questions, 2) evaluation is carried out periodically, 3) using assessment rubrics for presentations, 4) identifying student constraints, and 5) providing feedback at the end of learning. This study used data analysis techniques from Miles, Huberman and Saldana, which include; data condensation, data display, and conclusion drawing and verification.

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10. All the staff of main library of UIN KHAS, thank you for helping the writer in finding many references.

Finally, the researcher recognized that this thesis is far from perfect, but the author hopes that it will be beneficial and valuable to future researchers and readers in the teaching-learning process, particularly in the speaking skills.

Jember, 2025
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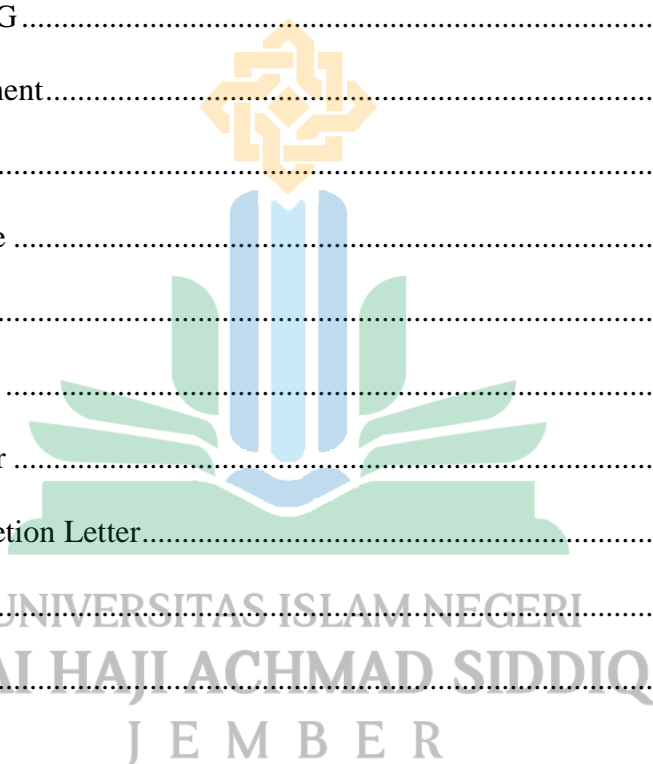
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CHAPTER I

INTRODUCTION

This chapter contains an introduction to the research which includes research background, research objectives, research significance, definition of key terms, and systematical discussion.

A. Research Context

English is needed to make it easier to get a job, interact with people from other countries, keep up with the times, understand the latest technology, and pursue to college degree.² So, learning to speak English is essential for communicating with others and conveying information or ideas confidently despite using a foreign language. Therefore, one must master english speaking skill to communicate effectively.

In English, there are four skills that students must master, namely listening, speaking, reading, and writing.³ Among others, speaking is a necessity of language skills that functions as a process of conveying information, feelings and ideas. Speaking skills have the aim that students are able to express ideas, opinions and feelings to their interlocutors orally.⁴ English speaking skills can be mastered through active interaction with respondents in conveying or expressing meaning in aspects of speaking skills, namely pronunciation,

² Nada Nisrina, "Alasan Pentingnya Belajar Bahasa Inggris," ICAN Education Consultant, n.d., <https://ican-education.com/blog/alasan-pentingnya-belajar-bahasa-inggris/>.

³ M. Zaim, *Evaluasi Pembelajaran Bahasa Inggris*, 1st ed. (Jakarta: Kencana, 2016).

⁴ Liem Swi King, "Meningkatkan Keterampilan Berbicara (Speaking Skill) Menggunakan Model Pembelajaran Kooperatif Tipe Talking Stick Pada Mata Pelajaran Bahasa Inggris Materi 'Talking About Daily Activities' Terhadap Siswa Kelas Xi Tkr Smk Negeri 1 Sengah Temila Tahun Pelaj.," *Jurnal Pendidikan* 1, no. 1 (2020): 81–90.

grammar, vocabulary, fluency, and comprehension.⁵ Therefore, in speaking skills it is also necessary to have a real situation to express. To improve speaking skills, speakers need to apply and understand four important elements in speaking: grammar, pronunciation, vocabulary, and fluency.⁶ Therefore, it is necessary for students learning speaking skills.

Teaching speaking skills means that teachers help students to produce sounds and sound patterns in English through the use of words and sentences, regulate intonation and rhythm, choose the right words based on context and situation, organize thoughts logically, and use language as a tool to convey values and judgments confidently and fluently.⁷ Teaching speaking is the activity of giving instructions to someone in order to communicate.⁸ The teacher's role in teaching is to help students communicate and convey opinions to others. Teachers try to motivate students to have the desire to learn to speak during the learning process, as well as provide facilities that support the achievement of students' speaking skills effectively. This aims to make students feel happy when learning speaking skills and teachers can overcome various difficulties experienced by students.

⁵ Iful Rahmawati Mega and Dody Sugiarto, "Speaking Skill in Correlation with English Speaking Learning Habit and Self Confidence of Vocational High School Students," *Journal of Foreign Language Teaching and Learning* 5, no. 2 (2020), <https://doi.org/10.18196/ftl.5253>.

⁶ Binus University, "THE FOUR SPEAKING SKILLS," DEPARTMENT OF Creative Digital English, FACULTY OF HUMANITIES, BINUS UNIVERSITY, 2018, <https://english.binus.ac.id/2018/10/11/the-four-speaking-skills/>.

⁷ Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language," *The Internet TESL Journal* 12, no. 11 (2006): 1–6, <http://unr.edu/homepage/hayriyek>.

⁸ Kristi Nuraini, "The Barriers of Teaching Speaking English for EFL Learners," *ELLITE: Journal of English Language, Literature, and Teaching* 1, no. 1 (2016), <https://doi.org/10.32528/ellite.v1i1.159>.

Students often experience various difficulties, such as in conveying ideas or opinions orally, limited vocabulary, poor grammar skills, improper pronunciation, and lack of confidence to speak for fear of making mistakes.⁹ The students lack confidence when speaking in public using English, which makes it difficult for them to express themselves well. As a result, many of them become shy and nervous, so their speaking is not fluent, and their body movements look stiff. This is a common problem in learning speaking skills.

Another problems that often occurs in english language teaching is the lack of variety in learning methods. In many schools, English teaching is still dominated by traditional approaches that focus on memorizing vocabulary and grammar rules, without providing opportunities for students to practice english in real situations.¹⁰ This causes students to miss out on opportunities to complete language tasks communicatively by collaborating and interacting with classmates.¹¹ Some schools also still use the teacher-centered method where learning is still centered on the teacher. As a result, this often makes students feel bored and less motivated to learn. Therefore, a learning model that supports the process of students speaking skill is needed.

⁹ Linda Sari and Zuliana Lestari, "Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa Dalam Menghadapi Era Revolusi 4.0," *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang*, 2019, 443–53, <https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/2566>.

¹⁰ Rudi, "Tantangan Dan Peluang Dalam Pengajaran Bahasa Inggris Di SMP," SMP Negeri 1 Sematu Jaya, 2024, <https://smpn1sematujaya.sch.id/opini-guru/tantangan-dan-peluang-dalam-pengajaran-bahasa-inggris-di-smp#:~:text=Masalah Umum dalam Pengajaran Bahasa,mencapai tingkat kefasihan yang diharapkan>.

¹¹ Widya Rizky Pratiwi, "Pendekatan Pembelajaran Bahasa Inggris Traditional Versus Komunikatif," 2023, <https://widya-pratiwi.staff.ut.ac.id/2023/02/07/pendekatan-pembelajaran-bahasa-inggris-tradisional-versus-komunikatif/>.

Based on the above implications, teachers need to improve the learning process in the classroom. Therefore, language teachers need to apply various approaches to facilitate student learning and communication in the target language in the classroom. This aims to develop students competence in understanding the subject matter effectively.

From the pre-observation done at SMAN 1 Tongas, Ms. IDSL as the teacher of english subject, used group-based discussion in the eleventh grade to achieve effective english learning and improve students speaking skills through practice and discussion. Group-based discussion is one of the methods in learning English. Using this method is not only to improve students speaking, but also to encourage students to think more critically and creatively.¹² This method is applied in a group. The group created a discussion in English. They can create a text in advance or they can speak spontaneously in front of the class. There are three reasons why using group discussion is effective for improving students speaking skills. First, discussion is used to improve teacher and student interaction and student with student discussion in the classroom. Secondly, debates or discussions encourage student engagement in real-life learning situations and can also help students understand and build a more positive approach to learning, which can be on materials, skills, attitudes or

¹² Andi Taufiq Umar Simeon Adrian Simatupang, Elsadai Ria Veronika Situmorang, Irma Chintia Simbolon, "Analisis Penerapan Metode Pembelajaran Diskusi Kelompok Terhadap Pemahaman Siswa Pada Pembelajaran Di SMA Negeri 21 Medan," *Jurnal Nakula*, no. 4 (2024): 201–210.

procedures. Third, it encourages students to develop more responsible learning habits and self-regulation.¹³

Group-based discussion has shown success in classroom learning outcomes, making it an effective method for creating a responsive classroom environment with students actively participating in the learning process. Some previous studies prove that group-based discussion can improve students speaking skills, such as the following; first, research conducted by Sintya Crisianita, Berlinda Mandasari in 2022, entitled “The Use of Small-Group Discussion to Improve Students Speaking Skill.”¹⁴ Second, research conducted by Raden Ayu Cempaka in 2024, entitled “Enhancing English Speaking Proficiency through Group Discussion.”¹⁵ Third, research conducted by Bau Lesni, Muliaty Ibrahim, Abdul Malik Iskandar, Muh Yahrif in 2022, entitled “Improving Students Speaking Skill Through Discussion Method at High School.”¹⁶ Fourth, research conducted by Hanik Masruroh in 2022, entitled “The Effectiveness of Small Group Discussion on Students Speaking Skill of SMPN 2 Sudimoro Pacitan.”¹⁷ Fifth, research conducted by Rahmawati in

¹³ Raden Ayu Cempaka, “Enhancing English Speaking Proficiency through Group Discussion,” *Journal of Research Studies in English Language Teaching and Learning*, 2024, <https://doi.org/https://doi.org/10.62583/rseltl.v2i3.49>.

¹⁴ Sintya Crisianita and Berlinda Mandasari, “The Use of Small-Group Discussion To Improve Students’ Speaking Skill,” *Journal of Research on Language Education* 3, no. 1 (2022): 61–66, <https://doi.org/10.33365/jeltl.v3i1.1680>.

¹⁵ Cempaka, “Enhancing English Speaking Proficiency through Group Discussion.”

¹⁶ Bau Lesni et al., “Improving Students’ Speaking Skill Through Discussion Method At High School,” *Kapasa* 2, no. 3 (2022): 188–200, <https://doi.org/https://doi.org/10.37289/kapasa.v2i3>.

¹⁷ Hanik Masuroh, “The Effectiveness of Small Group Discussion on Student Speaking Skill of SMPN 2 Sudimoro Pacitan” (2022).

2019, entitled “The Use of Focus Group Discussion Technique to Improve the Students Speaking Skill at SMK Ahlu Suffah Muhammadiyah Bantaeng.”¹⁸

The previous studies above present some similarities and differences with the current studies. The differences are clarified in several ways, such as; research subjects, methods used, research locations, research methods, and research focus. Therefore, the current research is important and crucial to do and researchers need to examine the phenomenon in depth about enhancing speaking skills through group based discussion. This aims to obtain an in-depth explanation of the planning, implementation and evaluation of teaching speaking skills through group based discussion. based on the explanation above, the researcher is interested in using the title “Investigating Student Speaking Skill: A Qualitative Study Of Group-Based Discussion Among Elevent-Grade High School Student”

B. Research Focus

Based on the research context, the resercher provide several research focuses, specifically:

1. How is the planning process for speaking learning activities through group-based discussions among eleventh-grade high school students?
2. How is the implementation process for speaking learning activities through group-based discussions among eleventh-grade high school students?

¹⁸ Rahmawati, “The Use of Focus Group Discussion Technique to Improve the Students Speaking Skill at SMK Ahlu Suffah Muhammadiyah Bantaeng” (2019).

3. How is the evaluations process for speaking learning activities through group-based discussions among eleventh-grade high school students?

C. Research Objectives

Based on the research focus, it formulates same research objectives such us:

1. To describe the planning process for speaking learning activities through group-based discussions among eleventh-grade high school students.
2. To describe the implementation process for speaking learning activities through group-based discussions among eleventh-grade high school students.
3. To describe the evaluation process for speaking learning activities through group-based discussions among eleventh-grade high school students.

D. Research Significance

From this research, the researcher expects that this research can provide various benefits for the english language teaching and learning process, especially in speaking. However, the significance of the reseach is explained into several points, namely: theoretical and practical significance, those are:

1. Theoretical Significance

The results of the research expected to contribute significantly to knowlegde in english language education and to validate theories concerning students speaking skill and the implementation of group-based discussion learning. In addition, this research is expected to provide information and increase the general reader's understanding of the process of teaching speaking using group-based discussion.

2. Practical Significance

a. For English Teacher

The research is supposed to provide insight and experience about speaking which can be used to improve teachers understanding in the teaching and learning proces, especially in improving speaking skills through group-based discussion.

b. For Students

This research aims to attract student interest in learning english, especially in developing speaking skills, through group-based discussion, which helps them master and undestand speaking more easily.

c. For other Researcher

This research can serve as a valuable reference for future researchers to enhance their understanding of the implementation of teaching speaking throught group-based discussion, and it is hoped that it will provide additional information and ideas to inspire further creative developments in research.

E. Definition of Key Term

They are several important terms that need to be clarified from the tittle of this research to avoid misunderstanding. The following in an explanation of the keyword terms contained in this research.

1. **Speaking Skill** : Speaking skill refers to students' speaking skill to communicate effectively in English, which in this speaking context is descriptive text. This speaking is assessed through four main components: fluency, vocabulary, grammar, and pronunciation.
2. **Group-Based Discussion** : Group-based discussion is a collaborative learning method in which the teacher organizes students into small groups in the classroom, then they present the results of the discussion . From this group-based discussion, members can exchange ideas, analyze information and solve problems collectively. In addition, group members can also encourage critical thinking and teamwork.
3. **Implementation** : The term implementation referred to the practical application of the group-based discussion method in teaching speaking skills. It covered various aspects, including lesson planning, material preparation, classroom organization, group formation, presentation and evaluation.
4. **Case Study** : A case study was conducted to provide an in-depth investigation of how a group-based discussion method was applied to improve eleventh grade context-specific speaking skills at SMAN 1 Tongas. In this case study used a qualitative study as a research approach.

F. Thesis Structure

The description of the flow of the thesis discussion from the introduction to the conclusion is organized in the structure of the discussion. The writing is done using a descriptive narrative format, not displayed in the form of a table

of contents. The explanation of the initial part, the core part, and the final part is presented as follows:

Chapter I in this chapter contains about introduction of this thesis which includes the research context, research questions, research objectives, research significance, definition of keyterm, and thesis structure.

Chapter II discusses the related literature review, which includes previous research from this research and the theoretical framework.

Chapter III discusses the research methodology which includes research design, research location, research subjects, data collection, data analysis, and data validity and research procedure.

Chapter IV discusses the description of the object of research, research findings and discussion.

Chapter V discusses the conclusions and suggestions from this research.



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CHAPTER II

LITERATURE REVIEW

This chapter presents the literature review which includes previous research and theoretical framework.

A. Previous Research

The researcher found some previous studies that are relevant to this study, where some of them also utilized group discussion as a strategy in teaching speaking skills. The following are some previous studies that discuss speaking skills and group-based discussions:

1. The first previous research was written by Sintya Crisianita, Berlinda Mandasari, entitled “The Use of Small-Group Discussion to Improve Students Speaking Skill.”¹⁹

Speaking skills are very important in communication, both in everyday language and international language. However, for vocational students, mastering it is not easy. Therefore, teachers need to find creative solutions to help students, such as using strategies that allow individual supervision even in groups. One effective method is small group discussion, which can improve students' speaking ability by providing opportunities to speak and critique. This study aims to evaluate the improvement of students' speaking ability after using small group discussions in class, with participants from high school students in Lampung. Data were collected through

¹⁹ Crisianita and Mandasari, “The Use of Small-Group Discussion To Improve Students’ Speaking Skill.” 2022

questionnaires, and the results show that small group discussions are effective in improving speaking skills, as students feel more confident to convey ideas and criticism.²⁰

2. The second previous research was written by Raden Ayu Cempaka, entitled “Enhancing English Speaking Proficiency through Group Discussion.”²¹

This study aims to analyze the effect of group discussion on improving English speaking among university students. Results show that speaking in English is a difficult yet important component, especially in the context of English as a foreign language. This study questions whether structured group discussions effectively improve English speaking among university students. The design of the study was a quantitative pre-test/posttest, which evaluated the improvement before and after the intervention. The results of this study showed that there were significant improvements in students' fluency, accuracy and confidence. The findings suggest that the language curriculum should include group discussions to support the development of English speaking skills.²²

3. The third previous research was written by Bau Lesni, Muliaty Ibrahim, Abdul Malik Iskandar, Muh Yahrif, entitled “Improving Students Speaking Skill Through Discussion Method at High School.”²³

²⁰ Crisianita and Mandasari.

²¹ Cempaka, “Enhancing English Speaking Proficiency through Group Discussion.” 2024

²² Cempaka.

²³ Lesni et al., “Improving Students’ Speaking Skill Through Discussion Method At High School.” 2022

The purpose of this study was to improve the speaking skills of class XI students at Tut Wuri Handayani High School Makassar through discussion method. The design of this was a classroom action research (CAR)) conducted in two cycles, each consisting of four meetings. Each cycle includes planning, action, observation, and reflection. The main data used quantitative (test) and qualitative supporting data, with a sample of 23 students of class XI MIPA. The results showed that the discussion method was effective in improving students' speaking ability, as seen from the increase in the average score from 69.34 in cycle 1 to 78.21 in cycle 2. The percentage of students who met the completion criteria also increased, from 39.12% in cycle 1 to 78.25% in cycle 2. In conclusion, the discussion method can improve student learning outcomes in speaking skills.²⁴

4. The fourth previous research was written by Hanik Masruroh, entitled “The Effectiveness of Small Group Discussion on Students Speaking Skill of SMPN 2 Sudimoro Pacitan.”²⁵
Speaking is an important skill that students must master to communicate in English. Through speaking, students can express ideas and interact in discussions. However, many students have difficulties, feel they have no ideas or lack motivation to speak. With the right technique, students can go around the class, share ideas and present them, which increases their confidence. This study aims to determine the significant difference in

²⁴ Lesni et al.

