

APPENDIX 1

Teacher's Observation Rubric

(First Meeting)

No	Teacher's Activities	Always	Occasionally	Rarely	Never
1	Prepares the material	√			
2	Gives the clear instruction of how to do the activity	√			
3	Helps the students' difficulties by answering the students' questions	√			
4	Gives appraisal to the students				√
5	Monitors each group by visiting each group and ask some questions		√		
6	Encourages students who are not active by supporting them to ask questions	√			
7	Gives an enjoyable variation in implementing the technique				√
8	Reviews the material at the end of the lesson	√			

APPENDIX 2
The Teacher's Observation Rubric
(Second Meeting)

No	Teacher's Activities	Always	Occasionally	Rarely	Never
1	Prepares the material	√			
2	Gives the clear instruction of how to do the activity	√			
3	Helps the students' difficulties by answering the students' questions	√			
4	Gives appraisal to the students		√		
5	Monitors each group by visiting each group and ask some questions		√		
6	Encourages students who are not active by supporting them to ask questions	√			
7	Gives an enjoyable variation in implementing the technique			√	
8	Reviews the material at the end of the lesson	√			

APPENDIX 3
The Teacher's Observation Rubric
(Third Meeting)

No	Teacher's Activities	Always	Occasionally	Rarely	Never
1	Prepares the material	√			
2	Gives the clear instruction of how to do the activity	√			
3	Helps the students' difficulties by answering the students' questions	√			
4	Gives appraisal to the students		√		
5	Monitors each group by visiting each group and ask some questions		√		
6	Encourages students who are not active by supporting them to ask questions	√			
7	Gives an enjoyable variation in implementing the technique				√
8	Reviews the material at the end of the lesson	√			

APPENDIX 4

The Interview with the Teacher

Interview Questions

(To the teacher)

1. Apakah Anda sering menggunakan group discussion dalam mengajar?
2. Menurut pendapatmu Anda, apakah group discussion merupakan metode yang tepat untuk mengajar speaking skill
3. Mengapa Anda menggunakan langkah-langkah seperti yang anda telah terapkan dalam tiga pertemuan ini?
4. Apa peranan Anda dalam diskusi ini?
5. Bagaimana cara Anda menjaga agar diskusi tetap berjalan lancar sesuai dengan yang dikehendaki?
6. Menurut Anda, apa saja kelebihan dari metode ini?
7. Menurut Anda, apakah kemampuan berbicara para murid meningkat setelah menggunakan metode ini?

Answers

1. Saya cukup sering menggunakan teknik group discussion. Tidak hanya dalam mengajar speaking, tapi juga dalam mengajar listening dan skill-skill yang lainnya.
2. Group discussion ini merupakan teknik yang bagus untuk mengajar kegiatan yang membutuhkan keaktifan murid. Jadi bukan hanya untuk mengajar speaking. Saya rasa beberapa skill yang lain akan juga bagus kalau diajar menggunakan group discussion.
3. Teknik-teknik yang digunakan dalam tiga pertemuan itu semuanya ditujukan untuk membangkitkan semangat mereka dalam mencari

tahu jawaban dari soal-soal yang diberi. Saya beri kisi-kisi pertanyaan supaya mereka tahu apa yang akan didiskusikan. Jadi diskusi mereka jadi tidak melebar kemana-mana.

4. Peranan guru dalam diskusi adalah sebagai fasilitator saja. Jadi guru di sini bukanlah sebagai pembuat jawaban akhir dari masalah. Saya hanya membantu dan mengarahkan mereka jika ada yang bertanya tentang bahasa Inggris dari suatu kata dan sebagainya. Guru juga harus menyemangati murid yang pasif untuk ikut turut berdiskusi.
5. Saya biasakan saya tidak duduk terlalu lama. Kadang saya datang tiap-tiap kelompok untuk memastikan mereka diskusi masalah yang telah diberikan. Selain itu saya juga telah menyiapkan pertanyaan-pertanyaan yang harus didiskusikan di dalam group.
6. Kelebihan-kelebihan metode ini ya tadi itu, metode ini membuat siswa jadi lebih aktif dalam belajar. Mereka dituntut untuk lebih berusaha dalam mempraktekkan apa yang telah dipelajari.
7. Pada akhir pertemuan ketiga, saya masukkan nilai presentasi mereka sebagai nilai tugas juga. Saya melihat ada peningkatan dalam nilai2 mereka. Selain itu, mereka lebih berani dalam menggunakan bahasa Inggris juga. Bahkan yang pasif pun mulai berani untuk mengutarakan pendapatnya. Itu dapat dilihat dari berapa panjang mereka bisa berbicara di depan, pengertian mereka tentang topik bahasan, kelancaran dalam berbicara dan interaksi antar anggota.

