IMPROVING SPEAKING ABILITY THROUGH SMALL GROUPS DISCUSSION OF THE THIRD YEAR STUDENTS OF SMPN 25 MAKASSAR

SKRIPSI

Submitted to the Faculty of Teachership and Education Science

in Partial Fulfillment of the Requirement for the Sarjana Degree

By

DEDE NUROHIM

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FACULTY OF TEACHERSHIP AND EDUCATION SCIENCE
ENGLISH EDUCATION DEPARTMENT
UNIVERSITY "45" MAKASSAR
2012

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PAGE OF APPROVAL

Skripsi With The Title

"Improving Speaking Ability Through Small Groups Discussion of the third Year Students of SMPN 25 Makassar".

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PAGE OF ACCEPTANCE

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MOTTO

He who wants to have the Worldly Life must possess knowledge. Those who want to gain the Afterlife must embrace knowledge. And with knowledge alone both of the lives could be obtained".

(H.R. Bukhari – Muslim)

ACKNOWLEGEMENT

First of all, the writer would like to praise for Allah the Almighty God for the blessing given to him during study and in completing this final project. He also grateful to many people who contributed their ideas and time to him in completing this skripsi. I would like to express my sincere gratitude to :

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Makassar, Desember 2011

The Writer

ABSTRAK

Dede Nurohim. *Improving Speaking Ability Through Small Groups Discussion of The Third Year Students of SMPN 25 Makassar.* Di bimbing oleh Dra. Hj. Hanyah Haneng, M.Si dan Hj. St. Haliah Batau, S.S, M.Hum.

Tujuan penelitian ini adalah untuk mengetahui peningkatan kemampuan berbicara bahasa Inggris siswa kelas IX.SMPN 25 Makassar dan untuk mengetahui ketertarikan mereka dalam belajar melalui diskusi kelompok-kelompok kecil. Selain itu penelitian ini juga bertujuan untuk mengetahui adanya perbedaan peningkatan kemampuan berbicara bahasa Inggris dengan menggunakan metode konvensional dan metode diskusi kelompok-kelompok kecil.

Penelitian ini merupakan penelitian tindakan kelas yang meliputi perencanaan, tindakan, observasi, dan refleksi. Subyek dalam penelitian ini adalah semua siswa kelas IX.1 SMPN 25 Makassar yang terdiri dari 32 siswa. Adapun teknik pengumpulan data dalam penelitian ini menggunakan tes, observasi, wawancara, dan diskusi.

Dari Hasil analisis data diperoleh nilai rata – rata kemampuan berbicara bahasa Inggris siswa pada *siklus 1* adalah 69 %, sedangkan nilai rata- rata berbicara bahasa Inggris siswa pada *siklus 2* adalah 74 %, dan nilai rata – rata kemampuan berbicara pada *siklus 3* adalah 85 %. Dari hasil tersebut dapat disimpulkan bahwa terdapat peningkatan kemampuan dalam proses pembelajaran berbicara bahasa Inggris siswa. Ini berarti bahwa pembelajaran kemampuan berbicara melalui diskusi kelompok – kelompok kecil dapat meningkatkan kemampuan berbicara siswa dalam pembelajaran bahasa Inggris.

TABLE OF CONTENTS

PAGE OF TITLE i
PAGE OF APPROVAL iii
PAGE OF ACCEPTANCE iv
MOTTO v
ACKNOWLEGEMENT vi
ABSTRAK viii
TABLE OF CONTENTS ix
LIST OF TABLE xi
LIST OF GRAPH xii
LIST OF APPENDIX xiii
CHAPTER I : INTRODUCTION 1
A. Background 1
B. Statement of The problem 3
C. Objective and Significance of The Research 4
CHAPTER II : REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK 6
A. Previous Related Research Findings 6
B. Some Pertinent Ideas 9
C. Theoretical Framework 19
D. Hypothesis 19
CHAPTER III : METHOD OF THE RESEARCH 20
A. Design Of The Research 20
B. Setting Research 20
C. Preparation Of The Classroom Action Research 21
D. Subject Of The Research 22
E. Data Source 22
F. Technique and Instrument Of Data Collecting 23
G. Data Collection Technique and Tools 31

H. Performance Indicators 32
I. Data Analysis 33
J. Research Procedures 33
CHAPTER IV : FINDING AND DISCUSSION 38
A. First Cycle (one meetings) 38
B. Second Cycle (two meetings 44
C. Third Cycle (Three meetings) 49
D. Discussion 55
CHAPTER V : CONCLUSION AND SUGGESTION 58
A. Conclusion 58
B. Suggestion 59
BIBLIOGRAPHY 60
APPENDICES 63

LIST OF TABLE

1. Technique and instrument of data collecting 24
2. Acquisition activity score student in teaching and learning in cycle I 40
3. Acquisition activity score students in teaching and learning cycle II 46
4. Acquisition activity score students in teaching and learning cycle III 51
5. The average improvement of students after cycle I, cycle 2 and cycle 3 54

LIST OF DRAPH

1. Acquisition activity score students in teaching and learning cycle I 40
2. Acquisition activity score students in teaching and learning cycle II 46
3. Acquisition activity score students in teaching and learning cycle III 52

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LIST OF APPENDIX

1. Appendix 1 Instrument 62
2. Appendix 2 Speaking Test 63
3. Appendix 3 Questionnaire 64
4. Appendix 4 The criteria and percentage of the students respons for Each Item 66
5. Appendix 6 Scoring Classification Of The Students Questionnaire . 69

CHAPTER I

INTRODUCTION

A. Background

Language is a tool of communication used by human beings to communicate with each other, express feelings, ideas, and emotions in society. Living in society human beings are expected to use language to communicate as well as possible. So, without the ability to communicate, we would live in isolation, separate each other.

Communication is the transformation of meaning from one person to another by using signs or symbols. A sign or symbol is transmitted from a sender to a receiver. Moreover communication deals with the process of encoding and decoding that the message is transferred from the speaker to the hearer. The speaker wants the receptor to receive the message as complete a he conveys. So, he needs a certain ability to transfer the message. This ability is generally known as speaking ability. The speaking ability means the speakers proficiency or ability to communicate or to choose and use the language appropriately in order the receptor can understand and able to give respond that the message is understood.

English as a foreign language is learned from primary school up to university level in Indonesia. English involves four skills namely

speaking, listening, reading, and writing. Speaking is one of important aspects that can influence the students to increase their pronunciation and mainly the goals of the teaching English in Indonesia are to enable the students to use English communication and specially use in daily activities. The fact right now that most of the students are less activated to speak moreover, speaking class tends to monotonous and uninteresting. By this, English teacher has to be more creative in choosing the material and can make speaking class exciting enjoy.

In teaching and learning process, the comprehension toward to speaking material shows that the majority of students are not competent English well. The techniques English teaching influences the students' success, so the teacher of English much selects suitable method and also the materials to teach.

Speaking is one of the skills that are very important because the interaction the listener and speaker will be as the main factors to determine teaching speaking successfully. An act communication through speaking commonly performed in face to face interaction and occurs as part of dialogues or rather forms of verbal exchange.

Teachers must use good strategy to make the students more effective to study. One of the teaching strategies used in learning teaching process is groups discussion. It mean that two or more students interaction each other, discuss together, and work together

by study for getting the result from side knowledge as skill exchange to ideal attitude and grade.

Every student has different capability to accept the material that is explained by the teacher. In groups discussion the students should be work together to finish their assignment and solve the problem. The students who have good speaking hoped can help his friends who have less-speaking of less accept the material that explained by the teacher.

The small groups discussion is one of teaching strategy for the teacher and learning strategy for the students. It is more effective because it can make the students more active in discussion because they have much time to express their ideas.

Concerning with the background above the researcher is interested to conduct a research under the title "Improving Speaking Ability through Small Groups Discussion of the Third Year of Junior High School (SMPN 25) Makassar.

B. Statement of The Problem

Based on background above, the researcher formulates the research as follows:

1. Can the third year students of Junior High School (SMPN 25) Makassar improve their speaking ability through small groups discussion ?
2. Are the third year students of Junior High School (SMPN 25) Makassar interest in teaching speaking ability through small groups discussion ?
3. Is there any different in improving speaking ability through conventional method and improving speaking ability through small groups discussion of the third year students of Junior High School (SMPN 25) Makassar ?

C. Objective and Significance of The Research

1. Objective of the research

   In the relation of problem statements mentioned previously, the objectives of this research are formulateared are as follows :

   a. To know the improvement in speaking ability of the third year students of Junior High School (SMPN 25) Makassar through small groups discussion.
   b. To know the interest in speaking ability of the third year students of Junior High School (SMPN 25) Makassar through small groups discussion.

c. To know is there any different in improving speaking ability through conventional method and improving speaking ability through small groups discussion of the third year students of Junior High School (SMPN 25) Makassar.

2. Significant of research

The result of this research is expected to provide useful information to improve the teaching of English focusing the speaking ability, which can give contribution to language teaching and contribution to learners especially the third year students of Junior High School (SMPN 25) Makassar.

3. Scope of the research

The scope of the research is restricted to the students to improve speaking ability of the third year students of Junior High School (SMPN 25) Makassar through small groups discussion.

CHAPTER II

REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK

A. Previous Related Research Findings

Several studies have been reported to expose the students' ability and their learning achievement in learning English, especially speaking skill. And the writer will do the research to find out improvement of the speaking ability of the third year students of SMPN 25 Makassar through small groups discussion the findings are cited briefly below:

1. Mallun (2001 : 78), In his research in correlation between the students self confidence and their participation in learning process of English conclude that there is significant correlation between the students' self-confidence of the of the third semester students of English Department of FBS UNM and their participation in Learning English Speaking.
2. Tajuddin (1997 : 96), conducted a research on the ability to ask and answer simple question in speaking English by second years students of SMP Negeri 1 Labakkang Pangkep. He concludes that the second years students SMP Negeri 1 Labakkang in academic year 1996/1997 have poor ability to ask and answer simple question in English.