²⁵ Masuroh, “The Effectiveness of Small Group Discussion on Student Speaking Skill of SMPN 2 Sudimoro Pacitan.” 2022

speaking skills between students taught with small group discussion and those using conventional strategies in class IX of SMPN 2 Sudimoro Pacitan. Research methods of this study Using a quantitative approach and a quasi-experimental study, the researcher compared two classes: one with Small Group Discussion technique and another with lecture. The sample consisted of 45 students. Data was collected through pre-test and post-test, then analyzed with T-test. The results showed a significant difference, with the mean of the experimental class pre-test 47.8 and post-test 71.27. The t-test value = 5.601 indicates that the small group discussion method is more effective. Therefore, it is important for teachers to develop appropriate teaching techniques so that students are more motivated in learning to speak.²⁶

5. The fifth previous research was written by Rahmawati, entitled “The Use of Focus Group Discussion Technique to Improve the Students Speaking Skill at SMK Ahlu Suffah Muhammadiyah Bantaeng.”²⁷

The purpose of this study was to evaluate the improvement of students' speaking skills in fluency at SMK Ahlu Suffah Muhammadiyah Bantaeng through Focus Group Discussion (FGD) technique. The research method used in this study was Classroom Action Research (CAR) design, the research subjects were 19 students of class X A. The results showed that FGD was effective in improving students' speaking skills, with the average

²⁶ Masuroh.

²⁷ Rahmawati, “The Use of Focus Group Discussion Technique to Improve the Students Speaking Skill at SMK Ahlu Suffah Muhammadiyah Bantaeng.” 2019

score increasing from 58 in cycle I to 69.21 in cycle II. In addition, FGDs helped students be more confident and active in learning English, as well as paying more attention to the explanation of the material.²⁸

Table 2.1
The Similarities and The Differences between the Previous Research and the Current Reseach

No	Author and Title	Similarities	Differences
1.	Sintya Crisianita, Berlinda Mandasari, entitled "The Use of Small-Group Discussion to Improve Students' Speaking Skill"	<p>a. The previous research used Qualitative as the method design, the current research also uses qualitative research.</p> <p>b. Previous research and current research have the same topic, which is both discussing group discussions or group discussions.</p>	<p>a. The previous research used small-group discussion as a learning method, while the current research uses group-based discussion as a learning method.</p> <p>b. Previous research was conducted on students of senior high school in Lampung province. While, the current research was conducted on the XI grade students of SMAN 1 Tongas in the 2024-2025 school year.</p> <p>c. Previous research focused on developing students speaking skills through the use of small group discussions. While, the current research describes the planning, implementations, and evaluation of speaking skills through group-based discussion.</p>
2.	Raden Ayu Cempaka, entitled "Enhancing	a. The Previous research and the	a. Previous research used Group

²⁸ Rahmawati.

No	Author and Title	Similarities	Differences
	English Speaking Proficiency through Group Discussion.”	<p>current research have the same topic, which is about speaking.</p> <p>b. The Previous research and the current research have the same topic, which is both discussing group discussions or group discussions.</p>	<p>Discussion as a learning method, while the current research uses group-based discussion as a learning method.</p> <p>b. Previous research is used quantitative as the method design, while the current research is used qualitative research as the method design.</p> <p>In the previous research was conducted with a random sample of 50 students selected from a larger population. While, the current research was conducted on the eleventh grade of SMAN 1 Tongas.</p> <p>c. previous research focused on discuss group discussion and its effect on improving English speaking among university students, while the current research describes the planning, implementations, and evaluation of speaking skills through group-based discussion.</p>
3.	Bau Lesni, Muliaty Ibrahim, Abdul Malik Iskandar, Muh Yahrif, entitled “Improving Students Speaking Skill Through Discussion Method at High School.”	a. The Previous research and the current research have the same topic, which is about speaking.	a. Previous research used discussion method as a learning method, while the current research uses group-based

No	Author and Title	Similarities	Differences
		<p>b. The Previous research and the current research have the same topic, which is both discussing group-based discussions or group discussions.</p>	<p>discussion as a learning method.</p> <p>b. The previous research applied the Classroom Action Research (CAR) method design, while the current research used a qualitative approach.</p> <p>The previous research was conducted on 23 students of XI MIPA class at Tut Wuri Handayani High School. While, the current research was conducted on the XI grade students of SMAN 1 Tongas in the 2024-2025 school year.</p> <p>c. The previous research focused on improving the speaking ability of grade XI students at Tut Wuri Handayani High School Makassar through discussion method. while the current research describes the planning, implementations, and evaluation of speaking skills through group-based discussion.</p>
4.	Hanik Masruroh, entitled "The Effectiveness of Small Group Discussion on Students Speaking Skill of SMPN 2 Sudimoro Pacitan."	<p>a. Previous research and current research have the same topic, which is about speaking.</p> <p>b. Previous research and current research have the same topic,</p>	<p>a. The Previous research used small group discussion as a learning method, while the current research uses group-based discussion as a learning method.</p>

No	Author and Title	Similarities	Differences
		<p>which is both discussing group discussions or group discussions.</p>	<p>b. The previous research used quantitative as the method design, while the current research used qualitative research. In the previous research was conducted on ninth grade students of SMPN 2 Sudimoro. While the current research was conducted on the XI grade students of SMAN 1 Tongas in the 2024-2025 school year.</p> <p>c. The previous research focused on gathering empirical data regarding the significant difference in speaking ability between students taught with the small group discussion method and students not taught with the method, while the current research describes the planning, implementations, and evaluation of speaking skills through group-based discussions.</p> <p>d. The previous research focused on gathering empirical data regarding the significant difference in speaking ability between students taught with the small group discussion method and students not taught with the method, while the current research describes the planning, implementations, and evaluation of speaking skills through group-based discussions.</p>
5.	Rahmawati, entitled "The Use of Focus Group Discussion Technique to Improve the Students Speaking Skill at SMK Ahlu Suffah Muhammadiyah Bantaeng."	<p>a. Previous research and current research have the same topic, which is about speaking.</p> <p>b. Previous research and current research have the same topic,</p>	<p>a. Previous research used focus group discussion technique as a learning method, while the current research uses group-based discussion as a learning method.</p>

No	Author and Title	Similarities	Differences
		<p>which is both discussing group-based discussions or group discussions.</p>	<p>b. The previous research used CAR as the design of method while the current research used qualitative research. The previous research was conducted on class X A students of SMK Ahlu Suffah Muhammadiyah Bantaeng. While the current research was conducted on the XI grade students of SMAN 1 Tongas in the 2024-2025 school year.</p> <p>c. The focus of the previous research was to find out the improvement of students' speaking ability in terms of fluency at SMK Ahlu Suffah Muhammadiyah Bantaeng through Focus Group Discussion (FGD) technique, while the current research describes the planning, implementations, and evaluation of speaking skills through group-based discussion.</p>

The similarities and differences between the previous studies and this study are shown in Table 2.1. The problems and variables discussed, such as teaching speaking skills and group discussion, are the points of similarity between these

studies. On the other hand, some aspects differentiate this study from previous studies, such as the subject, location, methods used, and research focus. Two main aspects, namely the focus and purpose of the study, are highlighted by the researcher to assess the urgency of this study. In addition, this study focused on the planning, implementation, and evaluation stages of speaking skills through group discussions, which had researched much in depth in previous studies. The purpose of this study is also geared towards illustrating how students' speaking skills are investigated through group-based discussions.

B. Literature review

The literature review explained the theoretical discussion supporting this research. This aims to ensure that researcher have broader insight and understand in deep the problem they want to solve in accordance with the focus and objectives of the research. In this part of the research, the researcher presented theories about speaking skill and group-based discussion.

1. Teaching of English

In general, teaching is an activity carried out by teachers to transfer knowledge to students through various techniques and methods that have been formally planned. This activity includes lesson planning, material delivery, explanation, as well as evaluation of student achievement.²⁹ In addition, teaching can also be seen as a combination of art and science. As an art, teaching demands a teacher's ability to create a good situation

²⁹ Jeremy Harmer, *The Practice of English Language Teaching*, Pearson Longman, Fourth (Pearson Longman, 2007). 107.

in the classroom, to help students learn effectively. As a science, teaching involves a more structured process, using logical and mechanical procedures that must be followed to achieve optimal goals in learning. Therefore, teaching is not only about sharing knowledge, but also about designing a good and effective learning process.³⁰

According to Davis and Glaser's identification, there are four main steps in the effective teaching process. The first step is planning the lesson, which involves content analysis, goal setting and writing the lesson plan. The second step is organizing the teaching, where the teacher chooses the appropriate methodology to achieve the set objectives. The third step is choosing the most effective teaching-learning approach, so that the content can be well delivered to students. The fourth step is managing learning, which includes assessing the achievement of learning objectives and providing feedback to students and teachers.³¹

It is known that some teachers can teach English well despite having no professional training. However, there are not enough of them to serve as a general standard. We need to realize that there are other individuals who successfully transfer their training and experience into language teaching. For example, linguists in the 1940s and 1950s, especially after World War II, provided valuable insights into language that had a direct impact on English teaching. Structural approaches to language teaching,

³⁰ Isola Rajagopalan, "Concept of Teaching," *Shanlax International Journal of Education* 7, no. 2 (2019): 5–8, [https://doi.org/https://doi.org/10.34293/education.v7i2.329](https://doi.org/10.34293/education.v7i2.329).

³¹ Rajagopalan.

such as the Direct Method and Audio-Lingual Method, are clear evidence of how early 20th century linguistic studies influenced language teaching, both in the United States and elsewhere. Linguistics, as the study of language, adopted concepts from anthropology, sociology, and psychology, which later gave birth to two other equally important disciplines, namely sociolinguistics and psycholinguistics. These two fields, along with linguistics, form the core of Applied Linguistics or English Language Teaching (ELT). However, one of the perhaps more crucial areas, pedagogy—which includes classroom management, lesson planning, and teaching strategies—has received less attention from scholars.³²

Every teacher, whether trained or not, had certain beliefs about their students, how they learned, and the methods they found most effective in teaching. Whether or not they were aware of traditional or modern teaching methods, they still adhered to certain principles that guided their teaching process throughout the session. Knowledge gained from books certainly contributed to their professional development, but they maintained their basic principles. Some of these principles related to psychology, others to linguistics, and some focused on aspects of language itself.³³

³² Mohammad Aslam, *Teaching of English* (Foundation Books, 2006). p.24

³³ Aslam. p.24

2. Teaching of Speaking

Teaching speaking skills means that teachers help students to produce sounds and sound patterns in English through the use of words and sentences, regulate intonation and rhythm, choose the right words based on context and situation, organize thoughts logically, and use language as a tool to convey values and judgments confidently and fluently.³⁴ Teachers try to motivate students to have the desire to learn to speak during the learning process, as well as provide facilities that support the achievement of students' speaking skills effectively. Teaching speaking is the activity of giving instructions to someone in order to communicate.³⁵ The teacher's role in teaching is to help students communicate and convey opinions to others. Based on various definitions of teaching speaking according to experts, the researcher concluded that teaching speaking is a process that involved teachers to provided facilities to help students convey ideas and opinions well.

In addition, teaching speaking skills involved several important elements, such as producing the right sounds and speech patterns in the language being taught. It also includes the use of rhythm, intonation, and the selection of words and sentences that are appropriate to the social situation, forum, and topic of discussion. Furthermore, speaking skills also include students' ability to organize ideas in a logical and valuable manner,

³⁴ Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language."

³⁵ Nuraini, "The Barriers of Teaching Speaking English for EFL Learners."

as well as using words to express their values and opinions. Finally, the teaching of speaking also aims to help students speak fluently and confidently.³⁶

Overall, teaching speaking is a process that involves teachers assisting students in improving their speaking ability. The goal is to achieve better achievement in speaking skills, especially in the context of public speaking. Through this teaching process, students are expected to master speaking skills that are essential for their success in various communication situations.

a. Speaking Skill

1) The Essentials of Speaking Skill

Speaking is a necessity of language skills that functions as a process of conveying information, feelings and ideas. Speaking skills have the aim that students are able to express ideas, opinions and feelings to their interlocutors orally.³⁷ English speaking skills can be mastered through active interaction with respondents in conveying or expressing meaning in aspects of speaking skills, namely pronunciation, grammar, vocabulary, fluency, and comprehension.³⁸ Therefore, in speaking skills it is also necessary to

³⁶ Maryam Bahadorfar and and Reza Omidvar, "Technology in Teaching Speaking Skills," *Acme International Journal of Multidisciplinary Research* II, no. IV (2014): 9–13.

³⁷ King, "Meningkatkan Keterampilan Berbicara (Speaking Skill) Menggunakan Model Pembelajaran Kooperatif Tipe Talking Stick Pada Mata Pelajaran Bahasa Inggris Materi 'Talking About Daily Activities' Terhadap Siswa Kelas Xi Tkr Smk Negeri 1 Sengah Temila Tahun Pelaj."

³⁸ Mega and Sugiarto, "Speaking Skill in Correlation with English Speaking Learning Habit and Self Confidence of Vocational High School Students."

have a real situation to express. To improve speaking skills, speakers need to implement and understand four main components of speaking: grammar, pronunciation, vocabulary, and fluency.

Communication skills were very important and needed to be mastered by every individual. These skills aimed at achieving success in various fields. Without communication, a person found it difficult to interact with others. Therefore, in the context of that global society, speaking was considered the most important of the four language skills for EFL or ASL.³⁹

Speaking is one of the crucial elements in the English learning curriculum, as it serves as the foundation for the development of other oral skills and has a close relationship with listening ability.⁴⁰ In addition, students need to master communication skills given the widespread use of English around the world. Thus, speaking skills allow students to connect the knowledge they have with what they are learning.⁴¹ It also provides an opportunity for students to not only understand, but also produce language elements directly.⁴²

³⁹ Parupalli Srivinas Rao, "The Importance Of Speaking Skills In English Classrooms," *Alford Council of International English & Literature Journal (ACIELJ)* 401, no. 2 (2019): 6–18.

⁴⁰ Thornbury and M. Arif Rahman Hakim, "Strategi Pengajaran Speaking Bagi Para Pembelajar Bahasa Inggris Berkarakteristik Introvert," *Jurnal Pendidikan (Teori Dan Praktik)* 4, no. 1 (2019): 49, <https://doi.org/10.26740/jp.v4n1.p49-58>.

⁴¹ Thornbury and Hakim.

⁴² Fitriya, Nina Hayuningtyas, and Siti Khodijah, "Improving The Students' Speaking Skill By Implementing Snowball Throwing Technique," *Critical Review of English-Arabic World Journal* 1, no. 1 (2022), <https://doi.org/10.35719/crewjournal>.

In addition, speaking is an important aspect in the language learning process. The purpose of teaching speaking skills is to improve students ability to communicate, so that they can express themselves in accordance with social and cultural norms.⁴³ Therefore, speaking skills are very important for EFL or ESL learners. The school environment is also an ideal place to develop communication skills, especially in speaking.

Various aspects need to be learned by students in order for effective speaking skills to be mastered, and teaching that supports the development of students' speaking skills must be carried out by teachers.

2) The Elements of Speaking Skill

Furthermore, understanding the indicators or components of speaking skills is essential for students to master, as these are part of the communication process. These components include:⁴⁴

a) Grammar

The knowledge of sentence structure and the ability to use correct grammatical forms when speaking.

⁴³ Devi Rufiana and Mulyadi, "Using Think-Pair-Square-Share Strategy To Improve Students' Speaking Ability for Indonesian Senior High School Students," *JOALL (Journal of Applied Linguistics & Literature)* 2, no. 1 (2017), <https://doi.org/10.33369/joall.v2i1.5872>.

⁴⁴ H. Douglas Brown, *LANGUAGE ASSESSMENT Principles and Classroom Practices*, n.d. p.157

b) Vocabulary

The range of words and phrases that the speaker knows and can use appropriately in context.

c) Comprehension

Assess the ability to understand the context of the discussion and respond accordingly.

d) Fluency

Signifies the quality of delivery in a discussion. This includes the ability to speak confidently and respond to a specific topic without confusion in word choice.

e) Pronunciation

The ability to produce sounds correctly and clearly, including intonation, stress and rhythm.

f) Task

This task involves following the instructions given during the speaking test.

3) The Types of Speaking Skill

Types of basic speaking:⁴⁵

a) Imitative

At one end of the speaking performance continuum, the imitation of words, phrases or even sentences becomes a skill

⁴⁵ H. Douglas Brown, *LANGUAGE ASSESSMENT Principles and Classroom Practices*, 141-142.

mastered by the learner. Although this oral production is entirely phonetic, the performance criteria can still include prosodic, lexical and grammatical elements. Our focus is directed only at the aspect traditionally known as “pronunciation”; no assessment is made of the test taker's ability to understand or convey meaning, as well as to engage in interactive discussion. Here, the role of listening is only utilized as a short-term cue storage tool, which allows parts of the language to remain in memory long enough for the speaker to replicate.⁴⁶

b) Intensive

In assessment contexts, a second type of speaking is often utilized in the form of short pieces of spoken language used to demonstrate proficiency in specific aspects, such as grammar, phrasing, vocabulary, or limited phonological elements (such as stress, intonation, rhythm, and pauses). An understanding of meaning is still required for the speaker to give an answer, even if there is minimal interaction with the examiner or interlocutor. Intensive assessment usually includes several types of tasks, such as reading aloud, giving directed responses, completing sentences and dialogs, using pictures in simple sequences, and translating simple sentences.⁴⁷

⁴⁶ Brown.

⁴⁷ Brown.

c) Responsive

Tests of interaction and comprehension are included in responsive assessment tasks, although only to a limited degree. Examples include general greetings, pleasantries, simple requests, brief comments, or short discussions. In practice, oral prompts are usually used as stimuli to maintain authenticity, and only one or two follow-up questions are usually given in response:⁴⁸

Y: Hi there! How have you been?

Z: I've been well, thanks! And you?

Y: I'm doing great.

Z: That's good to hear.

d) Interactives

Interactive language is distinguished from responsive language by the duration and complexity of the engagement, which often includes multiple exchanges or involves multiple participants. Interaction can take place in two ways. In transactional interactions, speakers use language to convey specific information or establish social relationships through interpersonal communication. (In the three discussions mentioned earlier, A and B use language transactionally, while C uses language interpersonally). Speech production in

⁴⁸ Brown.

interpersonal interactions is often complicated by the demand to speak using a casual register as well as colloquialisms, including ellipsis, humor, slang and other sociolinguistic rules, which the speaker must master.⁴⁹

e) Extensive

Another name for extensive type is monolog. Additionally, telling stories, giving oral presentations, and giving speeches are all examples of extensive oral production tasks. Spoken engagement by listeners is either strictly forbidden (perhaps to nonverbal responses) or severely limited (maybe to nonverbal responses) throughout these activities.⁵⁰

4) The Advantages of Speaking Skill

Mastering various skills is crucial to becoming a versatile communicator. Although English language skills cover four aspects, speaking skills are considered the most valuable among the rest as it is the basic element in communication. As such, the ability to speak becomes the most prominent form of communication. Moreover, having good speaking skills provides a number of advantages to the speaker. Here are some of the advantages of speaking skills:⁵¹

a) To actively participate in pair or group activities in class.

⁴⁹ Brown.

⁵⁰ Brown.

⁵¹ Rao, "The Importance Of Speaking Skills In English Classrooms."

