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THE EFFECT OF USING GROUP WORK DISCUSSION STRATEGY ON STUDENTS' SPEAKING ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS

THESIS

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ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2019

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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the English Education Study Program, the Department of Language and Arts, the Faculty of Teacher Training and Education, Jember University

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MOTTO

"The ability to speak exactly is intimately related to the ability to know exactly."

(Wendell Berry)

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DEDICATION

The thesis is dedicated to:

1. My beloved mother and father who always guide me to the better life.
2. My brother and sister who always support me.
3. My friends and all member of my family who have supported me to finish my thesis. Thank you so much for your love, laugh, support, and prayer.

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STATEMENT OF THESIS AUTHENCITY

I certify that this thesis is an original and authentic piece of work by myself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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CONSULTANTS' APPROVAL

THE EFFECT OF USING GROUP WORK DISCUSSION STRATEGY ON STUDENTS' SPEAKING ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS

THESIS

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APPROVAL OF THE EXAMINATION COMMITTEE

The thesis entitled, "The Effect of Using Group Work Discussion Strategy on Students' Speaking Achievement of the Eighth Grade Students" has been approved and accepted by the faculty of teacher Training and Education, Jember University on:

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Finally I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

Jember, 5 April 2019

The Writer

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SUMMARY

The Effect of Using Group Work Discussion Strategy on Students' Speaking Achievement of the Eighth Grade Students; Muhammad Bakhrun Nashikhin; 140210401056; 88 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

Speaking has a great role in teaching learning process because by having oral communication, students are able to express their ideas orally and understand what others say to create communication directly. Yet the fact shows that the students still often have difficulty in their speaking ability. Therefore, the English teachers have to determine the effective strategy to make the students get better learning for their speaking achievement. Cooperative learning is expected to attract students' participation with their speaking performance and also to create a joyful teaching and learning process. In this research, the researcher decided to use group work discussion as the strategy in teaching speaking.

Quasi Experimental research with post-test only design was used in this research to know whether there was a significant effect of using group work discussion on the eighth grade students' speaking achievement at SMPN 7 Jember or not. The researcher chose SMPN 7 Jember as the research area because group work discussion was never used as strategy by the English teacher in teaching speaking for the eighth grade students in the 2018/2019 academic year. The number of the respondents was 70 in total. The experimental group consisted of 35 students and so did the control group. The respondents of this research were selected by cluster random sampling. The experimental group got treatment by using group work discussion, while the control group used lecturing technique.

There were two kinds of data used in this research; the students' speaking scores, and the result of interview and documentation. Before the research was conducted, homogeneity analysis from students' previous speaking score was conducted to know whether the population was homogeneous or not. The result showed that the population was homogeneous, as the value of the

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variance (0.088) was higher than 0.05. Therefore, the researcher used cluster random sampling by using lottery to determine the experimental and the control groups.

The result of the test was analysed by using independent sample T-test on SPSS to find the significant difference of the experimental group and the control group. The result showed that the value of the significant 2 tailed was 0.002, which means that it was lower than the significance degree (0.05). Therefore, the null hyphothesis saying that "there is no significant effect of using group work discussion on students' speaking achievement" was rejected. Consequently, the alternate hyphothesis saying that "there is a significant effect of using group work discussion on students' speaking achievement" was accepted.

Regarding with the result of hypothesis verivication, it can be concluded that there was a significant effect of using group work discussion on students' speaking achievement. Consequently, it is suggested that the English teacher of SMPN 7 Jember use group work discussion as the strategy in teaching speaking as consideration and information to create relaxing atmosphere in the teaching and learning process. For the students, it is expected that the use of group work discussion can help them practice English, especially when they want to improve their speaking achievement. For future researchers, hopefully it can be used as a consideration to conduct a further research dealing with a similiar topic by using different research area and different research design such as a classroom action research to improve the students' speaking achievement by using group work discussion in other schools. However, the researcher realized that there was still a deficiency in conducting this research. The researcher felt that the time allocation used for this research was insufficient. Therefore, it is expected for future researchers to have more time for their researches so that the results will be more significant and qualified.

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CHAPTER I. INTRODUCTION

This research is about the use of group work discussion strategy on teaching speaking. The researcher will investigate the effect of implementing group work discussion strategy on the eighth grade students' speaking achievement. This chapter presents some aspects dealing with the topics of the research. There are three aspects namely research background, research problem, and research contribution.

1.1 Research Background

Speaking is one of the important and essential skills in English that should be practiced to create communication orally. According to Brown (1994) as cited in Araghi and Amineh (2014), speaking is an interactive process of constructing meaning which consists of producing and receiving, and processing information. By speaking, people can share their thinking, feeling, or information to another to understand the message conveyed orally. Nowadays, most of the teachers only focus on improving students' achievement especially speaking skill by delivering the material to fulfil the target of the teaching learning process. They often use some techniques or methods such as using public speaking, direct method, or lecturing to make the students good at speaking English although the students have any reticence in speaking English. Most of EFL students still struggle with fluency, pronunciation, and accuracy to reach the goal of speaking.

One of the techniques that can be used in teaching speaking is group work discussion strategy. Nunan (2003:55) claims that group work can be used to increase the amount of time that learners get to speak in the target language during lessons which reflects more on language production. It means that group work gives more opportunities and time for students to practice and develop their language ability during group work process. Ur (1996:232) recommends teachers work with large classes should divide them into groups, which is the most effective organization for practicing speaking. This strategy demands 4-6 students in each group in order to give every student maximum opportunity to participate in all speaking activities. They sit together facing one another, talk freely about

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material discussed, share the ideas and help each other. This situation creates free communications in which the students use the language freely in the classroom without feeling shy. The active students can guide the inactive ones to make a goal of learning in a group. So, teacher-talk time should be less and student-talk time should be more. It is important for teachers not to take up all the time explaining everything to the students. In this way, the students will get chance to interact and practice the language with other students.

In this research, the researcher applied group work discussion strategy on speaking for the eighth grade students of Junior High school. This strategy was never used as a technique in teaching speaking at SMPN 7 Jember. The English teacher said that the students still got some difficulties in speaking. They lack of vocabularies and still struggle with fluency which means they have unnatural pause while they are speaking.

Related with the use of Group Work Discussion Strategy on teaching speaking, a previous research concerning with this strategy was conducted by Febrina *et al* (2013) which discuss about the use of group work discussion in teaching speaking activity in a case study at grade X MAN 1 Padang. Their research had a positive effect on students' speaking performance whereas the teacher had problematic dealing with applying this technique that is determining groups' member. The next research is an experimental research conducted by Jayanth & Soundiraraj (2016). This finding shows that there is a significant effect of group work discussion on students' speaking achievement. They found that the students who were taught speaking by using group work discussion strategy got significant score of their post test result at the $P < .01$ level.

However, there is a gap between what the previous researchers had done and what the researcher did. Those previous researchers were conducted in different level of Senior high school and ESL engineering students of university level which has additional aspects in choosing the treatment of participants. Meanwhile, this present research is different from the previous researchers in the selection of research area, research design, data collection method, the application, and the material used in teaching speaking. The researcher conducted an

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experimental research entitled "The Effect of Using Group Work Discussion Strategy on Students' Speaking Achievement of the Eighth Grade Students."

1.2 Research Problem

Based on the research background above, the problem of the research can be formulated as follows:

"Is there any significant effect of using Group Work Discussion Strategy on students' speaking achievement?"

1.3 Research Contribution

The research results are expected to give significant contributions empirically and practically.

1. Empirical contribution

The result of this research is expected to help future researchers who want to conduct a research in teaching English using group work discussion strategy by using the information of this research as their reference. The procedures and outcomes of the research can also inspire other researchers to do research concerning with similar themes.

2. Practical contribution

The result of this research hopefully can provide information to the teachers about the implementation of teaching speaking. By giving an overview related with how to teach speaking through group work discussion strategy, this research is expected to be beneficial for English teachers who want to teach speaking by using Group Work Discussion Strategy.

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CHAPTER II. LITERATURE REVIEW

This chapter deals with some theories related with the research problems. They are theorotical framework, conceptual framework, and previous research review.

2.1 Theoretical Framework

2.1.1 Definitions of Speaking and Speaking Achievement

According to Spratt *et al* (2005:34) speaking is a productive skill like writing, involving speech to express meaning to other people. It means that speaking is an activity of delivering message of communication, sharing the idea and feeling to others which occur between speaker and listener orally. In addition, according to Gert and Hans (2008:207) in Efrizal (2012), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions.

Further definition of speaking is explained by Brown *et al* (1994) in Araghi and Amineh (2014), that speaking is an interactive process of constructing meaning which consists of producing and receiving, and processing information. From the three definitions of speaking above, the researcher infers that speaking is a way to express, communicate, or show opinions, feelings, and ideas by talking and it transfers the information of what the speaker wants to convey message orally. In other words, it is an activity of delivering message of communication, sharing the idea and feeling to others which occur between speaker and listener orally to understand the conveyed message.

In relation with achievement, Hughes (2003:12) defines achievement tests as the one related to language course to know how successful students have been in achieving the objectives of study. It is supported by Underhill (1987:7) who states that oral test is repeatable procedures in which a learner speaks and it is assessed on the basis of what he says. It is the process of systematic assessment of

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speech that the rater only assesses the students' performance. According to Brown & Yule (1983:103), in assessing students' spoken English productions, besides assessing' students' grammar, vocabulary, fluency, and pronunciation, the teachers should also consider the students' ability to communicate effectively in spoken English. They also suggest to tape–record every single student's performance of speaking. In this way, teachers can play the recording several times to get the students' accurate score of their speaking performance after the test. The recording will help the teacher keep the authentic students' performance to support the teacher's judgments. Therefore, the speaking achievement in this research refers to student's speaking score covering the aspects of speaking on: fluency, vocabulary, pronunciation, and the content of speech.

2.1.2 Aspects of Speaking

There are some aspects that should be concerned to be measured in speaking. According to Hughes (2003:110) they are accuracy (vocabulary, grammar, and pronunciation), fluency, and content of speech. Each of the aspects will be explained further as follows:

1. Accuracy

Accuracy on speaking indicates "the extent to which the language produced confirms the language norms". It covers the correct use of pronunciation, vocabulary and grammar (Yuan & Ellis, 2003:2) in Rahnama *et al* (2016). Nevertheless, Thornbury (2005) in Marwiyah & Kaswan (2015) claims that the term "accuracy" seems to cover more than that. Specifically, speaking English accurately can be judged as speaking performance without or with few errors on not only grammar but vocabulary and pronunciation as well.

a. Vocabulary

"Vocabulary is the collection of words that an individual knows" (Linse, 2005:121). It is a list or set of words for particular language that individual speaker of language might use (Hatch and Brown, 1995:1). It means that vocabulary is collection of various words to be spoken by the speaker to communicate each other. By having more acquisition in vocabularies, it will make

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the communication run successfully. Vocabulary in speaking is important, because if learners want to speak fluently, they should learn a lot of words.

b. Grammar

Grammar is one of the components of language in determining the accuracy of speaking. Thornbury (2002:14) states that while vocabulary is largely a collection of items, grammar is a system of rules. In addition, Ur (1994:4) says that grammar is a set of rules which governs how unit of meaning may be constructed in language. It means that grammar is a concept to make sentence or language structuring to gain the meaning based on situation and context.

c. Pronunciation

Pronunciation means the way sound of the words are spoken by the speaker. Luoma (2009:11) defines pronunciation as many features of the speech stream, such as individual sound, pitch, volume, speed, pausing, stress and intonation. Since all of those things come up in pronunciation, it is not easy for the students to speak with good pronunciation. It plays an important role in speaking, because mispronouncing a single sound causes the listener's misunderstanding, and various uses of stresses as well as intonations result in totally different meanings.

2. Fluency

Fluency is also used as a criterion to measure one's speaking competence. Gower *et al* (1995) in Derakhshan *et al* (2016) confirm that fluency takes into account "the ability to keep going when speaking spontaneously. In addition, Saputra and Wargianto (2015) state that fluency may be defined as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication. Speaking fluently means being able to communicate or to transfer the information effectively without having to stop and think too much about what the speaker would say. They speak clearly and slowly without making too many mistakes.

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3. Content of the speech

The students should be good at expressing and delivering the ideas to others. Brown and Yule (1983:13) state that the speaker, in speaking, is communicating his message rather than to be nice to the listener. It means that the content of speech in this research refers to the information conveyed by the students when they perform their speaking. The most important thing is that the speaker can transfer his ideas or information to the listener who will have their own responses to the ideas or information they have heard from the speaker.

In this research, the researcher applied all those five aspects of speaking to measure the students' speaking achievement at Junior High School.

2.1.3 Definitions of Group Work Discussion

According to Meng (2009), the concept of group work discussion to some extent is a situation in which students generally work together in face-to-face groups in discussion and assist one another. Toseland and Rivas (2009:5) state that group work is defined as goal-directed activity with small groups of people aimed at meeting socio emotional needs and accomplishing tasks. It means that the individual members of group must have responsibility to do the task by working together in a system of group. In addition, Harmer (2007:166) has observed that group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. It is generally held that small groups are more suitable for an effective group work discussion.

Further, it is inferred that group work discussion is all about cooperation and self-initiation, which facilitates language learning. He adds that group work usually implies "small" group work, that is, students in groups of perhaps six or fewer. According to Harmer, it is a kind of classroom management in language learning where students sit together, have face to face interaction, have social communication to accomplish the task or do the language activities to reach the goal of learning.

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2.1.4 The Advantages and Disadvantages of Group Work Discussion

According to Beebe and Masterson (2003) in Burke (2011) there are advantages and disadvantages of working in a group.

There are six advantages of working in a group:

1. Groups have more information than a single individual. Therefore, groups have more resources to tap and more information is available because of the variety of each member's background and experience.
2. Groups stimulate creativity. In regard to problem solving, the old proverb saying that "two heads are better than one" can be applied.
3. People remember group discussions better. Group learning fosters learning and comprehension. Students working in small groups have a tendency to learn more of what is taught and retain it longer than when the same material is presented in other instructional formats. (Barkley, Cross & Major, 2005; Davis, 1993). By doing discussion in group, the students tend to develop their language ability within a group with different material that they haven't learned before.
4. Decisions that students make yield greater satisfaction. Research suggests that students engaged in group of problem solving are more committed to the solution and are better satisfied with their participation in the group than those who are not involved.
5. Students gain a better understanding of themselves. Group work allows people to gain a more accurate picture of how others see them. The students will actually know their each-others' capabilities and their weaknesses within group. The feedback that they receive may help them better evaluate their interpersonal behavior.
6. Team work is highly valued by employers. Well-developed interpersonal skills were listed by employers among the top 10 skills sought after in university graduates. It means that group work will be chosen to develop social skill among others students. (Graduate Outlook Survey, 2010).

