

**"THE EFFECT OF BUZZ GROUP TECHNIQUE ON STUDENTS' SPEAKING
ABILITY"
(Quasi Experimental Research at Eleventh Grade Students' of SMAN 4 South
of Bengkulu in Academic Year 2019/2020)**

THESIS

**Submitted as A Partial Requirements for the Degree of S.Pd (Sarjana
Pendidikan) in English Education Program**



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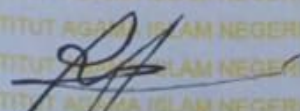
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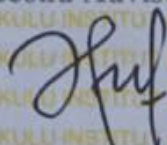
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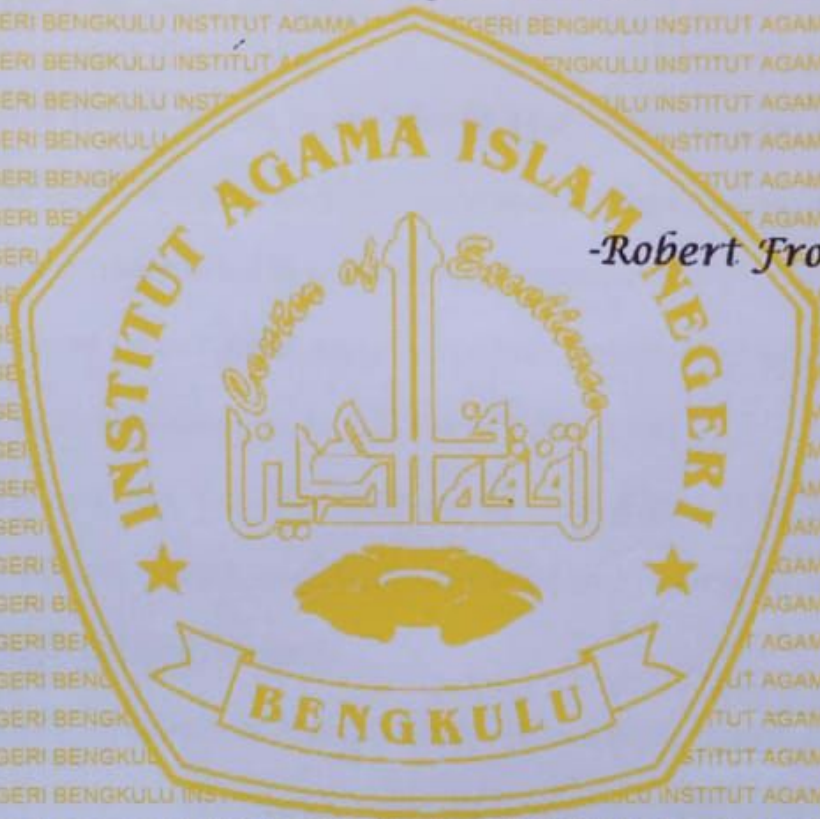
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MOTTO

"EDUCATION IS THE SENSE TO LISTEN TO ALMOST ANYTHING WITHOUT LOSING YOUR TEMPER OR YOUR SELF-CONFIDENCE."

-Robert Frost-



DEDICATION

Bissmillahirrohmaanirrohim.

Big thank's to Allah SWT who always blesses me and gives me guidance and fluency in finishing this thesis.

After finishing this thesis, I want to dedicate this thesis to:

1. My beloved parents; thanks to my beloved father (Pindian) and my beloved mother (Sumsiarni), who always pray for my success and always give me supports, give spirit and as my motivation to me in accomplishing this thesis.
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7. To my Institute and my Almamater.

PRONOUNCEMENT

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I hereby sincerely state that thesis entitled: "The Effect Of Buzz Group Technique on Student's Speaking Ability (Quasi Experimental Research At Eleventh Grade Student's of SMAN 4 South of Bengkulu In Academic Year 2019/2020)" is my masterpiece. All things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, 2020



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ABSTRACT

Ice Puspa Sari January 2020. The Effect of Buzz Group Technique on Students' Speaking Ability (Quasi Experimental Research At Eleventh Grade Students of SMAN 4 South of Bengkulu)

Advisors : 1. Risnawati, M.Pd
2. Dedi Efrizal, M.Pd

Key Word : *Buzz Group Technique, Speaking Ability*

The Objective of this research was to get empirical evidence about The Effect of Buzz Group Technique on Students' Speaking Ability. This research used quasi-Experimental method. This research had been conducted at SMAN 4 South of Bengkulu. The Population of this research was the eleventh grade students of SMAN 4 South of Bengkulu which consisted of 125 students into five classes, namely XI IPA 1, XI IPA 2, XI IPS 1, XI IPS 2, XI IPS 3. After ensuring with the purposive sampling, two classes were finally chosen as the sample of this research: XI IPA 1 as the experimental class and XI IPS 1 as the control class. Both of classes consisted of 48 students with almost homogenous score. The experimental class treated by using buzz group technique, while the control class was using the conventional ways. The pre-test was given to the two groups before giving the treatment. The result of pre-test showed the mean score of experimental class was 58,79 and the control class was 60,29. After giving the treatment, post-test was given. The result of post-test showed the mean score of experimental class was 72,33 and the control class was 65,33. In addition, the result of independent sample T-count (-5,432) showed that t-count was higher than t-table (1.671). In other words, H_0 was rejected and H_a was accepted. In summary, it could be stated that students' who were taught speaking by using buzz group technique was more effective than using the conventional ways. So, it can be concluded that buzz group technique has positive effect to the Eleventh Grade Students at SMAN 4 South of Bengkulu on Speaking ability.

ABSTRAK

Ice Puspa Sari Januari 2020. The Effect of Buzz Group Technique on Students' Speaking Ability (Quasi Experimental At Eleventh Grade Students of SMAN 4 South of Bengkulu)

**Pembimbing: 1. Risnawati, M.Pd
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Kata Kunci: Strategi Pembelajaran Tindakan, Kemampuan Berbicara

Tujuan dari penelitian ini adalah untuk mendapatkan bukti empiris tentang pengaruh Buzz Group Technique terhadap Kemampuan Berbicara Siswa. Penelitian ini menggunakan metode kuasi Eksperimental. Penelitian ini telah dilakukan di SMAN 4 Bengkulu Selatan. Populasi penelitian ini adalah siswa kelas XI SMAN 4 Bengkulu Selatan yang terdiri dari 125 siswa menjadi lima kelas, yaitu XI IPA 1, XI IPA 2, XI IPS 1, XI IPS 2 dan XI IPS 3. Setelah memastikan dengan purposive sampling, dua kelas akhirnya dipilih sebagai sampel penelitian ini: XI IPA 1 sebagai kelas eksperimen dan XI IPS 1 sebagai kelas kontrol. Kedua kelas terdiri dari 48 siswa dengan skor hampir homogen. Kelas eksperimen diperlakukan dengan menggunakan buzz group technique, sedangkan kelas kontrol menggunakan cara konvensional. Pra-test diberikan kepada kedua kelompok sebelum memberikan perawatan. Hasil pre-test menunjukkan skor rata-rata kelas eksperimen adalah 58,79 dan kelas kontrol adalah 60,29. Setelah memberikan perawatan, post-test diberikan. Hasil post-test menunjukkan nilai rata-rata kelas eksperimen adalah 72,33 dan kelas kontrol adalah 65,33. Selain itu, hasil sampel independen T-negara (-5,432) menunjukkan bahwa t-hitung lebih tinggi dari t-tabel (1,671). Dengan kata lain, H₀ ditolak dan H_a diterima. Singkatnya, dapat dinyatakan bahwa siswa yang diajarkan berbicara dengan menggunakan buzz group technique lebih efektif dari pada menggunakan cara konvensional. Jadi, dapat disimpulkan bahwa Buzz Group Technique berpengaruh positif terhadap Siswa Kelas XI di SMAN 4 South of Bengkulu pada kemampuan Berbicara.

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Alhamdulillah all praise be to Allah SWT, the single power, the lord of the universe, for all blessings and mercies, the researcher was able to finish this thesis entitled: "*The Effect of Buzz Group Technique on Students' Speaking Ability (Quasy experimental research at the eleventh grade students of SMAN 4 South of Bengkulu in academic years 2019/2020)*". Peace and is upon Prophet Muhammad SAW. The great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without help, supports, and suggestion from several sides. Thus, the researcher would like to expresses the deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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7. All of my family members.
8. My Almamater.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher particularly, and the readers generally.

Bengkulu, February 2020

The Researcher



Ice Puspa Sari

LIST OF CONTENTS

TITLE	i
ADVISOR SHEET.....	ii
RATIFICATION	iii
MOTTO	iv
DEDICATION.....	v
PRONOUNCEMENT.....	vi
ABSTRACT.....	vii
ABSTRAK	viii
ACKNOWLEDGMENT	ix
LIST OF CONTENT	x
LIST OF TABLES.....	xi
LIST OF FIGURE	xii
LIST OF APPENDICES	xiii

CHAPTER 1: INTRODUCTION

A. Background.....	1
B. Identification of The Problem.....	5
C. Limitation of The Problem.....	5
D. Research Question	5
E. Objective of The Research.....	6
F. Significance of The Research	6
G. Definition of Key Term	6

CHAPTER II: LITERATURE REVIEW

A. Speaking.....	8
a. Definition of Speaking.....	8
b. Technique in Teaching Speaking.....	10
c. The Elements of Speaking	11

d. Macro and Micro Skills of Speaking	12
e. Role of Teacher.....	14
B. Buzz Group Technique	15
a. Definition of Buzz Group Technique	15
b. Buzz Group Technique in Teaching	16
c. Advantages of the Buzz Group Technique	17
d. Teaching Procedure of the Buzz Group Technique.....	17
C. Some Related Previous Studies	20
D. Hypothesis.....	22

CHAPTER III: RESEARCH METHOD

A. Research Design.....	23
B. Population and Sample	24
a. Population	24
b. Sample of the Study	25
C. Instrument of the Research	27
a. Speaking Test.....	27
D. Technique for Collecting Data.....	30
E. Research Procedure.....	31
a. The Stages for The Experimental Group	31
b. The Stages for The Control Group.....	33
F. Technique of Analysis Data.....	33

CHAPTER IV: RESULT AND DISCUSSION

A. The Result of Speaking Ability Test.....	34
B. Normality	39
C. Homogeneity	48
D. Regression	53
E. Discussion	54

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion.....	57
B. Suggestion	58

REFERENCES

APPENDICES

LIST OF TABLES

Table 1 Distribution of population.....	24
Table 2 Distribution of sample	26
Table 3 Distribution of rating scale	27
Table 4 Distribution of score in Experimental class	36
Table 5 Distribution of score in Control class	38
Table 6 Test of Normality of Experimental class and control pre-test score.....	40
Table 7 Test of Normality pre-test Experimental class	41
Table 8 Test of Normality of Experimental class and control post-test score.....	42
Table 9 Test of Normality pre-test control class.....	44
Table 10 Test of Normality post-test Experimental class.....	46
Table 11 Test of Normality post-test control class	48
Table 12 Test of Homogeneity of variances.....	50
Table 13 Paired sample t-test of Experimental class	51
Table 14 Paired sample t-test of Control Class.....	53
Table 15 Independent t-test of Experimental class and Control class	54
Table 16 Regression test	55

LIST OF FIGURE

Figure 1 Description of pre-test and post-test score in Experimental class.....	35
Figure 2 Description of pre-test and post-test score in Control class	37
Figure 3 Histogram of the normality test of pre-test Experimental class	42
Figure 4 Histogram of the normality test of pre-test Control class.....	45
Figure 5 Histogram of the normality test of post-test Experimental class.....	47
Figure 6 Histogram of the normality test of post-test Control class	49

LIST OF FIGURE

Figure 1 Description of pre-test and post-test score in Experimental class.....	35
Figure 2 Description of pre-test and post-test score in Control class	37
Figure 3 Histogram of the normality test of pre-test Experimental class	42
Figure 4 Histogram of the normality test of pre-test Control class.....	45
Figure 5 Histogram of the normality test of post-test Experimental class.....	47
Figure 6 Histogram of the normality test of post-test Control class	49

LIST OF APPENDICES

Appendix 1 Attendance list

Appendix 2 The score pre-test and post-test

Appendix 3 Fieldnote

Appendix 4 Question

Appendix 5 Lesson plan

Appendix 6 Syllabus

Documentation

CHAPTER 1

INTRODUCTION

A. Background

As language is utilised a communication tool, the ability of speaking or interacting with others takes a pivotal role. People have to know the way of expressing thoughts, feelings, opinions and ideas through the language. According to Harmer, language is used widely for communication between people to share the same first (or even second) language.¹ It means that language is a communication tool used to express what we have in mind. According to Tarigan, language is the ability to pronounce the sounds of articulation or words to express or convey thought, ideas, and feeling.² The definition clearly shows that talking with regard to the pronunciation of words that aims to deliver what will be delivered either feeling, ideas or ideas for listeners to understand what the speaker means.

Speaking is a process of interactivity of meaning construction involving the production, transmission and processing of information. According to Brown and Yule, speaking is depending on the complexity of the information to be communicated.³ Therefore, speaking is not only conveying ideas in our head, but also uttering and delivering new information to others.

Based on the various theories, it can be conclude that speaking ability is

¹ Jeremy Harmer. *The Practice of Language Teaching*. (4th Ed). (London: Longman. 2007)

² Hendry Guntur Tarigan. *Berbicara Sebagai Suatu Keterampilan Berbahasa*. (Revised Ed). Bandung:Angkasa Press. 2008

³ Brown, Gillian and Goerge Yule. 1999. *Teaching the Spoken Language*. (Cambridge: University Press.

students' skill to tell the story that includes the skill to express ideas and content, organize them well in a good arrangement, use the correct language, and deliver it in a good performance.

According to Zhang, speaking remains the most difficult skill to master for the majority of English learners, and the students are still incompetent in communicating orally in English.⁴ While the common problem that comes out from the teacher is the method, strategy, technique, and media did used by the teacher. Sometimes, the teacher use in appropriate method or strategy in teaching speaking.