3. Hanik (1998 : 101), in her research no improving the speaking ability of the third year students of Junior High School (SMP 2) Mandar by using conservation question. She concludes that conversation question can improve the speaking ability of the third year student of Junior High School (SMP 2) Mandar.
4. Abdul Gafur Syam (2003 : 54), conducted a research increasing the speaking ability of English Conservation Circle (ECC) Members of English Department of UNM through Australian Parliamentary Debate can increase the speaking ability of English Conservation Circle (ECC) members.
5. Rosmawar (1999:46), conducted a research that using pair activities in teaching English in a language classroom can develop the students' speaking skill.
6. Nurjannah (2000:47), conducted a research at the third semester students of Akademik Komputer/Akademi Komputer Bahasa dan Akutansi (AIKA/AKBA) in 1999/2000 academic year. She reported that the students have positive attitude toward the use of conversation question in speaking English as a teaching device.
7. Muttaqin (1992:56), in his research conduct that pair tasks are effective ways of activating students in speaking English. He further reported that psychological and cognitive factors, as well as lot of

practice should be given priority in teaching and learning process, especially in teaching speaking.

8. Rahman (1995:48), conducted a research on anxiety in speaking performance of the third semester students of English. His objectives are to get information dealing potential causes of the students' anxiety, concerning with the extent to which the students' performance differs in different setting. He found out as follows:

   a. There is an indication that the student of the English Education Department IKIP Ujung Pandang cannot produce their complex ideas because of anxiety.

   b. Anxiety are caused by the factors below:

      - Psychological factors that mostly cause the students anxiety in speaking performance are shy to speak English, lack of self-confidence.
      - Linguistics competence/performance that mostly cause the students' anxiety in speaking performance are lack of grammatical, mastery, lack of vocabulary and lack of pronunciation.
      - English language practice factors, where students have sufficient time to practice their English in the classroom, and in the English meeting place.

B. Some Pertinent Ideas

According to Martine (1998 : 66) speaking is a means of oral communication in giving ideas or information to other. It is most essential way in which the speakers can through the language.

While Samsidar (1998 : 78) define that, mastering the art of speaking is the single most important function of learning a second of foreign language.

There are many ways that can be used in improving speaking namely :

1. Oral communication activities

Harmer (1991 : 82) states that there are seven activities that are all designed to provoke spoken communication namely: reaching a consensus, discussion, relaying instruction, communication games, problem solving, talking out yourselves, stimulation and role play.

a. Reaching a consensus

Consensus activities have been successful in promoting free and spontaneous language use, and we can now look at example below:

"Going to New York".

In the activities students are talk that they are on holiday and have decide what ten objects to take with them. They will have to reach a consensus on these objects.

b. Discussion

Many teachers can be heard complain for example, that they have no opinion and are not prepare to discuss anything.

c. Communication games

Communication games are based on the principle of the information gap. Students are put into situation in which they have to use all or any language they possess to complete a game.

d. Problem solving

Problem solving activities encourage students to talk together to find a solution to problem or task. Example "Desert dilemma": student are given a complex situation, and told to work out means of survival.

e. Talking about you

The students themselves are often an underused resource in particular we can use their lives and feeling for any number of interpersonal exchange. We will look at three simple activities that quick and easy to recognize :

- Your name
- What we have common
- Musical association etc.

f. Stimulation and role-play

The idea of stimulation is to create the pretence of a real life situation in the classroom students "stimulate" the real words.

Thus we might ask them to pretend that they are an airport for we might organize them to get together to plan an imaginary relation. What we are trying to do artificially of course is give students practice in real word English.

2. Speaking inform and persuade

One of the other ways in improving speaking is giving information and persuades. We know that speaking is one of the links in the chain of causes that full civilization to a stultifying *chalenglessness.* So what people say to each other can change what happens in the world. What happens in our world depends in part on whether speakers put people to sleep or wake them up.

Otis (1992 : 120) in his book state that, speaking to inform and persuade, is an attempt the fundamentals of clear, intelligent, and vivid speaking. It is an attempt to provide the tolls without

which there cannot be the kind of speaking that help us understand and control our future.

3. The Nature of Speaking

Speaking in term of usage is oral communication through which people express ideas to others people as partner of a conversation. It meant that the speaker can speak and express his ideas through languages.

An act of communication through speaking is commonly performed face to face interaction and occurs as part of dialogue or rather forms of verbal exchange. The speaking involves not only the production of sound but also the use of gesture, the movement of muscle of face, and indeed of the whole of body. All of these non-vocal accomplishments of speaking as communication activity are transmitted through the visual medium.

4. The Concept of Speaking

Speaking is a way to bring message from one person to other in order to interact with them. Communication will not running well without speaking.

Speaking is fundamentally an instrumental act. Speaker talks in order to have some efforts their listener. The successfully

communication can be seen mutual understanding between speaker and listener in exchange ideas works as their wishes, the characteristic of a successfully are :

a. Learners talk a lot

b. Participation in even

5. Groups Discussion

People in the world have two criteria are as individual and society. People as individual need eat, drink, home, clothes, etc. people as society mean that people life in the world need to attend and keep environment, especially relation with other people to work together in daily activities. This caused people to life groups.

Groups refer to interaction between two or more people. These interest as work together and need each other to solve the problems. In the groups they feel strong so that easy to solve the problem together.

Work together not only see in society, but also students in the school make groups in each activity. It refers to finish assignment in the school or discuss experience about daily activities.

According to Ahmad Tolla in Rahmatang (1997 : 14) "Groups work defines as small groups activity that organized to study". It

means that all activities each groups type handle by the teacher in learning teaching process.

Small groups discussion gives them much time work together or discuss together with their friend. Work together advised can increase their study. A teacher should be able to suggest his students to work together in positive side. It is compliance with "cooperative law" in learning teaching process explain that each teacher must strong the students work together

(Muhrim at, all, 1981 : 67).

Each groups hoped small members (3-4 students) so that student's ability spread. It mean that in one small groups attend a student who has good speaking or smart and less speaking and less understand to the material the explain by the teacher. According to Robert L. Gilstrop and William R.M. state that "Groups work as groups activity students has amount small, cultivate to study". They also suggest to each groups has amount less and small members (4-5 students).

In one groups must divided job as head, secretary and members also that the students can responsible their job. Other of, one groups must understand that interaction very important to fill needs. W.A. Gerungan in Rahmatang, (1997 : 14), that:

"People who work in groups will more realize and understand about needs of each member as their job in the groups, and they know their friends needs and their relation each other groups".

In small groups discussion hope to students can express their ideas in the groups. We know that students ability is solve the problems is differ so that this situation make their ideas differ too to give solve alternative problems. This way can improve students' courage to express their idea.

Small groups discussion gives much time to each member to ask and dialogue about assignment or the other.

In guide lines teaching book explain that groups explain that groups as way to solve the problem or assignment give opportunity to students to improve their responsibility, ability, to lead and be lead by.

According to Muhrim et, all (1981 : 16), advantages of groups discussion are :

a. The students have opportunity to responsibility appropriate their ability.
b. The students can improve their ability to lead and be lead by.
c. Groups are excellent way to discuss and work together.

Disadvantages of groups' discussion are:

a. Groups work often involved smart students only.

b. This strategy need differ of arrangement sit and differ teaching strategy too.

c. Successful strategy of this groups work to ability students to lead the groups or work alone.

6. Interest

a. What is interest?

When talking about interest, we will think about motivation or strongly attracted to do something. To clarify what actually interest means some theorist define it in Helmanidah, (2004 : 65)

1. Robert says interest is response of liking or disliking. It is present when we are aware of an object we prepare to reach to.
2. Chaplin says that interest is :
   a) An enduring attitude which engages the individuals attention to make it selectiive toward the object of interest.
   b) The feeling that a certain activity, avocation, or object is worth or significance to the individual.
   c) The state of motivation or set, which guides behavior in a certain direction toward certain goals.

3. Good says that interest is a subjective-objective attitude, concern or condition involving a perception or an idea in attention and a combination of feeling consciousness may temporary or permanent, based on native curiosity, condition by experience.
4. Atkinson says that interest is a part of personality that is usually defined according to objects or activities.

b. Types of Interest

Four types of interest namely: expression interest, manifest interest, tested interest, and inventoried interest:

1. Expressed Interest

Expressed interest is the verbal expression of like or dislikes something in general. This expression is related maturity and experience.

2. Tested Interest

Tested interest can be as curtained by measuring the knowledge of speaking or other information examine has in a specific interest area. These measures are based on the accumulation of the relevant information as well as specialized speaking.

3. Manifest Interest

Manifest interest is hat is observable because of individual participation in activity that may be necessary or certain fringe benefit to occur. In manifest interest, individual doesn't express his/her interest through words; rather he/she does it through action. It is usually valuable to observe the activities related to the events as well as the individual participation the degree of manifest interest.

4. Inventoried Interest

Inventoried interest is those interest determined by interest checklist. Usually an examination is asked to check whether he/she like or dislike the certain activities or situation.

c. Factor Affecting Students Interest

There are many factors affecting student's interest, however in this research, the researcher focused only on those which are closely related to student's interest in learning speaking through small groups discussion.

1. Internal factors, such as the student's attitude towards a subject and the student's aptitude or linguistics ability.

2. External factors, such as school factor, which may involved the teachers, the students, and the lesson: family factors such as mental support and social environment factors.