Group work discussion has many advantages for students in learning process. They can gain a better learning which has social communication to develop language skill by themselves. They can also engage responsibility by working in group which will promote their autonomy learning. By working in a group, students can express their idea easily and reduce anxiety in terms of building their confidence. Although working in groups has its advantages, there are also disadvantages of group work when problems arise. Harmer (2007:166) explained some disadvantages of group work discussion as follows:

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1. It is likely to be noisy (though not necessarily as loud as pair work can be). Some teachers feel that they may lose control, and the whole–class feeling like uncontrolled.
2. Not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than work with their peers. Sometimes, students find themselves in unfamiliar groups and wish they could be somewhere else.
3. Individuals may fall into group roles that become fossilized, so that some are passive whereas others may dominate.
4. Groups can take longer to organize than pairs, in beginning and ending group work activities, especially where people move around the class, can take time and be chaotic (but only very briefly). The time spent in taking and analyzing problems usually results in better solutions. (Harmer, 2007:166)

There should be good strategies from teacher to overcome those disadvantages of group work discussion. Each of solutions will be followed as the number of disadvantages:

1. Teacher should have management skills such as how to create a good class environment; manage the teaching time; and also manage the students' condition. They should also consider setting the group size depending on the amount of the students; and they should monitor them to reduce noise possibility that occur during teaching learning process. (Vijayan *et al*, 2016)
2. Assigning member in group based on their appropriateness aspects such as their English ability, social skills and the influencing factors to other members.
3. Give opportunity to all members of group so that passive students will become more active.
4. Time management should be clearly applied to make maximum opportunity work in group.

It is supported by Davis (1993) who mentions that successful group work discussion is easier if the students know how the assignment relates to the course content and what the final product is supposed to be. So, the teacher should give clear instruction and make sure that students know the purpose of the project, the learning objective, and the skills needed to be developed through group work.

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2.2 Conceptual Framework

2.2.1 The Relevance of Using Group Work Discussion on Teaching Speaking

The use of group work discussion has become more appealing in the teaching and learning process, as it is interactive and encouraging. Brown (2007) in Albaqshi (2016) explains the process and the implementation of group work discussion which asserts maximizing students' roles while teacher's role is minimized. It means that it will be students' center which covers all activities in teaching-learning process. By having more discussion activities, they will get opportunity to develop speaking skill within friends in group. It is supported by Faramita *et al* (2014) who claim that students may correct each other's mistakes, help out with a needed word, and of course they will teach each other the material as well, through the content of the discussion. When they work interactively with others, students learn to inquire, share ideas, clarify differences, problem solving, and construct new understandings. It means that group work discussion is one of good strategies to develop students' speaking skill in which the students take big role to develop their social and speaking skill within the group's members.

The use of group work discussion is more effective in a large class. Ur (1996:232) recommends that teachers working with large classes should divide them into groups, which is the most effective organization for practicing speaking to enable students to get more opportunities to talk than in full class organization and each student can say something. It is also supported by Richard and Nunan (1987) who state that group work provides opportunities for children to talk freely, and it is generally accepted that this improves their language. In addition, Ellis (1994) in Raja (2012) claims that students are more motivated to get engaged in further communication when they have more opportunities to speak.

Moreover, group activities can develop the students' social skill than the traditional lecture approach which means the member of group can give contribution to help each others and retain knowledge. The students will be involved as participants and decision makers in group work activities. It will increase learning, planning and discussion skills and eventually improve their speaking capabilities. Chiriac (2014) also stresses that students working together

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are more motivated than working individually. It related with the function of group which demands the members of group to work together, so they can accomplish the task easily rather than working individually. Group work discussion might serve as a benefit for learning, in terms of both academic knowledge and interpersonal skills. It can be used to organize activities or tasks in the class where an assignment is given by the teacher and students are expected to work as a group to solve the group task. Thus, group work discussion can be used as the method to develop students' speaking skill where students can optimize their chance to speak.

The students are more active to participate when they collaborate with the group. It is supported by Nihalani *et al.* (2010) in Taqi & Al-Nouh (2014) who find out how students collaborate within a group and its effect on group work success. Shy students are more comfortable working in groups, they gain more confidence in their ability to learn, and students will get benefit from sharing their backgrounds and complement one another's weakness. Students' participation in discussion causes other students to actively take part in negotiation; therefore, students become surprised about their ability and intelligence (Celce & Murica, 2001) in Derakhshan *et al* (2016). The students will discuss, refine their understanding of certain topic, apply their knowledge, transfer the information, and practice speaking skills. It means that group-work activity can be structured so that students focus on an activity or task in group discussion by talking and explaining ideas to each other. In addition, group work activity in teaching speaking helps the students promote their confidence, experiences of success, and the students' ability of sending and receiving a message that happens in a discussion.

2.2.2 The Procedure of Teaching Speaking Using Group Work Discussion

The procedure of teaching speaking through group work discussion strategy follows certain activities including pre-activity, whilst-activity, and post-activity (Faulin and Soefandi, 2013:27).

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1. Pre-activity. According to Angela (2006) the purpose of pre-teaching activity is to help students to focus their mind on the lesson by giving some interesting teaching materials or media such as picture and video interactive in the process of teaching and learning activities.
2. Whilst teaching activities. Teacher makes groups consisting of small number of students. A small group is often considered to consist of three or more people (Beebe & Masterson, 2003) in Burke (2011). In general, he suggested that groups of four or five members tend to work best. However, Csernica *et al.* (2002) in Burke (2011) suggest that three or four members are more appropriate. Larger groups decrease each members' opportunity to participate and often results in that some members do not actively contribute to the group. After asking the students to be in groups, the teacher gives the topic based on syllabus then explains clearly about the activity that the students are going to do. The teacher gives several minutes for students to discuss the topic given in group while the teacher is monitoring them. Then the teacher asks the representative of each group to present the result of their discussion in front of the class. The teacher gives comment about their speaking performance and also gives score by using scoring rubric.
3. Post-activity. It is intended to review the lesson that they have got in whilst teaching activity. According to Nesen (2009) in Faramita *et al* (2014), in this activity the teacher can review the lesson by giving some questions, which measures the students' ability to memorize what they have learned. (Adapted from Faulin and Soefandi, 2013:27).

In this research, the steps used by the researchers in the teaching and learning process by using Group work discussion are as follows:

a. Pre-activity
    1. Showing the picture about recount activity.
    2. Exploring the students' experience related with the picture.
    3. Explaining the material of recount text.
b. Whilst-activity
    1. Explaining the procedure of group work discussion.

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2. Dividing the students into small group consisting of 4-5.
3. Asking the students to discuss about the recount text given.
4. Asking the representative students to present the result of their group work discussion one by one of each group.

c. Post-activity

1. Giving feedback to the students' performance.
2. Evaluating the students' performance.

2.3 Previous Research

There are some previous research studies done by some researchers which show the use of group work discussion strategy in the context of English teaching and learning process. The first study was conducted by Erlynda (2013) at SMP Negeri 2 Wates Kulon Progo. She reported that group work discussion strategy had significant effect to increase the students' speaking achievement of the eighth grade students of SMP Negeri 2 Wates Kulon Progo". It can be seen from the progress of the students' speaking scores after being given a treatment by using group work discussion activities. The result proved that there is a significant difference on speaking skill between students who are taught by using group work strategy and those taught without using group work strategy. The significant value of 0.000 was less than the significant level of 0.05 (F = 31.590).

Second, the experimental study was conducted by Jayanth & Soundiraraj (2016) on ESL engineering university students. The result on t-test for significance of difference between means shows that pre to post-test is significant at the P < .01 level. It means that there is any significant effect of using group work discussion strategy on students' speaking skills as measured by the test. Third, the classroom action research carried out by Abdullah (2016) proved that group work discussion improved the students' speaking achievement. The improvement could be seen from students' score. The students' mean score in the test after the first cycle was 71 while the students' mean score in the test after the third cycle was 81. From those three previous researches, the use of group work discussion strategy has significant effect on teaching speaking.

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CHAPTER III. THE STUDY

This chapter explains the research method applied in this research. It covers research design, research context and research participant.

3.1 Research Design

A quasi experimental research design was applied to know whether or not the use of Group Work Discussion Strategy gave a significant effect on the eighth grade students' speaking achievement at SMPN 7 Jember in the 2018/2019 academic year. The design of this Quasi Experimental research was Posttest-Only Design. This research used two classes from the whole population by considering the homogeneity result of the population. This research collected the students' speaking score from the teacher's documents. It was analysed by using ANOVA (Analysis of Variance) to determine the homogeneity result.

A treatment applied was teaching speaking by using Group Work Discussion Strategy to the experimental group; while the control group was taught by using lecturing technique. After the treatment was completed, a posttest was given to those two groups to know the significant differences of the speaking achievement. The result of the posttest was analyzed by using t-test formula. The research design is illustrated as follows:

Posttest-Only Design Time

Select Control Group	No Treatment	Posttest
Select Experimental Group	Experimental Treatment	Posttest

(Creswell, 2012:310)

According to the formula above, the experimental group received the treatment that was Group Work Discussion Strategy in teaching speaking. Meanwhile, the control group was taught by using lecturing technique in teaching speaking. After the treatment was given, the two groups received the speaking posttest.

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The procedures of this research were as follows:

1. Interviewing the eighth year English teacher of SMPN 7 Jember to gain the data of students and also teacher's documentations.
2. Analyzing the students' previous speaking score from the teacher's documents for all the eighth grade students of SMPN 7 Jember in the 2018/2019 academic year.
3. Determining two classes as the experimental group and the control group based on the result of the previous students' speaking score using ANOVA.
4. Constructing the lesson plans for the experimental group and the control group.
5. Conducting the treatment, which was teaching speaking by using Group Work Discussion Strategy for the experimental group and using lecturing technique for the control group. The teaching activity was done twice for each group.
6. Administering posttest for both groups, the experimental group and the control group.
7. Analyzing the collected data by using t-test formula of 5% significant level to know whether or not there was a significant effect of using Group Work Discussion Strategy on the students' speaking achievement.
8. Drawing conclusion based on the data analysis to answer the research problem.

3.2 Research Context

Purposive method was applied to determine the research subject in this research. According to Fraenkel and Wallen (2012:100), purposive method is how the researcher uses personal judgement to choose a sample that represents the research subject. This research was conducted in SMPN 7 Jember by following some considerations. First, English teacher of the eighth grade had never applied group work discussion strategy in teaching speaking. Second, the English teacher wanted to know the result of teaching by using group work discussion strategy on

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students' speaking achievement. Third, the Headmaster had given permission to the researcher to conduct the experimental research at the school.

3.3 Research Participants

The population of this research was all the eighth grade students of SMPN 7 Jember in 2018/2019 academic year which consisted of 9 classes and each consisted of 34-36 students. In this research, the researcher used cluster random sampling to determine the research respondents. Ludico, Spaulding, and Voegtle (2010:216) state that cluster random sampling is a procedure through which entire groups and not individuals are randomly selected. The researcher gave all classes (9 classes) chance to be control and experimental class. In this research, the researcher chose two classes as the research respondents. In determining the research respondents, the researcher analysed students' speaking score from the teacher's documents by using ANOVA. It was used to know whether the population was homogenous or heterogeneous. The result of the homogeneity test was homogeneous. So, the experimental and the control groups were determined randomly by using lottery.

In this research, both of two classes (experimental and control class) were taught by the researcher. The experimental class was taught speaking by using group work discussion strategy. The steps done by the researcher were as follows: First, the students received the explanation of recount text given by the researcher. Second, the researcher divided the students into group of 4 or 5 students. Third, the researcher asked the students to discuss about the topic given (holiday). Fourth, the researcher asked the students to perform their speaking one by one. The last, the researcher gave feedback to their result of speaking's performance. Meanwhile, the control group was taught by using lecturing technique.

3.4 Data Collecting Method

3.4.1 Students' Speaking Test

In this research, the speaking achievement test was given in the form of an oral test which was constructed based on the Instituional Level Curriculum (KTSP/ Kurikulum Tingkat Satuan Pendidikan) of Junior high school and the

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syllabus used by the English teacher. The researcher applied inter-rater to establish the test reliability, to avoid subjectivity of scoring the students' performance, and to recheck something which was not clear yet. The speaking test was administered to the students by providing several options of topics to be described. The students chose one of the topics to be described. Then, the students were called by the researcher one by one in front of the class to describe the topics they had already chosen for about 1-2 minutes spontaneously. The rest of the students were waiting inside the class and were given the task taken from their English book to reduce the noise possibility. If one student had finished doing the test, then another student was invited to do the same activity as what the previous students did one by one.

In relation to score the students' speaking achievement, the researcher adapted a rating scale from Sofiar *et al* (2016:87). In this aspect, analytical scoring was adapted to make efficient for testing students' speaking performance based on junior high level with concerning the result of speaking itself. There were five criterions from each aspect of speaking, they were: content, fluency, pronunciation, vocabulary and grammar. In line with this consideration, Heaton (1990:100) states that for most classroom purposes the rating scale will not have native-speaker performance as the desired goal. Thus, it was based on realistic expectations of what successful learners achieved at a particular stage in their development. In this rating scale, the researcher reduced the grammar scale from 6 into 4 scales score in range of 3,4,5, and 6 to decrease grammar levels for the students' test.

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Table 3.1 Scoring Rubric of Speaking Test

Rating Scale							
Scale / Aspect	Very Poor	Poor	Fair	Good	Very Good	Excellent	Total
Content	1	2	3	4	5	6	N
Fluency	1	2	3	4	5	6	
Pronunciation	1	2	3	4	5	6	
Vocabulary	1	2	3	4	5	6	
Grammar	3	4	5	6	-	-	

(Adapted from Sofiar *et al* (2016:87))

Scoring:

N total (content + fluency + pronunciation + vocabulary + grammar) = $\frac{N}{28} \times 100\%$

The description of Rating Scale:

A. Content

(6) The content of the presentation contains very complete information
(5) The content of the presentation contains complete information
(4) The content of the presentation contains sufficient information
(3) The content of the presentation contains little information
(2) The content of the presentation contains very little information
(1) The content of the presentation contains very lack of information

B. Fluency

(6) Speech on all professional and general topics are as effortless and smooth as a native speaker's
(5) Speech is effortless and smooth, but perceptively non-native in speed and evenness
(4) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words
(3) Speech is frequently hesitant and jerky; sentences may be left uncompleted
(2) Speech is very slow and uneven except for short routine sentences.
(1) Speech is so halting and fragmentary that conversation is virtually impossible

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C. Vocabulary

(6) Vocabulary is apparently as accurate and extensive as that of an educated native speaker
(5) Professional vocabulary is broad and precise; general adequate to cope with complex practical problems and varied social situations
(4) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions
(3) Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic
(2) Constant limited to basic personal and survival areas
(1) Vocabulary inadequate for even the simplest conversation

D. Pronunciation

(6) Native pronunciation, with no trace of "foreign accent" with good pronunciation, correct intonation/tone and stress for the words/ phrases/ sentences which lead to the appropriate intended meaning
(5) Good pronunciation with very few mistakes in intonation/tone and stress for the words/phrases/sentences which lead to the appropriate intended meaning
(4) Few mistakes in pronunciation but still understandable, few mistakes in intonation/ tone and stress which interfere the intended meaning
(3) Several mistakes in pronunciation which lead to difficult understanding, several mistakes in intonation/tone and stress which lead to misunderstanding of the intended
(2) Many mistakes in pronunciation and difficult to understand, no difference of intonation/tone and stress for the words/phrases/sentences which lead to misunderstanding of the intended meaning
(1) Pronunciation frequently unintelligible

E. Grammar

(6) Few errors, with no patterns of failure
(5) Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding
(4) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
(3) Grammar almost entirely inaccurate except in stock phrases

(Adapted from Sofiar *et al* (2016:87))

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3.4.2 Interview

Interview is an oral conversation done to get the information or the data. This is in line with McMillan (1992:132) states that interview is "a form of data collection in which questions are asked orally and the subjects' responses are recorded". In this research, the interview was conducted by using semi-structured interview in which a list of questions and details were developed to get the information needed. Fraenkel, Wallen, and Hyun (2012:451) state that "semi structured interview consists of a series of questions designed to elicit specific answers from respondents". The purpose of doing interview was to collect the data about the English Curriculum, the English text books, the media, and the technique used in teaching English especially teaching speaking. In conducting the interview, the researcher used an interview guide in the form of a set of questions to teacher of the eighth grade students.