Furthmore, according to Youssouf Haidara, the factor in speaking difficulty is levels of anxieties. Most of the students always show levels of anxieties because most of the students are nerveous and hesitant when present something in front of the class or respon some of question from their teacher orally.⁵ Some of difficulties that have mentioned above in speaking was general factor that often have been in students.

Based on the observation and interviews conducted by the researcher to eleventh grade Students in SMAN 4 South of Bengkulu on 19 April 2019, however, some problems were still found in the students'abilities in English, especially in speaking. The students' speaking skills were relatively low. They experienced difficulties in expressing ideas and opinions in oral way as they were afraid that they would make mistakes and did not have confidence to

⁴ Samira Al Husni. 2014. International Journal on Studies in English Language and Literature (IJSELL) Volume 2, Issue 6, PP 22-30

⁵ Youssouf Haidara. 2016. "Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia". Journal of Educational Research 4 (7) : 1501-1505. p2

speak English. It happens because of their talking attitude is low which is influenced by their issues in the learning method in classroom. Such as English training in the midst of learning technique shows up monotonous, where teachers instruct the students with standard approach by passing on English materials before the class until the last time of learning process, without giving much time for students to express their talking expertise.

Based on the observations, the researcher also found some problems related to students speaking ability. It indicates that the inability of most of the students to answer comprehension questions. First, the students lack vocabulary. Generally, the students do not know the meaning of words and speaking. Second, they experienced obstacles in expressing their ideas and opinions in oral way as they were afraid to make mistakes and did not have confidence to speak English. Third, the students have low motivation in learning English. Since the teacher applied the teaching learning process with unvaried and challenging technique otherwise, there is no activities variation in learning. Then mostly of the students are unmotivated and uninterested to learn speaking English.

From the explanation above, the researcher found that in learning process, the causes of the students' problem in speaking ability were still low. To tackle down this problem, a great teacher must be able to find the best solution by applying a great method in the process of teaching speaking. The technique that should be applied by the teacher is the method to make the students actively involved, feel comfortable and explore their ideas in speaking class. To explore

their ideas, it is good to put the learners into small groups so that they can get more speaking practice.

Furthermore, the researcher wants to investigate the buzz group technique to solve the above problem. Buzz group is one of the discussion techniques in which students are divided into several groups to respond to the questions that are given. According to Nelson, Buzz Group is a very good technique to teach speaking because it gives more time to practice their speaking.⁶ Here, students will be divided into small groups and discuss a theme, topic, or issue before they speak to whole class members. According to Jing Meng states on his journal that buzz group as one of group work teaching method can raise motivation of the learners.⁷ So, we may say that buzz group is a good technique to be applied in enabling students to improve their speaking ability.

The researcher assumes that buzz group technique is appropriate to be implemented in teaching learning process of speaking ability as the solution to answer the problems which occur in the school. By using buzz group technique it can be concluded that in teaching learning process and make the students active in joining the class, so that the students will not only be able to understand what they are learning but they are also able to give solution to a problem and students are likely to be able to speak up what are in mind without hesitation and shy. The researcher hopes that significance effect of buzz group

⁶ Ahmad Jailani. *The Effect of Buzz Group Method on Students' Motivation and Their Speaking Ability at Senior High School Level*. Journal of Asian Islamic Higher Institutions (JAIHI). Vol 2, Issue 2 (2016)

⁷ Ibid

technique can be effective for the students' speaking ability, especially for the students in class XI of SMAN 4 South of Bengkulu.

Based on the background above, the researcher is interested in carrying out a research entitled; The Effect Of Buzz Group Technique On Students' Speaking Ability At Eleventh Grade Students of SMAN 4 South Of Bengkulu In Academic Year 2019/2020.

B. Identification of problem

Based on the background above, the researcher found some problems in this study. There were as follow: First, the eleventh grade students at SMAN 4 South of Bengkulu in academic year 2019/2020 is difficult to speak english because still being influenced by their mother tongue. Second, The problem that students is lack of vocabulary, and the students' motivation is still low in speaking skill. Third, The students' don't have any idea to choose the topic, and the students' are often not confident to speak in English. The teaching methods is not appropriate on activities to practice speaking in English that's why the students have low speaking skill in English.

C. Limitation of the Problem

This research is limited on the implementation of buzz group technique in order to see the effectiveness of this technique on students' speaking ability at eleventh grade students' of senior high school 4 South of Bengkulu in Academic Year 2019/2020.

D. Research Question

The problems of this research is formulation in the follow question: (1) was there a significant difference in speaking ability between the students who were taught using buzz group technique and that of those who were not?, (2) is there any significant effect of using buzz group technique on Students' Speaking Ability at Eleventh Grade Students' of SMAN 4 South of Bengkulu in Academic Year 2019/2020?.

E. Objective of the research

Based on the problems above, the objectives of the study were: (1) to find out whether or not there was a significant difference in speaking ability between the students who were taught buzz group technique and that of those who were not, (2) to find out whether or not there was an effect of Buzz Group Technique On Students' Speaking Ability At Eleventh Grade Students' of SMAN 4 South of Bengkulu in Academic Year 2019/2020.

F. Significance of The Research

From the research in SMAN 4 South of Bengkulu, the writer performs is expected that it can be useful in terms of:

1. For students', will give an input to the students, so it can help them to improve their speaking ability.
2. For the teachers, it gives the alternative solution in teaching speaking.
3. For the institution of SMAN 4 South of Bengkulu, it can be beneficial regarding to improve the education quality.

G. Definition of Key Term

1. Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language (Bygate Martyn).
2. Buzz group technique is a large group made fast and without any preparation to have a small discussion which consists of 2 to 15 students meet simultaneously in specified time. There are discussing a problem, theme, or issued. Ernest W. Brewer quoted from Bellon and Blank, he notes that buzz group is such groups that foster independent, cognitive thinking among group members with less reliance on presenter-based rote memorization.⁸ By using buzz group technique can help the students' to explore their imagination.

⁸ Ni'mah, Wachidatun. 2015. *The Use of Buzz Group Technique to Enhance Students Activeness and writing skill of Hortatory Exposition Text*. Semarang: Walisongo State Islamic University.

CHAPTER II

LITERATURE REVIEW

A. Speaking Ability

1. Definition of Speaking

Speaking is a language ability which is developing and is influenced by the ability of listening. Speaking and listening are two-way communication activities which are done directly. Speaking/oral language encompasses the ability to listen, speak, and communicate effectively. Oral language is the basis which strong literacy is built. There is sound connection between oral language and reading and writing.⁹

Speaking is being capable of speech, expressing or exchanging thoughts through using language. "Speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning."¹⁰

Speaking is one of the productive skills and it is assumed as the most highly prized language skill since someone who speaks a language should speak and think at the same time then he also should understand what he conveys.¹¹

⁹ Eliason. 2008. *The Speaking Ability of Five to Six Years Old Children In Morning Journal Activity*. Jakarta : International Journal of Education and research. Vol 5, No 5, May 2017.

¹⁰ Nunan. 2003. *Developing Speaking Skill Through Reading*. Canadian Center Of Science And Education: International Journal Of English Linguistics. Vol. 2, No. 6, 2012.

¹¹ Lado and Pinter. 2006. *Improving Students' Speaking Ability in Reporting Procedural Text by Using Videos*. Indonesia: Journal of English and Education. Vol 5, No 1, April 2017.

Speaking is .the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.¹² Teachers and students come to language classes with conscious or subconscious attitudes, expectations, interests, and needs. These are especially germane to establishing course objectives for speaking, which has tended to receive the greatest attention and emphasis in recent years and for which achievement has tended to be the most disappointing, perhaps because expectations have been elevated beyond realistic levels.

Speaking is about making people understand speaker's feeling and ideas by doing and act communication using language. At the time people produce utterance, they deliver their meaning, feelings, ideas, and desires. Speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts.

A speaker not only gives responses to the other speakers' utterances but also expresses his own ideas creatively in which he constructs linguistic strings, and makes choices of lexicon, structure, and discourse which are appropriate to the context and situation of the conversation. In this way, speakers can conduct. Good, successful communication.

Speaking is categorized successful when the listener can understand what the speaker says, so the meaning, the information, the idea, and the messages can be transferred well. There is a mutual

¹² Chaney. 1998. *The Effect Of Using Buzz Group Method On Students' Motivation And Their Speaking Ability At Senior High School Level*. Indonesia : Journal Of Asian Islamic Higher Institutions. Vol. 2, Issue 2 (2016).

understanding between the speaker and the listener. To do so, the speaker must be attentive to his vocabulary, pronunciation, messages, sentence structure, and the ways of expressing the ideas.

2. Technique in Teaching Speaking

Some technique in teaching speaking skill in learning English are:

a. Imitative

A very restricted portion of classroom speaking time generating “human tape recorder” speech. For instance, learner practices a contour of intonation or tries to pinpoint sound.

b. Intensive

Intensive speaking is one step higher beyond restriction to include any speaking performances designed to practice some aspects of phonology or grammar of language.

c. Responsive

A couple of students speech in the classroom is responsive: short answers to teacher or student initiated comments or questions. These replies are usually sufficient and do not extend into dialogues.

d. Interactive

Tasks in interactive speaking can be described as tasks which produce interaction in form of transactional language or interpersonal exchange. Interview, role play, discussion and conversation, and games can be set as interactive tasks.

e. Extensive

These oral production tasks which are termed as monologue tasks include speeches, oral presentation and story telling.¹³

3. The Elements Of Speaking

There are several elements that should be following in speaking, as follows:

- a. Connected Speech, effective learners of English need to be able not only to produce the individual phonemes of English but also to use fluent 'connected speech' as in. in connected speech sounds are modified, omitted, added or weakened.
- b. Expressive Devices, English native speakers make change to the pitch and stress of particular utterances parts, vary speed and volume, and show by and non-verbal means and other physical about what they are feeling.
- c. Lexis and Grammar, the use of number of common lexical phrases, especially in the performance of certain language functions mark the spontaneous speech.
- d. Negotiation and Language, effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.¹⁴

¹³ Douglas Brown. 2007. *Teaching by Principles, An Interactive Approach in Language Pedagogy*. USA: Longman.

¹⁴ Harmer. 2001. *Developing Speaking Skill Through Reading*. Canadian Center Of Science And Education: International Journal Of English Linguistics. Vol. 2, No. 6, 2012.

4. Macro and Micro Skills of Speaking

Explain that a list of speaking skill can be drawn up for the purpose to serve as a taxonomy of skills from which one will pick up one or several that are going to be the objective of an assessment task. The micro-skills refer to the production of the smaller chunks of language, such as morphemes, phonemes, words collections, and units of phrase. The macro-skills imply the speakers focus on the larger elements: vocabulary, grammatical, pronunciation fluency and content, discourse, function, style, cohesion, nonverbal communication, and strategic option. There are 16 objective of and micro and macro-skills to assess speaking. Those are following:

1) Micro – Skills:

- a. Produce differences among English phonemes and allophonic variant.
- b. Produce chunks of language of different length.
- c. Produce English stress patterns, words in stressed and unstressed position, rhythmic structure, and intonation contours.
- d. Produce reduced form of words and phrases.
- e. Use an sufficient number of lexical units (words) to reach the pragmatic purpose.
- f. Produce fluent speech in different delivery rates.

- g. Monitor one's own utterance production and apply various strategic devices-pauses, self-corrections, fillers backtracking to upgrade the clarity level of the message.
 - h. Use grammatical word classes: nouns, verbs, etc. Systems: e.g., tense, agreement, plural, word order, pattern, rules, and elliptical forms.
 - i. Produce natural constituents of speech: in pause groups, appropriate phrases, breathe groups, sentence constituents and breathe groups.
 - j. Express a particular meaning in various kinds of grammatical form.
 - k. Use cohesive devices in spoken discourse.
- 2) Macro-Skills:
- a. properly accomplish communicative function according to goals, participants and situations.
 - b. Use proper sociolinguistic feature in face-to-face conversation such as implicative, styles, pragmatic conventions, redundancies, floor keeping, conversations rules, yielding interrupting and others.
 - c. Deliver links and connection between events and communicate such relations as focal and peripheral ideas.
 - d. Nets and feeling, new information and given information, generalization and exemplification.
 - e. Convey facial feature, kinesics, body language and other nonverbal cues long with verbal language.

- f. Improve and apply battery of speaking strategies, that are including rephrasing, emphasizing key words, appealing for help, providing a context for interpreting the meaning of words, and assessing how will your interlocutor is understanding you in accurate way.¹⁵

In designing task for assessing spoken language, these skills can act as a checklist of objectives. While the macro-skills have the appearance of being more complex than micro-skills, both contain ingredients of difficulty, dependent on the stage and context of the test-taker.

5. Role of Teacher

During speaking activities, the teachers need to play a number of different roles. Harmer points out three roles of teachers in teaching speaking.¹⁶ (1) immediate students are sometimes confused, have no ability to think of what they are going to say next which cause the lack of the fluency we expect from them. The teacher has a role of helping them by giving various suggestions. It can be carried out supportively (without causing a disruption to the discussion) or ask them to perform their roles. (2) participant means that teachers should be a good animator when asking students to produce language. Sometimes this is can be accomplished by creating a set of activity in clear way and enthusiastically. The teachers also may participate take part in discussions or role-plays themselves to provide assists to the activity

¹⁵ Brown. 2003. *Improving The Students' Speaking Skills By Using Buzz Group*.

¹⁶ Harmer Jeremy. 2007. *How to teach*

along, ensuring continuing students' engagement or keeping atmosphere of creativity. (3) Feedback provider is vital that the teacher allows the students to assess what they have done. However, it is important to think about possibility that overcorrection may inhibit the students in the middle of a speaking activity.

B. Buzz Group Technique

1. Definition of Buzz Group Technique

Buzz group is a large group made fast and without any preparation to have a small discussion which consist of 2 to 15 students meet simultaneously in specified time. They are discussing a problem, theme, or issued. Ernest W. Brewer quoted from Bellon, Bellon, and Blank, he notes that buzz group is such groups that foster independent, cognitive thinking among group members with less reliance on presenter based rote memorization.

