

**THE USE OF FOCUS GROUP DISCUSSION TECHNIQUE TO IMPROVE
THE STUDENTS' SPEAKING SKILL AT SMK AHLU SUFFAH
MUHAMMADIYAH BANTAENG**



A THESIS

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University of Muhammadiyah Makassar as a Partial Fulfillment of the
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2019**



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RAHMAWATI

MOTTO

Dan Tidak Ada Kesuksesan Bagi Kita Melainkan Atas Pertolongannya.



*I dedicate this thesis to my beloved parents
Ayahanda H. Beddu Bugis and Ibunda Hj.
Salmiah and my families, to my lovely
friends that always support me.*

ABSTRACT

RAHMAWATI. 2019. The Use of Focus Group Discussion Technique to Improve the Students' Speaking Skill at SMK Ahlu Suffah Muhammadiyah Bantaeng. Thesis. The Faculty of Teacher Training And Education, Makassar Muhammadiyah University. Supervised by Nur Devi Bte Abdul and Muh. Arief Muhsin.

This research aimed at finding out the improvement of the students' speaking ability in term of fluency at SMK Ahlu Suffah Muhammadiyah Bantaeng through of Focus Group Discussion (FGD) technique.

The research used a Classroom Action Research (CAR) as a research design. The subejcts of this research were the students of SMA Ahlu Suffah Muhammadiyah Bantaeng. This research carried out in X A class of SMK Ahlu Suffah Muhammadiyah Bantaeng as a sample, which consisted of 19 students. The researcher chose the sample used Purposive Sampling.

The researcher findings indicated that using Focus Group Discussion as a strategy in teaching speaking in term of fluency can improve the students speaking skill. It can be seen from the result of the test in the end of cycle I and cycle II. The students' mean score in cycle I is 58 and improved in the cycle II with the mean score 69.21. Moreover, FGD could help the students more confident in speaking activity. During teaching and learning process using FGD, students shown that they were more active and enthusiastic in learning English. Besides, they paid attention more when the researcher explained about the material FGD.

Keywords : Classroom Action Research, Speaking Skill, Focus Group Discussion

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Hopefully, this thesis would be useful for many people who need it.

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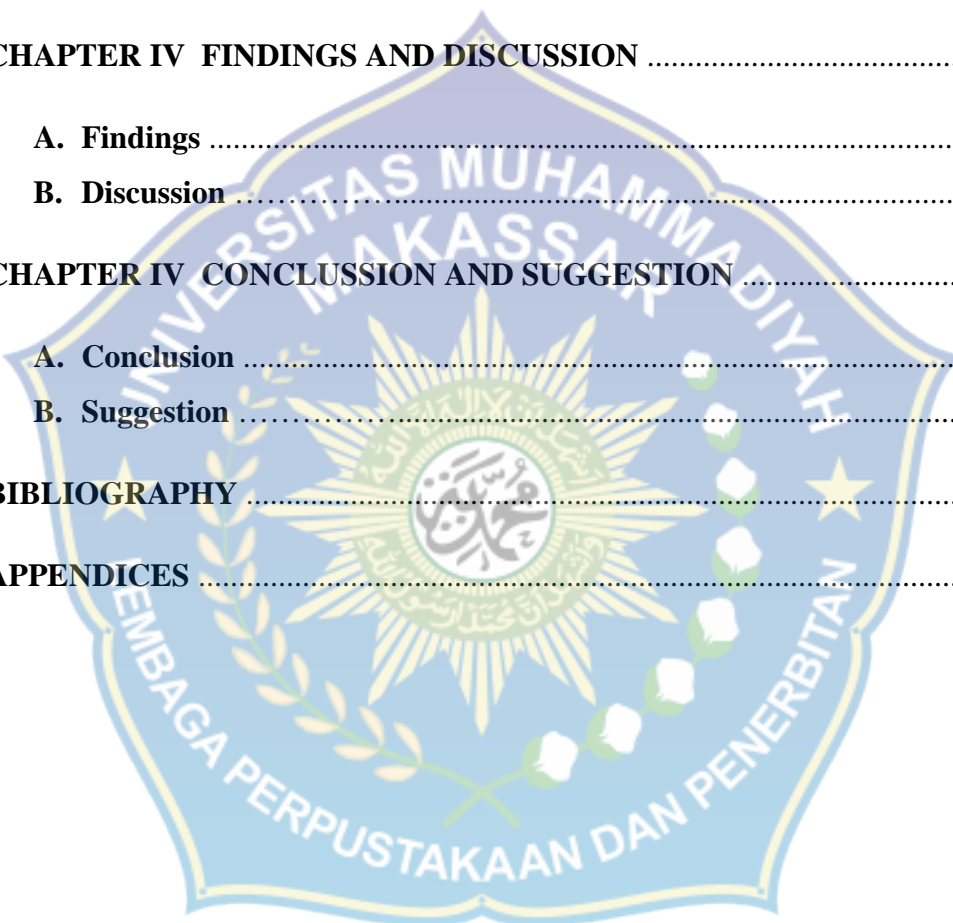
The Researcher

RAHMAWATI

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CHAPTER I

INTRODUCTION

A. Background

As one of the basic skill of English, speaking has an important role in language learning process. It is the verbal use of language to as a tool of communication. It is the most important skill that should be master by the students. Through speaking, students express their ideas, feelings and desires to others. In school, the student learns how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English. Thus, speaking is ability of people to communicate with other people by using verbal language.

As for the research that has been done by Wei Zhu (2015) a research in line with the current research. She concludes that analysis of the focus group discussions showed that while the perceptions of the three groups converged to some extent, each group also had different concerns, thus indicating the need to examine multiple perspectives in student needs assessment. Results also showed that writing was perceived to be a crucial area of need, that academic language needs to be extended beyond the classroom, and that cultural skills were seen as an important part of academic language competence.

The results of the analysis in the research conducted by Wei Zhu (2015) revealed that there were several groups that showed different results because there were still students who lacked motivation in speaking. This also met the researchers with SMK Ahlu Suffah Muhammadiyah Bantaeng students. After the researcher

observed the students in several meetings, the researcher found some factors that showed why this condition happened. The students did not have a good motivation to speak. When they have limited vocabulary, they would be difficult to speak in English well. The technique that the teacher used in teaching speaking is not attractive. The teacher asked the students to come in and asked them to speak up. This technique would make the students are afraid to speak up.

This is also explained by according to Ur (1996), there are many factors that cause difficulty in speaking. The first, on top of these came: Inhibition, students are worried about making mistakes; second, nothing to say, students have no motive to express themselves; third, low or uneven participation, only one participant can talk at a time because of large classes and the tendency of some learners to dominate; and mother-tongue use, learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

The same difficulties were also encountered in SMK Ahlu Suffah Muhammadiyah Bantaeng. Where students are worried about making mistakes and only some participant can talk at a time because of large classes and the tendency of some learners to dominate and mother-tongue use.

Therefore, to make students have a strong motivation to learn English, especially in speaking skills, the teacher must take the best technique. In this case, the teacher uses Focus Group Discussion as a technique in the teaching and learning process. Focus Group Discussion techniques can help students to improve their

speaking skills. Students have more confidence to speak English because all students have the opportunity to express their ideas. In addition, students may not come in front of the class to speak, as a result, they are not nervous and afraid anymore.

The research that has been done by Wei Zhu (2015) in line with the current research. The results of the analysis of the research conducted by Wei Zhu (2015) revealed that by using the Focus Group Method, groups that show results there are still lacking motivation in speaking can be overcome. The same research was carried out by Purnamasari (2014). She conducts a research about the use of the dramatic technique to improve the speaking ability of the first-grade students (A Classroom Action Research of The First Grade Students at MTs 01 Tanggul Jember). She concludes that a drama technique can improve students' speaking ability at MTs 01 Tanggul.

While Malaya (2015), Hasan (2015), and Sasmita etc (2012) also conducts a research about the use of spontaneous group discussion to improve students' skill in speaking. In her research, the researcher concludes that the implementation of spontaneous group discussion can enhance students' interest in learning English especially speaking. The students' response is good. They are attracted in the strategy and the media used in the class. They feel happy and regard that English is fun during the English teaching-learning process. the process of learning using Spontaneous Group Discussion, students more interest followed in the learning process. Students are given freedom to express their own about the material and exercise, and also teacher accompanied students in the learning in order to the group of discussion run

well. The members of group discussion more active and interactive join the learning and want to know about new information or the material more.

Based on the results of previous studies, then the difficulties encountered by the students at SMK Ahlu Suffah Muhammadiyah Bantaeng can be solved through the application of Focus Group Discussion (FGD). From the clarification above, the researcher is interested in conducting the research that will generate from the problem. Thus, it is the reason why the researcher chooses the title "The use of focus group discussion technique to improve the students speaking skill (A Classroom Action Research in SMK Ahlu Suffah Muhammadiyah Bantaeng)

B. Problem Statement

Basic background above, the researcher formulate the research problems are: "Does the implementation of Focus Group Discussion (FGD) technique improve the students' speaking ability in term of fluency at SMK Ahlu Suffah Muhammadiyah Bantaeng?"

C. The Objective of the Research

Based on the previous mentioned research question, this research aimed to determine the improvement of the students' speaking ability in term of fluency at SMK Ahlu Suffah Muhammadiyah Bantaeng through of Focus Group Discussion (FGD) technique.

D. The Significance of the Research

The results of this study were expected to improve speaking ability in term of fluency. It was also expected to motivate other researchers to make further investigators relate to this topic in more specific aspects.

E. The Scope of the Research

The scope of this research was the improvement of the students' speaking ability through the students' fluency in speaking especially in expressing their ideas. Besides, the researcher provided a topic of FGD about expressing agreement and disagreement. Thus, the students could express their ideas and opinion directly in oral ways.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

In this research, the researcher takes review of related literature from the previous research as follows:

First, Rusydina (2016) have conducted a research in line with the current research. She conduct a research about the effectiveness of mind mapping and group discussion to increase the students' speaking ability (a quasi experimental research of the eighth grade students of SMP Negeri 1 Bawen in academic year of 2015/2016). She concludes that both of mind mapping and group discussion method are effective for students' speaking skill of eighth grade students in SMP N 1 Bawen in academic year 2015/2016. The discussion method is reputed as the exact method in speaking because in discussion the students have to try and talking about their opinion in group. Group Discussion is the method that makes the students have to be active to talk more. The teacher has to make the student remember about the purpose of this method, so the students can discuss the topic and use the time effectively.

Second, Riyanto (2015). He conduct a research about improving speaking skill through small group discussion (a classroom action research for the third grade students of vocational secondary school Pancasila Salatiga in the academic year 2015/2016). In His research, there is statement from Kindsvatter (1996:242)

“A small group discussion divides the large classroom into small groups of students to achieve specific objectives which permit students to assume more responsibility for their own learning, develop social and leadership skills and become involved in an alternative instructional approach”. The researcher said that the students have high responsibility after they got this technique, they can think about the importance of responsibility, it is indicated when they get a role in a group. The students take roles to keep the discussion running well. The increasing thing is not only students’ responsibility but also the social connection among others. It is proven when the students share their ideas each other, asking something to their friends, solving the problem in a group and being cooperative group.

Third, Mulyo (2015) also conducts a research about the use of spontaneous group discussion to improve students’ skill in speaking of the eleventh year of SMK Diponegoro Salatiga in the student academic year 2014/2015 (a classroom action research). In her research, the researcher concludes that implementation of spontaneous group discussion can enhance students’ interest in learning English especially speaking. The students’ response is good. They are attracted in the strategy and the media used in the class. They feel happy and regard that English is fun during English teaching learning process. In the process of learning using Spontaneous Group Discussion, students more interest followed in the learning process. Students are given freedom to express their own about the material and exercise, and also teacher accompanied students in the

learning in order to the group of discussion run well. The members of group discussion more active and interactive join the learning and want to know about new information or the material more.

