



**IMPROVING ENGLISH SKILLS OF GRADE VIII STUDENT JUNIOR
HIGHSCHOOL PLUS YANMU NW PRAYA LOMBOK
BY USING SMALL GROUP DISCUSSION**

SKRIPSI

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ABSTRACT

Maulana, R. 2023. *Improving English Skills Of Grade VIII Student Junior High School Plus Yanmu By Using Small Group Discussion*. Skripsi. English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisors 1) Drs. H. Ali Ashari M.Pd. 2) Fitri Awaliyatush Sholihah, S.Pd., M.Pd.

Key Terms: *Small Group, English Skills, English Education.*

The reason why the teacher at SMP Plus Yanmu NW Praya in English learning activities still use conventional methods in this case is the lecture method because teacher have difficulty in determining the right learning method in addition to the large number of students, limited facilities and students come from diverse backgrounds, so that English learning at SMP Plus Yanmu NW Praya runs monotonously and is only teacher-centric.

The research approach used is classroom action research. The research subjects of grade VIII students totaling 30 students consisting of 15 male students and 15 female students, in English lessons using the small group discussion method. From the data obtained from research on the application of small group discussion learning methods in improving the English skills of students at SMP Plus Yanmu NW Praya, it was found that there was an increase in learning outcomes.

It can be concluded that English learning using the small group discussion method in cycle I to cycle II has shown significant differences in results because as in the observations of teacher and students discussed before, researcher have implemented the learning implementation plan (Teaching Module) optimally, The improvement of student learning outcomes cannot be separated from the characteristics of the methods used by researcher, Which is able to move students to build their understanding independently, this small group discussion method not only trains students' abilities but also trains students' mentality to communicate with fellow students and teacher, to explore a deeper understanding of the material or topic discussed.

CHAPTER 1

INTRODUCTION

This chapter consists of the background of the study, research problems, objective of the study, significance of the study, scope, and limitation of the study, and the definition of key terms.

1.1. Background of the Study

English is a language that must be mastered today, considering the use of English as an international language, its role in all aspects is very necessary. The importance of English as a global language is undoubted and being able to speak English is a demand of the times (Oomen in Juriana, 2017: 246-247). A person who does not master English find it difficult to complete for business opportunities and jobs. The survey found that poor command of English is one of the top five reasons why fresh graduates find it difficult to find employment (Zaidah and Pillai, 2019). The importance of English has resulted in the teaching of English at several levels of education in Indonesia, and how to improve English skills in students continues to be pursued through studies or research.

In recent years, research on efforts to improve English language skills has been carried out. As done by Muhfizaturrahmah, Hermaniar and Yuniarti (2018) the results of the study show that the opportunity to interact actively in a scope that requires students to use English as the main discussion tool improves the student's English skills unconscious (unconscious learning). Nanda et al (2020) conducted the same study related to how to improve the English skills of junior high school

students using the flash card method, but in this study the effect of the treatment given was small, therefore, the alternative hypothesis in this study was rejected. Research by Widarmana, Yudana and Natajaya (2015) concluded that the skills to speak in English for high school students who participated in learning with debate methods was higher than the skills to speak in English for students who followed learning with conventional teaching methods.

From some of these studies, it is still not examined how to improve the English skills of the students themselves, especially junior high school students. Previous research only focuses on high school and only looks for the influence of certain methods on students' English achievement, how to improve English skills has not been studied in depth. Although there are studies that examine the improvement of students' English language skills in junior high school, it still shows results that have not been effective.

Not only sourced from previous studies that have not shown effective results in improving students' English skills, empirical facts found by researcher through observations at SMP Plus Yanmu NW Praya on October 1, 2022, also show that students' average scores on English skills still low and have not reached KKM, for more details can be seen in the following table:

Table 1.1 Student Grade Point Average

Class	Students	Average
VIII A	30	65

Based on Table 1.1, it can be concluded that the average score of students in class VIII A is 65, still not reaching the KKM that has been set at 75. The average

score of students who have not reached KKM in table 1.1 shows that the English skills of students in grade VIII SMP Plus yanmu NW Praya are relatively low, and the low English skills of students in grade VIII SMP Plus yanmu NW Praya, as a result of teacher who still use conventional methods, in this case the teacher method.