Buzz group technique helps students to trigger their critical thinking towards the given topic from the teacher. They are given limited time to think and give the argument related to a topic which can make them having fast response. So that, no one in the class think slowly and they can also enhance their courage to give the argument in front of the audience. Using buzz group technique the researcher hope can enhance

teaching and learning environment and success of all students when it is implemented properly.¹⁷

2. Buzz Group Technique in Teaching

According to Vygotsky's theory, he tried to develop Piaget's constructively individual learning model theory in his theory became group learning that is to build the knowledge itself, students can get the knowledge from various activities with teacher as the facilitator. Based on this theory, the writer applied this buzz group learning combining with individual work.

The buzz group technique is a method used as an excellent means of getting total participation of students from small groups to a large group, which help students to dig their critical thinking dealing with some topics in their surroundings. Using the buzz group technique as a method in teaching and learning process, it is hoped that teacher will be able to motivate the students in learning and pay attention to the material presented by another student.

The main core of buzz group technique is the way it forces students to have critical thinking unintentionally. Students will stimulate to think by having a small discussion with their buzz group in limited time, then in the bigger discussion they will encourage their braveness to show their

¹⁷ ThanHuy, Nguyen. 2015. *Problems Affecting Learning Writing Skills*. Vietnam (ASIAN Journal Of Education Research)

arguments in front of the class and they will get some feedbacks from the member of other group.¹⁸

3. Advantages of the Buzz Group Technique

Advantages of the Buzz Group Technique are :

- a. The learners get more opportunities to speak.
- b. The learners ask and answer questions actively.
- c. The learners learn a lot from each other.
- d. The learners gain confidence because they are speaking in private rather than to the whole class.¹⁹

4. Teaching Procedure of The Buzz Group Technique

According to Barkley, there states that the procedure to use buzz group is as follow:

- Dividing the students into groups, announce the discussion cues and limit of time.
- Asking members of the group to exchange ideas as responses towards the cues.
- Checking regularly to see if the groups are still fully engaged and focused on the pinned topic.
- instructing the students to return to whole class discussion and restate the cue to start.

¹⁸ Mulatsih, Dwi. 2013. *The Effectiveness of Buzz Group Technique in Improving Narrative Writing*. Bandung:state islamic university.

¹⁹ Marry Slattery and Jane Wilis. 2009. *English for Primary Teachers*. New York: Oxford University Press.

The discussion or “buzzing” should proceed for the short period of time previously designated. The leader should encourage less aggressive individuals to join in the discussion, so that a few highly verbal students do not control the discussion and prevent good group interaction. While the discussion proceeds, the teacher should monitor the progress being made in each buzz group by circulating among the groups.

Main Procedural Steps in Using the Buzz Group:

- 1) Divide the class into several groups; show the direction of discussion and information about time limitation.
- 2) Ask the member of each group to share their argument to response the directions.
- 3) Check periodically to see whether all of the groups still involved in the discussion actively and focus on the given topic/theme.
- 4) Cut the limitation time if the discussion has out from the topic and the limitation time.
- 5) Consider to extend the limitation time few minutes more, if each group still discussing the topic but the time is up.
- 6) Guide students to back to the class discussion and repeat the direction again to start it.²⁰

²⁰ Wachidatun, Ni'mah.2015. *The Use Of Buzz Group Technique To Enhance Students Activeness And Writing Skill Of Hortatory Exposition Text*. Semarang: Walisongo State Islamic University.

C. Some Related Previous Studies

There are some previous studies is which related to the topic of the research. First, the use of buzz group technique which is conducted by Ni'mah. This study is aimed to describe the implementation of buzz group technique in enhancing students' activeness and writing skill of hortatory exposition text at the eleventh grade students of MA AL-KHORIYYAH Semarang in the academic year of 2014/2015 and to know the enhancement of students' activeness and writing skill of hortatory exposition text after being taught using buzz group technique. They could write easily without consuming more time because they did writing of hortatory exposition text by group. They could write a hortatory exposition text with the closed theme given by the teacher. It showed by the score of recycle. First cycle and second cycle. In the pre-cycle was found the total score of students' writing result was 67.5, it meant was 67.5%. It showed that the value of students' writing result was fair. In the first cycle was found the total score of students' writing result was 81, it meant was 81%. It showed that the value of students' writing result was good. In the second cycle was found the total score of students' writing result was 87, it means was 87%. It showed that the value of students' writing result was excellent.

Second, previous of this research is about A comparative study of students' reading comprehension achievement after being taught through buzz group technique and herringbone technique, the development previous study conducted by Vivi Handayani on her research at SMA Utama 2 Bandar

Lampung on the results of this research showed that there was difference in students' reading comprehension achievement taught through buzz group and herringbone technique. In experimental class I, the mean score increased from 43,55 in pretest to 66.82 in posttest. It mean that the gain score of the students was 23.27. Meanwhile, the increase of students' achievement in experimental class II was not as significant as in experimental class I. the mean scores increased from 43.47 of the pretest to 57.07 of the posttest and the gain was only 13.6. the result showed that t-value was 2.385, and two tailed signed points to $p < 0.05$ then $p = 0.023$, and based on those analysis $p < 0.05 = (0.023 < 0.05)$, so it meant that there was a significant difference of students reading comprehension achievement between those who were taught through and Herringbone Technique in posttest of both classes in experimental class I and II.

D. Hypothesis

In relation to the study, the researcher formulates the following hypothesis:

The Hypothesis are :

Ho₁: There is no significant difference in speaking ability between the students who are taught using buzz group technique and those who are not.

Ha₁: There is a significant difference in speaking ability between the students who are taught using buzz group technique and those who are not.

H₀₂: There is no effect of using buzz group technique on students' speaking ability

H_{a2}: There is an effect of using buzz group technique on students' speaking ability.

CHAPTER III

RESEARCH METHOD

A. Research Design

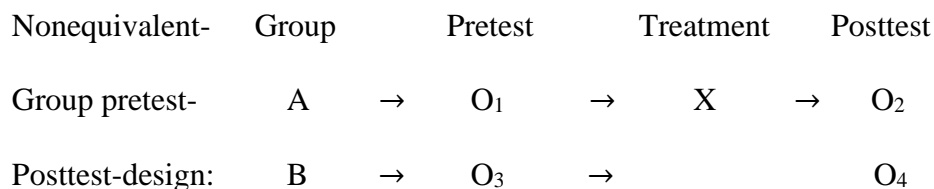
In conducting the research, the researcher will use experimental research method. John, defined experimental research as the description and analysis of what would be or what would occur, under carefully controlled condition. ²¹ It means that experimental design is a research design that is used to find the influence of one variables to another.

In this research, the researcher will use quasy experimental research method. Quasi-experimental include assignment, but not random assignment of participants to groups. This is because the experimental cannot artificially create groups for the experiment. For example, studying a new math program may require using existing eleventh grade students' and designating one as the experimental group and one as the control group. Randomly assigning students to the two groups would disruct classroom learning. In this design, the researchers use purposive sampling method to select of study. In other words, it can be stated when it is not possible or practical to control all the key factors, so it becomes necessary to implement a quasi-experimental research design.

In addition, in this design a pre test gave before treatment and post test gave after treatment. The research design was called pre-test and post-test non

²¹ Yogesh Kumar Singh.2006. *Fundament*
New Age International Publisher.

equivalent group design because two groups experimental and control.²² The research design can be presented as follows:



Where: A : The experimental group

B : The control group

O₁ : Pretest for the experimental group

O₂ : Posttest for the experimental group

The researcher take two classes as sample group: an experimental class and a control class. In the case, the researcher use the buzz group technique for experimental class and only giving explain material by teacher for control classes.

B. Population and Sample

1. Population

Population is whole of subject research, it is defined as all members of any well defined class of people, events, or subject.²³ Population of the research is the entire students at the eleventh grade of SMAN 4 South of Bengkulu. It means that population is all the members in a particular place. The population of this research consisted of 125 students of the eleventh

²² Jhon W. Creswell. 2012. *Educational Research Planning, Conducting And Evaluating Quantitative And Qualitative Research*. Boston: Pearson Education.

²³ Arikunto. 2010. *The Effect Of Buzz Group Technique And Clustering Technique In Teaching Writing At The First Class Of SMA HKBP 1 Tarutung*. Medan: English Language Teaching, Vol.11, No.1, 2018.

grade. There are some class namely XI IPA 1, XI IPA 2, XI IPS 1. XI IPS 2, and XI IPS 3.

Table 1.2
Population of the Research

No	Class	Male	Female	Total
1	XI IPA 1	4	20	24
2	XI IPA 2	5	20	25
1	XI IPS 1	1	23	24
2	XI IPS 2	16	11	27
3	XI IPS 3	16	9	25
Total		42	83	125

*Sources : administrative of SMAN 4 South of Bengkulu
(2019/2020)*

2. Sample of the study

Trochim in Gleen stated that sampling is the process of selecting units (e.g. people, organizations) from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they are chosen.²⁴ The researcher took two classes that were divided into two groups. The researcher assumed that personal knowledge of population was used to judge whether a particular sample was representative.

²⁴ Glenn Fulcher. 2014. *Testing Second Language Spaeing*. New York: Routledge

There were 48 students at the same level (48 out of population) that was taken as sample. The researcher took two classes as the sample, where 24 students class XI IPA 1 and 24 students class XI IPS 1. They were given pretest and posttest. They were divided into two groups, 24 students for the experimental group and 24 students for the control group. The experimental group was taught by using buzz group technique, while the control group was not taught using buzz group technique.

The researcher considered the forty one students as the sample based on the similar criteria of students:

1. The average score (6-7) of the previous semester score.
2. The age of 16-17 years old.
3. Taught by the same teacher.
4. Some number of the gender

The researcher took the data from their teacher of English. After getting the sample, the researcher determined the group randomly by using lottery.

Tabel 1.3**Sample of the Study**

No	Group	Class	Male	Female
1	The Experimental Class	XI IPA 1	4	20
2	The Control Class	XI IPS 1	1	23
Total			5	43

Source: SMAN 4 South of Bengkulu(2019/2020)

C. Instrument of the Research

1. Speaking Test

The researcher used speaking test as an instrument to collect the data. There were two kinds of instruments in this study, they were: instruments for experimental group and for the control group. To assess the students speaking ability, the researcher used oral language scoring rubric based on the criteria of grammar and vocabulary, pronunciation and interactive communication.

The research used speaking test as an instrument to collect the data. Instrument is the generic term that researchers use for a measurement device (survey, test, questionnaire, etc.).²⁵ Research instrument is the process of developing, testing, and using the device. In the test, the resarcher used pre-test and post-test. The test consisted of pronunciation, grammar, fluency, vocabulary, and comprehension in rating scale. The

²⁵ Sugiono. 2008. *Metode Penelitian Kuantitatif Dan R & D*. Bandung: Alfabet.

researcher used the rating scale to measure the students' speaking ability. The rating scale for the speaking test modified from Brown can be seen as follow:²⁶

Tabel 1.4 Rating Scale

Criteria	Score	Component in Scoring Test
Pronunciation	5	The students can the words very well.
	4	The students can pronounce the words
	3	well.
	2	The students can pronounce the words adequate enough.
	1	The students can pronounce the words frequently unintelligible. The students can pronounce the word poorly.
Grammar	5	The students has very good grammar
	4	The students error in grammar is quite rate.
	3	The students grammar is good enough, able to aspect the language with sufficient
	2	structure. The students construction of grammar is quite accurately but not have through or

²⁶ Brown, Douglas. 2004. *Language Assesement: Principle And Classroom Practice*. New york: san fransisco state university

	1	confidence control. The students error is frequent but the content still understood.
Vocabulary	5	The students has board vocabulary.
	4	The students has adequate vocabulary.
	3	The students has good enough vocabulary.
	4	The student has limited vocabulary.
	5	The student has very limited vocabulary.
Fluency	5	Speech is following style, mostly easy to understand.
	4	Speech of speech seems to be slightly affected by language problem.
	3	Speech and fluency is father strongly affected by language limitation.
	2	Usually resistant: often force to silence by language limitation.
	1	Speech is as halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Ideas highly organized, covers all of the elements of speaking,
	4	Ideas well organized, cover almost all of the element of speaking.
	3	Ideas less organized, some missing parts of

	2	the element of speaking in practicing conversation.
	1	Ideas less organized cover only the main element of the speaking problem in practicing conversation. Unorganized ideas, a lot of missing parts of the elements.

Brown (2004)

D. Technique for Collecting Data

The research did the pre-test and post-test for the sample. Pre-test was given to both control and experimental class. The data would be collected by giving the test to the student.

1. Test

Test are generally prepared, administered and scored by the teacher. The test divide two stages that are pre-test and post-test.

a. Pre-test

This test can be called as the pre-test before the treatment of this research. The pre-test is aimed at knowing the students' mastery in English speaking materials before treatment carried out. In the testing process, the students had to speak up in front of the how to make a procedure about food and drink. This result of the test became the evaluation before the use of buzz group technique will apply in the class.

b. Post-test

Post test will conduct after the students get different treatments (XI IPA 1 class will taught by using Buzz Group Technique and XI IPS 1 will taught without any technique. From the score of this test, the research will intend to find out the effect of buzz group technique towards student speaking ability. The result of the scoring will then compared with pre-test. In this case, the researcher knew how far the effect of buzz group technique towards students' speaking ability.

c. Documentation

The researcher will uses camera to take photos during teaching learning process. It will used to documentation all the research process. From giving the pre-test, during the treatment class, and giving the post-test.

E. Research Procedure

1. The stages for the experimental group

Research were understanding speaking ability by using buzz group technique. While each meeting takes an allocation of about 2x45 minutes: The type of teaching is done for the six meeting. The steps are follows:

a. Pre-activity

The teacher was prepares students for subject matter and identifies their prior knowledge.

1. Choosing the topic

The researcher enters the classroom and gives greetings before the starting. The researcher introduced buzz group technique and applied it to students. Asking the students to discussion with the members. The researcher divide the participants into small groups.

b. While-activities

The researcher was separate students into smaller study groups because class XI IPA 1 consist 24 students and the researcher give the direction for the students to choose the best topic and then explain the pictures about exposition text in front classroom(by using buzz group technique). Review the important points or give more explanations if necessary.

