

**THE UTILIZATION OF DIRECTED DISCUSSION GAMES TO UPLIFT
STUDENTS' SPEAKING SKILLS AT SEVENTH GRADE OF
SMP PLUS DARUSSOLAH JEMBER**

THESIS



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Submitted to State Islamic University of KH Ahmad Siddiq Jember
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THESIS

It has been examined and approved by the board for examiners
in partial to fulfillments of the to obtain
a Bachelor's degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
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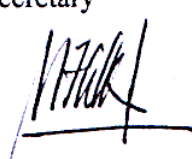
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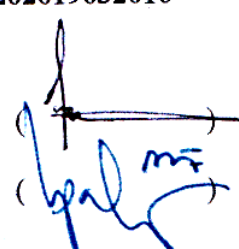

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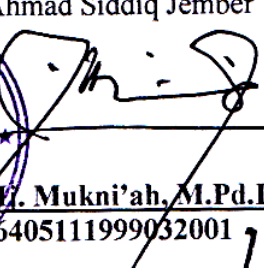

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MOTTO

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَدِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ
رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۖ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

“Invite ‘all’ to the Way of your Lord with wisdom and kind advice, and only debate with them in the best manner. Surely your Lord ‘alone’ knows best who has strayed from His Way and who is ‘rightly’ guided” (An-Nahl: 125)¹



¹ <https://tafsirweb.com/4473-surat-an-nahl-ayat-125.html>
Taqiuddin Al Hilali English Translation

DEDICATION

I proudly dedicate this underraduate thesis to

1. My Beloved Parents

Many things that happened to me when I wrote this thesis but my father Mr. Sukip and my mother Mrs. Lilik always give me motivation not to give up and always do my best.

2. My Special Woman

Special thanks I would like to give to my mom Mrs. Lilik Endang Susiani who always become a super woman for me until I have a great education and bring your noughty doughter to this top of education. Thank you so much for your best prayer and your support. I am so sorry for giving you a hard time for so long. Thank you for giving me much motivation.

3. All Of My Friends

Thank you so much for all my friends in TBI 2 (Brillian Class) who struggle and process together since I start my study in this University

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All praises be to Allah the almighty who has given me everything we need long our life. Peace and salutation may always be given to our prophet Muhammad SAW who has guided us from the misleading era into the bright, straight, right and blessed era. In addition, we always wait for his help in the doomsday or the day of qiyamah later.

All praises be to allah the almighty for all his wishes so that the author can complete a thesis entitled “The Utilization Of Directed Discussion Games To Uplift Students’ Speaking Skill At Seventh Grade Of SMP Plus Darussolah Jember “to achieve undergraduate degree of English education department, Faculty of Education and Teacher Training, KH. Achmad Siddiq Islamic State University of Jember.

The researcher realized that this undergraduate thesis would not finish without help and guidance from other people. The researcher would like to express her gratitude and appreciation to the honorable people who gave their help, encouragement, and countless contribution to the researcher in the process of the study:

1. The excellency, Prof. Dr. H. Babun Soeharto, S.E,MM, as a rector of State Islamic University of KH Ahmad Siddiq Jember who has given opportunity for me to study in this university.
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8. The headmaster of SMP Plus Darussolah Jember, Dr. H. Zainal Fanani M.Pd and her staffs for giving me a permission and helping me during my research.
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May Allah repay all the kindness of people who have helped in this process. However, the writer understands that this thesis is far from perfect, but hopefully it will be used for readers and future researchers.

Jember, 22th March 2022

Luky Dwi Lustika Rizal

ABSTRACT

Luky Dwi Lustika Rizal, 2022: The Utilization of Directed Discussion Games To Uplift Students' Speaking Skill At Seventh Grade of Smp Plus Darussolah Jember

Key Words: *directed discussion games, speaking skills.*

This research explored the utilization of directed discussion games in the English learning process. English was becoming the foreign language for Indonesian students, and not all students feel interested in studying English, SMP plus Darussolah is one of school that have unmotivated students in learning English. So that is why the teacher chooses the directed discussion games to take the student's interest in studying English. The objectives of this research were 1) to describe the utilization of directed discussion games, 2) to describe the technique in supporting directed discussion games, 3) to describe the benefit of directed discussion games.

This research focused on: 1) how the utilization of directed discussion game to uplift students' speaking skills at SMP plus Darussolah Jember. 2) What technique is utilized to support directed discussion games at SMP plus Darussolah Jember? 3) What is the benefit of directed discussion games in uplifting student speaking skills at 7 Grade of SMP plus Darussolah Jember?

This research used a qualitative descriptive and phenomenology approach. It was conducted at SMP plus Darussolah Jember in 7th Grade. The participants were 31 students. A purposive sampling technique was used to choose 9 students which have different capacities in understanding English, the researcher divides the students into 3 categories; those are the students who have the higher scores, middle scores, and, low scores in studying English. The data were gathered by interview, observation, and documentation. Data technique and source triangulation were used to validate the data.

The result of this research reveal the use of directed discussion games in teaching learning process including: 1) the reason of teacher using directed discussion games to train the students' self-confidence, and uplift students' pronunciation in the classroom activates ; 2) the utilization of directed discussion games included explaining, providing media and topics for discussion, setting time allotment, and presenting result of discussion;; 3) the existence of discussion have benefit on the students' practice where they felt more joyful in learning English.

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CHAPTER I

INTRODUCTION

A. Background of research

Foreign language learning requires a coherent learning method to achieve the learning purpose. Students with the EFL category will find it more difficult when they are required to be able to master a foreign language as an important domain in their subject. It is not uncommon for students to have negative tendencies about their interest in learning foreign languages². The low intensity of learning satisfaction is felt by both teachers and students in the classroom, even though the problems sound complicated, but still, educators must find a coherent learning method to achieve learning goals.

Various kinds of learning methods have been discovered by linguists as a result of their efforts to give dedication to the world of linguistics. It has a massive benefit on the learning applied by the teacher such as Jig-Saw, Silent Way, Direct Discussion, etc.³ all the methods mentioned will be able to support student learning by the issues that are in the classroom.

SMP Plus Darussolah Jember which is located at Jl. Moh Yamin No 25 Tegal Besar Jember provides a similar phenomenon on how students have a negative tendency to not feel interested in learning English as EFL. Preliminary observation shows that the students, especially those in grade 7, to be precise in 7H Class, clearly have a low interest in English. This is

² H Douglas Brown, 2000. *Principles of Language Learning and Teaching*. San Francisco: Longman Inc.

³ Dornyei, Zoltan. 2001. *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.

clearly illustrated how most of the students look indifferent, fall asleep and even talk intensely with their classmates instead of listening to the teacher's explanation.

Dealing with this phenomenon, the teacher wants to apply the direct discussion method which is proven to give significant changes to students in learning English. As a reference, the direct discussion method is to share ideas about an event or find solutions in their discussion, the purpose of the discussion activity must be set by the teacher. The important thing when the teacher conducts a discussion game is the learning method that will be used for directing the learner to do the discussion game appropriately⁴.

Therefore directed discussion method combined with game-based learning is utilized in a wide range of fields, these elements can be especially beneficial to students learning English as a foreign language, specifically in a communicative language teaching classroom, because of the interactive and task-based nature of games⁵. Four skills should be learned for the student who wants to study English, those are listening, speaking, reading, and, writing. From those four skills, speaking is considered as the main focus, because students will measure whether your English is good or not it depends on how fluency is your speaking skill since it is the cover of language⁶. Thus, in SMP

⁴ H Kayi, 2006. *Teaching Speaking: Activities to promote speaking in a second language*. Retrieved from [http://iteslj.org/Articles/Kayi-Teaching Speaking.html](http://iteslj.org/Articles/Kayi-Teaching%20Speaking.html)

⁵ H.Reinders, & Wattana, S. (2012). Talk to me! Games and students' willingness to communicate. In H. Reinders (Ed.), *Digital Games in Language Learning and Teaching* (156-188). London, UK: Palgrave MacMillan

⁶ D Douglas, & Selinker, L. (1985). Principles for language tests within the 'discourse domains' theory of interlanguage. *Language Testing*, 2: 205-226.

Plus Darussolah Jember Speaking is an important aspect of language learning. Through speaking, students can have a piece of nice information or ideas and maintain social relationships by communicating with foreigners.

The background explanation about directed discussion games or easy is a method of learning in a foreign language above implicitly contained in the Holy Qur'an. Allah said in the Holy Qur'an in Al; Maidah verse 35 :

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَابْتَغُوا إِلَيْهِ الْوَسِيلَةَ وَجَاهِدُوا فِي سَبِيلِهِ لَعَلَّكُمْ تُفْلِحُونَ ﴿٣٥﴾

*O you, who have believed, fear Allah and seek the means [of nearness] to Him and strive in His cause that you may succeed.*⁷

According to the verse above, the teaching-learning process needs a good method in order we can reach the success of the teaching process. Education provides the teacher with many methods to teach English lessons, and every single teacher will have their method to make their students comprehend the subject⁸. In the focus of speaking skill teacher at 7H of SMP Darussolah implementing directed discussion games as a method with the same purpose that is to make the student develop with their speaking even, it begins vocabulary, accuracy, intonation, pronunciation and grammatical usage.

Based on observations, the teacher has been circumvented by trying to use the same method, namely direct discussion, where students do not only

⁷ Taqiuddin Al Hilali English Translation

⁸ Wright, Andrew, David Betteridge, and Michael Buckby. 1984. Games for Language Learning. 2nd Ed. Cambridge: Cambridge University Press.

learn one-way communication but also involve dialogue among teacher and students about the material being taught. However, this method less effective and does not get much sympathy from the students, because there is no provocation for reflection of saturation on the sidelines of learning. The students tend to be bored in the middle of the discussion because they feel tired and monotonous. Thus, including games in direct discussion sessions so that they become direct discussion games is expected to be able to provide a stimulus for students to remain consistent and focused during material discussions that take place with the teacher.

For further information, directed discussion games are one of the methods that can uplift student speaking skills. The direct method of teaching, which is sometimes called the natural method, and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only the target language. It was established in England around 1900 and contrasts with the grammar-translation method and other traditional approaches⁹. Through this method, the student can be more active with their speaking and share their great opinions. And the effectiveness of the direct discussion games itself has been proven by students at SMP Darussolah Jember.

From the background, it is important to consider that this study will describe how direct discussion games could be utilized in learning speaking skills of 7th-grade students at Darussolah Junior High School Jember.

⁹ Andrew Wright, David Betteridge, and Michael Buckby. 1984. *Games for Language Learning*. 2nd Ed. Cambridge: Cambridge University Press.

Therefore to describe the technique to overcome the speaking skill which is still less paid into attention in the research. Even though the English-speaking skill technique is needed to solve the problem that might push the student in speaking skills. Dealing with the background above, the researcher conducted research under the title “The Utilization of Directed Discussion Game of Seventh Grade to Uplift Students’ Speaking Skill at Smp Plus Darussolah Jember”

B. Research Question

Based on the research background above, the researcher formulates the following research questions as follow:

1. How does the English teacher utilize directed discussion games work in uplifting students’ speaking ability at 7 Grade of SMP Plus Darussolah Jember?
2. What technique is utilized by the English teacher to support directed discussion games in uplifting students speaking skills at 7 Grade of SMP Plus Darussolah Jember?
3. What are the benefits of directed discussion games in uplifting students’ speaking skills at 7 Grade of SMP Plus Darussolah Jember?

C. Objective Research

Objective research is an overview of what will be addressed in conducting the research.¹⁰ The objectives of this research are:

¹⁰ Tim penyusun, *Pedoman Penulisan Karya Ilmiah*. (jember. Iain jember press, 2018). 45.

1. To describe the utilization of directed discussion games works in uplift students' speaking ability at 7 Grade of SMP Plus Darussolah Jember
2. To describe the technique in supporting directed discussion games could uplift students speaking skills at 7 Grade of SMP Plus Darussolah Jember
3. To describe the benifts of directed discussion games in uplifting student speaking skills at 7 Grade of SMP Plus Darussolah Jember

D. Significance of Research

The result of this research is expected to give some information a practical knowledge, explain as follows:

1. Theoretical Significance

This result of research hopefully can help the students or teacher to give their knowledge about how to uplift students speaking skills through directed discussion games. Also, this research hopefully can become a reference for the next research.

2. Practical Significance

For students of 7 Grade of SMP Plus Darussolah Jember. It can give them much information about why they are difficult to learn English and difficult to speak out for practice. And it can give them motivation why they should learn English patiently, and become their inspiration to resolve their difficulty in solving their problem to practice English speaking ability.

a. For the teacher

The teachers who teach English lessons can get good information and an opportunity to help and uplift their style in teaching speaking to their students.

b. For future researchers.

They can get information about how to manage the class performance and make the student more active in speaking class through directed discussion games.

E. Definition of Key Term

The following definitions are given to the reader in the order they will have the same perspective and the same opinion about the topic. Furthermore, it is important to anticipate some confusion or misunderstandings to comprehend the research. The key terms of this research are:

1. Directed Discussion

Directed discussion is one of the methods that exist to uplift the students speaking ability, and this method can make the student share their information or their opinion and make them more active in speaking skills.

2. Games.

One of the interesting ones from studying is playing games, games are not only for the little child but youth also need some games to take their interest in studying. As we know together that English is the second language for us as Indonesia people, there will be the student who is

feeling bored when they do not understand the subject, so the existence of the game is to take the student interest in studying English.

3. Uplift

Uplift is is the process of a thing moving from one state to a state considered to be better, usually through some action intended to bring about that better state. The concept of improvement is important to governments and businesses, as well as to individuals.

4. Technique

Teaching technique is important to make the teaching and learning process run effectively by considering the students' needs and conditions. Based on the current situation, the teacher must prepare and determine what is the best technique that will be applied in the teaching-learning process.

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CHAPTER II

REVIEW OF RELATED LITERATURE

The previous study contains research results that are relevant to the thesis that had been conducted by the researcher. The previous study had been conducted by several researchers. This is due to differences in place of research, research object, and literature used by the writer.

A. Previous Research

The purpose of conducting a literature review is to obtain a theoretical basis that can support solving the problem being studied. The theory obtained is the first step so that the writer can understand the problem being studied properly following the scientific framework. Supported by previous studies which used the utilization of directed discussion games to uplift students speaking skills or other information and development in teaching speaking, here are some studies about the utilization of directed discussion games to uplift students speaking skills:

1. The first previous research was written by Arista Febrianti Dwi Anjani (2014)¹¹ entitled **“Improving the English Speaking Skill Of The Eleventh Grade Students of SMAN 2 Sleman Of Yogyakarta Through Directed Discussion Games In The Academic Year of 2013/2014”** the population of this research was the second grade of SMAN 2 Sleman of Yogyakarta. The subject of this research was the student of XI IPS 1. The

¹¹ Anjani Dwi, 2014, *improving the English Speaking Skill Of The Eleventh Grade Students of SMAN 2 Sleman Of Yogyakarta Through Directed Discussion Games In The Academic Year of 2013/2014*. Universitas Negri Yogyakarta.

writer of this study discussed some difficulties that make student speaking ability in SMAN 2 sleman getting low, there were mostly taught grammar deductively and had a limited portion to practice the oral skill. And they think that English was a very difficult subject and it made them have less self-confidence. The fact is the method of managing learning class is the important one to make the student easier in understanding the subject moreover in teaching English, also SMAN 2 Sleman still has low variation in teaching English. So the learning process of teaching English in SMAN 2 Sleman must be more effective and provide meaningful classroom activities.

On the other side, some factors make the learning process of SMAN 2 Sleman still low. The first problem is students' personality, teen learners in SMAN 2 Sleman still have low motivation to study English and they were more reluctant to practice English orally in the class. They had no awareness to use English in the learning process. Moreover, the students' were lazy to give attention when the teacher explain the material, besides ignoring the teacher's explanation, they made unnecessary talking with their classmates during the lesson. Second, the success of the teaching-learning process is from the teacher's competencies. The teacher should have good communication with the students' and having good instruction is needed too for the teacher in order the students will not be bored during the teaching-learning process.

Media facility is the third problem in SMAN 2 Sleman. They only have one LCD projector in that school and all the teachers will use this LCD. Because LCD can help students to understand easily with more innovative and interesting material. When they need the LCD they take turns to use it. Those are several problems that the researcher found for their research. The similarity of this research is to find out the good method to take student interest in studying English by using directed discussion games. The differences of this research are the subject of the research.

The differences of this study are the writer only focuses on the student's process of learning, not on the teaching process and this research has two programs of the English environment.

2. Second, the Thesis is written by Honang Adi Riyanto¹² (2015) entitled **“Improving speaking skill through small group discussion (A Classroom Action Research for the Third Grade Student of Vocational Secondary School Pancasila Salatiga in the Academic 2015/2016)”**. The population of this research was the third grade of Vocational Secondary School Pancasila Salatiga. The sample was 14 students in the third grade at Vocational Secondary School Pancasila Salatiga. This research is focused on how the small group discussion takes the student's interest in learning English. The researcher also provides the student with some material to test the student's ability in learning English and to see how far their knowledge

¹² Riyanto, Adi. 2015, improving speaking skills through small group discussion (A Classroom Action Research for the Third Grade Student of Vocational Secondary School Pancasila Salatiga in the Academic 2015/2016. IAIN Salatiga.

about English is. And this research shows us the upliftment of students speaking skills through small group discussion.