The reason teacher at SMP Plus Yanmu NW Praya in English learning activities still use conventional methods in this case is the lecture method where the teacher only delivers one-way material, without providing opportunities for students to express their views regarding the English material delivered by the teacher, this is because the teacher has difficulty in determining the right learning method in addition to the large number of students, Limited facilities and students come from diverse backgrounds, this is confirmed through observations on July 25, 2023 which found that English learning at SMP Plus Yanmu NW Praya runs monotonously and is only teacher-centric. Teacher do not provide opportunities for students to build their abilities independently, so students still seem inactive in learning activities, which results in low English skills of students.

For this reason, it is necessary to apply a learning method that can improve students' English skills effectively, with simple concepts, easy for teacher to understand and without having to be accompanied by good facilities. One method that can be applied is Small Group Discussion . Small Group Discussion can be taken as a solution to improve students' English language skills, because of course it has a simple concept and does not require large operational costs, this is in accordance with the many and varied conditions of students, but not supported by adequate facilities.

The advantages of Small Group Discussion itself are able to make students more active because students are directly involved in learning activities, students are given the opportunity to communicate with their friends through small groups formed by teacher, so that learning is not only centered on teacher but also on students. Through small group discussion, students are taught to build independently their skills in English, and teacher only serve as facilitators, providing supervision, and evaluation when there are misconceptions in students' English skills.

Referring to the problems that have been described, the researcher felt it was very necessary to conduct a research entitled "Improving English Skills Of Grade VIII Student Junior High School Plus Yanmu NW Praya Lombok By Using Small Group Discussion"

1.2. Research Question

How can Small Group Discussion improve the English skills of Class VIII Students of SMP Plus YANMU NW Praya for the 2022/2023 Learning Year?

1.3. Objective of Research

To describe how Small Group Discussion Can improve the English language skills of grade VIII students of Junior High School Plus Yanmu NW Praya for the 2022/2023 learning year.

1.4. Significance of Research

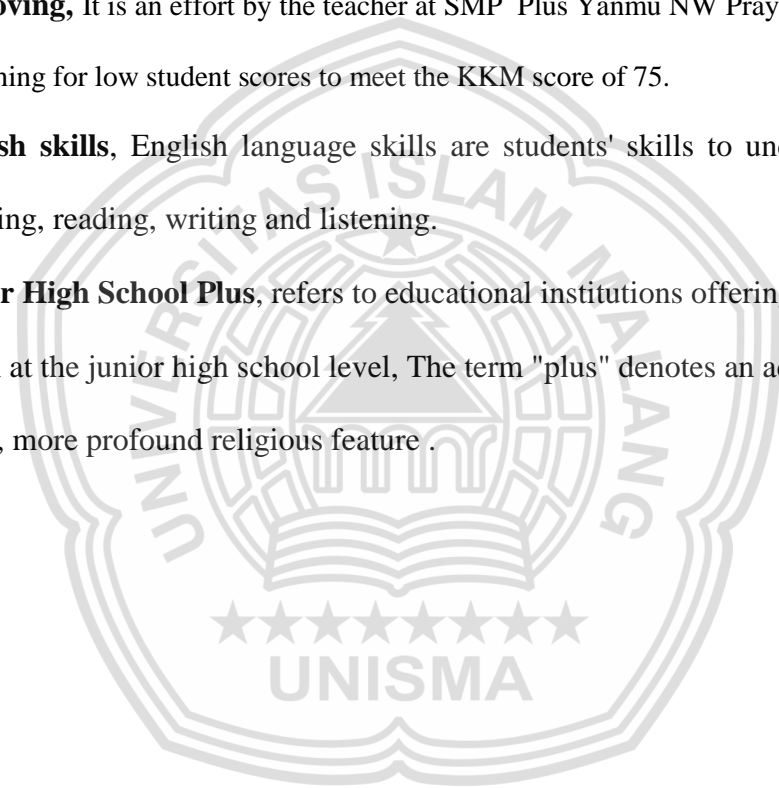
The outcomes of this study are anticipated to assist teacher in enhancing their students' English proficiency, particularly the English proficiency of grade VIII students at SMP Plus Yanmu Nw Praya. In accordance with the financial resources

available to students and schools, teacher can employ a straightforward approach while yet greatly enhancing students' English language proficiency.

1.5. Definition of Key Terms

To avoid misunderstanding, some important terms used in this study are defined as follows:

- a. **improving**, It is an effort by the teacher at SMP Plus Yanmu NW Praya to raise something for low student scores to meet the KKM score of 75.
- b. **English skills**, English language skills are students' skills to understand speaking, reading, writing and listening.
- c. **Junior High School Plus**, refers to educational institutions offering education at the junior high school level, The term "plus" denotes an additional, more profound religious feature .