1. Form one group, and each group minimum 4 people.
2. Together with you members choose the image, you have discussion of the pictures with them.
3. Then, you will choose one of your members to explain the pictures.
4. Perform in front of the class! spoken about the pictures.
5. You should more think about accuracy, fluency, and comprehensibility.

c. Post-activities

The teacher review about buzz group technique. Asks the students to summarize briefly.

2. The stages for the Control Group

In the class XI IPS 1 is control class the consist 24 students, the researcher would not teach the students by using buzz group technique. the researcher taught the students by conventional teaching.

F. Technique of Analysis Data

The writer found out the means score. The writer also found out the significant differences within the groups and between the groups in terms of speaking ability. The writer also measured how much the contribution of buzz group technique towards students' speaking ability.

In finding the mean of the tests, the writer found out the normality of the pre-test and post-test, and homogeneity of the test. Then, the writer found out the means score and standard deviation of the pre-test and post-test to see the difference. Finally, in comparing the means of the test, the writer used t-test in order to find out the difference between the means and decide whether those differences were likely to happen by chance or by treatment effect.

1. Normality Test

Normality test is used to know the normality of the data that was analyzed whether both classes had normal data distribution or not. In this study, the researcher use statistical computation by using SPSS (Statistical Package for the Social Science) for normality of test. The test of normality employed are Kolmogorov-Smirnov. Kolmogorov smirnov is used to the test goodness of fit of sample distribution and other distribution. This test compares a group of sample data toward normal distribution mean score

and similar standard deviation. Based on the statistical counted about normality test with believe $\alpha = 0,05$.

2. Homogeneity Test

Homogeneity test is applied to know whether the data was homogeneous or not. After the result of testing normality of distribution is found, the researcher will do test the homogeneity of variance in this research by using Levene's in SPSS (Statistical Package for the Social Science).

3. T-Test

The data analysis procedure is then as a T-Test. T-test is a statistic that is used to determine the significant differences of the two samples on an average of two variables compared.

Quantitative data analysis is use in this research. The researcher found an average score. The researcher also measured how much the technique of buzz group contributed, increasing the achievement of students' understanding in grammar.

CHAPTER IV

RESULT AND DISCUSSION

A. RESULT

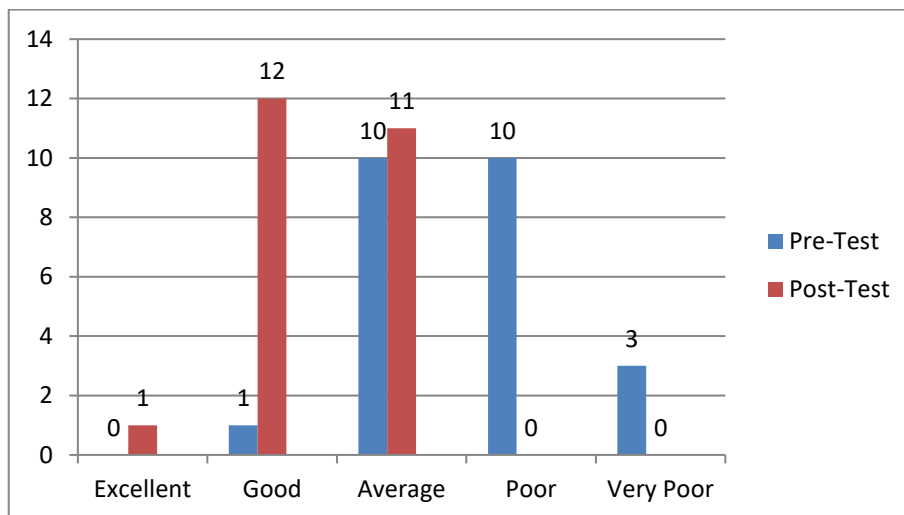
In this part, the result of the research was presented. The researcher began this research from November 1Th until Desember 9Th 2019. The objective of this research was divided in two class, it is class XI IPA 1 (consist 24 students) as the experimental class and XI IPS 1 (consist 24 students) as the control class. Teaching speaking in the experimental class was by used buzz group technique, while the control class teaching by used conventional teaching. In the following description, it was presented the research finding. The finding was gained from the result of the experimental and control class on pre-test and post-test score.

1. The Result of Speaking Ability Test

This section describes and analyzes the test before and after treatment. The pre-test and post-test were given to the students in the experimental group and control group. The pre-test was given to the students before the experimental was conducted and the post-test was given at the end of the experimental.

1.1 The description of pre-test and post-test Score in experimental class

The data were collected from the result of the students score of pre-test and post-test in experimental class. the following are description of the students' score in the experimental class.

Figure 4.1**The Students' Score of Experimental Class**

Based on figure 4.1, the post test score was higher than pre-test score. It means teaching speaking ability by using buzz group technique could increase the students' speaking ability score. The data showed that the mean score of pre-test was 58,79 from 24 students. The highest score in pre-test is 72 obtained by 1 students and the lowest score in pre-test is 36 obtained by 1 students. From the analyzing, it could be seen that most of the XI IPA 1 Class students' speaking ability is still very low.

Further, the description from the table above also presented the score of post-test. The score which was gained after the treatment of buzz group was done. According to the result of post-test above, it could be seen that the mean of post-test was improved and was 72.58.

From the description of score in experimental class above, the highest score of post-test was 86 obtained by 1 students and the lowest

score in post-test was 56 obtained by 4 students. From the data description above, it could be concluded that there was significant effect of using buzz group technique on students speaking ability.

Table 4.1

The Score Distribution in Experimental Class

Score interval	Category	Pre-Test		Post-Test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
86-100	Excellent	0	0%	1	4%
71-85	Good	1	4%	12	50 %
56-70	Average	10	42%	11	46%
41-55	Poor	10	42%	0	0%
<40	Very Poor	3	12%	0	0%

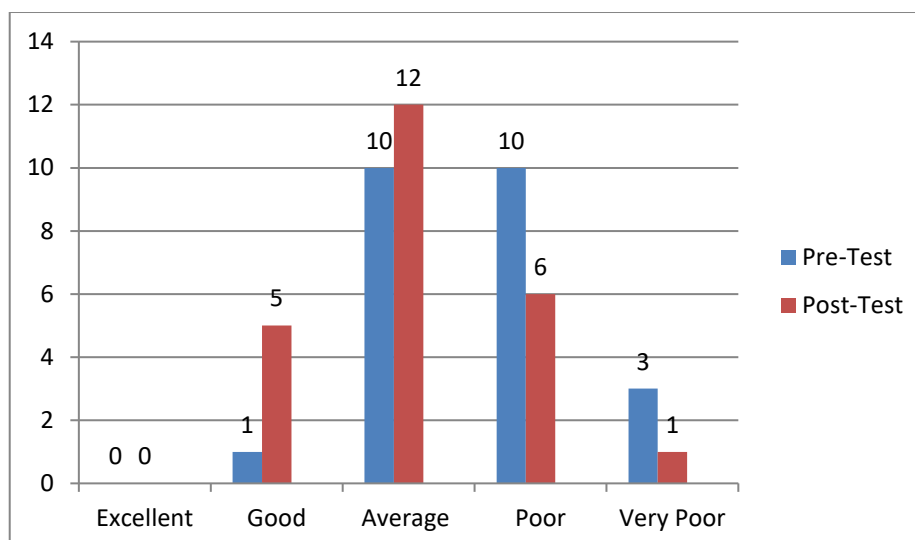
Based on the table 4.1, the pre-test in the experimental group, there was 0 (0%) students in excellent category, 1 (4%) students was in good category, 10 (42%) students were average category, 10(42%) students were in poor category and 3 (12%) students were in very poor category. While in the post-test, there was 1 (4%) students in excellent category, 12 (50%) students was good category, 11(46%) students were average category, 0 (0%) students were poor category, and 0 (0%) students were in very poor.

1.2 The description of pre-test and post-test Score in the control class

The data were collected from result of the students score of pre-test and psot-test in control class. The following are description of the students' score in the control class:

Figure 4.2

The Students' Scores of Control Class



Based on figure 4.2, it was showed that the post-test score and the pre-test score were relatively same. The data showed that the mean score of pre-test was 53,08 from 24 students. Moreover, the highest score in pre-test was 72 obtained by 1 students and the lowest score in pre-test was 36 obtained by 1 students. From the analyzing it could be seen that most of the XI IPS 1 also still low ability in speaking.

According to the result of post-test above, it could be seen that the main of post-test in control class also improved, it was 60.58. From the description of score in the control class above, the highest score of post-test was 80 obtained by 1 students and the lowest score in post-test was 40 it was obtained by 1 students.

. The distribution of pre-test and post-test scores in the control class can be seen on table 4.2.

Table 4.2

The Score Distribution in Control Class

Score interval	Category	Pre-Test		Post-Test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
86-100	Excellent	0	0%	0	0%
71-85	Good	1	4%	5	21%
56-70	Average	10	42% %	12	50%
41-55	Poor	10	42% %	6	25%
<40	Very Poor	3	12%	1	4%

Based on the table 4.2, the pre-test in the control class, there was 0 (0%) students in excellent category, 1 (0%) was in good category, 10 (42%) students were in average category, 10 (42%) students were in poor category, and 3 (12%) students were in very poor category. While in post-test there was 0 (0%) students was in excellent category, 5 (21%) students was in good category, 12 (50%) students were in average category, 6 (25%) students were in poor category, and 1 (4%) students were in vere poor category.

The differences in students' score in table 4.1 and 4.2, it can concluded that there is positive effect of buzz group technique in teaching speaking because in the post-test the result score of using buzz group was more high than without buzz group.

2. Normality and Homogeneity

Before analyzing the data, homogeneity and normality of the data should be measured. In the determining homogeneity and normality of the data kolmogorov-smirnov test was used.

2.1 The Result of Normality Pre-Test Score

The result of normality test on both the experimental and control class' pre-test and post-test score was gained from Liliefors test using IBM statistics SPSS 20. The result which was gotten as follow:

Table 4.3

**The Result Comparison of Normality Test of The Experimental and
Control Class Pre-Test Score**

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Experiment	.127	24	.200*	.962	24	.474
Control	.115	24	.200*	.961	24	.457

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The result of the normality test above showed that the significance level or the probability value (p) of the experimental class was 0.200 and 0.474 and the control class one was 0.200 and 0.457. It mean that probability value (p) of both the experimental and control class was higher than (>) the degree of significance 5% ($\alpha=0.05$), it could be concluded that the data of the experimental and control class pre-test was normally distributed.

Table 4.4**Test of Normality****Pre-Test of the Experimental Class****One-Sample Kolmogorov-Smirnov Test**

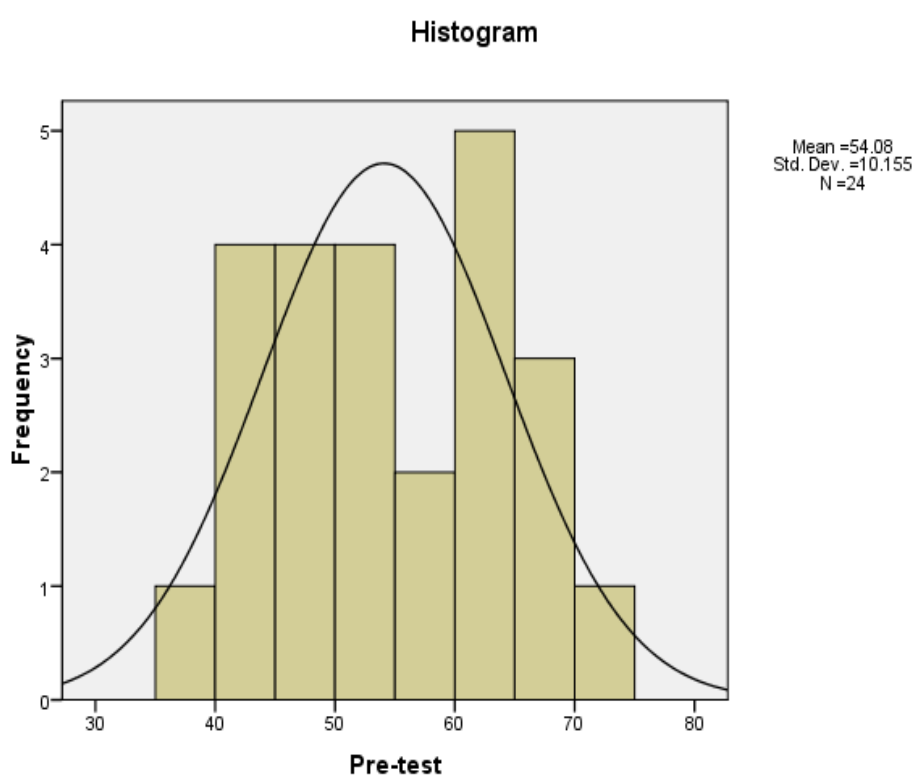
		Pre-test Experiment
N		24
Normal Parameters ^a	Mean	54.08
	Std. Deviation	10.155
Most Extreme Differences	Absolute	.127
	Positive	.123
	Negative	-.127
Kolmogorov-Smirnov Z		.623
Asymp. Sig. (2-tailed)		.832
a. Test distribution is Normal.		

The kolmogorov-smirnov test of pre-test and post-test of the experimental class showed that significance were 0,832, since p value (0,832) was higher than 0,05, it can be concluded that the data obtained were considered normal.

The histogram of the normality test of the experimental class can be seen on figure 4.3.

Figure 4.3

The Histogram of The Normality Test Pre-test of Experimental Class



The following was result of normality test of the experimental and control class post-test which was presented in this table.

