

**THE EFFECTIVENESS OF USING SMALL GROUP
INTERACTION IN TEACHING SPEAKING AT SMPN 3
KEDUNGWARU**

THESIS



By

**R. RAHMAD NAQSABANDI
NIM. 3213103123**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE (IAIN)
OF TULUNGAGUNG
2015**

**THE EFFECTIVENESS OF USING SMALL GROUP
INTERACTION IN TEACHING SPEAKING AT SMPN 3
KEDUNGWARU**

THESIS

Presented to
State Islamic Institute of Tulungagung in partial fulfillment of the requirements
for the degree of Sarjana Pendidikan Islam in English Education



By

**R. RAHMAD NAQSABANDI
NIM. 3213103123**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE (IAIN)
OF TULUNGAGUNG
2015**

ADVISOR'S APPROVAL SHEET

This is to certify that the *Sarjana* thesis of R. Rahmad Naqsabandi has been approved by the thesis advisor for further approval by the Board of Examiners.

Tulungagung, May 26th 2015

Advisor,

Hj. IDA ISNAWATI, M.Pd
NIP. 1978 08 16 2006 04 2002

Approved by

The Head of English Education Program

ARINA SHOFIYA, M.Pd
NIP. 19770523 200312 2 002

BOARD OF THESIS EXAMINERS' APPROVAL SHEET

This is to certify that the *Sarjana* thesis of R. Rahmad Naqsabandi has been approved by the Board of Examiners as the requirement for the degree of Sarjana Pendidikan Islam in English Education

Board of Thesis Examiners

Chair,

Secretary,

Dr. Sukarsono, M.Pd
NIP. 19710514 200501 1 002

H. Nursamsu, M.Pd
NIP. 19780204 200901 1 003

Main Examiner

Dr. Erna Iftanti, S.S, M.Pd
NIP.19720307 200901 2 002

Tulungagung, August 4th 2015

tus

Approved by

The Dean of Faculty of Tarbiyah and Teacher Training
IAIN Tulungagung

Dr. H. ABD. AZIZ, M.Pd.I
NIP. 19720601 200003 1 002

MOTTO

“Always be yourself and never be anyone else even if they look better than you”

“To get success, your courage must be greater than your fear”

“Do whatever you like, be consistent, and success will come naturally”

DEDICATION

This thesis is proudly dedicated to:

1. My beloved parents, H. Moh. Syaiful Bazar and Herlina who always give me full love, pray, motivation, attention and support in my life, I couldn't do my thesis well without your support thank you very much for everything.
2. My beloved brother, R. Jacky Firmansyah thank you so much for your love, pray, support and motivation. You make my life more colorful and meaningful.
3. All teachers for guidance and knowledge, they have shared him.
4. All of my friends in English Education Program especially for TBI D class, thanks for your support and motivation.
5. All of people he can't mention one by one for their merits until he can attain this point.

DECLARATION OF AUTHORSHIP

Name : R. RAHMAD NAQSABANDI
NIM : 3213103123
Faculty : Islamic Education Department (Tarbiyah)
Program : English Education Program (TBI)
Date of birth : Sumenep, 24-03-1989
Address : Ds. Prambanan Kec. Gayam Kab. Sumenep.

States that the thesis I wrote to fulfill the partial of the requirement for the degree of Sarjana Pendidikan Islam entitled :

“The Effectiveness of Using Small Group Interaction in Teaching Speaking At SMPN 3 Kedungwaru” is my original work. It doesn't corporate and plagiarize any material previously written or published by another person, except those indicate in quotations and references. Due to the fact that I am the only person who takes responsible for the thesis if there is any objection or claim.

Tulungagung, May 26th 2015

R. RAHMAD NAQSABANDI

ABSTRACT

Naqsabandi, R. Rahmad. Student Registered Number. 3213103123. 2015. *The Effectiveness of Using Small Group Interaction in Teaching Speaking at SMPN 3 Kedungwaru*. Sarjana Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung. Advisor: Hj. Ida Isnawati, M.Pd.