This research has differences, those are about, this study did not use a qualitative approach instead this study wrote in quantitative descriptive approach. This study uses a population as the data sampling and the discussion is used in some formulas to find out the findings.

3. The third previous research was from Hani Klafrina¹³ (2013) entitled **“Improving The Students’ Speaking Skills Through Communicative Games at Class XI A Automotive Program of SMK YPPN Sleman In The Academic Year of 2013/2014 ”**. The objective of the research is to uplift students’ speaking skills through communicative games of class XI A Automotive of SMK YPPN Sleman. This research is an action research study. The subjects of this research were 19 students of class XI-A Automotive of SMK YPPN Sleman. The data were obtained through observations and interviews with the students and the collaborators. The data were in the form of field notes and interview transcripts. In support of the qualitative data, the quantitative data were obtained from the speaking tests. The communicative games that were utilized were 5. The actions were carried out in 2 cycles. 3 meetings were in cycle 1 and 4 meetings were in cycle 2. There were supporting actions also applied, practicing vocabulary and pronunciation, maximizing the use of classroom English, giving handouts for every topic, giving attention to trouble makers, and

³ Klafrina, Hani. 2013, Uplift The Students’ Speaking Skills Through Communicative Games at Class XI A Automotive Program of SMK YPPN Sleman In The Academic Year of 2013/2014. Universitas Negeri Yogyakarta.

making a simple rule in the teaching and learning process in the class. The results of the research show that the students' speaking skills uplift; their vocabulary collections increased, their pronunciation got better. They were confident to speak English in the class to the teacher and other students during the games. In addition, classroom interaction also increased. The students could interact very well with other students, the teacher, and the materials during the teaching and learning process of speaking. Their motivation to learn English also increased. They were very enthusiastic to join the English class. During the learning process, they actively participated. Those results show that the use of communicative games with their accompanying actions is effective to uplift the teaching and learning process of speaking.

Furthermore, the result of this research also shows that the upliftment of the teaching and learning process affects the upliftment of the students' speaking ability. The students' speaking ability was measured quantitatively by comparing the mean score of pre-test and post-test. The mean score of the students' speaking test increases from 6.9 in the pre-test to 10.4 in the post-test. The increase of the students' speaking skills is 3.5. This research has differences, those are about, this study did not use a qualitative approach instead, this study wrote in quantitative descriptive approach. This study uses a population as the data sampling and the discussion is used in some formulas to find out the findings.

4. The fourth previous research was a journal from Sayed Masood Haidari¹⁴ (2019) entitled “**Technology-enhanced Self-directed Language Learning Behaviors of EFL Student Teachers**”. This study talks about English as a Foreign Language (EFL) education not only requires students to receive in-class instruction but also necessitates them to engage in extra practices outside the classroom by using technological or non-technological resources. Hence, this study aimed to investigate the self-directed language learning behaviors of the EFL student teachers and their use of technology in the process by employing a mixed-methods study within an explanatory sequential research design. The quantitative data were collected from 110 EFL student teachers by using two distinct research instruments, whereas the qualitative data were collected through an open-ended questionnaire form, responded by 47 of these students.

The results of the study indicated that technology utilization is a significant predictor of self-directed language learning. However, the findings show that the off-campus self-directed language learning abilities of the students, with or without the use of technology, do not significantly differ according to gender, age, and grade levels. The differences were only found in terms of unaided off-campus learning abilities of the students and their technology utilization frequency in language learning also the study was conducted in technology-based as the tool to enhance students' self-

⁴ Masood Haidari, 2019. “Technology-enhanced Self-directed Language Learning Behaviors of EFL Student Teachers”. *Journal CONTEMPORARY EDUCATIONAL TECHNOLOGY*, CONTEMPORARY EDUCATIONAL TECHNOLOGY, Vol. 10. Quoted from <https://doi.org/10.30935/cet.590003> - TYPE: Research Article.

directed language. The quantitative findings also show that students engage in a variety of self-directed language learning activities outside the classroom mostly by using technology.

5. The last previous research was a journal form, Mahshid Shirazi¹⁵ (2016) entitled **“The Effect of Using Video Games on EFL Learners' Acquisition of Speech Acts of Apology and Request”**. This article presents a discussion about the inclusion of video game-based pragmatic competence instruction as a facilitative tool to develop inter-language pragmatic competence of Iranian EFL learners' acquisition of speech acts of apology and request. The question this article is intended to answer includes: whether using a video game as a facilitative tool for developing inter-language pragmatic competence has any effect on EFL learners' acquisition of speech acts of apology and request or not. To answer this question, 40 Iranian intermediate EFL learners were selected via administering the Oxford Placement Test (OPT). Following the Jianda Liu pragmatic competence test (2004) that made a test of apology and request speech acts were administered as the pre-test before the targeted speech acts were instructed to them for 8 sessions. The post-test of apology and request speech acts were then administered and data were analyzed via calculating ANCOVA and Mann-Whitney U test. The results indicated that the video game-based instructed EFL classroom showed positive progress in the acquisition of apology and request speech acts.

¹⁵ Shirazi Mahshid. 2016, “The Effect of Using Video Games on EFL Learners' Acquisition of Speech Acts of Apology and Request”, *Journal ISSN*. Vol. 6, quoted from <http://dx.doi.org/10.17507/tpls.0605.16>.

This research has differences, those are about, this study did not use a qualitative approach instead, this study wrote in quantitative descriptive approach. This study uses a population as the data sampling and the discussion is used in some formulas to find out the findings.

Then, the researchers describe the material based on the standard and basic competence in the curriculum of education level 2013 for senior high school. The material was taught in the VII class 2nd semester. The material was taught by the teacher yet. Therefore, the students understand about it. Then, the researcher was going to explain the efficacy of the media, the purpose of the material, the term of speaking, language feature and gave the example of it

Table 2.1
Similarities and Differences
Previous Research and This Research

No	Writer's Name	Title	Similarities	Differences
1	2	3	4	5
1	Arista Febrianti Dwi Anjani 2014	The thesis is written by Arista Febriyana "Improving the English Speaking Skill Of The Eleventh Grade Students of	This research has similarities, Arista Febrianti Dwi Anjani used a qualitative approach to this study and choose directed discussion games as the method. The researchers have	The difference of this research is, the researcher was not focused on how to dig up students' interest and fun environmental teaching and

1	2	3	4	5
		SMAN 2 Sleman Of Yogyakarta Through Directed Discussion Games In The Academic Year of 2013/2014”	the same topic to discuss that is about how the environment supports students' process on their learning speaking	learning.
2	Adi Riyanto 2015	Thesis Written by Adi Riyanto “uplift speaking skill through small group discussion (A Classroom Action Research for the Third Grade Student of Vocational Secondary School Pancasila Salatiga in the Academic 2015/2016)”	Both types of research have the same topic about how students' speaking skill is developed in students by using the discussion method. Both types of research have the same object of discussion which is speaking ability.	This research is focused on how the small group discussion takes the student's interest in learning English. The researcher also provides the student with some material to test the student's ability in learning English and to see how far their knowledge about English is. And this research shows us the upliftment of

1	2	3	4	5
				<p>students speaking skills thought small group discussion.</p> <p>The research has more focused on the influence of the program itself, while this research is on the teaching and learning process.</p> <p>This research has differences, those are about, this study did not use a qualitative approach instead this study wrote in quantitative descriptive approach. This study uses a population as the data sampling and the discussion is used in some formulas to find out the findings.</p>

1	2	3	4	5
3	Hani Klafrina 2013	Thesis Written by Hani Klafrina “Improving The Students’ Speaking Skills Through Communicative Games at Class XI A Automotive Program of SMK YPPN Sleman In The Academic Year of 2013/2014 ”.	Both types of research have the same topic about how students’ speaking skill is developed in students by using the games discussion method Both types of research have the same object of discussion which is speaking ability.	This research has differences, those are about, this study did not use a qualitative approach instead, this study wrote in quantitative descriptive approach. This study uses a population as the data sampling and the discussion is used in some formulas to find ou the findings.
4	Sayed Masood Haidari 2019	Journal Written by Sayed Masood Haidari entitled “Technology- enhanced Self- directed Language Learning Behaviors of	Both types of research have the same topic about how students’ speaking skill is developed in students by using the direct discussion method Both types of research have thesame object	This study talks about English as a Foreign Language (EFL) education not only requires students to receive in-class instruction but also necessitates them to engage in extra

1	2	3	4	5
		EFL Student Teachers”.	of a discussion that is speaking ability	practices outside the classroom by using technological or non-technological resources. The differences were only found in terms of unaided off-campus learning abilities of the students and their technology utilization frequency in language learning also the study was conducted in technology-based as the tool to enhance students' self-directed language.
5	Mahshid Shirazi 2016	A Journal Written by Rena Mahshid Shirazi “The Effect of Using Video Games	The researchers have the same topic to discuss that is about how the direct discussion method supports students'	This research has differences, those are about, this study did not use a qualitative approach instead,

1	2	3	4	5
		on EFL Learners' Acquisition of Speech Acts of Apology and Request”.	process on their speaking learning and The design of the research uses the same methodology that is qualitative research Both types of research have the same object of discussion which is speaking ability.	this study wrote in quantitative descriptive approach. This study uses a population as the data sampling and the discussion is used in some formulas to find out the findings.

This research gap in this research was the level of the research subject and the research design, the subject of this research was the students in junior high school.

Theoretical Framework

This Theoretical Framework contains a discussion of the theory that is used as a perspective in research. A broad and in-depth discussion of theories related to research will broaden the horizons of research in examining the problems to be solved by the formulation and objectives.

1. English Teaching and Learning

This chapter describes important matters concerning in English teaching and learning. There are two sub headings; the nature of English

teaching learning and communicative language teaching approach in teaching speaking skill.

a. The Nature of English Teaching and Learning

The English language teaching tradition has changed to be tremendous subject, especially throughout the twentieth century. The need of mastering the knowledge arises in the society as an impact of wanting better life than the previous people. Learning any discipline studies cannot be separated from a teaching process. The term teaching and learning is closely related to the total educational process. Therefore, the very substantial aspect the researcher delivers is English teaching and learning.

Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn and setting the conditions for learning. Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Here are some further detail explanations about learning definition from Brown which can be listed as followed.¹⁶

- Learning is an acquisition or “getting”
- Learning is retention of information or skill.
- Retention implies storage system, memory and cognitive organization.
- Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- Learning is relatively permanent but subject to forgetting

¹⁶ Brown, H. Douglas. 2000. Principles of Language Learning and Teaching. San Francisco: Longman Inc.

- Learning involves some form of practice, perhaps reinforced practice.
- Learning is a change in behaviour.

Learning is collaboration between teacher and students with the teacher taking on an authoritative role similar to that of an expert supporting an apprentice. Teaching is making students able to learn, giving the instruction to do the task, or setting the teaching learning process to make the students get to learn.¹⁷

Based on the SKKD for SMA, English is a tool in communication both in spoken and written forms. According to the *Kurikulum SMA Mata Pelajaran Bahasa Inggris by Departemen Pendidikan Nasional 2006*, the goals of teaching English at senior high school are to make the learners have these abilities.

1. to improve communicative competence in written and oral form to reach the informational literacy level,
2. To have awareness that English is important to improve nation competitive ability in global community, and
3. To develop understanding feedback of the learners between language and culture.
4. To train student pronunciation in speaking English.

¹⁷ Feez, S. 2002. Text Based Syllabus Design. Sydney: Macquarie University

b. Communicative Language Teaching

Communicative Language Teaching is a methodology for the teacher in guiding and facilitating the students in the classroom to practice oral communication more “real life” by looking also in the context that can be found in their daily routine. Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom¹⁸.

Another discussion of learning theory. Element of an underlying learning theory can be discerned in some CLT practices, however. One such element might be described as the communicative principle: Activities that involved real communication promote learning.¹⁹ The second element is the task

principle: Activities in which language is used for carrying out meaningful tasks promote learning. The third element is the meaningfulness principle: Language that is meaningful to the learner support the learning process. Moreover, Brown (2001:43) offers six characteristic as a description of Communicative Language teaching:²⁰

- a) Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategy)

¹⁸ Richards, J. C. 2006. *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.

¹⁹ Littlewood, W. 1981. *Communicative Language Teaching; An Introduction*. Melbourne: Cambridge University Press.

²⁰ Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. San Francisco: Longman Inc.

of communicative competence. Goals therefore must intertwine the organizational aspects of language with the pragmatic.

- b) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learners to accomplish those purposes.
- c) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- d) Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts
- e) Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
- f) encouraged to construct meaning through genuine linguistic interaction with others.

c. Directed Discussion Games Technique

Learning a foreign language is not just a matter of memorizing a different set of names for the things around us; it is also an educational experience. Discussion and decision games require the students to find some problem solving about something by speaking English. Through the process of that game, learners are forced to speak English naturally with their group or partner based on the situation given by the teacher²¹. There are some activities included in the discussion and decision games like ranking exercises, discussion games, value clarification techniques, thinking strategies, and problem-solving activities.

Speaking as an oral productive skill is one of four skills of learning a foreign language. It is important to be master to achieve the communicative goal in EFL. This subchapter describes teaching and learning of speaking skills which are presented into seven categories; the nature of speaking skill, aspects of speaking skill, principles for designing speaking skill, teaching speaking in classroom performances, teacher's role in the classroom, assessing speaking and speaking activities.

d. Nature of Speaking

Cameron states that speaking is the active use of language to express meaning so that other people can make sense of them. It could

²¹ F Klippel, 1984. *Keep Talking: Communicative fluency activities for language teaching*. Cambridge: Cambridge University Press

be said that the ability to speak a language is synonymous with knowing the language since speech is the most basic means of human communication. Speaking requires the ability to co-operate in the management of speaking turns. It typically takes place in real-time with a little time for detailed planning as well. In this condition, a lot of memorized lexical expressions are also necessary for spoken language²². Therefore, the study of grammar may not be the most important matter to reach the most efficient way of speaking preparation. Harmer also argued some people think that if they want to be able to speak fluently in English they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is more than it. The speakers of English have to be able to speak in different genres a situation²³.

The last literature review is from Chaney in Kayi argues that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Speaking is a crucial part of language learning. It needs the speakers to produce the target language in the spoken form. Moreover, it involves the speaker using speech to express meanings to other people²⁴.

²² L. Cameron, 2001. *Teaching Language to Young Learners*. Cambridge: Cambridge University Press

²³ J Harmer, 2007. *The Practice of English Language Teaching (4th edition)*. Essex: Pearson Education Ltd.

²⁴ J Harmer, 2007. *The Practice of English Language Teaching (4th edition)*. Essex: Pearson Education Ltd.

e. Aspects of Speaking Skill

In teaching oral communication, some factors encourage the learner to gain successful practice in speaking skills besides the input factor that comes from listening sessions. Brown has broken down both micro-skills and macro skills of speaking²⁵:

1) *Micro skills*

- a) Produce differences among the English phonemes and allophonic variants.
- b) Produce chunk of the language of different length
- c) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structures, and intonation contours.
- d) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- e) Produce fluent speech at different rates of delivery.
- f) Monitor your production and use various strategic devices- paused, fillers, self-corrections, backtracking- to enhance the clarity of the message.
- g) Use grammatical word classes (noun, verb, etc.), system (e.g., tense, agreement, pluralization), word order, pattern, rules, elliptical forms.

²⁵ H Douglas Brown, 2000. *Principles of Language Learning and Teaching*. San Francisco: Longman Inc.

- h) Produce speech in natural constituents- inappropriate phrases, pause groups, breathe groups, and sentence constituents.
- i) Express a particular meaning in different grammatical forms.
- j) Use cohesive devices in spoken discourse.

2) *Macro skills*

- g) Accomplish appropriately communicative functions according to situations,
- h) Participants and goals.
- i) Use appropriate registers, implicature, pragmatic conventions, and other linguistic
- j) Features in the face-to-face conversations.
- k) Convey links and connections between events and communicate such relations as
 - l) the main idea, supporting the idea, new information, given information, generalization,
- m) And exemplification.
- n) Use facial features, kinesics, body language, and other nonverbal cues along with
- o) Verbal language to convey meanings.
- p) Develop and use a battery of speaking strategies, such as emphasizing keywords,

Thus, rephrasing provides a context for interpreting the meaning of words, appealing for help, accurately assessing how well

your interlocutor understands you. So, the speaking ability is dealing with not only the capability in producing correct grammar or fluently in communicating but also the circumstances that the speaker and hearer have. To gain meaningful communication, it is needed both speaking competence and performance.

2. Teaching technique

Developing a student's ability to speak to an audience (classmate is one of the greatest benefits that students ever get from their time in further or higher education. It is said 'developing', because it's likely that students have already had some experience of giving a talk, perhaps at school, for a club they belong to or in their place of work if they are a mature student. Students will now have the chance to practice speaking effectively in a range of situations and in front of audiences of different backgrounds and levels of knowledge²⁶. If they make the most of these opportunities, students will be gaining expertise that will be vital for your future, and which may change you in ways you didn't expect when students began.

