



**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.”

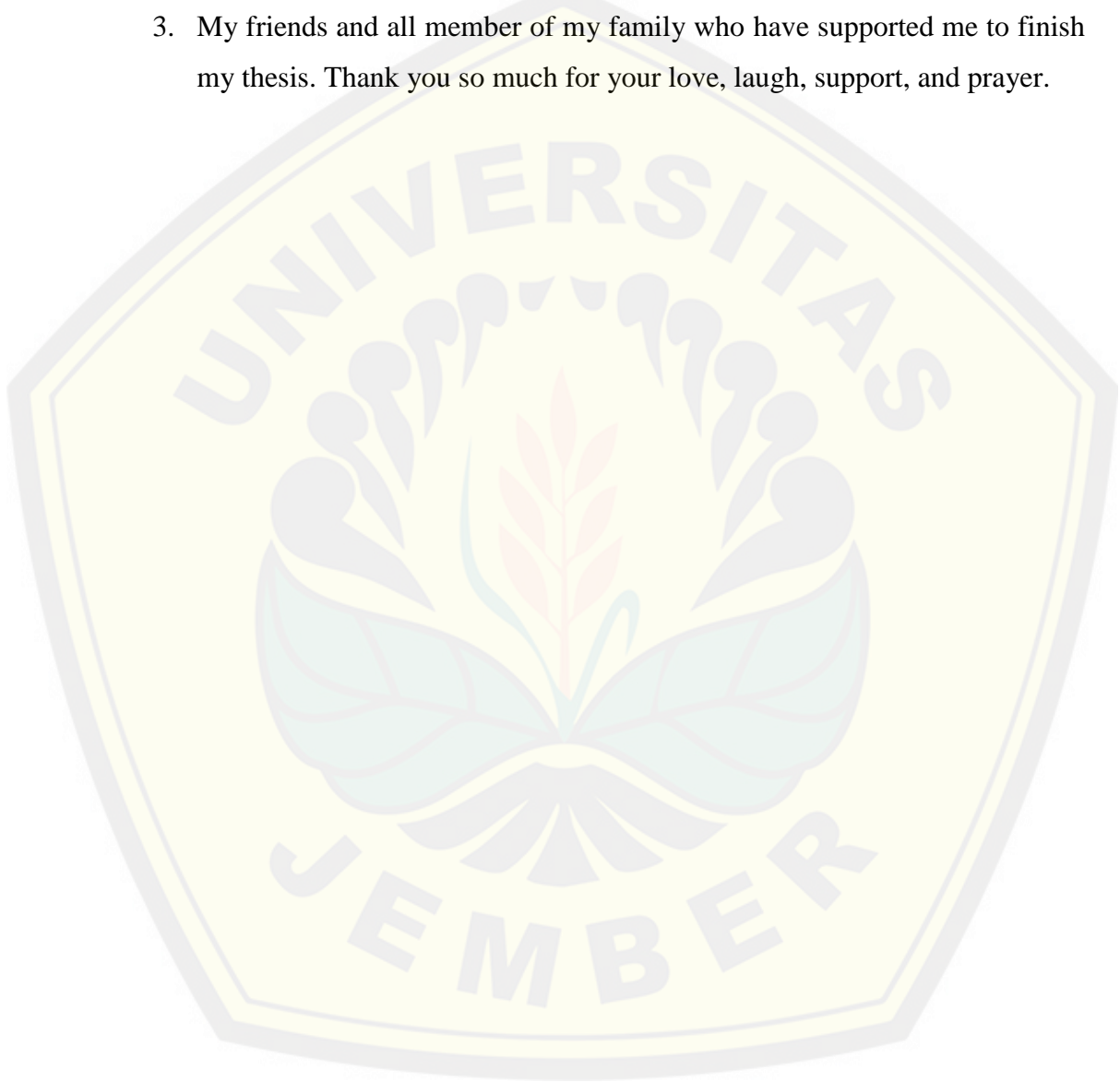
(Wendell Berry)



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.



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

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Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English
Education Program of the Language and Arts Education Department
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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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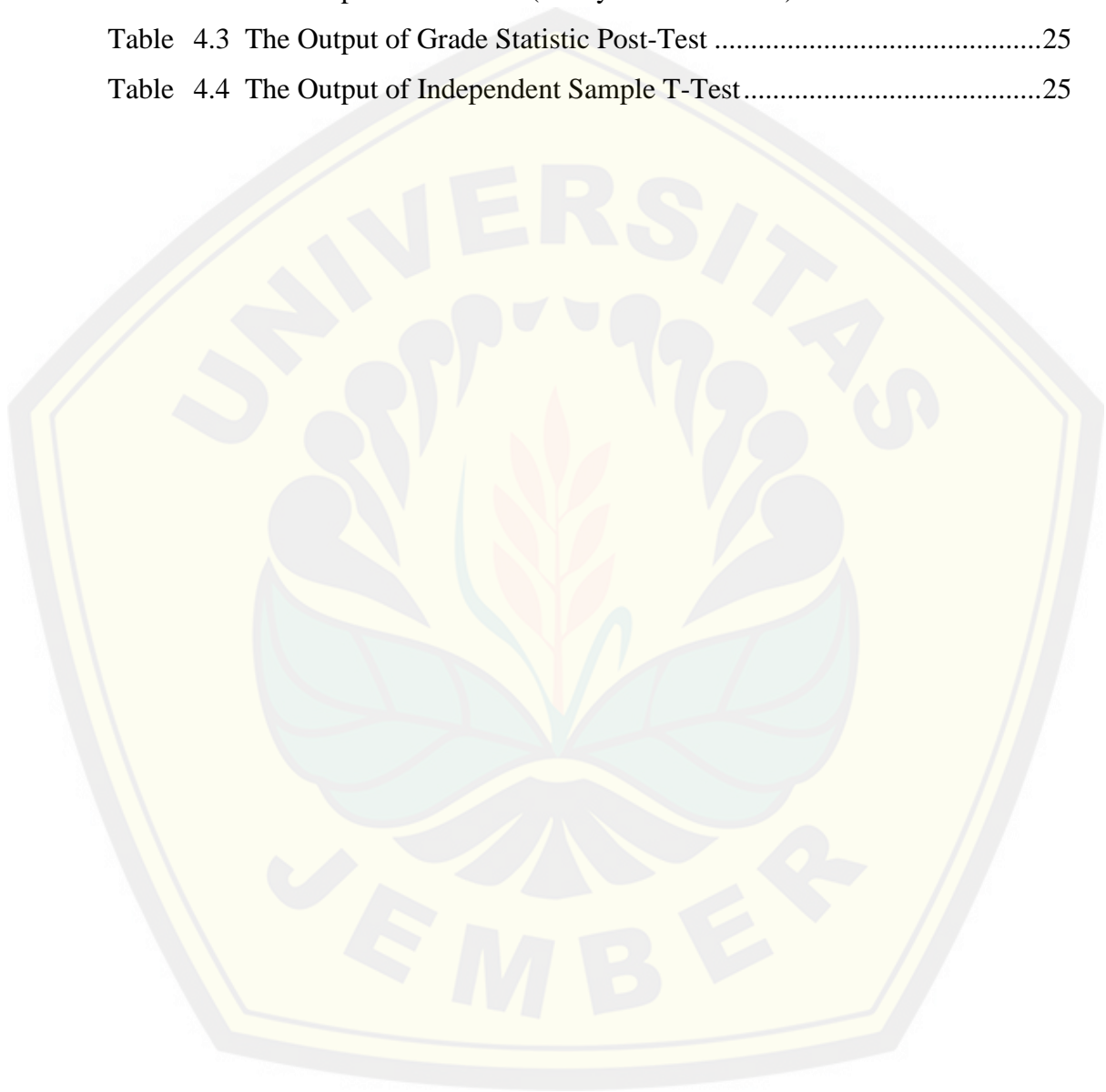
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SUMMARY

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

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 hypothesis saying that “there is no significant effect of using group work discussion on students’ speaking achievement” was rejected. Consequently, the alternate hypothesis saying that “there is a significant effect of using group work discussion on students’ speaking achievement” was accepted.