- b) To give impressive maiden speeches on various occasions.
- c) To be actively involved in group debates and discussions.
- d) To develop critical thinking among students.
- e) To pursue higher studies abroad.
- f) To interact with people from all over the world.
- g) To increase product sales in business.
- h) To make life abroad easier.
- i) To get better job opportunities.
- j) To utilize the internet effectively.
- k) To perform well in job interviews.
- l) To acquire more knowledge.
- m) To travel to a foreign country.
- n) To do good international business.
- o) To gain high respect in society.

b. How to Teach Speaking

To teach speaking skills, teachers need principles so that speaking activities in the classroom run smoothly and the teaching objectives can be achieved. Some principles in teaching speaking skills have been put forward by Anuradha et al.⁵²

⁵² Shafaat Hussain, "Teaching Speaking Skills in Communication Classroom," *International Journal of Media, Journalism and Mass Communications* 3, no. 3 (2017): 14–21, <https://doi.org/10.20431/2454-9479.0303003>.

- 1) Encourage students to start speaking from day one, or as soon as possible, without waiting for them to master vocabulary, phrases or sentences first.
- 2) Be tolerant if there are students who just repeat their words.
- 3) If students give one-word answers, leave that alone for a while.
- 4) Let students speak actively with the knowledge of English they have.
- 5) Propose structures, phrases, or words, and provide opportunities for students to use them in various situations and practice them as much as possible.
- 6) Encourage the use of back-chaining or tail-forwarding techniques to form long sentences by combining more than ten sentences.
- 7) Organize role play activities and pair work as much as possible, while supervising to correct active students and motivate more passive ones.
- 8) Be well prepared in terms of lesson planning, activities and tasks.
- 9) Allow students to make mistakes in the early stages. Interruptions and corrections can disrupt their speaking fluency and reduce their motivation.
- 10) Pay attention to individual weaknesses and show a sympathetic attitude and pay special attention to each student.

3. Group-Based Discussions

a. Definition of Group-Based Discussions

Interaction and mutual influence are the most important characteristics of a group. The main purpose of a group is interdependence, where all members succeed or fail together in achieving a common goal. A small group is a group that is small enough that each member can recognize and remember each other, know who is present and who is not, and understand each other's roles. While it is difficult to define a small group based solely on the number of members, small groups typically consist of three to seven people, with five members considered the most effective. Coordination in groups requires the exchange of messages, making communication a key feature in human interaction. Verbal and nonverbal exchanges among members are how group work is accomplished, either in person or through media such as computers or audio conferencing. In this context, small group discussion refers to a small group of people talking to each other to achieve a common goal, such as improving understanding, coordinating activities, or finding solutions to problems faced together.⁵³

Group communication involves the exchange of messages among individuals in a group generally consisting of three to 20 members, with

⁵³ Gloria J. Galanes and Katherine (Katherine L.) Adams, *Effective Group Discussion : Theory and Practice*, 15th ed., 2019. P.7

a common goal. Effective communication is important for strategy, goal setting, and motivation. Communication methods vary according to the size and composition of the group, with channels ideally meeting the needs of the majority of members. Groups may incorporate a variety of channels, such as monthly meetings for progress reviews and regular communication via email or group chat.⁵⁴

Group-based discussion is one of the methods in learning English. Using this method is not only to improve students speaking, but also to encourage students to think more critically and creatively.⁵⁵ There are three reasons why using group discussion is effective for improving students speaking skills. First, discussion is used to improve teacher and student interaction and student with student discussion in the classroom. Secondly, debates or discussions encourage student engagement in real-life learning situations and can also help students understand and build a more positive approach to learning, which can be on materials, skills, attitudes or procedures. Third, it encourages students to develop more responsible learning habits and self-regulation.⁵⁶

⁵⁴ Indeed Editorial Team, "What Is Group Communication? With Definition and Examples," 2024, <https://uk.indeed.com/career-advice/career-development/group-communication>.

⁵⁵ Simeon Adrian Simatupang, Elsadai Ria Veronika Situmorang, Irma Chintia Simbolon, "Analisis Penerapan Metode Pembelajaran Diskusi Kelompok Terhadap Pemahaman Siswa Pada Pembelajaran Di SMA Negeri 21 Medan."

⁵⁶ Cempaka, "Enhancing English Speaking Proficiency through Group Discussion."

b. Tyes of Group-based Discussions

Small groups usually fall into two main types: primary and secondary groups, each of which plays a different role in our needs. Primary groups are places where individuals feel accepted and can open up to each other. Secondary groups, on the other hand, are more focused on concrete work, such as making decisions together, solving problems, creating reports, or making suggestions for larger organizations. So, both have important functions in how we interact and work together.⁵⁷

There are various additional methods of categorizing groups, in addition to the two main classifications discussed earlier. The four categories to be described reflect a combination of primary and secondary characteristics, with the fourth category showing more prominent secondary characteristics than the previous three.⁵⁸

1) Activity groups

Members in an activity group have the opportunity to participate in an activity, both for the sake of the activity itself and to build affiliation with others through shared experiences. The main purpose of these groups is to engage in activities, make decisions, and solve problems with individuals who share similar interests.

⁵⁷ Galanes and Adams, *Effective Group Discussion : Theory and Practice*. P.9

⁵⁸ Galanes and Adams. P.10

2) Personal growth groups

Self-development groups consist of individuals who come together to share and enhance personal understanding. They help each other deal with problems and grow through feedback and support. Common goals are not overemphasized, as the main focus is on the individual's need to learn and gain support in a supportive atmosphere.⁵⁹

3) Educational groups

Cooperative learning groups consist of students appointed by the teacher to work on a specific task or topic in class. The purpose of the group discussion is to learn and understand a topic in greater depth. The results of the group work, which are usually reports and presentations, are evaluated at the group level. In addition, group members also learn effective speaking, listening, critical thinking and good interpersonal communication skills in addition to learning specific subject matter.⁶⁰

4) Problem-solving groups

Groups that aim to find ways to solve a problem or address a particular condition.⁶¹

⁵⁹ Galanes and Adams. P.10

⁶⁰ Galanes and Adams. P. 10

⁶¹ Galanes and Adams. P.11

a) A quality control circle

A Quality Control Circle is a group of people who gather during working hours to discuss issues related to their work and provide recommendations to resolve them. These are also known as quality circles.

b) Self-managed work groups

A Self-Managed Work Group is a small group of coworkers who have the freedom to determine their own work schedules and procedures, as long as they are within established boundaries.

c) Top management teams (TMTs)

Top Management Team (TMT) is a team of top officials in the organization, responsible for making complex strategic decisions.

c. Characteristics of Group-Based Discussions

The characteristics of group-based discussions are as follows:⁶²

1. The relatively small group size (usually three to seven people) allows each member to get to know and react to each other.
2. There are interrelated goals, where the success of one member depends on the success of all members.
3. Each member feels a sense of belonging to the group.

⁶² Galanes and Adams. P.8

4. There is spontaneous communication, involving both verbal and nonverbal messages, as group members respond and adjust their actions to each other.
5. There is a sense of cooperation among members, even when there are disagreements and conflicts, where they feel they are pursuing a group outcome that satisfies all parties.
6. Interaction takes place in a range from purely face-to-face to virtual. Nowadays, most groups utilize various forms of technology in their face-to-face group work, and even if the interaction is completely virtual, all the characteristics mentioned still apply.

d. Advantages and Disadvantages of Group-Based Discussions

- 1) Advantages of Group Work:⁶³
 - a) Social Connection: Groups provide fellowship, moral support, and help meet essential human needs like inclusion, affection, and control.
 - b) Diverse Perspectives: Groups have access to more information and can approach topics from multiple angles, leading to thorough discussions and enhanced creativity.
 - c) Constructive Conflict: Healthy disagreements can generate new ideas and improve problem-solving.

⁶³ Andy Schmitz, "An Introduction to Group Communication," *Creative Commons* 5, no. 2 (2012): 42–77, http://2012books.lardbucket.org/attribution.html?utm_source=header. P. 27-32

- d) Deeper Understanding: Group-based learning often results in better retention and understanding of material.
 - e) Synergy: The combined efforts of group members can lead to outcomes greater than individual contributions.
 - f) Social Change: Committed groups can drive significant societal changes more effectively than individuals.
- 2) Disadvantages of Group Work.⁶⁴
- a) Time-Consuming: Building and maintaining relationships within a group requires significant time and effort.
 - b) Conflict: Groups can generate misunderstandings and conflicts that may harm relationships.
 - c) Social Loafing: Some members may contribute less effort, relying on others to carry the workload.
 - d) Groupthink: A lack of diverse viewpoints can lead to poor decision-making and overlook critical flaws.
 - e) Coordination Challenges: Effective group work requires ongoing communication, which can be difficult to maintain, especially in busy environments.

⁶⁴ Schmitz. P.27-32

CHAPTER III

RESEARCH METHOD

This chapter explains the research method which includes research approach and design, research location, subjects studied, data collection techniques, data analysis techniques, data validity, and research procedures used.

A. Research Design

In this research, a qualitative approach was applied with the research design being a case study. Non-numerical data, such as text, video, or audio, is usually collected and analyzed in qualitative research to gain an understanding of concepts, opinions, or experiences. This research focus is considered humanistic because it emphasizes individuals, decisions, practices, and the experiential basis of knowledge. In addition, this approach seeks to define the meaning of certain behaviors and ways of doing things in certain situations, so it is holistic. Qualitative research methods are generally conducted in a naturalistic context, where objects, people, or events are studied in a natural (non-experimental) setting. In addition, qualitative research is also flexible, because it can examine the same problem or area in various ways.⁶⁵

B. Research Setting

The researcher in this study chose SMAN 1 Tongas as the location to conduct the research. Geographically, SMAN 1 Tongas was located in the

⁶⁵ Karina Kielmann, Fabian Cataldo, and Janet Seeley, *Introduction to Qualitative Research Methodology: A Training Manual* (Departement For International Development (DFID), 2012).

northern part of Java island, according to the map of East Java province. The school was situated on Jalan Raya Lumbang, Tongas sub-district, Probolinggo Regency, and was on the right side of Jl. Raya Lumbang from the direction of the Tongas rest area. However, determining the research location was very important to find data that matched the research focus. This location determined whether the data could be used and met the needs of the research. In addition, important factors that the researcher considered included the geographical context, time, cost, and effort.

The selection of the research location was also influenced by similarities or differences in activities or programs carried out at the target location. The researcher chose this research location for several reasons. First, this school location was an appropriate place to apply group-based discussion in learning and needed to be studied more deeply. Second, this location aligned with the title of the research being conducted, as evidenced by the previous research. Third, this school location helped elaborate the researcher's findings, such as obtaining scientific findings about the planning, implementation, and evaluation of the learning process at SMAN 1 Tongas. Fourth, group-based discussion fit perfectly into the situation where students were able to improve their speaking skills. Thus, students achieved the learning target and produced a more effective learning process.

C. Research Subject

This research applied a purposive sampling strategy, which was concerned with selecting individuals and locations that could provide maximum support

for the researcher in better understanding the phenomenon. The aim was to deepen a detailed understanding, which might have included useful information and assisted others in studying the phenomenon.⁶⁶ As part of this strategy, homogeneous sampling recognized as suitable for the topic being investigated was also applied as a variation of purposive sampling.⁶⁷ The selection of research subjects was carried out based on specific aims and considerations through this purposive sampling method: English Teacher of SMAN 1 Tongas, The name of the English teacher at SMAN 1 Tongas was Mrs. IDSL. She was an eleventh grade teacher at SMAN 1 Tongas. Mrs. IDSL was also the teacher who implemented group-based discussion in the eleventh grade. She had advanced language skills and had teaching experience in teaching eleventh grade students. Then the subject is the students of SMAN 1 Tongas, The students who became the subject of the study were grade XI students. Based on Mrs. IDSL recommendation, the researcher determined that the research subjects were from class XI G. According to IDSL, class XI G had intermediate to advanced English language skills and showed interest and willingness to communicate. In this case, class XI G was also one of the classes where Mrs. IDSL had implemented group-based discussion. The researcher selected five students, including ZM, IAA, NS, AZCA, ABS as the research subjects based on several considerations. First, the selection was made based on the recommendation from the English teacher. Second, one of the students

⁶⁶ John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth (Boston: Pearson Education, 2012), 206.

⁶⁷ Creswell, 208.

had a background in English and was known to be active, intelligent, and skillful. Third, two students were able to learn English even though they had no prior knowledge. Fourth, one student did not have any background in English, but had strong motivation to learn. Lastly, all selected students had applied group-based discussion in their English learning process, particularly to improve their speaking skills. Therefore, this class was considered suitable to be used as research subjects, as they were ready to participate fully in this research.

D. Data Collection Technique

The data collection techniques used in this research include:

1. Observation

By observing subjects or individuals and research sites, observation is used to collect direct and overt evidence.⁶⁸ In addition, non-participant observers also play a role in observation, those who visit research sites and record information or notes without participating in participant activities.⁶⁹

In this study, the researcher chose to act as a non-participant observer who focuses on monitoring and recording during observation activities without taking part in participant activities.

This observation included several important steps:

⁶⁸ Creswell, 213.

⁶⁹ Creswell, 214.

- 1) The researcher observed the objective condition of SMAN 1 Tongas
- 2) The way the teacher explained the materials as well as the media used in learning speaking skills through group-based discussion
- 3) The teacher's steps in teaching speaking skills, starting from the introduction to the closing activities
- 4) The way the teacher evaluated the students in the learning process.

Thus, observation provided results expected by the researcher. Observation was conducted in the objective activities of SMAN 1 Tongas during the teaching of speaking skills with group-based discussion, which included planning, implementation, and evaluation.

2. Interview

In qualitative interviews, researchers ask open-ended and general questions to a number of participants and record their answers.⁷⁰ Some interview concepts are one-on-one interviews, focus group interviews, telephone interviews, and e-mail interviews.⁷¹

3. Document Review

The document review covers a wide range of private and public records collected in this study about the research site and participants. The documents include newspapers, meeting minutes, individual journals, letters, and others. These sources provided in-depth data, which greatly

⁷⁰ Creswell, 217.

⁷¹ Creswell, 218-219.

assisted the researcher in understanding the phenomenon in the context of qualitative research.⁷²

4. Questionnaire

In questionnaires, a combination of closed and open-ended questions can be used. The advantage of closed questions is their ability to gather relevant information to support theories and concepts in the literature. Meanwhile, open-ended questions allow further exploration of the reasons behind closed answers and provide space for respondents to express opinions beyond the predetermined options. In analyzing open-ended responses, qualitative researchers look for patterns or themes that emerge in the data, and some researchers count the number of occurrences of a particular theme or how often participants mention a theme. For example, researchers may develop closed-ended questions followed by open-ended questions to gain a deeper understanding.⁷³

E. Data Analysis Technique

Data that was collected from observations, interviews, questionnaire and document reviews was systematically analyzed. This process involved classifying data, validating units, selecting important information, and drawing conclusions that could be understood by the general public and researchers. Data analysis for high school students used the qualitative approach of Miles, Huberman, and Saldana. The steps were:⁷⁴

⁷² Creswell, 223.

⁷³ Creswell. 220

⁷⁴ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis A Methods Sourcebook*, Third (London: Sage Publication, 2014).

1. Data Condensation

In the process of data condensation, information from the research topic, including field notes, interview transcripts, documents, and other empirical materials, begins to be selected, focused, simplified, abstracted, and modified by the researcher. By condensing the data, the information becomes more robust. Findings from data collection were then summarized by the researcher.

2. Data Display

After the data was categorized by the researcher, the next step was to display the data. In qualitative research, data display meant providing brief explanations, arranging patterns, and showing relationships between categories. In this research, the data was organized descriptively. At this stage, data was collected and organized using data collection methods. The results of the data obtained, including the planning, implementation, and evaluation of teaching speaking skills through group-based discussions, were presented by the researcher. Finally, conclusions were drawn to be verified by the researcher.

3. Drawing and Verifying Conclusion

Conclusions were drawn after the presentation of the results of data collection, and an in-depth understanding was obtained. The researcher then strengthened the data by examining the relationship between pre-existing and new data, which was used to develop conclusions regarding

the teaching of speaking skills, including planning, implementation, and evaluation in the context of group-based discussion.

F. Data Validity

Validity is a key factor in the development and evaluation of measurement instruments, namely the extent to which the tool can measure what is intended.⁷⁵ To ensure data validity in qualitative research, researchers need to apply the concept of triangulation. There are two types of triangulation used to assess the validity of qualitative data: source triangulation and technique triangulation.⁷⁶ This is done by comparing data collected from various available sources.

1. Source Triangulation

The reliability of the data was assessed by applying the source triangulation method. In this study, direct interviews were conducted with eleventh grade English teachers and eleventh grade students at SMAN 1 Tongas to obtain data.

2. Technique Triangulation

The authenticity of the data was determined through technique triangulation, which involves comparing the same data using various techniques. Data from observation, interview, and document review were then combined by the researcher.

⁷⁵ Donald Ary et al., *Introduction to Research in Education*, Nelson Education, Eighth (Canada: Nelson Education, 2010), 225.

⁷⁶ Miles, Huberman, and Saldana, *Qualitative Data Analysis A Methods Sourcebook*.

G. Research Procedure

The research procedure includes a research implementation strategy consisting of preliminary research, design development, actual research, and report writing. Related to the research techniques described earlier, this research involves three steps that must be carried out in the form of research procedures, namely as follows:

1. Pre-Field Stage

The pre-field stage is carried out before the field work begins.

a. Drawing up a Research Design

The research design is prepared by the researcher after considering several things, such as research title, research focus, research objectives, benefits, subjects, and methodology.

b. Choosing a Research Field

The field was chosen by the researcher at SMAN 1 Tongas.

c. Permit Processing

Before the research is carried out, permission is obtained by the researcher from the university website, followed by a visit to the research location to get authorization, and then the research stage begins.

d. Exploring and Assessing the Situation of the Field

After authorization, research was initiated to assist with data collection and to enhance understanding of the research context.

e. Make a research instrument

Preparing the instruments needed to conduct the research is the last stage after the previous steps are completed.

2. Field Work Stage

At this stage, the research data was collected. The researcher collected data for this study using four methods: observation, questionnaire, interview, and document review.

3. Data Analysis Stage

After data were collected through observation, interviews, questionnaires and document reviews, using data analysis with the Huberman and Saldana model. The results of the analysis were then written in the form of a research report and discussed with the supervisor.



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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The researchers delivered an overview of the object of research, research findings, and discussion in this chapter. This chapter was written to focus on the research issues raised in the first chapter.

In the findings section, the researcher discussed the data collection procedures and presented the data results. In contrast, the researcher analyzed these findings in the discussion section.

A. Research Finding

The data was collected through observation, interview, questionnaire and document review. The data is displayed and analyzed based on the research questions, which are as follows: 1) How is the planning process of speaking learning activities through group-based discussion in class XI students of SMAN 1 Tongas, 2) How is the implementation process of learning activities of speaking through group-based discussion in class XI of SMAN 1 Tongas, and 3) How is the evaluation process of speaking learning activities through group-based discussions among high school students in class XI, the following data were obtained:

1. The planning process for speaking learning activities through group-based discussions among eleventh-grade high school students.

Before the implementation of group-based conversation in the classroom, the English teacher of class XI G at SMA Negeri 1 Tongas has

prepared a lesson plan in the form of “Flow of Learning Objectives (ATP)” and “teaching modules”. In the ATP, the teacher has studied more deeply about: Learning Outcomes (CP), learning objectives (TP). ATP is a description of CP and TP into a series of structured and logical learning activities, starting from the initial stage to the end of the learning phase. ATP includes material, activities, and indicators of competency achievement.⁷⁷

While in the teaching module there are indicators of competency achievement, learning materials, learning methods, learning activities, learning resources and assessment. For teaching module in English subjects at SMAN 1 Tongas, they are prepared individually by the English subject teacher. However, the material to be discussed has been determined during MGMP which is held at the beginning of each school year and the beginning of the semester.