3.4.3 Documentation

According to Arikunto (2010:274), documentation is an activity of collecting data in the form of books, notations, transcripts, magazines, and others such as the result of interview with the respondent to get the information about the problems, material used in teaching, and etc. In this research, documentation was used to get the supporting data about previous speaking scores of class VIII taken from an English teacher of SMPN 7 Jember in the 2018/2019 academic year, the total number and names of the research subjects, and letter for accomplishing the research from a principal of the school.

3.5 Data Analysis Method

The analysis of the students' previous speaking score was done by using ANOVA formula to determine the experimental and the control group. The result of the homogeneity test was homogeneous. So, the experimental and the control groups were determined randomly by using lottery. The analysis of post test result was done by analyzing students' speaking performance obtained from the post test for both the experimental and the control group. After the data was collected from the speaking post-test for both the experimental and the control groups, the data

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was analyzed by using independent sample t-test formula by using SPSS. The result of the data was consulted to the t-table of 5% significance level (confidence interval 95%) to know whether the result was significant or not. If the result of t-computation was higher than that of t-table, it meant that the null hypothesis was rejected and the alternative hypothesis was accepted.

The procedures of applying SPSS to calculate the data are as follows:

1. Opening SPPS program, then click the variable view on the SPSS data editor
2. Typing the *Test Value* in the column name and *Class* in the next column name
3. Opening the data view on the SPSS data editor, and then get the value and class variable values.
4. Typing data according to the variable (in class variables type with numbers 1 and 2 (1 indicates class experimental and 2 show class control)
5. Choosing Analyze - Compare Means - Independent Sample T-test
6. Choosing the *Test Value* variable and enter it in the Test Variable box, then click the Class variable and enter it in the Variable Grouping box, then click Define Groups, in Group 1 type 1 and in Group 2 type 2, then click Continue.
7. Click OK, then the output results
8. Interpreting the output from independent-samples T-test

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CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the findings and suggestions for the English teachers, the students and future researchers.

5.1 Conclusion

Based on the result of data analysis, hypothesis verification, and discussion in the previous chapter, it could be concluded that there was a significant effect of using group work discussion on the eighth grade students' speaking achievement at SMPN 7 Jember in the 2018/2019 academic year.

5.2 Suggestion

Since there was a significant effect of using group work discussion on the eighth grade students' speaking achievement at SMPN 7 Jember in the 2018/2019 academic year, group work discussion can be used as an appropriate strategy in teaching English, especially in teaching speaking. Thus, the researcher proposes some suggestions to the following people:

5.2.1 The English Teachers

The English teachers of SMPN 7 Jember are suggested to use group work discussion in teaching speaking. Group discussion can be used as consideration and information by the English teachers to create relaxed and enjoyable atmosphere in the classroom.

5.2.2 The Students

It is suggested for the students of SMPN 7 Jember to use group discussion to help them practice English, especially when they want to improve their speaking achievement because group discussion can make the students easier to practice speaking in group which they have more opportunities to discuss and to practice speaking itself.

5.2.3 The Future Researchers

The researcher suggests to the future researchers to conduct a longer period of time especially in giving the treatment to gain a better result since this

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research only took 2 meetings. Furthermore, the researcher hopes that this research can be used as a consideration and reference for future researchers who want to investigate and to carry similar topic in their research either in a different research area or design. For instance, a classroom action research to improve the students' speaking achievement by using group work discussion.

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APPENDIX 1 **RESEARCH MATRIX**

Title	Problem	Variables	Indicator	Data Resources	Research Method	Hypothesis
The Effect of Using Group Work Discussion Strategy on Students' Speaking Achievement of the Eighth Grade Students	**The Research Problem:** Is there any significant effect of using group work discussion strategy on students' speaking achievement ?	a. **Independent Variable:** Teaching speaking by using Group Work Discussion Strategy b. **Dependent Variable:** The students' speaking achievement	1. **Teaching speaking by using Group Work Discussion Strategy cover the elements of:** a. Students' accountability b. Students discussion c. Students face to face interaction d. Group size and composition e. Collaborative social skill 2. **The students' score of the speaking test with the indicators:** a. Fluency b. Vocabulary c. Content d. Pronunciation e. Grammar	1. **Respondent:** The eighth grade students of SMPN 7 Jember 2. **Informant:** The English teacher of the eighth grade of SMPN 7 Jember 3. **Documents:** The names of the respondents	1. **Research Design** Quasi-Experimental Research with Post-test Only Design. (Creswell, 2012:310) 2. **Research Context:** Purposive Method 3. **Research Respondents:** Cluster Random Sampling 4. **Data Collection Method** 1. Speaking test 2. Interview 3. Documentation 5. **Data Analysis Method** The data will be analyzed by independent t-test. The calculation of t-test will be done by using SPSS (Statistical Package for Social Science)	There is a significant effect of using Group Work Discussion Strategy on Students' speaking Achievement of the Eighth Grade Students

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APPENDIX 2

Interview Guide for Preliminary Study

Interviewee : Tri Ayu Larasati, S.pd.

Date : February, 19th 2018

Place : SMPN 7 Jember

No	The Questions	Data Resources
1	What is the curriculum applied in teaching English?	The curriculum applied is KTSP for grade VIII and IX, also K13 for grade VII
2	How many classes do you teach English in a week?	I teach English for 10 classes in a week.
3	How often do you teach speaking?	I teach speaking rarely. It is about twice a month because it is integrated with other skill
4	What book do you use for teaching English?	I use "English in Focus" book by Artono Wardiman, Masduki B. Jahur, M. Sukiman
5	What techniques do you use in teaching speaking?	I use general communicative language teaching, sometimes I use teacher centered technique by asking oral question.
6	Have you ever used group work strategy (group discussion) for teaching speaking?	I never used group work (group discussion) in teaching speaking before
7	What do you think of group work strategy in speaking?	I think this group can help the students to speak English better. They can discuss and take participation in group.
8	How are the students' ability in speaking?	The students' ability in speaking is low because they are lack of vocabularies and most of them have pause while they're speaking
9	What are the students' difficulties in speaking?	They had difficulties in constructing the sentences because they lack vocabularies and grammar.
10	How do you overcome the students' difficulties and problems in speaking?	I often motivate them to study more and read the words in their dictionaries to gain more vocabularies and ask to practice by themselves.

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APPENDIX 3

Students' previous speaking score

NO	Students' previous speaking score								
	8A	**8B**	**8C**	**8D**	**8E**	**8F**	**8G**	**8H**	**8I**
1	75	75	75	85	70	70	65	70	65
2	70	70	70	70	70	70	90	70	65
3	75	70	70	70	70	70	70	65	65
4	80	75	65	70	70	70	70	70	70
5	75	75	75	70	70	70	90	70	70
6	70	70	75	70	70	85	70	70	85
7	75	75	80	70	70	75	70	75	70
8	70	75	70	70	70	70	70	70	70
9	70	65	75	80	70	70	70	75	75
10	75	75	70	80	70	75	70	70	70
11	70	75	75	70	65	75	-	85	75
12	75	75	75	70	70	70	70	70	70
13	70	75	65	70	75	85	70	70	70
14	75	70	75	70	70	70	70	65	95
15	75	75	70	65	70	75	80	70	70
16	70	70	70	90	70	70	70	70	70
17	-	75	75	70	70	70	70	70	65
18	75	75	75	85	75	85	70	70	70
19	75	70	75	70	75	65	70	70	70
20	70	75	70	70	65	70	70	70	70
21	70	75	75	70	70	70	70	70	70
22	75	70	75	70	70	70	70	70	70
23	75	75	-	70	70	70	70	70	70
24	70	75	70	70	80	80	70	70	90
25	70	70	70	70	70	70	70	80	70
26	75	75	75	70	70	75	90	70	70
27	70	75	75	75	70	75	70	70	70
28	75	75	80	70	80	70	70	-	70
29	75	75	70	70	70	85	70	65	70
30	80	75	75	70	70	70	70	70	85
31	75	75	70	70	70	70	70	75	70
32	70	70	75	70	70	70	70	70	70
33	75	70	75	85	70	75	70	70	70
34	70	75	70	70	70	70	70	70	70
35	70	75	70	70	70	70	70	65	70
36	70	75	75	70	70	80	70	70	70
∑	**2555**	**2640**	**2550**	**2605**	**2545**	**2630**	**2515**	**2470**	**2585**
Mean	**73**	**73,3**	**72,9**	**72,4**	**70,7**	**73**	**71,9**	**70,6**	**71,8**

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APPENDIX 4

The Result and Output of Homogeneity Analysis

Descriptives

Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
8A	35	73.00	3.020	.510	71.96	74.04	70	80
8B	36	73.33	2.673	.445	72.43	74.24	65	75
8C	35	72.86	3.491	.590	71.66	74.06	65	80
8D	36	72.36	5.668	.945	70.44	74.28	65	90
8E	36	70.69	2.965	.494	69.69	71.70	65	80
8F	36	73.06	5.248	.875	71.28	74.83	65	85
8G	35	71.86	5.951	1.006	69.81	73.90	65	90
8H	35	70.57	3.791	.641	69.27	71.87	65	85
8I	36	71.81	6.563	1.094	69.58	74.03	65	95
Total	320	72.17	4.639	.259	71.66	72.68	65	95

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	2.977	8	311	.003
	Based on Median	.866	8	311	.546
	Based on Median and with adjusted df	.866	8	220.250	.546
	Based on trimmed mean	2.156	8	311	.031

ANOVA

Score

			Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)		294.932	8	36.866	1.745	.088
	Linear Term	Unweighted	121.965	1	121.965	5.773	.017
		Weighted	120.933	1	120.933	5.724	.017
		Deviation	173.999	7	24.857	1.177	.316
Within Groups			6570.615	311	21.127		
Total			6865.547	319			

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APPENDIX 5

The Names of Participants (Initials)

No	VIII-C (Experimental group)
1	AADF
2	AFP
3	AJ
4	AZ
5	AB
6	AI
7	AFA
8	AW
9	AWS
10	ADS
11	DMP
12	DWDA
13	DAAY
14	E
15	EAW
16	HKS
17	IFKP
18	IDS
19	LST
20	LMW
21	LM
22	MCRW
23	MFAS
24	MRA
25	MFA
26	MNF
27	MJR
28	MRAD
29	NZA
30	RAWD
31	SLPH
32	SNR
33	TIF
34	YEP
35	YSPH
36	YHAD

No	VIII-H (Control group)
1	AAWP
2	ANS
3	AMF
4	ADPR
5	DD
6	DA
7	EDCI
8	FAO
9	FHM
10	GDD
11	JAF
12	LAKW
13	LRZA
14	MNH
15	MSBA
16	MM
17	MFAN
18	MIF
19	MRR
20	MEMMB
21	MA
22	NSW
23	OCN
24	RSS
25	RFZ
26	RW
27	RDJ
28	RCR
29	RGI
30	SAF
31	SAP
32	SKR
33	SMS
34	SPPM
35	TYHM
36	ZNM

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APPENDIX 6

LESSON PLAN 1 (Meeting 1st)

Subject	**: English**
Class / Semester	**: VIII / 2**
Language Skill	**: Speaking**
Genre	**: Recount**
Theme	**: Holiday**
Time	**: 2 x 40 minutes**

I. Standard Competence

12. The students are able to communicate the meaning of a short simple functional and monologue text in the form of narrative and recount in daily life.

II. Basic Competence

12.2 The students are able to communicate the meaning of a short simple monologue text accurately, fluently, and acceptably in the form of narrative and recount in daily life.