Regarding with the result of hypothesis verification, 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 similar 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.

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

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

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.

CHAPTER II. LITERATURE REVIEW

This chapter deals with some theories related with the research problems. They are theoretical 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

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

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.

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.

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:

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.

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

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).

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.

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.

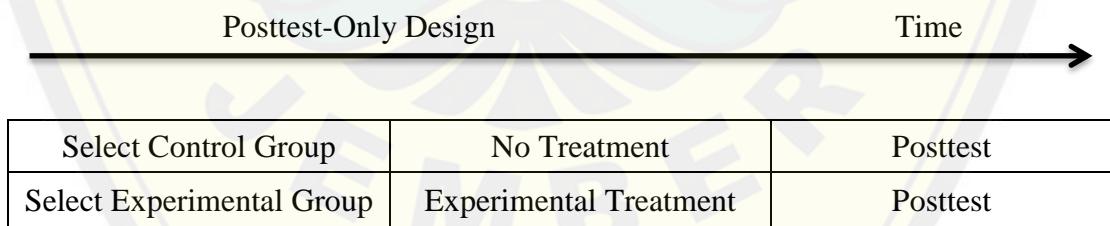
CHAPTER III. THE STUDY

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:



(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.

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

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 Institutional Level Curriculum (KTSP/ Kurikulum Tingkat Satuan Pendidikan) of Junior high school and the

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.

Table 3.1 Scoring Rubric of Speaking Test

Rating Scale							
Aspect \ Scale	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:

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

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

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))

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

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 SPSS 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

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

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
<p>The Effect of Using Group Work Discussion Strategy on Students' Speaking Achievement of the Eighth Grade Students</p>	<p>The Research Problem: Is there any significant effect of using group work discussion strategy on students' speaking achievement ?</p>	<p>a. Independent Variable: Teaching speaking by using Group Work Discussion Strategy</p> <p>b. Dependent Variable: The students' speaking achievement</p>	<p>1. Teaching speaking by using Group Work Discussion Strategy cover the elements of:</p> <ul style="list-style-type: none"> a. Students' accountability b. Students discussion c. Students face to face interaction d. Group size and composition e. Collaborative social skill <p>2. The students' score of the speaking test with the indicators:</p> <ul style="list-style-type: none"> a. Fluency b. Vocabulary c. Content d. Pronunciation e. Grammar 	<p>1. Respondent: The eighth grade students of SMPN 7 Jember</p> <p>2. Informant: The English teacher of the eighth grade of SMPN 7 Jember</p> <p>3. Documents: The names of the respondents</p>	<p>1. Research Design Quasi-Experimental Research with Post-test Only Design. (Creswell, 2012:310)</p> <p>2. Research Context: Purposive Method</p> <p>3. Research Respondents: Cluster Random Sampling</p> <p>4. Data Collection Method</p> <ul style="list-style-type: none"> 1. Speaking test 2. Interview 3. Documentation <p>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)</p>	<p>There is a significant effect of using Group Work Discussion Strategy on Students' speaking Achievement of the Eighth Grade Students</p>

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.

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
Σ	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

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				

APPENDIX 5

The Names of Participants (Initials)

No	VIII-C (Experimental group)	No	VIII-H (Control group)
1	AADF	1	AAWP
2	AFP	2	ANS
3	AJ	3	AMF
4	AZ	4	ADPR
5	AB	5	DD
6	AI	6	DA
7	AFA	7	EDCI
8	AW	8	FAO
9	AWS	9	FHM
10	ADS	10	GDD
11	DMP	11	JAF
12	DWDA	12	LAKW
13	DAAY	13	LRZA
14	E	14	MNH
15	EAW	15	MSBA
16	HKS	16	MM
17	IFKP	17	MFAN
18	IDS	18	MIF
19	LST	19	MRR
20	LMW	20	MEMMB
21	LM	21	MA
22	MCRW	22	NSW
23	MFAS	23	OCN
24	MRA	24	RSS
25	MFA	25	RFZ
26	MNF	26	RW
27	MJR	27	RDJ
28	MRAD	28	RCR
29	NZA	29	RGI
30	RAWD	30	SAF
31	SLPH	31	SAP
32	SNR	32	SKR
33	TIF	33	SMS
34	YEP	34	SPPM
35	YSPH	35	TYHM
36	YHAD	36	ZNM

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.

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'

No	Experimental Group	Time	Control Group	Time
II	Main Activities	71'	Main Activities	70'
	<p>1. Pre Activities</p> <ul style="list-style-type: none"> • 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 “<i>My Holiday at Probolinggo</i>” <p>2. Whilst-Activities</p> <ul style="list-style-type: none"> • 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. 	<p>(18')</p> <p>1'</p> <p>2'</p> <p>5'</p> <p>10'</p> <p>(56')</p> <p>2'</p> <p>2'</p> <p>5'</p> <p>2'</p> <p>15'</p> <p>30'</p>	<p>1. Explaining the definition, purpose, the generic structures and language features of a recount text to the students.</p> <p>2. Giving and explaining the example of recount text entitled “<i>My Holiday at Probolinggo</i>”</p> <p>3. The teacher distributes speaking’s question sheet for each student</p> <p>4. Asking the students to create a spoken personal recount text based on question sheet</p> <p>5. Practicing the students’ speaking performance individually.</p> <p>6. Evaluating the students’ performance and giving feedback. For example: you may speak loud! or your pronunciation is good.</p>	<p>5'</p> <p>10'</p> <p>2'</p> <p>15'</p> <p>30'</p> <p>8'</p>

No	Experimental Group	Time	Control Group	Time
	3. Post-Activity <ul style="list-style-type: none"> • 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'	1. The teacher guides the students to draw the conclusion of the lesson	2'
	2. Parting	1'	2. Parting	1'

VIII. Media and Sources

Experimental Group	Control Group
<ul style="list-style-type: none"> • Pictures • Recount text • Viewer • Whiteboard 	<ul style="list-style-type: none"> • 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

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:

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

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.

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
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
140210401056

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.

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

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!

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.

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'

No	Experimental Group	Time	Control Group	Time
II	Main Activities	71'	Main Activities	70'
	1. Pre Activities <ul style="list-style-type: none"> • Teacher shows the picture. 1' • Teacher asks the students to focus and tell something related with the picture. 2' • Explaining the definition, purpose, the generic structures and language features of a recount text to the students. 5' • Giving and explaining the example of recount text entitled "My Holiday in Bandung" 10' 2. Whilst-Activities (56') <ul style="list-style-type: none"> • The teacher explains the procedure of group work discussion 2' • The teacher divides the students into small groups consist of 4-5. (depend of the numbers of students) 2' • The teacher provides several time for the students to discuss about recount text "My Holiday in Bandung" 5' • The teacher distributes speaking's question sheet for each group 2' • The teacher provides 15 minutes for the students to create a short spoken recount text based on question sheet 15' • The teacher asks the students to present the result of their group work discussion one by one continually. 30' 		<ol style="list-style-type: none"> 1. Explaining the definition, purpose, the generic structures and language features of a recount text to the students. 5' 2. Giving and explaining the example of recount text entitled "My Holiday in Bandung" 10' 3. The teacher distributes speaking's question sheet for each student 2' 4. Asking the students to create a spoken personal recount text based on question sheet 15' 5. Practicing the students' speaking performance individually. 30' 6. Evaluating the students' performance and giving feedback. For example: you may speak loud! or your pronunciation is good. 8' 	

No	Experimental Group	Time	Control Group	Time
	3. Post-Activity <ul style="list-style-type: none"> • 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'	1. The teacher guides the students to draw the conclusion of the lesson	2'
	2. Parting	1'	2. Parting	1'

VIII. Media and Sources

Experimental Group	Control Group
<ul style="list-style-type: none"> • Pictures • Recount text • Viewer • Whiteboard 	<ul style="list-style-type: none"> • 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

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:

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

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.

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

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>)

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!