Table 4.5**The Result of Normality Test of The Experimental and Control Class****Post-test score****Tests of Normality**

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Experiment	.159	24	.121	.938	24	.151
Control	.170	24	.072	.974	24	.761

a. Lilliefors Significance Correction

The result of the normality test above showed that the significance level or probability value (p) of the experimental class was 0.121 and 0.151. The control one was 0.072 and 0.761. It mean that the probability value (p) of both experimental and control class was higher than (>) the degree of significance 5% ($\alpha=0.05$). Thus, it could be concluded that the data of both of experimental and control class post-test was normally distributed.

Table 4.6**Test of Normality of Pre-Test of the Control Class****One-Sample Kolmogorov-Smirnov Test**

		Pre-test Control
N		24
Normal Parameters ^a	Mean	53.08
	Std. Deviation	9.886
Most Extreme Differences	Absolute	.115
	Positive	.113
	Negative	-.115
Kolmogorov-Smirnov Z		.565
Asymp. Sig. (2-tailed)		.907
a. Test distribution is Normal.		

The kolmogorov-smirnov test of the control group showed that significance was 0,907. Since p value (0,907) was higher than 0,05, it can be concluded that the data obtained were considered normal.

The histogram of the normality test of the control class can be seen on figure 4.4

Figure 4.4

The Histogram of the Normality Test Pre-test of Control Class

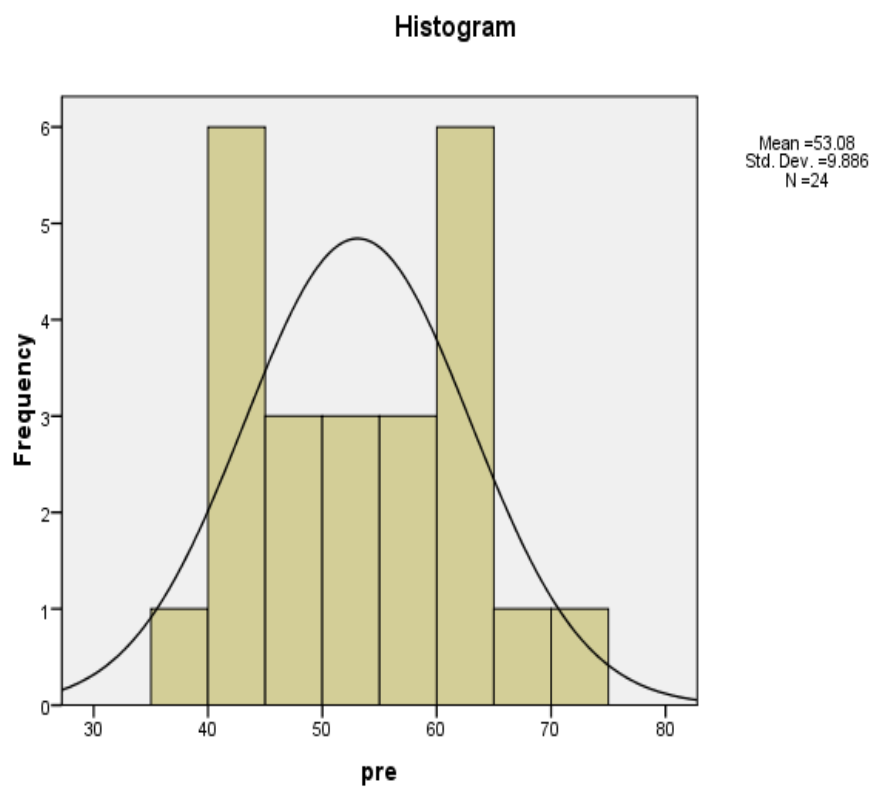


Table 4.7**Test of Normality of Post-test Scores of the Experimental Class****One-Sample Kolmogorov-Smirnov Test**

		Post-test Experimental
N		24
Normal Parameters ^a	Mean	72.58
	Std. Deviation	8.717
Most Extreme Differences	Absolute	.159
	Positive	.159
	Negative	-.136
Kolmogorov-Smirnov Z		.778
Asymp. Sig. (2-tailed)		.580
a. Test distribution is Normal.		

The kolmogorov-smirnov test of the post-test of the experimental group showed that significance was 0,580. Since p value (0,580) was higher than 0,05, it can be concluded that the data obtained were considered normal.

Figure 4.5

The Histogram of The Normality Test of Post-test in Experimental Class

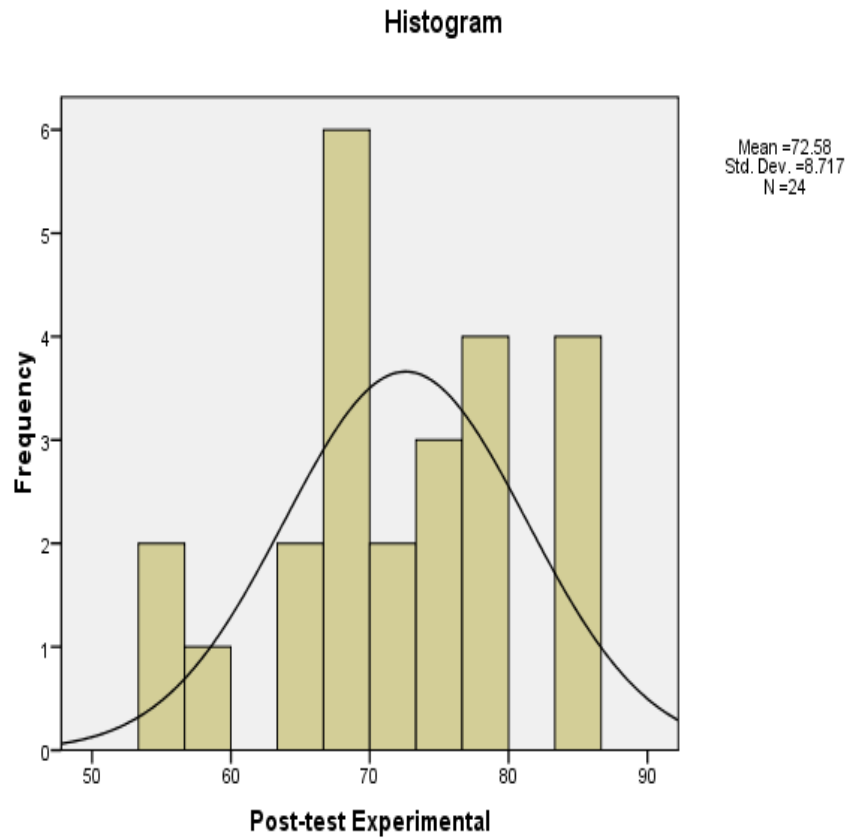
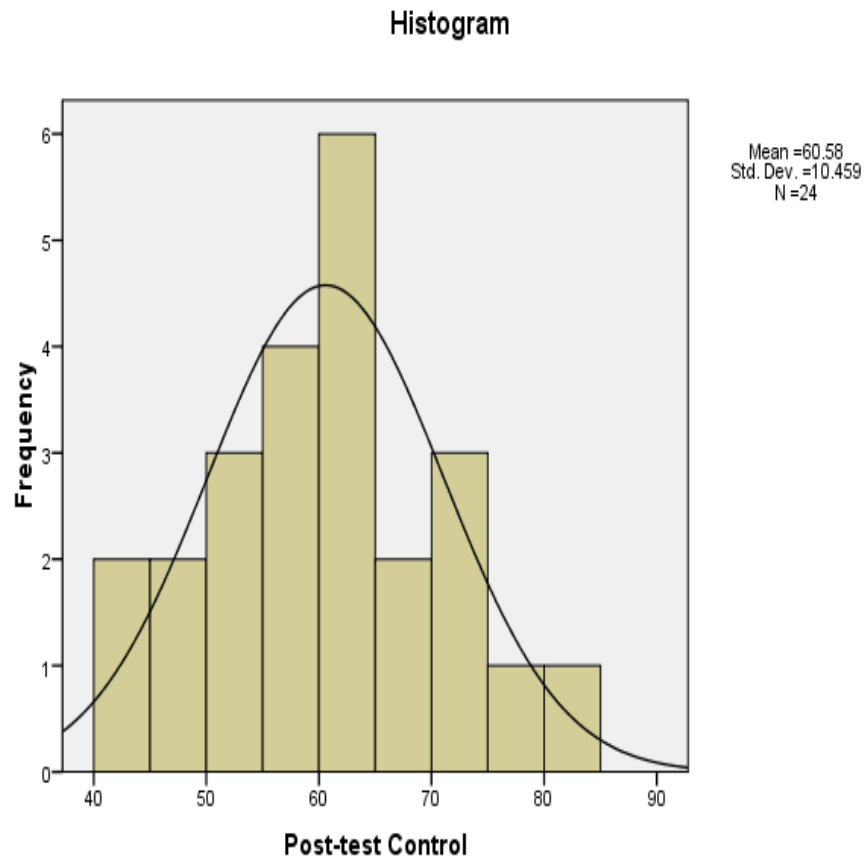


Table 4.8**Test of Normality of Post-test Scores of the Control Class****One-Sample Kolmogorov-Smirnov Test**

		Post-test Control
N		24
Normal Parameters ^a	Mean	60.58
	Std. Deviation	10.459
Most Extreme Differences	Absolute	.170
	Positive	.086
	Negative	-.170
Kolmogorov-Smirnov Z		.831
Asymp. Sig. (2-tailed)		.494
a. Test distribution is Normal.		

The kolmogorov-smirnov test of the post-test of the control class showed that significance was 0,494. Since p value (0,494) was higher than 0,05, it can be concluded that the data obtained were considered normal.

Figure 4.6**The Histogram of The Normality Test of**

2.2 Homogeneity Test

After finishing the normality test, the homogeneity test was also required as prerequisite analysis test. To calculate homogeneity test, the researcher used *Levene Statistic Test* from IBM statistic SPSS 20 software. The following is the result which was obtained from this calculation.

Table 4.9

The Result of Homogeneity Test of Both The Experimental and Control Class' Pre-Test Score Test of Homogeneity of Variances

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2.213	6	13	.108

The test homogeneity of variances showed that the significant were 0,108. Since 0,108, was higher than alpha level of 0,05 meaning that the variances of very treatment was homogeneous.

3. The Statistically Analysis Result

3.1. Paired Sample t-Test Analysis

This part described and analyzed the test after the treatment was given to the students Statistical Analysis on the Result of pre-test and post-test in the experimental class.

Table 4.10

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-Test	54.08	24	10.155	2.073
Post-Test	72.58	24	8.717	1.779

Based on the table above, the mean of speaking ability pre-test in the experimental class was 54.08 and the standard deviation was 10.155. The mean of speaking ability post-test in the experimental class was 72.58 and the standard deviation was 8.717.

Table 4.11**Paired Samples Test**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-test Post-test	-18.500	6.079	1.241	-21.067	-15.933	-14.908	23	.000

The result of the paired sample t-test, paired sample difference in mean between pre-test of speaking ability in the experimental class was -18.500 with standard deviation of 6.079 with standard and t-obtained -14.908 at the significant level of 0,05 and the degree of freedom 23 and the critical value of t-table for tailed test was 1,70.

From the table 4.9, it can be seen that t-obtained -14.908 was higher than the critical value of t-table 1,70 it can be stated that the research hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. It means that there was significant difference is speaking ability within the students in experimental class.

Table 4.12**Paired Sample t-test of Pre-test and Post-test in Control Class**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	53.08	24	9.886	2.018
	Post-Test	60.58	24	10.459	2.135

Based on the table above, the mean of speaking ability pre-test in the control class was 53.08 and the standard deviation was 9.886. The mean of speaking ability post-test in the control class was 60.58 and the standard deviation was 10.459.

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-Test - Post-Test	-7.500	4.054	.828	-9.212	-5.788	-9.063	23	.000

The result of the paired sample t-test, paired sample difference in mean between pre-test of speaking ability in the control class was -7.500 with standard deviation of 4.054 with standard and t-obtained -9.063 at the significant level of $0,05$ and the degree of freedom 23 and the critical value of t-table for tailed test was $1,70$.

From the table 4.10, it can be seen that t-obtained -9.063 was higher than the critical value of t-table $1,70$ it can be stated that the research hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected.

3.2 Independent Sample t-test Analysis of Students Speaking Test

Table 4.13

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.861	.358	-6.772	46	.000	-18.500	2.732	-23.999	-13.001
	Equal variances not assumed			-6.772	44.968	.000	-18.500	2.732	-24.002	-12.998

Based on the table above, the value t-obtained was -6.772 at the significance level 0,05 in two tailed testing with df was 46. The conclusion that alternative hypothesis was accepted and null hypothesis was rejected. It means that there was significant effect in speaking ability within the students in experimental class, who were taught by using buzz group technique and those who were not.

3.3 Regression Test

Table 4.14

The contribution of Buzz Group Technique on students speaking ability using stepwise regression analysis

Model	R	R ²	Percent of contribution	F	Significance
Experiment	.791	.626	62,6%	36.837	.000

Based on the table above coefficient relation (R) between buzz group technique and students speaking test was 0.791. While coefficient determination (R Square) showed how far the effect of buzz group technique on students speaking ability. It show, (R Square) was 0.626. It was that the contribution of buzz group technique contribute 62,6%.

B. Discussion

The experimental and control classes have the same level of speaking ability as indicated by the speaking pre-test were given before the treatment. The mean score of pre-test in experimental class was 54.08 and the mean score of control class was 53.08.

Based on the result of the study, the following interpretations were presented to strengthen the value of the study. After doing the post-test, the result showed a statistically significant effect in speaking ability between students who were taught using buzz group technique and those who were not. The mean score of the post-test in experimental class (72.58) was higher than the mean score of the post-test control class (60.58). It was understood that buzz group technique gave significant effect on students' speaking ability. The value t-obtained is -14.908 at a significant level of 0.05 in testing two tails with df is 23. Where the critical value of t-table (1,70). Because the value t-obtained is -14.908 was higher than the critical value of t-table (1,70), it is accepted and H_0 is rejected. It means that there are significant differences in speaking ability of students taught using buzz group technique.

In this research, there were 24 students in experimental group and 24 students in control group. Based on the analysis of the result above, it can be interpreted that using buzz group technique in teaching speaking

can enhance the students' ability in speaking. It proved that buzz group technique helps the students to organize their idea than before.