Learning strategies have been worldwide issues in English language teaching and have drawn considerable attention from scholars in the last few decades. It is proven by dozens of studies which have been carried out to get deep insight into many aspects of learning strategies, In recent years, the focus of the studies has shifted to a narrower scope that is

²⁶ Cottrell, S. Skills for Success: The Personal Development Planning Handbook (Basingstoke: Palgrave Macmillan, 2003)

on the strategies in developing a specific language skill, such as speaking, writing, reading, and listening.²⁷

The use of presentation in the classroom appears to be embraced enthusiastically by faculty and administrators at institutions nationwide. Many classrooms are being equipped with computers and costly projection devices to support presentation graphics. Textbook companies are contracting with individuals to construct textbook-specific slide shows to increase the marketability of their textbooks. Despite the extensive investments of human and financial resources, few studies exist that delineate the benefits of the use of presentation. Presentations skills help create innovative ideas when students come up with creative and interesting slides to illustrate their talk. That means the use of presentation aids makes for a much more interesting talk, and the creation of such aids can help develop students' confidence.²⁸

a. Speaking Activities

Speaking activities should match with the need and ability of the students to carry out meaningful learning. The teacher can determine level of proficiency of the learner before selecting the activities. divides

²⁷ Harris et al., 2002; Meltzer & Montague, 2001; Swanson, Hoskyn, & Lee, 1999)

²⁸ Cottrell, S. Skills for Success: The Personal Development Planning Handbook (Basingstoke: Palgrave Macmillan, 2003)

J Harmer, 2007. *The Practice of English Language Teaching (4th edition)*. Essex: Pearson Education Ltd.

speaking activities categories into six: acting from a script, communication games, discussion, prepared talks, questioners, simulation and role play.²⁹

1. Acting from a script

The first activity is acting from a script which includes play script and acting out dialog. In these activities, the teacher can ask the students to act out scenes from plays and or their course books. However, the teacher should notice that before the students reach the final performances, she/he should give feedback on appropriate stress, intonation, and speed so that this acting out activity is both learning and a language producing activity.

2. Communication games

The second activity is communication games which are divided into information gap games, and television and radio games. Information gap games can be done by giving each student different information so that they have to communicate with the other students, either the games are set in pairs or in groups, in order to find the complete information. Meanwhile, the television and radio games, which are adopted from television and radio, such as 'Twenty questions', 'Just a minute', and 'Fishbowl', often provide the students with good fluency activities.

3. Discussion

The third activity is discussion. The discussion activity ranged from highly formal, i.e. the whole-group staged events, to informal, for example the small-group interactions which include a buzz group, an

instant comment, a formal debate, an unplanned discussion, and a consensus building. In the buzz group, the teacher can ask the students to predict the content of a text. On the other hand, in the instant comment the teacher can train the students to respond to a given topic fluently and immediately. In the formal debate, the teacher should give the students time to prepare their arguments so that the debate can run successfully. In addition, the teacher can also give an unprepared discussion for the students which sometimes provide the most enjoyable and productive speaking but the success of the activity depends on the way the teacher asks the students to do the task.

4. Prepared talks

The fourth activity is called prepared talks in which the students are asked to make a presentation on a topic of their own choices. Such talks are not designed for informal spontaneous conversation, but it is more writing-like activity. Therefore, the teacher should give time for the students to prepare the talks and to rehearse their presentations.

5. Questioners

The fifth activity is questioner. Here, the questioners are the same as surveys. This activity is useful because it is pre-planned so that both questioner and respondent have something to say to each other.

6. Simulation and role play

The last activities are simulation and role-play. When the students are doing simulations and role-plays, they need to know the situations and

they need to be given sufficient information about the activities. These activities can be used to encourage general oral fluency and to train students for specific situations. It is said that the teacher can choose the most suitable speaking activities for every learner group. Those activities can be implemented with some modification considering the need analysis. So, the speaking classroom will not be monotonous.

3. The benefit of using directed discussion games

a. The Benefits of Using Games

Language games not only give a sense of enjoyable learning but also sustain learning value from practicing discussion through games among the students in the class. Kayi presents six advantages of using language games in the classroom, which are:³⁰

- 1) Games are motivating and challenging.
- 2) Games are a welcome break from the usual routine of the language class.
- 3) Games help the students to make and sustain the effort of learning.
- 4) Games provide language practice in various and integrated language skills.
- 5) Games encourage students to interact and communicate with each other.
- 6) Games create a meaningful context for language that is being learned by the students.

³⁰ Kayi, H. 2006. *Teaching Speaking: Activities to promote speaking in a second language*. Retrieved from [http://iteslj.org/Articles/Kayi-Teaching Speaking.html](http://iteslj.org/Articles/Kayi-Teaching%20Speaking.html)

b. The benifit on students'

Communication among teachers and students can bring up an interactive discussion. The more advantage which gives an benifit for students'. As follows:

- 1) Language processing: effective speakers need to be able to process language in their heads and put it into a logical order so that it comes out in forms that are not only comprehensible but also convey the meanings that are intended. Language processes involve the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English.
- 2) Interactive with others: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling. Knowledge of how linguistically to take turns or allow others to do.
- 3) Information processing (on the spot): quite apart from our response to others' feelings, we also need to be able to process the information they tell us the moment we get it³¹.

³¹ Brown, H. Douglas. 2004. Language Assessment Principles and Classroom Practices. Longman: San Francisco State University.

CHAPTER III

RESEARCH METHODOLOGY

A. Approach and Design of The Research

This study uses a qualitative approach because this research wants to deliver the content of this study in the form of words, therefore as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior.³²

While the design of research used is phenomenology. Phenomenological research wants to explain or reveal the meaning of concepts or phenomena of experience based on the awareness that occurs in several individuals. This research was conducted in a natural situation; there was no limit in interpreting or understanding the phenomenon under study.³³ This research wants to describe how the phenomenon of student tendencies to not feel interested in learning English can be left through the direct discussion games method. The research choose 9 students wich have diffrents capacities in the English score, the data taken from interview, observasion and dokumentation

B. Research Sites

The research location we chose is at SMP Plus Darussolah Jember Academic Year 2020/2021, which is located at Jln. Moh Yamin no 25 Tegal Besar Jember East Java. The location of this study was chosen because SMP

³² J Lexy Moleong, *Metode Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2012), 6.

³³ Pupu Saiful Rahmat, *Penelitian Kualitatif*, Vol 5, No. 9 (t.tp: EQUILIBRIUM, 2009), 6.

Darussolah Jember is one of the schools that use direct discussion games in teaching English, especially for speaking skills. Also, this school has many classes and only a few classes have little interest in learning English.

C. Research Subject

The research subject is someone or something related to research so that information or people in the research setting are used to provide information about the situation and condition of the research setting.³⁴

Subjects in this study were determined using a purposive technique. The purposive technique is a technique of collecting data sources with certain considerations. This particular consideration, for example, is the person who is considered to know best about what we expect, or maybe he is the ruler so that it will make it easier for researchers to explore the object or social situation under study.³⁵

The researcher reason choose this school because, the researcher ever do the teacher trainer in this school and see the teacher utilized this strategy in the teaching learning process. The participants used in this study include:

1. The English teacher at SMP Plus Darussolah Jember. The researcher took 2 teachers as the research subject. One of the considerations in choosing an English teacher is because the English teacher is the right source for data collection at SMP Plus Darussolah Jember.

³⁴ Muh. Fitrah dan Lutfiyah, *Metodologi Penelitian, Penelitian Kualitatif, Tindakan Kelas & Studi Kasus* (Suka Bumi: CV Jejak, 2017), 152

³⁵ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D* (Bandung: Alfabeta, 2008), 300

2. The students of class 7H SMP Plus Darussolah Jember at First Grade.
- The researcher took 9 students as a research subject. This decision was taken because the researcher had been recommended by the teacher with the consideration that the 7H class still have a low interest in learning English.

D. Data Collection Technique

Data collection techniques are the most strategic step in research because the main purpose of research is to obtain data. Without knowing data collection techniques, the writer do not get data that meet the data standards set³⁶. Data collection techniques used in this study are observation, interviews, and documentation. The researcher was take 9 students and teacher to validated the data.

1. Interview

The interview is a question and answer activity to obtain information or data³⁷. This research used the interview method because with this method researcher can obtain the information needed quickly.

The type of interview that the researcher used is a semi-structured interview, first of all, the writer asked some structured questions. Then one by one deepened in extracting further information³⁸. The data to be obtained by using interview techniques include:

³⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2016), 224

³⁷ Widodo, *Metode Penelitian Populer & Praktis* (Jakarta: PT Raja Grafindo Persada, 2017), 74.

³⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik edisi Revisi V* (Jakarta: PT. Rineka Cipta, 2002), 202.

- a. The utilization of directed discussion games to uplift students speaking ability at 7 Grade of SMP Plus Darussolah Jember
- b. The technique of directed discussion games could uplift students speaking skills at 7 Grade of SMP Plus Darussolah Jember
- c. The benifit of directed discussion games in uplift student speaking skills at 7 Grade of SMP Plus Darussolah Jember.

2. Observation

Observational data collection techniques can be interpreted as systematic observation and recording of the elements that appear in an object of research. These visible elements are called data or information that must be observed and recorded correctly and completely.³⁹

This study used passive participant observation in which the researcher only observes what students will do, and what they say but is not seen in the activity. There are three points that this research takes about directed discussion games as follow:

- a. The utilization of directed discussion games to uplift students speaking ability at 7 H of SMP Plus Darussolah Jember.
- b. The technique of directed discussion games could uplift students speaking skills at 7 H of SMP Plus Darussolah Jember.
- c. The benifit of directed discussion games in uplift student speaking skills at 7 Grade of SMP Plus Darussolah Jember.

³⁹ Djaman Satori, *Metodologi Penelitian Kualitatif*, (Bandung : Alfabeta, 2014), 103.

3. Document review

Documents are records of events that have passed. Documents can be in the form of writing, pictures, or monumental works of someone. Documents in the form of writing such as diaries, life histories, stories, biographies, regulations, policies. Documents in the form of images such as photos, live images, sketches, and others. Documents in the form of works, such as works of art, in the form of pictures, films, etc.⁴⁰ The data to be obtained using documentation techniques include:

- a. School profile
- b. Learning implementation plan (RPP)

E. Data Analysis

Data analysis is the process of systematically searching and compiling data which was obtained from interviews, field notes, and documentation, by organizing the data into categories, describing them into units, choosing which ones are important and will be studied, and making conclusions.⁴¹

Data analysis in this study used two stages, exactly before in the field and during the field. Before the field he reserecher see the teacher utilized the directed discussion game in te 3rd grade and during the field the researcher utilized in the 1st grade. Data analysis before the field is intended so that this research can find the focus of the study. However, the focus of this research is still temporary. The focus of research can develop after the writer step into

⁴⁰ Sugiyono, *Metode Penelitian...*, 240

⁴¹ B. Mattew Milles dan A. Michael Hubermen, *Analisis Data Kualitatif*, 2014. Page 17-19.

the field. Data analysis in the field is intended to facilitate researcher in finding several required data.

Data analysis in this technique uses an interactive qualitative analysis method. The analysis consists of four streams of activities that occur simultaneously. Data analysis activities in the study used the Milles and Huberman, Saldana model, namely:

1. Data Collection

Data collection is the first stage in data analysis⁴². In the early stages, the researcher met with the principal to seek information regarding lesson schedules, school profiles, and the number of students. The writer met with the Islamic Cultural History subject teacher and one of the students to conduct interviews, documentation, and observations. Then the writer recorded the words of the sources, along with observing the process according to the research focus by the research guidelines. Collect some documentation according to the research focuss. Furthermore, this research looked for some additional references by the data obtained in the field.

2. Data condensation

In Miles & Huberman's book, it is written "Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interviews, transcripts, documents, and other

⁴²B. Matthew Miles dan A. Michael Huberman, Analisis data Kualitatif: Buku Sumber tentang Metode-metode Baru, terj. Tjetjep Rohendi Rohidi (Jakarta: UI-Press, 2014), 15.

empirical materials. Data condensation is the process of selecting, focusing, simplifying, abstracting, and modifying field notes, interview transcripts, documents, and other empirical material (findings). Data condensation means changing the previously vaporized data into a denser (water)⁴³. The difference between reduction and condensation lies in the way the data is simplified. Reduction tends to sort and then select, while condensation adjusts all the collected data without having to sort (reduce) the data.

The data condensation in this study, the researcher writes a summary of what has been obtained from data collection regarding the utilization of directed discussion games of seventh grade 7H class to uplift students' speaking skill at SMP plus darussolah member, then this research simplifies the results of the summary to be used data presentation.

3. Data Presentation

Data analysis in this stage is done by organizing the data that has been obtained in the form of a description. Through this stage, the writer could understand what happened and what to do further analyze or take action based on the understanding gained from these presentations. Presenting the data at this stage is the writer organizing the data that has been obtained, for example, if the data is related to the teaching and learning process of educators to students, the researchers combine the data

⁴³ B. Matthew Miles dan A. Michael Huberman, Analisis data Kualitatif: Buku Sumber tentang Metode-metode Baru, terj. Tjetjep Rohendi Rohidi (Jakarta: UI-Press, 2014), 15.

into objectives, The utilization in directed discussion games to uplift students speaking ability at 7 Grade of SMP Plus Darussolah Jember, the technique of directed discussion games could uplift students speaking skill at 7 Grade of SMP Plus Darussolah Jember and the benifit of directed discussion games in uplift student speaking skill at 7 Grade of SMP Plus Darussolah Jember then this research described the results of the contents in the data.

In the next stage, the writer understands the contents of the data collected related to The utilization of directed discussion games to uplift students speaking ability at 7 Grade of SMP Plus Darussolah Jember, the technique of directed discussion games could uplift students speaking skills at 7 Grade of SMP Plus Darussolah Jember and the benifit of directed discussion games in uplift student speaking skill at 7 Grade of SMP Plus Darussolah Jember to analyze whether the data that has been obtained is by what this research wants or whether this research needs to return the results of the data that has been presented.

4. Concluding or verifying data

This stage is the last in data analysis. In this stage, this research will conclude the data that had been obtained during the study. This conclusion can be in the form of new findings that have never existed in advance. The writer also checks the data have had been obtained, called

data verification. In short, the meanings that arise must be tested for their correctness, robustness, and suitability, which is their validity⁴⁴.

The conclusion drawn at this stage is that collected data has been presented and an in-depth understanding of the data has been carried out, then the researchers verify the data by checking the data related to what data has been presented with new data to be used as conclusions regarding the objectives that is the utilization of directed discussion games to uplift students speaking ability at 7H of SMP Darussolah Jember, the technique of directed discussion games could uplift students speaking skill at 7 Grade of SMP Plus Darussolah Jember, and The benifit of directed discussion games in uplift student speaking skill at 7 Grade of SMP Plus Darussolah Jember.

F. Data Validity

The validity of the data used in this research is a triangulation of techniques, triangulation of sources, triangulation of time. Triangulation is defined as checking data from various sources in various ways and at various times.

1. Triangulation of sources to test the credibility of the data is done by checking data from different sources with the same technique. The data was obtained from the interview process with the English teacher related to teaching speaking using Direct Discussion games material about recount text, asking and giving an opinion, invitation, and dialogue, and then the

⁴⁴ B. Matthew Milles dan A. Michael Hubermen, *Analisis Data Kualitatif*, 17-19.

truth was checked through interviews with students whether the teacher delivered material on recount text, asking and giving an opinion, invitation, and dialogue.

2. Triangulation techniques to test the credibility of the data are done by checking the data to the same source with different techniques⁴⁵. The data was obtained from the interview process with the English teacher regarding the material presented on recount text, asking and giving opinion, invitation, and dialogue, and then the truth was checked through observation activities that the teacher did the learning.

G. Research Stages

In this study, there are several stages of research, including:

1. Pre-field stage
 - a. Develop research design
 - b. Choosing a research place
 - c. Manage permits
 - d. Selecting informants
 - e. Prepare research completion
2. Field implementation stage
 - a. Understanding the background
 - b. Entering the research field
 - c. Collecting data
 - d. Completing incomplete data

⁴⁵ Sugiyono, *Metode Penelitian*, 330

3. Post-research stage

- a. Analyze the data obtained data
- b. Manage research completion agreements
- c. Presenting data
- d. Revise reports that have been refined

H. Systematic Discussion

By attention to not deviate from the path that has been determined and so that its structure is more meaningful, it is necessary to provide a systematic overview of the discussion, including:

Chapter one contains the research background, research questions, research objectives, research benefits, the definition of key terms, and systematic discussion.

Chapter two, literature review, this chapter describes previous studies and theoretical studies that serve as a basis for conducting research.

Chapter three, research methods, consists of approaches and types of research, research locations, research subjects, data collection techniques, data analysis, data validity, and research stages.

Chapter four, in the form of data presentation and data analysis consists of a description of the object of research, presentation, and analysis, discussion of findings.

Chapter Five consists of the conclusion and suggestions.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Overview of Research Objects

This chapter is expected to give the research result which was conducted at SMP Plus Darussolah Jember, this chapter will also discuss the overview of the research object, presentation, and data analysis, and the last is the discussion of the findings.

1. The History of SMP Plus Darussolah

This research section will describe a detailed description of the history of SMP Plus Darussolah Jember, from the results of observations carried out on 10th February 2022. Observations were established for one day starting at 9.30 Am to 11.00 Am, the implementation of observations prioritized detailed aspects of the history of SMP Plus Darussolah such as, at the beginning of the year it was established and many others.

Since the establishment of this institution under the Ministry of Religion RI, it has always innovated and developed in line with the development of the world of education in the country. From the old inscriptions and documentation, the map of the journey so that it became SMP Plus Darussolah can be stated as follows:

- a. 27th February 1987, is the first establishment taken by Gus Yus (Mr. Yus) as the founder of Islamic boarding school Darussholah taken place at Jln. Moh Yamin 25, Tegal Besar district with all calculated

land reached 8 hectares.