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

APPENDIX 9

The Result of Students' Speaking Post-Test

No	Experimental Group (VIII-C)	Researcher	Teacher	Average	No	Control Group (VIII-H)	Researcher	Teacher	Average
1	AADF	75	71	73	1	AAWP	71	75	73
2	AFP	64	68	66	2	ANS	68	71	69,5
3	AJ	68	68	68	3	AMF	64	68	66
4	AZ	79	79	79	4	ADPR	75	79	77
5	AB	75	75	75	5	DD	71	75	73
6	AI	93	86	89,5	6	DA	79	75	77
7	AFA	93	93	93	7	EDCI	64	71	67,5
8	AW	64	64	64	8	FAO	71	71	71
9	AWS	79	75	77	9	FHM	64	71	67,5
10	ADS	71	68	69,5	10	GDD	71	75	73
11	DMP	93	96	94,5	11	JAF	93	89	91
12	DWDA	86	79	82,5	12	LAKW	68	71	69,5
13	DAAY	71	75	73	13	LRZA	75	71	73
14	E	75	71	73	14	MNH	64	64	64
15	EAW	75	71	73	15	MSBA	61	64	62,5
16	HKS	86	86	86	16	MM	71	75	73
17	IFKP	82	82	82	17	MFAN	82	79	80,5
18	IDS	82	86	84	18	MIF	68	71	69,5
19	LST	89	89	89	19	MRR	75	75	75
20	LMW	79	75	77	20	MEMMB	61	58	59,5
21	LM	82	75	78,5	21	MA	68	61	64,5
22	MCRW	75	71	73	22	NSW	71	68	69,5
23	MFAS	-	-		23	OCN	61	64	62,5
24	MRA	82	86	84	24	RSS	68	71	69,5
25	MFA	61	61	61	25	RFZ	93	89	91
26	MNF	61	61	61	26	RW	71	71	71
27	MJR	79	71	75	27	RDJ	79	75	77
28	MRAD	93	96	94,5	28	RCR	-	-	
29	NZA	75	75	75	29	RGI	64	64	64
30	RAWD	71	68	69,4	30	SAF	79	75	77
31	SLPH	96	93	94,5	31	SAP	79	75	77
32	SNR	71	71	71	32	SKR	61	64	62,5
33	TIF	71	75	73	33	SMS	71	64	67,5
34	YEP	75	71	73	34	SPPM	71	68	69,5
35	YSPH	75	75	75	35	TYHM	64	64	64
36	YHAD	82	86	84	36	ZNM	64	64	64
	MEAN	77,94	76,92	77,54		MEAN	70,86	71	71,14

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

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					√						√							√									√		√	

APPENDIX 15

The Transcription of Students' Speaking Test (8C)

- 1) / lɑ:st 'mɔ:nθ aɪ 'spɛnt ɪn ðə 'haʊaɪ 'wɑ:tər pɑ:rk 'mɑ:lɑŋg / mi: ənd maɪ bɪg 'fæməli 'went tu 'mɑ:lɑŋg 'baɪ 'bɒs / ɪn ðə 'haʊaɪ 'wɑ:tər pɑ:rk wi 'swæm ənd 'hævɪŋ 'fʌn / ɪn ðər / mi: ənd maɪ 'fæməli 'pleɪŋ ɪn tsu: 'nɑ:mi pu:l / ənd 'ðen wi 'went tu hu:m 'baɪ 'bɒs / (Ageng Adem Darmawan Firmansyah)
- 2) / 'aɪ ənd maɪ frɛnd 'plʌɪd pə 'ɛz ɪn maɪ hu:m / 'æftər ðæt aɪ ənd nɪzɑm 'i:t 'fu:d ðər / 'æftər ðæt nɪzɑm 'went 'gɒs hu:m / maɪ hɔ:lədeɪ wʌz 'veri 'hæpi / (Ahmad Efendi Pratama)
- 3) / maɪ hɔ:lədeɪ ət hu:m / ət hu:m aɪ 'oʊnli du: maɪ æk'tɪvətɪz / 'aɪ 'plʌjəd 'fʊtbɔ:l ənd bʌskɛtbɔ:l wɪθ maɪ frɛnd 'ðen wi 'baɪ sʌm 'fu:dz / maɪ 'hɔ:lədeɪ 'oʊnli ɪn hu:m / (Ahmad Junaidi)
- 4) / dɔ:riŋ maɪ hɔ:lədeɪ maɪ 'fʌmɪli 'went tu 'dʒɛntɛŋg baɪ kɑ:r / wi 'went tu maɪ mʌðəz frɛnd / ɪn ðər wi 'i:t məni fu:d / 'fruits ənd snæk / ðen wi 'went tu pulɑu mɛrɑh tu 'si: ðə 'bjʊ:tʃl bi:tʃ / 'æftər ðæt wi 'went tu hu:m / maɪ hɔ:lədeɪ wʌz fʌn / (Ahmad Zaibim)
- 5) / maɪ hɔ:lədeɪ ət grændmɑ:z hu:m / 'dɔ:riŋ sku:l hɔ:lədeɪ / 'aɪ dʒʌst 'steɪd ət grændmɑ:z hu:m / 'aɪ 'help grændmɑ 'kli:n ðə hɔ:z grændmɑ / 'aɪ 'oʊnli 'tɔk 'faɪv 'deɪz ət 'grændmɑ:z hɔ:z bʌt aɪ wʌz 'veri 'hæpi / (Alfan Bachtiar)
- 6) / maɪ hɔ:lədeɪ ɪn pɑsɪr pu:tɪh 'bi:tʃ / lɑ:st sʌndeɪ maɪ 'fæməli ənd aɪ 'went tu pɑsɪr pu:tɪh 'bi:tʃ / wi 'went ət 'sevn ə 'em 'baɪ 'kɑ:r / wi ə'raɪv ɪn pɑsɪr pu:tɪh bi:tʃ ət nɑm ə 'em æftər ðæt aɪ ənd maɪ brʌðər swɪm ɪn ðə 'bi:tʃ / 'æftər 'swɪmɪŋ ɪn ðə 'bi:tʃ aɪ 'fi:l 'hʌŋgri / sɒs wi 'eɪt fɪʃ ənd 'bɔ:ʊg 'su:və'nɪr ɪn ʃɒp / wi 'fi:l sɒs 'hæpi hɔ:lədeɪ ɪn pɑsɪr pu:tɪh 'bi:tʃ / (Alfiah Istadama)
- 7) / maɪ fɜ:st ve'keɪʃn ət sɪtʊbɒndɔ 'bi:tʃ / ðə 'fɜ:st 'deɪ aɪ həd ve'keɪʃn ɪn ðə 'waɪt 'sænd 'bi:tʃ əv sɪtʊbɒndɔ / 'aɪ 'left wɪθ maɪ 'fæməli 'baɪ 'draɪvɪŋ ə 'kɑ:r / wi də'pɑ:rt frəm 'sevn ə 'klɑ:k ənd ə'raɪv ðər ət 'nɑm ə 'klɑ:k / æftər ðæt wi ɪ'mɪ:diətli 'swæm / ðə 'bi:tʃ wʌz sɒs 'klɪr / ðə tɪkət 'praɪs wʌz 'oʊnli 'sɪk 'θɑʊznd ru'piɑh / 'ðen 'æftər swɪmɪŋ wi rɛnt ə 'bʊt wɪθ 'mæksɪmʌm kʌ'pæsəti əv 'faɪv 'pi:pəl tu 'get ə'raʊnd ðə sɪtʊbɒndɔ 'bi:tʃ / maɪ hɔ:lədeɪ ɪn sɪtʊbɒndɔ bi:tʃ wʌz 'veri 'hæpi / (Ananda Fara Auradifa)
- 8) / læst hɔ:lədeɪ mi: ənd maɪ frɛnd 'plʌɪd 'geɪm ɪn 'jɒŋki:z hu:m / wi 'plʌɪd pleɪ steɪʃn / 'æftər ðæt mi: ənd maɪ frɛnd eɪt 'fu:d 'ðen aɪ 'went tu hu:m maɪ 'hɒlədi sɒs 'hæpi / (Andi Widarta)
- 9) / lɑ:st hɔ:lədeɪ / mi: ənd maɪ frɛnd 'went tu bɒtɑni 'swɪmɪŋ pu:l / wi 'went ət 'eɪg ə 'klɑ:k ənd ʌ'ri:vəd ɪn 'swɪmɪŋ pu:l bɒtɑni ət ə 'hæf 'pæst eɪg / wi 'swɪm ɪn smɔ:l pu:l 'æftər ðæt wi 'teɪk ə 'fʊtʊs selfi 'baɪ hændfʊn / 'æftər ðæt aɪ