III. Indicators (experimental class)

Cognitive Product

12.2.1 Speaking a short and simple recount text based on the topic after having group discussion.

Cognitive Process

12.2.2 Discussing and practicing speaking in groups about the students' experiences.

12.2.3 Students' active participation in the group.

Indicators (control class)

Cognitive Product

12.2.1 Speaking a short and simple recount text based on the topic given.

Cognitive Process

12.2.2 Constructing and practicing speaking in group about the students' experience.

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IV. Learning Objectives (experimental class)

Cognitive Product

12.2.1 The students are able to speak a short and simple recount text based on the topic after having group discussion.

Cognitive Process

12.2.2 The students are able to discuss and practice speaking in groups about the students' experiences.

12.2.3 The students are able to be participate actively in group.

Indicators (control class)

Cognitive Product

12.2.1 The students are able to speak a short and simple recount text based on the topic given.

Cognitive Process

12.2.2 The students are able to construct and practice speaking individually about the students' experience.

V. Learning Materials (enclosed)

VI. Approach : Communicative Language Teaching

Technique

- Experimental group : Group Discussion Technique
- Control group : Lecturing Technique

VII. Teaching Learning Activities

No	Experimental Group	Time	Control Group	Time
I	**Opening**	**6'**	**Opening**	**7'**
	Set Induction:		**Set Induction:**	
	1. Greeting the students	1'	1. Greeting the students	1'
	2. Checking the students' attendance list	2'	2. Checking the students' attendance list	2'
	3. Asking some leading questions to the students	2'	3. Showing a picture related to a topic.	1'
	4. Stating objectives	1'	4. Asking some leading questions to the students	2'
			5. Stating objectives	1'

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No	Experimental Group	Time	Control Group	Time
II	**Main Activities**	**71'**	**Main Activities**	**70'**
	1. Pre Activities • Teacher shows the picture. • Teacher asks the students to focus and tell something related with the picture. • Explaining the definition, purpose, the generic structures and language features of a recount text to the students. • Giving and explaining the example of recount text entitled "*My Holiday at Probolinggo* " **2. Whilst-Activities** • The teacher explains the procedure of group work discussion • The teacher divides the students into small groups consist of 4-5. (depend of the numbers of students) • The teacher provides several time for the students to discuss about recount text on "bad experience" • The teacher distributes speaking's question sheet for each group • The teacher provides 15 minutes for the students to create a short spoken recount text based on question sheet • The teacher asks the students to present the result of their group work discussion one by one continually.	**(18')** 1' 2' 5' 10' **(56')** 2' 2' 5' 2' 15' 30'	1. Explaining the definition, purpose, the generic structures and language features of a recount text to the students. 2. Giving and explaining the example of recount text entitled "*My Holiday at Probolinggo*" 3. The teacher distributes speaking's question sheet for each student 4. Asking the students to create a spoken personal recount text based on question sheet 5. Practicing the students' speaking performance individually. 6. Evaluating the students' performance and giving feedback. For example: you may speak loud! or your pronunciation is good.	5' 10' 2' 15' 30' 8'

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No	Experimental Group	Time	Control Group	Time
	3. Post-Activity • Teacher gives feedback about the students' speaking performance. For example: you may increase your pronunciation or your performance is good. • Evaluating the students' performance.	**(7')** 4' 3'		
III	**Closing**	**3'**	**Closing**	**3'**
	1. The teacher guides the students to draw the conclusion of the lesson 2. Parting	2' 1'	1. The teacher guides the students to draw the conclusion of the lesson 2. Parting	2' 1'

VIII. Media and Sources

Experimental Group	Control Group
• Pictures • Recount text • Viewer • Whiteboard	• Pictures • Recount text • Viewer • Whiteboard

Sources:

a. http://britishcourse.com/contoh-recount-text-my-holiday-beserta-terjemahannya.php

b. http://www.ladunaindo.com/2017/02/recount-text-definition-social-function.html

IX. Assessment

Product:

a. Technique : Speaking assessment

b. Instrument : Analytical rubric

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SPEAKING SCORING TABLE																												
No	Name	Content						Fluency						Vocabulary						Pronunciation						Grammar			
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	3	4	5	6
1																													
2																													
3																													
..																													

Scoring:

N total (content + fluency + pronunciation + vocabulary + grammar) = $\frac{N}{28} \times 100\%$

ORAL PRESENTATION RUBRICS		
Field	**Score**	**Criteria**
CONTENT	***6***	***EXCELLENT:*** *The content of the presentation contains very complete information*
	5	***VERY GOOD:*** *The content of the presentation contains complete information*
	4	***GOOD:*** *The content of the presentation contains sufficient information*
	3	***FAIR:*** *The content of the presentation contains little information*
	2	***POOR:*** *The content of the presentation contains very little information*
	1	***VERY POOR:*** *The content of the presentation contains very lack of information*
FLUENCY	***6***	***EXCELLENT:*** *Speech on all professional and general topics as effortless and smooth as a native speaker's*
	5	***VERY GOOD:*** *Speech is effortless and smooth, but perceptively non-native in speed and evenness*
	4	***GOOD:*** *Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words*
	3	***FAIR:*** *Speech is frequently hesitant and jerky; sentences may be left uncompleted*
	2	***POOR:*** *Speech is very slow and uneven except for short routine sentences.*
	1	***VERY POOR:*** *Speech is so halting and fragmentary that conversation is virtually impossible*
VOCABULARY	***6***	***EXCELLENT:*** *Vocabulary apparently as accurate and extensive as that of an educated native speaker*
	5	***VERY GOOD:*** *Professional vocabulary broad and precise; general adequate to cope with complex practical problems and varied social situations*
	4	***GOOD:*** *Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions*
	3	***FAIR:*** *Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic*
	2	***POOR:*** *Constant limited to basic personal and survival areas.*

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ORAL PRESENTATION RUBRICS		
Field	**Score**	**Criteria**
	1	***VERY POOR:*** *Vocabulary inadequate for even the simplest conversation*
PRONUNCIATION	***6***	***EXCELLENT:*** *Native pronunciation, with no trace of "foreign accent" with good pronunciation, correct intonation/tone and stress for the words/phrases/sentences which lead to the appropriate intended meaning*
	5	***VERY GOOD:*** *Good pronunciation with very few mistakes in intonation/tone and stress for the words/phrases/sentences which lead to the appropriate intended meaning*
	4	***GOOD:*** *Few mistakes in pronunciation but still understandable, few mistakes in intonation/ tone and stress which interfere the intended meaning*
	3	***FAIR:*** *Several mistakes in pronunciation which lead to difficult understanding, several mistakes in intonation/tone and stress which lead to misunderstanding of the intended*
	2	***POOR:*** *Many mistakes in pronunciation and difficult to understand, no difference of intonation/tone and stress for the words/phrases/sentences which lead to misunderstanding of the intended meaning*
	1	***VERY POOR:*** *Pronunciation frequently unintelligible*
GRAMMAR	***6***	***GOOD:*** *Few errors, with no patterns of failure*
	5	***FAIR:*** *Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding*
	4	***POOR:*** *Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding*
	3	***VERY POOR:*** *Grammar almost entirely inaccurate except in stock phrases*

(Adapted from Sofiar *et al* (2016:87))

Jember, 03 May 2018
Researcher

M. Bakhrun Nashikhin
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Appendix

INSTRUCTIONAL MATERIALS
For Experimental and Control Group

1. Leading questions

1. What picture is it?
2. How do you know?
3. Have you ever had holiday?
4. Where did you go?

2. Material

a. Definition of the recount text:

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the readers. There is no complications among the participants and that differentiates from narrative text. A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that "rounds off" the sequence of events.

b. Social function of the recount text:

to retell events for the purpose of informing or entertainin

c. Generic Structures of the recount text:

1. Orientation: Introducing the participants, place and time.
2. Events: Describing series of event that happened in the past.

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3. Reorientation: It is optional. Stating personal comment of the writer to the story

d. Language Features of the recount text:
   1. Introducing personal participant; I, my group, etc
   2. Using chronological connection; then, first, etc
   3. Using linking verb; was, were, saw, heard, etc
   4. Using action verb; look, go, change, etc
   5. Using simple past tense

e. Example:

My Holiday at Probolinggo

Last week I went to Mount Bromo. I stayed at my friend's house. It has a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting**.**

(Adapted from Source: http://britishcourse.com)

1. Orientation: Recount text is started with an introduction of the participants, who is involved in the text story.

Last week I went to Mount Bromo. I stayed at my friend's house. It has a big garden with colorful flowers and a small pool.

2. Series of events: Recount text is different from narrative in the middle of this story. Recount text only exposes the events orderly based on time and function

Event 1: In the morning, my friend and I saw Mount Batok

Event 2: We rode on horseback

Event 3: we went to get a closer look at the mountain

Event 4: We took pictures of the beautiful scenery there

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3. Reorientation: Closing or summary of the story.

I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

3. Learning Task

a. Control group:

Students will create a spoken recount text about (holiday) individually and perform it in front of the class.

Question sheet:
Please create a short spoken recount text about your (holiday) individually but you should divide them into 3 parts (orientation, event, and reorientation), then perform it in front of the class based on each part! You have 15 minutes before doing your performance. The student will be called randomly to present it!

b. Experimental group:

Group Work Discussion

Students will work in group of 4-5 students to discuss and create their spoken personal recount text about (holiday) then the representative of the group practice it one by one!

Question sheet:
Please work in group consisting of 4-5 students. Create a short spoken recount text about your (holiday). You should divide them into 3 parts (orientation, event, and reorientation), then perform it in front of the class based on each part! You have 15 minutes to discuss with your group. After discussion section, you will be called randomly to practice it one by one for each group continually!

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APPENDIX 7

LESSON PLAN 2 (Meeting 2nd)

Subject	**: English**
Class / Semester	**: VIII / 2**
Language Skill	**: Speaking**
Genre	**: Recount**
Theme	**: Holiday**
Time	**: 2 x 40 minutes**

I. Standard Competence

12. The students are able to communicate the meaning of a short simple functional and monologue text in the form of narrative and recount in daily life.

II. Basic Competence

12.2 The students are able to communicate the meaning of a short simple monologue text accurately, fluently, and acceptably in the form of narrative and recount in daily life.

III. Indicators (experimental class)

Cognitive Product

12.2.1 Speaking a short and simple recount text based on the topic after having group discussion.

Cognitive Process

12.2.2 Discussing and practicing speaking in groups about the students' experiences.

12.2.3 Students' active participation in the group.

Indicators (control class)

Cognitive Product

12.2.1 Speaking a short and simple recount text based on the topic given.

Cognitive Process

12.2.2 Constructing and practicing speaking in group about the students' experience.

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IV. Learning Objectives (experimental class)

Cognitive Product

12.2.1 The students are able to speak a short and simple recount text based on the topic after having group discussion.

Cognitive Process

12.2.2 The students are able to discuss and practice speaking in groups about the students' experiences.

12.2.3 The students are able to be active participation in group.

Indicators (control class)

Cognitive Product

12.2.1 The students are able to speak a short and simple recount text based on the topic given.

Cognitive Process

12.2.2 The students are able to construct and practice speaking individually about the students' experience.

V. Learning Materials (enclosed)

VI. Approach : Communicative Language Teaching

Technique

- Experimental group : Group Discussion Technique
- Control group : Lecturing Technique

VII. Teaching Learning Activities

No	Experimental Group	Time	Control Group	Time
I	**Opening**	**6'**	**Opening**	**7'**
	Set Induction:		**Set Induction:**	
	1. Greeting the students	1'	1. Greeting the students	1'
	2. Checking the students' attendance list	2'	2. Checking the students' attendance list	2'
	3. Asking some leading questions to the students	2'	3. Showing a picture related to a topic.	1'
	4. Stating objectives	1'	4. Asking some leading questions to the students	2'
			5. Stating objectives	1'

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No	Experimental Group	Time	Control Group	Time
II	**Main Activities**	**71'**	**Main Activities**	**70'**
	1. Pre Activities • Teacher shows the picture. • Teacher asks the students to focus and tell something related with the picture. • Explaining the definition, purpose, the generic structures and language features of a recount text to the students. • Giving and explaining the example of recount text entitled "My Holiday in Bandung" **2. Whilst-Activities** • The teacher explains the procedure of group work discussion • The teacher divides the students into small groups consist of 4-5. (depend of the numbers of students) • The teacher provides several time for the students to discuss about recount text "My Holiday in Bandung" • The teacher distributes speaking's question sheet for each group • The teacher provides 15 minutes for the students to create a short spoken recount text based on question sheet • The teacher asks the students to present the result of their group work discussion one by one continually.	**(18')** 1' 2' 5' 10' **(56')** 2' 2' 5' 2' 15' 30'	1. Explaining the definition, purpose, the generic structures and language features of a recount text to the students. 2. Giving and explaining the example of recount text entitled "My Holiday in Bandung" 3. The teacher distributes speaking's question sheet for each student 4. Asking the students to create a spoken personal recount text based on question sheet 5. Practicing the students' speaking performance individually. 6. Evaluating the students' performance and giving feedback. For example: you may speak loud! or your pronunciation is good.	5' 10' 2' 15' 30' 8'

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No	Experimental Group	Time	Control Group	Time
	3. Post-Activity • Teacher gives feedback about the students' speaking performance. For example: you may increase your pronunciation or your performance is good. • Evaluating the students' performance.	**(7')** 4' 3'		
III	**Closing**	**3'**	**Closing**	**3'**
	1. The teacher guides the students to draw the conclusion of the lesson 2. Parting	2' 1'	1. The teacher guides the students to draw the conclusion of the lesson 2. Parting	2' 1'

VIII. Media and Sources

Experimental Group	Control Group
• Pictures • Recount text • Viewer • Whiteboard	• Pictures • Recount text • Viewer • Whiteboard

Sources:

a. http://contohcontohteks.blogspot.co.id/2016/04/11-contoh-recount-text-pilihan-recount.html

IX. Assessment

Product:

a. Technique : Speaking assessment

b. Instrument : Analytical rubric

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SPEAKING SCORING TABLE																												
No	Name	Content						Fluency						Vocabulary						Pronunciation						Grammar			
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	3	4	5	6
1																													
2																													
3																													
..																													

Scoring:

N total (content + fluency + pronunciation + vocabulary + grammar) = $\frac{N}{28} \times 100\%$

ORAL PRESENTATION RUBRICS		
Field	**Score**	**Criteria**
CONTENT	***6***	***EXCELLENT:*** *The content of the presentation contains very complete information*
	5	***VERY GOOD:*** *The content of the presentation contains complete information*
	4	***GOOD:*** *The content of the presentation contains sufficient information*
	3	***FAIR:*** *The content of the presentation contains little information*
	2	***POOR:*** *The content of the presentation contains very little information*
	1	***VERY POOR:*** *The content of the presentation contains very lack of information*
FLUENCY	***6***	***EXCELLENT:*** *Speech on all professional and general topics as effortless and smooth as a native speaker's*
	5	***VERY GOOD:*** *Speech is effortless and smooth, but perceptively non-native in speed and evenness*
	4	***GOOD:*** *Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words*
	3	***FAIR:*** *Speech is frequently hesitant and jerky; sentences may be left uncompleted*
	2	***POOR:*** *Speech is very slow and uneven except for short routine sentences.*
	1	***VERY POOR:*** *Speech is so halting and fragmentary that conversation is virtually impossible*
VOCABULARY	***6***	***EXCELLENT:*** *Vocabulary apparently as accurate and extensive as that of an educated native speaker*
	5	***VERY GOOD:*** *Professional vocabulary broad and precise; general adequate to cope with complex practical problems and varied social situations*
	4	***GOOD:*** *Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions*
	3	***FAIR:*** *Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic*
	2	***POOR:*** *Constant limited to basic personal and survival areas.*

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ORAL PRESENTATION RUBRICS		
Field	**Score**	**Criteria**
	1	***VERY POOR:*** *Vocabulary inadequate for even the simplest conversation*
PRONUNCIATION	***6***	***EXCELLENT:*** *Native pronunciation, with no trace of "foreign accent" with good pronunciation, correct intonation/tone and stress for the words/phrases/sentences which lead to the appropriate intended meaning*
	5	***VERY GOOD:*** *Good pronunciation with very few mistakes in intonation/tone and stress for the words/phrases/sentences which lead to the appropriate intended meaning*
	4	***GOOD:*** *Few mistakes in pronunciation but still understandable, few mistakes in intonation/ tone and stress which interfere the intended meaning*
	3	***FAIR:*** *Several mistakes in pronunciation which lead to difficult understanding, several mistakes in intonation/tone and stress which lead to misunderstanding of the intended*
	2	***POOR:*** *Many mistakes in pronunciation and difficult to understand, no difference of intonation/tone and stress for the words/phrases/sentences which lead to misunderstanding of the intended meaning*
	1	***VERY POOR:*** *Pronunciation frequently unintelligible*
GRAMMAR	***6***	***GOOD:*** *Few errors, with no patterns of failure*
	5	***FAIR:*** *Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding*
	4	***POOR:*** *Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding*
	3	***VERY POOR:*** *Grammar almost entirely inaccurate except in stock phrases*

(Adapted from Sofiar *et al* (2016:87))

Jember, 03 May 2018
Researcher

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140210401056

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Appendix

INSTRUCTIONAL MATERIALS
For Experimental and Control Group

1. Leading questions

5. What picture is it?
6. How do you know?
7. Have you ever had holiday?
8. Where did you go?

2. Material

My Holiday in Bandung

Last holiday, I went to Bandung with my friends, Asep. We spent our holiday there. We went to Bandung by bus. The bus went from Indramayu at 07.00 a.m. and arrived at Bandung at 11.30 a.m.