C. Theoretical Framework

Speaking is very important skill that the student should master on it. If the students are able to speak well and have a good comprehension they can succeed understand to communication without comprehension, a speaker does not really speak. It is mean that speaking skill is very important in speaking learning process.

The theoretical framework underlying in this research is giving below:

D. Hypothesis

Based on the theoretical framework, the research hypothesis is : using small groups discussion can improve the students speaking ability (H1).

CHAPTER III

METHOD OF THE RESEARCH

A. Design Of The Research

In this research, the writer conducted Class Action Research (CAR). It was a research conducted by the teacher who wants to make their students mastering the materials. The main purpose of Classroom Action Research was to indentify to solve the student's problem in the class.

Kemmis and Taggart (1998 : 53) described the approach or the procedure of Classroom Action Research into four steps. They are:

(1). planning,

(2). acting,

(3). observing,

(4). reflecting.

The relations among them is called a cycle. It means that a cycle consist of planning, acting, observing, and reflecting.

B. Setting Research

Setting in this research consists of place of the research, time of the research, and cycle of the research are as follow :

1. Place of research

This research conducted in SMPN 25 Makassar in Kompleks BTN Dwi Darma Km.15 Sudiang Raya. The subjects of this research were students at class IX.1 in academic year of 2011/2012.

2. Time of research

This research conducted at first new academic year of 2011/2012 which is held in August until December 2011. The determination of this schedule refers to the school academic calendar because Classroom Action Research needs some cycles that needs effective learning and teaching process in the class. This is suitable with school syllabus.

3. Cycle of the Classroom Action Research

This Classroom Action Research conducted through three cycles to know the improvement of the student's speaking ability and the activities of the students in learning process.

C. Preparation of the Classroom Action Research

Before the Classroom Action Research executed it was made various instruments used to give treatment in the research, that is lesson plan that to be made Classroom Action Research, that is base competence.

Besides that, it also made peripheral of study, such as :

(1). student's work sheet,

(2). discussion perception sheet,

(3). evaluation sheet.

In preparation also compiled discussion groups checklist heterogeneously.

D. Subject of the research

The subject in this research is third year students of SMPN 25 Makassar class IX.1 which consist of 32 students: 20 female students and 12 male students.

E. Data Source

Data source in this research consist of some sources, they are students, teachers, and colleagues.

1. The students

To getting data about the student's study and activities research in teaching and learning process.

2. Teacher

To look the success of learning implementation level by discussion, study result, and students' activity in learning process.

3. Colleagues

Colleagues meant as source of data to see the implementation of Classroom Action Research comprehensively, either from student's side teacher also.

F. Technique and instrument of data collecting

Data collected at each cycle of activities in observation of the implementation of the research analyzed as follows :

1. classifying the score of the students

In scoring the students, the researcher analysis ed the scoring of the two components of speaking as stated below :

a. Fluency

Classification	Score	Criteria
Excellent	6	Speaks without too great an effort with a fairly wide range of expression. Search for words occasionally but only one or two unnatural pauses.

To be continued..

...continuation

Very good	5	Search for words occasionally but only one or two unnatural pauses. Has to make and effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range or expression.
Average	3	Has to make an effort for much of time. Often has to search for desire meaning.

To be continued..

...continuation

		Rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pauses while he searches for the desired meaning, frequently fragmentary and halting delivery almost gives up making the effort at times. Limited range expression.
Very poor	1	Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

Source : Heaton, 1998:100

b. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors
Very good	5	Pronunciation is slightly influenced by the mother tongue. A few minor of grammatical and lexical errors but most utterances are correct
Good	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two mayor errors causing confusion.
Average	3	Pronunciation is influenced by the mother tongue but only a few

To be continued..

...continuation

		serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

Source : (Heaton, 1988 : 100)

2. Classifying Of students ability based on classification speaking achievement as follows:

   - Score 90 – 100 = excellent
   - Score 75 – 89 = very good
   - Score 60 – 74 = good
   - Score 45 - 59 = average
   - Score 30 – 44 = poor
   - Less than 30 = very poor

3. Students' score

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total item}} \text{ X } 100$$

4. Rate percentage of the student's speaking achievement

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

Notation :

% : percentage

F : frequency

N : Total respondent

5. mean score

$$\overline{X} = \frac{\Sigma x}{N}$$

Where :

X : mean score

□X : sum of all scores

N : total number of subject

6. standard deviation

$$SD = \sqrt{\frac{\Sigma X^2 - (\Sigma X)^2}{N}}$$

Notation :

SD : Standard Deviation

X : Total Raw Score

N : Total Number of Students

(Rahman, 2006: 27)

7. Scoring Classification

The questionnaire is given to the students aimed at asking the sample a respond of statement of indicating whether they strongly agree (SA), agree (A), undecided (U), disagree (D), or strongly disagree (SD), with each statement. Each response is

associated with a point value. And an individual score is determined by summing the point values for each statement. The point values are reserved. Below are the questionnaire and the point values.

Item	SA	A	UN	D	SD
Positive statement	5	4	3	2	1
Negative statement	1	2	3	4	5

(Rahman, 2006:27)

8. Mean Score of Questionnaire

The data collected through questionnaire will be analyzed by using formula :

$$\overline{X} = \frac{\Sigma x}{N}$$

Where:

$\overline{X}$ = *mean*

ΣX = *The sum of the score*

N = *The number of subject*

(Rahman, 2006 : 27)

G. Data Collection Techniques and Tools

1. Techniques

Data collection techniques in this study are a test, observation, interviews and discussions.

a. Test : used to obtain data on student learning outcomes.
b. Observation : used to collect data about student participation in teaching and learning and implementation in small groups discussion.
c. Interview : to obtain data about the success rate of implementation of learning through small groups discussion.
d. Discussion among teachers, peers, and collaborators to reflect the results of class action research cycle.

2. Data Collection Tool

Data collection tool in this class action research include tests, observations, interviews, questionnaires and discussion as follows.

a. Test : use the grain problem / question instrument to measure student learning outcomes.
b. Observation : using observation sheets to measure the level of student participation performance teaching and learning process.

c. Interview : using an interview guide to find out the opinions or attitudes of students and colleagues about learning through small groups discussion.

d. Questionnaire : to know the opinions or attitudes of students and colleagues about learning through small groups discussion.

e. Discussion : using observation sheet

H. Performance Indicators

In this Class Action Research, the performance indicators in addition to students is the teacher, because the teacher is a facilitator who is very influential on student performance.

1. Student
   a. Test : the average value of daily tests.
   b. Observation : students' activeness in teaching and learning speaking ability.
2. Teacher
   a. Documentation : the presence of students.
   b. Observation : obseravasi results.

I. Data Analysis

Data collected at each observation of the implementation of the research cycle were analyzed descriptively using percentages techniques to look at trends in learning activities.

1. Learning outcomes : by analyzing the average value of the test. Then categorized in a classification of high, medium, and low.
2. Activities of students in teaching and learning process speaking ability by analyzing the level of activity students learning process speaking ability. Then categorized in high, medium, and low.
3. Implementation teaching and learning through small groups discussion by analyzing the success rate of implementation of the type of class action research and then categorized in the classification of successful, less successful, and unsuccessful.

J. Research Procedures

Cycle 1

The first cycle in the class action research is composed of planning, implementation, observation and reflection are as follows :

1. Planning
   a. The research team conducted an analysis to determine the basic competency curriculum that will be delivered to students using learning small groups discussion methods.

b. Make a plan of learning through small groups discussion.

c. Creating a student worksheet.

d. Making instruments used in the Class Action Research cycle.

e. Develop an evaluation tool of learning.

2. Implementation (Acting)

a. Divide students into eight groups.

b. Presenting the subject matter.

c. Granted subject of discussion.

d. In groups' discussions, the teacher leads the groups.

e. One of the groups' discussions, presented the results of groups work.

f. The teacher gives a quiz or a question.

g. Students are given a chance to respond.

h. Strengthening and conclusions together.

i. Observation or observation.

3. Observations

a. Situation of teaching and learning activities.

b. Activeness of students.

c. The ability of students in groups discussions.

4. Reflection (Reflecting)

Research class action is successful if it meets several requirements are as follows :

a. The majority (75% of students) courageous and able to answer questions from the teacher.
b. Most (70% of students) dared respond and express opinions about the answers of other students.
c. Most (70% of students) courageous and able to ask questions about the subject matter on that day.
d. More than 80% of active groups members in groups tasks.
e. Groups task completion within the time provided.

Cycle 2

Like the first cycle, second cycle was composed of planning, implementation, observation, and reflection.

1. Planning

The research team create lesson plans based on the reflection on the first cycle.

2. Implementation (Acting)

Teachers implement learning through small groups discussion based lesson plans reflect the results of the first cycle.

3. Observation

The research team (teachers and collaborators) make the observation to small groups discussion learning activities.

4. Reflection (Reflecting)

The research team reflect on the implementation of the second cycle and make plans for the third cycle.

Cycle 3

The third cycle is the third round of cooperative learning type of small groups discussion with the same stages as in the first and second cycles.

1. Planning

   The research team create lesson plans based on the reflection on the second cycle.

2. Implementation (Acting)

   Teachers implement cooperative learning with the type of small groups discussion based lesson plan reflections on the second cycle.

3. Observations (Observation)

   The research team (teachers and collaborators) make the observation of small groups discussion learning activities.

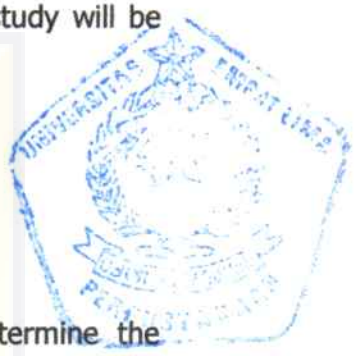
4. Reflection (Reflecting)

   The research team reflect on the implementation of the third cycle and to analyze and make conclusions on the implementation of learning through of small groups discussion in improving student learning activities and results in learning in Junior High School.