Keyword: Small Group Interaction, Teaching Speaking, SMPN 3 Kedungwaru

There are many kinds of techniques of teaching speaking that can be used. One of them used in teaching speaking is small group interaction. With this technique, student didnot feel bored and they interested in the classroom and also can build effective teams and teams work. In this technique, the students are divided into some groups consisting students who have different achievement. Students from different group who get the same topic will discuss together in group. After that, they have to describe one of the pictures in front of other group.

The formulations of the research problem were: 1) How is student's speaking ability before they are taught by using small group interaction in descriptive text? 2) How is student's speaking ability after they are taught by using small group interaction in descriptive text? 3) Is there any significant differences between student's speaking ability before they are taught by using small group interaction in descriptive text and after they are taught by using small group interaction?

The objective of this study were to: 1) know student's speaking ability before they are taught by using small group interaction in descriptive text, 2) know student's speaking ability after they are taught by using small group interaction in descriptive text, 3) know whether there is any significant differences between student's speaking ability before they are taught and after they are taught by using small group interaction in descriptive text.

Research Method: 1) the research design in this study was experimental design with quantitative approach, 2) the population of this study was all students of first year at SMPN 3 Kedungwaru Tulungagung, 3) the sample was VII A as the experimental, the class consist of 28 students, 4) the research instrument was test, 5) the data analysis was using T test.

The result showed that the students' score before taught by using small group interaction got the mean score of pre-test was 14.285 and post-test was 18.357. The T_{count} was 8.198, whereas T_{table} with significant level 5%, with $df=27$ was 2.05. So, T_{count} is higher than T_{table} ($T_{\text{count}} 8.198 > T_{\text{table}} 2.05$). It means that H_1 (alternative hypotheses) was accepted and H_0 (null hypotheses) was rejected. Based on the data, it can be concluded that the use of small group interaction in teaching speaking is quite success/effective. In other word, small group interaction can be used as an alternative technique to teach in different area.

ABSTRAK

Naqsabandi, R. Rahmad. Nomor Induk Mahasiswa. 3213103123. 2015. *The Effectiveness of using Small Group Interaction in Teaching Speaking at SMPN 3 Kedungwaru*. Skripsi. Tadris Bahasa Inggris. Fakultas Tarbiyah dan Keguruan. Institute Agama Islam Negeri (IAIN) Tulungagung. Dosen Pembimbing: Hj. Ida Isnawati, M.Pd.

Kata Kunci: *Small Group Interaction, Teaching Speaking, SMPN 3 Kedungwaru*

Banyak macam teknik pengajaran speaking yang dapat digunakan. Salah satunya yang dapat digunakan dalam mengajar speaking adalah *Small Group Interaction*. Dengan teknik ini, siswa tidak merasa bosan dan mereka merasa senang didalam kelas dan juga dapat membangun kerja team yang efektif. Dalam teknik ini, siswa dibagi menjadi beberapa kelompok yang terdiri dari siswa yang memiliki prestasi yang berbeda. Siswa dari kelompok yang berbeda mendapatkan topik yang sama yang akan dibahas bersama-sama dalam kelompok. Setelah itu, mereka harus mendeskripsikan salah satu gambar di depan kelompok lainnya.

Rumusan masalah penelitian ini adalah: 1) Bagaimana kemampuan speaking siswa sebelum mereka diajarkan dengan menggunakan *Small Group Interaction* dalam teks deskriptif? 2) Bagaimana kemampuan speaking siswa setelah mereka diajarkan tanpa menggunakan *Small Group Interaction* dalam teks deskriptif? 3) Apakah ada perbedaan yang signifikan antara kemampuan speaking siswa sebelum mereka diajarkan dengan menggunakan *Small Group Interaction* dalam teks deskriptif dan setelah diajarkan dengan menggunakan *Small Group Interaction* dalam teks deskriptif?