- ænd mai frend 'went bæc tu hoʊm / ðɪs ɪz ðə best əv mai hɔ:lədeɪ / (Anggita Wahidiyah Sari)
- 10) / mai fə'mɪli ænd aɪ...'went tu Watuulo 'bi:tʃ / wi 'went ət delapan ʌ / 'em 'ðen wi ʌ'riɪvɪd ɪn Watuulo 'bi:tʃ ət 'naɪn ʌ 'em 'æftər wi ʌ'riɪvɪd 'aɪ ænd mai 'kʌzŋ 'swʌm ɪn ðə 'bi:tʃ / 'æftər 'swʌm wi 'fi:l 'hʌŋgri soʊ wi 'grɪləd fɪf / mai hɔ:lədeɪ wʌz 'fʌn ænd aɪ 'hæpi ðər / (Arif Darmawan Syah)
- 11) / 'aɪ 'wɒnt tu 'tel ju əbaʊt mai 'hɔ:lədeɪ ɪk'spɪəriəns / 'lɑ:st 'hɔ:lədeɪ 'aɪ kʊdənt 'gou 'eni,wɛr / 'aɪ wʌz sɪk fɔ:r wʌn 'wi:k / 'aɪ wʌz sɪk əz 'su:n əz hɔ:lədeɪ 'stɑ:rtəd / 'soʊ / 'aɪ 'steɪd ət hoʊm fɔ:r wʌn 'wi:k / ət 'fɜ:st 'ɪt wʌz soʊ 'bæd bʌt 'fæməli 'aɪ kʊd get 'mɔ:r 'rest ænd 'wɒtʃ 'ti:'vi: əz 'mʌtʃ əz aɪ 'wɑ:nt / bʌt 'æftər hʌd 'mɔ:r 'deɪz 'ɪt wʌz 'bɔ:riŋ ænd aɪ 'wɒnt tu 'vɪzɪt 'sʌmwɛr hwɪtʃ hʌv gʊd 'sɛə:nəri bʌt fæməli aɪ kʊd 'gou 'eniwɛr / soʊ 'oʊvɜ: ə:l mai ' hɔ:lədeɪ wʌz 'bɔ:riŋ bɪ'kɒz 'aɪ sɪk ænd 'aɪ kouldnt 'gou 'eniwɛr / (Dyah Maitri Perwitasari)
- 12) / ɪn ðæt hɔ:lədeɪ / mi: ænd mai 'fæməli 'went tu mai 'grændfɑ:ðərz hɔ:z / mai 'grændfɑ:ðər hɔ:z wʌz ɪn Ambulu / ɪn ðər aɪ 'helpt mai 'grændfɑ:ðər 'wɜ:k ət ðə 'raɪs fi:ld / 'æftər 'fɪnɪʃ aɪ ' mai 'grændfɑ:ðər 'grɪv mi: 'mʌni soʊ aɪ wʌz 'veri 'hæpi went tu bæc ət ðə hoʊm / (Dita Wida Dwi Agustin)
- 13) / lɑ:st hɔ:lədeɪ mi: ænd mai 'fæməli 'went tu mai grænd 'perəntz hɔ:z / wi 'went tu 'Solo 'baɪ 'bʊs / ɪn mai 'grændperəntz hɔ:z wi 'teɪk ə næp ænd 'ðen wi 'went tə pu:l / wi 'tɒk ə pɪktʃər ɪn frʌnt əv ðə 'wʌ:tər pɑ:rk / 'æftər ðæt wi 'went bæc tə hoʊm 'baɪ bʊs/ 'aɪ 'nevər fə'get ðæt moʊmənt / (Dzikri Abyuddzaky Aria Yudha)
- 14) / lɑ:st hɔ:lədeɪ mi: ænd mai 'lɪtʃ brʌðər 'gou tu 'swɪmɪŋ pu:l / wi də'pɑ:rt frɑ:m 'eɪg ə'kla:k 'baɪ 'moʊtərsaɪkl / wi ə'raɪvəd ɪn 'swɪmɪŋ pu:l ət 'naɪm ə'kla:k / 'æftər ðæt wi 'swɪm ðər ænd 'æftər swɪm wi 'ət sossɪs ɪn ðər / 'ðen wi bæc tu hoʊm / (Elysa)
- 15) / lɑ:st hɔ:lədeɪ mi: ænd mai 'fæməli 'went tu mai 'ɑ:ʊnt hɔ:z ət Kencong / ɪn mai 'ɑ:ʊnt hɔ:z wi spent mai 'taɪm tu 'wɑ:l k ə'raʊnd 'baɪ 'moʊtərsaɪkl / ænd wi 'tɒk pɪktʃər wɪθ mai ɑ:ʊnt/ wi bæc tu hoʊm 'baɪ moʊtərsaɪkl/ aɪ 'nevər fər'get ðæt 'moʊmənt (Eriko Ardiansyah Wardana)
- 16) / læst hɔ:lədeɪ mai mɑ:m ænd aɪ went tu veɪ'keɪfŋ vɪzətɪŋ mai grændmʌðər ɪn Sumenep Madura / 'mɑ:m ænd aɪ 'went 'baɪ 'bəs stɑ:t frɑ:m Jember ət 'sɪk ə 'em ænd ə'raɪv ət 'faɪv 'pi: 'em mai 'mɑ:m ænd aɪ 'gɑ:t 'welkɔ:md wɪθ mai brʌðər ænd mai grændmʌðər / ɪn ðər wi 'eɪt 'fu:d tə'gedər / 'aɪ 'steɪd fɔ:r ə 'wi:k bɪ'fɔ:r bæc tu Jember / 'aɪ ɪn'dʒɔɪd mai hɔ:lədeɪ ɪn Madura / (Helena Kartika Sari)
- 17) / 'lɑ:st hɔ:lədeɪ / 'aɪ vɪzətəd mai 'grændmɑ:z hoʊm ɪn Banyuwangi / wi 'went tu Banyuwangi baɪ treɪn / wi ʌ'riɪv ɪn Banyuwangi ət sevn 'pi: / 'em wi 'steɪd