In the first day, we went to Bandung zoo. The ticket price was only Rp 30.000. The collection of the animal there was very complete. On the next day, we went to geological museum and talked with the guide about geology. It made us understand about geology. We saw rocks collection there. After that, I went to Bandung bus station because we had to go home to Indaramayu.

My holiday in Bandung was only two days but it made me happy.

(source: http://contohcontohteks.blogspot.co.id)

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3. Learning Task

a. Control group:

Students will create a spoken recount text about (holiday) individually and perform it in front of the class.

Question sheet:
Please create a short spoken recount text about your (holiday) individually but you should divide them into 3 parts (orientation, event, and reorientation), then perform it in front of the class based on each part! You have 15 minutes before doing your performance. The student will be called randomly to present it!

c. Experimental group:

Group Work Discussion

Students will work in group of 4-5 students to discuss and create their spoken personal recount text about (holiday) then the representative of the group practice it one by one!

Question sheet:
Please work in group consisting of 4-5 students. Create a short spoken recount text about your (holiday). You should divide them into 3 parts (orientation, event, and reorientation), then perform it in front of the class based on each part! You have 15 minutes to discuss with your group. After discussion section, you will be called randomly to practice it one by one for each group continually!

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APPENDIX 8

SPEAKING POST-TEST
(for experimental and control group)

Subject : English
Class / Semester : VIII / 2
Time : 2 x 40 minutes

Task sheet (Post Test)

Create a short personal speaking recount text about your holiday experience individually then perform in 1-2 minutes! For option, you can use yours or choose the topic bellow!

Tell the class your holiday experience based on your most favorite one.
Tell the class your holiday experience in other place (outside Jember)
Tell the class your holiday experience based on embarrassing/bad/sad or happy moment.
Tell the class your holiday experience with your family

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APPENDIX 9

The Result of Students' Speaking Post-Test

No	Experimental Group (VIII-C)	Resear-cher	Teacher	Average
1	AADF	75	71	73
2	AFP	64	68	66
3	AJ	68	68	68
4	AZ	79	79	79
5	AB	75	75	75
6	AI	93	86	89,5
7	AFA	93	93	93
8	AW	64	64	64
9	AWS	79	75	77
10	ADS	71	68	69,5
11	DMP	93	96	94,5
12	DWDA	86	79	82,5
13	DAAY	71	75	73
14	E	75	71	73
15	EAW	75	71	73
16	HKS	86	86	86
17	IFKP	82	82	82
18	IDS	82	86	84
19	LST	89	89	89
20	LMW	79	75	77
21	LM	82	75	78,5
22	MCRW	75	71	73
23	MFAS	-	-	
24	MRA	82	86	84
25	MFA	61	61	61
26	MNF	61	61	61
27	MJR	79	71	75
28	MRAD	93	96	94,5
29	NZA	75	75	75
30	RAWD	71	68	69,4
31	SLPH	96	93	94,5
32	SNR	71	71	71
33	TIF	71	75	73
34	YEP	75	71	73
35	YSPH	75	75	75
36	YHAD	82	86	84
MEAN		77,94	76,92	77,54

No	Control Group (VIII-H)	Resear-cher	Teacher	Average
1	AAWP	71	75	73
2	ANS	68	71	69,5
3	AMF	64	68	66
4	ADPR	75	79	77
5	DD	71	75	73
6	DA	79	75	77
7	EDCI	64	71	67,5
8	FAO	71	71	71
9	FHM	64	71	67,5
10	GDD	71	75	73
11	JAF	93	89	91
12	LAKW	68	71	69,5
13	LRZA	75	71	73
14	MNH	64	64	64
15	MSBA	61	64	62,5
16	MM	71	75	73
17	MFAN	82	79	80,5
18	MIF	68	71	69,5
19	MRR	75	75	75
20	MEMMB	61	58	59,5
21	MA	68	61	64,5
22	NSW	71	68	69,5
23	OCN	61	64	62,5
24	RSS	68	71	69,5
25	RFZ	93	89	91
26	RW	71	71	71
27	RDJ	79	75	77
28	RCR	-	-	
29	RGI	64	64	64
30	SAF	79	75	77
31	SAP	79	75	77
32	SKR	61	64	62,5
33	SMS	71	64	67,5
34	SPPM	71	68	69,5
35	TYHM	64	64	64
36	ZNM	64	64	64
MEAN		70,86	71	71,14

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APPENDIX 10

The Result and Output of Post-Test Analysis

Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Score	8C	35	77.54	9.351	1.581
	8H	35	71.14	7.109	1.202

Independent Samples Test

		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	3.687	.059	3.223	68	.002	6.400	1.985	2.438	10.362
	Equal variances not assumed			3.223	63.462	.002	6.400	1.985	2.433	10.367

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APPENDIX 11

8C Scoring Table from Researcher

SPEAKING SCORING TABLE																													
No	Name	Content						Fluency						Vocabulary						Pronunciation						Grammar			
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	3	4	5	6
1	AADF				√						√						√						√					√	
2	AFP			√							√					√							√				√		
3	AJ			√							√						√						√				√		
4	AZ				√						√						√							√				√	
5	AB				√						√						√							√			√		
6	AI						√					√							√					√			√		
7	AFA						√					√							√					√				√	
8	AW			√							√					√							√					√	
9	AWS					√					√							√					√				√		
10	ADS				√						√						√						√				√		
11	DMP						√					√						√						√				√	
12	DWDA					√					√							√						√				√	
13	DAAY				√						√						√						√				√		
14	E				√						√						√							√			√		
15	EAW				√						√						√						√					√	
16	HKS					√						√					√							√				√	
17	IFKP					√					√							√					√					√	
18	IDS				√							√						√						√			√		
19	LST						√					√						√						√				√	
20	LMW				√							√					√						√					√	
21	LM					√						√						√					√				√		
22	MCRW					√					√						√						√				√		
23	MFAS																												
24	MRA				√						√							√					√					√	
25	MFA			√						√						√							√				√		
26	MNF			√						√							√					√					√		
27	MJR					√					√							√					√				√		
28	MRAD					√						√							√					√				√	
29	NZA				√						√							√					√				√		
30	RAWD				√						√						√						√				√		
31	SLPH						√					√							√					√				√	
32	SNR				√						√						√					√						√	
33	TIF				√						√						√						√				√		
34	YEP				√						√						√						√					√	
35	YSPH				√						√						√							√			√		
36	YHAD					√						√						√					√				√		

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APPENDIX 12

8C Scoring Table from Teacher

SPEAKING SCORING TABLE																												
No	Name	Content						Fluency						Vocabulary						Pronunciation						Grammar			
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	3	4	5	6
1	AADF				√						√						√						√				√		
2	AFP			√							√					√							√					√	
3	AJ			√							√						√						√				√		
4	AZ				√						√						√							√				√	
5	AB				√							√					√						√				√		
6	AI					√						√						√						√			√		
7	AFA						√					√							√				√					√	
8	AW			√						√						√							√					√	
9	AWS					√					√						√						√				√		
10	ADS				√					√							√					√						√	
11	DMP						√					√							√					√				√	
12	DWDA				√						√						√							√				√	
13	DAAY					√					√						√					√						√	
14	E				√						√						√							√		√			
15	EAW				√						√						√					√						√	
16	HKS					√						√						√					√					√	
17	IFKP					√					√							√					√					√	
18	IDS					√						√					√							√				√	
19	LST						√					√						√						√			√		
20	LMW				√						√						√						√					√	
21	LM					√					√						√						√				√		
22	MCRW					√					√						√						√			√			
23	MFAS																												
24	MRA					√					√							√					√						√
25	MFA			√						√						√							√				√		
26	MNF			√						√						√							√				√		
27	MJR				√						√							√					√				√		
28	MRAD						√					√							√					√				√	
29	NZA				√						√							√						√				√	
30	RAWD			√							√						√						√				√		
31	SLPH						√					√							√					√				√	
32	SNR				√						√						√					√						√	
33	TIF				√						√						√							√				√	
34	YEP			√							√						√						√					√	
35	YSPH				√						√						√							√				√	
36	YHAD					√						√						√					√					√	

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APPENDIX 13

8H Scoring Table from Reseacher

SPEAKING SCORING TABLE																													
No	Name	Content						Fluency						Vocabulary						Pronunciation						Grammar			
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	3	4	5	6
1	AAWP				√						√						√						√				√		
2	ANS				√						√						√					√					√		
3	AMF			√						√						√							√					√	
4	ADPR				√						√						√						√					√	
5	DD				√						√						√						√				√		
6	DA				√						√						√							√				√	
7	EDCI				√						√						√						√				√		
8	FAO				√						√						√							√		√			
9	FHM				√					√						√							√				√		
10	GDD				√						√						√						√				√		
11	JAF						√					√						√						√				√	
12	LAKW			√							√						√						√				√		
13	LRZA				√							√					√						√				√		
14	MNH				√					√							√					√					√		
15	MSBA			√						√						√							√				√		
16	MM				√						√						√						√				√		
17	MFAN						√					√					√						√				√		
18	MIF			√							√					√							√					√	
19	MRR				√						√						√						√					√	
20	MEMMB			√						√						√							√			√			
21	MA				√					√						√							√				√		
22	NSW				√						√						√						√				√		
23	OCN			√							√					√						√					√		
24	RSS				√						√						√					√					√		
25	RFZ						√					√						√						√				√	
26	RW				√						√						√						√				√		
27	RDJ				√						√						√							√				√	
28	RCR																												
29	RGI			√						√							√							√			√		
30	SAF				√							√					√						√					√	
31	SAP					√					√						√							√			√		
32	SKR			√						√						√							√				√		
33	SMS				√						√						√						√				√		
34	SPPM			√							√						√						√					√	
35	TYHM			√							√					√								√		√			
36	ZNM			√							√					√							√				√		

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APPENDIX 14

8H Scoring Table from Teacher

SPEAKING SCORING TABLE																													
No	Name	Content						Fluency						Vocabulary						Pronunciation						Grammar			
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	3	4	5	6
1	AAWP				√						√						√						√					√	
2	ANS				√						√						√					√						√	
3	AMF			√							√					√							√					√	
4	ADPR				√						√						√							√				√	
5	DD				√							√					√						√				√		
6	DA				√						√						√							√				√	
7	EDCI				√					√							√						√					√	
8	FAO				√						√						√							√		√			
9	FHM				√						√					√								√			√		
10	GDD				√						√						√						√					√	
11	JAF						√					√						√					√					√	
12	LAKW				√						√						√						√				√		
13	LRZA				√						√						√						√				√		
14	MNH				√					√							√					√					√		
15	MSBA			√							√					√							√				√		
16	MM				√						√						√							√			√		
17	MFAN					√					√						√						√					√	
18	MIF				√						√					√							√					√	
19	MRR				√						√						√						√					√	
20	MEMMB			√						√						√							√			√			
21	MA			√							√					√							√			√			
22	NSW				√						√						√					√					√		
23	OCN			√							√					√						√						√	
24	RSS			√							√					√						√					√		
25	RFZ						√					√						√						√					√	
26	RW				√						√						√						√				√		
27	RDJ				√						√						√							√			√		
28	RCR																												
29	RGI			√						√						√								√			√		
30	SAF				√							√					√						√				√		
31	SAP				√						√						√							√			√		
32	SKR			√							√					√							√				√		
33	SMS			√							√					√							√				√		
34	SPPM			√						√							√						√					√	
35	TYHM			√							√					√								√		√			
36	ZNM			√							√					√							√				√		

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APPENDIX 15

The Transcription of Students' Speaking Test (8C)