Fourth, Hasan (2015) also conducts a research about the use of picture and group discussion to increase speaking skill (classroom action research of the first grade students of SMK Saraswati Salatiga in the academic year of 2015/2016). In his research, the researcher concludes that the students' speaking skill can increase through picture and group discussion technique. The students can be creative and great in make and retelling stories. Almost all of students seriously pay attention to the teacher's explanation and active in engaging in the learning process, such as asking question, responding question.

Fifth, Sasmita and Gurning (2012) also conducts a research about improving students' achievement in writing recount text through focus group discussion (FGD). In their research, the researchers conclude that Focus Group Discussion is one of good method that can invite the students to be active, have good motivation and do high activity. Many students got bored and lazy when the teaching learning process. Because, they are said that English study is so boring and difficult. However, the researcher invites the students to know about focus group discussion method. Thus, the students have the motivation and want to know how about focus group discussion in learning process. Finally, the lazy students have a motivation to learn, and they have previous learning which low score, in this moment the students that can know to write especially writing

recount. And all of the students got high score in teaching learning process through focus group discussion.

B. The Nature of Speaking Skill

1. The concept of speaking

Speaking means the ability to express our idea, opinion and communication about ourselves, interesting, world and all thing around us through our sound system fluently with good pronunciations, grammar, suitable of vocabularies and a good understanding of the speaker and the listener. Hadijah (2012) declares that speaking is it speech organ to communicate ideas that are compared and developed with listener requirement.

Speaking skill is sharing information on by giving ideas, asking the question, and giving a response. It has a correlation with opinion or argument that can stimulate the student to support their opinion (Roach in Nishrinah, 2013:7). According to Brown in Malayanti (2014:13), Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking requires that speaker not only know how to produce a specific point of language such as grammar, pronunciation, but also that they understand when, why, and what ways to produce language. English speaking attends to three things namely pronunciation, vocabulary, and grammar (Malayanti, 2014: 14).

2. Some Difficulties in Speaking English

John and John in Jamil (2012:11) revealed the following difficulties (as reported by students) in speaking English:

- a) Comprehension of spoken English (they speak too fast; they mumble: vocabulary is idiomatic).
- b) The pressing need to formulate a contribution quickly (I cannot think of what to say).
- c) Shyness about the value of a contribution (I might say something wrong).
- d) Inability to formulate an idea in English (I do not know how to say it in English).
- e) Awareness that a given function may be realized in various ways (I do not know the best way to say it).
- f) Frustration being unable to enter the discussion (some students speak a lot).

3. Factors Influencing Students' Achievement in Speaking English

Samad (2011:36) states that most of the students assume the factors influence the achievement of speaking in English as follows:

- a) Vocabulary

Vocabulary is the most important thing to master for those who want to be skillful in speaking English. In this case, most Indonesian students have a problem with the sound system of English. Some elements and patterns will have function well and do not have to be taught but many others pronunciations are difficult. The main cause of the problem is that English spelling and sound system. In

connection to the problem above, students always lose their interest and motivation to speak English because of the poor mastery in vocabulary, they really want to speak much, and however, they cannot develop their ideas.

b) Frequency of Ideas

Language is a habit, it means that all language need exercise or practice. The difficulty is that students do not know how to express their idea in English. They prefer to speak English when attending the English classes, or they have a speaking examination. These indicate that students are lack of practicing because they only speak English on a limited occasion.

c) Function of Grammar

One factor influencing students' English speaking achievement is the function of grammar. The frequency of students' activity in reading function of grammar book should add in order to get a lot of information. Because it is not possible, that they want to speak with other but they are lack of information.

d) Appropriate topics

In learning and teaching process, the teacher should give students same opportunity to speak in front of the class or there should be interesting aid that could invite students' interest to speak enthusiastically, but the main factor influencing the students' English speaking achievement is appropriate topics, which are suitable with students' level.

e) Motivation

Not all activities in the world need motivation like studying English, but sometimes students are motivated to speak. When a teacher makes efforts in motivating them to practice their English speaking skill, they just take it easily (they just do what they want to do), It means, the teacher should pay special attention much to the improvement of their English speaking skill.

f) Self-Confidence

Speaking oral communication, in our speaking with other people, self-confide is needed. Many students have no confidence so they cannot communicate with others. The effect of this may cause the speaker to feel shy to speak English. It may cause by physiological aspect.

g) Atmosphere

In an informal atmosphere, students can speak freely but informal atmospheres such as meeting, group discussion, seminar, and symposium is difficult to express ideas, this is one-factor influencing students' English speaking achievements.

h) Pronunciation

What is what is a pronunciation is Actions speak with articulation, the act of giving proper voice and accent, speech, such as syllable pronunciation of words; different pronunciation or unclear. English is full of words that are difficult to learn, difficult to remember and hard to pronounce. Saying different things to give a different meaning is difficult to master the skill. We suppose people from foreign countries who are not familiar with many ways to convey the meaning in English

can be easily confused. However, even people who were born and raised here can have trouble sorting out. It is important to learn to describe the true meaning behind your words using the correct pronunciation. The next how to Improve pronunciation and speak better using pronunciation. Here are some explanations:

- 1) The implied meaning behind pronunciation. For example, the sentence "Nobody went there with her." Now, look at the different ways to say it: "NOBODY went there with her"; "Nobody went THERE with her"; "Nobody went there with HER." See are different. In the first, it implies that she went alone. In the second, it implies that she and whoever with her went to that destination. In the third, they may have gone there, but not with her. There is a huge difference between each sentence and meaning. In writing, it is equally important to learn to stress the right word without using all capital letters constantly.
- 2) In addition to sentence pronunciation, simple word pronunciation can make a big difference. For example, Milan, Italy as opposed to Milan, Michigan. The first is the pronoun me-LAHN. The second is the pronoun MEYE- Lan. For the word "preferable", many people say "Preferable" while others say "preferable". The actual, correct way is the former.
- 3) Other circumstances include Heteronyms or a word that is spelling the same but have different meanings. For example, "produce." "Produce" refers to grocery items, while "produce" means to make or be in charge of something. Learning

and using the proper pronunciation of words can make a huge difference in communication skills.

4. Basic Concepts of Speaking

The basic concept of speaking as a means of communication includes nine things, as follows:

- a) Speaking and listening are two vocal activities, meaning the two activities are different but closely related inseparably, like two sides of a coin, one as a talking activity and the other is a listening activity. Speaking and listening activities are complementary, complementary and mutually changing. At one time the speaker shifts the role of being a listener as well as the occasional listening speaker. It does not mean a speaker without pinyin or a non-speaker listening.
- b) Speaking is an individual process of communicating; meaning speaking is used as a means of controlling the environment.
- c) Creative expressive speech, meaning talking is not just a tool to communicate ideas, but also as a primary tool for creating and formulating new ideas or manifesting one's personality.
- d) Speaking is behavior, meaning talking able to reflect (reflect) the personality of a person's speech can be recorded in general
- e) Speaking is a learned behavior, meaning speaking skills are a mechanical skill, the more training the better (the more controlled) the process of speaking skills training involves:

- 1) Pronunciation
 - 2) Sound control
 - 3) Self-control
 - 4) Control of body movements
 - 5) Selection of words, sentences, and pronunciation
 - 6) Use of good language and,
 - 7) Organizing
- f) Speaking in the simulation by experience, meaning that one's ability to speak is fulfilled by the quality and quantity of experience it has. The richer a person's experience will usually be the better his speaking skills. Conversely, people with poor knowledge and experience will experience difficulty speaking.
- g) Speaking to broaden the horizon, meaning other than to express ideas, feelings, and imagination, speaking can also be used to increase knowledge and increase one's experience horizon.
- h) Linguistic and environmental capabilities are closely related, meaning that conducive environments provide opportunities and opportunities for children to be trained to speak will greatly support the skills of speaking (linguistic abilities) of children. Conversely, an environment that is not conducive does not provide the widest opportunity for children to practice speaking will cause children to be shy, stiff and less able to express themselves orally.
- i) Speaking is a radiance of personality, meaning to identify personality one can use a variety of ways, one of which is speaking. The equivalent quality, low

height, tone, and speed of sound can be made an indicator of a person's emotional state. Stability or emotional stability and personality can be known by way of speech.

5. Types of Speaking

The classification of speech varies according to the basis or point of view that is guided. There are several cornerstones that can be guided to classify speaking skills, namely:

- a) Situation
- b) Aim
- c) Method of delivery
- d) Number of listeners
- e) Special events

Speaking activities are always happening or taking place in certain circumstances, situations, and environments. The situation and environment can be formal (official). In formal situations, speakers are required to speak formally. While the informal situation requires the speaker to speak informally. According to Logan, et al. (2011: 116), formal speaking activities include:

- a. Lecture
- b. Planning and assessment
- c. Interview
- d. Parliamentary procedures, and
- e. Storytelling

Further Logan, et al (2011:108) distinguishes informal speaking activities above:

- a. Swap experiences
- b. Conversation
- c. Submission of news
- d. Submission of announcements
- e. Calling
- f. Giving instructions

The speaking situation is also related to the purpose of speaking. As noted earlier, there are five aims of speech, namely:

- a. To cheer up
- b. To inform
- c. To stimulate
- d. To be convincing, and
- e. To move

Speaking to entertain is usually a relaxed, relaxed, and hilarious atmosphere. While to provide information, stimulate, convince, and move more precisely supported by a serious atmosphere, orderly, silent and sometimes even create a stiff impression. In order to achieve the goal of speaking optimally, the speaker in charge of mastering various methods of delivery that is adjusted to the audience and the situation of speaking. There are four methods (means) of delivery of messages (talk), namely:

- a. Submission of a sudden
- b. Delivery based on small notes
- c. Delivery based on memorization
- d. Submissions

In addition, in terms of the number of listening speakers can be classified into three types, namely:

- a. Speaking personally (is speaking in private), that is, when two persons talk about, question, negotiate, or discuss something, whether in a relaxed, intimate or serious.
- b. Speak in small groups, is when a speaker is confronted with a small group of listeners, for example, three to five people.
- c. Speaking in large groups is when a speaker confronts a large audience or mass, either homogeneous or heterogeneous.

In these types of speech activities, some have the frequency of mobility of role-shift from speaker to listener or vice versa, as in interpersonal speaking and speaking in small groups, and others whose mobility of displacement is relatively small even never happened, as in da Larger groups Next selected from the special events encountered by speakers, speaking can be divided into six types as follows:

- a. Speech presentation is a speech that is held in a gift-sharing atmosphere
- b. A welcome speech is a welcome speech to guests
- c. Speech is a speech that contains the words farewell/greeting goodwill road, goodbye

- d. Speech (dinner) is a speech in the form of congratulations to pray for the health of guests, and so forth
- e. Introductory speeches are speeches containing explanations of parties that introduce challenges of names, positions, education, work experience, skills introduced to listeners
- f. The nomination speech (favoring) is a speech that contains the praise, reason, why it is favored (Logan, et al., 2011: 127-129)

6. Factors Affecting the Effectiveness of Speaking

a) Factor as A Supporter of Speech Effectiveness.