- b. The founder under the name of Gus Yus with its progressive result succeeds to establish another school such as Kindergarten, Elementary, Islamic Junior & Senior High school.

All those progress are still going forward in terms of developing educational quality, human relations, infrastructure, and students value. Today the students of SMP Darussolah have reached around 750 students.

Based on the explanation above, we can see that SMP plus Darussolah began from the bottom establishment and grow up bigger and better in line with its vision and mission written there. Meanwhile, over 35 years, since being formed, the Head of School since its establishment until now has changed to the Head of Madrasah as follows:

Table 4.1
Principal Arrangement of SMP Plus Darussolah

No	Name	Years
1	2	3
1	Dr. H. Zainal Fanani M.Pd	1987 – Present

The table above describes the history of SMP Plus Darussolah since 1987 - present with a total of 0 the principal changes, Mr. Dr. H. Zainal Fanani M.Pd was the first principal in **1987** as the head of SMP Plus Daussolah till today. The head principle never got changed since establishment because the founder Gus Yus had announced in general

meeting court to not change the head principle as long as he is still capable.

2. The Geographic Location of SMP Plus Darussolah

The geographical location of SMP Plus Darussolah is important for researchers to describe in this study, considering that during its initial journey until now, SMP Plus Darussolah has changed locations. The following is the geographical location:

Based on observations that have been carried out on 09th February 2022, the location of SMP Plus Darussolah is located in Jl. Moh Yamin, No 25 Jember with the following boundaries:

- a. North border : MA Darussholah
- b. South border : PT Annur Office
- c. West side border : Mosque
- d. East border : Farm

A clearer description of the geographical location above is, right to the north and south SMP Plus Darussolah there are MA Darussholah and PT Annur officers, while to the west of SMP Plus Darussolah is Mosque and to the east of SMP Plus Darussolah, there is also farm.

3. The Profile of SMP Plus Darussolah

A profile is a brief description of a person, organization, object, institution, or region. Profile writing is written briefly and clearly and can

describe something we write whether it is a person, object, institution, or region.

The following is a profile SMP Plus Darussolah which was obtained from observations that have been carried out on 09th February 2022:

- a. School Name : SMP Darussolah
- b. NPSN : 20523962
- c. Education Level : Junior High School
- d. School Status : Private Institution
- e. School Address : Jl. Moh Yamin, No 25 Jember
- f. Postal Code : 68312
- g. Village : Tega Besar
- h. Subdistrict : Talangsari
- i. Regency : Jember
- j. Province : East Java
- k. Geographical Position :
- l. Phone Number : 082147310800
- m. E-mail : info@darussolah.ponpes.id
- n. Accreditation Status : A

From the data above, we can see that SMP Plus Darussolah Jember has a good high school profile, the completeness of important educational profile data such as NSPN, Postal Code, E-mail, and school accreditation has been fulfilled.

4. School Vision and Mission of SMP Plus Darussolah

Schools as one of the educational institutions that are given the task to realize the purpose of national education must carry out their role properly. In carrying out the role, schools must be managed properly to realize their goals of education that have been formulated optimally. Vision and mission are very important element in the school, where the vision and mission are used so that in its operations is moving on the track mandated by stakeholders and expect to achieve the desired condition in the future as a manifestation of the goal

As a school under the auspices of the ministry of religion SMP Plus Darussolah is required to have a clear vision and mission to achieve the expected educational goals, here are the visions and missions of SMP Plus Darussolah which were obtained at the time of observation which was carried out on 09th February 2022:

a. **Vision:** Berguna bagi nusa dan bangsa serta bahagia dunia akhirat

b. **Mission:**

- 1) memantapkan religiusitas (al-Dien)
- 2) mengembangkan intelektualitas (al-'Aql)
- 3) mengembangkan integritas (al-Haya')
- 4) meraih prestasi (al-'Amalusshalih)

Based on the vision and mission of SMP Plus Darussolah above, we can see that the educational goal to be achieved SMP Plus Darussolah

is to produce madrasa graduates who are disciplined, creative, innovative, and uphold the principles of the noble life of a Muslim.

5. Students Situation of VII H SMP Plus Darussholah Jember

A description of how the condition of class VII H students at SMP Plus Darussholah Jember, will then be the final part of the overview of research objects. We will describe the data presentation of class VII H students at SMP Plus Darussholah Jember in a straightforward manner below. The data exposure was obtained by the researcher after making observations that had been carried out on 09th February 2022

From the results of the observation. The total number of students in class VII H SMP Plus Darussholah Jember are 31 students, with details of 14 male students and 17 female students.

B. Findings

Every research must be accompanied by data presentation. The presentation of the data is done after the data has been collected, with the presentation of the data we can understand what happened and what should be done, because this data will be analyzed. As mentioned in the previous chapter, the researchers used interview, observation and documentation techniques which were presented by collecting data from the triangulation techniques. The interview taken on 3 sections, for the teacher of VII H class, the second of English teacher and students. The teacher had interviewed on 10th February 2022 and the second English teacher on 17th February 2022 while the students had on 11 February 2022.

The following will describe the results of research that have been collected by researchers related to the results of interviews and observations, data about The Utilization Of Direct Discussion Game to Uplift Students' Skill at VII H of SMP Plus Darussholah Jember will be presented:

1. The Utilization of Directed Discussion Games in uplifting Students Speaking Skill at 7 Grade of SMP Plus Darussholah Jember

a. The Purpose of Teaching Speaking Using Directed Discussion Games

Every research must be accompanied by data presentation. The presentation of the data is done after the data had been collected, with the presentation of the data we can understand what happened and what should be done, because it is from this data that will be analyzed. As mentioned in the previous discussion, the researcher used interview, observation and documentation techniques which were then presented by collecting data from the three techniques.

The following is the interview data that the researcher have collected, the explanation below is about the purpose of teaching speaking using directed discussion games at VII H of SMP Darussholah Jember which was the first focus research in this study. Here is the result of interviews conducted on Thursday 10th February 2022 (09.30 Am), with the resource person being an English teacher for class VII H seventh grade on behalf of English teacher 1.

The purpose of teaching speaking using directed discussion games at VII H of SMP Darussholah Jember according to English teacher 1. explained that:

“Kami mengampu 9 kelas untuk kelas 7, sebenarnya ada tujuan belajar bahasa inggris menggunakan directed discussion games, yaitu mempermudah siswa megembangkan pronunciation dan meningkatkan percaya diri mereka. Maka dari itu siswa akan lebih mudah belajar speaking, Disisi lain juga saya ingin anak- anak itu lebih aktif lagi berbicara bahasa inggris meskipun mereka kekurangan vocab tapi saya harap dengan adanya diskusi yang di fungsikan untuk melatih speaking siswa itu bisa lebih bisa percaya diri untuk berbicara bahasa inggris”⁴⁶

“We hold 9 classes for seventh grade, basically learning English using directed discussion has the main goal of making it easier for students to uplift their pronunciation and increase their self-confidence. Therefore students will be easy in learning speaking, On the other hand, I also want the students to be more active in speaking English even though they lack in vocabullary but I hope that with discussions that are used to train speaking students can be more confident in speaking English”

From the data above, we can see that the main purpose of teaching speaking using directed discussion games is to uplift students' pronunciation and self-confidence therefore students will easy in learning speaking.

In order to test the validity of the interview data, researcher have made observations and other documents review of the lesson plans used by teachers. The observations were made to find out whether these objectives were true for the students of class VII H SMP

⁴⁶ Teacher 1, interview, Jember, Thursday 10th February 2022

Plus Darussholah. Observations have been carried out for 5 meetings with the following description of the observations.

The statement above is emphasized in the lesson plan point A about learning objectives, students are able to:

“First, students are able to improve pronunciation and self-confidence in the performance of speaking skills in order to foster good social interaction”⁴⁷

The statement above was strengthened by observation that researcher did. The researcher observed that the teaching speaking in 7H has the main purpose to uplift student's activity, student's confidence and pronunciation.⁴⁸

To compare the opinion about directed discussion games, the researcher conducted the interview with the second of English teacher in Smp Plus Darussollah.

Here is the result of interviews conducted on Thursday 17th February 2022 (10.52 Am), with the resource person being an English teacher on behalf of English teacher 2.

“Kalau untuk berdiskusi itu saya tujukan agar anak-anak dapat lebih sering atau biar mereka itu lebih terbiasa lagi dengan bahasa inggris. Dan untuk games sendiri itu adalah salah satu cara dari saya untuk mengambil minat siswa untuk lebih semangat dalam belajar, jadi kelas itu tidak boring”⁴⁹

“I aim to discuss it so that the students' can do it more often or they are more accustomed to English. And for the games themselves, it is one of my ways to attract students' interest to be more enthusiastic in learning, so the class is not boring”

⁴⁷ Document review lesson Plan,

⁴⁸ Observation, Jember, Tuesday 15th February 2022

⁴⁹ Teacher 2, interview, Jember, Thursday 17th February 2022

Based on the results of interviews, documentation, and observations, the researchers concluded that the purpose for teaching speaking using Directed discussion games at VII H was to uplift students' pronunciation, self-confidence, and students activity in the class therefore students will easy in learning speaking. And the existence of games is to take the students interest in studying English.

b. Teaching Speaking Materials Using Directed Discussion Games at 7 Grade of SMP Plus Darussholah Jember

Learning material stands as an important position of the entire curriculum that must be prepared by the teacher or the entire stakeholder in school, therefore the learning implementation could achieve the targets by Competency Standards and Basic Competencies. Thus, the material specified for learning activities must be able to support the achievement of standards competence and basic competencies as well as the indicators.

The following is the interview data that the researcher have collected to fulfill the data, the following explanation is about the material used at VII H of SMP Plus Darussholah Jember. Here are the results of interviews conducted on Thursday 10rd February 2022 (09.00 Am), with the informant, who is an English teacher for class VII H on behalf of Teacher 1

The material for teaching speaking using Directed Discussion

Method Ely Widyaningsih as an English teacher explained that:

“Untuk topik minggu lalu itu tentang conversation atau percakapan. Lalu untuk permainan di kelasnya saya menyuruh mereka untuk bermain peran dengan teman sebangkunya dengan membuat teks percakapan lalu di pratekkan di depan kelas. Dan untuk materi yang selanjutnya itu tentang bertanya dan memberi pendapat, dimana siswa diharapkan untuk saling bertukar topik dan bertanya pendapat atau ide tentang bagaimana menjadi siswa yang rajin, dan bagaimana membuat lingkungan yang bersih dan hijau.”⁵⁰

“For last week's topic was about conversation, then for this class games, I told them to roleplay with deskmates by creating a text of the conversation and the present it in front of the class. And for the next material that I give is about asking and giving an opinion, where the students are expected to share a topic and ask opinions or ideas about how to be diligent students, how to make a clean and green environment.”

From the interview data above, we can see that the material learned by students as per the teacher's explanation on behalf of Teacher 1 that material is about asking and giving opinions.

In the next interview Teacher 1 said that:

“Untuk materi-materi di kelas 7 sendiri itu mempunyai topic yang lebih ringan seperti bercerita, mengungkapkan kegiatan sehari-hari, mengkespresikan diri, dan menyusun kalimat seperti itu.”⁵¹

"For the 7th-grade materials, they have lighter topics such as telling stories, expressing daily activities, expressing themselves, and arranging the *sentences*, like that."

⁵⁰ Teacher 1, interview, Jember, Thursday 10th February 2022

⁵¹ Teacher 1, interview, Jember, Thursday 10th February 2022

According to the statement above, it shows that the teacher provides more easy materials for the students. This material is very useful for practicing English social function in students.

To compare the opinion about the material used for teaching English, the researcher interviewed the second English teacher in Smp Plus Darussollah.

Here is the result of interviews conducted on Thursday 17th February 2022 (10.52 Am), with the resource person being an English teacher on behalf of Teacher 2.

“Untuk materinya itu saya ambil dari buku paket dari sekolah ya mbak, tapi tidak semua topik di buku paket itu saya buat berdiskusi jadi ada beberapa materi yang bisa untuk didiskusikan, ada juga materi yang lebih baik saya berdialog dengan anak-anak seperti contohnya tentang waktu atau jam nah itu kita bisa untuk jadikan bahan untuk berdiskusi atau dibuat permainan juga, jadi materinya itu gak jauh dari buku paket yang kita punya.”⁵²

"I took the material from the textbook from school, sis, but I didn't discuss all the topics in the textbook, so there are some materials that can be discussed, there are also materials that it's better for me to have a dialogue with the students', for example about time or o'clock, we can use it as material for discussions or make games too, so the material is not far from the textbooks we have."

From the statement above the teacher uses the material for teaching English using directed discussion games is the material from the textbook that has been provided by the school. And the teacher

⁵² Teacher 2, interview, Jember, Thursday 17th February 2022

claimed that not all the material in the textbook can be discussed by the students.

Validation is being required to test whether the data given by the first informant was correct or not. The researcher also has made observations as well as another interview with another student 1 as a student of VII H and the researcher has reviewed the lesson plan as a needed document used by teachers. This action was made to find out whether these objectives were valid or fake. Observations have been carried out for 5 meetings with the following description of the observations.

The following is an interview due to validate the result of interview with the first informant named student 1 as the student of VII H:

“hari ini bu ely memberi materi tentang meminta dan memberi pendapat. Terus kita berdiskusi sama anak-anak tentang menjadi siswi yang rajin, dan bagaimana menjaga lingkungan tetap hijau dan bersih”⁵³

“Mrs. Ely today gives us a lesson about asking and giving opinion and. Then we start the discussion with our friends with the topic about how to be diligent, and how to keep the environment green and clean”

From the interview data above, we can see that the material learned by students is by the teacher's explanation on behalf of Teacher 1 that the material is about asking and giving an opinion. This material is very useful for practicing English social function in students.

⁵³ Student 1, interview, Jember, Friday 11th February 2022

The statement above was added to an interview with another student 2 as follows:

“hari ini materinya tentang meminta dan memberi saran, topiknya tentang bagaimana menjadi siswa yang rajin dan, bagaimana menjaga lingkungan tetap hijau dan bersih.”⁵⁴

“The material today is about asking and giving an opinion, the topic is about how to be diligent student, and how to keep the environment green and clean.”

We can see that the material learned by students is by the teacher's explanation on behalf of Teacher 1 that the material is about asking and giving an opinion.

The statement above was added to an interview with one another students 3 as the coordinator of 7H class as follows:

“kalau di lihat dari kamaren-kamaren materinya ada banyak mbak, minggu lalu itu beda lagi. Cuma yang hari ini itu tentang meminta dan memberi pendapat, terus tadi di bahas bareng-bareng dengan anak-anak”⁵⁵

"If you look at the material yesterday, there were a lot of materials, last week it was different again. But today is about asking and giving opinions, then it was discussed together with other students"

The researcher concludes that the learning materials given by the teacher to class VII H students are the types of material that lead to a focus on uplifting the quality of speaking skills, the researcher also takes the position of being an observer that the student activity, self-

⁵⁴ Student 2, interview, Jember, Friday 11th February 2022

⁵⁵ Student 3, interview, Jember, Friday 11th February 2022

confidence, and pronunciation aspect are also a significant focus in the material.

The interview data is also very coherent and relevant to the lesson plans that are available as the basis for teaching the teacher's lesson plans point

Kompetensi Dasar

3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.

4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks" ⁵⁶

The statement above was strengthened by the result of observation. The researcher saw that the material given by the teacher for speaking skill was about interaction texts, spoken, short and simple, which involves the act of giving and asking for information⁵⁷

Based on the results of interviews, documentation, and observations, the researchers concluded that the material for teaching speaking using Directed discussion games at VII H was asking and giving opinions and some light materials for the student. Likewise, the teacher has utilized the material quite well.

⁵⁶ Document review lesson Plan

⁵⁷ Observation, Jember, Tuesday 15th February 2022

c. Steps of Teaching Speaking Using Directed Discussion Games at VII H of SMP Plus Darussholah Jember

The implementation of teaching and learning activities in the classroom does not eventually go through a momentary stage, it is necessary to apply some steps that must be passed by teachers and students. The preparation of the steps of teaching speaking using directed discussion games is to make it easier for the teacher to convey the material, on the other hand, to make students easier to understand the material due to the straightforward arrangement of the learning implementation.

Teachers and students of class VII H regarding how the steps of teaching speaking using directed discussion games were applied. Observation and document review are also used by researchers to support the validity of the data obtained.

The following is the interview data that the researchers have collected, the explanation below is about the steps of teaching speaking using directed discussion games at VII H of SMP Plus Darussholah Jember which was the third focus research in this study. Here are the results of interviews conducted on Thursday 10th February 2022 (09.00 Am), with the informant, who was the English teacher for VII H on behalf of English teacher 1.