1) / lɑːst ˈmɔːnθ aɪ ˈspent ɪn ðə Hawai ˈwʌːtər pɑːrk Malang / miː ənd maɪ bɪg ˈfæməli ˈwent tu Malang ˈbaɪ ˈbʊs / ɪn ðə Hawai ˈwʌːtər pɑːrk wi ˈswæm ənd ˈ*hævɪŋ* ˈfʌn / ɪn ðer / miː ənd maɪ ˈfæməli *pleɪŋ* ɪn tsuːˈnɑːmi puːl / ənd ˈðen wi ˈwent tu hoʊm ˈbaɪ ˈbʊs/ (Ageng Adem Darmawan Firmansyah)
2) / ˈaɪ ənd maɪ frend ˈplʌɪd pə əz ɪn maɪ hoʊm / ˈæftər ðæt aɪ ənd Nizam ˈ*iːt* ˈfuːd ðer / ˈæftər ðæt Nizam ˈwent ˈ*goʊ* hoʊm / maɪ hɔːlədeɪ wʌz ˈveri ˌhæpi / (Ahmad Efendi Pratama)
3) / maɪ hɔːlədeɪ ət hoʊm / ət hoʊm aɪˈounli *duː* maɪ ækˈtɪvətiz / ˈaɪ ˈplʌjəd ˈfutbɒl ənd bʌskətbɒl wɪθ maɪ frend ˈðen wi ˈ*baɪ* sʌm ˈfuːdz / maɪ ˈ hɔːlədeɪ ˈoʊnli ɪn hoʊm / (Ahmad Junaidi)
4) / dʊrɪŋ maɪ hɔːlədeɪ maɪ ˈfʌmɪli ˈwent tu Genteng baɪ kɑːr / wi ˈwent tu maɪ mʌðərz frend / ɪn ðər wi ˈ*iːt* məni fuːd / ˈfruɪts ənd snæk / ðen wi ˈwent tu Pulau Merah tu ˈ*siː* ðə ˈbjuːtəfl biːtʃ / ˈæftər ðæt wi ˈwent tu hoʊm / maɪ hɔːlədeɪ wʌz fʌn / (Ahmad Zaibim)
5) / maɪ hɔːlədeɪ ət grændmɑːz hoʊm / ˈdʊrɪŋ skuːl hɔːlədeɪ / ˈaɪ dʒʌst ˈsteɪd ət grændmɑːz hoʊm / ˈaɪ ˈ*help* grændmɑ ˈ*kliːn* ðə hɔːz grændmɑ / ˈaɪ ˈoʊnli ˈ*tʊk* ˈfaɪv ˈdeɪz ət ˈgrændmɑːz hɔːz bʌt aɪ wʌz ˈveri ˌhæpi / (Alfan Bachtiar)
6) / maɪ hɔːlədeɪ ɪn Pasir Putih ˈbiːtʃ / lɑːst sʌndeɪ maɪ ˈfæməli ənd aɪ ˈwent tu Pasir Putih ˈbiːtʃ / wi ˈwent ət ˌsevn ə ˈem ˈbaɪ ˈkɑːr / wi *əˈraɪv* ɪn Pasir Putih biːtʃ ət naɪn ə ˈem æftər ðæt aɪ ənd maɪ brʌðər *swɪm* ɪn ðə ˈbiːtʃ / ˈæftər ˈswɪmɪŋ ɪn ðə ˈbiːtʃ aɪ ˈ*fiːl* ˈhʌŋgri / soʊ wi ˈeɪt fɪʃ ənd ˈbɔːʊg ˌsuːvəˈnɪr ɪn ʃɒp / wi ˈ*fiːl* soʊ ˌhæpi hɔːlədeɪ ɪn Pasir Putih ˈbiːtʃ / (Alfiah Istidama)
7) / maɪ fɜːst veˈkeɪʃn̩ ət Situbondo ˈbiːtʃ / ðə ˈfɜːst ˈdeɪ aɪ həd veˈkeɪʃn̩ ɪn ðə ˌwaɪt ˈsænd ˈbiːtʃ əv Situbondo / ˈaɪ *left* wɪθ maɪ ˈfæməli ˈbaɪ ˈdraɪvɪŋ ə ˈkɑːr / wi *dəˈpaːrt* frəm ˈsevn̩ əˈklɑːk ənd *əˈraɪv* ðər ət ˈnaɪn əˈklɑːk / æftər ðæt wi ɪˈmiːdiətli ˈswæm / ðə ˈbiːtʃ wʌz soʊ ˈklɪr / ðə tɪkət ˈpraɪs wʌz ˈoʊnli ˈsɪk ˈθaʊzn̩d rupiah / ˈðen ˈæftər swɪmɪŋ wi rent ə ˈboʊt wɪθ ˈmæksɪmum kʌˈpæsəti əv ˈfaɪv ˈpiːpl̩ tu *get* əˈraʊnd ðə Situbondo ˈbiːtʃ / maɪ hɔːlədeɪ ɪn Situbondo biːtʃ wʌz ˈveri hæpi / (Ananda Fara Auradifa)
8) / ləst hɔːlədeɪ miː ənd maɪ frend ˈplʌɪd ˈgeɪm ɪn Yongkiːz hoʊm / wi ˈplʌɪd pleɪ steɪʃn / ˈæftər ðæt miː ənd maɪ frend *eɪt* ˈfuːd ˈðen aɪ ˈwent tu hoʊm maɪ ˈhɒlədi soʊ ˌhæpi / (Andi Widarta)
9) / lɑːst hɔːlədeɪ / miː ənd maɪ frend ˈwent tu Botani ˈswɪmɪŋ puːl / wi ˈwent ət ˈeɪg əˈklɑːk ənd ʌˈrɪɪvəd ɪn ˈswɪmɪŋ puːl Botani ət ə ˈhæf ˈpæst eɪg / wi ˈ*swɪm* ɪn smɔːl puːl ˈæftər ðæt wi ˈ*teɪk* ə ˈfoʊtoʊ selfie ˈbaɪ hændfoʊn / ˈæftər ðæt aɪ

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ənd maɪ frend ˈwent bæk tu hoʊm / ðɪs *ɪz* ðə best əv maɪ hɔːlədeɪ / (Anggita Wahidiyah Sari)

10) / maɪ fəmili ənd aɪ...ˈwent tu Watuulo ˈbiːtʃ / wi ˈwent ət delapan ʌ / ˈem ˈðen wi ʌˈrɪɪvɪd ɪn Watuulo ˈbiːtʃ ət ˈnaɪn ʌ ˈem ˈæftər wi ʌˈrɪɪvɪd ˈaɪ ənd maɪ ˈkʌzn̩ ˈswʌm ɪn ðə ˈbiːtʃ / ˈæftər ˈswʌm wi *ˈfiːl* ˈhʌŋgri soʊ wi ˈgrɪlәd fɪʃ / maɪ hɔːlədeɪ wʌz ˈfʌn ənd aɪ ˌhæpi ðer / (Arif Darmawan Syah)

11) / ˈaɪ ˈwɒnt tu ˈtel ju əbaʊt maɪ ˈhɔːlədeɪ ɪkˈspɪrɪəns / ˈlɑːst ˈhɔːlədeɪ ˈaɪ kʊdənt ˈgoʊ ˈeniˌwer / ˈaɪ wʌz sɪk fɔːr wʌn ˈwiːk / ˈaɪ wʌz sɪk əz ˈsuːn əz hɔːlədeɪ ˈstɑːrtəd / ˈsoʊ / ˈaɪ ˈsteɪd ət hoʊm fɔːr wʌn ˈwiːk / ət ˈfɜːst ˈɪt wʌz soʊ ˌbæd bʌt ˈfaɪnəli ˈaɪ kʊd get ˈmɔːr ˈrest ənd *ˈwɒtʃ* ˈtiːˈviː əz ˈmʌtʃ əz aɪ ˈwɑːnt / bʌt ˈæftər hʌd ˈmɔːr ˈdeɪz ˈɪt wʌz ˈbɔːrɪŋ ənd aɪ *ˈwɒnt* tu *ˈvɪzɪt* ˈsʌmwer hwɪtʃ hʌv gʊd ˈscəːnəri bʌt faɪnəli aɪ kʊd ˈgoʊ ˈeniwer / soʊ ˈoʊvn̩ ɔːl maɪ ˈ hɔːlədeɪ wʌz ˈbɔːrɪŋ bɪˈkɒz ˈaɪ sɪk ənd ˈaɪ couldnt ˈgoʊ ˈeniwer/ (Dyah Maitri Perwitasari)

12) / ɪn ðæt hɔːlədeɪ / miː ənd maɪ ˈfæməli ˈwent tu maɪ ˈgrændfɑːðərz hɔːz / maɪ ˈgrændfɑːðər hɔːz wʌz ɪn Ambulu / ɪn ðər aɪ *ˈhelpt* maɪ ˈgrændfɑːðər ˈwɜːk ət ðə ˈraɪs fiːld / ˈæftər ˈfɪnɪʃ aɪ ˈ maɪ ˈgrændfɑːðər *ˈgɪv* miː ˈmʌni soʊ aɪ wʌz ˈveri ˌhæpi went tu bæk ət ðə hoʊm / (Dita Wida Dwi Agustin)

13) / lɑːst hɔːlədeɪ miː ənd maɪ ˈfʌməli ˈwent tu maɪ grænd ˈperəntz hɔːz / wi ˈwent tu ˈSolo ˈbaɪ ˈbʊs / ɪn maɪ ˈgrændperəntz hɔːz wi *ˈteɪk* ə næp ənd ˈðen wi ˈwent tə puːl / wi *ˈtʊk* ə pɪktʃʊr ɪn frʌnt əv ðə ˈwʌːtər pɑːrk / ˈæftər ðæt wi ˈwent bæk tə hoʊm ˈbaɪ bʊs/ ˈaɪ ˈnevər fəˈget ðæt moʊmənt / (Dzikri Abyuddzaky Aria Yudha)

14) / lɑːst hɔːlədeɪ miː ənd maɪ ˈlɪtl̩ brʌðər *ˈgoʊ* tu ˈswɪmɪŋ puːl / wi dəˈpɑːrt frɑːm ˈeɪg əˈklɑːk ˈbaɪ ˈmoʊtərsaɪkl / wi əˈraɪvəd ɪn ˈswɪmɪŋ puːl ət ˈnaɪn əˈklɑːk / ˈæftər ðæt wi ˈ*swɪm* ðər ənd ˈæftər *swɪm* wi ˈət *sossis* ɪn ðer / ˈðen wi bæk tu hoʊm / (Elysa)

15) / lɑːst hɔːlədeɪ miː ənd maɪ ˈfæməli ˈwent tu maɪ ˈɑːʊnt hɔːz ət Kencong / ɪn maɪ ˈɑːʊnt hɔːz wi spent maɪ ˈtaɪm tu ˈwɑːlk əˈraʊnd ˈbaɪ ˈmoʊtərsaɪkl / ənd wi ˈtʊk pɪktʃər wɪθ maɪ ɑːʊnt/ wi *bæk* tu hoʊm ˈbaɪ moʊtərsaɪkl/ aɪ ˈnevər fərˈget
ðæt ˈmoʊmənt (Eriko Ardiansyah Wardana)

16) / ləst hɔːlədeɪ maɪ mɑːm ənd aɪ went tu veɪˈkeɪʃn vɪzətɪŋ maɪ grændmʌðər ɪn Sumenep Madura / ˈmɑːm ənd aɪ ˈwent ˈbaɪ ˈbəs stɑːt frɑːm Jember ət ˈsɪk ə ˈem ənd *əˈraɪv* ət ˈfaɪv ˈpiː ˈem maɪ ˈmɑːm ənd aɪ ˈgɑːt ˈwelkɔːmd wɪθ maɪ brʌðə̗r ənd maɪ grændmʌðər / ɪn ðər wi ˈeɪt ˈfuːd təˈgeðər / ˈaɪ ˈsteɪd fɔːr ə ˈwiːk bɪˈfɔːr bæk tu Jember / ˈaɪ ɪnˈdʒɔɪd maɪ hɔːlədeɪ ɪn Madura / (Helena Kartika Sari)

17) / ˈlɑːst hɔːlədeɪ / ˈaɪ vɪzəted maɪ ˈgrændmɑːz hoʊm ɪn Banyuwangi / wi ˈwent tu Banyuwangi baɪ treɪn / wi ʌˈrɪv ɪn Banyuwangi ət sevn ˈpiː / ˈem wi ˈsteɪd

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wʌn naɪg ðer / ˈɑːn ðə nekst bɪˈfɔːr aɪ ˈwent tu hoʊm / maɪ ˈgræma ˈ*gɪv* miː səm trʌˈdɪʃn̩əl ˈfuːd frɑːm Banyuwangi / ˈaɪ wʌz hæpi ˈvɪzəted maɪ grændmɑːz hoʊm / (Indah Fani Karunia Putri)

18) / lɑːst hɔːlədeɪ / ˈaɪ ˈwent tu Surabaya wɪθ maɪ ˈfæməli / wi ˈwent tu Surabaya ˈbaɪ ˈkɑːr / ðə ˈkɑːr frɑːm Jember ət ˈnaɪn əˈklɑːk ənd wi *əˈraɪv* ɪn Surabaya ət tweləv əˈklɑːk / ɪn Surabaya wi ˈwent tu Tugu Pahlawan hwɪtʃ wʌz ˈveri ˈbjuːtɪfl / maɪ hɔːlədeɪ ɪn Surabaya *ɪz* ˈveri hæpi / (Intan Dia Safitri)

19) / maɪ hɔːlədeɪ ɪn Taman Botani Sukorambi / lɑːst hɔːlədeɪ aɪ ˈwent tu Taman Botani wɪθ maɪ sɪstər Diyah ənd maɪ brʌðər ˈRezə / wi ˈwent tu Taman Botani baɪ ˈmoʊtərsaɪkl / wi *went* ət ˈten ˌeɪ ˈem ðə tɪket ˈpraɪs wʌz ˈoʊnli ˈten ˈθaʊzn̩d / ðə ˈfɜːst *əˈraɪvɪŋ* ət ðə puːl / wi ˈ*tʃeŋdʒ* ˈkloʊðz tu ˈswɪm / ˈæftər ˈswɪmɪŋ wi ˈ*teɪk* ə bɑːθ ənd ˈ*goʊ* hoʊm / maɪ ˈhɒlədi ɪn taman botani wʌz ˈoʊnli wʌn ˈdeɪ bʌt ˈɪt ˈmeɪk miː ˌhæpi / (Lidya Septi Triandini)

20) / ˈdɒrɪŋ maɪ lɑːst veˈkeɪʃn̩ / maɪ ˈkɔːzn̩ ənd ˈʌŋkl̩ ˌ*ɪn*ˈ*vaɪt* miː tu ˈ hɔːlədeɪ ɪn ˈswɪmɪŋ puːl / ðə ˈswɪmɪŋ puːl wʌz nɑːt ˈfɑːr frɑːm maɪ ˈəŋkəlz hɔːz / ɪn ðər aɪ ˈswʌm ənd ˈplʌeɪd wʌtər / ˈæftər ðæt aɪ ˈeɪt ˈlʌntʃ ənd ˈ*tʃeɪmdʒ* ðə ˈkloʊðz / ˈðen aɪ ˈwent bæk tə hoʊm / (Lillah Mustika Wahidiah)

21) / maɪ ˈhɔːlədeɪ ɪn Banyuawangi / ləst hɔːlədeɪ aɪ ˈwent tu Banyuwangi wɪθ maɪ ˈfʌməli ənd maɪ ɑʊːnt / wi ˈspent ˈaʊər ˈhɔːlədeɪ ɑːn / wi ˈwent tu Banyuwangi baɪ keːr / ðə keːr ˈstɑːrtəd frəm Jember wʌz ət sevn eɪ em ənd əˈraɪvɪd ɪn Banyuwangi ət ˈnaɪn eɪ em /ˈɑːn ðæt ˈdeɪ wi ˈwent tu ulau Merah Banyuwangi / nekst wi ˈwent tu Samudra Selfie Banyuwangi / ɪn ðər wi *kæn* ˈteɪk pɪktʃʊz hwɪtʃ *həv* məni ˈbjuːtɪfl spɒt laɪk ˌdʒæpəˈniːz hoʊm / gɑːrdn ənd məni ˈmɔːr / maɪ ˈhɔːlədeɪ ɪn Banyuwangi wʌz wʌn ˈdeɪ bʌt ˈɪt ˈ*meɪk* miː hæpi / (Lu'lu Ma'nunah)

22) / lɑːst ˈhɔːlədeɪ aɪ ˈ*goʊ* tu Papuma ˈbiːtʃ wɪθ maɪ frend / wi ˈ*goʊ* tu Papuma ˈbiːtʃ ˈbaɪ ˈmoʊtərsaɪkl / wi *dəˈpaːrt* ət ˈhæf ˈpæst ˈeɪg ənd ʌˈ*rəɪv* ət ˈhæf ˈpæst ˈnaɪn / ɪn ðər wi *pleɪ* ˈsænd ənd ˈ*waːk* aroun ðə ˈbiːtʃ / ˈðen wi ˈ*spiːk* wɪθ ðə ˈgɑːd ənd fərˈbɪd tu ˈswɪmɪŋ bɪˈkɒz bɪg weɪv ənd wi ˈ*goʊ* hoʊm / maɪ ˈhɔːlədeɪ wʌz ˈveri ˌhæpi / (Maretha Cahya Rahmawati)