1) Precision of speech

A speaker should get used to pronouncing the sounds of the language appropriately. Improper language sound pronunciation may distract the listener's attention. Of course, the patterns of speech and articulation used are not the same. Each has its own style and the style of language used varies according to the subject, feelings, and goals. However, if the difference or change is too conspicuous, so it becomes an aberration, then the effectiveness of communication will be disrupted.

2) Placement of appropriate pressure, tone, joint, and duration

The suitability of pressure, tone, joints, and duration will be the main attraction in speaking. Even sometimes it is a deciding factor. Although the issues discussed are less interesting, with the appropriate

placement of pressure, tone, joint, and duration, it will cause the problem to be interesting. Conversely, if the submission of a flat course, certainly will lead to discrepancies and effectiveness of speech is certainly reduced.

3) Word choice (Diction)

The choice of words should be precise, clear, and varied. Obviously, the maximum is easily understood by the target audience. The listener will be more aroused and will better understand if the words used are already familiar words to the listener. For example, popular words would be more effective than lofty words, and words that come from a foreign language. Unknown words are intriguing but will inhibit the smooth communication. In addition, concrete words should be chosen so that the audience can understand them easily. Concrete words show the activity will be more easily understood by the speaker. However, the choice of the word must necessarily be confused with the subject and with whom to speak (the listener).

Diction is the ability of the speaker or writer in choosing words to arrange them into a series of sentences in accordance with the alignment in terms of context. People who have the ability to choose a word are:

- a) has a vocabulary
- b) Understand the meaning of the word,
- c) Understand how to form it
- d) Understand the relationships,

e) Understand how to put words into sentences that meet the structural and logical rules.

4) The accuracy of the target of the conversation

This concerns the use of sentences. Speakers who use effective sentences will make it easier for listeners to catch the conversation. The composition of this sentence is a very big influence on the effectiveness of delivery. A speaker must be able to construct effective sentences, sentences that are about the target. So as to cause influence, leave an impression, or cause a result. Effective sentences have the characteristics of intact, linked, concentrated attention, and austerity. The whole sentence is visible in the complete absence of sentence elements. The linking of sentences is seen in the compactness of the relationship between the elements in the sentence, the relationship must be clear and logical. The focus of attention of the sentence is marked by the placement of a significant part of the sentence at the beginning or end of the sentence.

b) Non-Fluid Factors for Supporting the Effectiveness of Speech

The effectiveness of speech is not only supported by linguistic factors as described above but is also determined by non-biological factors. Even in informal conversations, these non-adhering factors greatly affect the effectiveness of speech. In the process of teaching and learning to speak, on the contrary, the non-propagation factor is first implanted, when speaking in public; students also need the science of rhetoric to support the quality of his

speech. In addition, it is used to convince listeners of the truth of the ideas/topics being discussed. But in reality, not many students are able to use well and effectively. Therefore, there needs to be a language that students use in communicating or speaking in public. Can begin in terms of use of the language used in speaking. Later on, the science of rhetoric should be used, the methods and ethics of rhetoric.

By reconstructing language and rhetoric, it is hoped that students' speaking skills will be included in the category of "intellectually speaking students". So that if the factors of non-mastery have been mastered will facilitate the application of linguistic factors. Including non-linguistic factors are:

- 1) Appropriate gestures and mimics, a speaker is required to optimize the use of gestures and facial expressions to support the delivery of ideas. For that, we need to avoid the use of gestures that are not steady, exaggerated, and contrary to the meaning of words used.
- 2) Loud noise, a speaker is required to produce a loud sound according to place, situation, number of listeners, and acoustic conditions. Loudness is too high will cause a sense of hot and noisy while the loudness is too low will cause the impression of sluggish, lethargic and without passion.
- 3) Smooth, a speaker is required to deliver his ideas smoothly. The smooth talk will make it easier for listeners to capture the integrity of the contents of the exposure delivered. It is, therefore, necessary to avoid the sounds of

interrupts such as am, end, etc. Smoothness does not mean the speaker has to speak fast enough to make the listener difficult to understand what he describes.

- 4) Mastery of topic, a speaker is required to master the topic being discussed. The key to mastering the topic is careful preparation, good material mastery, and increased courage and confidence. And reasoning, a speaker is required to show good reasoning in organizing his ideas so that listeners will easily understand and conclude what it says.

Therefore, According to Koizumi (2005), in order to measure the students' speaking ability, there are several aspects that can be used. Including as follows:

Table 2.1 Standard of Measuring the Students' Speaking Ability

| Constructs | Measure |
|----------------------|---|
| Fluency | <ol style="list-style-type: none"> 1. No. of words per minute 2. No. of words per AS-unit 3. No. of clauses per minute 4. No. of dysfluency markers per minute 5. No. of dysfluency markers per word 6. No. of dysfluency markers per AS-unit |
| Accuracy | <ol style="list-style-type: none"> 1. No. of error-free clauses per clause 2. No. of error-free AS-units per AS-unit 3. No. of errors per word 4. No. of errors per AS-unit |
| Syntactic complexity | <ol style="list-style-type: none"> 1. No. of clauses per AS-unit complexity 2. No. of subordinate clauses per AS-unit 3. No. of words per AS-unit |

| | |
|--------------------|--|
| Lexical complexity | <ol style="list-style-type: none"> 1. Guiraud index: No. of different word types divided by the square root of No. of words 2. Lexical density: No. of lexical words per word 3. Weighted lexical density: (No. of sophisticated lexical words and No. of basic lexical words given half the weight) divided by No. of words 4. No. of sophisticated word types per word |
|--------------------|--|

a. Fluency

In teaching speaking, fluency is the main goal in teaching speaking, because it is the main characteristic of the speakers' performance. Fluency is the ability to speak quickly and automatically that has signs including the speed of speaking and few pauses which are used to characterize a person's level of communication proficiency. Related to that statement we can conclude that a person is said to be a fluent speaker of a language if they can use the grammatical structures and patterns accurately, quickly, and automatically at the normal conversation speed when they are needed. The ability to speak spontaneously is also part of fluency. It indicates that the speakers do not spend a lot of time to search or to think the idea when they express the message or the talk.

b. Accuracy

The second aspect is related to accuracy. Accuracy is the ability to produce correct sentences using correct grammar and vocabulary in

natural interaction (Brown, 2004). It means that accuracy is achieved by allowing the speaker to focus on the elements of phonology, grammar, and discourse in their spoken output. The aspect of accuracy in the speaking class is set by providing opportunities for the learners to be engaged in the context of daily life. The teacher should give the students communicative tasks and activities such as games, conversation, role play, debates, etc. Those kinds of activities can engage the learners in the natural interaction process whenever possible.

c. Syntactic complexity

Syntactic complexity can be measured in terms of the number of immediate constituents of a syntactic construction. This property has been shown to depend on the frequency of a construction type and vice versa. In the framework of synergetic linguistics, it is also connected with position (within a mother constituent) and length (measured in terms of the number of terminal nodes). This dependency models a hypothesis which is a modified version of Hawkins' Early Immediate Constituent principle.

d. Lexical Complexity

Lexical simplification often requires some method of determining a word's complexity. Syntactic complexity occurs wherever lexical entries are not simple; lexical simplicity is the case when a phonetic

representation of a word evokes a single lexical entry which contains only a single word class representation and a single semantic representation.

C. Focus Group Discussion (FGD)

1. The Definition of Focus Group Discussion

According to Gibbs (in Morgan, 2013), Focus Group is the form of group interviewing but it is important to distinguish between the two groups that asked and those who answered in the discussion. Group interviewing involves interviewing a number of people at the same time, the emphasis being on question and responses between the researcher and participants. However, Focus group relies on interaction within the group based on are supplied by the researcher. According to Vaughn (in Puchta and Potter, 2013) Focus Group usually contains the two following core elements:

- a. A trained moderator who sets the stage with a prepared question or an interview guide.
- b. The goal of eliciting participants' feeling, attitudes and perceptions about a selected topic.

Focus Group can be used in the context of participatory and action research, with the intention to foster social change. According to Marsela (2015:233), the discussion is active learning when the participants exchange ideas. Discussion may happen at any level around different topics.

According to Viji (2014:6), Focus Group Discussion (FGD) is a good way to gather together people from similar background or experiences to discuss a specific topic of interest. The group of participants is guided by a moderator or facilitator who introduces topics of discussion and helps the group to participate in a lively and natural discussion among them.

Focus Group Discussion (FGD) is a groupthink allows the individual ideas or opinions also pose their responses about the opinion from others.

2. The Elements of Focus Group Discussion (FGD)

a. Facilitator or moderator

Facilitator plays an important role in determining the success of a focus group. According to Gibbs (1997) as quoted by Masedah (2012: 66) is moderators will need to possess good interpersonal skills and personal qualities, being a good listener, non-judgmental and adaptable. These qualities will promote the participants' trust in the moderator and increase the likelihood of open, interactive dialogue." In selecting a person to moderate a focus group, it is important that this person has these qualities:

- 1) Knowledgeable: be familiar with the discussion topic.
- 2) Ability to speak the language spoken of the area.
- 3) Cultural sensitivity, including not acting as a judge, a teacher, does not look down on respondents, not agreeing or disagreeing with what is said, and not putting words in the participants' mouths.

- 4) Interesting people: be able to make the participants to more focus and give their attention just in the topic of discussion.
- 5) Sensitive men and women: listen attentively to what is said and how it is said.
- 6) Inclusive: encourage members to contribute by using eye contact, body language and directly asking for their input.
- 7) Open and flexible: respond to what is important to the participants.
- 8) Respect for participants: receive all of the participants' opinion.

The facilitator or moderator has to ensure that in the groupthink there is a fair distribution of all participants to voice out their perspectives. Besides that, the moderator is expected to deal with the arguments group and ensuring topics are covered in the time available.

b. Number of Participants

Focus Group Discussion (FGD) is made up of people with certain heterogeneous characteristics and similar levels of understanding of a topic. Bloor et al. (2001:20) said that, in considering the heterogeneity of the group, the depth of information to be achieved from the focus group. Bringing together an of views, meanings, and experiences may be so disparate that no aspect of the topic can be explored in depth. Thus, groups which are too diverse in relation to a particular topic may result from discussion that provides an insufficient depth of information.

Litosseliti (2013:32) suggested that the group should consist of between six to ten participants. Bloor et al. (2011:26) believed that the and eight participants as the for focus group discussion. The optimum size of the reflect the characteristics of the participants as the topic being discussed.

The size of the group may be decided according to the quality of the topic that is discussed. Bloor et al. (2011:27) group of small size have been successfully used in studies of sensitive behavior. The smaller focus group is more appropriate if the topic is very complex. According to Morgan (1995) as quoted by Bloor (2011:27) said that a small group may be desirable with certain types of research topics or certain types of participants. A small focus group or mini focus group with four to six participants is better to explore the knowledge. Participants are easier to express their ideas and opinion, also the setting is more comfortable for participants. Cameron (1995) as quoted by Bloor (2011:27) argued that sufficient space is needed to accommodate mobility aids and participants must be able to be seated close enough to each other to see and hear each other clearly. The small focus group is selected to encourage participants to give detail accounts of the topic to be discussed. Besides that, the discussion is easier to control and allow the participants to contribute their insight and experience.

Based on the advantages mentioned above, the small group shows the greater potential, because it is easy to handle, the communication is clearer, the participants more focus and less misunderstanding.

c. Questions during focus groups.