CHAPTER IV

FINDING AND DISCUSSION

The results described in the stages of learning cycles to be performed in teaching and learning in the classroom. In this research study will be conducted in three cycles as the exposure as follows.



A. First cycle (two meetings)

1. Planning
   a. The research team conducted an analysis to determine the curriculum standards of competence and basic competencies that will be delivered to students through small groups discussion.
   b. Make a plan of learning through small groups discussion.
   c. Creating a student worksheet.
   d. Making instruments used in the cycle of Class Action Research.
   e. Develop an evaluation tool of learning.
2. Implementation (Acting)

   At the beginning of the first cycle of implementation has not been according to plan. This is due to :

   a. Some groups are not yet familiar with the conditions of learning in groups.

b. Some groups do not understand the steps small groups discussion.

To resolve the above efforts are as follows:

a. Teachers with an intensive understanding to the students condition member in the groups, teamwork, participation of students in the groups.
b. Teachers help the groups do not understand the steps small groups discussion.

At the end of the first cycle of observations of teachers and collaboration with peers can be concluded:

a. Students are getting used to the conditions of groups learning.
b. Students are getting used to the method learning of Small Groups Discussion.
c. Students can concluded that the method learning of Small Groups Discussion has certain steps.

3. Observation and Evaluation

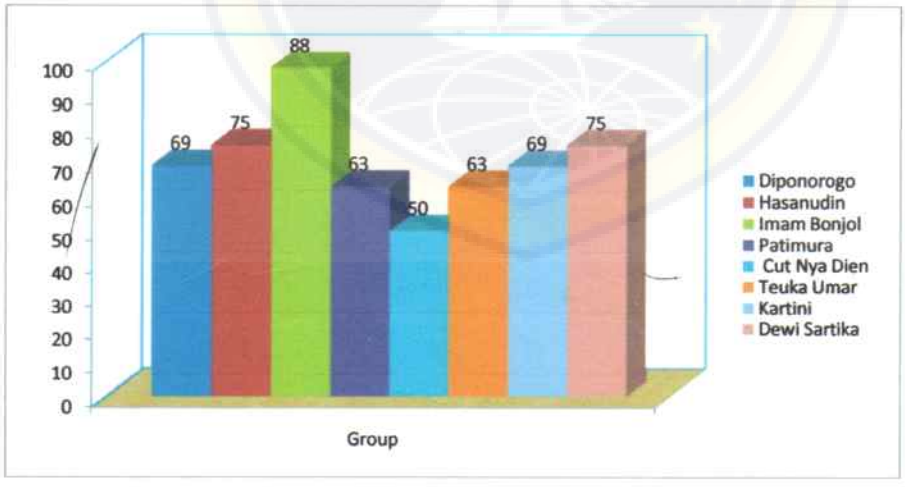
a. The results of observations of students' activities in teaching and learning during the first cycle can be seen in the following table.

Table 1 Acquisition Activity Score Students in Teaching and Learning in Cycle I

Groups	Obtaining Score	Ideal Score	Percentage (%)	Facts
Diponorogo	11	16	69	
Hasanudin	12	16	75	
Imam Bonjol	14	16	88	Highest
Patimura	10	16	63	
Cut Nya Dien	8	16	50	Lowest
Teuku Umar	10	16	63	
Kartini	11	16	69	
Dewi Sartika	12	16	75	
Mean Score	11	16	69	

Data Source : SMP Negeri 25 Makassar

Graph 1. Acquisition Activity Score Students in Teaching and Learning Cycle I



b. Observation results of Cycle 1. Activity Teachers in the learning process.

Observations of teachers in the activity of teaching and learning activities in the first cycle is still relatively low score of 27 or with the acquisition of 61.36% while the ideal score is 44. This happens because more standing in front of the class and give less guidance to students how learning cooperatively.

c. Evaluation results of Cycle 1. Student mastery of learning materials is still quite lacking. From the ideal score of 100, score gains averaged only reach 61.40%.

Acquisition Activity Score Students In Teaching and Learning in Cycle I

No	Name	Without SGD	With SGD
1	PR	55	65
2	DAL	50	60
3	AZ	40	60
4	AYZ	50	60
5	AAP	50	60
6	NH	50	60
7	SS	50	60
8	AAA	50	65
9	IA	50	60
10	AAS	60	70

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11	MNK	60	70
12	FMM	50	60
13	MU	40	55
14	DAP	50	60
15	SS	50	65
16	FS	55	60
17	NF	45	50
18	CR	50	60
19	RR	50	60
20	NDM	55	65
21	AZT	50	70
22	MAF	50	60
23	AGP	50	65
24	AC	65	75
25	GML	50	60
26	RSI	50	55
27	RRF	40	60
28	SW	50	60
29	TAN	50	55
30	NFH	50	60
31	FH	50	65
32	ARA	45	60
	Total	1610	1965
	Mean Score	50,31	61,40

Data Source : SMP Negeri 25 Makassar

4.Reflection and Planning Review (Reflecting and Replaning)

The successes and failures in the first cycle is as follows.

a. Teachers have not been accustomed to creating an atmosphere of learning that leads to the type learning approach to small groups discussion. It is obtained from the observations of the activities of teachers in the learning process only reaches 61.36%.
b. Some students are not familiar with the conditions studied by using a method of Small Groups Discussion. They feel happy and antusisas in learning. This can be seen from the results of observations of the activities of students in the learning process only reaches 69%.
c. Evaluation results on the first cycle at an average of 61.40.
d. There are still groups that have not been able to complete the task with the specified time. This is because members of the groups is less serious in learning.
e. There are still groups who are less capable in presenting the activities.

To Touch ups weaknesses and maintain the success that has been achieved in the first cycle, then the implementation of the second cycle of plan ning can be made as follows.

1. Provide motivation to the groups to be more active again in learning.
2. More intensive guide the groups in difficulty.
3. Giving recognition or reward (reward).

B. Second Cycle (two meetings)

As in the first cycle, second cycle consists of planning, implementation, observation and reflection and replaning.

1. Planning (Planning)

   Planning in the second cycle based replaning first cycle is:

   a. Provide motivation to the groups to be more active again in learning.
   b. More intensive guide the groups in difficulty.
   c. Giving recognition or awards.
   d. Create Small Groups Discussion method devices are more easily understood by students.

2. Implementation (Acting)

   a. Learning atmosphere has lead to the method of Small Groups Discussion. Tasks assigned to a groups of teachers using the worksheets can be done with a good academic. Students in a groups show help each other to master the subject matter that

has been provided through questioning or discussion amongst the groups members.

b. Most students feel motivated to ask and respond to a presentation of another groups.

c. Atmosphere for effective learning and fun is created.

3. Observation and Evaluation (Observation and Evaluation)

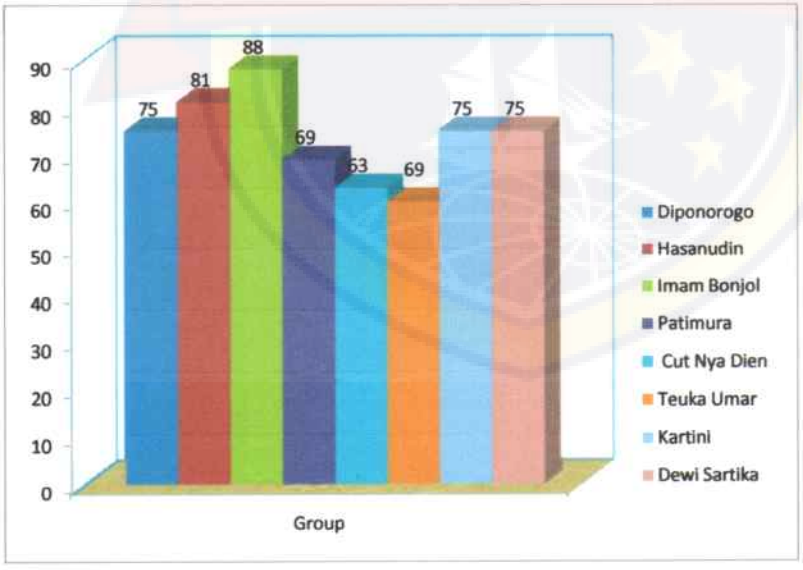
a. The results of observations of activity of students in the learning process during the second cycle can be seen in the following table.

Table 2. Acquisition Activity Score Students in Teaching and Learning Cycle II

Groups	Obtaining Score	Ideal Score	Precentage (%)	Facts
Diponorogo	12	16	75	
Hasanudin	13	16	81	
Imam Bonjol	14	16	88	Highest
Patimura	11	16	69	
Cut Nya Dien	10	16	63	Lowest
Teuku Umar	11	16	69	
Kartini	12	16	75	
Dewi Sartika	13	16	75	
Mean Score	12	16	74	

Data Source : SMP Negeri 25 Makassar

Graph 2. Acquisition Activity Score Students in Teaching and Learning Cycle II



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b. Observation results of the activity of the teacher in teaching and learning in the second cycle is classified. This means improved from the first cycle. From the ideal score 44 value obtained was 35 or 80%.

c. The results of evaluation of students' mastery of the instructional material on the second cycle are also classified as being the ideal score of 100 values of the average score of the acquisition was 72.18%.