The above observations are reinforced by the results of the researcher's interview with Mrs. IDSL:⁷⁸

“Kalau untuk modul ajar guru membuat sendiri, hanya saja setiap bab di awal semester sudah ditentukan saat MGMP. Jadi hanya bab nya saja yang ditentukan, untuk materinya guru dibebaskan untuk mencari sumber dari dimana saja. Kalau saya biasanya ambil dari buku paket.”

Translated by researcher:

"For teaching modules, teachers make their own, it's just that each chapter at the beginning of the semester has been determined during

⁷⁷ Document review

⁷⁸ IDSL, interviewed by Zuhrotun Nafisah, Tongas, March 12th 2025

MGMP. So only the chapter is determined, for the material the teacher is free to find sources from anywhere. I usually take it from the textbook."

In the teaching module, the teacher outlined the learning steps using the group-based discussion learning method, which included: First, the activity began with the teacher conducting brainstorming to generate students' prior knowledge about the material to be taught, namely Descriptive Text. The teacher gave a brief explanation and showed examples of pictures or videos about tourist attractions as an introduction to the topic. Second, the activity of defining the problem and organizing students to learn was done by the teacher dividing students into groups heterogeneously based on learning styles (visual, auditory, and kinesthetic). The teacher then distributed LKPD containing problems or tasks related to the topic to be discussed. Each group was given the same duration of time to discuss the given task. Third, the activity of guiding independent and group investigations was carried out by the teacher going around and observing the group discussions. The teacher provided assistance to students who were having difficulty and adjusted the guidance (scaffolding) according to the needs of each group so that they could understand the problem better. Fourth, the activity of developing and presenting work was carried out by asking each group to present the results of their discussion in front of the class. Other groups were given the opportunity to provide responses or feedback on the presentation. The teacher guided and directed the discussion and provided motivation and

appreciation for group cooperation. Fifth, reflection and assessment activities were carried out by giving evaluation questions to measure students' understanding of the material. The teacher also invited students to reflect on learning activities through media such as Google Forms and provided reinforcement on material that had not been understood. If needed, the teacher reviewed the problems previously given to ensure all students understood. In each meeting, the teacher had set the time allocation in the teaching module, which was divided into three main stages, namely introductory activities, core activities, and closing activities.⁷⁹

Mrs. IDSL as the English teacher of class XI G gave a little statement about the teaching module as follows:⁸⁰

"Ya jika saya menggunakan metode pembelajaran berupa group-based conversation di kelas, pada modul ajar juga saya cantumkan. Jadi nanti di modul ajar juga ada langkah-langkah bagaimana guru melakukan metode pembelajaran menggunakan group-based conversation"

Translated by researcher:

"Yes, if I use a learning method in the form of group-based conversation in class, I also include it in the teaching module. So later in the teaching module there are also steps on how teachers carry out learning methods using group-based conversation"

In the teaching module, English teachers have also determined the media, tools, materials and learning resources that have been adjusted to

⁷⁹ Observation, Tongas, October 23th 2024

⁸⁰ IDSL, interviewed by Zuhrotun Nafisah, Tongas, March 12th 2025

the learning steps. Learning resources used by teachers are not only sourced from textbooks but also from the internet and the surrounding environment.

This is in accordance with the statement from Mrs. IDSL:⁸¹

“Untuk sumber belajar ada buku paket juga internet. Namun jika materi pelajaran seperti descriptive teks berupa interesting place seperti ini, saya juga menyuruh anak-anak mengamati tempat wisata yang mereka pilih agar mereka lebih mengerti dan mendalami apa yang akan mereka deskripsikan”

Translated by researcher:

"For learning resources there are textbooks as well as the internet. However, if the subject matter such as descriptive texts in the form of interesting places like this, I also tell the children to observe the tourist attractions they choose so that they understand more and explore what they will describe."

For the application of learning methods using group-based conversations in the planning stage, there are no obstacles for teachers because teachers are used to and have many examples in learning.

So it can be concluded that planning in learning is very necessary for SMAN 1 Tongas teachers. The planning is in the form of ATP, teaching modules and other devices. In the teaching module there are learning activities, learning resources, learning models and learning methods that teachers applied in the learning process.

⁸¹ IDSL, interviewed by Zuhrotun Nafisah, Tongas, March 12th 2025

2. Implementation process for speaking learning activities through group-based discussions among eleventh-grade high school students.

The results of the research can be seen how the application of learning in the classroom. The learning method applied by teachers in eleventh grade G is group-based conversation, which involves the active role of students in learning carried out either in groups or individually in finding solutions to problems related to the real world.

Before entering the core activities, there was an arrangement in the learning activities, namely: introductory activities, core activities, and closing activities. Eleventh grade English teacher G, at the time of the preliminary activities, held an orderly and pleasant learning atmosphere. After entering the class, the teacher asked students to sit in their respective seats and instructed them to check their neatness, such as clothes, shoes, or any garbage around their seats to be quickly disposed of. The teacher also reviewed the material that had been learned in the previous meeting and associated it with the material to be learned at that time. Not to forget, the teacher also informed students about the objectives of the learning that would be carried out and provided brainstorming as a warm-up before entering the core learning so that students were better prepared to receive the learning material.⁸²

⁸² Observation, Tongas, October 23th 2024

Mrs. IDSL as the English teacher of class XI G said that the preliminary activities that are usually carried out are:⁸³

“Saat saya masuk kelas, saya mengkondisikan anak-anak terlebih dahulu agar duduk dengan rapi dan meminta ketua kelas memimpin salam kepada guru kemudian dilanjutkan berdoa. Sebelum memulai pelajaran saya mengecek kehadiran siswa. Saya juga memberi mereka brainstorming untuk memancing mereka agar sedikit ada gambaran tentang materi yang akan dibahas. Saya juga mengulas materi minggu yang lalu dan menghubungkan dengan materi sekarang.”

Translated by researcher:

"When I enter the class, I first condition the children to sit neatly and ask the class leader to lead the greeting to the teacher then continue to pray. Before starting the lesson I check the students' attendance. I also give them a brainstorm to provoke them to have a little idea about the material that will be discussed. I also review last week's material and relate it to the current material."

It can be seen from the research documentation that in the preliminary activities of learning the teacher conducted orientation, apperception, motivation, and provided brainstorming to students. The teacher provided orientation here, which means that the teacher said greetings then asks the class leader to lead the prayer before the lesson begins. The teacher provided apperception by conveying the learning activity plan that would be carried out that day. The teacher provided motivation by giving an overview of the importance of learning the material. The teacher provides brainstorming by provoking students to get an overview of the material to be discussed.

⁸³ IDSL, interviewed by Zuhrotun Nafisah, Tongas, March 12th 2025

The observation results in the core learning activities showed that the group-based discussion learning method had been implemented well by teachers and students. With the help of learning resources, media, and several other supporting facilities, students were able to understand the lesson. After the orientation activity, the core activity proceeded, where the teacher first introduced the material to be learned.⁸⁴

The following were the steps taken by the teacher during class speaking, the use of learning media, and the allocation of class time. Meanwhile, according to the interview statement of Mrs. IDSL as the English teacher of SMAN 1 Tongas, she stated:⁸⁵

“Tipe berbicara yang saya gunakan untuk melaksanakan pembelajaran berbicara di sekolah ini khususnya kelas sebelas G adalah tipe interaktif yang menyertakan diskusi dalam penerapannya. Sementara itu, saya juga menggunakan group-based conversation karena metode ini cocok untuk materi yang akan dilaksanakan dan tentunya dalam penerapan metode ini ada beberapa langkah yang perlu diperhatikan. Selain itu media pembelajarannya adalah buku, internet, lingkungan sekitar, papan tulis, dan spidol.”

Translated by researcher:

"The type of speaking that I use to carry out speaking lessons in this school, especially eleventh grade G, is an interactive type that includes discussion in its application. Meanwhile, I also use group-based conversation because this method is suitable for the material to be implemented and of course in applying this method there are several steps that need to be considered. In addition, the learning media are books, the internet, the surrounding environment, the blackboard, and markers."

⁸⁴ Observation, Tongas, October 23th 2024

⁸⁵ IDSL, interviewed by Zuhrotun Nafisah, Tongas, March 12th 2025

Furthermore, the steps of teaching speaking skills through group-based conversation are indirectly stated in the interview with Mrs. IDSL, she confirmed that:⁸⁶

“Proses belajar mengajar yang saya terapkan di kelas dijelaskan dalam modul ajar dan terdiri dari beberapa langkah. Pertama, pada pendahuluan, saya mengucapkan salam, memimpin doa, memeriksa kehadiran, dan menanyakan kondisi siswa. Selanjutnya, pada apersepsi, saya mengaitkan materi dengan pengalaman siswa dan saya juga memberikan brainstorming. Pada tahap motivasi, saya menjelaskan manfaat dan tujuan pembelajaran. Kegiatan ini dimulai dengan penjelasan materi dan instruksi tugas, diikuti dengan sesi tanya jawab terkait penjelasan yang belum mereka pahami. Saya meminta siswa untuk memikirkan tempat menarik yang pernah mereka kunjungi dan mengeksplorasi lebih dalam bersama teman sekelompoknya. Setiap kelompok membuat teks deskripsi tentang tempat tersebut kemudian mendiskusikannya di depan kelas. Terakhir, siswa menyimpulkan pembelajaran, saya memberikan umpan balik, saya juga memberikan google form untuk mereka isi sebagai evaluasi dalam pembelajaran ini, dan meninjau materi sebelum mengakhiri dengan salam.”

Translated by researcher:

"The teaching and learning process that I apply in class is explained in the teaching module and consists of several steps. First, in the introduction, I say greetings, lead prayers, check attendance, and ask about the students' condition. Next, in the apperception, I relate the material to students' experiences and I also provide brainstorming. At the motivation stage, I explain the benefits and learning objectives. The core activity starts with the explanation of the material and task instructions, followed by a question and answer session related to the explanation that they have not understood. I ask students to think of interesting places they have visited and explore more deeply with their group mates. Each group creates a description text about the place and then discusses it in front of the class. Finally, students summarize the learning, I give feedback, I also provide a google form for them to fill in as an evaluation in this lesson, and review the material before ending with a greeting."

⁸⁶ IDSL, interviewed by Zuhrotun Nafisah, Tongas, March 12th 2025

To summarize the teacher interview above, the teacher used conversation as a type of speaking and applied group-based discussion as a method for the learning process of speaking skills. The steps implemented were as follows: introductory activities, core activities, and closing activities. The time allocation for each activity was forty-five minutes. In addition, the teacher also used books, the internet, the surrounding environment, whiteboards, and markers as teaching media.

The above statement is supported by a direct interview with ZM as a student of SMAN 1 Tongas, she said that:⁸⁷

“Pada awal kelas, guru membuka dengan mengucapkan salam, menyapa siswa, memeriksa kehadiran, dan menanyakan kondisi siswa. Selanjutnya, beliau mengaitkan materi yang akan dibahas dengan pengalaman kami dan materi sebelumnya, serta menanyakan sejauh mana pengetahuan siswa tentang topik tersebut. Setelah itu, beliau menjelaskan materi, sambil membagi kami ke dalam beberapa kelompok dan memberikan kesempatan untuk bertanya mengenai materi yang belum dipahami. Kemudian, guru membimbing kami untuk membuat teks tentang pengalaman mengunjungi suatu tempat, kami berdiskusi dalam kelompok. Setelah diskusi, kelompok kami menampilkan hasilnya di depan teman-teman. Setelah penampilan, kita diberikan kesempatan untuk memberikan tanggapan terhadap presentasi kelompok lain, sambil menyimpulkan apa yang telah dipelajari. Terakhir, guru memberikan umpan balik dan saran mengenai penampilan siswa, meninjau dan menyimpulkan materi yang telah diajarkan, serta memastikan pemahaman kami dengan mengajukan beberapa pertanyaan terkait materi. Beliau juga memberikan Google Form sebagai evaluasi pembelajaran untuk materi ini.”

Translated by researcher:

"At the beginning of the class, teacher opens by saying greetings, greeting students, checking attendance, and asking about the students' condition. Next, she relates the material to be discussed to

⁸⁷ ZM, interviewed by Zuhrotun Nafisah, Tongas, March 17th 2025

our experience and previous material, and asks the extent of students' knowledge on the topic. After that, she explained the material, while dividing us into groups and giving us the opportunity to ask questions about the material that we didn't understand. Then, teacher guided us to create a text about the experience of visiting a place, we discussed in groups. After the discussion, our group performed the results in front of our friends. After the performance, we were given the opportunity to give responses to other groups' presentations, while concluding what we had learned. Finally, teacher gave feedback and suggestions on the students' performances, reviewed and summarized the material that had been taught, and confirmed our understanding by asking some questions related to the material. She also provided a Google Form as a learning evaluation for this material."

This was also conveyed by NS as an eleventh grade student of SMAN 1 Tongas when interviewed directly by the researcher, she confirmed that:⁸⁸

"Guru biasanya memulai kelas dengan salam, menyapa siswa, menanyakan keadaan, dan memeriksa kehadiran. Beliau tidak menjelaskan materi secara langsung, melainkan mengaitkannya dengan pengalaman siswa serta menanyakan tentang materi pelajaran saat ini dan sebelumnya. Setelah itu, guru mengajukan pertanyaan kepada siswa. Beliau juga menjelaskan tujuan dan manfaat dari mempelajari materi tersebut, serta menjelaskan metode pembelajaran sebelum membagi siswa ke dalam beberapa kelompok. Sebelum guru bertanya dan membimbing kami untuk membuat teks berdasarkan materi secara berkelompok, kami diberikan kesempatan untuk bertanya secara bebas mengenai hal-hal yang belum dipahami. Setelah selesai, kami mempresentasikan dan mempraktikkan percakapan dalam kelompok, diikuti oleh presentasi dari kelompok lain. Setiap kelompok diberi kesempatan untuk bertanya tentang apa yang telah disampaikan oleh teman-teman mereka. Terakhir, kami diminta untuk mengisi Google Form sebagai evaluasi."

Translated by researcher:

"Teacher usually starts the class with greetings, greets students, asks about the situation, and checks attendance. She does not explain the material directly, but rather relates it to students' experiences and asks about current and previous subject matter. After that, teacher asks questions to the students. She also explained the purpose and

⁸⁸NS, interviewed by Zuhrotun Nafisah, Tongas, March 17th 2025

benefits of learning the material, and explained the learning method before dividing the students into groups. Before the teacher asked questions and guided us to create texts based on the material in groups, we were given the opportunity to ask freely about things we didn't understand. Once done, we presented and practiced the conversation in groups, followed by presentations from other groups. Each group was given the opportunity to ask questions about what their friends had presented. Finally, we were asked to fill out a Google Form as an evaluation."

Based on interviews with teachers and students at SMAN 1 Tongas regarding the application of speaking skills through group-based discussion, it can be concluded that the steps taken by teachers in teaching include preliminary activities, core activities which include observing, questioning, collecting data, processing data, communicating, and closing.

The results of the interview were supported by observations made on October 11, 2024 in the classroom. The researcher noted that at the beginning of the teaching and learning process, the teacher said greetings, led prayers, made sure students were in good condition, and checked attendance. Furthermore, the teacher gave appreciation by linking the current material with students' experiences and previous material, as well as asking again about the material that had been learned. The researcher also observed the teacher explaining the benefits and learning objectives, as well as providing references such as learning competencies, material outline, learning methods, and student grouping.⁸⁹

⁸⁹ Observation, Tongas, October 23th 2024

In the core activities, researchers saw the teacher explaining the material and students paying attention to the explanation. The teacher gave students the opportunity to ask questions about the material. The researcher noted that the teacher asked students to actively discuss in groups about the material, and each group was asked to create a relevant text. The teacher appointed one student as the leader in the group to coordinate the discussion activities. Then, the teacher gave a given topic about interesting places, and students started looking for a place that would be used as an object of discussion. When students had found a place, they started describing the things they knew about it. After that, students presented their texts, and the teacher gave the opportunity to express opinions and ask questions about the presentations from other groups. Finally, students summarize what they have learned and what they have understood. The teacher then corrected students' work, gave feedback and appreciation, and reviewed the material by asking students' understanding. The teacher also gave a Google Form as a learning evaluation before leaving the class with a greeting.⁹⁰

From the questionnaire results, 38% of students strongly agree and 35% of students agree that the teacher always monitors and provided input during group discussions. The teacher always gave feedback when

⁹⁰ Observation, Tongas, October 23th 2024

someone does not know the English of a word and someone is wrong in the pronunciation of a word.⁹¹

In applying the group-based conversation method, the teacher always guided and directed students if they experience difficulties during the application of group-based conversation. This is a statement from Mrs. IDSL as the eleventh grade English teacher:⁹²

“Saya terus mendampingi mereka, ketika mereka kebingungan mereka bisa menanyakan apapun tentang yang ingin mereka tanyakan. saya tidak pernah membuat siswa down dan saya melarang teman sekelasnya untuk membuat mereka down. Contoh ketika ada siswa yang salah dalam berbahasa inggris saya melarang temannya tertawa. Karena ketika mereka ditertawakan mereka akan down, mereka akan merasa bahwa dirinya tidak bisa, dan akan menimbulkan kecemasan saat berbicara di depan. Saya selalu mengatakan, bisa tidak bisa entah itu salah atau benar yang penting kamu berani untuk berbicara di depan. Sebisa mungkin kita harus menciptakan suasana kelas yang nyaman. Saya selalu mengingatkan untuk membantu jika ada yang salah tanpa menertawakan temannya. Karena ketika ada yang tertawa mereka akan merasa bahwa sedang dibuli.”

Translated by researcher:

"I continue to assist them, when they are confused they can ask anything about what they want to ask. I never make students down and I forbid their classmates to make them down. For example, when there are students who speak English incorrectly, I forbid their friends to laugh. Because when they are laughed at they will be down, they will feel that they cannot, and will cause anxiety when speaking in front. I always say, whether it is wrong or right, the important thing is that you have the courage to speak in front. As much as possible we should create a comfortable classroom atmosphere. I always remind them to help if someone is wrong without laughing at their friends. Because when someone laughs they will feel that they are being bullied."

⁹¹ Questionnaire by eleventh grade G students, Tongas, March 10th 2025

⁹² IDSL, interviewed by Zuhrotun Nafisah, Tongas, March 12th 2025

The statement was also agreed by AZCA as a student in class eleventh G:⁹³

“Teman teman kelompok juga sangat kompak dan saling membantu saat ada yang salah. Guru juga membantu saat ada teman teman saya yang lupa tentang suatu kata, beliau langsung memberitahu saat presentasi berlangsung dan membenarkan apabila ada teman teman yang salah dalam pengucapan.”

Translated by researcher:

"Group friends are also very compact and help each other when someone is wrong. Teacher also helped when one of my friends forgot a word, she immediately told me during the presentation and confirmed if any of my friends were wrong in pronunciation."