The quality of questions asked in a focus group can make a large difference in the kind of information obtained. Krueger (1988) gives some tips on how to handle open ended and dichotomous questions in these discussions of the answer from different angles. Open ended questions give the participants opportunities to express their thoughts and feelings based on their specific situations. Krueger warns that some questions may appear to be open-ended but are really closed-ended such as "satisfied", "to what extent", or "how much" be answered by a "yes" or "no" or other similar two alternative items. As yes-no questions are dead ends, they usually do not trigger the desired group discussion. They also tend to elicit vague responses that do not lead to an understanding of the key issues being discussed (Moulton and Roberts: 2013)

3. The technique of Focus Group Discussion

Before the focus group discussion begins, the facilitator should background information such as their age, background knowledge about the topic, skill and other pertinent information. The type of information to collect depends on the FGD topic. Once this is done, this sequence of steps is carried out:

- a. After a brief introduction, the purpose and scope of the discussion are explained.

- b. Participants are asked to give their names and short background information about themselves.
- c. The discussion is structured around the key themes using the questions about the topic prepared in advance.
- d. During the discussion, all participants are given the opportunity to participate.
- e. Use a variety of moderating tactics to facilitate the group. Among
- f. These tactics that the moderator can use include:
 - 1) Stimulate the participants to talk to each other, not necessarily to the moderator.
 - 2) Encourage shy participants to speak.
 - 3) Discourage through verbal and nonverbal cues. The following may be used when the situation permits:
 - (a) Call on other participants
 - (b) Politely intervene by saying, "Maybe we can discuss that on another occasion."
 - (c) Look in another direction
 - (d) Take advantage of a pause and suggest that the subject can be discussed in detail in another session
 - 4) Pay close attention to what is said in order to encourage that behavior in other participants.
 - 5) Use in-depth probing without leading the participant.

4. Guidelines in Conducting Focus Group Discussion (FGD)

- a. Focus Group Discussion begins with an introduction that explains the purpose and topic of discussion.
- b. Duration of discussion usually about 45 minutes and conveys the expectation that everyone will contribute to the discussion.
- c. After the introduction, the moderator allows the members to introduce themselves to encourage their confidence.
- d. The discussion is going on and all of the members of the group have to give their opinion or idea.
- e. Moderator reinforces the members' arguments, but don't suggest what is expected or acceptable. The reinforcement can be done by saying "okay. Let me write that down".
- f. Allow the other participants to give their response. Make sure that all of the participants involved in the discussion.
- g. At the end of the discussion, the moderator makes a summary of the result of the discussion. Report the summary to participants.
- h. Always participation and ask them if they have any questions for you.

5. Advantages of Focus Group Discussion (FGD)

According to Masedah (2012: 64), there are some advantages to be gained through the use of Focus Group Discussion (FGD).

- a. Focus Group Discussion (FGD) can cover a large number of people in the same group.
- b. An efficient way of gaining a large amount of information and particular opinions from a small number of people in a short time.

D. Conceptual Framework

As the social human, people always interact and communicate with one another by speaking. In this case, the people express their ideas and communicate what they want orally. That is why speaking is very essential, moreover speaking English. Speaking skills are skills that are indispensable for communication. With good speaking skills, communication will take place well, there will be no communication, and more fun, then will feel comfortable with the other person because of the ability to speak. As stated by Musaba (2012: 13) some of the benefits of speaking are Streamlining Communication between Fellow, Facilitating the Giving of Various Information, Increasing Self-Confidence, and Enhancing Self-Authority. A good speaker has high confidence.

Therefore, it will directly be able to increase his authority when he appears as a speaker, and at the same time, it is possible that authorities will unite or influence his existence as a whole. Then, Sepahvand (2014: 1847) argues that there are some reasons to put speaking as the first aim of studies such as personal satisfaction from or career goals.

Based on some previous theories, it is important to help students to be able to speak as well in English. Therefore, the teacher needs a technique to use in class one of them is FGD, this technique can be used in several topics and materials of learning especially in lesson *Agreement and Disagreement*. The use of FGD is expected to improve the students' speaking ability in term of fluency.

The conceptual framework underlying in this research given below:



Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research was Classroom Action Research (QAR). This action research aimed at improving students' speaking ability through Focus Group Discussion (FGD) at Grade tenth of SMK Ahlu Suffah Muhammadiyah Bantaeng. It attempt to find the solution of the problems.

CAR, according to Burns (1999: 30) states that action research is the view to improve the quality of action within the social situation, involving collaboration and co-operation of researchers, practitioners, and laymen. Its purpose is to solve a specific classroom problem or make a decision at a single local site. In addition, Burns (1999:30) also proposes the characteristics of action research as follows.

- 1) Action research is contextual, small-scale and localized as it identifies and investigates problems within a specific situation;
- 2) It is aimed to bring about change and improvement in practice;
- 3) It is participatory as it provides collaborative investigations by teams of colleagues, practitioners, and researchers;
- 4) Changes in practice are based on the collection of information or data which provides the impetus for change.

The explanations above assumed that action research is a type of research that aims at improving the unsatisfying condition of the teaching and learning process. It can be done by finding problems in the field and then trying to find solutions to solve the problems. It also emphasizes the participatory and collaborative nature to empower the process of conducting action research. In this research, the researcher chose CAR as a research design to find out the improvement of the students' speaking skill though the implementation of FGD and CAR is the appropriate way to implement FGD technique.

B. Research Subject

The subject of the research were the students of SMK Ahlu Suffah Muhammadiyah Bantaeng. This research carried out in X A class of SMK Ahlu Suffah Muhammadiyah Bantaeng, which consisted of 19 students. The researcher chose the sample used purposive sampling, where, in the preliminary observation, the researcher asked the English teacher about the class that shown a good English ability and appropriate for the researcher to conduct the research.

C. Technique of Data Collection

In this research, the data were collected by using qualitative and quantitative data. The qualitative data analyzed from quantitative to describe the improvement of the students' speaking ability in term of fluency. The quantitative data were collected by means of administering test in cycle I and cycle II.

This researcher got the data from teacher and students when teaching-learning process activity (1) Students is a learner, in this research students are the important object as a source of the data. (2) Teacher as a collaborator, the collaborator assist the researcher in conducting the action research.

The data related to students' speaking skills were obtained by conducting FGD Technique and test of the students' speaking performance in each cycles. The test conducted three times including the test cycle I and cycle II. The test in the cycle I was intended to assess the students' speaking ability which was administered in the first meeting before the researcher conducted the research by applying FGD in the classroom. The test in the cycle II is administered in the end. The function of administering in the cycle II is to evaluate the effectiveness of FGD in improving the students' speaking ability in term of fluency. The tests were in the form of an oral test to measure the students' speaking performance in term of accuracy. Therefore, according to Heaton (1989:100), the criteria for measuring the students' speaking ability in term of fluency as follows:

Table 3.1 The criteria for measuring the students' speaking ability
in term of fluency

| Classification | Score | Criteria |
|----------------|-----------|---|
| Excellent | 9.6 – 10 | Speak without too great an effort with a wide range of expression searches for the word. Searches for words but occasionally but only one or two unnatural pauses. |
| Very good | 8.6 – 9.5 | Has to make an effort at times to search for the word, nevertheless, smoothness delivery on the whole and only a few unnatural pauses. |
| Good | 7.6 – 8.5 | Although he has to make an effort and search the word; there are not too many unnatural pauses, fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning fair range of expression. |
| Average | 6.6 – 7.5 | Has to make an effort for much on the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. The range of expression often limited. |
| Poor | 5.6 – 6.5 | Long pauses while he researches for the desired meaning frequently fragmentary and halting delivery, almost gives up making the effort at times the limited range of expression. |
| Very poor | 4.6 – 5.5 | Full of long and unnatural pauses. Very halting and fragmentary delivery. At time gives up making the effort. Very limited range of expression. |

D. Research procedure

This research conducted in some cycles depending on the students' improvements in speaking ability in term of fluency. There were some procedures that must be followed for each cycle. In conducting the research, the researcher used the procedure of classroom action research designed by Arikunto. According to him, the research procedure in a classroom action research consists of planning,

implementing, observing and reflecting (2006:16). Therefore, this research was designed as follows: These procedures describe as follows.

1. Planning

The researcher made some plans to choose the actions that are feasible to be implemented in the field. In planning the actions, the researcher worked together with the English teachers. The aim of the actions was to increase the students' speaking ability especially in term of fluency. Moreover, the researcher conducted planning by designing a lesson plan that using communicative activities with FGD technique.

2. Implementing

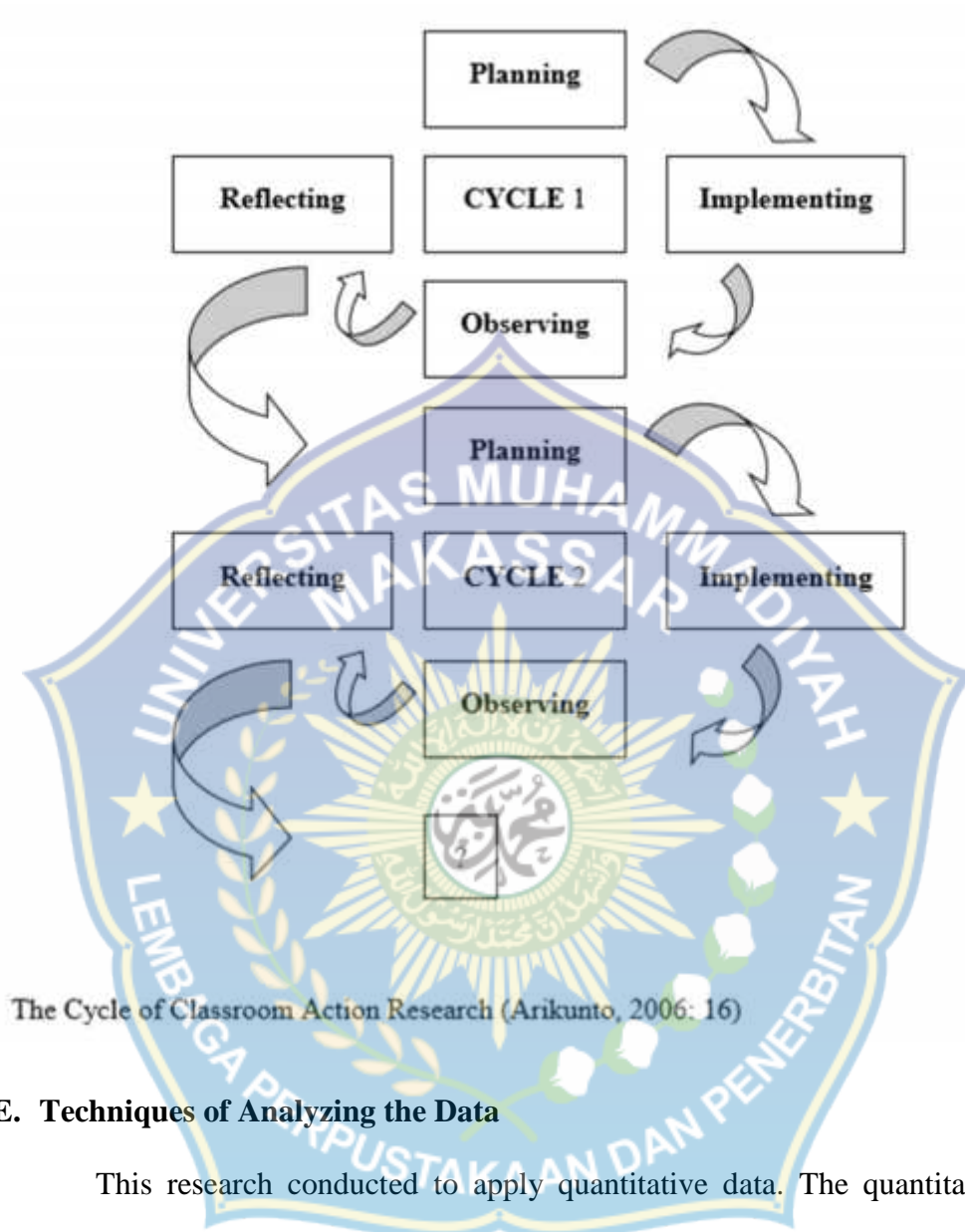
In this step, the researcher taught the material by using FGD Strategy with the lesson plan and the materials prepared.