Acquisition Activity Score Students In Teaching and Learning Cycle 2

No	Initial of students	Without SGD	With SGD
1	PR	65	75
2	DAL	60	70
3	AA	60	70
4	AYF	60	70
5	AAP	60	75
6	NH	60	75
7	SS	60	65
8	AAA	60	70
9	IA	60	75
10	AAS	70	75
11	MNI	70	80
12	FMM	60	70
13	MU	55	65
14	DAP	60	70
15	SS	65	70
16	FS	60	70
17	NF	50	70
18	CR	60	70
19	RR	60	75
20	NDM	65	70
21	AZT	70	75

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22	MAF	65	70
23	AGP	75	80
24	AC	75	80
25	GML	60	70
26	RS	55	70
27	RRF	60	75
28	SW	60	75
29	TAN	55	65
30	NFH	60	70
31	FH	65	75
32	AR	60	70
	Total	1965	2310
	Mean Score	61,40	72,18

Data Source : SMP Negeri 25 Makassar

d. Results Both Deuteronomy Daily (after using Small Groups Discussion method) also experienced an increase in the previous (not to use small groups discussion) 50.13 to 61.40 after small groups discussion. This means up 11.37.

4. Reflection and Planning Review (Reflecting and Replaning)

The success obtained during the second cycle is as follows.

a. Activities of students in the learning process has led to cooperative learning. Students are able to develop cooperation in groups to understand the tasks assigned teacher. Students begin to participate in activities and implement them on time. Students begin to present their work well. It can be seen from

the data of observations of student activity increased from 69% in the first cycle to 74% in the second cycle.

b. Increased activity of students in the learning process is supported by the increase to increased activity in retaining teachers and improving the learning atmosphere that leads to the method of Small Groups Discussion. Intensive teacher guides students in times of difficulties during the learning process can be seen from the observation of the activity of the teacher in teaching and learning has increased from 61.36% in the first cycle to 80% in the second cycle.

c. Increased activity of the students in carrying out evaluations of students' ability to master the learning material. This is based on the evaluation results on the first cycle 6.20 rising to 7.00 in the second cycle.

d. Increasing the average value of daily tests of 61.40 (daily tests I) prior to use Small Groups Discussion method 72.18 (daily tests II) after using Small Groups Discussion method.

C. Third Cycle (three meetings)

1. Planning (Planning)

Planning on the third cycle based replaning second cycle, namely:

a. Provide motivation to the groups to be more active again in learning.

b. More intensive guide the groups in difficulty.

c. Giving recognition or awards.

d. Creating a cooperative learning device Small Groups Discussion method better.

2. Implementation (Acting)

a. The atmosphere of learning is more directed to the method of Small Groups Discussion. Tasks assigned to a groups of teachers to use academic worksheet capable of doing it better. Students in a groups show help each other to master the subject matter that has been provided through questioning or discussion amongst the groups members. Students seem more enthusiastic about taking the learning process.

b. Almost all students feel motivated to ask and respond to a presentation of another groups.

c. Atmosphere for effective learning and fun are more created.

3. Observation and Evaluation (Observation and Evaluation)

The observations during the third cycle can be viewed as below.

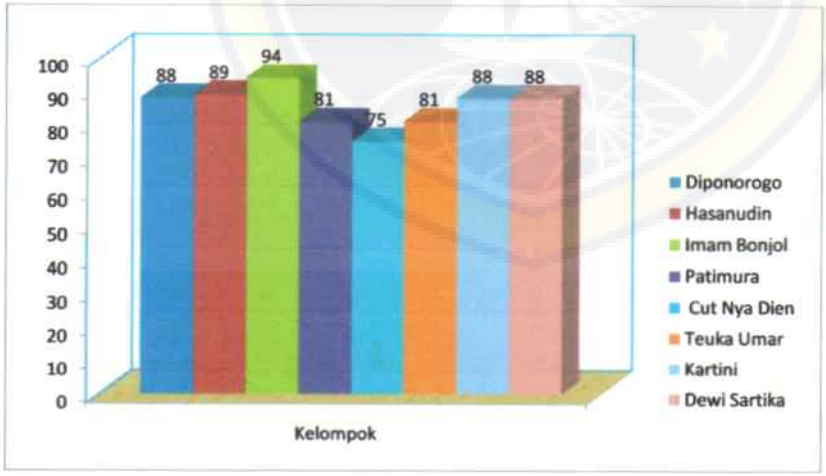
a. The results of observations of activity of students in teaching and learning in the third cycle can be seen in the following table.

Table 3. Acquisition Activity Score Students in Teaching and Learning Cycle III

Groups	Obtaining Score	Ideal Score	Percentage (%)	Facts
Diponorogo	14	16	88	
Hasanudin	14	16	88	
Imam Bonjol	15	16	94	Highest
Patimura	13	16	81	
Cut Nya Dien	12	16	75	Lowest
Teuka Umar	13	16	81	
Kartini	14	16	88	
Dewi Sartika	14	16	88	
Mean Score	12	16	85	

Data Source : SMP Negeri 25 Makassar

Graph 3. Acquisition Activity Score Students in Teaching and Learning Cycle III



b. Observation results of the third cycle of activity in teaching and learning teachers have an average value of the acquisition of 40 of an ideal score of 44 or 91%. This means indicate a significant increase.

c. Evaluation results of the third cycle of students' mastery of the learning material has an average value of 85 or 85% of the ideal score of 100. It shows students' mastery of the learning materials is high.

Acquisition Activity Score Students In Teaching and Learning Cycle 3

No	Initial of Students	Without SGD	With SGD
1	PG	75	85
2	DAY	70	80
3	AA	70	80
4	AYF	70	80
5	AAP	75	85
6	NH	75	80
7	SS	65	75
8	AAA	70	80
9	IA	75	80
10	AAS	75	85
11	MNI	80	85
12	FMM	70	80
13	MU	65	75

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14	ADP	70	75
15	SS	70	80
16	FS	70	80
17	NF	70	75
18	CR	75	85
19	RR	75	80
20	NDM	70	80
21	AZT	75	80
22	MAF	70	80
23	AGP	80	85
24	AC	80	85
25	GML	70	80
26	RS	70	80
27	RRF	75	80
28	SW	75	80
29	TAN	65	70
30	NFH	70	75
31	FH	75	80
32	ARA	70	80
	Total	2310	2560
	Mean Score	72,18	80,00

Data Source : SMP Negeri 25 Makassar

d. Results Deuteronomy Third Day (after using a method of Small Groups Discussion) experienced significant improvement that is 80.00, whereas the previous 61.40 and 72.18 in the second cycle.

THE AVERAGE IMPROVEMENT OF STUDENT AFTER CYCLE 1, CYCLE 2, AND CYCLE 3

NO	TOTAL CYCLE	AVERAGE	PERCENTAGE
1	CYCLE 1	61,40	61 %
2	CYCLE 2	72,18	72 %
3	CYCLE 3	80,00	80 %

4. Reflection and Planning Review (Reflecting and Replaning)

The success obtained during the third cycle is as follows.

a. Activities of students in the learning process has led to a better cooperative learning. Students are able to develop cooperation in groups to understand the tasks assigned teacher. Students begin to participate in activities and implement them on time. Students begin to present their work. It can be seen from the data of observations of student activity increased from 72% in the second cycle to 80% in the third cycle.

b. Increased activity of students in the learning process is supported by the increase to increased activity in retaining teachers and improving the learning atmosphere that leads to the method of Small Groups Discussion. The teacher guides students intensive, especially when students have difficulty at the time of the learning process can be seen from the observation of the activities of teachers in teaching and learning increased from 80% in the second cycle to 91% in the third cycle.

c. Increased activity of the students in class action researchrying out evaluations of students' ability to master the learning material. This is based on the evaluation results on the second cycle 7.00 rising to 8.50 in the third cycle.

d. Increasing the average value of daily tests of 5.48 (daily tests I) prior to use Small Groups Discussion method 6.53 (daily tests II) and 7.33 (daily tests III) after using Small Groups Discussion method.

D. Discussion

In the result above there is a significant difference between cycle I, cycle II, and cycle III. The mean score obtained by the student in cycle I 61 %, the mean score of the students in cycle II 72%, and the mean

score of the students in cycle III 80%. This meant that the students ability in speaking is improved after is being thought by small groups discussions.

Meanwhile based on the data analysis collective through questionnaire, it was found that most of the students agree with the positive statement and disagree with negative statement about learning speaking though small groups discussion teaching technique.

The students' interest is high in learning speaking through small groups discussion. The item 1, 3, 4, 5, 7, 8 and 9 showed the percentage of students interest in learning speaking through small groups discussions teaching technique that is in table 1 (59.38%), table 3 (59.38%), table 4 (62.5%) table 5 (65.63%) table 7 (34.38%), table 8 (81.25%), and table 9 (65.63%) most of the students agree with the positive statements. It means that the students suitable to use small groups discussion teaching technique because it is practical and very effective for speaking, that give the students opportunity to express their idea, there were only a few students undecided and disagree with that statement. These are probably caused by some factors such as the technique used in learning speaking skill now for the students, the majority of the students have difficult in express their idea.

It is a great way and one of the most powerful tools for teaching speaking that can motivated an enhance the students freedom to express their ideas. The item 2.6 and 10 showed the frequency of the students

interest in speaking through small groups discussion that is in table 2 (50%), table 6 (43.75%), and the table 10 (62.5%), most of the students disagree with the negative statement. Therefore, the students were no suitable the use of small groups discussion teaching technique cannot guided for helping the real world into the classroom, in order to set their speaking goals. However, there were only a few students strongly agree and agree with the statement. These are probably caused by some factors such as the students feel based by the use of the small groups discussion teaching technique that needs a long time. This one time challenge and engaging students with the general background, skill, interest, and motivation.