According to teachers, this group discussion continues outside the classroom or in extracurricular activities as well. As a form of supervision from the teacher during discussions outside the classroom, the teacher asks the leader in the group to report whatever happens during the discussion.⁹⁴

In the closing section the teacher also makes a google form for learning evaluation such as the following statement from Mrs. IDSL:⁹⁵

“Saya selalu membuat google form atau pedlet sebagai evaluasi pembelajaran. Kebetulan kelas G ini saya menggunakan google form sebagai evaluasinya”

Translated by researcher:

"I always make a google form or pedlet as a learning evaluation. Incidentally, in class G, I use google form as an evaluation"

⁹³ AZCA, interviewed by Zuhrotun Nafisah, Tongas, March 17th 2025

⁹⁴ IDSL, interviewed by Zuhrotun Nafisah, Tongas, March 12th 2025

⁹⁵ IDSL, interviewed by Zuhrotun Nafisah, Tongas, March 12th 2025

Supported by IAA's opinion regarding teacher evaluation in class, namely:⁹⁶

“Biasanya kalo diakhir pembelajaran gitu guru pasti bertanya paham tidaknya mengenai pelajaran yang disampaikan. Kemudian guru menyuruh anak-anak mengisi google form tentang kegiatan pembelajaran kami.”

Translated by researcher:

“Usually at the end of the lesson, the teacher must ask whether or not they understand the lesson that was delivered. Then the teacher tells the children to fill out a google form about our learning activities.”

Based on the results of interviews and observations in this study, it can be concluded that in the closing part of learning with the group-based conversation method in English subjects, students fill out Google forms. The activities carried out include: 1. Students are given the opportunity to ask about things they do not understand, 2. The teacher reviews the material or questions raised by students, 3. Students are asked to reflect on the learning process related to mastery of the material, approach, and methods used by filling out Google forms, 4. The teacher conducted an evaluation at the end of the lesson, 5. The teacher conveyed messages about values and morals to students, 6. The lesson ended with prayer and greetings by the teacher and students.

In addition, in the document review, the lesson plan also explained the application of speaking skills using group-based conversation. The teaching module explains that this method consisted of three activities:

⁹⁶ IAA, interviewed by Zuhrotun Nafisah, Tongas, March 17th 2025

introduction (orientation, apperception, motivation, and guidance), core activities (observing, questioning, collecting data, processing data, and communicating), and closing activities. Each activity has a different time allocation: 15 minutes for the introduction, 65 minutes for the core activities, and 10 minutes for the closing.⁹⁷

Overall, based on the results of interviews, observations, questionnaires and document reviews, researchers concluded that teachers use group-based learning methods. This method facilitates students' understanding, improves speaking skills, and encourages students to participate in communicative classroom activities.

3. Evaluation process for speaking learning activities through group-based discussions among eleventh-grade high school students.

The evaluation of the application of the group-based discussion method at SMAN 1 Tongas involved the teacher giving a topic of discussion to students, who were then encouraged to describe the topic and present the results of the group discussion in front of the class. At the end of the lesson, the teacher conducted a review to determine the level of understanding and learning outcomes of the students. At the evaluation stage of this activity, the teacher used a rubric as the final assessment of

⁹⁷ Document review

the students. from the results of a conversation between researchers and English language subject teachers who said:⁹⁸

“Saya menggunakan rubrik untuk memudahkan dalam menilai, kalau untuk kriteria di dalam rubric itu sudah ada kriteria.”

Translated by researcher:

“I use rubrics to make it easier to assess, if for the criteria in the rubric there are already criteria.”

While how to evaluate the application of group-based conversation by assessing the results of student presentations at the end of the learning meeting as explained by Mrs. IDSL as follows:⁹⁹

“Pertama saya nilai dari keberanian mereka berbicara di depan atau kemampuan mereka untuk mengutarakan gagasan di depan kelas, yang kedua adalah kelancaran dan kecakapan mereka berbicara, yang ketiga ada pengucapan dan yang terakhir isi atau konten dari gagasan mereka. Kenapa isinya di akhir? Karena meskipun isinya bagus kadang siswa kurang percaya diri untuk berbicara di depan kelas.

Translated by researcher:

“First, I assess their courage to speak in front or their ability to express ideas in front of the class, the second is their fluency and speaking skills, the third is pronunciation and the last is the content of their ideas. Why is the content at the end? Because even though the content is good sometimes students lack the confidence to speak in front of the class.”

Regarding the evaluation of learning group-based discussion method, Mrs. IDSL explained again that:¹⁰⁰

“Saya meletakkan aspek percaya diri di awal karena saya sangat menghargai siswa yang mau maju meskipun dia kurang lancar saat speaking. karena banyak sekali anak-anak itu yang meskipun dia

⁹⁸ IDSL, interviewed by Zuhrotun Nafisah, Tongas, March 12th 2025

⁹⁹ IDSL, interviewed by Zuhrotun Nafisah, Tongas, March 12th 2025

¹⁰⁰ IDSL, interviewed by Zuhrotun Nafisah, Tongas, March 12th 2025

bisa dalam bergagasan tapi dia tidak percaya diri, itu yang menjadi pertimbangan saya dalam menilai kepercayaan diri siswa. Karena tidak semua siswa itu good dalam speakingnya ada juga yang bagus dalam writingnya.”

Translated by researcher:

"I put the confidence aspect at the beginning because I really appreciate students who want to come forward even though they are not fluent in speaking. because there are so many children who even though they can come up with ideas but they are not confident, that is my consideration in assessing student confidence. Because not all students are good at speaking, some are good at writing.“

The following is also a statement from Mrs. IDSL explained the aspects of fluency and proficiency:¹⁰¹

“Saya juga menilai kelancaran mereka dalam berbicara juga ketepatan mereka dalam beragumen. jika mereka lancar dalam berbicara, mereka akan mendapatkan nilai yang sesuai dengan apa yang mereka sampaikan. meskipun ada juga peserta didik yang kurang lancar dan kurang tepat dalam penyampaian hasil diskusi.”

Translated by researcher:

"I also assess their fluency in speaking as well as their accuracy in arguing. if they are fluent in speaking, they will get a score according to what they say. although there are also students who are less fluent and less precise in delivering the results of the discussion."

In addition to fluency and accuracy the teacher also assessed the pronunciation of students in the following statement:¹⁰²

“Kalau dalam pengucapan pasti banyak siswa yang salah dalam pengucapannya. kadang mereka tidak tahu cara membacanya seperti apa. contohnya Pulau dia membacanya dengan Islan padahal bacaannya kan ailen. nah jika seperti itu biasanya saya langsung membetulkan dan saya mentolerir jika dalam pengucapannya itu masih bisa dipahami oleh pendengar.”

Translated by researcher:

¹⁰¹ IDSL, interviewed by Zuhrotun Nafisah, Tongas, March 12th 2025

¹⁰² IDSL, interviewed by Zuhrotun Nafisah, Tongas, March 12th 2025

“In terms of pronunciation, there must be many students who are wrong in their pronunciation. sometimes they don't know how to read it like what. for example, the island he reads with *Islan* even though the reading is *ailen*. well if it's like that, I usually correct it immediately and I tolerate it if the pronunciation can still be understood by the listener.” then this is the aspect of content or content at the very end based on the assessment aspects by Mrs. IDSL “I always assess the content or content at the very end. “

Then the following is the aspect of content or content based on the assessment aspects by Mrs. IDSL:¹⁰³

“Saya selalu menilai isi atau kontennya itu di paling akhir, karena yang saya lebih utamakan itu kepercayaan diri siswa. kalau siswa itu sudah percaya diri pasti lama-kelamaan mereka akan terbiasa untuk berbicara. meskipun tidak semua siswa itu suka dalam berbicara, tapi setidaknya mereka punya kepercayaan diri untuk mengutarakan hasil gagasan atau ide mereka sendiri”

Translated by researcher:

“I always assess the content or content at the very end, because what I prioritize is student confidence. if students are confident, they will get used to speaking over time. although not all students like to speak, but at least they have the confidence to express their own ideas or ideas.”

Based on the results of observations, researchers found that the evaluation of group-based conversation learning in English subjects was not only carried out at the end of the lesson but also carried out at the midterm and end-of-semester assessments, both tests using written, oral and practical tests. This is because with the assessment, teachers can find out the learning outcomes of students. That way if it is felt that in the learning process there are still many shortcomings, the teacher can improve at the next meeting.¹⁰⁴

¹⁰³ IDSL, interviewed by Zuhrotun Nafisah, Tongas, March 12th 2025

In addition to the rubric in the evaluation stage, the teacher also provides feedback at the end of the lesson. From the results of the questionnaire data, 54% strongly agreed that input or feedback from teachers is very helpful in improving students' speaking skills.¹⁰⁴

According to a statement from Mrs. IDSL that she gave feedback to students:¹⁰⁵

“Saya biasanya selalu memberi motivasi kepada siswa untuk lebih aktif lagi dalam berbicara di materi selanjutnya. tidak lupa juga saya selalu mengatakan bahwa apa yang telah mereka lakukan di materi ini sudah banyak kemajuan dari materi sebelumnya. saya juga membuat mereka selalu merasa percaya diri bahwa mereka bisa. saya juga selalu mengatakan bahwa saya akan selalu mendampingi mereka dalam berproses menjadi yang lebih baik.”

Translated by researcher:

“I usually always motivate students to be more active in speaking in the next material. I also always say that what they have done in this material has made a lot of progress from the previous material. I also make them always feel confident that they can. I also always say that I will always accompany them in the process of becoming better.”

This statement is also supported by AZKA's opinion who said that:¹⁰⁶

“Di akhir pembelajaran guru selalu memberikan umpan balik dan semangat kepada siswa. Guru selalu mengingatkan untuk terus belajar lagi. Guru juga selalu menyampaikan hasil belajar kita Di akhir pembelajaran.”

Translated by researcher:

“At the end of the lesson teacher always gives feedback and encouragement to students. The teacher always reminds us to keep

¹⁰⁴ Questionnaire by eleventh grade G students, Tongas, March 10th 2025

¹⁰⁵ IDSL, interviewed by Zuhrotun Nafisah, Tongas, March 12th 2025

¹⁰⁶ AZKA, interviewed by Zuhrotun Nafisah, Tongas, March 17th 2025

learning again. The teacher also always conveys our learning results at the end of learning."

From the above results show that at the stage of evaluating the material in group discussion learning, the teacher applies a rubric as a final assessment of students. besides using rubrics the teacher also uses feedback at the end of learning.

Table 4.3
Data presentation and Analysis

No	Focus	Findings
1	The planning process for speaking learning activities through group-based discussions among eleventh-grade high school students.	Data from observations, questionnaires, interviews, and document reviews show that the planning of speaking learning through group-based discussion in class eleven G SMAN 1 Tongas are: 1) the teacher prepared the learning by making teaching module. 2) In making the teaching module the teacher makes it himself only given the learning chapter during the MGMP. 3) The teacher takes the subject matter from the textbook.
2	Implementation process for speaking learning activities through group-based discussions among eleventh-grade high school students.	Data from observations, questionnaires, interviews, and document reviews showed that the implementation of speaking learning through group-based discussion in eleventh grade G at SMAN 1 Tongas was: 1) The teacher created an orderly and pleasant learning atmosphere. 2) The teacher reviewed and discussed the material that had been learned the previous week and then associated it with the material to be learned. 3) The teacher conducted brainstorming activities for the students so that they already had an overview of the material to be studied. 4) The teacher gave examples to the students, formed groups, appointed one of the group members to be the leader, and asked the students to discuss within their respective groups. 5) The teacher guided the groups by going around and helping students who were having difficulty. 6) The teacher

No	Focus	Findings
		<p>carried out activities to develop and present the work by asking groups that had finished discussing the topics given by the teacher to present in front of the class, then the teacher gave other groups the opportunity to respond. 7) The teacher conducted reflection and assessment activities by giving Google Forms to students to find out how far their understanding of the material that had been learned had progressed. 8) Discussion activities were not only in the classroom but also occurred outside the classroom or in extracurricular activities.</p>
3	<p>Evaluation process for speaking learning activities through group-based discussions among eleventh-grade high school students.</p>	<p>Data from observation, questionnaires, interviews, and document review showed that the evaluation of speaking learning through group-based discussion in class eleven G at SMAN 1 Tongas was: 1) Students were given the opportunity to ask about things that had not been understood, so the teacher provided opportunities for students to ask or respond to questions about the material. 2) Learning evaluation was not only done at the end of learning but also carried out during the midterm and end-of-semester assessments using written, oral, and practical tests. 3) In the evaluation stage, the teacher used an assessment rubric to assess the results of student presentations. 4) With the evaluation, teachers could identify the obstacles faced by students in the teaching and learning process, as well as determine the extent to which the methods used were effective. 5) In addition to assessment with rubrics, teachers also provided feedback at the end of learning.</p>

Table 4.3 explained the data presentation and analysis of the findings. The table contained the findings of planning, implementation, and evaluation of this research, which included: 1) teachers prepared their own learning modules based on the material from the textbook. The implementation of learning

included: 1) creating a pleasant learning atmosphere, 2) reviewing previous materials, 3) conducting brainstorming activities, 4) forming groups and appointing leaders, 5) guiding groups, 6) asking groups to present the results of the discussion, and 7) conducting reflection and assessment through Google Forms. Learning evaluation included: 1) providing opportunities for students to ask questions, 2) conducting evaluations periodically, 3) using assessment rubrics for presentations, 4) identifying student constraints, and 5) providing feedback at the end of learning.

B. Discussion

This stage reflects the researcher's understanding of the relationships between categories and dimensions, the placement of current findings in relation to previous findings, and the interpretation and explanation of field findings. The researcher investigated the planning, implementation, and evaluation of teaching descriptive text through group-based discussion for grade eleventh G at SMAN 1 Tongas in this study. The discussion in this study focuses on three research questions, which are as follows:

Based on research on lesson planning using learning methods in English subjects conducted at SMA Negeri 1 Tongas, it was found that before carrying out learning in the classroom, English teachers have prepared lesson plans in the form of “Flow of Learning Objectives (ATP)” and “teaching modules”. In the ATP, teachers have studied more deeply about: Learning Outcomes (CP), learning objectives (TP). While in the teaching module there are indicators of

competency achievement, learning materials, learning methods, learning activities, learning resources and assessment.

The data findings above are in line with the theory according to Davis and Glaser's identification, regarding the main steps in an effective teaching process. The first step is lesson planning, which involves content analysis, goal setting and lesson plan writing.¹⁰⁷ With a lesson plan, the learning process was more well-structured. Davis and Glaser also added that organizing learning could have a good impact on learning outcomes. This identified that what was done by teachers at SMA Negeri 1 Tongas was in line with this theory.

One of the English materials taught by the eleventh grade English teacher is “descriptive text”. The material is one of the descriptive materials which we apply in daily activities. In the ATP and teaching module, the teacher also explains the activities of using group-based discussion in the teaching and learning process starting from the activities of orienting students to the problem, defining the problem and organizing students to learn, guiding independent and group investigations, developing and presenting work and reflection and assessment. At each meeting, the teacher has determined the time allocation in the teaching module which has been divided into introductory, core and closing activities.

On the other hand, findings related to organizing theory including organizing appropriate techniques are also in line with Harmer's theory which

¹⁰⁷ Rajagopalan, “Concept of Teaching.”

states that teaching is an activity that must be considered by the teacher to teach material to students which must be planned.¹⁰⁸ Researchers can conclude that the teacher in planning learning is in accordance with the steps of the theory in which learning planning is very concerned. In a learning process the teacher must provide well-organized planning.

This finding was supported by previous research by Rahmawati, but the research conducted by Rahmawati had a discussion section that focused directly on implementation. Even so, the implementation of group discussions still used lesson plans.¹⁰⁹ Thus, this research was in line with the current research, which found that in planning, teachers used lesson plans or teaching module.

In the implementation section, there was an activity that focused on the implementation process of group-based discussion. Based on the results of interviews and observations conducted by researchers with eleventh grade English teacher G at SMA Negeri 1 Tongas, it was stated that in this section there were three core activities: the first was orientation, the second was core activities, and the third was closing. In the orientation section, the teacher carried out initial activities in general, namely praying and then conducting brainstorming. This was followed by the core part, which detailed how the

¹⁰⁸ Harmer, *The Practice of English Language Teaching*.

¹⁰⁹ Rahmawati, "The Use of Focus Group Discussion Technique to Improve the Students Speaking Skill at SMK Ahlu Suffah Muhammadiyah Bantaeng."

teacher applied group-based discussion in the classroom. The core activities of applying group-based discussion methods were as follows.

The application of learning methods using group-based discussion in English subjects involved teachers forming groups and giving topics for students to discuss. Teachers assisted students in organizing learning tasks during discussions and guided discussions on the topics. This finding was in line with the theory of Galanes and Adams, which stated that the first activity of group-based discussion involved the teacher leading students to participate in the learning process, both in understanding the material and engaging in discussion activities with other students.¹¹⁰ When the teacher formed groups of students, the teacher also directed students to understand the material and introduced the learning process related to descriptive text. Galanes and Adams also added that in this activity, students were introduced to the material that would be discussed.

Furthermore, based on information obtained by teachers and students at Tongas High School, especially in eleventh grade, it is stated that after they are formed into groups, the teacher directs students to discuss in each group. This is in line with Galanes and Adams' theory of group-based discussion, the second stage of which is about personal growth groups where students work together to develop their understanding of the topic that has been given.¹¹¹

¹¹⁰ Galanes and Adams, *Effective Group Discussion : Theory and Practice*.

¹¹¹ Galanes and Adams.

Students begin to look for ideas to develop descriptive sentences of the text according to the topic they have each gotten.

Furthermore, based on the information provided by the teacher, including students, mentioning the insight after they conduct a joint discussion on the topic they have obtained, the teacher asks each group to come forward to convey the results of the discussion they have done, this is also in line with the theory of Galanes and Adams who convey that the next stage of group-based discussion is about educational groups where in this section students are asked to present the results of what they discussed through collaborative learning groups¹¹² Thus, the results of the discussion they had done were seen from how they delivered in front of the class.

Then the last step is based on information by the teacher and also students in grade eleven conveyed that after they came forward in front of the class the teacher gave feedback in the form of correction if there were errors both in pronunciation and wrong in how they conveyed the idea of what they wrote. This is in line with the theory of Galanes and Adams who convey that the base discussion group in the last step is the problem solving group where in this section the conditions or problems vary widely in their composition and functioning.¹¹³ Where the teacher focuses on how to assess or correct the results of understanding from the students themselves.

¹¹² Galanes and Adams.

¹¹³ Galanes and Adams.

In addition, this finding is also supported by previous research conducted by Rahmawati, which shows that during the implementation of group-based discussions, teachers encourage students to discuss topics that have been delivered previously and then facilitate discussions within their respective groups.¹¹⁴ This is in line with the current research which found that in the implementation of group discussions students were divided into several groups and the teacher chose one student as the leader. Then students discuss the topics that have been given in their respective groups, then students present the results of their discussions, then the teacher provides feedback to students.

The final stage of learning speaking through group-based discussion is evaluation. The evaluation part is an activity that focused on the assessment rubric. The practice of assessing the extent to which objectives had met after the teaching and learning process is referred to as learning assessment. Assessment is often used to evaluate students after the teaching and learning process. This evaluation consists of ideas, feedback, and comments

Furthermore, based on information obtained by teachers and students that teachers use rubrics as an assessment at the end of learning. in the assessment rubric there are criteria that guide student assessment. In the criteria, the teacher assesses students' confidence during discussion in front of the class, accuracy and fluency, pronunciation and content of students' ideas.