According to Barkley, Buzz Group is one of teaching techniques especially for speaking. Buzz group is good technique in teaching speaking because the students have more time to think what they want to talk²⁷. Therefore, Buzz Group Technique can be adjusted to the needs of students in improving students' speaking ability. As we know, students' speaking ability is students' capacity to express their ideas, opinion, feelings, and experiences using English with good pronunciation, grammar, vocabulary, fluency, and comprehension.

Buzz group has influence students' speaking ability. There were some reasons why students' speaking ability improved and was significantly better than before using buzz group. It might due to in buzz group technique the students get more opportunities to speak, the students asked and answered the questions actively and the students gained confidence to speak because they were speaking in private rather than to the whole class. They could understand easily how to use buzz group technique after that technique was explained by the researcher.

In addition, one of the factors that made result of the students' post-test higher compared to the result of students' pre-test was because of

²⁷ Barkley. 2002. *Introduction to Research in Education*. Belmont: Wadsworth. Cengage Learning. 8th Edition

the same theme related to the buzz group technique were repeated in the post-test so that the students were kind of familiar with the instructions.

As the students in the control class did not get the treatment of buzz group technique, the result of the students' post-test scores was not significantly improved. The students were not exposed to the used buzz group technique in their English lesson especially in learning speaking English about expressing opinion. The students in the control class got lower scores in the post-test.

The results of this study indicate that using buzz group technique provides a significant difference in improving students' speaking abilities. The students enjoyed using buzz group technique as they could speak briefly. Based on the study, the difficulties in speaking were students were not brief to speak, shy to speak, and low vocabulary. When they used buzz group technique, they could reduce their difficulties. Therefore, in this study it means that buzz group technique can improve student' speaking ability in SMAN 4 South of Bengkulu.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research, that carried out at eleventh grade students of SMAN 4 South of Bengkulu in academic years 2019/2020, it can be concluded that using buzz group technique is effective to enhance learners' speaking ability. It can be concluded that there was significant effect in speaking ability on students who were taught by using buzz group technique and those who were not. The students who are taught by using buzz group technique have higher score than students who were not.

Based on the experiment, it was known that there is significance difference between the score on the experimental class taught by using buzz group technique and control class were not taught using buzz group technique. The students in experimental class could improve their speaking ability significantly. The mean score of the post-test in experimental class (72.58) and control class (60.58). Also, the statistical analysis by using SPSS showed that the value of R square was 0.626 with alpha level 5% (0.05). The value of sig.0.626 was >than 0.05 (0.626 > 0.05). It can be concluded that the alternative analysis hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. Finally, the researcher concluded that using buzz group technique was significant effect on the students' speaking ability at eleventh grade students of SMAN 4 South of Bengkulu.

B. Suggestion

Based conclusion above, the researcher would like to suggest that buzz group technique could be applied at SMAN 4 South of Bengkulu, in order to develop and improve the students' speaking ability, and to improve their motivation. Therefore, buzz group technique can be used to improve students active in the class. Also, this technique as alternative ways for the teacher, because this technique can help teacher to make teaching and learning process in teaching speaking more interesting.

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ATTENDANCE LIST OF XI IPA 1

No	Name	L/P	MEETING							
			1	2	3	4	5	6	7	8
1	AOS	P	✓	✓	✓	✓	✓	✓	✓	✓
2	C	P	✓	✓	✓	✓	✓	✓	✓	✓
3	EP	P	✓	✓	✓	✓	✓	✓	✓	✓
4	HDB	L	✓	✓	✓	✓	✓	✓	✓	✓
5	HNS	P	✓	✓	✓	✓	✓	✓	✓	✓
6	ITH	P	✓	✓	✓	✓	✓	✓	✓	✓
7	ITN	P	✓	✓	✓	✓	✓	✓	✓	✓
8	ID	P	✓	✓	✓	✓	✓	✓	✓	✓
9	JA	P	✓	✓	✓	✓	✓	✓	✓	✓
10	KRW	P	✓	✓	✓	✓	✓	✓	✓	✓
11	LIA	P	✓	✓	✓	✓	✓	✓	✓	✓
12	MHA	L	✓	✓	✓	✓	✓	✓	✓	✓
13	MP	P	✓	✓	✓	✓	✓	✓	✓	✓
14	MA	P	✓	✓	✓	✓	✓	✓	✓	✓
15	NU	P	✓	✓	✓	✓	✓	✓	✓	✓
16	NU	P	✓	✓	✓	✓	✓	✓	✓	✓
17	RNT	P	✓	✓	✓	✓	✓	✓	✓	✓
18	RTA	L	✓	✓	✓	✓	✓	✓	✓	✓
19	RA	P	✓	✓	✓	✓	✓	✓	✓	✓
20	SRWN	P	✓	✓	✓	✓	✓	✓	✓	✓
21	UL	P	✓	✓	✓	✓	✓	✓	✓	✓
22	VHH	P	✓	✓	✓	✓	✓	✓	✓	✓
23	YN	P	✓	✓	✓	✓	✓	✓	✓	✓
24	YM	L	✓	✓	✓	✓	✓	✓	✓	✓

Bengkulu Selatan, November 2019

Researcher

Ice Puspa Sari

ATTENDANCE LIST OF XI IPS 1

No	Name	L/P	MEETING							
			1	2	3	4	5	6	7	8
1	AFL	P	✓	✓	✓	✓	✓	✓	✓	✓
2	DDS	P	✓	✓	✓	✓	✓	✓	✓	✓
3	DY	P	✓	✓	✓	✓	✓	✓	✓	✓
4	E	P	✓	✓	✓	✓	✓	✓	✓	✓
5	FH	P	✓	✓	✓	✓	✓	✓	✓	✓
6	HW	P	✓	✓	✓	✓	✓	✓	✓	✓
7	KA	P	✓	✓	✓	✓	✓	✓	✓	✓
8	NA	P	✓	✓	✓	✓	✓	✓	✓	✓
9	RP	P	✓	✓	✓	✓	✓	✓	✓	✓
10	RPS	P	✓	✓	✓	✓	✓	✓	✓	✓
11	RP	P	✓	✓	✓	✓	✓	✓	✓	✓
12	RSA	P	✓	✓	✓	✓	✓	✓	✓	✓
13	RY	P	✓	✓	✓	✓	✓	✓	✓	✓
14	RFY	P	✓	✓	✓	✓	✓	✓	✓	✓
15	RY	P	✓	✓	✓	✓	✓	✓	✓	✓
16	SF	P	✓	✓	✓	✓	✓	✓	✓	✓
17	SR	P	✓	✓	✓	✓	✓	✓	✓	✓
18	TP	L	✓	✓	✓	✓	✓	✓	✓	✓
19	TEY	P	✓	✓	✓	✓	✓	✓	✓	✓
20	TS	P	✓	✓	✓	✓	✓	✓	✓	✓
21	TA	P	✓	✓	✓	✓	✓	✓	✓	✓
22	UNS	P	✓	✓	✓	✓	✓	✓	✓	✓
23	VRD	P	✓	✓	✓	✓	✓	✓	✓	✓
24	VA	P	✓	✓	✓	✓	✓	✓	✓	✓

Bengkulu Selatan,
Researcher

November 2019

Ice Puspa Sari

FINAL SCORE OF PRE-TEST EXPERIMENT CLASS

No	Name	Score		Mean
		Score 1	Score 2	
1	AOS	72	70	71
2	C	52	58	55
3	EP	52	54	53
4	HDB	56	50	53
5	HNS	40	66	53
6	ITH	44	65	54,5
7	ITN	68	68	68
8	ID	68	72	70
9	JA	52	71	61,5
10	KRW	60	68	64
11	LIA	52	70	61
12	MHA	44	69	56,5
13	MP	72	69	70,5
14	MA	72	71	71,5
15	NU	68	66	67
16	NU	56	61	58,5
17	RNT	56	63	59,5
18	RTA	52	55	53,5
19	RA	72	50	61
20	SRW	56	64	60
21	UL	60	67	63,5
22	VHH	64	71	67,5
23	YN	44	71	57,5
24	YM	52	60	56

FINAL SCORE OF POST-TEST EXPERIMENT CLASS

No	Name	Score		Mean
		Score 1	Score 2	
1	AOS	76	73	74,5
2	C	68	81	74,5
3	EP	64	84	74
4	HDB	80	76	78
5	HNS	56	60	58
6	ITH	72	72	72
7	ITN	52	65	58,5
8	ID	80	80	80
9	JA	76	88	82
10	KRW	76	72	74
11	LIA	64	64	64
12	MHA	72	66	69
13	MP	80	84	82
14	MA	84	85	84,5
15	NU	54	60	57
16	NU	56	85	70,5
17	RNT	80	86	83
18	RTA	72	76	74
19	RA	70	78	74
20	SRW	82	78	80
21	UL	76	70	73
22	VHH	72	65	68,5
23	YN	58	60	59
24	YM	76	75	75,5

FINAL SCORE PRE-TEST CONTROL CLASS

No	Name	Score		Mean
		Score 1	Score 2	
1	AFL	44	61	52,5
2	DDS	72	70	71
3	DY	72	69	70,5
4	E	40	65	52,5
5	FH	56	70	63
6	HW	52	64	58
7	KA	64	60	62
8	NA	52	63	57,5
9	RP	48	70	59
10	RPS	48	55	51,5
11	RP	64	68	66
12	RSA	60	61	60,5
13	RY	60	63	61,5
14	RFY	52	58	55
15	RY	64	68	66
16	SF	60	66	63
17	SR	72	70	71
18	TP	56	55	55,5
19	TEY	48	60	54
20	TS	56	53	54,5
21	TA	72	68	70
22	UNS	52	58	55
23	VRD	60	61	60,5
24	VA	56	69	62,5

FINAL SCORE POST-TEST CONTROL CLASS

No	Name	Score		Mean
		Score 1	Score 2	
1	AFL	64	76	70
2	DDS	48	70	59
3	DY	72	68	70
4	E	60	73	66,5
5	FH	44	65	54,5
6	HW	48	70	59
7	KA	72	73	72,5
8	NA	76	64	70
9	RP	64	77	70,5
10	RPS	56	76	66
11	RP	56	58	57
12	RSA	60	58	59
13	RY	64	75	69,5
14	RFY	68	74	71
15	RY	56	60	58
16	SF	56	62	59
17	SR	72	62	67
18	TP	68	74	71
19	TEY	56	60	58
20	TS	58	60	59
21	TA	80	68	74
22	UNS	60	72	66
23	VRD	76	79	77,5
24	VA	60	75	67,5

STUDENTS' SCORE FROM THE RESEARCHER

(Post-Test Experiment)

No	Students	Component of Speaking					Total Score
		Pro.	Gram.	Vocab.	Flue.	Comp.	
1	AOS	3	3	4	3	4	17
2	C	5	5	4	4	3	21
3	EP	3	4	5	4	4	20
4	HDB	3	3	4	3	4	17
5	HNS	4	4	4	3	2	17
6	ITH	5	5	4	2	4	20
7	ITN	4	4	3	4	4	19
8	ID	4	4	5	4	4	21
9	JA	2	3	4	2	3	14
10	KRW	3	4	2	2	4	15
11	LIA	5	5	3	4	4	21
12	MHA	4	5	4	3	4	21
13	MP	5	4	3	2	3	17
14	MA	5	5	4	4	4	22
15	NU	4	4	4	3	3	18
16	NU	5	4	4	3	3	19
17	RNT	4	4	4	4	3	19
18	RTA	5	3	5	3	4	20
19	RA	3	3	2	4	2	14
20	SRW	3	4	2	3	4	16
21	UL	4	4	4	3	2	17
22	VHH	4	4	3	2	3	16
23	YN	4	3	4	3	3	17
24	YM	4	4	3	4	4	19

Kedurang , November 2019
 Researcher

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 NIM: 1516230071

STUDENTS' SCORE FROM THE RESEARCHER

(Pre-Test Experiment)

No	Students	Component of Speaking					Total Score
		Pro.	Gram.	Vocab.	Flue.	Comp.	
1	AOS	3	2	2	2	3	12
2	C	4	4	3	2	2	15
3	EP	3	4	4	3	3	17
4	HDB	2	3	2	2	2	10
5	HNS	4	2	4	4	3	17
6	ITH	3	4	4	3	2	16
7	ITN	3	4	2	2	3	14
8	ID	3	3	4	2	3	15
9	JA	4	4	3	3	2	16
10	KRW	2	3	2	3	2	12
11	LIA	2	2	2	2	1	9
12	MHA	3	4	4	2	3	16
13	MP	4	2	3	2	2	13
14	MA	4	4	3	4	3	18
15	NU	3	3	3	2	2	13
16	NU	3	3	2	2	2	12
17	RNT	3	4	4	3	3	17
18	RTA	3	2	3	3	2	13
19	RA	2	2	2	2	2	10
20	SRW	2	2	4	2	2	11
21	UL	4	3	2	2	2	13
22	VHH	3	2	3	2	2	12
23	YN	2	3	2	2	2	11
24	YM	3	3	3	3	2	14

Kedurang , November 2019
Researcher

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STUDENTS' SCORE FROM THE RESEARCHER

(Pre-Test Control)

No	Students	Component of Speaking					Total Score
		Pro.	Gram.	Vocab.	Flue.	Comp.	
1	AFL	3	2	2	2	2	11
2	DDS	3	3	2	2	2	12
3	DY	3	4	3	2	2	14
4	E	4	2	4	3	3	16
5	FH	3	2	3	2	3	13
6	HW	3	2	2	2	2	11
7	KA	3	4	3	3	2	15
8	NA	2	2	2	1	2	9
9	RP	3	4	3	2	2	14
10	RPS	3	4	4	2	3	16
11	RP	3	4	2	2	2	13
12	RSA	4	3	2	2	2	12
13	RY	2	2	2	2	2	10
14	RFY	3	2	2	2	2	11
15	RY	3	4	4	2	3	17
16	SF	4	3	3	2	3	14
17	SR	4	4	3	2	3	16
18	TP	3	3	3	3	2	15
19	TEY	3	2	3	2	2	11
20	TS	3	3	2	2	3	13
21	TA	3	4	4	3	4	18
22	UNS	2	2	2	2	2	10
23	VRD	2	3	2	2	2	11
24	VA	4	3	3	3	3	16