23) –

24) / maɪ ˈfæməli ənd aɪ ˈwent tu maɪ ˈgrændmʌðər hɔːz ɪn Yogyakarta lɑːst mʌnθ / wi əˈraɪvəd ət Yogyakarta ət naɪt / wi ˈspent ə ˈwiːk ˈsteɪɪŋ ɪn ˌhoʊˈtel hwɪtʃ ɪz ˈfaɪv ˈmɪnəts əˈweɪ ˈbaɪ ˈfuːd tu Malioboro striːt / ɪn ðə ˈfɜːst ˈmɔːnɪŋ wi wər ˈtaɪrəd ˈæftər lɒŋ ˈtrɪp frɑːm Jember tu Yogyakarta / wi dʒʌst ˈwɔːlk ðə striːt ɪnˈdʒɔɪd ðə tɔːʊn əv Yogyakarta / ˈæftər ə ˈfjuː ˈdeɪz wi bæk tu Jember / (Mohammad Rivan Ariandro

25) / maɪ hɔːlədeɪ ɪn maɪ ˈfrendz hoʊm / ˈaɪ dʒəst ˈplaijəd pleɪ steɪʃn wɪθ maɪ frend / wi plaijəd ʌnˈtɪl ət fɔːr əˈklɑːk / ˈaɪ *laɪk* maɪ ˈhɔːlədeɪ / (Muhammad Fikri Ariyanto)

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26) / ˈaɪ ənd maɪ frend ˈplʌɪd pə ez ɪn maɪ frend hom / ˈæftər ðæt aɪ ənd Andi ˈ*iːt* ˈfuːd ðer / ˈæftər ðæt aɪ ənd Andi went ˈ*goʊ* hom / maɪ ˈ hɔːlədeɪ *ɪz* ˈveri ˌhæpi / (Muhammad Nizam Firmansyah)
27) / maɪ ˈfʌmɪli ənd aɪ ˈwent tu Watuulo ˈbiːtʃ / wi ˈwent tu Watuulo ət ˈeɪg əˈklɑːk ˈðen wi ʌˈrɪv ɪn Watuulo ət ˈnaɪn əˈklɑːk / ˈðen wi *pleɪ* əˈraʊnd ðə ˈbiːtʃ / wi ˈ*swɪm* ənd ˈ*waːlk* əˈraʊnd ðer / ˈæftər ðæt wi ˈ*iːt* fɪʃ ənd ˈfuːd ðer / ənd wi ˈwent tu hoʊm / maɪ hɔːlədeɪ wʌz ˈveri hæpi / (Muhammad Jaenul Rizky)
28) / aɪ wiːl ˈtel ə stɔːri əˈbaʊt maɪ ˈhɔːlədeɪ / lɑːst mʌnθ miː ənd maɪ bɪg ˈfæməli ˈwent tu Transmart Jember / wi ˈwent ðər ˈjuːzɪŋ θriː ˈmoʊtərsaɪkḷz / ˈɑːn Transmart / wi əkˈsplɔːrd Transmini ˈstuːdioʊ / ðər ɑːr soʊ məni ˈgeɪmz ðer / laɪk ɑːrˈkeɪd geɪmz / ˈgoʊ kɑːrt / ˈkærəˈsel ənd ˈroʊlər ˈkoʊstər / ˈðen miː ənd maɪ ˈʌŋkḷ roʊd ðə ˈroʊlər ˈkoʊstər / ˈæftər ðæt wi ˈwent hoʊm ˈæftər wi ˈhævɪŋ ˈfʌn / ˈɪt wʌz ʌnfərgetəbḷ ˈmoʊmənt / (Muhammad Raffi Andrea Dzikra)
29) / maɪ hɔːlədeɪ ɪn Semɑrɑng / lɑːst ˈhɔːlədeɪ maɪ ˈfæməli ənd aɪ ˈwent tu Səmɑrɑng / wi ˈ*draɪv* ɪn ˈbaɪ ðə treɪn / wi ˈ*goʊ* tu Səmɑrɑng stɑːt ət fɔːrˈtiːn ˈpiː ˈem ənd *əˈraɪv* ɪn stʌsɪʊn Solo ət θriː ʌ ˈem ˈðen wi ˈ*steɪ* ə naɪt ɪn maɪ ˈkʌʊzn hɔːz ət ˈSolo / ˈðen aɪ ənd maɪ ˈfæməli ˈwent tu taʊn əv Səmɑrrɑng ˈbaɪ ˈkɑːr / wi ˈwent tu Səmɑrɑng ˈgɑːrdnˈsɪti ənd bæk tu maɪ ˈkʌʊzn / ˈaɪ wʌz ˈveri ˌhæpi / (Naila Zulfa Armeila)
30) / maɪ hɔːlədeɪ ɪn Ambulu / *ɪn hoʊm* maɪ brɔːðəṛ *eɪ* ˈ*em* ˈveri hæpi ðer / ˈæftər ðæt ɪn brɔːðəṛ hoʊm aɪ ˈwent tu ˈbiːtʃ / *eɪ* ˈ*em* ˈveri hæpi tu ˈgæðər wɪθ maɪ ˈfʌməli / (Retno Ayu Wulan Dari)
31) / ˈlɑːst hɔːlədeɪ ˈdʊrɪŋ maɪ vəˈkeɪʃn / ˈaɪ wʌz ət hoʊm əv maɪ ˈfæməli / ðər *aːr* soʊ məni ækˈtɪvətiz ðæt aɪ ˈdɪd ət hoʊm / ˈɑːn ðə ˈfɜːst ˈdeɪ / ˈaɪ ˈ*weɪk* ˈʌp ət ˈfaɪv ɪn ðə ˈmɔːrnɪŋ / ˈæftər ðæt aɪ ˈhelpt ˈmʌðər kʊk ɪn ðə kɪtʃɪn / ˈaɪ kʊk ˈvedʒetəbḷz ənd ˈ*fraɪɪŋ* pæˈstel ˈðen aɪ ənd maɪ fæməli ˈeɪt təgeðər / ˈæftər ˈiːtɪŋ / ˈaɪ wʌz ˈɔːrdəneri tu ˈ*teɪk* ə ˈrest / ˈaɪ ˈwɒtʃ ˈteləvɪʒn̩ wɪθ maɪ brʌðəṛ ənd sɪstər / ˈɑːn ðə ˈnekst ˈdeɪ aɪ ənd maɪ ˈfæməli ˈwent tu mɑːrkɪt tu ˈ*baɪ* səm smɔːl ˈfuːd ðer / ˈaɪ ˈ*θɪŋk* aɪ didnt ˈniːd veˈkeɪʃn̩ / ʌːl əv ˈ*meɪk* ˈmiː hæpi / (Sayba Latifah Putri Hariyanto)
32) ˈaɪ wʌz ɑːn ˈhɔːlədeɪ tu Banyuwangi wɪθ ðə ˈtiːtʃər ənd maɪ frend / ˈaɪ set ˈɔːf ˈjuːzɪŋ ðə treɪn / ɪn ðə ˈfɜːst *eɪ* ˈ*em* wɪθ ˈʌðṛ set ˈɔːf tu ðə stʌsɪʊn ət fɔːr ɪn ðə ˈmɔːnɪŋ ənd ˈwɑːlk əˈraʊnd ðə stʌsɪʊn / wi ˈweɪt ʌnˈtɪl ði ˈaʊər əv dəˈpɑːrtʃʊr ʌˈrɪvd / wi ˈwɜːr ðər ˈoʊnli ˈwɑːlk əˈraʊnd / bʌt *eɪ em* ˈveri ˌhæpi / (Sherly Nazirina Riskyanti)
33) / maɪ hɔːlədeɪ ət hoʊm / ˈdʊrɪŋ skuːl hɔːlədeɪ aɪ didnt ˈgoʊ aywhere / ˈaɪ ˈ*steɪ* ət hoʊm ˈ*help* maɪ ˈmʌðər plə:nt ðə flaʊər / ˈaɪ aslo ˈ*help* ˈkliːn ðə hɔːz ˈæftər

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ðæt aɪ ˈwɒtʃ ˈteləvɪʒn̩ ənd *ˈteɪk* ə næp / maɪ hɔːlədeɪ ət hoʊm wʌz ˈveri hæpi / (Tarissa Idha Febriyanti)

34) / ləst hɔːlədeɪ miː ənd maɪ frend ˈplʌɪd ˈgeɪm ɪn maɪ hoʊm / wi ˈplʌɪd pleɪ steɪʃn / ˈæftər ðæt miː ənd maɪ frend *iːt* ˈfuːd / ˈæftər ðæt maɪ frend ˈwent tu hoʊm maɪ ˈhɔːlədeɪ soʊ ˌhæpi ɪn hoʊm/ (Yongki Edgar Pradana)

35) / lɑːst ˈsʌndeɪ / ˈaɪ ˈwent tu Papuma ˈbiːtʃ wɪθ maɪ sɪstər / wi *raɪd* ˈbaɪsɪkl ɪn ðə ˈmɔːrnɪŋ / wi *ɪnˈdʒɔɪ* ˈfreʃ ˈmɔːrnɪŋ / wi ˈɔːlsoʊ *ɪnˈdʒɔɪ* ənd *ˈpleɪ* ˈsʌnd ɪn Papuma ˈbiːtʃ / wi *siː* bjuːtəfl ˈvjuː ðer / aɪ wʌz ˈfʌn ˈspent maɪ ˈtæm wɪθ maɪ sɪstər / (Yuniar Selma Putri Hendrika)

36) / ˈlɑːst ˈhɔːlədeɪ / aɪ ˈwent tu Surabaya wɪθ maɪ grændmɑ/ wi went tu Surabaya baɪ trævl ʌgən / ðə ˈtrævl frɑːm Jember wʌz ɪˈlevn̩ ə ˈem ənd *əˈraɪv* ɪn Surabaya ət sevn̩ ˈpiːˈem wi ˈsteɪd ɪn maɪ ˈʌŋkl̩ hɔːz / ðə ˈfɜːst ˈdeɪ / ˈaɪ ˈwent tu maɪ kʌʊzn hɔːz wʌz nɪə(r) bʌt ˈsentrəl frɑːm ðə taʊn wi ˈwɔːlkt ðər ˈbaɪ ˈ fʊt / təˈmɑːroʊ wi ˈwent bæk tu hoʊm / maɪ ˈhɔːlədeɪi ɪn Surabaya wʌz ˈfʌn ənd hæpi bɪˈkɒz aɪ *ˈmiːt* maɪ ˈkʌʊzn / (Yunifa Halfastin Ayu Dewanti)

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APPENDIX 16

The Transcription of Students' Speaking Test (8H)

1) / ˈdurin maɪ skuːl hɔːlədeɪ / maɪ brʌðər ənd maɪ ˈmʌðər ˈwent tuː maɪ… ˈwent tuː maɪ ˈgrændmʌðərz hɔːz in Semboro / wi *aːr ˈraɪdiŋ* ˈbaɪ ˈjuːziŋ moʊtərsaɪkl / ˈæftər ðæt wi əˈraɪvd ət ˈgrændmɑːz hɔːz ənd wi həv ˈfən təˈgeðər/ (Alfiana Adi Wanda Putri)
2) / maɪ hɔːlədeɪ / miː ənd maɪ ˈfəmili həd vekeiʃn̩ ət ˈgrændmɑːz hɔːz / ˈ ɒn ðæt ˈdei maɪ sistər *ˈstei* ət ˈgrɔːndmʌðərz hɔːz / maɪ si.stər ənd aɪ ˈdid maɪ grændmʌðərz *kʊk* / ənd ˈ ɒn ðæt ˈdei maɪ brʌðər ˈkʌm tu maɪ ˈgrændmʌðərz hɔːz / (Anisa Nur Sadiyah)
3) /maɪ hɔːlədeɪ ət hoʊm / ət hoʊm aɪˈounli *duː* ˈɔːrdneri ækˈtɪvətiz / ˈaɪ ˈplʌjəd ˈfutbɔl ˈ*wɔːlkəd* ənd ˈrʌn ət ˈmɔːrniŋ / (Arya Maulana Firmansyah)
4) / maɪ hɔːlədeɪ in Malang / ðə hɔːlədeɪ witʃ aɪ ˈwent tu Malang / ˈaɪ ˈwent tu ðə Jatim ˈpɑːk ˈ triː / ˈaɪ ˈwent wiθ maɪ fəmili in ðer / ˈaɪ ˈwent tu ðə Gramedia fɔːr *baɪ* ˈnɑːveḷ, ˈfɪnɪʃ ðə Gramedia ˈðen aɪ went tu ðə geim kɔːnər / (Aura Deshinta Putri Rifanda)
5) / maɪ hɔːlədeɪ in ˈbiːtʃ / ˈfɜːst hɔːlədeɪ aɪ ˈwent tu ðə ˈbiːtʃ wiθ maɪ fəmili / in ðər aɪ *ˈluk* koʊkoʊnʌt triː: / bɜːrd ənd ˌrætz / in ðer / ˈaɪ ənd maɪ fəmili *ər pleiiŋ* ˈsænd / (Desitaruli Damayanti)
6) / duriŋ maɪ səkuːl hɔːlədeɪ / maɪ brʌðər ənd maɪ mɔːðər ˈwent tu maɪ ˈgrændmʌðərz hɔːz in Mojokerto baɪ *raɪdiŋ* moʊtərsaɪkl / ˈæftər wi arrivəd ət ˈgrændmɑːz hɔːz / wi *həv* ˈfʌn ðər təˈgeðər / (Dimas Afriyanto)
7) / maɪ hɔːlədeɪ in Probolinggo / ˈlɑːst hɔːlədeɪ aɪ ˈwent tu Probolinggo wiθ maɪ fɑːðər / ˈaɪ ˈwent tu ðer *ˈsiː* maɪ grændmʌðər waz sik / ˈaɪ ˈstʌjəd fɔːr triː ˈdeiz ˈðen aɪ ˈ*gou* hoʊm sʌndeɪ/ (Endrico Dwi Cahyo Ilhamdani)
8) / maɪ hɔːlədeɪ in ˈgrændfɑːðərz hoʊm / ðə midle ɔːlədeɪ/ ˈaɪ went tu in ðər wiθ maɪ fəmili/ ɪn ðer / ˈaɪ *vɪzɪt* maɪ big fəmili / ˈaɪ ˈ*gou* tu ðə Cemara's ˈbiːtʃ ˈðen aɪ *goʊ* tu ðe hoʊm / ˈfi.niʃ / (Fariza Aura Oktaviani)
9) / in ˈləst hɔːlədeɪ aɪ ˈwent tu maɪ frend hoʊm / in ðer / ˈaɪ *pleiiŋ* bæskɪtbɔːl ˈevri ˈdei / ˌei ˈ*em* ˈveri hæpi beˈkɔːz aɪ kæn *pleiiŋ* bæskɪtbɔːl wiθ frendz ˈevri ˈdei / (Ferdiansyah Hani Maulidana)
10) / maɪ hɔːlədeɪ ɪn səˈfɑːri pɑːrk / lɑːst ˈhɔːlədeɪ aɪ ˈwent tu Pasuruan wɪð maɪ ˈ fʌmili / wi *goʊ* tu ðə səˈfɑːri pɑːrk ɪn ðer / ðər ɪz meni ænɪmɑlz ənd pleːnts / ənd aɪ veri hæpi ɪn ðer ˈfi.niʃ aɪ *goʊ* tu ðə hoʊm / (Gresia Desvani Darmansyah)
11) / maɪ hɔːlədeɪ ət hoʊm / lɑːst hɔːlədeɪ wʌz maɪ wɔːrst hɔːlədeɪ bɪˈkɔːz aɪ dɪd nɒt goʊ eniwer/ˈaɪ dʒʌst steɪ ɪn maɪ hoʊm / ɪn ðə mɔːnɪŋ / aɪ *weɪk* ˈʌp ənd həd ə brekfʌst æftər ðæt aɪ ˈpleɪd ˈhændpɑːnd / ɪn ðə æftərˈnuːn / ˈaɪ həd ə ˈlʌntʃ ənd æftər ðæt aɪ ˈtʊk ə næp / ɪn ði ˈiːvn̩ɪŋ / ˈaɪ wɒtʃt telɪvɪʒn ʌnˈtɪl aɪ *fiːl*