- wʌn naɪg ðer / 'ɑ:n ðə nekst bɪ'fɔ:r aɪ 'went tu hoʊm / maɪ 'græmə 'grɪv mi: səm trʌ'dɪʃnəl 'fu:d frɑ:m Banyuwangi / 'aɪ wʌz hæpi 'vɪzətəd maɪ grændmɑ:z hoʊm / (Indah Fani Karunia Putri)
- 18) / lɑ:st hɔ:lədeɪ / 'aɪ 'went tu Surabaya wɪθ maɪ 'fæməli / wɪ 'went tu Surabaya 'baɪ 'kɑ:r / ðə 'kɑ:r frɑ:m Jember ət 'naɪm ə'klɑ:k ənd wɪ ə'rɑ:vɪn In Surabaya ət tweləv ə'klɑ:k / In Surabaya wɪ 'went tu Tugu Pahlawan hwɪtʃ wʌz 'veri 'bjʊ:tɪfl / maɪ hɔ:lədeɪ In Surabaya ɪz 'veri hæpi / (Intan Dia Safitri)
- 19) / maɪ hɔ:lədeɪ In Taman Botani Sukorambi / lɑ:st hɔ:lədeɪ aɪ 'went tu Taman Botani wɪθ maɪ sɪstər Diyah ənd maɪ brʌðər 'Rezə / wɪ 'went tu Taman Botani baɪ 'mʊtərsɑ:kl / wɪ went ət 'ten ,eɪ 'em ðə tɪket 'praɪs wʌz 'oʊnli 'ten 'θaʊznd / ðə 'fɜ:st ə'rɑ:vɪŋ ət ðə pu:l / wɪ 'tʃeɪdʒ 'kloʊðz tu 'swɪm / 'æftər 'swɪmɪŋ wɪ 'teɪk ə bɑ:θ ənd 'gʊv hoʊm / maɪ 'hɔ:lədeɪ In taman botani wʌz 'oʊnli wʌn 'deɪ bʌt 'ɪt 'meɪk mi: ,hæpi / (Lidya Septi Triandini)
- 20) / 'dɔ:ɪŋ maɪ lɑ:st ve'keɪʃn / maɪ 'kɔ:zɪ ənd 'ʌŋkl ,ɪn'vɑ:t mi: tu ' hɔ:lədeɪ In 'swɪmɪŋ pu:l / ðə 'swɪmɪŋ pu:l wʌz nɑ:t 'fɑ:r frɑ:m maɪ 'əŋkəlz hɔ:z / In ðər aɪ 'swʌm ənd 'plæɪd wʌtər / 'æftər ðæt aɪ 'eɪt 'lʌntʃ ənd 'tʃeɪdʒ ðə 'kloʊðz / 'ðen aɪ 'went bæɪk tə hoʊm / (Lillah Mustika Wahidiah)
- 21) / maɪ 'hɔ:lədeɪ In Banyuwangi / læst hɔ:lədeɪ aɪ 'went tu Banyuwangi wɪθ maɪ 'fʌməli ənd maɪ ʌʊ:nt / wɪ 'spent 'aʊər 'hɔ:lədeɪ ɑ:n / wɪ 'went tu Banyuwangi baɪ ke:r / ðə ke:r 'stɑ:rtəd frəm Jember wʌz ət sevn eɪ em ənd ə'rɑ:vɪd In Banyuwangi ət 'naɪm eɪ em / 'ɑ:n ðæt 'deɪ wɪ 'went tu ulau Merah Banyuwangi / nekst wɪ 'went tu Samudra Selfie Banyuwangi / In ðər wɪ kæn 'teɪk pɪkʃʊz hwɪtʃ hæv mæni 'bjʊ:tɪfl spɒt laɪk ,dʒæpə'ni:z hoʊm / gɑ:rdn ənd mæni 'mɔ:r / maɪ 'hɔ:lədeɪ In Banyuwangi wʌz wʌn 'deɪ bʌt 'ɪt 'meɪk mi: hæpi / (Lu'lu Ma'nunah)
- 22) / lɑ:st 'hɔ:lədeɪ aɪ 'gʊv tu Papuma 'bi:tʃ wɪθ maɪ frend / wɪ 'gʊv tu Papuma 'bi:tʃ 'baɪ 'mʊtərsɑ:kl / wɪ də'pɑ:rt ət 'hæf 'pæst 'eɪg ənd ʌ'rɑ:vɪn ət 'hæf 'pæst 'naɪm / In ðər wɪ pleɪ'sænd ənd 'wɑ:k əroun ðə 'bi:tʃ / 'ðen wɪ 'spi:k wɪθ ðə 'gɑ:d ənd fər'bɪd tu 'swɪmɪŋ bɪ'kɒz bɪg weɪv ənd wɪ 'gʊv hoʊm / maɪ 'hɔ:lədeɪ wʌz 'veri ,hæpi / (Maretha Cahya Rahmawati)
- 23) –
- 24) / maɪ 'fæməli ənd aɪ 'went tu maɪ 'grændmʌðər hɔ:z In Yogyakarta lɑ:st mʌnθ / wɪ ə'rɑ:vəd ət Yogyakarta ət naɪt / wɪ 'spent ə 'wi:k 'steɪŋ In ,hoʊ'tel hwɪtʃ ɪz 'faɪv 'mɪnəts ə'weɪ 'baɪ 'fu:d tu Malioboro stri:t / In ðə 'fɜ:st 'mɔ:nɪŋ wɪ wər 'taɪrəd 'æftər lɒŋ 'trɪp frɑ:m Jember tu Yogyakarta / wɪ dʒʌst 'wɔ:lk ðə stri:t In'dʒɔɪd ðə tɔ:ʊn əv Yogyakarta / 'æftər ə 'fju: 'deɪz wɪ bæɪk tu Jember / (Mohammad Rivan Ariandro)
- 25) / maɪ hɔ:lədeɪ In maɪ 'frendz hoʊm / 'aɪ dʒəst 'plɑ:ɪjəd pleɪ steɪʃn wɪθ maɪ frend / wɪ plɑ:ɪjəd ʌn'tɪl ət fɔ:r ə'klɑ:k / 'aɪ laɪk maɪ 'hɔ:lədeɪ / (Muhammad Fikri Ariyanto)

- 26) / 'aɪ ənd maɪ frend 'plʌɪd pə ez ɪn maɪ frend hom / 'æftər ðæt aɪ ənd Andi 'i:t 'fu:d ðər / 'æftər ðæt aɪ ənd Andi went 'gʊv hom / maɪ ' hɔ:lədeɪ ɪz 'veri ,hæpi / (Muhammad Nizam Firmansyah)
- 27) / maɪ 'fʌmɪli ənd aɪ 'went tu Watuulo 'bi:tʃ / wi 'went tu Watuulo ət 'eɪg ə'kla:k 'ðen wi 'ʌ'rɪv ɪn Watuulo ət 'nɑ:m ə'kla:k / 'ðen wi 'pleɪ ə'raʊnd ðə 'bi:tʃ / wi 'swɪm ənd 'wɑ:l k ə'raʊnd ðər / 'æftər ðæt wi 'i:t fɪʃ ənd 'fu:d ðər / ənd wi 'went tu hoʊm / maɪ hɔ:lədeɪ wʌz 'veri ,hæpi / (Muhammad Jaenul Rizky)
- 28) / aɪ wi:l 'tel ə stɔ:ri ə'baʊt maɪ 'hɔ:lədeɪ / lɑ:st mʌnθ mi: ənd maɪ bɪg 'fæməli 'went tu Transmart Jember / wi 'went ðər 'ju:zɪŋ θri: 'moutərsaɪkɪz / 'ɑ:n Transmart / wi ək'splɔ:rd Transmini 'stu:diʊ / ðər ɑ:r sʊ məni 'geɪmz ðər / lɑ:k ɑ:r'keɪd geɪmz / 'gʊv kɑ:rt / 'kærə'sel ənd 'rəʊlə 'koustər / 'ðen mi: ənd maɪ 'ʌŋkl rəʊd ðə 'rəʊlə 'koustər / 'æftər ðæt wi 'went hoʊm 'æftər wi 'hævɪŋ 'fʌn / 'ɪt wʌz ʌnfərgetəbl 'mʊmənt / (Muhammad Raffi Andrea Dzikra)
- 29) / maɪ hɔ:lədeɪ ɪn Semarang / lɑ:st 'hɔ:lədeɪ maɪ 'fæməli ənd aɪ 'went tu Səmarang / wi 'draɪv ɪn 'baɪ ðə treɪn / wi 'gʊv tu Səmarang stɑ:t ət fɔ:r'ti:n 'pi: 'em ənd ə'rɑ:v ɪn stɑ:ʃɪʊn Solo ət θri: 'em 'ðen wi 'steɪ ə naɪt ɪn maɪ 'kʌʊzn hɔ:z ət 'Solo / 'ðen aɪ ənd maɪ 'fæməli 'went tu taʊn əv Səmarang 'baɪ 'kɑ:r / wi 'went tu Səmarang 'gɑ:rdn'sɪti ənd bæ k tu maɪ 'kʌʊzn / 'aɪ wʌz 'veri ,hæpi / (Naila Zulfa Armeila)
- 30) / maɪ hɔ:lədeɪ ɪn Ambulu / ɪn hoʊm maɪ brɔ:ðər eɪ 'em 'veri ,hæpi ðər / 'æftər ðæt ɪn brɔ:ðər hoʊm aɪ 'went tu 'bi:tʃ / eɪ 'em 'veri ,hæpi tu 'gæðər wɪθ maɪ 'fʌməli / (Retno Ayu Wulan Dari)
- 31) / 'lɑ:st hɔ:lədeɪ 'dɔ:riŋ maɪ və'keɪʃn / 'aɪ wʌz ət hoʊm əv maɪ 'fæməli / ðər ɑ:r sʊ məni ək'tɪvətɪz ðæt aɪ 'dɪd ət hoʊm / 'ɑ:n ðə 'fɜ:st 'deɪ / 'aɪ 'weɪk 'ʌp ət 'faɪv ɪn ðə 'mɔ:riŋ / 'æftər ðæt aɪ 'helpt 'mʌðər kʊk ɪn ðə kɪtʃɪn / 'aɪ kʊk 'vedʒetəblz ənd 'frʌɪŋ pæ'stel 'ðen aɪ ənd maɪ fæməli 'eɪt təgedər / 'æftər 'i:tiŋ / 'aɪ wʌz 'ɔ:rdənəri tu 'teɪk ə 'rest / 'aɪ 'wɒtʃ 'teləvɪzɪŋ wɪθ maɪ brʌðər ənd sistər / 'ɑ:n ðə 'nekst 'deɪ aɪ ənd maɪ 'fæməli 'went tu mɑ:rkɪt tu 'baɪ səm smɔ:l 'fu:d ðər / 'aɪ 'θɪŋk aɪ dɪdnt 'ni:d ve'keɪʃn / 'ʌ:l əv 'meɪk 'mi: ,hæpi / (Sayba Latifah Putri Hariyanto)
- 32) / 'aɪ wʌz ɑ:n 'hɔ:lədeɪ tu Banyuwangi wɪθ ðə 'ti:tʃər ənd maɪ frend / 'aɪ set 'ɔ:f 'ju:zɪŋ ðə treɪn / ɪn ðə 'fɜ:st eɪ 'em wɪθ 'ʌðər set 'ɔ:f tu ðə stɑ:ʃɪʊn ət fɔ:r ɪn ðə 'mɔ:riŋ ənd 'wɑ:l k ə'raʊnd ðə stɑ:ʃɪʊn / wi 'weɪt ʌn'tɪl ði 'aʊər əv də'pɑ:rtʃər 'ʌ'rɪvd / wi 'wɜ:r ðər 'oʊnli 'wɑ:l k ə'raʊnd / bʌt eɪ em 'veri ,hæpi / (Sherly Nazirina Riskyanti)
- 33) / maɪ hɔ:lədeɪ ət hoʊm / 'dɔ:riŋ sku:l hɔ:lədeɪ aɪ dɪdnt 'gʊv aywhere / 'aɪ 'steɪ ət hoʊm 'help maɪ 'mʌðər plə:nt ðə fləʊər / 'aɪ əslo 'help 'kli:n ðə hɔ:z 'æftər