Tujuan penelitian ini adalah untuk: 1) mengetahui kemampuan speaking siswa sebelum mereka diajarkan dengan menggunakan *Small Group Interaction* dalam teks deskriptif, 2) mengetahui kemampuan speaking siswa setelah mereka diajarkan tanpa menggunakan *Small Group Interaction* dalam teks deskriptif, 3) mengetahui apakah ada perbedaan yang signifikan antara kemampuan speaking siswa sebelum mereka diajarkan dengan menggunakan *Small Group Interaction* dalam teks deskriptif dan setelah diajarkan dengan menggunakan *Small Group Interaction* dalam teks deskriptif.

Metode penelitian: 1) desain penelitian ini adalah penelitian eksperimen dengan pendekatan kuantitatif, 2) populasi penelitian ini adalah siswa kelas 1 di SMPN 3 Kedungwaru Tulungagung, 3) sampel yang digunakan adalah kelas VII A sebagai kelas eksperimen. kelas VII A terdiri dari 28 siswa, 4) instrument penelitian ini adalah tes, 5) Penulis menggunakan T-test untuk menganalisis data.

Hasil penelitian menunjukkan bahwa nilai siswa sebelum menggunakan *Small Group Interaction* mendapat nilai pre-test adalah 14.285 dan nilai post-test adalah 18.357. T_{count} adalah 8.198, sedangkan T_{table} dengan tingkat signifikan 5%, dengan $df=27$ adalah 2,05. Jadi, T_{count} lebih tinggi dari T_{table} ($T_{count} 8.198 > T_{table} 2,05$). Ini berarti bahwa (alternative hypotheses) H_1 diterima dan H_0 (null hypotheses) ditolak. Berdasarkan data tersebut, dapat disimpulkan bahwa penggunaan *Small Group Interaction* dalam pengajaran speaking cukup

sukses/efektif. Dengan kata lain, *Small Group Interaction* dapat digunakan sebagai teknik alternatif untuk mengajar di area yang berbeda.

ACKNOWLEDGEMENT

In the name of Allah SWT The Most Beneficent and The Most Merciful. All praises are to Allah SWT for all the blesses so that the writer can accomplish this thesis. In addition, may Peace and Salutation be given to the prophet Muhammad who has taken all human being from the Darkness to the Lightness.

The writer would like to express her genuine gratitudes to :

1. Dr. Abd. Aziz, M.Pd.I., the Dean of Faculty of Tarbiyah and Teacher Training of IAIN Tulungagung for his permission to write this thesis.
2. Arina Shofiya, M.Pd, the Head of English Education Department who has given me some insight so the writer can accomplish this thesis.
3. Hj. Ida Isnawati, M.Pd., the writer's thesis advisor, for her invaluable guidance, suggestion, and feedback during the completion of this thesis.
4. All of my lecturers who has always give me their useful suggestion, advice, support and help for me so I can accomplish this thesis on time.
5. Endah Uriani, S. P.d, M. M., the head master of SMPN 3 Kedungwaru who has given the writer permission to conduct a research at this school.
6. Drs. Masyhuri, the english teacher of SMPN 3 Kedungwaru, thanks for giving advice and support the writer in the process of the research.
7. The first graders of SMPN 3 Kedungwaru in the academic year 2014/2015 for the cooperation as the sample of this research.

8. All of my friends at IAIN Tulungagung, who knows me and I have ever make difficulties for them who can't mention all, thank you very much for giving me support in finishing my thesis.
9. All people who can't be mentioned all who help me in finishing this thesis.

The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted. May Allah give blessed to us so this thesis can be useful for the reader.