“untuk penggunaannya itu saya membagi kelas menjadi 4 kelompok dengan masing-masing kelompok terdiri dari 6 – 7 siswa, tujuan pembagian ini adalah untuk mendukung kemudahan bagi siswa yang sering mengalami kesulitan dalam

belajar secara individu. Kemudian, sebelum kelas dimulai, tradisi kami adalah meninjau materi minggu lalu. Setelah itu, kami menyiapkan bahan ajar hari ini..”⁵⁸

“We divided the class into 4 groups with each group consisting of 6-7 students; the purpose of this division is to support convenience for students who often have difficulty in learning individually. Then, before class starts, our tradition is to review last week's material. After that, we prepared today's teaching materials”

The researcher understands that the steps in teaching speaking using directed discussion games are through certain stages according to the main tasks of the students in the class. Starting with forming a group as a step to make it easier for students to discuss during learning, then reviewing the last week's material, followed by the distribution of speaking material. Based on the interview with the teacher, she said that:

“setelah itu saya menjelaskan tentang materi yang akan di bahas hari ini dan setelah anak-anak faham dengan arahan yang saya sampaikan, saya mulai membagikan topic untuk di diskusikan bersama teman sekelompoknya. Dan setelah dirasa cukup berdiskusi dengan waktu yang saya tentukan, anak-anak saya suruh untuk menampilkan hasil yang telah mereka diskusikan di depan kelas dan kelompok lain akan memberikan komentarnya.”⁵⁹

“After that, I explained about the material that will be discussed today and after the students understood the directions I conveyed, I began to share topics to be discussed with their group friends. And after it was deemed sufficient to discuss with the time I set, the students were asked to perform the results that they had discussed in front of the class and other groups would provide their comments.”

⁵⁸ Teacher, interview, Jember, Thursday 10th February 2022

⁵⁹ Teacher, interview, Jember, Thursday 10th February 2022

According to the statement above, it showed that the teacher gave some topics that should be discussed by the students and the teacher will give a limited time for students to have a discussion. After that, the teacher will ask the students to perform the result of the student's discussion in front of the class and the other groups would give comments.

It was supported by the research observation, the researcher observed that after explaining the material the teacher gave some topics to the students and invited the student to discuss with their groups the limited time, after the discussion time the teacher will ask the students to perform the result of their discussion in front of the class while the other groups watching and giving the comments or asking the question.⁶⁰

The following is the interview data that the researchers have collected, The explanation below is about the steps on how the teacher combines the game in the material that she gives to the students at VII H of SMP Plus Darussholah Jember. Here are the results of interviews conducted on Thursday 10th February 2022 (09.00 Am), with the informant, who was the English teacher for VII H on behalf of English teacher 1.

“Untuk kelas 7 itu ada beberapa games yang sudah saya kasih untuk mereka, seperti tebak gambar dan mendeskripsikan gambar kedepan, jadi saya siapkan beberapa gambar untuk

⁶⁰ Observation, Jember Friday 18th February 2022

anak-anak dan mereka bisa memilih gambar mana yang ingin mereka deskripsikan lalu ada lagi games dimana mereka itu mulai diskusi dengan topic-topik yang ringan untuk mereka diskusikan bareng-bareng dengan temannya lalu ada lagi namanya itu arrange the sentence atau menyusun kalimat, saya juga menyiapkan medianya untuk anak-anak lalu mereka bisa memilih sendiri dan di bahas di depan kelas. Itu contoh permainannya sederhana sebenarnya.”⁶¹

“For 7 grades, there are several games that I have given to them, such as guessing the picture and describing the picture, so I prepared some pictures for the children and they can choose which picture they want to describe then there are other games where they start discussing with the topics that are related. easy for them to discuss together with their friends, then there is another name that is arrange the sentence or compose sentences, I also prepare the media for the students then they can choose for themselves and discussed in front of the class, the examples of the game are simple actually. “

According to the statement above, it showed that the teacher provides some games for the students and the teacher provides media as material for students' discussion.

To compare the opinion about the steps of teaching speaking using directed discussion games, the researcher interviewed the second English teacher in Smp Plus Darussollah.

Here is the result of interviews conducted on Thursday 17th February 2022 (10.52 Am), with the resource person being an English teacher on behalf of Teacher 2

“kalau saya itu di awal-awal pasti menjelaskan dulu mengenai materi hari ini lalu setelah itu saya menyuruh anak-anak untuk menulis ide mereka tentang materi hari ini dengan teman sebangkunya, saya sediakan waktu kurang lebih 15 menit untuk berdiskusi setelah itu perwakilan 1 orang dari kelompoknya maju kedepan untuk bermain hot chair namanya, nah untuk anak yang kalah dalam bermain itu, dia yang akan menjelaskan

⁶¹ Teacher, interview, Jember, Thursday 10th February 2022

hasil diskusinya itu pertama kali di kelas, begitu seterusnya untuk urutannya."⁶²

"If I was at the beginning, I would have explained first about today's material and then after that I asked the students to write their ideas about today's material with their seatmates, I took approximately 15 minutes to discuss after that a representative of 1 person from The group comes forward to play the hot chair, so for the child who loses the game, he will explain the results of the discussion first in class, and so on for the order."

Based on the interview above, it shows that the teacher will explain today's material, and when the students have already understood the teacher's explanation, the teacher will invite the students to have a discussion with their seatmates with the time that has been provided by the teacher about 15 minutes, after that the teacher will order the representative of the groups to come forward to play hot chair game, and for someone who gets loser he will be the first person to perform in from of the class.

To test the validity of the interview data, researchers have made the observation as well as another interview with students 4,5, and 6 as the student of VII H and review a document of the lesson plans used by teachers. The observations were made to find out whether these objectives were true or not. The observation was carried out for 5 meetings with the following description of the observations.

⁶² Teacher 2, interview, Jember, Thursday 17th February 2022

By the explanation from the teacher, the same statement was also made by one of the students 4 as the student of class VII H as follows:

*"biasanya di awal-awal bu Ely memerintahkan kami untuk membentuk kelompok yang terdiri dari 6-7 siswa. kemudian Bu Ely meminta saya untuk mereview materi minggu lalu untuk melihat pemahaman dan ingatan siswa pada materi itu. Ketika Bu Ely mengajar keterampilan berbicara, Bu Ely sering memberi kami permainan."*⁶³

"Mrs. Ely often, in the beginning, ordered us to form groups of 6-7 students. Then Mrs. Ely asked me to review last week's material to see students' understanding and memory of the material. When Mrs. Ely teaches speaking skills, Mrs. Ely often gives us a game".

The statement above was added to an interview with one another students 5 as follows:

*"awal-awal itu kita di jelaskan tentang materi hari ini, lalu di beri topic atau bahan untuk di bahas bareng teman sekelompok. Biasanya anak-anak langsung berebutan kalau mom Ely sudah ngeluarin medianya, kita cepet-cepetan ambil gambar atau topic yang gampang untuk di bahas,"*⁶⁴

"At the beginning, we were explained about today's material, and then given a topic or material to discuss with a group of friends. Usually, the children immediately fight when Mom Ely has released the media, we quickly take pictures or topics that are easy to be discussed."

The statement above was added to an interview with one another students 6 as follows:

"Biasanya membahas materi pada minggu lalu dulu, lalu masuk pada materi hari ini dan mom Ely menjelaskan tentang materi hari ini lalu kita disuruh untuk membentuk kelompok"

⁶³ Student 4, interview, Jember Friday 11th February 2022

⁶⁴ Student 5, interview, Jember Friday 11th February 2022

terus di bahas bareng teman sekelompoknya, kadang anak-anak suka rame kalau sudah di suruh ngambil topiknya”⁶⁵

“usually discuss the material last week, then and mom Ely explains about today's material then we are asked to form a group and then discuss it with our group of friends, sometimes the children get busy when they are told to take the topic”

In line with the three statements above, the researcher obtained another data based on the observation that the researcher did shows that the steps of teaching speaking using directed discussion games are starting from forming 4 groups consisting of 6-7 students, then before starting the material, the teacher first reviews last week's material to find out whether students understand the material well and can remember or not. The next step is the teacher, prepared to teach the materials for today. This speaking skill is conveyed through directed discussion games⁶⁶.

Based on the results of interviews, observations, and documentation, the researcher concluded that the first step used by the teacher was to explain the material to be discussed, after which it would be formed into 4 groups to start discussions or review the material that had been explained by the English teacher.

⁶⁵ Student 6, interview, Jember Friday 11th February 2022

⁶⁶ Observation, Jember Friday 18th February 2022

2. What technique is Utilized to Support Directed Discussion Games in Uplifting Students Speaking Skill at 7 Grade of SMP Plus Darussholah Jember

a. Teaching Speaking technique Using Directed Discussion Games at 7 Grade of SMP Plus Darussholah Jember

Learning strategies are particularly important for helping students to bypass their areas of weakness and to rely on their areas of competence. Students' willingness to apply strategies to their classwork and homework, is therefore dependent on the extent to which they recognize the value of specific strategies. Students need to understand their learning profiles and needs as learners and to recognize how and why strategies can help them attain academic success⁶⁷. The English Teacher in SMP Plus Darussholah for 7 grade is however taken one technique to support directed discussion

The following is the interview data that the researchers have collected, the explanation below is about What Technique is Utilized to Support Directed Discussion Games in Elevating Students Speaking Skills at 7 Grade of SMP Plus Darussholah Jember which was the second focus research in this study. Here are the results of interviews conducted on Thursday 10th February 2022 (09.30 Am), with the resource person being an English teacher for class VII H seventh grade on behalf of English teacher.

⁶⁷ Harris et al., 2002; Meltzer & Montague, 2001; Swanson, Hoskyn, & Lee, 1999)

“Untuk mengajar bhs inggris itu saya menggunakan technique berdiskusi, jadi dengan berdiskusi ini anak-anak akan saling bertukar pendapat dan berbagi ide. Lalu untuk membantu kelas berdiskusi ini efektif yaitu dengan berpresentasi, biasanya saya menyuruh anak-anak untuk mempresentasikan hasil dari diskusi mereka dengan teman sekelompoknya. Tindakan ini di gunakan untuk membangun kepercayaan diri mereka juga, dan bisa membuat siswa lebih aktif di kelas.”⁶⁸

“To teach English, I use a discussion technique, so by discussing this, the student will exchange opinions and share ideas. Then to help the class discuss effectively, namely by making presentations, I usually ask the students to present the results of their discussions with their group mates. This action is used to build their confidence as well, and can make students more active in class.”

According to the statement above, it showed that the teachers use discussion technique to teach English. And to help the discussion class be effective the teacher will invite the student to have a presentation in front of the class. This technique is used to build up students' discussions with their friends, be active in the class and be self-confident.

To test the validity of the interview data, researchers have made another interview with students 7,8 and 9 as the student of VII H and reviewed a document of the lesson plans used by teachers. The action was made to find out whether these objectives were true or not. This action was carried out for 5 meetings with the following description of the observations.

⁶⁸ Teacher, interview, Jember, Thursday 10th February 2022

By the explanation from the teacher, the same statement was also made by one of the students 7 as the student of VII H class as follows:

“Sejajurnya saya gak tau buat jawabnya. Tapi mungkin seperti yang saya katakan kami berada di beberapa kelompok maka ada topik yang tersedia yang diberikan oleh Bu Ely yang berarti beliau ingin kami membahasnya. Kami akan berbagi ide dan saling berdiskusi sama teman-teman, lalu biasanya akan di presentasikan di depan kelas.”⁶⁹

“Honestly I have no idea to answer it. But probably, as I said we were in some groups then there are available topics given by Mrs. Ely which means she wants us to discuss it. We'd share ideas and have a discussion with our friends, and usually will be presented it in front of the class”

The next statement above was added to an interview with another students 8 as follows:

“Setiap mulai pelajaran speaking Mrs. Ely slalu menyuruh kami untuk membentuk kelompok, terus pertama-tama Mrs. Ely menjelaskan apa yang akan di lakukan hari ini. Setelah menjelaskan Mrs. Ely akan membagi kelompok, kadang ada yang sekelompok dengan teman semejanya atau dengan anak-anak lainnya. Setelah itu masing-masing kelompok di kasih topic untuk di diskusikan, dan setelah itu pasti di suruh untuk presentasi di depan kelas perkelompoknya.”⁷⁰

“Every the beginning of speaking class Mrs. Ely always order us to make a group, but first Mrs. Ely will explain to us about what are we going to do today. After explaining Mrs. Ely would divide the group, sometimes there were groups with their tablemates or with other students. After that, each group will have their topic to be discussed and Mrs. Ely would order us to present it in front of the class”

⁶⁹ Student 7, interview, Jember Friday 11th February 2022

⁷⁰ Student 8, interview, Jember Friday 11th February 2022

The next statement above was added to an interview with one another students 9 as follows:

“Yang saya tau setiap kali habis membahas topic yang kita dapat dari mom Ely setelah itu kita di suruh untuk mempresentasikan ke depan kelas”⁷¹

"What I know is that every time we finish discussing a topic that we get from mom Ely, after that we are told to present it in front of the class"

From the result of the interview, the students were ordered to make a group discussion, after the discussion section the teacher will invite the students to have a presentation about the topic that they got from the teacher.

The researcher also obtained other data like lesson plans to support the interview and to validate the data. Discussion technique has been mentioned inside the lesson plan which the teacher holds and applied to the class. The following is the point about a technique to use by teachers to support directed discussion games. :

Metode Pembelajaran

Approach :Scientific Approach

strategy : direct discussion games⁷²”

In line with the statements above, the researcher added another data from observation. The researcher saw after the students got the topic and start the discussion after that the teacher ordered the student

⁷¹ Student 9, interview, Jember Friday 11th February 2022

⁷² Document review lesson Plan

to present in front of the class and the technique that utilized to support directed discussion games in uplifting students speaking skills at 7 Grade of SMP Plus Darussholah Jember is student's discussion and after that, the student will have a presentation. The English teacher states that students' discussion technique is used in the case to build up student discussion among their group mates and share ideas or being active when the class began, also by presentation the student will build up their confidence to speak up in front of the class.⁷³

Based on the results of interviews, observations, and documentation, the researcher concluded that the technique used by the English teacher is the student's discussion technique.

b. The Purpose of Using Students Presentation.

The following is the interview data that the researcher has collected, the explanation below is about the purpose of using students' presentations. Here is the result of interviews conducted on Thursday 10th February 2022, with the resource person being an English teacher for class VII H seventh grade on behalf of Teacher 1 she explained that:

“Cara ini cocok dan membantu saya untuk mengkombinasikan dengan berdiskusi tersebut, jadi setelah berdiskusi siswa bisa mempresentasikannya, dan antara guru dan siswa itu bisa sama-sama aktif berbicara, sekaligus melatih kepercayaan diri siswa dalam berpresentasi di depan kelas selain itu mereka bisa mengembangkan penguacapan bahasa inggris mereka.”⁷⁴

⁷³ Observation, Jember Friday 18th February 2022

⁷⁴ Teacher, interview, Jember, Thursday 10th February 2022

“This method is suitable and helps me to combine it with the discussion, so after discussing the student can present it, and between the teacher and the student they can both actively speak, as well as train students' confidence in presenting in front of the class besides that they can develop their English pronunciation.”

This showed that the teacher's purpose of using students' presentations is to make the students more active in talking English and train the student's confidence.

3. The Benifit of Directed Discussion Games in Elevating Students Speaking Skill at 7 Grade of SMP Plus Darussholah Jember

The good method makes teaching good. So a teacher has to be very choosy as far as methods are concerned. There is a bunch of methods. One of them is the directed discussion method. Directed method of teaching English means teaching English directly using the target language. A teacher doesn't use the mother tongue in the class or might be in the bilingual term. Nor are the students allowed to use it.

a. Students benifit

The following is the interview data that the researchers have collected; the explanation below is about The Benifit of Directed Discussion Games in Elevating Students Speaking Skill at 7 Grade of SMP Plus Darussholah Jember which was the third focus research in this study. Here are the results of interviews conducted on Thursday 10th February 2022 (09.30 Am), with the resource person being an English teacher for class VII H seventh grade on behalf of teacher 1

“Banyak siswa yang benar-benar diam tetapi mereka dapat berbicara dalam kegiatan kerja kelompok. Siswa akan merasa lebih nyaman ketika berbicara dengan sekelompok daripada berbicara langsung di kelas atau bahkan dengan guru. Karena mereka juga dapat bertukar pendapat dengan temannya tanpa ada rasa sungkan, terkadang mereka malu yang mau bertanya tentang bahasa Inggris kepada gurunya sendiri. Dan sejauh ini saya lihat anak-anak lebih enjoy dan sedikit bersenang-senang di kelas, saya selalu tekankan kepada mereka untuk berdiskusi bareng kelompoknya dan berbicara sebisanya bukan berarti mereka harus menggunakan diskusi dengan full English. Tapi setidaknya mereka sudah berusaha aktif di kelas dan PD untuk memulai berbicara dengan bhs Inggris dengan teman-temannya”⁷⁵

“Many students who keep silent but they can speak in group work activities. Students will feel more secure when talking to a group of friends than talking directly to the whole class or even to the teacher. Since they could also exchange ideas with their friends without embarrassment, sometimes they were embarrassed to ask the teacher about English. And for that, I look at the students they are more enjoy and have a little fun in class, I always emphasize to the student to having a group discussion and speaking as much as they could doesn't mean they are using a full English discussion. But at least they have the struggle to be active in the class and confidence to speak English with their friends”

This means group work activity is so helpful for the students with low speaking performance. The teacher is not always using the same method to make the groups of students. The way the teacher grouping the students is based on the task. There are times when a teacher must mix students who have high and low speaking performance. If low speaking performance students gathered in one group they do not have any task done, they avoid presenting their result. Even if the teacher accidentally forgets to call them to present their work, they stay in keeping silent. They think it is better if they do

⁷⁵ Teacher, interview, Jember, Thursday 10th February 2022

not get the score because the teacher forgets to call them, rather than they must stand up and speak in front of others. But if students with various potential gathered in one group when the teacher forgets to call, they have a sense of wanting to perform their work, and this is influenced by the integration of students in the group itself. Students who have difficulty speaking can even speak fluently when they are comfortable and feel helped by their group members.