The use of small groups discussion teaching technique gives the students a lot of benefit, such as they have much opportunity to speak or express their ideas.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the results of classroom action research can be summarized are as follows :

1. Small groups discussion as a teaching technique can improve the speaking ability of the students. It shows in t-test is greater than t-table (5.6>1.6969) and posttest is greater than pretest (7.16>6.38).
2. Most of students are interested in learning speaking skill through small group discussion, because they agree with positive statement of questionnaire and they have high interest in it.
3. The ability in discussion groups also experienced a significant progress. It can be seen from already become accustomed to learning in groups.
4. Activities of students in the groups achieving perfection after cycle III. It can be seen from the increase in student activity reached 80%.
5. Student mastery of learning material to show improvement. It can be seen with the average results of daily tests (average of daily tests I) without any method of Small Groups Discussion 50.31 to

61.40 (daily tests II) and 72.18 (daily tests III) after using a method of Small Groups Discussion.

6. Cooperative learning is relevant to the method of Small Groups Discussion contextual learning.
7. Through Small Groups Discussion, students build their own knowledge, to find the steps in finding a settlement of a matter that must be mastered by students, either individually or in groups.
8. Through Small Groups Discussion, speaking learning more fun.

B. Suggestions

It has been proven Small Groups Discussion method can increase the activity and student learning outcomes in speaking subject, then we suggest the following things.

1. In teaching and learning activities teachers are expected to make cooperative learning as an alternative type of Small Groups Discussion in speaking subject to increase the activity and student learning outcomes.
2. Because this activity is very useful especially for teachers and students, it is expected that this activity can be class action research out continuously in speaking subject or another lesson.

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APPENDIX 1. Instruments

Cycle 1

1. Students explain about steps of making a kite.
2. Students explain about preparation of making a kite.
3. Students explain about the process of making a kite.

Cycle 2

1. Students explain about steps of making fried rice.
2. Students explain about preparation of making fried rice.
3. Students explain about the process of making fried rice.

Cycle 3

1. Students explain about steps of making fried chicken.
2. Students explain about preparation of making fried chicken.
3. Students explain about the process of making fried chicken.

APPENDIX 2. Speaking test

1. Do you like study English ?
2. Is English difficult or easily to study ? Why ?
3. What are good ways to study English ?
4. What do you do to improve your English ?
5. What are the advantages of study English ?

APPENDIX 3. Questionnaire

No	Items	SA	A	UN	D	SD
1.	Belajar speaking (berbicara) melalui small groups discussion membuat saya dapat memahami bahasa Inggris.					
2.	Belajar speaking (berbicara) melalui small groups discussion adalah membosankan.					
3.	Belajar speaking (berbicara) melalui small groups discussion dapat membuat saya senang belajar.					
4.	Belajar speaking (berbicara) melalui melalui cara seperti ini membuat pengetahuan bahasa Inggris saya lebih baik.					
5.	Melalui small groups discussion, saya menjadi rajin belajar bahasa Inggris utamanya speaking (berbicara).					
6.	Melalui small groups discussion, saya menjadi tidak bergairah mempelajari bahasa Inggris.					

To be continued...

...Continuation

7.	Belajar speaking (berbicara) melalui cara seperti ini (small group discussion) menurut saya harus menguasai banyak keterampilan bahasa Inggris					
8.	Belajar speaking (berbicara) melalui small group discussion menguntungkan karena dapat memudahkan saya belajar bahasa Inggris					
9.	Belajar speaking (berbicara) melalui small group discussion menguntungkan karena tanpa sengaja kita memahami beberapa kosa kata					
10.	Belajar speaking (berbicara) melalui small group discussion menguntungkan karena bahasa Inggris saya semakin menurun					

APPENDIX 4. The Criteria And Percentage of the Students Respons for Each Item

Subject No	Score For Each Item										Total Score
	1	2	3	4	5	6	7	8	9	10	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1	5	1	5	4	5	1	4	5	4	1	35
2	5	1	5	4	4	1	5	5	5	1	36
3	4	2	4	4	5	2	4	4	4	1	34
4	5	1	4	5	4	1	3	4	4	1	32
5	4	2	4	4	4	2	5	4	4	1	34
6	5	1	4	5	4	1	2	4	4	1	31
7	4	2	4	5	4	1	3	4	5	3	35
8	4	1	4	4	3	3	2	4	4	1	30
9	4	1	4	5	4	2	3	4	4	2	33
10	5	1	5	5	4	3	3	4	5	1	36

To be continued...

...Continuation

11	4	3	4	4	3	3	4	4	4	2	35
12	4	2	5	4	5	2	4	4	5	1	36
13	4	2	4	4	4	2	4	4	4	2	34
14	4	2	5	4	4	1	4	5	5	1	35
15	4	5	2	4	2	2	5	4	5	4	37
16	4	4	4	4	2	3	4	4	4	3	32
17	5	1	5	5	5	1	3	4	5	1	35
18	4	1	5	4	4	1	3	5	4	2	33
19	4	2	4	4	4	3	4	4	3	1	33
20	5	1	4	5	4	1	2	4	4	1	31
1	2	3	4	5	6	7	8	9	10	11	12
21	5	2	5	5	5	3	5	4	4	2	40
22	5	2	5	5	5	1	4	4	5	1	37

To be continued...

...Continuation

23	3	2	4	4	4	1	5	4	4	1	34
24	4	3	4	4	4	3	3	4	4	1	34
25	4	1	4	4	4	2	3	4	5	3	34
26	3	2	4	4	4	2	2	4	4	2	31
27	4	2	4	4	4	2	4	4	4	1	33
28	4	2	4	4	4	2	4	4	4	1	33
29	3	2	4	4	4	2	3	4	5	3	34
30	5	1	5	5	4	2	3	5	4	5	39
31	5	2	5	5	5	2	4	4	5	1	38
32	5	2	5	5	3	3	3	4	4	1	35
Total	137	35	134	140	128	61	99	133	138	63	4564
Mean Score											34.34
Max Score											40
Min Score											31

Data Source : SMP Negeri 25 Makassar

APPENDIX 6. Scoring Classification of the students Questionnaire

From the questionnaire, the criteria and percentage of the students responses for each item:

a. Item 1

Table 1

Learning Speaking Through Small Group Discussions Can Improve English Mastery of Students

No	Criteria	Score	Frequency	Percentage (%)
1	Strongly Agree	5	10	31.25
2	Agree	4	19	59.38
3	Undecided	3	3	9.37
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
			32	100

Data Source : SMP Negeri 25 Makassar

b. Item 2

Table 2

Learning Speaking Through Small Group Discussions Make the Students Boring

No	Criteria	Score	Frequency	Percentage (&)
1	Strongly Agree	5	1	3.12
2	Agree	4	1	3.13
3	Undecided	3	2	6.25
4	Disagree	2	16	50
5	Strongly Disagree	1	12	37.14
			32	100

Data Source : SMP Negeri 25 Makassar

c. Item 3

Table 3

Learning Speaking Through Small Group Discussions Can Rise the Students Speaking Interest

No	Criteria	Score	Frequency	Percentage (%)
1	Strongly Agree	5	12	37.5
2	Agree	4	19	59.38
3	Undecided	3	0	0
4	Disagree	2	1	3.12
5	Strongly Disagree	1	0	0
			32	100

Data Source : SMP Negeri 25 Makassar

d. Item 4

Table 4

Learning Speaking Through Small Group Discussions Can Develop the Students English Mastery

No	Criteria	Score	Frequency	Percentage (%)
1	Strongly Agree	5	12	37.5
2	Agree	4	20	62.5
3	Undecided	3	0	0
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
			32	100

Data Source : SMP Negeri 25 Makassar

e. Item 5

Table 5

Small group discussions as Teaching Method Can Develop Students Speaking Ability

No	Criteria	Score	Frequency	Percentage (%)
1	Strongly Agree	5	7	21.87
2	Agree	4	21	65.63
3	Undecided	3	3	9.38
4	Disagree	2	1	3.12
5	Strongly Disagree	1	0	0
			32	100

Data Source : SMP Negeri 25 Makassar

f. Item 6

Table 6

Small group discussions as A Teaching Method Decreased the Students Motivation To Learning English

No	Criteria	Score	Frequency	Percentage (%)
1	Strongly Agree	5	0	0
2	Agree	4	0	0
3	Undecided	3	7	21.87
4	Disagree	2	14	43.75
5	Strongly Disagree	1	11	34.38
			32	100

Data Source : SMP Negeri 25 Makassar

g. Item 7

Table 7

Speaking Through Small Group Discussion Need Much English Skills

No	Criteria	Score	Frequency	Percentage (%)
1	Strongly Agree	5	5	15.62
2	Agree	4	11	34.38
3	Undecided	3	12	37.5
4	Disagree	2	4	12.5
5	Strongly Disagree	1	0	0
			32	100

Data Source : SMP Negeri 25 Makassar

h. Item 8

Table 8

Learning Speaking Through Small Group Discussion Can Enable Students To Learn English Easily

No	Criteria	Score	Frequency	Percentage (%)
1	Strongly Agree	5	6	18.75
2	Agree	4	26	81.25
3	Undecided	3	0	0
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
			32	100

Data Source : SMP Negeri 25 Makassar

i. Item 9

Table 9

Speaking Through Small Group Discussion Can Improve The Students Vocabulary Mastery

No	Criteria	Score	Frequency	Percentage (%)
1	Strongly Agree	5	10	31.25
2	Agree	4	21	65.63
3	Undecided	3	1	3.12
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
			32	100

Data Source : SMP Negeri 25 Makassar

j. Item 10

Table 10

Speaking Through Small Group Discussion Can Make The Students English Mastery Low

No	Criteria	Score	Frequency	Percentage (%)
1	Strongly Agree	5	1	3.12
2	Agree	4	1	3.12
3	Undecided	3	4	12.5
4	Disagree	2	6	18.75
5	Strongly Disagree	1	20	62.5
			32	100