Kedurang , November 2019
Researcher

Ice Puspa Sari
NIM: 1516230071

STUDENTS' SCORE FROM THE RESEARCHER

(Post-Test Control)

No	Students	Component of Speaking					Total Score
		Pro.	Gram.	Vocab.	Flue.	Comp.	
1	AFL	4	3	3	2	2	14
2	DDS	4	4	3	3	2	16
3	DY	2	3	3	2	2	13
4	E	4	4	4	3	3	18
5	FH	3	3	4	3	3	16
6	HW	3	2	3	3	2	13
7	KA	4	5	2	3	2	16
8	NA	2	2	2	2	2	10
9	RP	3	4	4	3	3	17
10	RPS	4	5	4	3	2	18
11	RP	4	4	3	2	3	16
12	RSA	4	3	3	2	2	14
13	RY	3	3	1	2	2	11
14	RFY	4	2	3	2	2	13
15	RY	5	3	4	3	4	19
16	SF	4	3	4	3	2	16
17	SR	4	3	4	3	4	18
18	TP	3	4	4	2	3	16
19	TEY	3	2	3	4	3	15
20	TS	4	3	3	2	2	14
21	TA	5	4	4	3	4	20
22	UNS	3	2	2	2	2	11
23	VRD	2	2	2	2	2	12
24	VA	4	4	3	3	3	17

Kedurang , November 2019
Researcher

Ice Puspa Sari
NIM: 1516230071

STUDENTS' SCORE FROM THE TEACHER

(Pre-Test Experiment)

No	Students	Component of Speaking					Total Score
		Pro.	Gram.	Vocab.	Flue.	Comp.	
1	AOS						70
2	C						58
3	EP						54
4	HDB						50
5	HNS						66
6	ITH						65
7	ITN						68
8	ID						55
9	JA						71
10	KRW						68
11	LIA						70
12	MHA						69
13	MP						69
14	MA						71
15	NU						66
16	NU						61
17	RNT						63
18	RTA						55
19	RA						50
20	SRW						64
21	UL						67
22	VHH						71
23	YN						71
24	YM						60

Kedurang , November 2019
English Teacher

Hiswiarti, S.Pd
NIP: 198205202010012006

STUDENTS' SCORE FROM THE TEACHER

(Post-Test Experiment)

No	Students	Component of Speaking					Total Score
		Pro.	Gram.	Vocab.	Flue.	Comp.	
1	AOS						65
2	C						70
3	EP						60
4	HDB						73
5	HNS						70
6	ITH						68
7	ITN						65
8	ID						70
9	JA						68
10	KRW						72
11	LIA						64
12	MHA						66
13	MP						80
14	MA						68
15	NU						64
16	NU						64
17	RNT						80
18	RTA						70
19	RA						68
20	SRW						72
21	UL						70
22	VHH						65
23	YN						80
24	YM						75

Kedurang , November 2019
English Teacher

Hiswiarti, S.Pd
NIP: 198205202010012006

STUDENTS' SCORE FROM THE TEACHER

(Pre-Test Control)

No	Students	Component of Speaking					Total Score
		Pro.	Gram.	Vocab.	Flue.	Comp.	
1	AFL						61
2	DDS						70
3	DY						69
4	E						65
5	FH						70
6	HW						64
7	KA						60
8	NA						63
9	RP						70
10	RPS						55
11	RP						68
12	RSA						61
13	RY						63
14	RFY						58
15	RY						68
16	SF						66
17	SR						70
18	TP						55
19	TEY						60
20	TS						53
21	TA						68
22	UNS						58
23	VRD						61
24	VA						69

Kedurang , November 2019
English Teacher

Hiswiarti, S.Pd
NIP: 198205202010012006

STUDENTS' SCORE FROM THE TEACHER

(Post-Test Control)

No	Students	Component of Speaking					Total Score
		Pro.	Gram.	Vocab.	Flue.	Comp.	
1	AFL						65
2	DDS						71
3	DY						68
4	E						73
5	FH						65
6	HW						70
7	KA						60
8	NA						72
9	RP						70
10	RPS						64
11	RP						70
12	RSA						68
13	RY						64
14	RFY						60
15	RY						60
16	SF						63
17	SR						62
18	TP						70
19	TEY						65
20	TS						60
21	TA						65
22	UNS						68
23	VRD						74
24	VA						75

Kedurang , November 2019
English Teacher

Hiswiarti, S.Pd
NIP: 198205202010012006

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMAN 4 Bengkulu Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Materi Pokok	: Text Analytical Exposition
Alokasi Waktu	: 2 Pertemuan (4 JP)

Pertemuan 1 & 2

A. Kompetensi Inti

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator
1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	Sebagai bukti bahwa siswa mensyukuri mendapat kesempatan belajar Bahasa Inggris.
2	Menunjukkan perilaku jujur, disiplin,	2.1 Bertanggung jawab atas

	percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	<p>Tindakan anggotanya saat Menjadi pemimpin kelompok.</p> <p>2.2 Mengakui ketika membuat Salah.</p> <p>2.3 Tidak menyalahkan orang lain Atas tindakannya sendiri.</p> <p>2.4 Melaksanakan hal-hal yang Dikatakan tanpa diingatkan Orang lain.</p>
3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	
4	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks analytical exposition lisan dan tulis sederhana sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> • Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang teks analytical exposition lisan dan tulis sederhana tentang sesuai konteks • Menyebutkan, menyatakan dan menanyakan tentang teks analytical exposition lisan dan tulis sederhana sesuai konteks • Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks analytical exposition lisan dan tulis, sangat pendek dan sederhana

5	<p>Teks Analytical Exposition</p> <ul style="list-style-type: none"> • Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks analytical exposition lisan dan tulis, sangat pendek dan sederhana. • Menyusun teks analytical exposition lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks 	<ul style="list-style-type: none"> • Menyusun teks analytical exposition lisan dan tulis, sangat pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. • Menulis teks tulis sederhana tentang teks analytical exposition pendek dan sederhana sesuai konteks. • Menulis teks tulis sederhana tentang analytical exposition dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
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C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang teks analytical exposition pendek dan sederhana, sesuai konteks.
- Menyebutkan menyatakan dan menanyakan tentang teks analytical exposition pendek dan sederhana, sesuai konteks.
- Merespon ungkapan menyatakan dan menanyakan tentang teks analytical exposition pendek dan sederhana, sesuai kontek.
- Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks analytical exposition lisan dan tulis, sangat pendek dan sederhana.
- Menyusun teks analytical exposition lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

- Menulis teks tulis sederhana tentang teks analytical exposition pendek dan sederhana sesuai konteks.

D. Materi Pembelajaran

➤ **Fungsi Sosial:**

- Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab.

➤ **Struktur Teks**

- Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan.
- Menyebutkan pandangan/ pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung.
- Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut.

➤ **Unsur Kebahasaan**

- Kalimat simple present.
- Conditional Clauses.
- modals.

➤ **Topik:**

1. Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding.

2. Generic structure Analytical Exposition:

a. Thesis

Dalam bagian thesis, penulis mengenalkan tentang topik atau main idea yang akan dibahas. Thesis selalu berada di paragraph pertama dalam teks Analytical Exposition.

b. Argument

Dalam bagian ini penulis menghadirkan argumen-argumen atau pendapat-pendapat yang mendukung main idea penulis, biasanya dalam sebuah teks Analytical Exposition terdapat lebih dari dua argumen. Semakin banyak argumen yang ditampilkan semakin percaya pembaca bahwa topik yang dibahas oleh penulis adalah topik yang sangat penting atau membutuhkan perhatian.

c. Reiteration

Bagian ini merupakan bagian penutup dari sebuah teks Analytical Exposition yang selalu terletak di akhir paragraph. Reiteration berisi tentang penulisan kembali atau penempatan kembali main idea yang terdapat di paragraph pertama. Reiteration juga disebut dengan conclusion.

Example:

Car should be banned

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents. Firstly, cars, as we all know, give contribution to the most of the pollution in the world. Cars emit deadly gas that causes illness such as bronchitis, lung cancer, and ‘triggers’ off asthma. Some of these illnesses are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestraains in the city, which causes them to die. Cars today are our roads biggest killers. Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or to concentrate on your homework, and especially when you talk to someone.

E. Media Pembelajaran

1. Papan tulis
2. Spidol
3. English books .
4. Kamus Bahasa Inggris.
5. Gambar-gambar yang berkaitan dengan analytical exposition.

F. Langkah-langkah Pembelajaran

1. Pendahuluan
 - Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis dengan memberi salam dan menanyakan keadaan .
 - Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.

- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2. Kegiatan Inti

- Siswa mendengar dan mengulang teks Analytical Exposition yang dibacakan guru.
- Siswa mendengar dan mengulang bagaimana cara membuat teks analytical exposition yang dibacakan guru.
- Siswa mempraktekan teks di depan kelas.
- Siswa menjawab pertanyaan yang berhubungan dengan teks.

3. Kegiatan Penutup

- Menanyakan kesulitan siswa tentang teks analytical exposition.
- Menyimpulkan materi pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

G. Penilaian

Norma Penilaian:

- Bentuk task: Speaking

Mengetahui,

Guru Mapel Bahasa Inggris

Kedurang , November 2019

Guru Penelitian

Hiswiarti S.Pd

NIP:198205202010012006

Ice Puspa Sari

NIM: 1516230071

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMAN 4 Bengkulu Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Materi Pokok	: Text Analytical Exposition
Alokasi Waktu	: 2 pertemuan (4JP)

Pertemuan ke 3 & 4

C. Kompetensi Inti

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

D. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator
1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	Sebagai bukti bahwa siswa mensyukuri mendapat kesempatan belajar Bahasa Inggris.

2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	<p>2.1 Bertanggung jawab atas Tindakan anggotanya saat Menjadi pemimpin kelompok.</p> <p>2.2 Mengakui ketika membuat Salah.</p> <p>2.3 Tidak menyalahkan orang lain Atas tindakannya sendiri.</p> <p>2.4 Melaksanakan hal-hal yang Dikatakan tanpa diingatkan Orang lain.</p>
3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	
4	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks analytical exposition lisan dan tulis sederhana sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> • Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang teks analytical exposition lisan dan tulis sederhana tentang sesuai konteks • Menyebutkan, menyatakan dan menanyakan tentang teks analytical exposition lisan dan tulis sederhana sesuai konteks • Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks analytical exposition lisan dan tulis, sangat pendek

		dan sederhana
5	<p>Teks Analytical Exposition</p> <ul style="list-style-type: none"> • Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks analytical exposition lisan dan tulis, sangat pendek dan sederhana. • Menyusun teks analytical exposition lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks 	<ul style="list-style-type: none"> • Menyusun teks analytical exposition lisan dan tulis, sangat pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. • Menulis teks tulis sederhana tentang teks analytical exposition pendek dan sederhana sesuai konteks. • Menulis teks tulis sederhana tentang analytical exposition dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang teks analytical exposition pendek dan sederhana, sesuai konteks.
- Menyebutkan menyatakan dan menanyakan tentang teks analytical exposition pendek dan sederhana, sesuai konteks.
- Merespon ungkapan menyatakan dan menanyakan tentang teks analytical exposition pendek dan sederhana, sesuai kontek.
- Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks analytical exposition lisan dan tulis, sangat pendek dan sederhana.
- Menyusun teks analytical exposition lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

- Menulis teks tulis sederhana tentang teks analytical exposition pendek dan sederhana sesuai konteks.

D. Materi Pembelajaran

Materi untuk tahap Mengamati

1. Fungsi Sosial

To persuade by presenting argument and to analyse or explain 'how' and 'why'.

2. Struktur Teks

- Thesis
- Arguments
- Reiteration

3. Unsur Kebahasaan

- The use of Emotive word (Menggunakan kata Emotif)

ex: alarmed (cemas), worried (khawatir)

- The use "words that qualify statement" kata yg memenuhi syarat pernyataan.

Ex: usual (biasa) , probably (mungkin)

- The use 'words that link argument (Menggunakan kata yang menggunakan argument)

(firstly, however, on the other hand, therefore)

- The use of the present tense
- The use of compound and complex sentences

Example:

The Importance of Breakfast

Breakfast provides many benefits to our health and wellbeing. Breakfast provides the body and brain with fuel after an overnight fast – that's where its name originates, breaking the fast! Without breakfast you are effectively running on empty, like trying to start the car with no petrol!

Breakfast support cognitive function. Breakfast also restores glucose levels, an essential carbohydrate that is needed for the brain to function. Breakfast provides energy, studies have shown how eating breakfast can improve memory and concentration levels and it can also make us happier as it can improve mood and lower stress levels.

Breakfast provides energy needs. People's energy needs vary depending on activity levels and life stage but typically men require more energy than women. Growing children require a lot of energy, as an example boys aged 7-10 years should consume approximately 1970 kcals per day, and girls aged 7-10 years should consume approximately 1740 kcals

E. Media Pembelajaran

1. Papan tulis
2. Spidol
3. English books .
4. Kamus Bahasa Inggris.
5. Gambar-gambar yang berkaitan dengan analytical exposition.

F. Langkah-langkah Pembelajaran

4. Pendahuluan
 - Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis dengan memberi salam dan menanyakan keadaan .
 - Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.
 - Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

5. Kegiatan Inti

- Siswa mendengar dan mengulang teks Analytical Exposition yang dibacakan guru.
- Siswa mendengar dan mengulang bagaimana cara membuat teks analytical exposition yang dibacakan guru.
- Siswa mempraktekan teks di depan kelas.
- Siswa menjawab pertanyaan yang berhubungan dengan teks.