ðæt ai 'wɒtʃ 'teləvɪʒn ənd 'teɪk ə næp / mai hɔ:lədeɪ ət hoʊm wʌz 'veri hæpi /
(Tarissa Idha Febriyanti)

- 34) / læst hɔ:lədeɪ mi: ənd mai frend 'plʌɪd 'geɪm ɪn mai hoʊm / wi 'plʌɪd pleɪ
steɪʃn / 'æftər ðæt mi: ənd mai frend i:t 'fu:d / 'æftər ðæt mai frend 'went tu
hoʊm mai 'hɔ:lədeɪ soʊ 'hæpi ɪn hoʊm/ (Yongki Edgar Pradana)
- 35) / lɑ:st 'sʌndeɪ / 'aɪ 'went tu pəpʊmə 'bi:tʃ wɪθ mai sistər / wi 'raɪd 'baɪsɪkl ɪn
ðə 'mɔ:rnɪŋ / wi ɪn 'dʒɔɪ 'fref 'mɔ:rnɪŋ / wi 'ɔ:lsoʊ ɪn 'dʒɔɪ ənd 'pleɪ 'sʌnd
ɪn pəpʊmə 'bi:tʃ / wi si: bju:təfl 'vju: ðər / aɪ wʌz 'flʌn 'spɛnt mai 'tæm wɪθ
mai sistər / (Yuniar Selma Putri Hendrika)
- 36) / 'lɑ:st 'hɔ:lədeɪ / aɪ 'went tu sʊrəbɑjə wɪθ mai grændmɑ/ wi went tu
sʊrəbɑjə baɪ trævl ʌgən / ðə 'trævl frɑ:m dʒembər wʌz ɪ 'levn ə 'em ənd ə 'raɪv
ɪn sʊrəbɑjə ət sevŋ 'pi:'em wi 'steɪd ɪn mai 'ʌŋkʃ hɔ:z / ðə 'fɜ:st 'deɪ / 'aɪ
'went tu mai kləʊzŋ hɔ:z wʌz niə(r) bʌt 'sentrəl frɑ:m ðə taʊn wi 'wɔ:lkt ðər
'baɪ 'fɒt / tə'mɑ:roʊ wi 'went bæck tu hoʊm / mai 'hɔ:lədeɪ ɪn sʊrəbɑjə wʌz
'flʌn ənd hæpi bɪ'kɒz aɪ 'mi:t mai 'kləʊzŋ / (Yunifa Halfastin Ayu Dewanti)

APPENDIX 16

The Transcription of Students' Speaking Test (8H)

- 1) / 'duriŋ maɪ sku:l hɔ:lədeɪ / maɪ brʌðər ənd maɪ 'mʌðər 'went tu: maɪ... 'went tu: maɪ 'grændmʌðərz hɔ:z in Semboro / wi a:r 'raidiŋ 'baɪ 'ju:ziŋ moʊtərsaɪkl / 'æftər ðæt wi ə'raɪvd ət 'grændmɑ:z hɔ:z ənd wi həv 'fən tə'geðər/ (Alfiana Adi Wanda Putri)
- 2) / maɪ hɔ:lədeɪ / mi: ənd maɪ 'fəmiли həd vekeɪfŋ ət 'grændmɑ:z hɔ:z / 'ɒn ðæt 'deɪ maɪ sistər 'steɪ ət 'grɔ:ndmʌðərz hɔ:z / maɪ si.stər ənd aɪ 'dɪd maɪ grændmʌðərz kɒk / ənd 'ɒn ðæt 'deɪ maɪ brʌðər 'kʌm tu maɪ 'grændmʌðərz hɔ:z / (Anisa Nur Sadiyah)
- 3) /maɪ hɔ:lədeɪ ət hoʊm / ət hoʊm aɪ'ounli du: 'ɔ:rdnerɪ æk'tɪvətɪz / 'aɪ 'plʌjəd 'fʊtbəl 'wɔ:lkeɪd ənd 'rʌn ət 'mɔ:niŋ / (Arya Maulana Firmansyah)
- 4) / maɪ hɔ:lədeɪ in Malang / ðə hɔ:lədeɪ wɪtʃ aɪ 'went tu Malang / 'aɪ 'went tu ðə Jatim 'pɑ:k 'tri: / 'aɪ 'went wɪθ maɪ fəmiли in ðər / 'aɪ 'went tu ðə Gramedia fɔ:r baɪ 'nɑ:veɪ, 'fɪnɪʃ ðə Gramedia 'ðen aɪ went tu ðə geɪm kɔ:nər / (Aura Deshinta Putri Rifanda)
- 5) / maɪ hɔ:lədeɪ in 'bi:tʃ / 'fɜ:st hɔ:lədeɪ aɪ 'went tu ðə 'bi:tʃ wɪθ maɪ fəmiли / in ðər aɪ 'lʊk kooʊnʌt tri: / bɜ:rd ənd 'rætz / in ðər / 'aɪ ənd maɪ fəmiли ər pleiɪŋ 'sænd / (Desitaruli Damayanti)
- 6) / duriŋ maɪ səku:l hɔ:lədeɪ / maɪ brʌðər ənd maɪ mɔ:ðər 'went tu maɪ 'grændmʌðərz hɔ:z in Mojokerto baɪ 'raidiŋ moʊtərsaɪkl / 'æftər wi arɪvəd ət 'grændmɑ:z hɔ:z / wi həv 'fʌn ðər tə'geðər / (Dimas Afriyanto)
- 7) / maɪ hɔ:lədeɪ in Probolinggo / 'lɑ:st hɔ:lədeɪ aɪ 'went tu Probolinggo wɪθ maɪ fɑ:ðər / 'aɪ 'went tu ðər 'si: maɪ grændmʌðər wəz sɪk / 'aɪ 'stʌjəd fɔ:r tri: 'deɪz 'ðen aɪ 'gou hoʊm sʌndeɪ/ (Endrico Dwi Cahyo Ilhamdani)
- 8) / maɪ hɔ:lədeɪ in 'grændfɑ:ðərz hoʊm / ðə mɪdlə ɔ:lədeɪ/ 'aɪ went tu in ðər wɪθ maɪ fəmiли/ in ðər / 'aɪ vɪzɪt maɪ bɪg fəmiли / 'aɪ 'gou tu ðə Cemara's 'bi:tʃ 'ðen aɪ gou tu ðe hoʊm / 'fi.nɪʃ / (Fariza Aura Oktaviani)
- 9) / in 'ləst hɔ:lədeɪ aɪ 'went tu maɪ frend hoʊm / in ðər / 'aɪ pleiɪŋ bæskɪtbɔ:l 'evri 'deɪ / 'ei 'em 'veri hæpi be'kɔ:z aɪ kæn pleiɪŋ bæskɪtbɔ:l wɪθ frendz 'evri 'deɪ / (Ferdiansyah Hani Maulidana)
- 10) / maɪ hɔ:lədeɪ in sə'fɑ:ri pɑ:rk / lɑ:st 'hɔ:lədeɪ aɪ 'went tu Pasuruan wɪθ maɪ 'fʌmiли / wi gou tu ðə sə'fɑ:ri pɑ:rk in ðər / ðər ɪz meni ænɪmʌlz ənd ple:nts / ənd aɪ veri hæpi in ðər 'fi.nɪʃ aɪ gou tu ðə hoʊm / (Gresia Desvani Darmansyah)
- 11) / maɪ hɔ:lədeɪ ət hoʊm / lɑ:st hɔ:lədeɪ wəz maɪ wɔ:rst hɔ:lədeɪ bɪ'kɔ:z aɪ dɪd nɒt gou enɪwer/ 'aɪ dʒʌst steɪ in maɪ hoʊm / in ðə mɔ:niŋ / aɪ weɪk 'ʌp ənd həd ə brekfʌst æftər ðæt aɪ 'pleɪd 'hændpɑ:nd / in ðə æftər'nu:n / 'aɪ həd ə 'lʌntʃ ənd æftər ðæt aɪ 'tɒk ə næp / in ði 'i:vŋŋ / 'aɪ wɒtʃt telɪvɪʒn ʌn'tɪl aɪ fi:l