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, based on the analytical data obtained, the researcher present a summary, conclusions, and suggestions.

5.1. Conclusion

English learning using the small group discussion method in cycle 1 still does not show significant results because the results of teacher and student observations in the discussion section that researcher still have not implemented the learning implementation plan (Teaching Module) optimally, so that the average learning outcomes are 72, this means that the average score of students has not reached the predetermined KKM of 75. For the percentage of completeness obtained in this cycle of 57% is still far from the target set at 75%, which means that in this case out of 30 students who participated in learning only 17 students were categorized as complete with the method applied, so there is a need for cycle II to re-establish the learning process.

Based on the process of implementing cycle II that English learning uses the small group discussion method, it has shown significant results because as in the observations of teacher and students discussed earlier, researcher have implemented the learning implementation plan (Teaching Module) optimally, so that the average learning outcomes are 82, this means that the average score of students has exceeded the predetermined KKM of 75. The percentage of completeness obtained in

this cycle of 87% has exceeded the target set at 75%, which means that in this process out of 30 students who participated in complete learning totaled 26 and 4 students who were categorized as incomplete with the same method applied, so that learning English using the small group discussion method end in this cycle, because students' English skills have exceeded KKM.

The improvement of student learning outcomes is inseparable from the characteristics of the method used by researcher, which is able to move students to build their understanding independently, this small group discussion method not only trains students' abilities but also trains students' mentality to communicate with fellow students and teacher, to explore a deeper understanding of the material or topic discussed. So it is not difficult to get students to explore their understanding independently to continue to improve their skills to use English through small group discussion methods. Teacher activities and student activities in cycles I to II have been designed using the small group discussion method, so that it can be said that the process of teacher and student activities has increased. Based on the results of research and discussion, it can be concluded that the application of small group discussion methods can improve students' English skills in English subjects VIII SMP Plus Yanmu NW Praya.

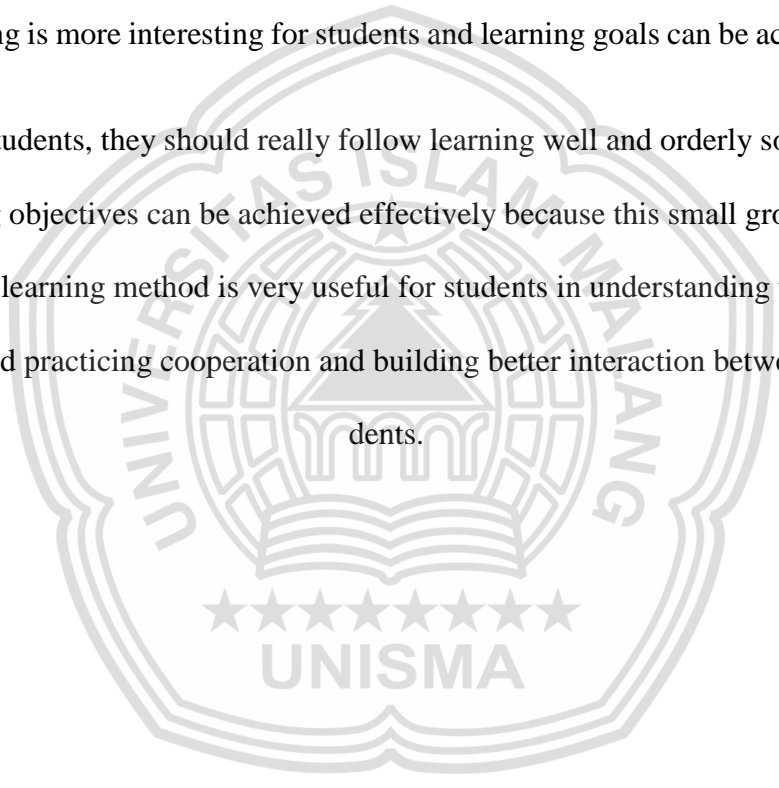
5.2. Suggestion

Based on the conclusions and implications that have been described, the following suggestions can be submitted:

- a. To the principal, it should always provide support and motivation for

teacher to always make improvements in the learning process such as choosing the right learning model, so as to increase student activity, interest and understanding.

- b. For teacher, it is expected to always follow developments related to innovation in learning so that conventional and boring learning methods for students can be overcome by applying more innovative learning models so that learning is more interesting for students and learning goals can be achieved.
- c. For students, they should really follow learning well and orderly so that learning objectives can be achieved effectively because this small group discussion learning method is very useful for students in understanding the material and practicing cooperation and building better interaction between students.



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