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ˈbɔːrɪŋ / maɪ deɪli ækˈtɪvətiz wɜːr laɪk ðæt ˈdʊrɪŋ maɪ hɔːlədeɪ / ˈ soʊ aɪ wʌz ʃʊər ˈɪt maɪ wɔːrst hɔːlədeɪ / (Jessy Aulia Fajrin)

12) / maɪ hɔːlədeɪ ɪn Malang ɪz ðə ˈsekənd ˈwiːk əv maɪ veɪˈkeɪʃn /ˈaɪ ˈwent tu Malang wɪθ maɪ ˈfʌmili / ɪn ðər wi əˈtəndəd ðə ˈwedɪŋ əv maɪ mʌðər kʌʊʃn̩ / ɪt ɪz maɪ fɜːst deɪ ɪn Malang ənd aɪ *ˈfiːl* ˈveri ˌhæpi / (Lola Ayu Kusuma Wardhani)

13) / maɪ hɔːlədeɪ ɪn Bɑli / lɑːst hɔːlədeɪ aɪ went tu Bɑli wɪθ fʌmili / Faris / wi ˈspent ɔːr hɔːlədeɪ ðer /wi went tu Bɑli ˈbaɪ ˈ trəvl / ˈɪt ɪz maɪ ˈtəɪm ɪn Bɑli / tu *pleɪ* fʊtbɔːl / (Luis Rizal Zulmi Aulia)

14) / maɪ fʌmili ənd aɪ ˈwent tu maɪ ʌŋceːl̩ hɔːz ɪn Malang ləst mɔːnθ / wi ʌˈrəv ət Malang / ət Malang wi ˈspent ə wiːk *steɪŋ* ət hoʊm / hwɪtʃ ɪz ˈfaɪv ˈmɪnutəs tu ˈteɪk ə ˈfoˌtoʊ frɑːm ˈsɪti ˈpɑːk / / (M. Nurul Hidayat)

15) / ˈləst hɔːlədeɪ aɪ oʊnli ɪn ðə hoʊm / ɪn ðə hoʊm aɪ *pleɪ* geɪm ənd slept ɪn ðə hoʊm / ɪn ðə hoʊm aɪ *fiːl* kɑlːm/ (M. Septa Bani Alfiansyah)

16) / maɪ hɔːlədeɪ ɪn Dira pɑːk / ðə ˈhɒlədi aɪ *goʊ* tə dira ˈpɑːrk ɪn ðə Ambulu waɪθ maɪ fəmili / ɪn ðer / aɪ ˈ*swɪm* ənd *pleɪ* ɪn ðə puːl / ˈaɪ *hæv*.... aɪ ˈveri hæpi ɪn ðer / (Maulidina Meitasari)

17) / maɪ hɔːlədeɪ ɪn Surakarta / lɑːst hɔːlədeɪ / aɪ ˈwent tu Surakarta wɪθ maɪ fəmili / ˈaɪ ənd maɪ fəmili ˈwent tu hɔːz maɪ grændmʌðər / wi ˈwent tu Surakarta ˈbaɪ ˈkəːr / ˈhiː gɑːt ət grændmɑːz hoʊm / ˈaɪ ənd maɪ fəmili *breɪk* ɪn ðə ruːm grænmʌðn̩ / (Moch Fajar Abni Nuris)

18) /dʊrɪŋ maɪ səkuːl hɔːlədeɪ / aɪ / maɪ brʌðər ənd mʌðər went tu maɪ grændmoʊðərz hɔːz ɪn Surabaya / wi ˈ*raɪdɪŋ* ˈbaɪ moʊtərsaɪkl / ənd æftər ðər wi həd ˈfʊn təˈgeðər / (Moch. Irsam Fernandito)

19) / maɪ hɔːlədeɪ ɪn ˈbiːtʃ Watuulo / ˈləst hɔːlədeɪ aɪ went tu ˈbiːtʃ Watuulo wɪθ maɪ frend / Huda / wi spent aʊər hɔːlədeɪ ðere / wi went tu ˈbiːtʃ Watuulo ˈbaɪ ˈkɑːr / ˈfɜːst ətˌsevn əˈklɑːk arrivəd ɪn ˈbiːtʃ Watuulo ət ðə eg əˈklɑːk / (Moch Robert Raditullah)

20) / maɪ hɔːlədeɪ ɪn hoʊm / ət hoʊm aɪ ˈoʊnli *duː* maɪ ˈɔːrdəneri ækˈtɪvətiz / *sliːp* eɪt *wɔːlk* əˈraʊnd ɪn æftərnuːn/ (Muhammad Erza Misbachul Munir Bhayhaqi)

21) / ɪn ləst hɔːlədeɪ / aɪ went tu maɪ grændmɑːz hɔːz / ɪn ðər aɪ *ˈhelp* maɪ ˈgrændmɑː *kʊk* ə keɪk ənd *ˈkliːn* ə .. *ˈkliːn* ə hɔːz / eɪ *em* ˈveri ˌhæpi ðæt ˈtəɪm / (Muhammad Arbiansyah)

22) / maɪ hɔːlədeɪ ət hʊm / *eɪ* ˈ*em* went *pleɪŋ* ˈmɑːrbl̩z wɪθ maɪ frend ət hʊm / wi went *pleɪŋ* ˈmɑːrblz stɑːt ət eɪg əˈklɑːk ʌ em ʌnˈtɪl ət ðə ˈnaɪn / ˈðen ˈnekst ˈɑːn ðə ˈpæst fɔːrˈtiːn ˈpəː em ˈæftər pleɪŋ ˈmɑːrbl̩z aɪ stʊdi / (Nanda Satrio Wicaksono)

23) / lɑːst hʌlədeɪ aɪ oʊnli ɪn ðə hɔːz / ɪn ðə hɔːz aɪ ˈpleɪd handphone ənd ˈwʌtʃ ðə ˈteləvɪʒn̩ ənd *sliːp* ɪn ðə hɔːz aɪ wʌz ˈveri ˌhæpi ɪn ðə hɔːz / (Ovita Choirun Nisa)

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24) / dʒrɪŋ skuːl hɔːlədeɪ ʌˈrɪɪvəd / ˈaɪ went tu maɪ ˈgrændmɑːz hɔːz ɪn Malang / aɪ *lɪv* ðər ʌˈloʊnə / aɪ ðər *raʊnd sʊˈraʊnd* ðə ˈsɪti Malang / eɪ *em veri* hæpi / (Rahma Siva Sari)
25) / maɪ hɔːlədeɪ ɪn Papuma ˈbiːtʃ / ˈ ləst hɔːlədeɪ aɪ ˈwent tu Papuma ˈbiːtʃ wɪθ maɪ ˈfæməli / wi ˈspent ˈaʊər hɔːlədeɪ ðer / wi ˈwent tu Papuma ˈbiːtʃ ˈbaɪ ˈkɑːr / ˈaɪ ənd maɪ ˈfæməli frəm jalan mangga nʌmbər eɪˈtiːn Jember / ɪt *staːt* setengah lima ʌ ˈem ənd ʌˈrɪvəd ɪn Papuma ˈbiːtʃ ət ə hɑːf ˈpæst ˈsɪk / ɪn ðə biːtʃ wi went tu Papuma ˈbiːtʃ wɪθ maɪ ˈfæməli / ðə tɪkæt ˈpraɪs wəz ˈoʊnli sevənˈtiːn fɪnɪʃ ðə Papuma wi ˈwent tu maɪ sɪstər hoʊm ət Watuulo ənd ˈwent tu ðə Galaksi / ðər ɑːr məni ænɪmlz kɑːrd ənd ˈbjuːtɪfl / ðæt hɔːlədeɪ aɪ wʌz ˈveri hæpi / (Raisa Fatimatuz Zahra)
26) / maɪ hɔːlədeɪ ɪn ˈswɪmɪŋ puːl / ˈlɑːst ˈ hɔːlədeɪ aɪ ˈwent ðə ˈswɪmɪŋ puːl wæθ maɪ ˈfæməli / ðər ɪz mʌni ˈgeɪm wʌːtər ənd aɪ ˈ*swɪm* wæθ maɪ ˈfæməli / ˈaɪ ˈ*veri* ˌhæpi ɪn ðer / (Resti Wulandari)
27) / maɪ hɔːlədeɪ ɪn ðə maɪ hoʊm / ˈlɑːst ˈ hɔːlədeɪ / ˈaɪ *hɔːlədeɪ* ət hoʊm / ˌeɪ ˈem ət hoʊm wɪθ maɪ ˈfʌmɪli bʌt aɪ wʌz sɪk ət hoʊm / ˈaɪ həv stʊmək ʌz/ ˈaɪ rɪˈkɔːvər ɪn ə ˈwiːk bʌt *eɪ ˈem* ˈveri ˌhæpi ət hoʊm / (Rita Dyah Jati)
28) –
29) / maɪ hɔːlədeɪ ɪn Malang / ˈlɑːst hɔːlədeɪ aɪ ˈwent tu Malang wɪθ maɪ mʌðər / wi ˈwent tə Malang ˈbaɪ ˈ bʊs / wi stɑːt ət ˈkosong-kosong ənd wi ə ʌˈ*rɪv* ɪn Malang ət ˈtwenti ˈðərˈtiːn ʌ em/ (Rizky Ghani I.)
30) / maɪ hɔːlədeɪ ɪn Lumajang / ləst hɔːlədeɪ / ˈaɪ ˈwent tu Lumajang wɪθ maɪ sɪstər / wi ˈ*spen* aʊər ˈhɔːlədeɪ ðer / wi ˈwent tu Lumajang ˈbaɪ ˈkɑːr / ənd ˈaɪ ˈ*vɪzɪt* ˌmaʊntɪn ˈbə ˈdua sembilan ˈnaɪn ənd aɪ wʌz ˈveri ˌhæpi tu ˈ*siː* ˈveri ˈbjuːtɪfl ˈvjuː/ (Siti Annisatul Fiqqiyah)
31) / maɪ ˈfæməli ənd aɪ ˈwent tu Watuulo ˈbiːtʃ / wi ˈwent ət ˈeɪg ʌ ˈem ˈðen wi *əˈraɪv* ɪn Watuulo ˈbiːtʃ ət ˈnən ʌ ˈem ˈæftər wi *əˈraɪv* wi ˈ *swɪm* ɪn ðə ˈbiːtʃ / ˈæftər ˈ*swɪm* wi ˈ*fiːl* ˈhʌŋgri soʊ wi ˈgrɪlət fɪʃ / maɪ ˈ hɔːlədeɪ wʌz ˈfʌn ənd aɪ ˌhæpi ðer / (Surya Adi Prawira)
32) / ðɪs hɔːlədeɪ aɪ *doʊnt ˈgoʊ* ˈeniwer / ˈaɪ ˈspent maɪ vɔːˈkeɪʃn ət hoʊm / *eɪ ˈem pleɪɪŋ* ˈgeɪm ənd ˈsoʊʃɪʊl ˈməːdɪʌ/ (Septia Karunia Rohma)
33) / maɪ hɔːlədeɪ ɪn Bɑli / ˈaɪ dʒəst ˈ*spent* maɪ skuːl veˈkeɪʃn̩ ɪn maɪ ˈjʌŋgəst ˈbrɔːðərz hɔːz ət Bɑli / wi ˈ*spent* ˈmʌtʃ ˈtəɪm ðər wɪθ maɪ ˈmɔːðər ənd brɔːðə̩r / (Siska Mutia Sari)
34) / maɪ hɔːlədeɪ ɪn Surabaya / ˈ ləst ˈ hɔːlədeɪ aɪ ˈwent tu Surabaya wɪθ maɪ frend / wi ˈspent ˈaʊər ˈ hɔːlədeɪ ðer / wi ˈwent tu Surabaya ˈbaɪ ˈbʊs / ˈaɪ ˈ*plaɪ* ˈfʊt bɔːl ɪn Surabaya / (Surya Putra Panca Maulana)
35) / ˈdʊrɪŋ maɪ skuːl hɔːlədeɪ / ˌeɪ ˈem ənd maɪ ˈfʌməli ˈ*goʊ* tə maɪ brʌðərz hɔːz ˈbaɪ ˈkɑːr / ənd ˈæftər wi *əˈrɪv* wi həd ˈfʌn təˈgeðər ðer / (Tsimarul Yaniah Hidayatul Romadhoni)

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36) / ɪn maɪ ˈ hɔːlədeɪ aɪ ˈwent tu maɪ ˈgrænmɔːðərz hɔːz / ɪn ðər aɪ ˈ*pleɪ* wɪθ maɪ sɪstər ənd aɪ *həv* ə ˈlɑːt / lɑːts əv ˈnaɪs ekˈspæriəns / “ (Zahwa Nabila Maharani)

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PPENDIX 17

Letter of Research Permission

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Lampiran : -
Perihal : Permohonan Izin Penelitian

21 JAN 2019

Yth. Kepala SMPN 7 Jember
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Muhammad Bakhrun Nashikhin
NIM : 140210401056
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "The Effect of Using Group Work Discussion Strategy on Students' Speaking Achievement". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenaan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,

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APPEBDIX 18

Statement Letter for Accomplishing Research

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Yang bertanda tangan di bawah ini :

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Program Studi	: Pendidikan Bahasa Inggris
Institusi	: Universitas Jember

Judul :
"The Effect of Using Group Work Discussion Strategy on Students' Speaking Achievement"

Yang bersangkutan benar-benar telah melaksanakan penelitian mulai dari tanggal 07 Januari s.d. 21 Januari 2019 di SMP Negeri 7 Jember.

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Jember, 21 Januari 2019
Kepala Sekolah

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