¹¹⁴ Rahmawati, "The Use of Focus Group Discussion Technique to Improve the Students Speaking Skill at SMK Ahlu Suffah Muhammadiyah Bantaeng."

From the findings explained that the evaluation of teachers and students is good in terms of grammar vocabulary comprehension fluency pronunciation and task. This is in line with the theory described by Brown in his book, which explained that the oral proficiency scoring categories include grammar vocabullary comprehension fluency pronunciation and task.¹¹⁵

In addition, this finding is also supported by previous research conducted by Rahmawati, who found that in the evaluation of learning using group-based discussion methods also used an assessment rubric in assessing students' final assignments.¹¹⁶ In the research conducted by Rahmawati, several aspects were assessed, namely the suitability of the content with the purpose of writing messages, word choice, vocabulary writing and grammatical accuracy.¹¹⁷ This is in line with this research, that the researchers found several aspects in the assessment, namely, confidence, fluency and accuracy, pronunciation, and content.

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¹¹⁵ Brown, *LANGUAGE ASSESSMENT Principles and Classroom Practices*.

¹¹⁶ Rahmawati, "The Use of Focus Group Discussion Technique to Improve the Students Speaking Skill at SMK Ahlu Suffah Muhammadiyah Bantaeng."

¹¹⁷ Rahmawati.

CHAPTER V

CONCLUSION AND SUGGESTION

The researcher reports the research findings in this chapter. As a result, this chapter discusses the research conclusions and suggestions.

A. Conclusion

1. The Planning of speaking learning through group-based discussion in class eleven G SMAN 1 Tongas are: 1) the teacher prepares the learning by making teaching module. 2) In making the teaching module the teacher makes it himself only given the learning chapter during the MGMP. 3) The teacher takes the subject matter from the textbook.
2. The implementation of speaking learning through group-based discussion in eleventh grade G SMAN 1 Tongas are: 1) The teacher creates an orderly and pleasant learning atmosphere 2) The teacher reviews and discusses the material that has been learned last week then associated with the material to be learned. 3) The teacher conducts brainstorming activities to students so that students already have an overview of the material to be studied. 4) The teacher gives examples to students, and forms groups, the teacher appoints one of the group members to be the leader and asks students to discuss with their respective groups. 5) The teacher guides the group by going around and helping students who are having difficulty. 5) The teacher carries out activities to develop and present the work by asking groups that have finished discussing the topics given by the teacher to discuss in front of the

class then the teacher gives other groups the opportunity to respond. 6) The teacher conducts reflection and assessment activities carried out by giving google forms to students to find out how far students' understanding of the material has been learned. 7) Discussion activities are not only in the classroom, but also occur outside the classroom or in extracurricular activities.

3. The evaluation of speaking learning through group-based discussion in class eleven G SMAN 1 Tongas are: 1) Students are given the opportunity to ask about things that have not been understood. So the teacher provides opportunities for students to ask or respond to things about the material. 2) Learning evaluation is not only done at the end of learning but also carried out at the midterm and end of semester assessments using written, oral and practical tests. 3) In the evaluation stage, the teacher uses an assessment rubric in assessing the results of student presentations. 4) With the evaluation, teachers can find out the obstacles of students in the teaching and learning process, as well as knowing the extent to which the effectiveness of the methods used 5) In addition to assessment with rubrics, teachers also provide feedback at the end of learning.

B. Suggestion

After conducting research at SMAN 1 Tongas, the researcher would like to provide some recommendations in this section for:

a. For school

It would be better for schools to further improve their facilities. provide enough facilities for teachers and students to discuss in groups such as providing LCD that are easily accessible. Because this is the first step so that teachers can more easily give examples and apply student center learning.

b. For Teacher

It would be better for teachers to increase discussion in groups before they present individually. Because this is the first step so that students want to come up with ideas so that in the future students are more confident to come up with ideas in front of the class.

c. For Other Researcher

The researcher recommends that future researchers conduct a deeper exploration of this case to find new uniqueness in the same problem and differentiate between this research and those that have been done before.

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Appendix 1

Documentation of Authenticity

AUNTHENTICITY STATEMENT OF WRITING

The undersigned below:

Name : Zuhrotun Nafisah
 NIM : 212101060032
 Major : English Education Program
 Faculty : Faculty of Education and Teacher Training
 Institution : State Islamic University of Kiai Haji Achmad
 Siddiq Jember
 Place, date of birth : Probolinggo, 18th Of October 2002
 Address : Dusun Krajan Lor 1 RT 002 RW 001 Klampok,
 Tongas, Probolinggo

Hereby declares that the thesis entitled: "Investigating Student Speaking Skill: A Qualitative Study Of Group-Based Discussion Among Elevent-Grade High School Student" is truly my original work, except, in part of quotation and references, theory, sources, and data. I take references from expects.

Jember, 10th of June
 2025
 Author



Zuhrotun Nafisah
 NIM : 212101060032

Appendix 2

MATRIX OF RESEARCH

Name : Zuhrotun Nafisah (212101060032)

Title	Variables	Indicator	Data Resources	Research Methods	Research Question
Investigating Students' Speaking Skill: A Qualitative Study Of Group-Based Discussion Among Eleventh-Grade High School Students	1. Speaking Skill 2. Group-Based Discussion	1. Teaching of English 2. Teaching of Speaking a. Speaking Skill 1) The Essentials of Speaking Skill 2) The Elements of Speaking Skill 3) The Types of Speaking Skill 4) The Advantages of Speaking Skill b. How to Teach Speaking 3. Group-Based Discussion a. Definition of Group-Based Discussion b. Types of Group-based Discussion c. Characteristics of Group-Based Discussion d. Advantages and Disadvantages of Group-Based Discussion	1. Observation a. Objective condition of SMAN 1 Tongas b. Investigating Students' Speaking Skill: Qualitative Study Of Group-Based Discussion Among Eleventh Grade High School Students 2. Interview a. English Teacher of SMAN 1 Tongas b. Eleventh Grade Students of SMAN 1 Tongas 3. Document Review a. The data of students at the eleventh grade of SMAN 1 Tongas b. Syllabus c. Lesson plan 4. Questionnaire Eleventh grade student G	1. Research Approach • Qualitative Research • Case study 2. Collecting Data: • Observation • Interview • Questionnaire • Document Review 3. Data Analysis • Data Condensation • Data Display • Drawing/Verification Conclusion 4. Data Validity • Source Triangulation • Technique Triangulation	1. How is the planning process for speaking learning activities through group-based discussion among eleventh grade high school students? 2. How is the implementation process for speaking learning activities through group-based discussion among eleventh grade high school students? 3. How is the evaluations process for speaking learning activities through group-based discussion among eleventh grade high school students?

Appendix 3

Variabel	Kode	Pernyataan	SS	S	N	TS	STS
	UQ1	Saya sering mendapatkan informasi mengenai manfaat berdiskusi kelompok sebelum kegiatan berlangsung.	8	17	6	0	0
	UQ2	Guru memberikan panduan yang jelas mengenai tata cara berdiskusi dalam kelompok.	8	17	5	1	0
	UQ3	Topik diskusi yang diberikan mudah dipahami dan menarik untuk dibahas dalam kelompok.	15	8	5	3	0
	UQ4	Saya diberi kesempatan untuk menentukan anggota kelompok diskusi.	11	14	6	0	0
	UQ5	Guru memberikan peran yang jelas bagi setiap anggota dalam kelompok diskusi.	9	9	9	3	1
	UQ6	Saya dan kelompok saya sering diberi kesempatan untuk menentukan strategi diskusi sendiri.	7	19	4	1	0
	UQ7	Guru menjelaskan tujuan pembelajaran berbicara sebelum diskusi dimulai.	16	4	7	4	0
	UQ8	Saya mengetahui kriteria yang akan digunakan guru dalam menilai partisipasi saya dalam diskusi.	3	10	12	3	3
	UQ9	Saya aktif berbicara dalam setiap diskusi kelompok yang diadakan di kelas.	8	11	7	5	0
	UQ10	Kegiatan diskusi kelompok dilakukan secara rutin dalam pembelajaran berbicara.	6	11	10	4	0
	UQ11	Saya sering mengungkapkan pendapat atau memberikan tanggapan terhadap pendapat teman dalam diskusi kelompok.	6	9	14	2	0
	UQ12	Saya berbicara dalam kelompok diskusi setidaknya satu kali dalam setiap pertemuan.	4	9	7	11	0
	UQ13	Saya berbicara lebih dari dua kali dalam setiap diskusi kelompok.	7	10	11	3	0

UQ14	Saya berusaha menggunakan bahasa Inggris saat berdiskusi dalam kelompok.	7	3	9	9	3
UQ15	Saya merasa percaya diri saat berbicara dalam diskusi kelompok.	7	10	8	6	0
UQ16	Anggota kelompok saya memberikan kesempatan yang adil kepada semua anggota untuk berbicara.	18	9	4	0	0
UQ17	Guru selalu memantau dan memberikan masukan selama diskusi kelompok berlangsung.	12	11	4	3	1
UQ18	Saya merasa bahwa diskusi kelompok membantu saya meningkatkan keterampilan berbicara saya.	13	17	0	0	1
UQ19	Saya merasa lebih nyaman berbicara dalam kelompok kecil daripada berbicara di depan kelas.	15	8	5	2	1
UQ20	Saya lebih sering berbicara jika guru memberikan topik yang menarik bagi saya.	5	9	8	5	4
UQ21	Saya lebih sering berbicara dalam diskusi kelompok dibanding saat berbicara individu di depan kelas.	8	10	11	2	0
UQ22	Saya menggunakan berbagai strategi (seperti mengajukan pertanyaan atau memberi contoh) untuk memperjelas pendapat saya dalam diskusi kelompok.	7	9	9	6	0
UQ23	Setelah diskusi kelompok, guru memberikan umpan balik mengenai kemampuan berbicara saya.	9	14	7	1	0
UQ24	Saya sering melakukan refleksi atau evaluasi diri setelah mengikuti diskusi kelompok.	10	13	6	2	0
UQ25	Guru memberikan penilaian terhadap keaktifan saya berbicara dalam diskusi kelompok.	10	12	7	2	0
UQ26	Saya merasa bahwa masukan dari guru membantu saya dalam meningkatkan kemampuan berbicara.	17	5	7	1	1
UQ27	Saya dan kelompok saya sering diminta untuk menyampaikan hasil diskusi kepada kelas.	9	10	11	1	0

	UQ28	Saya merasa bahwa semakin sering saya berdiskusi, semakin baik kemampuan berbicara saya.	12	9	8	2	0
	UQ29	Guru memberikan kesempatan kepada siswa untuk memberikan saran atau kritik terkait pelaksanaan diskusi kelompok.	8	13	7	3	0
	UQ30	Saya lebih termotivasi untuk berbicara dalam diskusi kelompok jika ada sistem penilaian dari guru.	9	10	8	2	1

Variabel	Kode	Pernyataan	1	2	3	4	5
	UQ31	Saya mengikuti diskusi kelompok dalam kelas.	18	11	1	0	1
	UQ32	Saya mengikuti diskusi kelompok di luar kelas untuk membahas tugas atau proyek.	15	7	5	4	0
	UQ33	Saya berbicara dalam diskusi kelompok di kelas setidaknya satu kali dalam seminggu.	4	10	11	6	0
	UQ34	Saya berbicara dalam diskusi kelompok di luar kelas setidaknya satu kali dalam seminggu.	10	7	10	3	1
	UQ35	Saya mengajak teman untuk berdiskusi tentang materi pembelajaran di luar jam pelajaran.	10	6	8	6	1
	UQ36	Saya lebih sering berdiskusi kelompok di dalam kelas dibanding di luar kelas.	6	12	10	3	0
	UQ37	Saya lebih sering berdiskusi kelompok di luar kelas dibanding di dalam kelas.	7	7	14	2	1
	UQ38	Saya berbicara aktif dalam diskusi kelompok tanpa harus diminta oleh guru.	6	14	7	4	0
	UQ39	Saya berbicara aktif dalam diskusi kelompok ketika diminta oleh guru.	6	16	5	4	0
	UQ40	Saya dan teman-teman sering mengadakan diskusi kelompok secara mandiri tanpa instruksi dari guru.	8	4	9	7	3

Appendix 4

The Research Object Description

1. Profile of SMAN 1 Tongas

- 1) Name : SMAN 1 TONGAS
- 2) NPSN : 20551651
- 3) Established : 1984
- 4) Address : Jl. Raya Lumbang RT 16 RW 07
- 5) Zip Code : 67252
- 6) Village : Tongaswetan
- 7) Sub-District : Tongas
- 8) District : Probolinggo
- 9) Province : Jawa Timur
- 10) School Status : Negeri
- 11) Headmaster : Bowo Nurlamat, S.Pd. M.M
- 12) Educational Level : SMA
- 13) Accreditation : A
- 14) Telephon Number : (0335) 511048
- 15) Email : smaneto_edu_sch@yahoo.co.id

2. Goal, Vision and Mission of SMAN 1 Tongas

1) Goal

The goal of SMA Negeri 1 Tongas is “To produce quality graduates, have local and global excellence, and have good morals and be free from bullying. The school also aims to foster an entrepreneurial spirit, a healthy spirit of democracy, and the utilization of environmentally friendly technology”.

2) Vision

The vision of SMAN 1 Tongas is “To produce graduates who are virtuous, skilled, environmentally aware and highly competitive”.

3) Mission

The mission of SMAN 1 Tongas is

- a. Fostering the appreciation and experience of peaceful religious teachings so that it becomes a source of wisdom in behavior.
- b. Carry out effective and efficient teaching and learning activities based on information and technology.
- c. Fostering the spirit of school community to create a clean and green school environment
- d. Improving the quality of graduates who have local and global excellence
- e. Implementing transparent, participatory school management by involving all school members and stakeholders in accordance with their respective TUPOKSI.

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Appendix 5**Data of the Eleventh Grade Student at SMAN 1Tongas**

Class	Number of Students
Class A	41
Class B	41
Class C	40
Class D	17
Class E	32
Class F	32
Class G	31



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Appendix 6

Data of class XI G

No	Name	Male/Female
1	AHR	Male
2	ABS	Male
3	AZCA	Female
4	BU	Male
5	BPN	Female
6	EKEH	Female
7	FNH	Female
8	HZ	Male
9	HK	Female
10	IAA	Male
11	JA	Female
12	Kho	Male
13	Kom	Female
14	MKH	Male
15	MY	Male
16	MAT	Male
17	MAA	Male
18	MHAA	Male
19	MRF	Male
20	MSR	Male
21	MS	Male
22	NSY	Female
23	NACY	Female
24	PA	Male
25	RAP	Male
26	RW	Female
27	Ro	Male
28	SFA	Male
29	WAP	Female
30	ZM	Female
31	SDP	Male

Appendix 7

Research Instrument

A. Observation Instrument

1. Objectives condition the learning of SMAN 1 Tongas
2. Activities of learning English of SMAN 1 Tongas (Investigating Students' Speaking Skill: Qualitative Study Of Group-Based Discussion Among Eleventh Grade High School Students

B. Instrument Interview

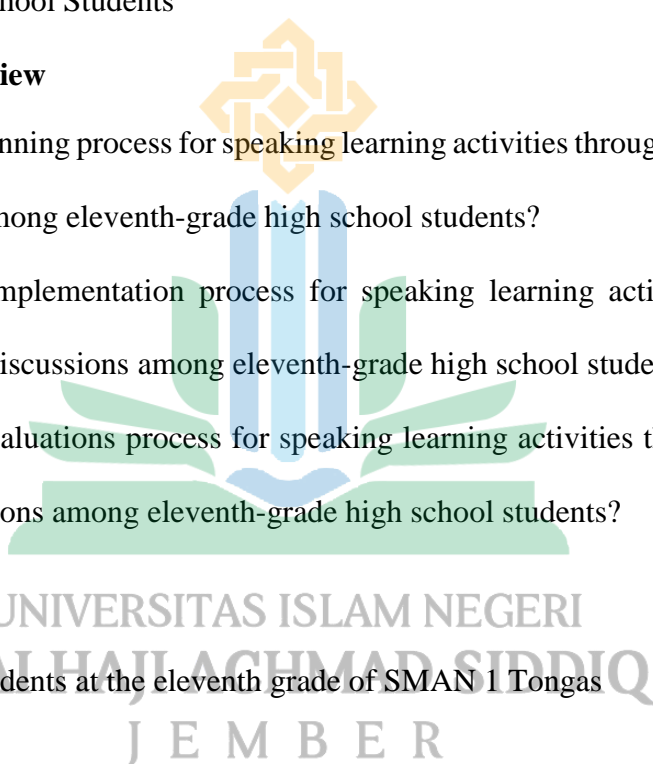
1. How is the planning process for speaking learning activities through group-based discussions among eleventh-grade high school students?
2. How is the implementation process for speaking learning activities through group-based discussions among eleventh-grade high school students?
3. How is the evaluations process for speaking learning activities through group-based discussions among eleventh-grade high school students?

C. Document Review

1. The data of students at the eleventh grade of SMAN 1 Tongas
2. Syllabus
3. Lesson plan

D. Questionnaire

1. Eleventh grade student G



Appendix 8

Fase: F

Alur Tujuan Pembelajaran Mata Pelajaran Bahasa Inggris

Capaian Pembelajaran

Pada akhir fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam berbagai jenis teks dengan berbagai macam topik kontekstual untuk berkomunikasi sesuai dengan situasi, tujuan, dan target pemirsa/pembacanya. Peserta didik memproduksi teks lisan, tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam untuk berdiskusi dan menyampaikan keinginan/perasaan/pendapat. Peserta didik memahami teks lisan, tulisan dan visual untuk mempelajari sesuatu/mendapatkan informasi dan untuk hiburan. Pemahaman mereka terhadap teks semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang.