To test the validity of the interview data, researchers have made another interview with the students 1,2,3,4,5,6,7,8 and 9 as the student of VII H and review a document of the lesson plans used by teachers. The action was made to find out whether these objectives were true or not. This action was carried out for 5 meetings with the following description of the observations.

In accordance with the explanation from the teacher, the same statement was also made by one of the students 2 As the student of VII H class as follows:

*“Selama kelas speaking saya merasa pengucapan saya semakin baik dan lebih baik, meskipun ada banyak yang harus diperbaiki kak. Dan anak-anak kelas menjadi lebih percaya diri daripada diam sepanjang waktu. Kalau udah mulai waktunya berdiskusi itu kelasnya rame banget karena anak-anak mulai aktif berbicara”*⁷⁶

“What I feel during speaking class is my pronunciation quality currently is getting better and better, even though there is a lot to be fixed up. And the class member got much more confident instead of being silent all the time. When the discussion time is started the class becomes so noisy because the student is in the inactive mode in speaking ”

⁷⁶ Student 2, interview, Jember, Friday 11th February 2022

The statement above was added to an interview with one another students 1 as follows:

“Mmm, jauh berbeda jika dibandingkan dengan saya saat masih SD. Nilai bhs Inggris saya jelek karena saya tidak tahu apa-apa tentang bahasa Inggris. Bahkan untuk membaca kata sederhana. Tapi hari ini semua lancar alhamdulillah. Karena Bu Ely selalu berusaha untuk lebih dekat dengan kami dan berkomunikasi secara intens. Pengucapan saya juga diperbaiki”⁷⁷

“Mmm, so much different if I would compare to ‘Me’ when I was in elementary school. English seems like go to ruin my score because I have no idea about English. Even to read a simple word. But today all goes smooth alhamdulillah. Because Mrs. Ely always tries to get closer to us and communicate intently. My pronunciation got repaired as well”

The statement above was added to an interview with another student 3 as the coordinator of class as follows:

“dulu saya punya banyak kesalahan dalam pengucapan kata-kata bahasa inggris yang dasar seperti bhs inggrisnya “jawab” pengucapan saya selalu answer dibaca seperti huruf aslinya tapi mom Ely dan teman-teman selalu mengingatkan kepada saya kalau pengucapan yang benar itu seperti aenser. Jadi saya merasa ada beberapa kata yang saya perbaiki dan mendapat vocab baru juga”⁷⁸

"I used to have a lot of mistakes in pronouncing Basic English words like English "answer" my pronunciation reads like the original letters but Mom Ely and friends always remind me that the correct pronunciation is like the answer. So I feel like there are some words that I corrected and got a new vocab too"

The statement above was added to an interview with another students 6 as follows:

“walau bahasa inggris itu susah bagi saya, tapi saya senang kalau anak-anak mulai ngomong bahasa Inggris karena itu agak lucu buat saya mbak. Anak-anak banyak membantu saya ketika saya tidak tau buat ngucapin kata dalam bahasa inggris

⁷⁷ Student 1, interview, Jember, Friday 11th February 2022

⁷⁸ Student 3, interview, Jember, Friday 11th February 2022

jadi karena itu saya sadar bahwa pengucapan saya itu butuh di perbaiki dan saya juga sedikit lebih tau tentang bhs inggris.”⁷⁹

"Although English is difficult for me, I like it when children start speaking English because it's a bit funny for me. The children helped me a lot when I didn't know how to pronounce words in English, so with that, I *realized* that my pronunciation needed to be improved and I also know a little bit more about English."

The statement above was added to an interview with one another student 5 follows:

“ Bahasa inggris tetap susah buat saya mbak, tapi saya suka kalau sambil main-main.”⁸⁰

"learning English is still difficult for me, but I like it when learning while playing games."

The statement above was added to an interview with one another student named 4 follows:

“awal-awal itu saya gak tau buat ngomongnya sama tidak tau bahasa inggrisnya tapi sekarang kalau di suruh berdiskusi si insyaallah saya masih bisa dikit-dikit mbak.”⁸¹

"At first, I didn't know how to say it and I didn't know English, but now if I'm asked to discuss it, maybe I can still do it a little bit"

The next statement above was added to an interview with one another students 7 follows:

“sebenarnya, meskipun tidak dikelas pun di asrama kita dapat vocab perharinya itu 3 kata, jadi kadang di kelas juga dapat vocab baru saya tulis di buku vocab. Terus bu, Ely juga sering membenarkan pengucapan saya yang salah jadi saya ingat-

⁷⁹ Student 6, interview, Jember, Friday 11th February 2022

⁸⁰ Student 5, interview, Jember, Friday 11th February 2022

⁸¹ Student 4, interview, Jember, Friday 11th February 2022

ingat terus biar gak salah lagi. Tadi juga asik mbak belajarnya”⁸²

"Even though we are not in class but each day in our dormitory we get 3 words of vocab, so sometimes in class I also get vocab and I just write it down in the vocab book. Also mom Ely often corrects my wrong pronunciation so I keep that in mind so I don't get it wrong again. It was fun to learn it too."

The statement above was added to an interview with another student 8 follows:

*"Saya suka bahasa inggris mbak kan keren gitu kalau ngomongnya jadi kadang saya suka malu kalau maju kedepan meskipun belepotan tapi saya merasanya bhs inggris saya sedikit lebih baik Cuma kekurangannya saya itu masih kurang vocab mbak jadi susah jelasinnya tapi nanti kalau saya udah kelas 3 paling udah bagus bhs inggrisnya saya mbak."*⁸³

"I like English, sis, it's cool when I say it, so sometimes I feel embarrassed when I go forward even though it's messy, but I feel my English is a little better. But weakness is I have less vocabulary so I feel difficult in explaining something. But maybe in the next time when I have been 3rd grade, my English will be so much better"

The last statement above was added to an interview with another student 9 follows:

*"kalau berdiskusi itu kan lebih banyak prakteknya apalagi kalau ada permainannya jadi saya lebih suka. terus saya bisa lebih banyak praktek berbicara dan lebih PD untuk maju kedepan kelas."*⁸⁴

"If you discuss it, it will be more practical, especially if there is a game, so I prefer it. So I can practice speaking more and be more confident to come to the front of the class."

The researcher also obtained other data like lesson plans to support the interview and to validate the data. The presentation has

⁸² Student 7, interview, Jember, Friday 11th February 2022

⁸³ Student 8, interview, Jember, Friday 11th February 2022

⁸⁴ Student 9, interview, Jember, Friday 11th February 2022

mentioned inside the lesson plan which the teacher holds and applied to the class. The following is the point about a technique to use by teachers to support directed discussion games.

The teacher uses discussion technique in the teaching-learning process and also to make the discussion class effective the teacher use presentation technique to invite the student to perform in front of the class. Also, this presentation technique will train the student confidently and fixed their English pronunciation. "Target to be obtained: students are able to fix pronunciation, being active in speaking class, establish a social habit, and confidently share ideas"⁸⁵

In line with the statements above, the researcher understands and concludes based on the observation that The Benefit of Directed Discussion Games in Uplifting Students Speaking Skill at 7 Grade of SMP Plus Darussolah Jember is students can fixed pronunciation, being active in speaking class, establish a social habit, and confidently share ideas.

b. Teachers' experience in implementing discussion games

The following is the interview data that the researcher has collected, the explanation below is about the teacher's experience in teaching English using directed discussion games. The interview was taken in 2 sections. The teacher of the VII H class had interviewed on 10th February 2022 while the teacher from the other class was on 17th

⁸⁵ Document review lesson Plan

February 2022. With the resource person being an English teacher for class VII H seventh grade on behalf of Teacher 1 and another English teacher on behalf Teacher 2

Here are the results of interviews conducted on Thursday 10th February 2022 (09.30 Am), with the resource person being an English teacher for class VII H seventh grade on behalf of English teacher 1.

“kalau pengalaman saya sendiri selama mengajar disini ya ada susah senangnya ya, tapi kalau di tanya tentang puas atau tidaknya dengan sistem pengajaran yang saya ajarkan itu saya cukup puas ya mbak, karena selama anak-anak itu mengerti dengan apa yang saya ucapkan apa yang saya jelaskan itu sudah lebih dari cukup buat saya apalagi ketika melihat anak-anak bersenang-senang dikelas enjoy di kelas itu sudah cukup memuaskan buat saya.”⁸⁶

“In my own experience while teaching here, there are difficulties and joys, but when asked about whether or not I am satisfied with the teaching system that I teach, I am quite satisfied, because as long as the students understand what I say, what I explain is better. enough for me, especially when I see students having fun in class, enjoying in class, it is quite satisfying for me.”

According to the statement above, it showed that the teacher has satisfied with the teaching-learning process that she has done. The teacher argues, when the student understands the teacher's explanation and has fun in the class or enjoys the class it is more than enough for the teacher.

The researcher has made another interview with Teacher 2 as the second English teacher of Smp Plus Darussolah Jember.

⁸⁶ Teacher, interview, Jember, Thursday 10th February 2022

Here is the result of interviews conducted on Thursday 17th February 2022 (10.52 Am), with the resource person being an English teacher for class VII H seventh grade on behalf of Teacher 2:

“sebenarnya metode diskusi ini dulu pernah saya gunakan mbak, tapi saya itu masih melihat potensi anak-anak dalam berbicara bhs inggris itu masih minim, jadi saya merubah technique pengajarannya saya, kenapa saya bilang begitu karena apa yang saya harapkan ketika menggunakan technique diskusi itu tidak terealisasi dengan baik. Tujuan saya dan apa yang terjadi di lapangan itu berbeda, tujuan saya ingin membuat anak-anak lebih terbiasa dengan bahasa inggris lebih leluasa lagi ketika berbicara bhs inggris, tapi nyatanya dilapangan itu berbeda. Banyak anak-anak yang malah diam ketika disuruh untuk ngomong karena mereka itu kekurangan vocab, tapi kalau games malah anak-anak yang selalu mintak. Setiap pertemuan saya selalu kasih permainan yang terkait dengan topic tentunya.”⁸⁷

“Actually, I have used this discussion method before, but I still see the potential of the students in speaking English is still minimal, so I changed my teaching technique, why do I say that because what I hoped for when using the discussion technique was not realized well. My goals and what happens in the field are different, my goal is to make the students more accustomed to English more freely when speaking English, but in reality, the field is different. Many students’ are silent when asked to speak because they lack vocab, but when it comes to games, students always ask. Every meeting I always give games related to the topic of course.”

Based on the statement above, showed that the teacher feel unsuccessful when he invite the students' to have a discussion and speak up in front of the class because the students still lack on vocabulary so they can not speak well, the teacher clam that his goal and what happens in the field are different. But up to now the teacher still use games to take the students' interest in studying English.

⁸⁷ Teacher 2, interview, Jember, Thursday 17th February 2022

In the next interview teacher 2 add the answer he said that:

“lalu Terkait dengan puas atau tidaknya saya mengajar itu jujur saya masih belum puas dengan yang saya ajarkan, karena saya mikirnya itu ke anak-anak kalau anak-anak puas saya puas kalau anak-anak gak puas saya gak puas, kalau anak-anak ngerti saya puas. Tapi kelihatannya belum merasakan puas. Saya jarang sekali merasa puas dari cara saya ngajar.”⁸⁸

“Then regarding whether I am satisfied or not teaching, to be honest, I am still not satisfied with what I teach, because I think it is to the students if the students are satisfied. I am satisfied if the students are not satisfied I am not satisfied, if the students understand I am satisfied. But it doesn't look like it's satisfied yet. I'm rarely satisfied with the way I teach”

According to the statement above, it showed that the teacher does not feel satisfied with the teaching process, the teacher argues that the students are becoming his priority when the students are understanding he is satisfied but when the students do not understand he will do. But so far he is don feel satisfied with the teaching process he gives to the students.

Based on the result of the research above, it showed that one of the teachers feel satisfied with the teaching-learning process and one of them was still unsatisfied with the teaching-learning process. This argumentation made caused by both the teacher has different sides in seeing their respective satisfaction in teaching English.

⁸⁸ Teacher, interview, Jember, Thursday 17th February 2022

C. Discussion

After the data was collected from the results of interviews and observations, the findings are then described with existing theories. The findings are all data from the field which will be disclosed as follows:

1. The Utilization of Directed Discussion Games in elevating Students Speaking Skill at 7 Grade of SMP Plus Darussholah Jember

The findings of the discussion activity were suitable with Larsen D. state that discussion is ranged from highly formal, i.e. the whole-group staged events, to informal, for example, the small-group interactions which include a buzz group, an instant comment, a formal debate, an unplanned discussion, and consensus-building. In the buzz group, the teacher can ask the students to predict the content of a text. On the other hand, in the instant comment, the teacher can train the students to respond to a given topic fluently and immediately. In the formal presentation, the teacher should give the students time to prepare their arguments then the debate can run successfully. In addition, the teacher can also give an unprepared discussion for the students which sometimes provide the most enjoyable and productive speaking but the success of the activity depends on the way the teacher asks the students to do the task⁸⁹.

Providing time for discussion and digestion is important for teaching practice in general. This is true both for the LBKO (learning is building knowledge with others) approach and for the LIS (learning is

⁸⁹ D Larsen, and Freeman. 2000. *Techniques and Principles in Language Teaching* (2nd edition). Oxford: Oxford University Press

individual sense-making) approach. The students' self-directed learning time can also be used better for the digestion and application of knowledge and skills. It is interesting to consider the students' learning styles, not just in the classroom but also outside. To understand a specific group of learners better, it is important to have deeper learning conversations with them about how they are studying and making progress outside of the class meetings. This would help the teachers get to know them better, provide more innovative or authentic feedback and support.⁹⁰

The findings of directed discussion games were suitable with F. Klippel's "communicative fluency activities for language teaching." F. Klippel state on his paper. Learning a foreign language is not just a matter of memorizing a different set of names for the things around us; it is also an educational experience. Discussion and decision games require the students to find some problem solving about something by speaking English. Through the process of that game, learners are forced to speak English naturally with their group or partner based on the situation given by the teacher⁹¹. There are some activities included in the discussion and decision games like ranking exercises, discussion games, value clarification techniques, thinking strategies, and problem-solving activities.

⁹⁰ Emre, Erturk. 2015. *Role Play as Learning Strategy*. Eastern Institute of Technology Press

⁹¹ F Klippel, 1984. *Keep Talking: Communicative fluency activities for language teaching*. Cambridge: Cambridge University Press

The utilization of teaching and learning activities in the classroom does not eventually go through a momentary stage, it is necessary to apply some steps that must be passed by teachers and students. The preparation of the steps of teaching speaking using directed discussion games is to make it easier for the teacher to convey the material, on the other hand, to make students easier to understand the material due to the straightforward arrangement of the learning implementation. Here is an explanation of the theory of speaking skills according to the experts

Presentation is the technique of teaching where students are given at 7H of SMP Darussholah to perform dialogues or conversations using their words or sentences based on the conversation situation on the topics given. Lubis defines presentation as a dramatic hypothetical situation in which two speakers interact with preparation. The teacher should have a large supply of hypothetical situations based on hand situations that are simply stated and challenging to the students' creativity.⁹²

Based on the theory and discussion presented by the experts above, The Utilization of Directed Discussion Games in uplifting Students Speaking Skill at 7 Grade of SMP Plus Darussholah Jember as the first research focus for this research has the same purpose as what is conveyed in theory. According to the interview data and observation that has been carried out with 2 teachers and 9 students in class 7 H, it is said that the utilization of teaching speaking using directed discussion games is:

⁹² Fauzan, Umar. 2014. "The Use Of Improvisations Technique To Improve The Speaking Ability Of Efl Students" in journal *Dinamika Ilmu Jurnal Pendidikan*, Vol. 14. Page, 266, quoted from https://journal.iain-samarinda.ac.id/index.php/dinamika_ilmu/article/view/17/pdf_19

a. Deciding the purpose of teaching speaking

The purpose of teaching speaking using directed discussion games was explained in the data presentation is to fixed up pronunciation, students' activity, and students' confidence.

b. Preparing Materials

The material in teaching speaking is designed in such a way for group learning. Therefore, the teacher must prepare some topics that should be discussed by the student

c. Making Groups

Divide students into several groups the teacher must divide the students in one class into 4-6 groups whose abilities are heterogeneous.

d. Reviewing last week's material

Last's material review is intended to refresh the memory of the material that has been delivered by the teacher, this is important so that students understand the material that has been studied

e. Performance

Students were served some topics given by the teacher to be discussed and presented the result through group presentation. The teacher also prepares games to make a fun learning atmosphere. The topics are about how to be a diligent student and how to make a clean and green environment. And some general topics for 7 (seventh) grade students which is the teacher combine it with some funny games

2. The Technique is Utilized to Support Directed Discussion Games in Elevating Students Speaking Skill at 7 Grade of SMP Plus Darussholah Jember

Direct discussion is the main method used in this study, this method also becomes the main focus that the researcher takes. Theories about the direct discussion are important to be discussed here, it would be compared with some findings that were found in this study.

The findings of directed discussion games were suitable with Kindsvatter, R, William Wilen & Margaret Ishler's "*Dynamics of effective teaching*". Kindsvatter, R, William Wilen & Margaret Ishler has defined about the directed discussion that: A small-group discussion dividing the large classroom into small groups of students to achieve specific objectives permits students to assume more responsibility for their learning, develop social and leadership skills and become involved in an alternative instructional approach⁹³.