3. Observing

Observation was conducted by collaborating the researcher and teacher during the teaching and learning process. The teacher and the researcher observed students' activities and then the result of the observation was filled out in the observation sheet.

4. Reflecting

Here, the observer and the researcher discussed about the strength and the weakness of a cycle to determine what to do in the next cycle and to determine whether or not the result of the cycle is satisfactory.



E. Techniques of Analyzing the Data

This research conducted to apply quantitative data. The quantitative data analyzed in the score of the students' speaking performance in term of fluency. Through quantitative data, the researcher found out there is an improvement or not on the students' speaking ability in term of fluency through the implementation of FGD in class.

To find out the means of the students' score in each cycle, the research applied the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

\bar{X} = The means of the student

$\sum x$ = The total score

N = The number of students



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The Students' Speaking Ability in Term of Fluency

This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle including pretest conducted in three meetings, and the second cycle was conducted in two meetings. In the last meeting of each cycle, the students were taken test as the test consist of test for cycle I and test for cycle II.

Based on the the test in the end of cycle I and cycle II, the researcher found that there is an improvement of the students' speaking skill in term of fluency through the use of Focus Discussion Group as strategy in teaching speaking. It can be seen clearly in the table below:

Table 4.1 The Mean Score of the Students' Improvement Toward Their Speaking Skill in Term of Fluency

| NO | Indicators | Test in Cycle I | Test in Cycle II | Improvement (%) |
|----|-----------------------------------|-----------------|------------------|-----------------|
| 1 | Speaking Skill in Term of Fluency | 58 | 69.21 | 11.21 |

Based on the table 4.1, it can be known that after give a students' test, the researcher found that the students' mean score in cycle I is 58 and improved

in the cycle II with the mean score 69.21. It means that there is an improvement toward the students' speaking skill in term of fluency by using Focus Group Discussion as a strategy in teaching speaking.

Moreover, based on the data previous mentioned in the students' mean scores then the researcher found the distribution of frequency and percentage score toward their speaking skill. These distribution of frequency and percentage score were presented as follows:

Table 4.2. The Distribution of Frequency and Percentage Score of Students' Speaking Skill

| Classification | Score | Cycle I | | Cycle II | |
|----------------|--------|-----------|------------|-----------|------------|
| | | F | % | F | % |
| Excellent | 96-100 | 0 | 0 | 0 | 0 |
| Very good | 86-96 | 0 | 0 | 3 | 15.78 |
| Good | 66-85 | 6 | 31.57 | 6 | 31.57 |
| Average | 56-65 | 3 | 15.78 | 3 | 15.78 |
| Poor | 36-55 | 10 | 52.63 | 7 | 36.84 |
| Very poor | 0-35 | 0 | 0 | 0 | 0 |
| Total | | 19 | 100 | 19 | 100 |

Based on the table 4.2, none of the students go excellent and very good score in the cycle I but there are 6 students got good score and 3 students got average score. Moreover, there are 10 students that got a poor score and none of them got very poor score. Then, in the cycle II, the students' classification score shown an improvement where there are 3 students got very good score and 6 students got good score but none of them got excellent. Furthermore, there are 3

students got average and the number of the students got poor reduced from 10 students in the cycle I to be 7 students in the cycle II and both of cycle I and cycle II, none of the students got very poor.

Moreover, the find out the deep and valid data toward the students' speaking skill in term of their fluency, the researcher conducted the students' speaking performance assessment. Here, the researcher found the students' speaking fluency in the cycle I and cycle II as follows:

Table 4.3 The students' speaking skill in term of fluency

| Classification | Criteria | Number of The Students | |
|----------------|---|------------------------|----------|
| | | Cycle I | Cycle II |
| Excellent | Speak without too great an effort with a wide range of expression searches for the word. Searches for words but occasionally but only one or two unnatural pauses. | 0 | 3 |
| Very good | Has to make an effort at times to search for the word, nevertheless, smoothness delivery on the whole and only a few unnatural pauses. | 2 | 4 |
| Good | Although he has to make an effort and search the word; there are not too many unnatural pauses, fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning fair range of expression. | 5 | 2 |
| Average | Has to make an effort for much on the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. The range of expression | 2 | 3 |

| | | | |
|-----------|--|---|---|
| Poor | often limited. | 3 | 5 |
| Very poor | Long pauses while he researches for the desired meaning frequently fragmentary and halting delivery, almost gives up making the effort at times the limited range of expression. Full of long and unnatural pauses. Very halting and fragmentary delivery. At time gives us making the effort. Very limited range of expression. | 7 | 2 |

Form the table 4.3, it can be known that from 19 students' that perform their English speaking in from of the class, in the first cycle none of the students got excellent score toward their speaking performance related to their fluency but it is different with the result in the cycle II where are 3 students got an excellent score of speaking performance in term of fluency. Then, in the cycle I, there are 2 students got very good and 5 students got good score, 2 students got average, 3 students got poor and 7 students got very poor score of their speaking performance. In means the implementation of FGD as a strategy in the class need a revision. After giving reflection of the cycle I and implement a better application of FGD in the cycle II, the researcher found that there are an improvement of the students' speaking skill in term of their fluency using FGD as a strategy in teaching speaking. Here, there are 4 students got very good, 2 students got good, 3 students good average, 5 poor and the number of students got very poor reduced to be 2 students.

B. Discussion

The researcher decided to stop the cycle since the result of the second cycle had shown a good improvement of the students' score. The researcher concluded that the use of FGD in teaching speaking could improve the students' speaking ability especially their fluency.

1. The implementation of using FGD in teaching speaking

The implementation of FGD were the students listened the teacher who told the topic to be discussion, then the students repeated the topic by their selves and discussed about text with their friends. Here, the teacher tried to build the students critical thinking based on the topic presented. The researcher used agreement and disagreement as the main material of the implementation of FGD in the class. This material developed the students' critical thinking and interest to express their ideas. First of all the students wrote their idea if they can say it directly or made some outline of what they are going to said related to the topic. The implementation of FGD was easy. It made the class more active because the students should participate within this activity. Moreover, one of the problem in implementing FGD in school is the students' lack of vocabulary and afraid to speak English in front of the class. In the beginning, the students were still low in speaking ability but after implementing of FGD in their speaking ability were improved. It was showed that the students' scores of the test in the end of cycle II were higher

than score of the test in the cycle I. The researcher guided the activity directly. It was aimed to know how far the students mastered their speaking ability. The researcher was more focused on how to motivate the students to produce speak well. Opening was conducted to greet the students, checked attendance and gave motivation to the students for involving in teaching learning process. The students were also reminded about the material to check the students' understanding before starting the teaching and learning process.

The main activity was conducted through FGD. The researcher explained the material and the step of FGD. Based on the result of cycle 2, there were improvements. It could be proved by some indicators which showed the improvement in the students' speaking ability. They were:

- a. The students' self-confidence improved
- b. The students more active
- c. The students more interesting to learned using FGD
- d. The students' speaking skill in term of fluency improved

2. The Improvement of Students' Speaking Skill in Tem of Fluency using FGD

There were an improvements of students' speaking skill in term of fluency using FGD, especially for the students at SMA Ahlu Suffah Muhammadiyah in the first cycle and the second cycle. The improvements

of the students' score in of the test in cycle II compared with the cycle I. The improvement were shown from the mean score in in cycle I is 58 and improved in the cycle II with the mean score 69,21. Most of the students got good improvements. The students could increase their scores and they were successful on speaking. It indicated that there is an improvement toward the students' speaking skill in term of fluency by using Focus Group Discussion as a strategy in teaching speaking.

Moreover, the use of FGD also could improve the students' speaking ability in term of fluency. It shown of the test in the first cycle that the result of the test shown that none of the students got excellent score toward their speaking performance related to their fluency but there are 3 students got an excellent score of speaking performance in term of fluency in the second cycle. Then, in the cycle I, there are 2 students got very good and 5 students got good score, 2 students got average, 3 students got poor and 7 students got very poor score of their speaking performance. In means the implementation of FGD as a strategy in the class need a revision. After giving reflection of the cycle I and implement a better application of FGD in the cycle II, the researcher found that there are an improvement of the students' speaking skill in term of their fluency using FGD as a strategy in teaching speaking. Here, there are 4 students got very good, 2 students got good, 3 students good average, 5 poor and the number of students got very poor reduced to be 2 students.

This findings is closely same with some previous research findings that support this findings including Rusydina (2016) found that Group Discussion is the method that makes the students have to be active to talk more. The teacher has to make the student remember about the purpose of this method, so the students can discuss the topic and use the time effectively. Riyanto (2015) said that the students have high responsibility after they got this technique, they can think about the importance of responsibility, it is indicated when they get a role in a group. The students take roles to keep the discussion running well. The increasing thing is not only students' responsibility but also the social connection among others. It is proven when the students share their ideas each other, asking something to their friends, solving the problem in a group and being cooperative group. Moreover, Mulyo (2015) also explained that implementation of spontaneous group discussion can enhance students' interest in learning English especially speaking. The students' response is good. They are attracted in the strategy and the media used in the class. They feel happy and regard that English is fun during English teaching learning process. In the process of learning using Spontaneous Group Discussion, students more interest followed in the learning process. Students are given freedom to express their own about the material and exercise, and also teacher accompanied students in the learning in order to the group of discussion run well. The members of

group discussion more active and interactive join the learning and want to know about new information or the material more.

Furthermore, Hasan (2015) explained that the students' speaking skill can increase through picture and group discussion technique. The students can be creative and great in make and retelling stories. Almost all of students seriously pay attention to the teacher's explanation and active in engaging in the learning process, such as asking question, responding question. And finally Sasmita and Gurning (2012) found that that Focus Group Discussion is one of good method that can invite the students to be active, have good motivation and do high activity. Many students got bored and lazy when the teaching learning process. Because, they are said that English study is so boring and difficult. However, the researcher invites the students to know about focus group discussion method. Thus, the students have the motivation and want to know how about focus group discussion in learning process. Finally, the lazy students have a motivation to learn, and they have previous learning which low score, in this moment the students that can know to write especially writing recount. And all of the students got high score in teaching learning process through focus group discussion.

Based on the explanation above, the researcher concluded that there was improvement in students' achievement. The researcher could concluded that the implementation of FGD in teaching speaking in term of fluency

could improve the students' speaking skill in term of fluency in SMA Ahlu Suffah Muhammadiyah Bantaeng.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, it could be conclude that using Focus Group Discussion as a strategy in teaching speaking in term of fluency can improve the students speaking skill. It can be seen from the result of the test in the end of cycle I and cycle II. The students' mean score in cycle I is 58 and improved in the cycle II with the mean score 69.21. Moreover, FGD could help the students more confident in speaking activity. During teaching and learning process using FGD, students shown that they were more active and enthusiastic in learning English. Besides, they paid attention more when the researcher explained about the material FGD.