Capaian Pembelajaran Per Elemen	Tujuan Pembelajaran (TP) dari buku teks	TP hasil elaborasi dalam buku teks	Alur Tujuan Pembelajaran
<p>Elemen Menyimak – Berbicara</p> <p>Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk</p>	<p>Menyimak -Berbicara</p> <p>F.11.1.1 mengkategorikan dengan benar ekspresi (menyatakan pendapat, setuju, dan tidak setuju) yang digunakan dalam percakapan transaksional lisan yang diperdengarkan.</p> <p>F.11.1.2 Menggunakan ekspresi-ekspresi yang sesuai untuk menyatakan pendapat, menyetujui, dan tidak menyetujui dalam</p>	<ul style="list-style-type: none"> • Menganalisis ekspresi di berbagai konteks dalam bentuk percakapan transaksional lisan. • Mengidentifikasi gagasan utama, informasi terperinci, tujuan penulis, dan detail relevan dari ragam yang disajikan dalam bentuk multimoda dalam lingkup minat remaja • Menerapkan bahasa Inggris dalam komunikasi efektif dalam hal penyampaian pendapat 	<ol style="list-style-type: none"> 1. Menganalisis ekspresi di berbagai konteks dalam bentuk percakapan transaksional lisan. 2. Menerapkan bahasa Inggris dalam komunikasi efektif dalam hal penyampaian pendapat dalam percakapan transaksional lisan untuk berbagai tujuan. 3. Mengidentifikasi gagasan utama, informasi terperinci,

Capaian Pembelajaran Per Elemen	Tujuan Pembelajaran (TP) dari buku teks	TP hasil elaborasi dalam buku teks	Alur Tujuan Pembelajaran
<p>menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.</p>	<p>percakapan transaksional lisan dengan teman sebaya.</p> <p>F.11.2.1 Mengidentifikasi secara benar tipe-tipe ekspresi yang berhubungan dengan permasalahan limbah rumah tangga.</p> <p>F.11.2.2 Menggunakan secara tepat frasa adjektiva dalam sebuah monolog atau dialog terkait limbah rumah tangga.</p> <p>F.11.3.1 Mengidentifikasi ekspresi memberi dan mempertahankan opini dengan benar yang digunakan dalam sebuah percakapan transaksional lisan.</p> <p>F.11.3.2 Menggunakan ekspresi memberi dan mempertahankan opini yang sesuai dalam percakapan transaksional lisan.</p> <p>F.11.4.1 Mengidentifikasi ekspresi untuk memulai, mempertahankan, dan mengakhiri percakapan transaksional.</p> <p>F.11.4.2 Menggunakan ekspresi untuk memulai, mempertahankan, dan mengakhiri percakapan transaksional dengan menggunakan intonasi yang tepat.</p> <p>F.11.5.1 Mengidentifikasi secara benar</p>	<p>dalam percakapan transaksional lisan untuk berbagai tujuan.</p> <ul style="list-style-type: none"> • Mengevaluasi gagasan utama, makna tersirat dan tersurat yang disajikan dalam bentuk multimoda. • Merancang teks secara tertulis melalui proses menulis dengan memperhatikan tujuan penulisan dan minat pembaca dalam lingkup minat remaja. • Memproduksi teks yang sesuai dengan konteks, tujuan penulisan, minat remaja, dan mempresentasikannya. 	<p>tujuan penulis dan detail relevan yang disajikan dalam bentuk multimoda dalam lingkup minat remaja.</p> <ol style="list-style-type: none"> 4. Mengevaluasi gagasan utama, makna tersirat dan tersurat yang disajikan dalam berbagai bentuk teks multimoda. 5. Merancang teks secara tertulis melalui proses menulis dengan memperhatikan tujuan penulisan dan minat pembaca dalam lingkup minat remaja. 6. Memproduksi teks yang sesuai dengan konteks, tujuan penulisan, minat remaja, dan mempresentasikannya.

Capaian Pembelajaran Per Elemen	Tujuan Pembelajaran (TP) dari buku teks	TP hasil elaborasi dalam buku teks	Alur Tujuan Pembelajaran
	<p>tipe-tipe ekspresi yang digunakan dalam sebuah teks prosedur tentang manajemen keuangan pribadi.</p> <p>F.11.5.2 Menggunakan superlatif yang benar dalam sebuah monolog atau dialog tentang manajemen keuangan pribadi.</p>		
<p>Elemen Membaca – Memirsa</p> <p>Pada akhir Fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesis dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.</p>	<p>Membaca – Memirsa</p> <p>F.11.1.3 Mengidentifikasi tujuan penulis dalam teks multimodal (sebagai contoh, postingan sosial media)</p> <p>F.11.1.4 Menggunakan inferensi berbasis bukti untuk memahami implisit informasi dalam teks multimodal (postingan sosial media)</p> <p>F.11.2.3 Mengidentifikasi secara benar ide utama dan tujuan penulis dalam sebuah teks deskriptif.</p> <p>F.11.2.4 Mensintesa dan mengevaluasi dengan benar informasi utama dan spesifik dari sebuah teks deskriptif.</p> <p>F.11.3.3 Mengidentifikasi dengan benar ide utama dan tujuan penulis dalam sebuah teks analytical exposition.</p> <p>F.11.3.4 Mensintesa dan mengevaluasi dengan benar informasi terperinci dalam sebuah teks multimodal pada genre</p>		

Capaian Pembelajaran Per Elemen	Tujuan Pembelajaran (TP) dari buku teks	TP hasil elaborasi dalam buku teks	Alur Tujuan Pembelajaran
	<p>analytical exposition.</p> <p>F.11.4.3 Mengidentifikasi secara benar ide utama dan tujuan penulis dalam sebuah teks narrative.</p> <p>F.11.4.4 Mensintesa dan mengevaluasi dengan benar informasi rinci dalam sebuah teks narrative.</p> <p>F.11.5.3 Mengidentifikasi dengan benar ide utama dan tujuan penulis dalam sebuah teks prosedur tentang manajemen keuangan pribadi.</p> <p>F.11.5.4 Mensintesa dan mengevaluasi informasi inti dan rinci dalam sebuah teks prosedur terkait manajemen uang pribadi.</p>		
<p>Elemen Menulis – Mempresentasikan</p> <p>Pada akhir Fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar, dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan</p>	<p>Menulis – Mempresentasikan</p> <p>F.11.1.5 Memformulasikan pertanyaan subjek untuk caption sosial media yang interaktif dan menarik.</p> <p>F.11.1.6 Mendemonstrasikan secara lisan proses perancangan dan memposting konten sosial media dengan kata transisional dan graphic organizer untuk menunjukkan urutan.</p> <p>F.11.2.5 Memproduksi teks deskriptif terkait sebuah tempat dengan kosakata yang sesuai berdasar lima panca indra.</p> <p>F.11.2.6 Mempresentasikan poster</p>		

Capaian Pembelajaran Per Elemen	Tujuan Pembelajaran (TP) dari buku teks	TP hasil elaborasi dalam buku teks	Alur Tujuan Pembelajaran
<p>ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</p>	<p>digital atau non digital terkait tempat yang menarik untuk dikunjungi. F.11.3.5 Memproduksi sebuah teks analytical exposition terkait hidup sehat dengan menggunakan konjungsi yang benar. F.11.3.6 Mendemostrasikan secara aktif sebuah teks analytical exposition melalui sebuah debat berkelompok. F.11.4.5 Menulis sebuah teks naratif linear tentang seorang tokoh lingkungan dengan menggunakan simple past tense dengan benar. F.11.4.6 Mempresentasikan dengan benar sebuah poster yang didesain secara digital atau non digital tentang seorang tokoh lingkungan. F.11.5.5 Menulis sebuah teks prosedur tentang manajemen uang pribadi dengan generic structure yang benar. F.11.5.6 Mempresentasikan sebuah poster secara digital atau non digital tentang manajemen uang pribadi.</p>		

Appendix 9

MODUL AJAR

DESCRIPTIVE TEXT

I. IDENTITAS MODUL

Nama Penyusun	: IKE DIAN SRI LESTARI, S.Pd.
Satuan Pendidikan	: SMA NEGERI 1 TONGAS
Kelas / Fase	: XI (sebelas) / F
Mata Pelajaran	: BAHASA INGGRIS
Prediksi Alokasi Waktu	: 2 JP (45 x 2 menit)
Tahun Penyusunan	: 2024

II. CAPAIAN PEMBELAJARAN

Peserta didik mampu memahami, menganalisis, dan menghasilkan teks deskriptif lisan dan tulis tentang objek wisata (tourist destination) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks penggunaannya.

III. KOMPETENSI AWAL

- Peserta didik pernah mempelajari teks deskriptif pada tingkat sebelumnya (kelas X).
- Peserta didik mampu mengenali dan menggunakan kosakata dasar terkait tempat.
- Peserta didik memiliki kemampuan dasar bekerja sama dalam kelompok.

IV. PROFIL PELAJAR PANCASILA

- **Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia:** Dalam konteks teks naratif, dimensi ini dapat diwujudkan melalui pemilihan cerita yang mencerminkan nilai-nilai keagamaan dan moral, serta analisis terhadap pesan moral yang terkandung dalam cerita.
- **Berkebinekaan global:** Peserta didik dapat diajak untuk menganalisis cerita dari berbagai budaya dan latar belakang, sehingga mereka menghargai keberagaman dan memiliki sikap terbuka terhadap perbedaan.
- **Bergotong royong:** Melalui diskusi kelompok atau proyek pembuatan cerita bersama, peserta didik dapat belajar bekerja sama dan saling membantu.

- **Mandiri:** Peserta didik didorong untuk mengembangkan kreativitas dalam menulis cerita dan berpikir kritis dalam menganalisis teks.
- **Bernalar kritis:** Peserta didik dilatih untuk menganalisis struktur cerita, karakter, dan pesan moral secara mendalam.
- **Kreatif:** Peserta didik dapat mengeksplorasi berbagai ide cerita dan mengembangkan gaya bahasa yang unik.

V. ALAT DAN MEDIA PEMBELAJARAN

- Android, Jaringan internet, Spidol, Papan Tulis, Alat tulis

VI. TARGET PESERTA DIDIK

- Peserta didik reguler, tidak ada kesulitan dalam menerima dan memahami materi ajar.

VII. METODE, MODEL, DAN PENDEKATAN PEMBELAJARAN

- Metode Pembelajaran : Ceramah, tanya jawab, diskusi kelompok
- Model Pembelajaran : group based discussion
- Pendekatan : Student Center

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KOMPETENSI INTI

A. TUJUAN PEMBELAJARAN

Setelah mempelajari materi pada unit ini peserta didik diharapkan dapat:

- Siswa mampu mengidentifikasi struktur dan unsur kebahasaan dalam teks deskriptif.
- Siswa mampu bekerja sama dalam kelompok untuk menyelesaikan masalah.
- Siswa mampu membuat dan mempresentasikan deskripsi lisan tentang suatu tempat wisata secara runtut dan menarik.

B. KATA KUNCI

Struktur, Unsur kebahasaan, Jenis

C. PEMAHAMAN BERMAKNA

Peserta didik mempelajari teks deskriptif melalui kegiatan menyimak, membaca, menulis dan berbicara tentang topik-topik sesuai dengan konteks peserta didik dan isu-isu penting lainnya, seperti: konsep diri, kesehatan mental, kecerdikan dan tindakan benar-salah.

D. PERTANYAAN PEMANTIK


1. do you like traveling?
2. have you ever traveled?
3. where have you traveled?
4. where do you usually travel around here?
5. have you ever shared your experiences while traveling?

E. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan (10 menit)	
Uraian Kegiatan	Alokasi Waktu
<p><u>Orientasi:</u></p> <p>1. Peserta didik melakukan Doa sebelum belajar Guru menginstruksikan kepada peserta didik agar ada yang mau memimpin doa) <i>Kesadaran Diri dan berakhlak Mulia</i></p>	<p>15 menit</p>

<p>2. Guru membimbing peserta didik untuk melakukan pengecekan lingkungan sekitar tempat duduk untuk melihat dan mengambil sampah di laci meja, dan di sekitar tempat duduk (berwawasan lingkungan)</p> <p>3. Guru melakukan absensi peserta didik</p> <p>4. Memotivasi peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.</p> <p><u>Apersepsi:</u></p> <p>1. Guru mengajukan beberapa pertanyaan yang mengaitkan materi yang akan dipelajari dengan materi yang telah dipelajari sebelumnya</p> <p>2. Guru mengingatkan kembali materi Descriptive teks melalui tanya jawab Misalnya : Siapa yang suka traveling? Tempat mana yang kalia sukai untuk traveling?. Dari tanya jawab ini, guru mencatat dan menggunakan informasi yang didapat untuk memetakan sejauh mana pengetahuan awal siswa tentang kesebangunan (diferensiasi Proses).</p> <p>3. Guru mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan</p> <p>4. Guru bertanya dengan tujuan mencari informasi awal pengetahuan peserta didik dan melihat kesiapan peserta didik, Peserta didik menjawab dengan pendapat masing-masing. (Berlatih membuat keputusan beralasan/masuk akal, setelah menganalisis informasi, data, dan fakta) <i>Pengambilan Keputusan Yang Bertanggung Jawab</i></p>	
<p><u>Motivasi:</u></p> <p>1. Guru bersama peserta didik melakukan <i>ice breaking</i> untuk membangun hubungan antara guru dengan peserta didik.</p>	

<p>(mengidentifikasi dan menggunakan strategi – strategi pengelolaan stres) <i>MANAJEMEN DIRI</i></p> <p>2. Guru memberikan gambaran tentang materi Descriptive Teks melalui tayangan video di youtube</p> <p>3. Guru menyampaikan tujuan pembelajaran dan capaian pembelajaran pada pertemuan yang berlangsung</p> <p>4. Guru memberitahukan materi yang akan dipelajari pada pertemuan saat itu</p> <p>5. Guru menjelaskan langkah-langkah pembelajaran yang akan dilakukan <i>KETERAMPILAN BERELASI</i></p>		
Kegiatan Inti		
Sintaks PBL	Uraian Kegiatan	Alokasi Waktu
<i>Orientasi peserta didik pada materi</i>	<p>1. Peserta didik mengamati penjelasan materi terkait materi yang akan dibahas yaitu tentang Descriptive Teks yang dijelaskan oleh guru</p> <p>2. Peserta didik mengamati contoh-contoh Descriptive Teks</p> <p>3. Guru memberikan kesempatan dan mendorong peserta didik untuk menanyakan materi yang belum dipahami</p> <p>4. Peserta didik diberikan kesempatan untuk menjawab pertanyaan teman yang lainnya untuk memberikan tanggapan atas pertanyaan yang telah disampaikan peserta didik sebelumnya. (Menyadari bahwa keterampilan berpikir kritis sangat berguna baik di dalam maupun di luar lingkungan sekolah) <i>KEPUTUSAN YANG BERTANGGUNG JAWAB</i></p>	65 menit

	5. Guru mengajukan pertanyaan terkait dengan tayangan gambar descriptive text	
<i>Mengorganisasikan peserta didik untuk belajar</i>	<p>1. Guru membagi peserta didik secara heterogen berdasarkan profil belajar (visual, auditori, dan kinestetik) dalam kelompok dengan anggota masing-masing kelompok beranggotakan 3-4 orang. Dan masing – masing kelompok untuk duduk Bersama (Diferensiasi proses)</p>  <p>2. Guru menayangkan contoh video descriptive teks tentang Tourism Place https://youtu.be/0ZKSe2CG7fo?si=MWCBMUIYb2krqzhD</p> <p>3. Guru memberikan LKPD untuk setiap peserta didik</p> <p>4. Peserta didik diberikan kesempatan untuk membaca dan mengamati langkah-langkah yang terdapat dalam LKPD</p> <p>5. Peserta didik mendiskusikan permasalahan yang terdapat pada LKPD Bersama sama dalam kelompoknya</p>	
<i>Membimbing Diskusi Peserta Didik</i>	1. Guru memberikan kesempatan kepada peserta didik apabila menemukan permasalahan dalam kelompok	

	<p>2. Guru mengamati dan membimbing jalannya diskusi dalam kelompok. Guru dapat mendiferensiasi pembelajaran dengan memvariasikan kegiatan yang mengakomodasi gaya belajar mereka. Misalnya, guru memberikan contoh video untuk membuat descriptive teks untuk anak dengan gaya belajar kinestetik dan visual (<i>diferensiasi Proses</i>).</p>
<i>Mengembangkan dan menyajikan hasil karya</i>	<p>Peserta didik menyiapkan hasil diskusi yang ada dalam LKPD mengenai Descriptive Teks untuk di presentasikan</p>
<i>Menganalisis dan mengevaluasi proses diskusi</i>	<p>1. Peserta didik diberikan kesempatan untuk mempresentasikan hasil diskusi. Semua anggota kelompok peserta didik mempresentasikan hasil pekerjaannya di depan kelas.</p> <p>2. Guru merespon/menanggapi hasil pekerjaan peserta didik selama dalam proses kerja kelompok dengan memberikan motivasi, bantuan dan arahan jika terdapat kesulitan siswa. Pemberian bantuan (<i>scaffolding</i>) disesuaikan dengan kebutuhan yang berbeda-beda. (<i>diferensiasi proses</i>)</p> <p>3. Peserta didik membuat <i>resume</i> dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran Descriptive Teks yang baru dilakukan.</p>

<p><i>Menganalisis dan mengevaluasi proses diskusi.</i></p>	<ol style="list-style-type: none"> 1. Peserta didik diberikan kesempatan untuk mempresentasikan hasil diskusi. Semua anggota kelompok peserta didik mempresentasikan hasil pekerjaannya di depan kelas. (<i>diferensiasi proses</i>). 2. Setiap kelompok melakukan presentasi dengan menjelaskan menggunakan hasil produk masing-masing, kelompok yang lain memberikan tanggapan atau umpan balik. Guru membimbing presentasi dan mendorong kelompok memberikan penghargaan serta masukan kepada kelompok lain. Guru bersama peserta didik menyimpulkan materi (Mengakui kemampuan / kekuatan orang lain) <p style="text-align: center;">KESADARAN SOSIAL</p> <ol style="list-style-type: none"> 3. Guru merespon/menanggapi hasil pekerjaan peserta didik 4. Peserta didik membuat <i>resume</i> dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran <p style="text-align: center;">Descriptive Teks</p>
Kegiatan Penutup	
Uraian Kegiatan	Alokasi Waktu
<ol style="list-style-type: none"> 1. Guru memberikan soal umpan balik terkait Descriptive Teks untuk evaluasi setelah mengikuti kegiatan pembelajaran 2. Guru mengajak peserta didik merefleksikan pembelajaran yang telah berlangsung (menggunakan padlet.com dengan mengirim link dgroup kelas) 3. Guru menyampaikan materi yang akan dipelajari pada pertemuan berikutnya 	<p>10 Menit</p>

4. Guru menutup pembelajaran dengan berdoa, dan salam penutup	
---------------------------------------------------------------	--

F. ASSESMEN

1. Penilaian Profil Pelajar Pancasila (P3): melalui observasi.
2. Asesmen Diagnostik Non Kognitif: Tes Gaya Belajar Peserta Didik
3. Asesmen Formatif:
 - Lembar Kerja Peserta Didik (LKPD)
 - Remedial dan Pengayaan

G. REFLEKSI

Refleksi Guru	Refleksi Peserta Didik
<ul style="list-style-type: none"> • Apakah tujuan pembelajaran tercapai? • Apakah nampak Murid belajar secara aktif? • Apakah seluruh Murid mengikuti pelajaran dengan baik? • Apakah pembelajaran yang saya lakukan sudah sesuai dengan apa yang saya rencanakan? • Hal-hal apa yang berjalan dengan baik? • Apa yang perlu diperbaiki untuk pembelajaran selanjutnya yang lebih baik? 	<ul style="list-style-type: none"> • Bagaimana pendapat kamu dengan pembelajaran hari ini? • Materi apa yang kamu pelajari pada pembelajaran yang telah dilakukan? • Apakah materi yang disampaikan, didiskusikan, dan dipresentasikan dalam pembelajaran dapat kamu pahami? • Manfaat apa yang kamu peroleh dari materi pembelajaran? • Kesulitan apa yang kamu alami dalam pembelajaran? • Apa saja yang akan kamu lakukan agar belajar yang lebih giat?