The findings of the technique to support directed discussion games were suitable with Hastoyo, Sovenda Septa states a group is more than a collection of individuals assembled in the same place. He adds that the accomplishment of the group tasks has involved interaction. He also quotes that discussion is the process of the group tasks has involved interaction.⁹⁴

⁹³ Kindsvatter, R, William Wilen & Margaret Ishler (1996). *Dynamics of effective teaching*. London: Longman Published Ltd.

⁹⁴ Hastoyo, Sovenda Septa. 2010. Improving Students' Speaking Competence through Small Group Discussion. Solo: Thesis-Unpublished.

However, directed discussion games that were utilized in SMP Plus Darussholah for 7 grade in speaking class needed a supporting technique. The technique will make the teacher more comfortable because she has another tool in teaching speaking that supports the directed discussion games. Based on the finding, the technique used in teaching speaking in student discussion and the teacher used the presentation to make the discussion class effective. This has been validating on data presented by the teacher and 9 students on the interview, it also quoted from the lesson plans given by the teacher named Mrs. Ely. More discussion about presentation learning is going too discussed as follows.

The belief in presentation is that constructing knowledge involves integrating information across multiple domains and that knowledge can be applied under various circumstances.

The presentation learning is utilized through the tutorial process that begins with the presentation of a problem and ends with student reflection. A PBL tutorial session begins by presenting a group of students with minimal information about a complex problem⁹⁵. From the outset, students must question the facilitator to obtain additional problem information

The findings of presentation technique to support directed discussion games were suitable with Cottrell. S. "skill for success: the

⁹⁵ Bransford, J. D., Vye, N., Kinzer, C., & Risko, R. (1990). Teaching thinking and content knowledge: Toward an integrated approach. In Jones, B. F., and Idol, L. (eds.), *Dimensions of Thinking and Cognitive Instruction*, Erlbaum, Hillsdale, NJ, 381–413.

personal development planning handbook”. Cottrell. S states in his paper Presentations skills help create innovative ideas when students come up with creative and interesting slides to illustrate their talk. That means the use of presentation aids makes for a much more interesting talk, and the creation of such aids can help develop students’ confidence.⁹⁶

In addition based on the research finding supported by theories, it can be concluded that the presentation tutorial process helps support knowledge construction as students are guided through their learning. As students begin to discuss a topic with their understanding, they activate their prior knowledge, which helps prepare them for learning. It also facilitates the social construction of knowledge as learners work in small groups using their inquiry skills to be more confident to speak English.

3. The Benefit of Directed Discussion Games in Elevating Students Speaking Skill at 7 Grade of SMP Plus Darussholah Jember

The Focus of directed discussion games is not only forming some groups and creating topics to be discussed, or it can be formed for interviewing students than directly building up one-way communication among students and the teacher. The exact point for direct discussion games is to bring enthusiasm and entertain discussion through giving

⁹⁶ Cottrell, S. Skills for Success: The Personal Development Planning Handbook (Basingstoke: Palgrave Macmillan, 2003)

interactive games. This perception has risen by Gibbs⁹⁷. However, it is important to distinguish between the two of them.

The findings of the benefit of using discussion games were suitable with Gibbs, Anita. "Focus Groups: Social Research Update of Probation Studies Unit, Centre for Criminological Research." Gibbs, Anita state in their paper that group interviewing involves interviewing several students in one-way communication, the emphasis being on questions and responses between the teacher and students. On the other hand, Focusing more on group discussion would rely on interaction within the group based on topics that are supplied by the researcher directly at the same time and two ways communication⁹⁸.

The findings of the more advantages which give benefits for students about directed discussion games were suitable with Douglas Brown. "Language Assessment Principles and Classroom Practices" The communication among teachers and students can bring up an interactive discussion. As follows:

- 4) Language processing: effective speakers need to be able to process language in their heads and put it into a logical order so that it comes out in forms that are not only comprehensible but also convey the meanings that are intended. Language processes involve the retrieval of words and phrases from memory and their assembly into

⁹⁷ Gibbs, Anita. 1997. Focus Groups. Oxford University: Social Research Update of Probation Studies Unit, Centre for Criminological Research.

⁹⁸ Gibbs, Anita. 1997. Focus Groups. Oxford University: Social Research Update of Probation Studies Unit, Centre for Criminological Research.

syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English.

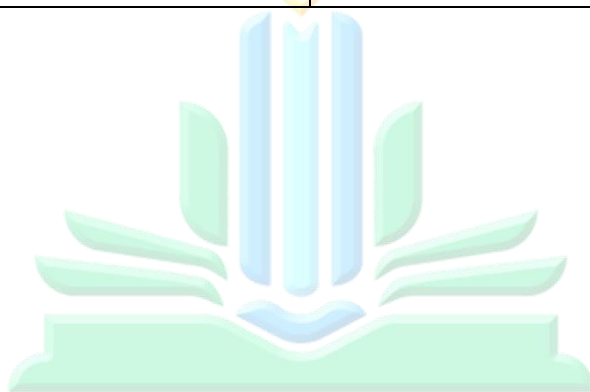
- 5) Interactive with others: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling. Knowledge of how linguistically to take turns or allow others to do.
- 6) Information processing (on the spot): quite apart from our response to others' feelings, we also need to be able to process the information they tell us the moment we get it⁹⁹.

The theory explained above is to prove and answer the third research question that data analysis shared in the previous section about the Benefit of Directed Discussion Games in uplifting Students Speaking Skill at 7 Grade of SMP Plus Darussolah Jember has proved by the theory that directed discussion games would rely on interaction within the group based on topics that are supplied by the researcher directly at the same time and two ways communication it also brings up entertaining sides through the games.

NO	RESEACRH FOCUS	SUMMARY
1	How to utilize directed discussion games work in uplift students speaking ability at 7 Grade of SMP Plus Darussolah Jember?	<ol style="list-style-type: none"> a. The Purpose of Teaching Speaking Using Directed Discussion Games. b. Teaching Speaking Materials Using Directed Discussion Games at 7 Grade of SMP Plus

⁹⁹ Brown, H. Douglas. 2004. Language Assessment Principles and Classroom Practices. Longman: San Francisco State University.

		Darussolah Jember c. Steps of Teaching Speaking Using Directed Discussion Games at VII H of SMP Plus Darussolah Jember
2.	What technique is Utilized to Support Directed Discussion Games in Uplifting Students Speaking Skill at 7 Grade of SMP Plus Darussolah Jember	a. Teaching Speaking technique Using Directed Discussion Games at 7 Grade of SMP Plus Darussolah Jember b. The Purpose of Using Students Presentation.
3.	The Benifit of Directed Discussion Games in Elevating Students Speaking Skill at 7 Grade of SMP Plus Darussolah Jember	a. Students benifit



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CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents the conclusion of the result and suggestions for English teacher, students, and further researcher who are interested in similar research.

A. Conclusion

Based on the data analysis and the discussion in the previous chapter, the researcher can be concluded as follows:

Firstly, this research finds that the utilization of directed discussion games and the teacher purpose in implementing directed discussion games. The teacher aims that discussion can make the students find new vocabulary, being active in class and repair students pronunciation. For teaching learning process the teacher used general materials that exist in the textbook, besides giving the discussion time teacher will give some games in her teaching learning process. The aim of the games is the teacher wants to take the students interest to study about English and make the students more enjoy when they start the class.

Secondly, based on the result of interview and observation, the teacher technique in implementing directed discussion games in the classroom is discussion technique and to support the discussion become affective the teacher would like to invite the students to have a presentation in front of the class with the result of the discussion.

Thirdly, the benefit of using directed discussion games and the teacher experience when the teacher implementing the discussion. the benefit were the students are more enjoy when they are studying English with playing games, students have an effort to open or look up new words through their dictionaries when they start the discussion, students have many opportunities to practice their English speaking and repair their pronunciation, and it gives positive improvement on students' active participation, confidence and their fluency in speaking skill. Based on the result of teacher interview each of them has a different experience in implementing directed discussion in the classroom.

B. Suggestion

Based on the conclusion above, the researcher provide some suggestions for the teacher, and other researcher who are interested to do related research.

1. For the English teacher

The teacher should stay to watch the students' activities and the students development in studying English. The researcher suggest the teacher could provide the good media for the students in learning process.

2. For the further researcher

The researchers suggest to analyses some research about directed discussion games. For the next researcher especially the students of UIN KHAS JEMBER, this paper can be references to do the next research in other field.

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PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama : Luky Dwi Lustika Rizal
 Nim : T20176042
 Prodi : Tadris Bahasa Inggris
 Fakultas : Tarbiyah Dan Ilmu Keguruan
 Institusi : UIN Kiai Haji Ahmad Siddiq Jember

Dengan ini menyatakan bahwa isi skripsi yang berjudul “The Utilization of Directed Discussion Games to Uplift Students’ Speaking Skill at Seventh Grade of Smp plus Darussolah Jember “ adalah hasil karya/penelitian saya sendiri, kecuali bagian-bagian yang dirujuk sumbernya.

Demikian pernyataan keaslian tulisan ini saya buat dengan sebenar-benarnya.

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Jember, 22 Maret 2022
 Saya yang menyatakan

Luky Dwi Lustika Rizal
NIM T20176042

Matrix of Research

Title	Research Question	Variable	Indicators	Source Of Data	Research Method
The Utilization Of Directed Discussion Games To Uplift Students' Speaking Skill At Seventh Grade Of SMP Plus Darussolah Jember	1. How to utilize directed discussion games work in uplifting students speaking ability at 7 Grade of SMP Plus Darussolah Jember? 2. What technique is utilized to support directed discussion games in uplifting students speaking skill at 7 Grade of SMP Plus Darussolah Jember? 3. What is the benefit of directed discussion games in uplift student speaking skill at 7 Grade of SMP Plus Darussolah Jember?	Speaking skill	1. Students pronounciation 2. Students activities 3. Students self confidence	1. Observation 2. Interview Source a. English teacher b. Students 3. Documentat ion	1. Research approach phenomenology 2. Research design qualitative research 3. Technique of collecting data: a. Observation b. Interview c. Documentations 4. Data analysis Miles dan Huberman 5. Validity of data: Source triangulation technique triangulation



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Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : [www.http://ftik.iain-jember.ac.id](http://ftik.iain-jember.ac.id) e-mail : tarbiyah.iainjember@gmail.com

Nomor : B-2124/In.20/3.a/PP.009/12/2021

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP PLUS DARUSSOLAH

Jln moh yamin no 25 tegal besar jember

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

NIM	: T20176042
Nama	: LUKY DWI LUSTIKA RIZAL
Semester	: Semester sepuluh
Program Studi	: TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai THE UTILIZATION OF DIRECTED DISCUSSION GAMES TO UPLIFT STUDENT'S SPEAKING SKILL AT SEVENTH GRADE OF SMP PLUS DARUSSOLAH JEMBER selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Zainal fanani

adapun pihak yang dituju adalah sebagai berikut:

GURU BAHASA INGGRIS & SISWA KELAS 7H

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 09 Februari 2022

an. Dekan,

Wakil Dekan Bidang Akademik,



MASHUDI

Pictures of Research Interviewed the Teacher and Students of Smp Plus Darussollah Jember



(Teacher 1 and 2)



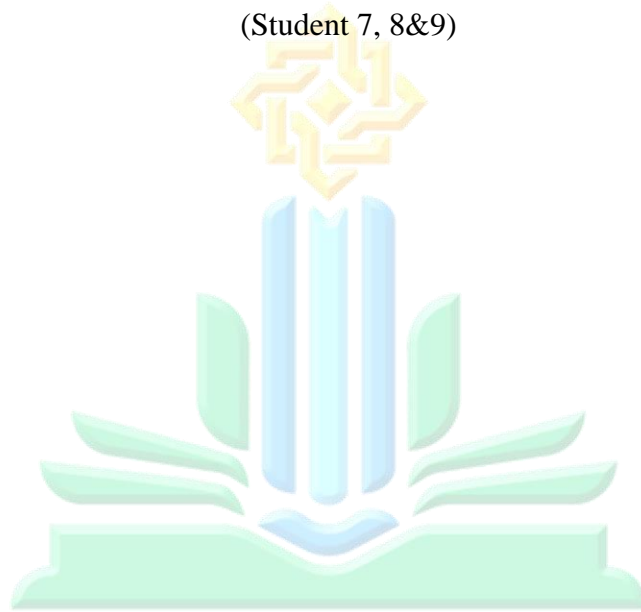
(Student 1, 2&3)



(Student 4, 5&6)



(Student 7, 8&9)



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The researcher observed the english learning process



Mata Pelajaran			Kognitif	KETERANGAN NILAI										Rata-rata		
No	No	NAMA SISWA		P	A	K	P	K	P	K	P	K	P		K	P
1	4077	ANISA FARIDATY NALAYATI P	F.D		80	80	80								80	
2	4078	ANISA FARIDATY NALAYATI P			80	80	80								80	
3	4079	ARIFNO MUHAMMAD ARIFULLAH			80	80	80								80	
4	4080	ARUNA PUTRI FIDARUS	✓	85	80	80	80								80	
5	4081	ARUNA PUTRI FIDARUS	✓	85	80	80	80								80	
6	4082	ARUNA PUTRI FIDARUS	✓	85	80	80	80								80	
7	4083	ARUNA PUTRI FIDARUS	✓	85	80	80	80								80	
8	4084	ARUNA PUTRI FIDARUS	✓	85	80	80	80								80	
9	4085	ARUNA PUTRI FIDARUS	✓	85	80	80	80								80	
10	4086	ARUNA PUTRI FIDARUS	✓	85	80	80	80								80	
11	4087	ARUNA PUTRI FIDARUS	✓	85	80	80	80								80	
12	4088	ARUNA PUTRI FIDARUS	✓	85	80	80	80								80	
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17	4093	ARUNA PUTRI FIDARUS	✓	85	80	80	80								80	
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19	4095	ARUNA PUTRI FIDARUS	✓	85	80	80	80								80	
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23	4099	ARUNA PUTRI FIDARUS	✓	85	80	80	80								80	
24	4100	ARUNA PUTRI FIDARUS	✓	85	80	80	80								80	
25	4101	ARUNA PUTRI FIDARUS	✓	85	80	80	80								80	
26	4102	ARUNA PUTRI FIDARUS	✓	85	80	80	80								80	
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







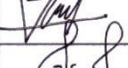



The result score of seventh grade students (7H)




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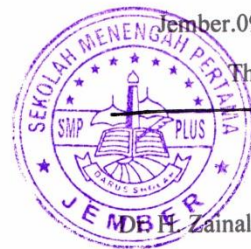
Name : Luky Dwi Lustika Rizal

NIM : T20176042

Title : The Utilization of Directed Discussion Games to Uplift Students' Speaking Skill
at Seventh Grade of Smp plus Darussolah Jember

No	Date	Activity	Initial
1.	09 th February 2022	The researcher was giving the research permission letter	
2.	10 th February 2022	Interviewed the English teacher 1	
3.	11 th February 2022	Interviewed Amelia Putri Firdaus the seventh grade student	
4.	11 th February 2022	Interviewed Naura Balqis Fauzi the seventh grade student	
5.	11 th February 2022	Interviewed Muhammad Yusril Ilman Hasan the seventh grade student	
6.	11 th February 2022	Interviewed Muhammad zaki vino Oktafian the seventh grade student	
7.	11 th February 2022	Interviewed Muhammad Fahdina izulhaq the seventh grade student	
8.	11 th February 2022	Interviewed M. ikhram raditya Ananda the seventh grade student	
9.	11 th February 2022	Interviewed Dian Erlita the seventh grade student	
10.	11 th February 2022	Interviewed Zaskiah klara claudya cindya bella the seventh grade student	
11.	11 th February 2022	Interviewed Diana lestari the seventh grade student	
12.	15 th February 2022	Observation learning English	
13.	17 th February 2022	Interviewed the English teacher 2	
14.	18 th February 2022	Observation learning English	

15.	22 th February 2022	Observation learning English	
16.	25 th February 2022	Observation learning English	
17.	1 st march 2022	Observation learning English	



Jember.09 march 2022

The headmaster

Zainal Fanani M.Pd

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP PLUS DARUSSHOLAH
Mata Pelajaran : Bahasa Inggris
Tema : Asking and giving opinion
Kelas / Semester : XII / 7H (Tujuh)

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1. Kompetensi Dasar

3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.

4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks

2. Indikator Pencapaian Kompetensi

Siswa dapat :

1. Mengidentifikasi pelafalan, memberi atau merespon saran dan rasa percaya diri
2. Menyebutkan ungkapan yang digunakan untuk meminta, memberi dan merespon saran
3. Melengkapi sebuah percakapan sederhana yang memuat ungkapan meminta, memberi, dan merespon saran
4. Menggunakan ungkapan meminta, memberi dan merespon saran berdasarkan masalah yang dimiliki dalam kehidupan sehari-hari
5. Mempresentasikan teks deskripsi sederhana yang telah disusun ke depan kelas

3. Tujuan Pembelajaran

1. siswa mampu meningkatkan pelafalan dan rasa percaya diri dalam unjuk kerja keterampilan berbicara guna menumbuhkan interaksi sosial yang baik
2. Siswa mampu menyebutkan ungkapan yang digunakan untuk meminta, memberi dan merespon saran
3. Siswa mampu melengkapi sebuah percakapan sederhana yang memuat ungkapan meminta, memberi, dan merespon saran
4. Siswa mampu menggunakan ungkapan meminta, memberi dan merespon saran berdasarkan masalah yang dimiliki dalam kehidupan sehari-hari
5. Siswa mampu mempresentasikan teks deskripsi sederhana yang telah disusun ke depan kelas

4. Materi Pembelajaran

Materi Pembelajaran Pokok

- The expression

Askingfor Suggestion	Giving Suggestion	Responding the Suggestion	
		Accepting Suggestion	Refusing Suggestion
I've got a bad toothache. What do you suggest? What do you advise me to do? What should I do? What ought I to do? Do you have any suggestion for me...	I suggest/ recommend that you ... You really should/ought to... You'd better ... Why don't you go to the dentist? How about playing cards?	Yes, I'd like/ love to. That sounds like a good idea. Thank you/Thanks I'll do/try that. Why didn't I think of that?	I tried that, but... Thanks, but that won't work/ help because ... That's a good idea, but ... No, I'd rather not. I don't feel like it.