Data Source : SMP Negeri 25 Makassar

ATTENDANCE LIST OF CLASS IX.I SMPN 25 MAKASSAR

CYCLE I

NO	NIS	NAMA	CYCLE 1		CYCLE 2		CYCLE 3	
1	09013	PARANGRENGI	✓	✓	✓	✓	✓	✓
2	09022	DIAN AYU LESTARI	✓	✓	✓	✓	✓	✓
3	09029	ASTRI AZIZ	✓	✓	✓	✓	✓	✓
4	09039	AHMAD YUSNI FAUZI	✓	✓	✓	✓	✓	✓
5	09048	ALVIN ADY PUTRA	✓	✓	✓	✓	✓	✓
6	09054	NURUL HIDAYAT	✓	✓	✓	✓	✓	✓
7	09056	SASKIA SAFITRI	✓	✓	✓	✓	✓	✓
8	09057	ARISKA AYU ASHARI	✓	✓	✓	✓	✓	✓
9	09058	INDRI ANASTASYA	✓	✓	✓	✓	✓	✓
10	09066	ANDI ANUGRAH	✓	✓	✓	✓	✓	✓
11	09073	MUH. NURUL ISHAK	✓	✓	✓	✓	✓	✓
12	09078	FAHMI MUJAHIDIN M	✓	✓	✓	✓	✓	✓
13	09087	MUTMAINNAH UMAR	✓	✓	✓	✓	✓	✓
14	09092	DIAN ANGGERANI	✓	✓	✓	✓	✓	✓
15	09094	SATRIANI S	✓	✓	✓	✓	✓	✓

To be continued...

...Continuation

16	09100	FEBRI SUGIARTO	✓	✓	✓	✓	✓	✓
17	09127	NURUL FAHIRA	✓	✓	✓	✓	✓	✓
18	09148	CINDI RIANTI	✓	✓	✓	✓	✓	✓
19	09168	RIDHO RISKI	✓	✓	✓	✓	✓	✓
20	09180	NIMADE DWI M	✓	✓	✓	✓	✓	✓
21	09182	A. ZAFIRA TANISYA U	✓	✓	✓	✓	✓	✓
22	09195	MOCH. ARIF FATUR	✓	✓	✓	✓	✓	✓
23	*09207*	A. GALIH PRASETYO	✓	✓	✓	✓	✓	✓
24	09212	AWAHNA CAHYANI	✓	✓	✓	✓	✓	✓
25	09221	GLORIA MARIANCE	✓	✓	✓	✓	✓	✓
26	09226	RAHMAT SAPUTRA I	✓	✓	✓	✓	✓	✓
27	09227	RIYO RESKI F	✓	✓	✓	✓	✓	✓
28	09242	SRI WAHYU NINGSIH	✓	✓	✓	✓	✓	✓
29	09224	TSALIS ANALIA NUR	✓	✓	✓	✓	✓	✓
30	09252	NURUL FADILAH	✓	✓	✓	✓	✓	✓
31	09283	FITRAH HIDAYAH AM	✓	✓	✓	✓	✓	✓
32	09284	AYUN RIA AINUN	✓	✓	✓	✓	✓	✓

LAMPIRAN 1
LEMBAR PENGAMATAN RESPODEN SISWA

Nama Sekolah : SMP Negeri 25 Makassar
Tahun Pelajaran : 2011/2012
Kelas/Semester : IX.I/I

KLP	NAMA SISWA	SIKLUS I				SIKLUS II				SIKLUS III			
		MIN	PER	PAR	PRE	MIN	PER	PAR	PRE	MIN	PER	PAR	PRE
1.	Parangrengi	3	3	3	2	3	3	3	3	3	4	4	3
	Dian Ayu Lestari												
	Astri Aziz												
	Ahmad Yusni Fauzi												
2.	Alvin Adi Putra	3	3	3	3	3	3	4	3	4	3	4	3
	Nurul Hidayat												
	Saskia Safitri												
	Ariska Ayu Ashari												
3.	Indri Anastasya	4	4	3	3	4	4	4	2	4	4	4	3
	Andi Anugrah Setiawan T												
	Muh. Nurul Ishak												
	Fahmi Mujahidin M												
4.	Mutmainnah Umar	3	3	2	2	3	3	3	3	3	4	3	3
	Dian Anggerani P.												
	Satriani Skolastika												
	Febri Sugiarto												

To be continued...

...Continuation

5.	Nurul Fahira	2	2	2	2	3	3	2	3	3	3	3	3
	Cindi Rianti												
	Ridho Riski												
	Nimade Dwi Mekasari												
6.	A. Zafira Tanisya U	3	3	2	2	3	3	3	2	3	4	3	3
	Moch. Arif Fatur												
	A. Galih Prasetyo U												
	Awahna Cahyani												
7.	Gloria Mariange Laura	3	3	3	2	3	3	2	2	3	4	4	3
	Rahmat Saputra I												
	Riyo Reski Febrianto												
	Sri Wahyu Ningsih												
8.	Tsalis Analia Nur	3	4	3	2	3	3	3	3	4	4	3	3
	Nurul Fadilah Hamka												
	Fitrah Hidayah AM												
	Ayun Ria Ainun												

KETERANGAN :

SB = SANGAT BAIK (4)

B = BAIK (3)

C = CUKUP (2)

K = KURANG (1)

LAMPIRAN 2

LEMBAR PENGAMATAN
PROSES BELAJAR MENGAJAR
RERSPONDEN GURU

Nama Sekolah : SMP Negeri 25 Makassar
Tahun Pelajaran : 2011/2012
Kelas/Semester : IX.I/I

NO	KEGIATAN	SIKLUS I	SIKLUS II	SIKLUS III
1.	Apersepsi	3	3	4
2.	Penjelasan materi	3	3	4
3.	Penjelasan metode kooperatif tipe Small Groups Discussion	2	3	4
4.	Tehnik pembagian kelompok	2	3	4
5.	Pengelolaan kegiatan diskusi	3	3	4
6.	Pemberian pertanyaan atau kuis3	3	3	3
7.	Kemampuan melakukan Evaluasi	2	3	3
8.	Memberikan penghargaan individu dan kelompok	3	3	3
9.	Menentukan nilai individu dan kelompok	2	3	3
10.	Menyimpulkan Materi Pembelajaran	2	4	4
11.	Menutup pembelajaran	2	4	4

KETERANGAN
SB = SANGAT BAIK (4)
B = BAIK (3)
C = CUKUP (2)
K = KURANG (1)

APPENDIX 5.

TRANSCRIPTION OF STUDENTS' SPEAKING GROUP

CYCLE 1

Name : Dian Ayu Lestari

Class : IX.1

School : SMP Negeri 25 Makassar

HOW TO MAKE A KITE

"Flying a kite is en enteresting activity and make your own kite is easy, prepare the following material: first butter cord, score tape or glue, one sheet of strong paper, two strong type wooden stick of bambu, marker, paint or crayon. After you have prepared the material, follow the simple direction below. First, make across with the two sticks, with the shorter stick placed horizontal cross a longer sticks. Tie the two sticks together with the string inside away as to make sure that that they are right angle to each other. Make cut as much as end of the tip, make it that enough for the type of string you are using to get into. After that, cut a piece of string long enough to place all around the kite plan. Then, lay the plan material mat place side down on top. This around it making about two until three centimeter from a margin. For the twist it over and glue it down so the material is tight. Make by small ribbon every ten centimeter along the of string using the marker".

TRANSCRIPTION OF STUDENTS' SPEAKING GROUP

CYCLE 1

Name : Alvin Adi Putra

Class : IX.1

School : SMP Negeri 25 Makassar

HOW TO MAKE A KITE

"Firstly, prepare of the material, such as two bambu, a tape, a knife, a string, a paper and a glue. After we prepare the material, firstly, slice two bambu and place them next to the small bambu. After that, then the first bambu to the second bambu. Next, place the paper that has been designed until cover the sket. After that, cover the paper by the glue and adhesive off the sket. Make two holes on the middle of the sket, then make it tied by a string so the sket is difficult to brake and finally the kite is ready to play".

TRANSCRIPTION OF STUDENTS' SPEAKING GROUP

CYCLE 2

Name : Dian Ayu Lestari

Class : IX.1

School : SMP Negeri 25 Makassar

How to Make Fried Chicken

"Firstly, we prepare the basic ingredients, those are: chicken's meat which has been cut, spicy flour and fried oil. Second is how to make it, the steps are mix well the chicken which has been cut into the spices for about thirty minutes so it will absorb well into the chicken's meat. After that we put the chicken's meat into the spicy flour with knead it well so the spicy flour will cover well over the meat. Then take off the chicken's meat from the flour and put it into water and get it drawn well (for better result we should use cold water). Moreover, stir well the chicken and put it into the spicy flour again and do it as done before until three times. It is necessary because we need to have the flour really adhered well over the chicken's meat so we can make the crispy well. Thirdly, what we have to do is fry it. Make sure that the fried oil is already hot, after that fry the chicken until it is really cooked well. We can know it by the colors are brownish and the chickens are floating onto the oil. Lastly, stir it well from the oil and the delicious fried chicken are ready to be served".

TRANSCRIPTION OF STUDENTS' SPEAKING GROUP

CYCLE 2

Name : Alvin Adi Putra

Class : IX.1

School : SMP Negeri 25 Makassar

"The first step in making fried chicken is prepare the ingredients, such are fresh chicken's meat, salt, garlic, onion, pepper, spicy flour and fried oil. Second, how to make it is, cut the chicken's meat as your desire then clean it well by water and stir it. Put the chicken into the spices which is consist salt, grilled onion, garlic and pepper also MSG. Mix it well and let them away for about fifteen minutes. After that, put the chicken into the spicy flour one by one within by knead it well until the chicken is covered well by the spicy flour. Moreover, boil the oil on a frying pan and fry these chickens's meat until cooked well. Stir it well the fried chicken and it ready to be served."