Mengetahui,
Kepala Sekolah SMAN 1 TONGAS



BOYO NURLAMAT, S.Pd., M.M
NIP. 19670626 198903 1 013

Probolinggo, 9 September 2024
Guru Mata Pelajaran

IKE DIAN SRI LESTARI, S. Pd
NIP. 19850901 202421 2 015

LEMBAR KERJA PESERTA DIDIK (LKPD)

Kelompok :
 Nama Siswa :
 1.
 2.
 3.
 4.
 5.

DESCRIBE A TOURIST DESTINATION



Petunjuk:

1. **Judul:** Describe a Tourist Destination
2. **Petunjuk:** Cari informasi dan lengkapi data berikut tentang tempat wisata pilihan kelompokmu.

Nama Tempat Wisata

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 JEMBER

Lokasi

Daya Tarik Utama

Aktivitas yang Bisa Dilakukan:

Fasilitas yang Tersedia:

BAHAN BACAAN

Deskripsi Singkat (5–7 kalimat dalam bahasa Inggris):

BAHAN BACAAN

Mengenal Struktur Descriptive Text

Descriptive text adalah jenis teks yang digunakan untuk menggambarkan suatu objek, tempat, orang, atau hewan secara rinci, sehingga pembaca seolah-olah dapat melihat atau merasakan objek tersebut secara langsung. Lalu, apa bedanya dengan report text? Descriptive text hanya menggambarkan satu objek secara spesifik dan detail, sedangkan report text menggambarkan kelompok objek secara umum atau klasifikatif. Descriptive text sering digunakan untuk memperkenalkan tempat wisata, tokoh terkenal, benda kesayangan, bahkan makanan favorit.

Structure of Descriptive Text

Ada dua struktur utama dalam descriptive text yang perlu kamu pahami. Struktur ini akan membantumu menyusun deskripsi secara runtut dan informatif.

1. Identification

Bagian ini berisi pengenalan tentang objek yang akan dideskripsikan. Biasanya, identification terletak di paragraf pertama. Tujuannya adalah memperkenalkan nama objek dan secara umum menjelaskan apa yang akan dibahas.

Contoh:

"Bromo Mountain is one of the most popular tourist destinations in East Java, Indonesia."

2. Description

Bagian ini menjelaskan lebih detail tentang objek. Isinya bisa berupa:

- Ciri fisik (warna, ukuran, bentuk)
- Keunikan
- Aktivitas yang bisa dilakukan di sana
- Suasana
- Lokasi dan fasilitas

Contoh lanjutan:

"It has a wide sea of sand and a spectacular view during sunrise. Many tourists visit this mountain to enjoy hiking and the beauty of its crater. The temperature is quite cold, especially in the early morning."

Tujuan Komunikatif Descriptive Text

Descriptive text bertujuan untuk menggambarkan objek tertentu secara jelas dan rinci agar pembaca dapat membayangkan objek tersebut secara nyata.

Ciri Kebahasaan (Language Features)

Berikut beberapa ciri bahasa yang sering digunakan dalam descriptive text:

- Menggunakan present tense → karena menggambarkan fakta yang masih berlaku saat ini.

Contoh: "It has beautiful scenery."

- Banyak menggunakan adjective (kata sifat) → untuk mendeskripsikan objek.

Contoh: beautiful, wide, clean, historical.

- Menggunakan relating verbs seperti: is, are, has, have.

Contoh: "The beach is very clean."

- Menggunakan figurative language (kadang-kadang) untuk membuat deskripsi lebih menarik.

Contoh: "The lake is like a mirror reflecting the sky."

GLOSARIUM

Istilah	Arti / Penjelasan
Descriptive Text	Teks yang menggambarkan objek tertentu secara rinci agar pembaca dapat membayangkannya.
Identification	Bagian awal dari teks deskriptif yang memperkenalkan objek yang akan dideskripsikan.
Description	Bagian utama teks yang menjelaskan ciri-ciri detail dari objek yang dideskripsikan.
Adjective	Kata sifat yang digunakan untuk mendeskripsikan objek (misal: beautiful, tall, clean).
Present Tense	Bentuk waktu sekarang yang umum digunakan dalam descriptive text.
Relating Verbs	Kata kerja penghubung seperti “is”, “are”, “has”, “have”.
Tourist Destination	Tempat yang menjadi tujuan wisata.
Feature	Ciri khas atau keunikan dari suatu objek atau tempat.
Atmosphere	Suasana atau nuansa yang dirasakan di tempat tersebut.
Figurative Language	Bahasa kiasan untuk membuat deskripsi lebih hidup (misal: simile, metaphor).

INSTRUMEN PENILAIAN PROFIL PELAJAR PANCASILA (P3)

Nama Sekolah : SMA Negeri 1 Tongas Probolinggo

Mata Pelajaran : Bahasa Inggris

Kelas/ Fase : X/ F

Materi : Descriptive Text

Petunjuk :

Penilaian observasi dilaksanakan oleh guru berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum melalui pengamatan langsung oleh guru.

No	Nama Peserta Didik	Berpikir Kritis	Gotong Royong	Mandiri
1				
2				
dst				



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RUBRIK / PEDOMAN PENSEKORAN

No	Indikator	Rubrik Penilaian			
		4	3	2	1
1	Percaya Diri	Peserta didik percaya diri selalu menatap audien, suara lantang dan jelas	Peserta didik cukup percaya diri kadang menata audien suara kadang tidak jelas	Peserta didik gugup jarang melakukan kontak mata suara tidak jelas	Peserta didik sangat gugup tidak berani menatap audiens suara sangat pelan
2	Kelancaran dan ketepatan	Peserta didik sangat lancar teat dan alami dalam penyampaian	Peserta didik cukup lancar ada sedikit kesalahan namun tidak mengganggu pemahaman	Peserta didik ada beberapa jeda dan kesalahan tata bahasa atau pengucapan yang cukup menggagu	Peserta didik banyak jeda dan keraguan dan banyak kesalahan tata bahasa atau pengucapan sulit dipahami
3	Pengucapan	Peserta didik mampu mengucapkan sangat jelas dan mudah dipahami pendengar	Peserta didik mampu mengucapkan dengan cukup jelas hanya ada sedikit kesalahan ringan	Peserta didik kurang mampu mengucapkan dengan beberapa kesalahan pengucapan namun makna tetap dapat dipahami	Peserta didik tidak mampu mengucapkan banyak kesalahan pengucapan sering membuat pendengar bingung
4	Isi atau Konten	Peserta didik bersedia mengemukakan ide pada saat diskusi dan sangat bertanggung jawab selama proses belajar	Peserta didik bersedia mengemukakan ide pada saat diskusi dan bertanggung jawab selama proses belajar	Peserta didik bersedia mengemukakan ide pada saat diskusi dan tidak bertanggung jawab selama proses belajar	Peserta didik tidak bersedia mengemukakan ide pada saat diskusi dan tidak bertanggung jawab selama proses belajar

Skor akhir menggunakan skala 1 sampai 4 Perhitungan skor akhir menggunakan rumus :

$$\frac{\text{Skor diperoleh}}{\text{Skor Maksimal}} \times 4 = \text{skor akhir}$$

Peserta didik memperoleh nilai dengan predikat:

- A (Sangat Baik) : apabila memperoleh skor : $3,34 < \text{skor} \leq 4,00$
 B (Baik) : apabila memperoleh skor : $2,66 < \text{skor} \leq 3,33$
 C (Cukup) : apabila memperoleh skor : $1,66 < \text{skor} \leq 2,65$
 D(Kurang) : apabila memperoleh skor: $\text{skor} \leq 1,66$

GAYA BELAJAR PESERTA DIDIK

A. Petunjuk Pengerjaan

1. Baca dengan seksama uraian kuisisioner dibawah ini.
2. Pilih salah satu jawaban A / B/ C sesuai dengan kecenderungan Anda.

B. Naskah Soal

Nama Peserta Didik	: ...
NIS	: ...
Kelas	: ...

KUISISIONER	PILIHAN JAWABAN
1. Ketika berbicara, kecenderungan gaya bicara saya. A. Cepat B. Berirama C. Lambat	
2. Saya... A. Mampu merencanakan dan mengatur kegiatan jangka panjang dengan baik B. Mampu mengulang dan menirukan nada, perubahan, dan warna suara C. Mahir dalam mengerjakan puzzle, teka-teki, menyusun potongan-potongan gambar	
3. Saya dapat mengingat dengan baik informasi yang... A. Tertulis di papan tulis atau yang diberikan melalui tugas membaca B. Disampaikan melalui penjelasan guru, diskusi, atau rekaman C. Diberikan dengan cara menuliskannya berkali-kali	
4. Saya menghafal sesuatu... A. Dengan membayangkannya B. Dengan mengucapkannya dengan suara yang keras C. Sambil berjalan dan melihat-lihat keadaan sekeliling	

<p>5. Saya merasa sulit...</p> <p>A. Mengingat perintah lisan kecuali jika dituliskan</p> <p>B. Menulis tetapi pandai bercerita</p> <p>C. Duduk tenang untuk waktu yang lama</p>	
<p>6. Saya lebih suka...</p> <p>A. Membaca daripada dibacakan</p> <p>B. Mendengar daripada membaca</p> <p>C. Menggunakan model dan praktek atau praktikum</p>	
<p>7. Saya suka...</p> <p>A. Mencoret-coret selama menelepon, mendengarkan musik, atau menghadiri rapat</p> <p>B. Membaca keras-keras dan mendengarkan musik/pembicaraan</p> <p>C. Mengetuk-ngetuk pena, jari, atau kaki saat mendengarkan musik/pembicaraan</p>	
<p>8. Saya lebih suka melakukan...</p> <p>A. Demonstrasi daripada berpidato</p> <p>B. Diskusi dan berbicara panjang lebar</p> <p>C. Berolahraga dan kegiatan fisik lainnya</p>	
<p>9. Saya lebih menyukai...</p> <p>A. Seni rupa daripada musik</p> <p>B. Musik daripada seni rupa</p> <p>C. Olahraga dan kegiatan fisik lainnya</p>	
<p>10. Ketika mengerjakan sesuatu, saya selalu...</p> <p>A. Mengikuti petunjuk dan gambar yang disediakan</p> <p>B. Membicarakan dengan orang lain atau berbicara sendiri keras-keras</p> <p>C. Mencari tahu cara kerjanya sambil mengerjakannya</p>	
<p>11. Konsentrasi saya terganggu oleh...</p> <p>A. Ketidakteraturan atau gerakan</p> <p>B. suara atau keributan</p> <p>C. Kegiatan di sekeliling</p>	
<p>12. Saya lebih mudah belajar melalui kegiatan...</p> <p>A. Membaca</p> <p>B. Mendengarkan dan berdiskusi</p> <p>C. Praktek atau praktikum</p>	
<p>13. Saya berbicara dengan...</p> <p>A. Singkat dan tidak senang mendengarkan pembicaraan panjang</p> <p>B. Cepat dan senang mendengarkan</p> <p>C. Menggunakan isyarat tubuh dan gerakan-gerakan ekspresif</p>	
<p>14. Untuk mengetahui suasana hati seseorang, saya ...</p> <p>A. Melihat ekspresi wajahnya</p> <p>B. Mendengarkan nada suara</p> <p>C. Memperhatikan gerakan badannya</p>	

<p>15. Untuk mengisi waktu luang, saya lebih suka ...</p> <p>A. Menonton televisi atau menyaksikan pertunjukan</p> <p>B. Mendengarkan radio, musik, atau membaca</p> <p>C. Melakukan permainan atau bekerja dengan menggunakan tangan</p>	
<p>16. Ketika mengajarkan sesuatu kepada orang lain, saya lebih suka ...</p> <p>A. Menunjukkannya</p> <p>B. Menceritakannya</p> <p>C. Mendemonstrasikannya dan meminta mereka untuk mencobanya</p>	

A. Lembar Analisis dan Rekomendasi

Nama Peserta Didik	: ...	
NIS	: ...	
Kelas	: ...	
Skor yang diperoleh :	Jumlah jawaban A	: ...
	Jumlah Jawaban B	: ...
	Jumlah Jawaban C	: ...

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Kesimpulan Hasil Tes dan Rekomendasi	
Apabila jawaban yang palingbanyak adalah A	<ul style="list-style-type: none"> • Anda dengan kecenderungan gaya belajar visual • Anda akan mencapai prestasi belajar yang optimal apabila memanfaatkan kemampuan visual Anda. • Anda dapat membuat sendiri peta konsep atau ringkasan materi.
Apabila jawaban yang palingbanyak adalah B	<ul style="list-style-type: none"> • Anda memiliki kecenderungan gaya belajar auditori. • Anda yang memiliki kecenderungan gaya belajar auditori akan mencapai prestasi belajar yang optimal apabila Anda mempelajari materi perkuliahan dari mendengarkan baik melalui penjelasan langsung dari dosen, diskusi dengan dosen dan teman mahasiswa, maupun melalui rekaman materi yang sedang dipelajari.
Apabila jawaban yang palingbanyak adalah C	<ul style="list-style-type: none"> • Anda memiliki kecenderungan gaya belajar kinestetik. • Anda dengan gaya belajar kinestetik akan mencapai prestasi belajar secara optimal apabila Anda terlibat langsung secara fisik dalam kegiatan belajar. Anda dapat mengutak-atik atau memanipulasi materi perkuliahan atau media yang digunakan dalam menjelaskan materi perkuliahan.
Apabila jawaban A dan B samabanyak	<ul style="list-style-type: none"> • Anda memiliki gabungan gaya belajar visual dan auditori. • Ada hal tertentu yang Anda akan belajar efektif jika menggunakan gaya belajar visual, dan ada hal lain yang Anda akan belajar efektif jika menggunakan gaya belajar auditori. <p>Bahkan, kadang jika kedua gaya belajar digunakan, akan lebih optimal.</p>
Apabila jawaban A dan C samabanyak	<ul style="list-style-type: none"> • Anda memiliki gabungan gaya belajar visual dan kinestetik. • Ada hal tertentu yang Anda akan belajar efektif jika menggunakan gaya belajar visual, dan ada hal lain yang Anda akan belajar efektif jika menggunakan gaya belajar kinestetik. Bahkan, kadang jika kedua gaya belajar digunakan, akan lebih optimal.
Apabila jawaban B dan C samabanyak	<ul style="list-style-type: none"> • Anda memiliki gabungan gaya belajar auditori dan kinestetik. • Ada hal tertentu yang Anda akan belajar efektif jika menggunakan gaya belajar auditori, dan ada hal lain yang Anda akan belajar efektif jika menggunakan gaya belajar kinestetik. Bahkan, kadang jika kedua gaya belajar digunakan, akan lebih optimal.

DAFTAR PUSTAKA

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Appendix 10



Students conducting group discussion



Students conducting group discussion



Students are presenting the results of the discussion



Students are presenting the results of the discussion



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Filling out the questionnaire for class eleven G



Researchers conducted student interviews



Researchers conducted student interviews



Researchers conducted student interviews



Researchers conducted student interviews



Researchers conducted student interviews



Researchers conducted teacher interviews


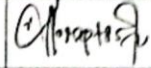

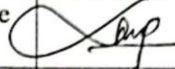






Researcher with eleventh grade English teacher, principal, curriculum vice principal, student affairs vice principal


Appendix 11

Research Journal

**Investigating Student Speaking Skill: A Qualitative Study Of Group-Based
Conversation Among Elevent-Grade High School Student**

No	Day/Date	Activity	Signature
1	11 October 2024	Sending letter permission at SMAN 1 Tongas	
2	23 October 2024	Class observation in eleventh grade of SMAN 1 Tongas	
3	24 October 2024	The researcher did the previous study by conducting interview with English teacher (Miss Ike)	
4	10 March 2025	Questionnaire filling by eleventh grade G students	
5	12 March 2025	Interview with English teacher about group-based conversation in teaching speaking skill	
6	17 March 2025	Interview with student at elevent grade of SMAN 1 Tongas about group-based conversation in teaching speaking skill	
7	19 March 2025	Complete the research data and document review	
8	14 April 2015	Get a letter of a research finishing	

Probolinggo, 14 April 2025

Mengetahui,
Headmaster of SMAN 1 Tongas

Buwono Nurlamat, S.Pd. MM
NIP. 19670626 198903 1 013



Appendix 12



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-10903/In.20/3.a/PP.009/03/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMA Negeri 1 Tongas

Jl. Raya Lumbang, Tongas Wetan, Kec. Tongas, Kab. Probolinggo Prov. Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 212101060032
 Nama : ZUHROTUN NAFISAH
 Semester : Semester delapan
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Investigating Student Speaking Skill: A Qualitative Study Of Group-Based Conversation Among Elevent-Grade High School Student" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Bowo Nurlamat

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 09 Maret 2025
 as Dekan,
 Wakil Dekan Bidang Akademik,


 KHOTIBUL UMAM

Appendix 13



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI 1 TONGAS

Jalan Raya Lumbang, Tongas, Probolinggo, Jawa Timur 67252
Telepon (0335) 511048, Pos-el smaneto_edu_sch@yahoo.co.id

SURAT KETERANGAN PENELITIAN

Nomor :420/109/101.6.3.25/2025

Yang bertanda tangan di bawah ini :

Nama : **BOWO NURLAMAT, S.Pd, MM.**
NIP : 19670626 198903 1 013
Jabatan : Kepala Satuan Pendidikan
Alamat Lengkap Sekolah : Jalan Raya Lumbang Tongas Probolinggo

Menerangkan bahwa:

Nama : **ZUHROTUN NAFISAH**
NIM : 212101030032
Program : Tadris Bahasa Inggris
Lama Penelitian : 1 Bulan

Telah melakukan penelitian di SMA Negeri 1 Tongas pada tanggal 14 Maret 2025 sampai 14 April 2025 dengan judul penelitian

Investigating Student Speaking Skill: A Qualitative Study Of Group-Based Conversation Among Elevent-Grade High School Student

Selama masa penelitian, Mahasiswa tersebut telah berperilaku baik dan mematuhi semua peraturan yang berlaku di lingkungan sekolah kami.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Probolinggo, 14 April 2025
Kepala Satuan Pendidikan



BOWO NURLAMAT, S.Pd, MM.
NIP. 19670626 198903 1 013

Appendix 14



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ JEMBER
 Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
 Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Zuhrotun Nafisah

NIM : 212101060032

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : Investigating Student Speaking Skill: A Qualitative Study Of Group-Based Discussion Among Elevent-Grade High School Student

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir BAB 1-5 sebesar (10%)

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2. BAB II : 17%

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UNIVERSITAS ISLAM NEGERI
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 JEMBER

Jember, 05 Mei 2025

Penanggung Jawab Turnitin

FTIK UIN KHAS Jember



Ulfa Dina Novianda, S.So.S.I., M.Pd.

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

Appendix 15

CURICULUM VITAE



1. Personal Information

- a. Name : Zuhrotun Nafisah
- b. NIM : 212101060032
- c. Place, date of birthday : Probolinggo, 18th of October 2002
- d. Gender : Female
- e. Address : Klampok-Tongas- Probolinggo
- f. Faculty : Education and Teacher Training
- g. Major : English Education Program
- h. Email : nzuhrotun5@gmail.com

2. Educational Background

- a. Kindergarten : RA Mambail Falah
- b. Elementary School : SDN Klampok 1
- c. Junior High School : SMPN 2 Tongas
- d. Senior High School : SMA Al-Yasini Kraton