- Struktur teks
 - Memulai
 - Menanggapi
 (diharapkan/di luar dugaan)
- Topik
 - Interaksi antara siswa di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI

5. Metode Pembelajaran

Approach : Scientific Approach

Method : direct discussion games

6. Media, Alat, Bahan dan Sumber Belajar

Media :

- Gambar foto atau video pembelajaran
- Buku pegangan siswa
- Lembar kerja siswa

Alat dan Bahan :

- Laptop
- Papan tulis

7. Langkah-Langkah Pembelajaran
(Pertemuan Kesatu)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Pembukaan</p> <ol style="list-style-type: none"> 1. Guru menyapa peserta didik, Mengajak berdoa dan meminta peserta didik untuk melakukan absensi kehadiran. 2. guru mengingatkan peserta didik untuk senantiasa menjaga kesehatan dan selalu memperhatikan protokol covid 19 Dalam setiap kegiatan. 3. guru menyampaikan judul materi yang akan dibahas, tujuan pembelajaran 	10 menit
Kegiatan inti	<p>Kegiatan literasi</p> <ol style="list-style-type: none"> 1. Peserta didik diberi motivasi dan arahan untuk melihat, mengamati, membaca dan menuliskannya kembali. mereka diberi tayangan atau bahan bacaan terkait materi Asking and Giving Suggestion, di link youtube. <p>Critical Thinking</p> <ol style="list-style-type: none"> 1. Guru memberikan kesempatan peserta didik untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, di mulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. pertanyaan ini harus tetap berkaitan dengan materi materi Asking and Giving Suggestion <p>Collaboration</p> <ol style="list-style-type: none"> 1. Peserta didik mengumpulkan informasi, Mempresentasikan ulang, atau saling bertukar informasi melalui wa mengenai materi materi Asking and Giving 	60 menit

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	Suggestion	
	<p>Communication</p> <ol style="list-style-type: none"> 1. Peserta didik menyampaikan ide atau gagasan terkait permasalahan-permasalahan yang berkaitan dengan asking and giving opinion, kemudian dianggapi peserta didik lainnya, dan guru memberikan alternative jawaban jika di berikan. 	
Kegiatan Penutup	<p>Creativity</p> <ol style="list-style-type: none"> 1. Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah di pelajari terkait materi materi Asking and Giving opinion. Peserta didik kemudian di beri kesempatan untuk menanyakan kembali hal-hal yang belum di pahami. 	
	<p>Penutup</p> <ol style="list-style-type: none"> 1. Guru bersama peserta didik merefleksikan pembelajaran yang di berikan. 2. Guru memberika penilaian lisan secara acak dan singkat. 3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya 4. Guru mengingatkan kembali kepada peserta didik untuk tetap jaga kesehatan dan mematuhi protocol covid 19 dan berdoa 	10 menit

Penilaian

Sikap.	Pengetahuan.	Keterampilan.
<ul style="list-style-type: none"> - Lembar observasi - Lembar penilaian diri 	<ul style="list-style-type: none"> - Ujian - Penugasan 	<ul style="list-style-type: none"> - Penugasan - proyek



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP PLUS DARUSSHOLAH
Mata Pelajaran : Bahasa Inggris
Tema : My Uncle Is a Zookeeper
Kelas / Semester : XII / 7H (Tujuh)

KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.5. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya

- 4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Indikator

1. Terampil memahami, menyatakan, dan menanyakan teks lisan untuk menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu
2. Terampil memahami, menyatakan, dan menanyakan teks tulis untuk menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu

TUJUAN PEMBELAJARAN

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis untuk menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu untuk memenuhi fungsi sosial dalam hal menjelaskan, membanggakan, memuji, mengaguni, mengkritik, dsb. menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan).

MATERI PEMBELAJARAN

Teks lisan dan tulis untuk menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu

Fungsi sosial

Menjelaskan, membanggakan, memuji, mengaguni, mengkritik, dsb.

Struktur teks

There are only a few students left in school. Where are the others?; How many chairs are there in this classroom? A lot. There is not much water in the dry season. So we have to save water.; It's said that there very few monkeys in the zoo, and some are very thin., dan semacamnya.

Unsur kebahasaan

- (1) Ungkapan dengan *There ...*
- (2) Kosa kata: kata benda, Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of).*
- (3) Kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya
- (4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb secara tepat dalam frasa nominal
- (5) Ucapan, tekanan kata, intonasi,
- (6) Ejaan dan tanda baca
- (7) Tulisan tangan.

Topik

Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

LENGKAH - LANGKAH PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Kegiatan awal (10 menit)	1. Guru masuk ke kelas dan langsung menyapa siswa dengan menggunakan bahasa inggris “ <i>Good morning, students</i> ” agar <i>English Environment</i> dapat langsung tercipta. Setelah direspon, guru menanyakan keadaan siswa	2 menit
	2. Guru menanyakan kehadiran siswa dengan mengucapkan “Who is absent today?”	2 menit
	3. Setelah melakukan presensi, guru menanyakan nama beberapa siswa.	3 menit
	4. Guru mengajak siswa untuk menebak tentang topik yang akan dipelajari	2 menit
	5. Guru menekankan topik yang akan dipelajari yaitu tentang pengenalan diri	1 menit
Kegiatan Inti (60 menit)	Mengamati <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris, dengan unsur kebahasaan 	8 X 40 menit

	<p>yang sesuai dengan fungsi sosialnya.</p> <p>Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang (keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu). • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan 	
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	<p>orang, benda dan binatang dalam jumlah yang tidak tertentu dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan 	
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	permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	
Kegiatan Akhir (10 menit)	<ol style="list-style-type: none"> 1. Guru bersama siswa menyimpulkan materi yang sudah dipelajari 2. Guru memberikan pekerjaan rumah kepada siswa 3. Guru menginformasikan materi selanjutnya 	5 menit

PENILAIAN

1. Teknik dan bentuk

Teknik : Tes Tulis

Bentuk : Uraian

2. Instrumen

Task One

What does the animal eat?



VERSITAS ISLAM NEGERI?

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=.....?



=.....?

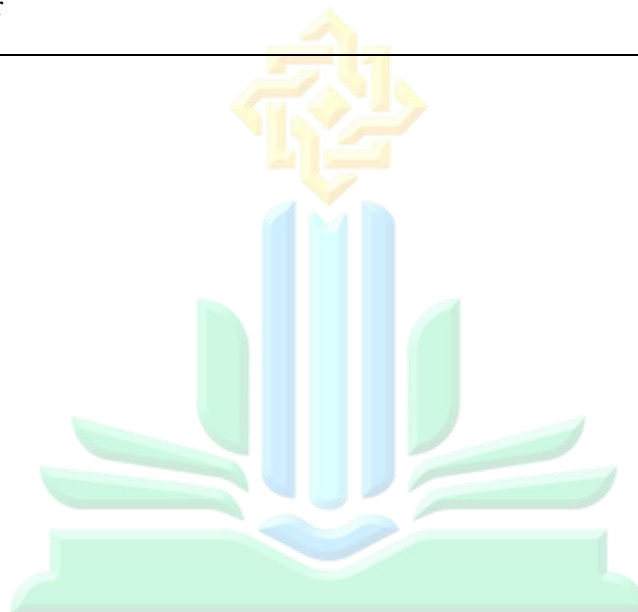


=..... ?



=..... ?

REMARKS	SCORE
correct answer, correct grammar, correct spelling	5
correct answer, inappropriate grammar, correct spelling	4
correct answer, error grammar, correct spelling	3
correct answer, error grammar, error spelling	2
error answer, error grammar, error spelling	1
no answer	0



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP PLUS DARUSSHOLAH
Mata Pelajaran : Bahasa Inggris
Tema : Don't forget it, please!
Kelas / Semester : XII / 7H (Tujuh)

KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KOMPETENSI DASAR

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan
- 3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.14. Menangkap makna teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.

- 4.15. Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

INDIKATOR PENCAPAIAN KOMPETENSI

1. Siswa menunjukkan sikap mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
2. Siswa menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. Siswa menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
4. Siswa menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan
5. Siswa terampil memahami teks *recount* pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa untuk Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan)
6. Siswa terampil menyatakan teks *recount* pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa untuk Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan)
7. Siswa terampil menanyakan teks *recount* pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa untuk Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan)

TUJUAN PEMBELAJARAN

Siswa terampil memahami, menyatakan, dan menanyakan teks *recount* pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa untuk Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan)

Teks *recount* pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa

Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.

(gagasan utama dan informasi rinci)

- Memberikan pendahuluan (orientasi) dengan menyebutkan orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan
- Menguraikan urutan kejadian secara kronologis, urut dan runtut.
- Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional).
Panjang teks : kurang lebih 6 (tiga) kalimat.

- (1) Kata kerja dalam Simple Past tense, Past Continuous Tense
- (2) Kosa kata: kata kerja yang menunjuk tindakan atau kegiatan
- (3) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb.
- (4) Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, on Monday, an hour ago, immediately*, dsb.
- (5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (6) Ucapan, tekanan kata, intonasi
- (7) Ejaan dan tanda baca
- (8) Tulisan tangan

Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU	PERTEMUAN KE
Kegiatan awal (10 menit)	1. Guru masuk ke kelas dan langsung menyapa siswa dengan menggunakan bahasa inggris “ <i>Good morning, students</i> ” agar <i>English Environment</i> dapat langsung tercipta. Setelah direspon, guru	2 menit 2 menit	

	<p>menanyakan keadaan siswa</p> <p>2. Guru menanyakan kehadiran siswa dengan mengucapkan “Who is absent today?”.</p> <p>3. Setelah melakukan presensi, guru menanyakan nama beberapa siswa.</p> <p>4. Guru mengajak siswa untuk menebak tentang topik yang akan dipelajari</p> <p>5. Guru menekankan topik yang akan dipelajari yaitu tentang pengenalan diri</p>	<p>3 menit</p> <p>2 menit</p> <p>1 menit</p>	
Kegiatan Inti (60 menit)	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca rujukan dari berbagai sumber, termasuk 	<p>11 X 40 menit</p>	<p>Pertemuan 1</p> <p>Pertemuan 2</p> <p>Pertemuan 3</p>

	<p>buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana.</p> <ul style="list-style-type: none"> Siswa membaca semua teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> fungsi sosial setiap teks orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan urutan kejadian secara kronologis, urut dan runtut komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional, jika ada) kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman 		<p>Pertemuan 2 Pertemuan 3</p> <p>Pertemuan 4</p>
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	<p>tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb). Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia 		
Kegiatan Akhir (11 menit)	<p>4. Guru bersama siswa menyimpulkan materi yang sudah dipelajari</p> <p>5. Guru memberikan pekerjaan rumah kepada siswa</p> <p>6. Guru menginformasikan materi selanjutnya</p>	5 menit	

PENILAIAN, PEMBELAJARAN REMEDIAL DAN PENGAYAAN

1. Teknik Penilaian

Penilaian Sikap:

1. Penilaian diri dan penilaian teman sejawat.
2. Menggunakan daftar cek atau skala penilaian (*rating scale*) yang disertai rubrik.

Penilaian Keterampilan:

1. Praktik,
2. Produk (proyek)

Penilaian Pengetahuan (classroom exercises and homework)

1. Lisan/tulisan
2. Penugasan

2. Instrumen Penilaian

Instrumen Penilaian Sikap

No	Sikap yang di amati yang dinilai	Skor				Keterangan
		4	3	2	1	
1	Serius dalam menerima pelajaran					
2	Bertanggung jawab dan teliti dalam menjalankan tugas					
3	Santun terhadap guru (menghargai)					
4	Menghargai teman					
5	Aktif berperan serta dalam proses PBM					

Kriteria :

- 4 : sangat baik 2 : cukup
3 : baik 1 : kurang

Instrumen Penilaian Keterampilan

No	Keterampilan yang diamati dan dinilai	Skor				Keterangan
		4	3	2	1	
1.	Aspek proses					
	• Mengamati media dan lagu					
	• Mengajukan pertanyaan					
2.	Aspek Konkret					
	• Membuat					
	• Merangkai					
	• Mempresentasikan					

Kriteria:

- 4 : Terlibat aktif dari awal sampai akhir pembelajaran
3 : Terlibat aktif hanya pada bagian-bagian tertentu
2 : Terlibat namun pasif
1 : Tidak terlibat bahkan mengganggu PBM

Instrumen Penilaian Speaking (Performance)

Komponen	Uraian	Skor
Pronunciation	Terdapat banyak kesalahan pelafalan	1
	Pelafalan benar tetapi tidak seperti native speaker	2

	Pelafalan yang sempurna seperti native speaker	3
Fluency	Pembicaraan selalu terhenti dan terputus-putus sehingga susah untuk dimengerti	1
	Pembicaraan lancar dan halus, tetapi sekali-kali masih kurang konsisten/ajeg	2
	Pembicaraan dalam segala hal lancar dan halus seperti penutur asli	3
Vocabulary	Penguasaan kosa kata sangat terbatas	1
	Pemilihan kosa kata sering tidak tepat dan keterbatasan penguasaannya menghambat kelancaran komunikasi	2
	Penggunaan kosa kata lebih luas dan cermat, kosa kata umum pun tepat sesuai dengan situasisosial	3
Content	Memahami sedikit isi percakapan yang paling sederhana sekalipun	1
	Memahami dengan baik percakapan sederhana, dalam hal tertentu masih perlu penjelasan dan pengulangan	2
	Memahami segala sesuatu dalam pembicaraan normal	3

3. Pembelajaran Remedial dan Pengayaan

1. Materi : Degrees of Comparison

2. Ketuntasan Personal

Peserta didik yang memperoleh nilai sama atau di atas standar KKM dinyatakan TUNTAS

Peserta didik yang memperoleh nilai dibawah standar KKM harus mengikuti kegiatan remedial.

Nilai remedial : jika nilai remedial berada sama atau diatas rata-rata KKM, maka nilai yang dimasukkan adalah nilai standar KKM sedangkan jika nilai remedial berada di bawah standar KKM, maka nilai yang dimasukkan adalah nilai apa adanya.

3. Ketuntasan Kolektif

Jika skor soal yang dicapai $\geq 65\%$ materi pelajaran bisa dilanjutkan.

Jika skor soal yang dicapai $< 65\%$, materi pelajaran harus di ulang terutama soal yang ketuntasannya $< 65\%$

MEDIA/ALAT, BAHAN DAN SUMBER BELAJAR

Media : PowerPoint dan LCD Projector

Bahan : Video pembelajaran yang terkait dengan materi "Don't forget it, please!"

Sumber Belajar : Buku Paket Bahasa Inggris WHEN ENGLISH RINGS A BELL, Kementerian Pendidikan dan Kebudayaan, 2014

INTERVIEW GUIDELINE FOR THE TEACHER AND STUDENT

1. How to utilize directed discussion games work in improving students speaking ability at 7 Grade of SMP Plus Darussolah Jember?

a. Teacher Interview

- 1) How do you use the discussed method?
- 2) Why use the discussion method?
- 3) What is the purpose of using the discussion method?
- 4) What materials do you give students to start the discussion?
- 5) Can you see an increase in students' speaking with this discussion method?
- 6) How often the students actively uses English when the discussion begins?
- 7) How do you see if the student has improved speaking or not?
- 8) Why do you include games in your learning system?
- 9) What games do you usually use?
- 10) How do you combine the game in the material that you give to the students?
- 11) How do students respond to the games?
- 12) Is the motivation of student to learning English getting increase when you used game in teaching learning process?
- 13) How if there are students who have difficulty in carrying out English learning?

b. Student Interview

- 1) What materials did you get today
 - 2) Do you often do discussion learning along with games when learning begins
 - 3) What is your opinion about learning discussion with games in class
 - 4) Is there a group division for each class discussion lesson
2. What technique is utilized to support directed discussion games in improving students speaking skill at 7 Grade of SMP Plus Darussolah Jember?
 - a. What technique do you use to help you make the method effective?
 - b. Why choose this technique?
 - c. How are you preparing to apply this technique in teaching speaking?
 - d. Is the technique suitable to help implement the method?
 - e. How often do you ask students to present in front of the class?
 3. Student Interview
 - a. How is the learning system in the classroom
 - b. Do you often make presentations in front of the class
 - c. How is your respond when you have to discussed and presenting in front of the class
 4. What is the benifit of directed discussion games in improving student speaking skill at 7 Grade of SMP Plus Darussolah Jember?
 - a. What benifit do you want on students after using the method?
 - b. Have you seen the benifit on students' speaking skill?

- c. Has your desire to apply this method been manifested in students in class 7h?

5. Student Interview

- a. What benifit do you feel when you often have discussion with friends
- b. Do you feel a change in your knowledge of English
- c. Can you really understand about the explanation from Mrs. Ely



CURRICULUM VITAE



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