B. Suggestion

Based on the research results and conclusion, the researcher would like to propose some suggestions. First of all, the teachers should use FGD as alternative strategy in teaching speaking that it should be creative to use it in order to make the students more active and interested in teaching learning process. Facilitate students to get better achievement by giving them necessary assistance whenever they get difficulties. Moreover, Students should realize that speaking is not as difficult as they think. Students should not feel shame in speaking activity. They should not be afraid of making

mistakes. The students also are expected to have more practice in speaking activity.



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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

| | |
|--------------------------|---------------------------------------|
| Satuan Pendidikan | : SMK PGRI Enrekang |
| Kelas/ Semester | : X/1 |
| Mata Pelajaran | : Bahasa Inggris (Wajib) |
| Topik | : Agreeing and Disagreeing an Opinion |
| Alokasi Waktu | : 6 x 45 menit (4 JP) |

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli, (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginnya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.

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

C. Indikator Pencapaian Kompetensi

- 1.1.1. Peserta didik dapat menunjukkan semangat mengikuti pembelajaran bahasa Inggris.
- 2.1.1. Peserta didik dapat menunjukkan perilaku santun dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- 2.1.2. Peserta didik dapat menunjukkan perilaku peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- 3.2.1. Peserta didik dapat mengidentifikasi tujuan teks ungkapan menyatakan pendapat dan pikiran beserta responnya dengan benar.
- 3.2.2. Peserta didik dapat mengidentifikasi struktur teks ungkapan menyatakan pendapat dan pikiran beserta responnya dengan benar.
- 3.2.3. Peserta didik dapat mengidentifikasi unsur kebahasaan ungkapan menyatakan pendapat dan pikiran beserta responnya dengan benar.
- 4.2.1. Peserta didik dapat menyusun teks lisan untuk menyatakan dan merespons ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.
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D. Materi Pembelajaran

MEREVIEW KEMBALI MATERI SEBELUMNYA

1. Structure to express opinions

| Subject | Verb | Object |
|---------|-------|---------------------------|
| I | Agree | with what you are saying. |

| | | |
|----|-------------|--|
| We | Believe | this is not the right way to handle things. |
| I | Reckon | this could be right considering the reasons you have provided. |
| I | Agree | that I didn't look at it from this perspective. |
| I | Doubt | that this is possible. |
| We | Assume | you are biased on this issue. |
| I | don't agree | with you. |
| I | Think | you are mistaken. |
| I | Think | so. |

a. Agreeing with an opinion

- This is absolutely right.
- I agree with this opinion.
- I couldn't agree more.
- I agree with what you are saying.
- Of course.
- I agree, I never thought of that.
- Neither do I.
- That's a good point.
- I think so.

b. Disagreeing with an opinion

- I am sorry, I don't agree with you.
- I am not sure I agree with you.
- I don't agree with you.
- I am afraid I have to disagree with you.
- I do not believe that.
- By this I mean.....
- I disagree with you.
- I think you are wrong.
- That's not the same thing at all.
- It is not justified to say so.
- I am not convinced that
- I can't say I agree with this, and here's why....

E. Metode Pembelajaran

Focus Group Discussion

F. Media/Alat/Sumber Belajar

1. Media
 - a. Power Point Presentation
 - b. Video
 - c. Gambar
2. Alat
 - a. LCD
 - b. Laptop
3. Sumber Belajar
Buku Bahasa Inggris Kemendikbud kelas X

G. Langkah-Langkah Pembelajaran

| Kegiatan | Deskripsi | AW |
|-------------|---|-----|
| Pendahuluan | <ol style="list-style-type: none">1. Guru memberikan salam.2. Guru mengecek kehadiran siswa.3. Guru menyampaikan materi yang akan dipelajari. | 10' |
| Inti | <p>Pertemuan Pertama</p> <ol style="list-style-type: none">1. Siswa berdiskusi dengan topic “Money is everything” dengan mengemukakan expresi agreement and disagreement.2. Guru memberikan feedback. <p>Pertemuan Kedua</p> <ol style="list-style-type: none">1. Siswa berdiskusi dengan topic “Iphone is better than Android” dengan mengemukakan expresi agreement and disagreement.2. Guru memberikan feedback. <p>Pertemuan Pertama</p> <ol style="list-style-type: none">1. Siswa berdiskusi dengan dengan topic “Uang Panai is not important” dengan mengemukakan expresi agreement and disagreement. | 0' |

| | | |
|---------|--|-----|
| | 2. Guru memberikan feedback. | |
| Penutup | 1. Siswa bersama-sama dengan guru menyimpulkan hasil pembelajaran. 2. Guru memberitahukan rencana pembelajaran pada pertemuan berikutnya. 3. Guru mengucapkan salam. | 10' |

H. Penilaian Proses dan Hasil Belajar

1. Spiritual

| No. | Aspek Rasa Syukur | Skor | Keterangan/Rubrik/Kriteria |
|-----|--|------|--|
| 1. | Aspek rasa syukur dalam wujud semangat belajar bahasa Inggris. | 4 | Peserta didik selalu bersemangat dan antusias untuk mengikuti pelajaran. |
| | | 2 | Peserta didik kurang bersemangat dan antusias untuk mengikuti pelajaran. |
| | | 1 | Peserta didik tidak bersemangat dan antusias untuk mengikuti pelajaran. |

2. Sikap Sosial Santun dan Peduli

| No. | Aspek Sikap Santun dan Peduli | Skor | Keterangan/Rubrik/Kriteria |
|-----|-------------------------------|------|---|
| 1. | Aspek Sikap Santun | 3 | Peserta didik selalu santun dalam perkataan dan perbuatan. |
| | | 2 | Peserta didik jarang bersikap santun dalam perkataan dan perbuatan. |

| | | | |
|----|--------------|---|--|
| | | 1 | Peserta didik tidak pernah santun dalam perkataan dan perbuatan. |
| 2. | Aspek Peduli | 3 | Peserta didik sangat peduli dengan tugas yang diberikan guru. |
| | | 2 | Peserta didik kurang peduli dengan tugas yang diberikan guru. |
| | | 1 | Peserta didik tidak peduli dengan tugas yang diberikan guru. |



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| | |
|--------------------------|---------------------------------------|
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| Mata Pelajaran | : Bahasa Inggris (Wajib) |
| Topik | : Agreeing and Disagreeing an Opinion |
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D. Materi Pembelajaran

1. Structure to express opinions

| Subject | Verb | Object |
|---------|---------|--|
| I | agree | with what you are saying. |
| We | believe | this is not the right way to handle things. |
| I | reckon | this could be right considering the reasons you have provided. |

| | | |
|----|-------------|---|
| I | agree | that I didn't look at it from this perspective. |
| I | doubt | that this is possible. |
| We | assume | you are biased on this issue. |
| I | don't agree | with you. |
| I | think | you are mistaken. |
| I | think | so. |

a. Agreeing with an opinion

- This is absolutely right.
- I agree with this opinion.
- I couldn't agree more.
- I agree with what you are saying.
- Of course.
- I agree, I never thought of that.
- Neither do I.
- That's a good point.
- I think so.

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- I am sorry, I don't agree with you.
- I am not sure I agree with you.
- I don't agree with you.
- I am afraid I have to disagree with you.
- I do not believe that.
- By this I mean.....
- I disagree with you.
- I think you are wrong.
- That's not the same thing at all.
- It is not justified to say so.
- I am not convinced that
- I can't say I agree with this, and here's why....

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 - b. Video
 - c. Gambar
2. Alat
 - a. LCD
 - b. Laptop
3. Sumber Belajar

Buku Bahasa Inggris Kemendikbud kelas X

G. Langkah-Langkah Pembelajaran

1. Pertemuan pertama

| Kegiatan | Deskripsi | AW |
|-------------|--|-------------------------|
| Pendahuluan | <ol style="list-style-type: none">1. Guru memberikan salam.2. Guru mengecek kehadiran siswa.3. Guru menyampaikan materi yang akan dipelajari. | 10' |
| Inti | <ol style="list-style-type: none">1. Mengamati<ol style="list-style-type: none">a. Siswa mengamati sebuah video yang diputar oleh guru.b. Siswa diajak untuk memberikan tanggapan dan opini mereka tentang video yang telah diputar.2. Mempertanyakan<p>Siswa menjawab pertanyaan yang diberikan guru sesuai dengan opini mereka terhadap video yang diputar.</p>3. Mengeksplorasi<p>Siswa bersama-sama dengan guru mengidentifikasi ciri-ciri ungkapan yang digunakan untuk menyetujui dan tidak setuju terhadap sebuah pendapat.</p>4. Mengasosiasi<p>Siswa membandingkan berbagai ungkapan untuk menyatakan agreeing and disagreeing an opinion dalam</p> | 10' 5' 20' 15' |

| | | |
|------|---|-----|
| | <p>bahasa Inggris.</p> <p>5. Mengkomunikasikan</p> <p>Siswa membuat teks lisan sederhana untuk menyatakan pendapatnya melalui diskusi interaktif.</p> | 20' |
| Inti | <p>1. Mengamati</p> <p>c. Siswa mengamati sebuah video yang diputar oleh guru.</p> <p>d. Siswa diajak untuk memberikan tanggapan dan opini mereka tentang video yang telah diputar.</p> | 10' |
| | <p>2. Mempertanyakan</p> <p>Siswa menjawab pertanyaan yang diberikan guru sesuai dengan opini mereka terhadap video yang diputar.</p> | 5' |
| | <p>3. Mengeksplorasi</p> <p>Siswa bersama-sama dengan guru mengidentifikasi ciri-ciri ungkapan yang digunakan untuk menyetujui dan tidak setuju terhadap sebuah pendapat.</p> | 20' |
| | <p>4. Mengasosiasi</p> <p>Siswa membandingkan berbagai ungkapan untuk menyatakan agreeing and disagreeing an opinion dalam bahasa Inggris.</p> | 15' |
| | <p>5. Mengkomunikasikan</p> <p>Siswa membuat teks lisan sederhana untuk menyatakan pendapatnya melalui diskusi interaktif.</p> | 20' |
| Inti | <p>6. Mengamati</p> <p>e. Siswa mengamati sebuah video yang diputar oleh guru.</p> <p>f. Siswa diajak untuk memberikan tanggapan dan opini mereka tentang video yang telah diputar.</p> | 10' |

| | | |
|---------|---|-----|
| | <p>7. Mempertanyakan</p> <p>Siswa menjawab pertanyaan yang diberikan guru sesuai dengan opini mereka terhadap video yang diputar.</p> | 5' |
| | <p>8. Mengeksplorasi</p> <p>Siswa bersama-sama dengan guru mengidentifikasi ciri-ciri ungkapan yang digunakan untuk menyetujui dan tidak setuju terhadap sebuah pendapat.</p> | 20' |
| | <p>9. Mengasosiasi</p> <p>Siswa membandingkan berbagai ungkapan untuk menyatakan agreeing and disagreeing an opinion dalam bahasa Inggris.</p> | 15' |
| | <p>10. Mengkomunikasikan</p> <p>Siswa membuat teks lisan sederhana untuk menyatakan pendapatnya melalui diskusi interaktif.</p> | 20' |
| Penutup | <p>1. Siswa bersama-sama dengan guru menyimpulkan hasil pembelajaran.</p> <p>2. Guru memberitahukan rencana pembelajaran pada pertemuan berikutnya.</p> <p>3. Guru mengucapkan salam.</p> | 10' |