- 'bɔ:riŋ / mai deili æk'tivətiz wɜ:r laɪk ðæt 'dɔ:riŋ mai hɔ:lədeɪ / ' sɔʊ aɪ wɔz
 ʃʊər 'it mai wɔ:rst hɔ:lədeɪ / (Jessy Aulia Fajrin)
- 12) / mai hɔ:lədeɪ in Malang ɪz ðə 'sekənd 'wi:k əv mai veɪ'keɪʃn / 'aɪ 'went
 tu Malang wɪθ mai 'fæmili / in ðər wi ə'təndəd ðə 'wedɪŋ əv mai mɔðər klɔʃŋ
 / it ɪz mai fɜ:st deɪ in Malang ənd aɪ 'fi:l 'veri ,hæpi / (Lola Ayu Kusuma
 Wardhani)
- 13) / mai hɔ:lədeɪ in Bali / lɑ:st hɔ:lədeɪ aɪ went tu Bali wɪθ fæmili / Faris / wi
 'spent ɔ:r hɔ:lədeɪ ðər /wi went tu Bali 'baɪ 'trəvl / 'it ɪz mai 'təɪm in Bali / tu
 pleɪ fɒtbɔ:l / (Luis Rizal Zulmi Aulia)
- 14) / mai fæmili ənd aɪ 'went tu mai aŋce:l hɔ:z in Malang læst mɔ:nθ / wi ʌ'rəv
 ət Malang / ət Malang wi 'spent ə wi:k steɪŋ ət hoʊm / hwɪtʃ ɪz 'faɪv
 'mɪnʊtəs tu 'teɪk ə 'fo:tuʃ frɑ:m 'sɪti 'pɑ:k // (M. Nurul Hidayat)
- 15) / 'læst hɔ:lədeɪ aɪ oʊnli in ðə hoʊm / in ðə hoʊm aɪ pleɪ geɪm ənd slept in ðə
 hoʊm / in ðə hoʊm aɪ fi:l kɔ:l:m/ (M. Septa Bani Alfiansyah)
- 16) / mai hɔ:lədeɪ in Dira pɑ:k / ðə 'hɒlədeɪ aɪ goʊ tə dɪrɑ 'pɑ:rk in ðə
 Ambulu waiθ mai fæmili / in ðər / aɪ 'swɪm ənd pleɪ in ðə pu:l / 'aɪ hæv.... aɪ
 'veri hæpi in ðər / (Maulidina Meitasari)
- 17) / mai hɔ:lədeɪ in Surakarta / lɑ:st hɔ:lədeɪ / aɪ 'went tu Surakarta wɪθ mai
 fæmili / 'aɪ ənd mai fæmili 'went tu hɔ:z mai grændmɔðər / wi 'went tu
 Surakarta 'baɪ 'kɔ:r / 'hi: gɑ:t ət grændmɑ:z hoʊm / 'aɪ ənd mai fæmili breɪk
 in ðə ru:m grændmɔðər / (Moch Fajar Abni Nuris)
- 18) / dɔ:riŋ mai səku:l hɔ:lədeɪ / aɪ / mai brɔðər ənd mɔðər went tu mai
 grændmɔðərz hɔ:z in Surabaya / wi 'raɪdɪŋ 'baɪ moʊtərsaɪkl / ənd æftər ðər
 wi həd 'fʊn tə'geðər / (Moch. Irsam Fernandito)
- 19) / mai hɔ:lədeɪ in 'bi:tʃ Watuulo / 'læst hɔ:lədeɪ aɪ went tu 'bi:tʃ Watuulo wɪθ
 mai frend / Huda / wi spent əvər hɔ:lədeɪ ðere / wi went tu 'bi:tʃ Watuulo 'baɪ
 'kɑ:r / 'fɜ:st ət sevn ə'kla:k arɪvəd in 'bi:tʃ Watuulo ət ðə eg ə'kla:k / (Moch
 Robert Raditullah)
- 20) / mai hɔ:lədeɪ in hoʊm / ət hoʊm aɪ 'oʊnli du: mai 'ɔ:rdənəri æk'tivətiz / sli:p
 ert wɔ:lk ə'raʊnd in æftərnu:n/ (Muhammad Erza Misbachul Munir Bhayhaqi)
- 21) / in læst hɔ:lədeɪ / aɪ went tu mai grændmɑ:z hɔ:z / in ðər aɪ 'help mai
 'grændmɑ: kʊk ə keɪk ənd 'kli:n ə .. 'kli:n ə hɔ:z / eɪ em 'veri ,hæpi ðæt 'təɪm
 / (Muhammad Arbiansyah)
- 22) / mai hɔ:lədeɪ ət hoʊm / eɪ 'em went pleɪŋ 'mɑ:rbɪlz wɪθ mai frend ət hoʊm / wi
 went pleɪŋ 'mɑ:rbɪlz stɑ:t ət eɪg ə'kla:k ʌ em ʌn'tɪl ət ðə 'naɪm / 'ðen 'nekst
 'ɑ:n ðə 'pæst fɔ:r'ti:n 'pə: em 'æftər pleɪŋ 'mɑ:rbɪlz aɪ stʊdi / (Nanda Satrio
 Wicaksono)
- 23) / lɑ:st hɔ:lədeɪ aɪ oʊnli in ðə hɔ:z / in ðə hɔ:z aɪ pleɪd handphɒn ənd 'wɔtʃ ðə
 'teləvɪzɪŋ ənd sli:p in ðə hɔ:z aɪ wɔz 'veri ,hæpi in ðə hɔ:z / (Ovita Choirun
 Nisa)