6. Kegiatan Penutup

- Menanyakan kesulitan siswa tentang teks analytical exposition.
- Menyimpulkan materi pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Penilaian

Norma Penilaian:

- Bentuk task: Speaking

Mengetahui,

Guru Mapel Bahasa Inggris

Kedurang , November 2019

Guru Penelitian

Hiswiarti S.Pd

NIP:198205202010012006

Ice Puspa Sari

NIM: 1516230071

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMAN 4 Bengkulu Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Materi Pokok	: Text Analytical Exposition
Alokasi Waktu	: 2 Pertemuan (4 JP)

Pertemuan 5 & 6

E. Kompetensi Inti

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

F. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator
1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	Sebagai bukti bahwa siswa mensyukuri mendapat kesempatan belajar Bahasa Inggris.
2	Menunjukkan perilaku jujur, disiplin,	2.1 Bertanggung jawab atas

	percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	<p>Tindakan anggotanya saat Menjadi pemimpin kelompok.</p> <p>2.2 Mengakui ketika membuat Salah.</p> <p>2.3 Tidak menyalahkan orang lain Atas tindakannya sendiri.</p> <p>2.4 Melaksanakan hal-hal yang Dikatakan tanpa diingatkan Orang lain.</p>
3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	
4	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks analytical exposition lisan dan tulis sederhana sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> • Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang teks analytical exposition lisan dan tulis sederhana tentang sesuai konteks • Menyebutkan, menyatakan dan menanyakan tentang teks analytical exposition lisan dan tulis sederhana sesuai konteks • Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks analytical exposition lisan dan tulis, sangat pendek dan sederhana

5	<p>Teks Analytical Exposition</p> <ul style="list-style-type: none"> • Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks analytical exposition lisan dan tulis, sangat pendek dan sederhana. • Menyusun teks analytical exposition lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks 	<ul style="list-style-type: none"> • Menyusun teks analytical exposition lisan dan tulis, sangat pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. • Menulis teks tulis sederhana tentang teks analytical exposition pendek dan sederhana sesuai konteks. • Menulis teks tulis sederhana tentang analytical exposition dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
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C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang teks analytical exposition pendek dan sederhana, sesuai konteks.
- Menyebutkan menyatakan dan menanyakan tentang teks analytical exposition pendek dan sederhana, sesuai konteks.
- Merespon ungkapan menyatakan dan menanyakan tentang teks analytical exposition pendek dan sederhana, sesuai kontek.
- Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks analytical exposition lisan dan tulis, sangat pendek dan sederhana.
- Menyusun teks analytical exposition lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

- Menulis teks tulis sederhana tentang teks analytical exposition pendek dan sederhana sesuai konteks.

D. Materi Pembelajaran

Teks eksposisi analitis

- *Fungsi Sosial*
Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab
- *Struktur teks*
 - a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan
 - b. Menyebutkan pandangan/pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung
 - c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut
- *Unsur Kebahasaan:*
 - Kalimat Simple Present
 - Conditional Clauses
 - Modals

Example:

The Importance of Physical Fitness

Why is Physical Activity and Fitness Important? There are some advantages when we get fitness. Some of them are:

Physical activity is essential to prevent and reduce risks of many diseases and improve physical and mental health. It can even help you live longer—research from the American Journal of Preventative Medicine indicates that regular exercise can add up to five years to your life.

Physical activity also keeps you in shape so you can enjoy leisure activities and safely perform work and home chores. It offers great mental and social benefits as well. The Lancet

released a series of studies that attribute positive outcomes to physical activity, including “a sense of purpose and value, a better quality of life, improved sleep, and reduced stress, as well as stronger relationships and social connectedness

E. Media Pembelajaran

1. Papan tulis
2. Spidol
3. English books .
4. Kamus Bahasa Inggris.
5. Gambar-gambar yang berkaitan dengan analytical exposition.

F. Langkah-langkah Pembelajaran

7. Pendahuluan

- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis dengan memberi salam dan menanyakan keadaan .
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

8. Kegiatan Inti

- Siswa mendengar dan mengulang teks Analytical Exposition yang dibacakan guru.
- Siswa mendengar dan mengulang bagaimana cara membuat teks analytical exposition yang dibacakan guru.
- Siswa mempraktekan teks di depan kelas.
- Siswa menjawab pertanyaan yang berhubungan dengan teks.

9. Kegiatan Penutup

- Menanyakan kesulitan siswa tentang teks analytical exposition.
- Menyimpulkan materi pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

I. Penilaian

Norma Penilaian:

- Bentuk task: Speaking

Mengetahui,

Guru Mapel Bahasa Inggris

Kedurang , November 2019

Guru Penelitian

Hiswiarti S.Pd

NIP:198205202010012006

Ice Puspa Sari

NIM: 1516230071



SURAT PENUNJUKAN

Nomor : 1895 /In. 11/F.II/PP.00.9/03/2019

Dalam rangka penyelesaian akhir studi mahasiswa Fakultas Tarbiyah dan Tadris maka Dekan Fakultas Tarbiyah & Tadris Institut Agama Islam Negeri (IAIN) Bengkulu menunjuk dosen:

1. Nama : Risnawati, M.Pd.
 NIP : 19740523 199903 2 002
 Tugas : Pembimbing I
2. Nama : Dedi Efrizal, M.Pd.
 NIP : -
 Tugas : Pembimbing II

untuk membimbing, menuntun, mengarahkan dan mempersiapkan hal-hal yang berkaitan dengan penyusunan skripsi, kegiatan penelitian sampai pada persiapan ujian munaqasyah bagi mahasiswa:

Nama : Ice Puspa Sari
 NIM : 1516230071
 Judul Skripsi : Using Alphabox Learning Model to Improve Students' Speaking Ability
 (A Quasi Experimental Research at Eighth Grade of MTsN 3 South of Bengkulu in Academic Year 2018/2019)

Sehubungan surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di: Bengkulu
 Pada tanggal: 22 Maret 2019



- Tembusan:
1. Wakil Rektor
 2. Dosen yang bersangkutan
 3. Mahasiswa yang bersangkutan
 4. Asap



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171. 51276 Fax. 51171 Bengkulu

LEMBAR PENGESAHAN SEMINAR

Proposal Skripsi,

Nama : Ice Puspa Sari

NIM : 1516230071

Berjudul : **“The Effect of Buzz Group Technique On Students’ Speaking Ability at SMAN 4 South of Bengkulu”**,

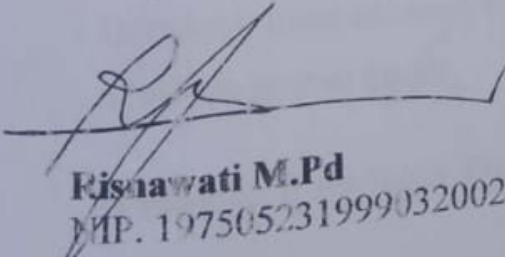
diseminarkan oleh tim penyeminar pada :

Hari/Tanggal : 07 Oktober 2019

Pukul : 13.00 WIB

Dari proposal skripsi tersebut telah diperbaiki semua dengan saran-saran tim penyeminar, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian).

Pembimbing I


Rishawati M.Pd

NIP. 197505231999032002

Bengkulu, 07 Oktober 2019

Pembimbing II

Dedi Efrizal M.Pd

NIDN. 2013129001



DEKAN FAKULTAS TARBİYAH DAN TADRIS INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
SURAT TUGAS
Nomor: 6198 / In. 11/F.II/PP.009/12/2019

Tentang
Penetapan Dosen Penguji
Ujian Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris IAIN Bengkulu

Atas nama Mhs : Ice Puspa Sari
NIM : 1516230071

Prog. Studi : Tadris Bahasa Inggris (TBI)

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris IAIN Bengkulu, Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu dengan ini memberi tugas kepada nama nama yang tercantum pada kolom 2 untuk melaksanakan ujian komprehensif, dengan aspek mata uji sebagaimana tersebut pada kolom 3 dengan indikator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut diatas

No	PENGUJI	ASPEK	INDIKATOR
1	Ernawati, M.Pd.	KOMPETENSI IAIN	<ol style="list-style-type: none"> 1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat-surat Pendek (Ad Dhuha s/d An Naas)
2	Dr.H.Ali Akbarjono,M.Pd	KOMPETENSI JURUSAN/PRODI	<ol style="list-style-type: none"> 1. Hafalan ayat/hadits yg berhubungan dengan pendidikan(Tarbiyah) 2. Language skill: Vocabulary, grammar, speaking, writing, reading 3. Linguistics: Psycholinguistics, sociolinguistics phonology, syntax, semantics. 4. Teaching skill: TEFL, LTR, ESP, CMD
3	Zelvia Liska Afriani, M.Pd.	KOMPETENSI KEGURUAN	<ol style="list-style-type: none"> 6. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 7. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 8. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif dimaksud dilaksanakan dengan ketentuan sbb:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap menyatakan kesediaannya untuk diuji.
 2. Pelaksanaan Ujian dimulai pelaksanaannya paling lambat setelah 1 minggu setelah diterimanya SK Pembimbing Skripsi dan Surat Tugas Penguji Komprehensif dan nilai diserahkan kepada Ketua Prodi selambat lambatnya satu minggu sebelum ujian munaqosah dilaksanakan.
 3. Score nilai kelulusan ujian komprehensif, adalah 60 s/d 100.
 4. Dosen penguji berhak untuk menentukan Lulus atau Tidak lulusnya mahasiswa, dan jika belum dinyatakan lulus, dosen diberikan wewenang dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan, sehingga mahasiswa dapat dinyatakan lulus.
 5. Angka kelulusan ujian komprehensif adalah kelulusan per-aspek (bukan diambil nilai rata-rata).
- Demikianlah Surat Tugas ini dikeluarkan, dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Terima kasih.-



Tembusan, disampaikan kepada yth :
Wakil Rektor I IAIN Bengkulu (sebagai laporan)



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS
Jalan Raden Fatah Pagar Dewa Telp (0736)51276, 51171 Fax
(0736)51171 Bengkulu

**SURAT PERNYATAAN
PEMBAHARUAN JUDUL PROPOSAL SKRIPSI**

Dengan ini saya yang bertandatangan dibawah ini:

Nama : Ice Puspa Sari

NIM : 1516230071

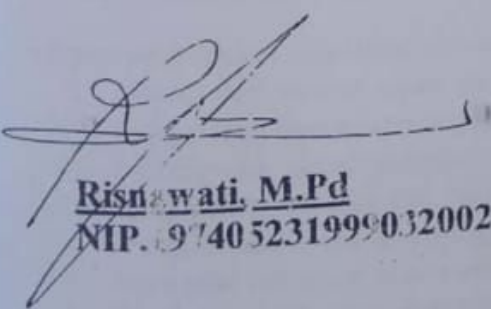
Judul Proposal Skripsi Awal : Using Alphabox Learning Model to Improve Students' Speaking Ability at Eight Grade Students of MTsN 3 South of Bengkulu in Academic Year 2018/2019

Judul Proposal Skripsi Diperbaiki : The Effect of Buzz Group Technique Towards Students' Speaking Ability at Eleventh Grade Students' of SMAN 4 South of Bengkulu in Academic Year 2019/2020

Demikian surat ini saya buat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya.

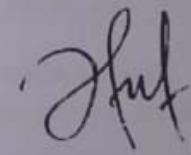
Bengkulu, Agustus 2019

Pem.bimbing I


Risa Wati, M.Pd

NIP. 197405231999032002

Pen.bimbing II


Dede Efrizal, M.Pd

NIP. 2013129061



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171. 51276 Fax. 51171 Bengkulu

LEMBAR PENGESAHAN SEMINAR

Proposal Skripsi,

Nama : Ice Puspa Sari

NIM : 1516230071

Berjudul : "The Effect of Buzz Group Technique On Students' Speaking Ability at SMAN 4 South of Bengkulu",

diseminarkan oleh tim penyeminar pada :

Hari/Tanggal : Senin, 07 Oktober 2019

Pukul : 13.00 WIB

Dari proposal skripsi tersebut telah diperbaiki semua dengan saran-saran tim penyeminar, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian).

Penyeminar I

Risnawati M.Pd

NIP. 197505231999032002

Bengkulu, Oktober 2019

Penyeminar II

Endang Haryanto M.Pd

NIDN. 2004058601



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51161-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nomor : 6234/In.11/F.II/TL.00/11/2019
Lamp. : 1 (satu) Exp Proposal
Perihal : **Mohon Izin Penelitian**

November 2019

Kepada Yth,
Kepala SMAN 4 Bengkulu Selatan
di-
Bengkulu Selatan

Assalamu'alaikum Wr, Wb

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/Ibu mengizinkan nama dibawah ini melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul **"The Effect Or Buzz Group Technique On Students' Speaking Ability (Quasi Experimental Research at Eleventh Grade Students' of SMAN 4 South of Bengkulu in Academic Year 2019/2020)"**.

Nama : Ice Puspa Sari
NIM : 1516230071
Prodi : TBI
Tempat Penelitian : SMAN 4 Bengkulu Selatan
Waktu Penelitian : 1 November s/d 9 Desember 2019

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr,Wb

Dekan,



Zubaedi



SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 421.7/ 174 /SMAN 4 BS/2019

Kepala Sekolah SMA Negeri 4 Bengkulu Selatan :

Nama : Ansridianto, M. Pd
NIP : 196903041999031006
Pangkat/Gol : Pembina Tk 1 IV/b
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 4 Bengkulu Selatan

Menerangkan :

Nama : Ice Puspa Sari
NIM : 1516230071
Prodi : TBI
Tempat Penelitian : SMA N 4 Bengkulu Selatan
Waktu Penelitian : 1 November s/d 9 Desember 2019s

Bahwa nama tersebut diatas telah melaksanakan penelitian mulai tanggal 1 November s.d 9 Desember tahun 2019, dengan judul Skripsi "The Effect Of Buzz Group On Students" Speaking Ability (Cuasi Eperimental Research at Eleventh Grade Students, SMAN 4 Sounth of Bengkulu in Academic year 2019/2020.

Demikianlah surat izin ini kami buat agar dapat dipergunakan bila saat diperlukan. terima kasih.

Durian Sebatang, 29 November 2019

Kepala Sekolah,



Ansridianto, M. Pd

NIP 196903041999031006