2. Pertemuan Kedua

| Kegiatan | Deskripsi | AW |
|-------------|--|-----|
| Pendahuluan | <p>1. Guru memberikan salam.</p> <p>2. Guru mengecek kehadiran siswa.</p> <p>3. Guru mereview kegiatan pembelajaran yang sebelumnya.</p> | 10' |
| Inti | <p>1. Mengamati</p> <p>Siswa menyimak sebuah diskusi interaktif</p> | 20' |

| | | |
|---------|--|---|
| | <p>tentang agreeing and disagreeing opinion yang diperagakan temannya.</p> <p>2. Menanyakan Dengan arahan guru, siswa menanyakan hal-hal yang kurang jelas terkait ungkapan untuk agreeing dan disagreeing an opinion.</p> <p>3. Mengeksplorasi Siswa mengidentifikasi struktur, fungsi dan unsur kebahasaan teks untuk menyatakan pendapat dengan menjawab soal.</p> <p>4. Mengasosiasi Siswa memperoleh balikan (feedback) dari guru tentang fungsi sosial dan unsur kebahasaan yang digunakan dalam ungkapan untuk menyatakan pendapat beserta responsnya.</p> <p>5. Mengkomunikasikan Secara aktif, siswa berusaha untuk menyampaikan pendapatnya tentang proses pembelajaran bahasa Inggris pada hari tersebut.</p> | <p>10'</p> <p>20'</p> <p>10'</p> <p>10'</p> |
| Penutup | <p>1. Siswa bersama-sama dengan guru menyimpulkan hasil pembelajaran.</p> <p>2. Guru memberikan tugas individu terkait dengan agreeing and disagreeing an opinion.</p> <p>3. Guru mengucapkan salam.</p> | 10' |

4. Pertemuan Ketiga

| Kegiatan | Deskripsi | AW |
|-------------|---------------------------|-----|
| Pendahuluan | 1. Guru memberikan salam. | 10' |

| | | |
|---------|---|-----|
| | 2. Guru mengecek kehadiran siswa. 3. Guru mereview kegiatan pembelajaran yang sebelumnya. | |
| Inti | 1. Siswa berdiskusi dengan topic “Village is better than city” 2. Siswa memberikan opininya tentang topic yang sedang di bahas. | |
| Penutup | 5. Siswa bersama-sama dengan guru menyimpulkan hasil pembelajaran. 6. Guru memberikan tugas individu terkait dengan agreeing and disagreeing an opinion. 7. Guru mengucapkan salam. | 10' |

H. Penilaian Proses dan Hasil Belajar

1. Spiritual

| No. | Aspek Rasa Syukur | Skor | Keterangan/Rubrik/Kriteria |
|-----|--|------|--|
| 1. | Aspek rasa syukur dalam wujud semangat belajar bahasa Inggris. | 4 | Peserta didik selalu bersemangat dan antusias untuk mengikuti pelajaran. |
| | | 2 | Peserta didik kurang bersemangat dan antusias untuk mengikuti pelajaran. |
| | | 1 | Peserta didik tidak bersemangat dan antusias untuk mengikuti pelajaran. |

2. Sikap Sosial Santun dan Peduli

| No. | Aspek Sikap Santun dan Peduli | Skor | Keterangan/Rubrik/Kriteria |
|-----|-------------------------------|------|---|
| 1. | Aspek Sikap Santun | 3 | Peserta didik selalu santun dalam perkataan dan perbuatan. |
| | | 2 | Peserta didik jarang bersikap santun dalam perkataan dan perbuatan. |
| | | 1 | Peserta didik tidak pernah santun dalam perkataan dan perbuatan. |
| 2. | Aspek Peduli | 3 | Peserta didik sangat peduli dengan tugas yang diberikan guru. |
| | | 2 | Peserta didik kurang peduli dengan tugas yang diberikan guru. |
| | | 1 | Peserta didik tidak peduli dengan tugas yang diberikan guru. |

3. Pengetahuan

- a. Tehnik penilaian : tes tulis
- b. Bentuk instrumen : uraian bebas
- c. Kisi-kisi :

| No. | Kisi-kisi Pencapaian Indikator |
|-----|--|
| 1. | Disajikan pertanyaan singkat tentang ungkapan menyatakan pendapat dan pikiran, siswa dapat mengidentifikasi tujuan ungkapan menyatakan pendapat dan pikiran. |
| 2. | Disajikan kalimat rumpang, siswa dapat melengkapi dengan ungkapan menyatakan pendapat dan pikiran. |

4. Keterampilan Writing

- a. Teknik Penilaian : Unjuk Kerja

b. Bentuk Instrumen : Tes Keterampilan Menulis, Membaca dan berbicara

c. Kisi-kisi:

| No. | Kisi-kisi Pencapaian Indikator |
|-----|---|
| 1. | Disajikan pernyataan singkat, siswa dapat menyampaikan pendapatnya lewat tulisan. |

g. Instrumen: lihat Lampiran

h. Cara penilaian:

| No. | Aspek yang dinilai | Kriteria | Skor |
|-----|--|-----------------------------------|------|
| 1. | Kesesuaian isi dengan tujuan penulisan pesan | 100% isi sesuai | 5 |
| | | 80% isi sesuai | 4 |
| | | 60% isi sesuai | 3 |
| | | 40% isi sesuai | 2 |
| | | 20% isi sesuai | 1 |
| 2. | Pilihan kata | 100% pilihan kata tepat | 5 |
| | | 80% pilihan kata tepat | 4 |
| | | 60% pilihan kata tepat | 3 |
| | | 40% pilihan kata tepat | 2 |
| | | 20% pilihan kata tepat | 1 |
| 3. | Penulisan kosa kata | 100% penulisan kosa kata tepat | 5 |
| | | 80% penulisan kosa kata tepat | 4 |
| | | 60% penulisan kosa kata tepat | 3 |
| | | 40% penulisan kosa kata tepat | 2 |
| | | 20% penulisan kosa kata tepat | 1 |
| 4. | Ketepatan tata bahasa | 100% penggunaan tata bahasa tepat | 5 |
| | | 80% penggunaan tata bahasa | 4 |

| | | |
|--|----------------------------|---|
| | tepat | |
| | 60% penggunaan tata bahasa | 3 |
| | tepat | |
| | 40% penggunaan tata bahasa | 2 |
| | tepat | |
| | 20% penggunaan tata bahasa | 1 |
| | tepat | |

5. Pedoman Penskoran

$$NA = \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 4$$

Lembar soal

A. Read the opinions below. Based on the context of the statements given below, try to figure out what is being talked about. Match the category in the box with the opinions given in the table below. The first one has been done for you.

Asking opinion Giving opinion Agreeing opinion Disagreeing opinion

| No. | Opinion | About |
|-----|---|----------------|
| 1. | The graphics were absolutely awesome. Don't you agree with me? | Asking opinion |
| 2. | Even though the cover didn't look interesting, the story seems good so far. | |
| 3. | If you don't mind, I would say yellow really suits you. | |
| 4. | I think the food was very tasty. | |
| 5. | I had a very good meal, I would recommended the place to everyone. | |
| 6. | What do you think of my car? | |
| 7. | You are absolutely right. | |

| | | |
|-----|---|--|
| 8. | I totally agree with you that the chairs are of the low quality of the rooms. | |
| 9. | As far as I am concerned I will never come here again. The service was not so good. | |
| 10. | I agree this director knows how to get his audience angaged. | |
| 11. | You are right! The artifacts are arranged in the most amazing manner. | |

B. Fill in the blanks using the opinion expressions given in the box below:

totally agree am concerned believe that
 opinion strongly believe strongly

1. I _____ with you.
2. It is all right if you don't agree with me but I have every right to my _____.
3. As far as I _____, I will not support bullying in my school.
4. I am _____ that medical care should be free for everyone.
5. Some people _____ eating fish and yogurt at same time causes severe skin disease.
6. I feel quite _____ about this issue.

1. Keterampilan

Write your opinion in a paragraph whether you agree or disagree with these following issues!

You may choose one of them. Submit your work via email!

- a. It is good to be married under twenty years old.
- b. Smoking should be banned in public places.
- c. Too much TV is not good for eyes.

2. Diskusi interaktif

Displayed a picture of Harry Potter movie, students are asked to write down their opinion whether they agree with the statement on the picture or not. Later, it will be a class discussion.



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

| | |
|--------------------------|---------------------------------------|
| Satuan Pendidikan | : SMK PGRI Enrekang |
| Kelas/ Semester | : X/1 |
| Mata Pelajaran | : Bahasa Inggris (Wajib) |
| Topik | : Agreeing and Disagreeing an Opinion |
| Alokasi Waktu | : 6 x 45 menit (4 JP) |

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli, (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginnya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.

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

C. Indikator Pencapaian Kompetensi

- 1.1.1. Peserta didik dapat menunjukkan semangat mengikuti pembelajaran bahasa Inggris.
- 2.1.1. Peserta didik dapat menunjukkan perilaku santun dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- 2.1.2. Peserta didik dapat menunjukkan perilaku peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- 3.2.1. Peserta didik dapat mengidentifikasi tujuan teks ungkapan menyatakan pendapat dan pikiran beserta responnya dengan benar.
- 3.2.2. Peserta didik dapat mengidentifikasi struktur teks ungkapan menyatakan pendapat dan pikiran beserta responnya dengan benar.
- 3.2.3. Peserta didik dapat mengidentifikasi unsur kebahasaan ungkapan menyatakan pendapat dan pikiran beserta responnya dengan benar.
- 4.2.1. Peserta didik dapat menyusun teks lisan untuk menyatakan dan merespons ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.
- 4.2.2. Peserta didik dapat menyusun teks tulis untuk menyatakan dan merespons ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

D. Materi Pembelajaran

1. Structure to express opinions

| Subject | Verb | Object |
|---------|---------|--|
| I | agree | with what you are saying. |
| We | believe | this is not the right way to handle things. |
| I | reckon | this could be right considering the reasons you have provided. |

| | | |
|----|-------------|---|
| I | agree | that I didn't look at it from this perspective. |
| I | doubt | that this is possible. |
| We | assume | you are biased on this issue. |
| I | don't agree | with you. |
| I | think | you are mistaken. |
| I | think | so. |

a. Agreeing with an opinion

- This is absolutely right.
- I agree with this opinion.
- I couldn't agree more.
- I agree with what you are saying.
- Of course.
- I agree, I never thought of that.
- Neither do I.
- That's a good point.
- I think so.

b. Disagreeing with an opinion

- I am sorry, I don't agree with you.
- I am not sure I agree with you.
- I don't agree with you.
- I am afraid I have to disagree with you.
- I do not believe that.
- By this I mean.....
- I disagree with you.
- I think you are wrong.
- That's not the same thing at all.
- It is not justified to say so.
- I am not convinced that
- I can't say I agree with this, and here's why....