TRANSCRIPTION OF STUDENTS' SPEAKING GROUP

CYCLE 3

Name : Dian Ayu Lestari

Class : IX.1

School : SMP Negeri 25 Makassar

How to Make Fried Rice

"Firstly, prepare the ingredients and the spices. The ingredients such are rice, vegetables for example mustard greens or cabbage. And for the spices we need salt, garlic, onion, small and big chilies, tomatoes, soy sauce, ketchup, fried oil and MSG. Secondly, is how to make it, mix the garlic, onion, salt chilies are grilled away while for the tomatoes and mustard greens are to be chopped. And then, all the grilled spices are fried away with the tomatoes and vegetables until it smells is come out. After that, enter the rice and mix it well, blend it for a few minutes and the fried rice is ready to be served".

TRANSCRIPTION OF STUDENTS' SPEAKING GROUP

CYCLE 3

Name : Alvin Adi Putra

Class : IX.1

School : SMP Negeri 25 Makassar

How to Make Fried Rice

"Firstly, prepare the ingredients, such as rice, carrot, mustard greens. For the spices are salt, fried oil, garlic, onion, chilies, tomatoes and MSG. How to make it is all the spices are to be grilled and then fry it. After that, add the carrot and mustard greens until vegetables until it is faded. Add the rice on it and mix it well, then add MSG. Blend it well again for a few minutes and the fried rice is ready to be served".

UNIVERSITAS "45"

Jln. Urip Sumoharjo Km. 4 Telp. (0411) 452901 - 452789
Fax. (0411) 424568 Website : www.univ45.ac.id
MAKASSAR - INDONESIA

Nomor : A. 711/FKIP/U-45/IX/2011
Lampiran : -
Perihal : **Permohonan Izin Penelitian**

KepadaYth.
Kepala Sekolah SMPN 25 Makassar
Di-
Makassar

Dengan hormat,

Yang bertanda tangan di bawah ini :

N a m a : Thamrin Abduh, SE, M.Si

NIP : 196409191993031001

Jabatan : Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar

Mengharapkan kepada bapak/ibu kiranya berkenan memberikan izin melaksanakan penelitian kepada :

N a m a : Dede Nurohim

No. Stambuk : 4508101033

Judul Skripsi : Improving Speaking Ability through Small Group Discussion of the Third Year of Junior High School (SMPN 25) Makassar.

Waktu : September s/d November 2011

Demikian permohonan kami, atas perhatian bapak/ibu diucapkan terima kasih.

Makassar, 15 September 2011
Dekan,

Thamrin Abduh, SE, M.Si
NIP. 196409191993031001

Tembusan:
1. Rektor Univ. "45" Makassar
2. Arsip

PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
SMP NEGERI 25 MAKASSAR
Alamat : Komp. BTN Dwi Dharma Sudiang Telp. 515363 Makassar

KETERANGAN PENELITIAN

Nomor : 421.3/274/SMP.25/XI/2011

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Pertama Negeri 25 Makassar menerangkan bahwa :

N a m a	: DEDE NUROHIM
Tempat tanggal lahir	: Kendari, 5 Mei 1981
NIM	: 4508101033
Pekerjaan	: Mahasiswa

Benar yang bersangkutan telah melaksanakan penelitian di SMP Negeri 25 Makassar

Dalam rangka penyusunan SKRIPSI dengan judul penelitian :

" IMPROVING SPEAKING ABILITY THROUGH SMALL GROUPS DISCUSSION OF THE THIRD YEAR STUDENTS OF SMP NEGERI 25 MAKASSAR "

Demikian untuk dipergunakan sebagaimana mestinya.

Makassar, 23 Nopember 2011
Kepala Sekolah,

Drs. Muhammad Arif, M.M.Pd.
Pangkat : Pembina Tk. I
NIP. 19600413 198110 1 001

PICTURES

Sudents start discussing about how to make a kite in each group.

PICTURES

Sudents is discussing about how to make a kite in each group.

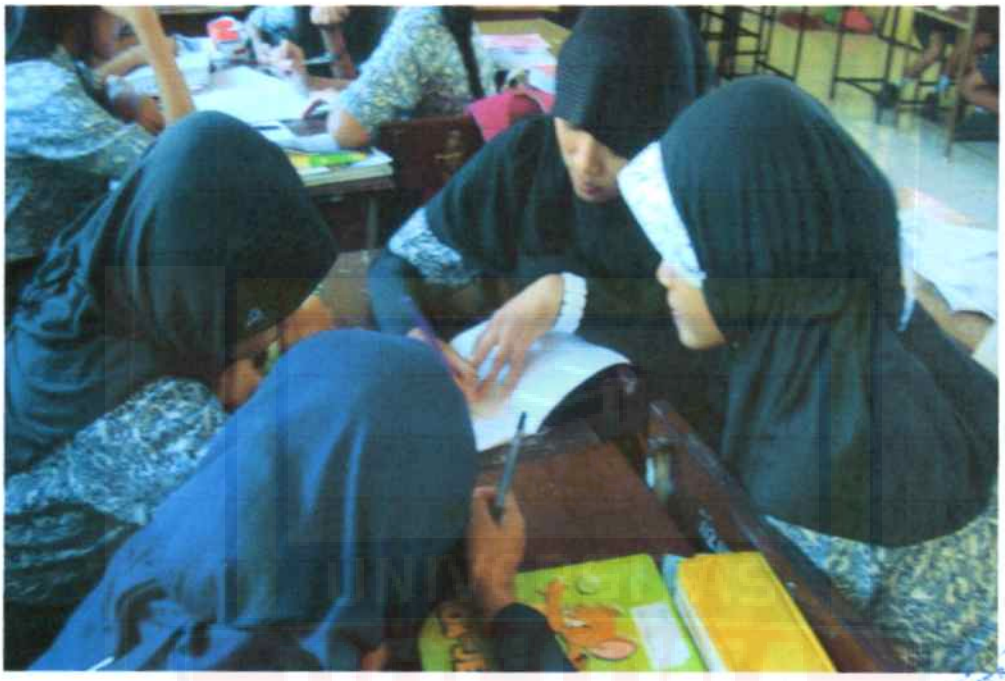
PICTURES

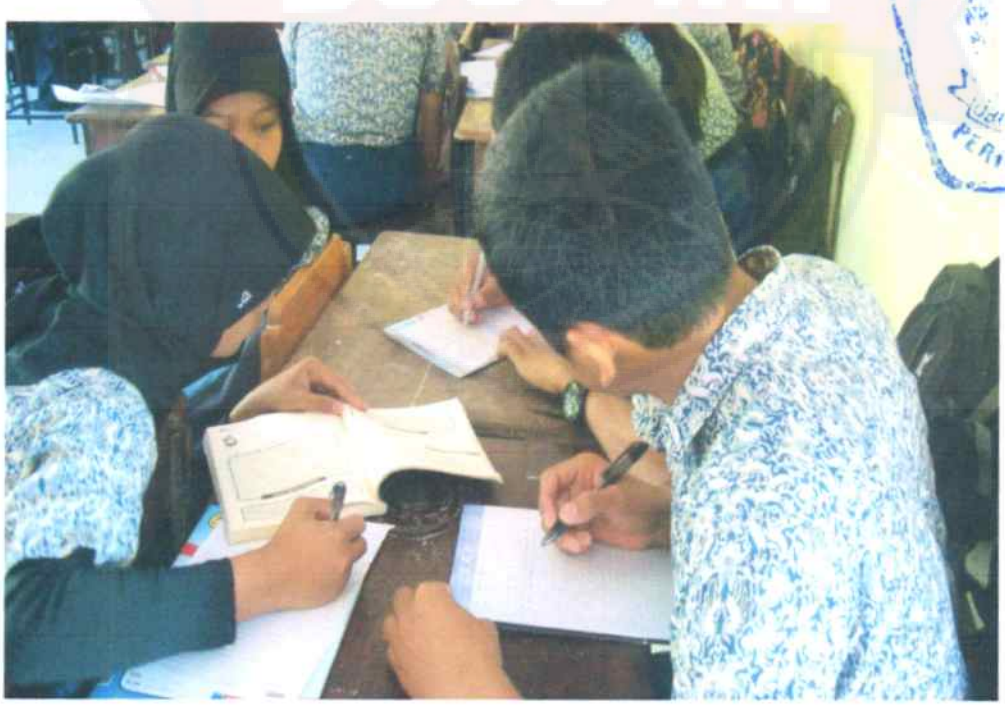
Sudents start discussing about how to make fried rice in each group.

PICTURES

Sudents is discussing about how to make fried rice in each group.

PICTURES





Sudents start discussing about how to make fried banana in each group.

PICTURES

Sudents is discussing about how to make fried banana in each group.

PICTURES

Sudents is discussing about how to make fried banana in each group.

BIOGRAPHY

Dede Nurohim. He was born on May 5, 1981 in Kendari from the marriage of his parents Umar and Asih Swangsih. He started his elementary school at SDN 1 Kendari, when he was in the third grade he moved at SDN 2 Kendari and last he move again at SDN 13 Kendari and graduated in 1993.

He continued his study at SMPN 2 Kendari and graduated in 1996. After that he continued his study at religion school in East Java and graduated in 2002 and then he took his study at SMA Prima Sengkang and graduated in 2005. Then, he continued his study also at English Education Department the Faculty of Teachership and Science University "45" Makassar and graduated in 2012.

He was a member of students association of Education Department (HIMAPBING) in 2010 until 2011. And the same time he was also the Chairman of Executive Students Organization Faculty of the Teachership and Education Science (BEM FKIP).