- 24) / dʒrɪŋ sku:l hɔ:lədeɪ ʌ 'rɪvəd / 'aɪ went tu maɪ 'grændma:z hɔ:z ɪn Malang / aɪ
 ɪv ðər ʌ 'loʊnə / aɪ ðər raʊnd sʊ 'raʊnd ðə 'sɪti Malang / eɪ em veri hæpi /
 (Rahma Siva Sari)
- 25) / maɪ hɔ:lədeɪ ɪn Papuma 'bi:tʃ / 'læst hɔ:lədeɪ aɪ 'went tu Papuma 'bi:tʃ wɪθ
 maɪ 'fæməli / wi 'spɛnt 'aʊər hɔ:lədeɪ ðər / wi 'went tu Papuma 'bi:tʃ 'baɪ
 'kɑ:r / 'aɪ ənd maɪ 'fæməli frəm jalan mangga nʌmbər eɪ 'ti:n Jember / ɪt sta:t
 setengah lima ʌ 'em ənd ʌ 'rɪvəd ɪn Papuma 'bi:tʃ ət ə hæ:f 'pæst 'sɪk / ɪn ðə
 bi:tʃ wi went tu Papuma 'bi:tʃ wɪθ maɪ 'fæməli / ðə tɪkæt 'praɪs wəz 'oʊnli
 sevən 'ti:n fɪnɪʃ ðə Papuma wi 'went tu maɪ sistər hoʊm ət Watuulo ənd 'went
 tu ðə Galaksi / ðər ɑ:r məni ænɪmlz kɑ:rd ənd 'bjʊ:tɪfl / ðæt hɔ:lədeɪ aɪ wʌz
 'veri hæpi / (Raisa Fatimatuz Zahra)
- 26) / maɪ hɔ:lədeɪ ɪn 'swɪmɪŋ pu:l / 'lɑ:st ' hɔ:lədeɪ aɪ 'went ðə 'swɪmɪŋ pu:l wæθ
 maɪ 'fæməli / ðər ɪz mʌni 'geɪm wʌ:tər ənd aɪ 'swɪm wæθ maɪ 'fæməli / 'aɪ
 'veri hæpi ɪn ðər / (Resti Wulandari)
- 27) / maɪ hɔ:lədeɪ ɪn ðə maɪ hoʊm / 'lɑ:st ' hɔ:lədeɪ / 'aɪ hɔ:lədeɪ ət hoʊm / ,eɪ 'em
 ət hoʊm wɪθ maɪ 'fʌmɪli bʌt aɪ wʌz sɪk ət hoʊm / 'aɪ hæv stəmæk ʌz/ 'aɪ
 rɪ'kɔ:vər ɪn ə 'wi:k bʌt eɪ 'em 'veri hæpi ət hoʊm / (Rita Dyah Jati)
- 28) –
- 29) / maɪ hɔ:lədeɪ ɪn Malang / 'lɑ:st hɔ:lədeɪ aɪ 'went tu Malang wɪθ maɪ mʌðər
 / wi 'went tə Malang 'baɪ ' bʊs / wi stɑ:t ət 'kosong-kosong ənd wi ə ʌ 'rɪv
 ɪn Malang ət 'twenti 'ðər 'ti:n ʌ em/ (Rizky Ghani I.)
- 30) / maɪ hɔ:lədeɪ ɪn Lumajang / læst hɔ:lədeɪ / 'aɪ 'went tu Lumajang wɪθ maɪ
 sistər / wi 'spɛn aʊər 'hɔ:lədeɪ ðər / wi 'went tu Lumajang 'baɪ 'kɑ:r / ənd 'aɪ
 'vɪzɪt ,maʊntɪn 'bə 'dua sembɪlən 'naɪm ənd aɪ wʌz 'veri hæpi tu 'si: 'veri
 'bjʊ:tɪfl 'vju:/ (Siti Annisatul Fiqqiyah)
- 31) / maɪ 'fæməli ənd aɪ 'went tu Watuulo 'bi:tʃ / wi 'went ət 'eɪg ʌ 'em 'ðen wi
 ə 'raɪv ɪn Watuulo 'bi:tʃ ət 'nən ʌ 'em 'æftər wi ə 'raɪv wi ' swɪm ɪn ðə 'bi:tʃ
 / 'æftər 'swɪm wi 'fi:l 'hʌŋgri soʊ wi 'grɪlət fɪʃ / maɪ ' hɔ:lədeɪ wʌz 'fʌn ənd aɪ
 hæpi ðər / (Surya Adi Prawira)
- 32) / ðɪs hɔ:lədeɪ aɪ doʊnt 'gʊv 'eniwər / 'aɪ 'spɛnt maɪ vɔ:'keɪʃn ət hoʊm / eɪ 'em
 'pleɪŋ 'geɪm ənd 'soʊʃɪəl 'mə:dɪʌ/ (Septia Karunia Rohma)
- 33) / maɪ hɔ:lədeɪ ɪn Bali / 'aɪ dʒæst 'spɛnt maɪ sku:l ve'keɪʃn ɪn maɪ 'jʌŋgəst
 'brɔ:ðərz hɔ:z ət Bali / wi 'spɛnt 'mʌtʃ 'təɪm ðər wɪθ maɪ 'mɔ:ðər ənd brɔ:ðər
 / (Siska Mutia Sari)
- 34) / maɪ hɔ:lədeɪ ɪn Surabaya / 'læst ' hɔ:lədeɪ aɪ 'went tu Surabaya wɪθ maɪ frɛnd
 / wi 'spɛnt 'aʊər ' hɔ:lədeɪ ðər / wi 'went tu Surabaya 'baɪ 'bʊs / 'aɪ 'plɑɪ 'fɒt
 bɔ:l ɪn Surabaya / (Surya Putra Panca Maulana)
- 35) / 'dɔ:ɪŋ maɪ sku:l hɔ:lədeɪ / ,eɪ 'em ənd maɪ 'fʌməli 'gʊv tə maɪ brʌðərz hɔ:z
 'baɪ 'kɑ:r / ənd 'æftər wi ə 'rɪv wi hæd 'fʌn tə'geðər ðər / (Tsimarul Yaniah
 Hidayatul Romadhoni)

- 36) / in maɪ 'hɔ:lədeɪ aɪ 'went tu maɪ 'grænmo:ðərz hɔ:z / in ðər aɪ 'pleɪ wɪθ maɪ
sɪstər ənd aɪ hæv ə 'lɑ:t / lɑ:ts əv 'naɪs ek'spəriəns / “ (Zahwa Nabila
Maharani)



PPENDIX 17

Letter of Research Permission

	KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI		21 JAN 2019
	UNIVERSITAS JEMBER		
	FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN		
	Jalan Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 159 Jember 68121		
	Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029		
	Laman : www.unej.ac.id		

Nomor	: 0600 / UN25.1.5 / LT / 2019
Lampiran	: -
Perihal	: Permohonan Izin Penelitian


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.



Dekan
Wakil Dekan I,
Prof. Dr. Suratno, M.Si
NIP. 196706251992031003

APPEBDIX 18

Statement Letter for Accomplishing Research

**PEMERINTAH KABUPATEN JEMBER**
DINAS PENDIDIKAN
SMP NEGERI 7 JEMBER
Alamat : Jalan Cendrawasih No. 22 Telp. 486475 Fax : 0331- 420567 Jember 68116
Email : smp7jember@gmail.com

SURAT KETERANGAN
No : 422/82/413.01.205.23892/2019

Yang bertanda tangan di bawah ini :

N a m a	: Drs. Syaiful Bahri, MPd
N I P	: 1964010191985011002
Pangkat/Golongan	: Pembina Tk I/IVb
Jabatan	: Kepala SMP Negeri 7 Jember

Menerangkan dengan sebenarnya bahwa :

N a m a	: Muhammad Bakhrun Nashikhin
NIM	: 140210401056
Jurusan	: Pendidikan Bahasa dan Seni
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


Drs. Syaiful Bahri, MPd.
NIP. 196401091985011002