Tulungagung, May 26th 2015

The writer

TABLE OF CONTENT

| | |
|---|-------|
| Cover..... | i |
| Advisor' Approval Sheet. | iii |
| Board of Examiner's Approval Sheet. | iv |
| Motto..... | v |
| Dedication | vi |
| Declaration of Authorship..... | vii |
| Abstract | viii |
| Acknowledgement..... | xi |
| Table of Contents | xiii |
| List of Tables. | xvi |
| List of Appendices | xvii |
| List of Figures | xviii |
| CHAPTER I INTRODUCTION | |
| A. Background of the Research | 1 |
| B. Research Problems | 4 |
| C. Objectives of the Research..... | 5 |
| D. Significance of the Research..... | 5 |
| E. Scope and Limitation of the Research | 6 |
| F. Definition of Key Terms | 6 |

CHAPTER II REVIEW OF RELATED LITERATURES

| | |
|--|----|
| A. Speaking | 7 |
| 1. Definition of Speaking..... | 7 |
| 2. Type of Speaking..... | 8 |
| 3. Elements of Speaking..... | 9 |
| 4. Developing Speaking Skill..... | 10 |
| B. Small Group Interaction..... | 12 |
| 1. The Understanding of Small Group Interaction..... | 12 |
| 2. The Advantages of Small Group Interaction..... | 13 |
| 3. The Disadvantages of Small Group Interaction..... | 14 |
| 4. The Application of Small Group Interaction..... | 15 |
| C. Teaching Speaking | 16 |
| 1. The Role of the Teacher in Speaking Class..... | 17 |
| 2. Models of Teaching Speaking..... | 19 |
| D. Previous Research | 20 |

CHAPTER III RESEARCH METHOD

| | |
|---------------------------------------|----|
| A. Research Design..... | 23 |
| B. Population and Sample..... | 24 |
| C. Variable of the Research..... | 24 |
| D. Research Plan..... | 25 |
| E. Research Instrument..... | 26 |
| F. Validity and Reliable Testing..... | 28 |
| G. Data Collecting Method | 32 |
| H. Data Analysis | 34 |

| | |
|--|-----------|
| I. Hypothesis Testing..... | 37 |
| CHAPTER IV RESEARCH FINDINGS AND DISCUSSION | |
| A. Research Findings..... | 38 |
| 1. Students' Speaking Skill before treatment..... | 38 |
| 2. Students' Speaking Skill after treatment..... | 39 |
| 3. The Analysis of T-test..... | 41 |
| B. Discussion..... | 45 |
| CHAPTER V CONCLUSION AND SUGGESTION | |
| A. Conclusion..... | 50 |
| B. Suggestions..... | 51 |
| REFERENCES | 53 |
| APPENDIXES | |

LIST OF TABLES

1. Table 3.1 : One Group Pretest-Posttest Design
2. Table 3.2 : The Criterion of Scoring Speaking
3. Table 3.3 : Content Validity
4. Table 3.4 : Cronbach's Alpha Interpretation Based on Triton
5. Table 3.5 : Case Processing Summary
6. Table 3.6 : Reliability Statistics
7. Table 3.7 : Scoring in Speaking
8. Table 4.1 : The Scores of Pre-test
9. Table 4.2 : The Scores of Post-test
10. Table 4.3 : The Scores of Pre-test and Post-test
11. Table 4.4 : The Scores of Pre-test and Post-test to get "D"
12. Table 4.5 : The Squaring of Score Deviation Pre-test and Post-test

LIST OF APPENDICES

1. Appendix 1 : The Students score of pre-test
2. Appendix 2 : The Students score of Post-test
3. Appendix 3 : Table of Score “t”
4. Appendix 4 : Instrument
5. Appendix 5 : Lesson Plan of student treatment
6. Appendix 6 : Surat Permohonan Ijin Penelitian
7. Appendix 7 : Surat Keterangan Penelitian
8. Appendix 8 : Kartu Bimbingan
9. Appendix 9 : Laporan Selesai Bimbingan Skripsi
10. Appendix 10 : The Researcher’s Curriculum Vitae