E. Metode Pembelajaran

Focus Group Discussion

F. Media/Alat/Sumber Belajar

1. Media
 - a. Power Point Presentation
 - b. Video
 - c. Gambar
2. Alat
 - a. LCD
 - b. Laptop
3. Sumber Belajar

Buku Bahasa Inggris Kemendikbud kelas X

G. Langkah-Langkah Pembelajaran

1. Pertemuan pertama

| Kegiatan | Deskripsi | AW |
|-------------|---|-----|
| Pendahuluan | <ol style="list-style-type: none">1. Guru memberikan salam.2. Guru mengecek kehadiran siswa.3. Guru menyampaikan materi yang akan dipelajari. | 10' |
| Inti | <ol style="list-style-type: none">1. Mengamati<ol style="list-style-type: none">a. Siswa mengamati sebuah video yang diputar oleh guru.b. Siswa diajak untuk memberikan tanggapan dan opini mereka tentang video yang telah diputar. | 10' |
| | <ol style="list-style-type: none">2. Mempertanyakan<p>Siswa menjawab pertanyaan yang diberikan guru sesuai dengan opini mereka terhadap video yang diputar.</p> | 5' |
| | <ol style="list-style-type: none">3. Mengeksplorasi<p>Siswa bersama-sama dengan guru mengidentifikasi ciri-ciri ungkapan yang digunakan untuk menyetujui dan tidak setuju terhadap sebuah pendapat.</p> | 20' |
| | <ol style="list-style-type: none">4. Mengasosiasi<p>Siswa membandingkan berbagai ungkapan untuk menyatakan agreeing and disagreeing an opinion dalam</p> | 15' |

| | | |
|------|---|-----|
| | <p>bahasa Inggris.</p> <p>5. Mengkomunikasikan</p> <p>Siswa membuat teks lisan sederhana untuk menyatakan pendapatnya melalui diskusi interaktif.</p> | 20' |
| Inti | <p>1. Mengamati</p> <p>c. Siswa mengamati sebuah video yang diputar oleh guru.</p> <p>d. Siswa diajak untuk memberikan tanggapan dan opini mereka tentang video yang telah diputar.</p> | 10' |
| | <p>2. Mempertanyakan</p> <p>Siswa menjawab pertanyaan yang diberikan guru sesuai dengan opini mereka terhadap video yang diputar.</p> | 5' |
| | <p>3. Mengeksplorasi</p> <p>Siswa bersama-sama dengan guru mengidentifikasi ciri-ciri ungkapan yang digunakan untuk menyetujui dan tidak setuju terhadap sebuah pendapat.</p> | 20' |
| | <p>4. Mengasosiasi</p> <p>Siswa membandingkan berbagai ungkapan untuk menyatakan agreeing and disagreeing an opinion dalam bahasa Inggris.</p> | 15' |
| | <p>5. Mengkomunikasikan</p> <p>Siswa membuat teks lisan sederhana untuk menyatakan pendapatnya melalui diskusi interaktif.</p> | 20' |
| Inti | <p>6. Mengamati</p> <p>e. Siswa mengamati sebuah video yang diputar oleh guru.</p> <p>f. Siswa diajak untuk memberikan tanggapan dan opini mereka tentang video yang telah diputar.</p> | 10' |

| | | |
|---------|--|-----|
| | <p>7. Mempertanyakan</p> <p>Siswa menjawab pertanyaan yang diberikan guru sesuai dengan opini mereka terhadap video yang diputar.</p> | 5' |
| | <p>8. Mengeksplorasi</p> <p>Siswa bersama-sama dengan guru mengidentifikasi ciri-ciri ungkapan yang digunakan untuk menyetujui dan tidak setuju terhadap sebuah pendapat.</p> | 20' |
| | <p>9. Mengasosiasi</p> <p>Siswa membandingkan berbagai ungkapan untuk menyatakan agreeing and disagreeing an opinion dalam bahasa Inggris.</p> | 15' |
| | <p>10. Mengkomunikasikan</p> <p>Siswa membuat teks lisan sederhana untuk menyatakan pendapatnya melalui diskusi interaktif.</p> | 20' |
| Penutup | <ol style="list-style-type: none"> 1. Siswa bersama-sama dengan guru menyimpulkan hasil pembelajaran. 2. Guru memberitahukan rencana pembelajaran pada pertemuan berikutnya. 3. Guru mengucapkan salam. | 10' |

2. Pertemuan Kedua

| Kegiatan | Deskripsi | AW |
|-------------|---|-----|
| Pendahuluan | <ol style="list-style-type: none"> 1. Guru memberikan salam. 2. Guru mengecek kehadiran siswa. 3. Guru mereview kegiatan pembelajaran yang sebelumnya. | 10' |
| Inti | <ol style="list-style-type: none"> 1. Mengamati <p>Siswa menyimak sebuah diskusi interaktif</p> | 20' |

| | | |
|---------|--|---|
| | <p>tentang agreeing and disagreeing opinion yang diperagakan temannya.</p> <p>2. Menanyakan Dengan arahan guru, siswa menanyakan hal-hal yang kurang jelas terkait ungkapan untuk agreeing dan disagreeing an opinion.</p> <p>3. Mengeksplorasi Siswa mengidentifikasi struktur, fungsi dan unsur kebahasaan teks untuk menyatakan pendapat dengan menjawab soal.</p> <p>4. Mengasosiasi Siswa memperoleh balikan (feedback) dari guru tentang fungsi sosial dan unsur kebahasaan yang digunakan dalam ungkapan untuk menyatakan pendapat beserta responsnya.</p> <p>5. Mengkomunikasikan Secara aktif, siswa berusaha untuk menyampaikan pendapatnya tentang proses pembelajaran bahasa Inggris pada hari tersebut.</p> | <p>10'</p> <p>20'</p> <p>10'</p> <p>10'</p> |
| Penutup | <p>1. Siswa bersama-sama dengan guru menyimpulkan hasil pembelajaran.</p> <p>2. Guru memberikan tugas individu terkait dengan agreeing and disagreeing an opinion.</p> <p>3. Guru mengucapkan salam.</p> | 10' |

4. Pertemuan Ketiga

| Kegiatan | Deskripsi | AW |
|-------------|---------------------------|-----|
| Pendahuluan | 1. Guru memberikan salam. | 10' |

| | | |
|---------|---|-----|
| | 2. Guru mengecek kehadiran siswa. 3. Guru mereview kegiatan pembelajaran yang sebelumnya. | |
| Inti | 1. Siswa berdiskusi dengan topic “Village is better than city” 2. Siswa memberikan opininya tentang topic yang sedang di bahas. | |
| Penutup | 5. Siswa bersama-sama dengan guru menyimpulkan hasil pembelajaran. 6. Guru memberikan tugas individu terkait dengan agreeing and disagreeing an opinion. 7. Guru mengucapkan salam. | 10' |

H. Penilaian Proses dan Hasil Belajar

1. Spiritual

| No. | Aspek Rasa Syukur | Skor | Keterangan/Rubrik/Kriteria |
|-----|--|------|--|
| 1. | Aspek rasa syukur dalam wujud semangat belajar bahasa Inggris. | 4 | Peserta didik selalu bersemangat dan antusias untuk mengikuti pelajaran. |
| | | 2 | Peserta didik kurang bersemangat dan antusias untuk mengikuti pelajaran. |
| | | 1 | Peserta didik tidak bersemangat dan antusias untuk mengikuti pelajaran. |

2. Sikap Sosial Santun dan Peduli

| No. | Aspek Sikap Santun dan Peduli | Skor | Keterangan/Rubrik/Kriteria |
|-----|-------------------------------|------|---|
| 1. | Aspek Sikap Santun | 3 | Peserta didik selalu santun dalam perkataan dan perbuatan. |
| | | 2 | Peserta didik jarang bersikap santun dalam perkataan dan perbuatan. |
| | | 1 | Peserta didik tidak pernah santun dalam perkataan dan perbuatan. |
| 2. | Aspek Peduli | 3 | Peserta didik sangat peduli dengan tugas yang diberikan guru. |
| | | 2 | Peserta didik kurang peduli dengan tugas yang diberikan guru. |
| | | 1 | Peserta didik tidak peduli dengan tugas yang diberikan guru. |

3. Pengetahuan

- a. Tehnik penilaian : tes tulis
- b. Bentuk instrumen : uraian bebas
- c. Kisi-kisi :

| No. | Kisi-kisi Pencapaian Indikator |
|-----|--|
| 1. | Disajikan pertanyaan singkat tentang ungkapan menyatakan pendapat dan pikiran, siswa dapat mengidentifikasi tujuan ungkapan menyatakan pendapat dan pikiran. |
| 2. | Disajikan kalimat rumpang, siswa dapat melengkapi dengan ungkapan menyatakan pendapat dan pikiran. |

4. Keterampilan Writing

- a. Teknik Penilaian : Unjuk Kerja

b. Bentuk Instrumen : Tes Keterampilan Menulis, Membaca dan berbicara

c. Kisi-kisi:

| No. | Kisi-kisi Pencapaian Indikator |
|-----|---|
| 1. | Disajikan pernyataan singkat, siswa dapat menyampaikan pendapatnya lewat tulisan. |

g. Instrumen: lihat Lampiran

h. Cara penilaian:

| No. | Aspek yang dinilai | Kriteria | Skor |
|-----|--|-----------------------------------|------|
| 1. | Kesesuaian isi dengan tujuan penulisan pesan | 100% isi sesuai | 5 |
| | | 80% isi sesuai | 4 |
| | | 60% isi sesuai | 3 |
| | | 40% isi sesuai | 2 |
| | | 20% isi sesuai | 1 |
| 2. | Pilihan kata | 100% pilihan kata tepat | 5 |
| | | 80% pilihan kata tepat | 4 |
| | | 60% pilihan kata tepat | 3 |
| | | 40% pilihan kata tepat | 2 |
| | | 20% pilihan kata tepat | 1 |
| 3. | Penulisan kosa kata | 100% penulisan kosa kata tepat | 5 |
| | | 80% penulisan kosa kata tepat | 4 |
| | | 60% penulisan kosa kata tepat | 3 |
| | | 40% penulisan kosa kata tepat | 2 |
| | | 20% penulisan kosa kata tepat | 1 |
| 4. | Ketepatan tata bahasa | 100% penggunaan tata bahasa tepat | 5 |
| | | 80% penggunaan tata bahasa | 4 |

| | | |
|--|----------------------------|---|
| | tepat | |
| | 60% penggunaan tata bahasa | 3 |
| | tepat | |
| | 40% penggunaan tata bahasa | 2 |
| | tepat | |
| | 20% penggunaan tata bahasa | 1 |
| | tepat | |

5. Pedoman Penskoran

$$NA = \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 4$$

Lembar soal

A. Read the opinions below. Based on the context of the statements given below, try to figure out what is being talked about. Match the category in the box with the opinions given in the table below. The first one has been done for you.

Asking opinion Giving opinion Agreeing opinion Disagreeing opinion

| No. | Opinion | About |
|-----|---|----------------|
| 1. | The graphics were absolutely awesome. Don't you agree with me? | Asking opinion |
| 2. | Even though the cover didn't look interesting, the story seems good so far. | |
| 3. | If you don't mind, I would say yellow really suits you. | |
| 4. | I think the food was very tasty. | |
| 5. | I had a very good meal, I would recommended the place to everyone. | |
| 6. | What do you think of my car? | |
| 7. | You are absolutely right. | |

| | | |
|-----|---|--|
| 8. | I totally agree with you that the chairs are of the low quality of the rooms. | |
| 9. | As far as I am concerned I will never come here again. The service was not so good. | |
| 10. | I agree this director knows how to get his audience angaged. | |
| 11. | You are right! The artifacts are arranged in the most amazing manner. | |

B. Fill in the blanks using the opinion expressions given in the box below:

totally agree am concerned believe that
 opinion strongly believe strongly

1. I _____ with you.
2. It is all right if you don't agree with me but I have every right to my _____.
3. As far as I _____, I will not support bullying in my school.
4. I am _____ that medical care should be free for everyone.
5. Some people _____ eating fish and yogurt at same time causes severe skin disease.
6. I feel quite _____ about this issue.

1. Keterampilan

Write your opinion in a paragraph whether you agree or disagree with these following issues!

You may choose one of them. Submit your work via email!

- a. It is good to be married under twenty years old.
- b. Smoking should be banned in public places.
- c. Too much TV is not good for eyes.

2. Diskusi interaktif

Displayed a picture of Harry Potter movie, students are asked to write down their opinion whether they agree with the statement on the picture or not. Later, it will be a class discussion.