APPENDIX 5
Questionnaire

Group Discussion Questionnaire

Name:

Answer the following questions. Your answers do not have anything to do with your score. We really need your feedback to improve our teaching technique.

You can write the answer in Indonesian if you want.

1. Does the group discussion help you understand the material given?
(Apakah group discussion membantumu mengerti pelajaran yang diberikan?)

- a. Ya
- b. Tidak

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2. Do you feel that you learn English better with the group discussion?

(Apakah dengan group discussion dapat membuatmu lebih memahami isi pelajaran?)

- a. Ya
- b. Sama saja
- c. Tidak

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3. Do you like to learn the lesson using group discussion method?
(Apakah kamu suka belajar dengan cara group discussion?)
- a. Ya
 - b. Tidak
-

4. Do you think that your friends in your group are active enough?
(Apakah teman dalam kelompokmu sudah cukup aktif?)
- a. Sangat aktif
 - b. Cukup aktif
 - c. Kurang Aktif
 - d. Tidak aktif
-

5. Do you have any difficulties when sharing your ideas with your friends? How do you deal with it?
(Apakah kamu mengalami kesulitan dalam mengemukakan pendapatmu ke teman-temanmu?)
- a. Mudah
 - b. Cukup mudah
 - c. Tidak mudah
-

6. Do you ask your friend's opinion to support your answer?
(Apakah kamu meminta pendapat temanmu di dalam kelompok?)
- a. Sering
 - b. Kadang-kadang
 - c. Tidak pernah
-

7. Does the group discussion help you to express your ideas?
(Apakah group discussion membantumu menyampaikan ide?)
- a. Ya
 - b. Sama saja
 - c. Tidak
-
8. Does the group discussion increase your confidence?
(Apakah group discussion meningkatkan kepercayaan?)
- a. Ya
 - b. Tidak
-
9. Are you confidence with the result of your discussion?
(Apakah kamu yakin dengan hasil dari diskusi kelompokmu?)
- a. Yakin
 - b. Ragu-ragu
 - c. Tidak yakin
-
10. Would you suggest that the teacher use this technique?
(Apakah kamu mau menyarankan gurumu untuk memakai metode ini?)
- a. Ya
 - b. Tidak
-
11. Does your speaking skill increase after the group discussion?
(Apakah kemampuan berbicaramu meningkat setelah group discussion?)
- a. Sangat meningkat

- b. Meningkat
- c. Tidak meningkat

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12. While presenting the result, did you speak well?
(Ketika presentasi di depan, apakah kamu berbicara dengan lancar?)

- a. Sangat lancar
- b. Lancar
- c. Tidak lancar

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APPENDIX 6

The Tabulation of the Result of the Questionnaire

No	Item Number	Options							
		A		B		C		D	
		Freq	%	Freq	%	Freq	%	Freq	%
1	Students' comprehension to the material	Yes		No					
		22	91%	3	9%				
2	They learn better using group discussion	Yes		Same		No			
		21	87,5%	3	12,5%	-	-		
3	Their preference to be taught using group discussion	Yes		No					
		23	95,8%	1	4,2%				
4	Their opinion about their friends in group	Very active		Active		Less active		Not active	
		11	45,8%	7	29,1%	4	16,7%	2	8,4%
5	Their difficulty in sharing their ideas in group	Easy		Fairly easy		Difficult			
		8	33,3%	13	54,2%	3	12,5%		
6	Ask opinion to their friends	Always		Sometime		Never			
		20	83,3%	4	16,67%				
7	Group	Yes		Same		No			

	discussion helps them to express their idea	15	62,5 %	9	37,5 %	-	-		
8	Their confidence in using English after group discussion	Improved		Not improved					
		22	91,7 %	2	8,3 %				
9	The confidence about the result of the discussion	Sure		Hesitate		Not Sure			
		20	83,3 %	3	12,5 %	1	4,2 %		
10	Suggestion to the teacher to use this technique more often	Yes		No					
		24	100 %	-	-				
11	The students' improvement in speaking skill after group discussion	Much improved		Less improved		Not improved			
		13	54,6 %	7	29,7 %	4	16,7 %		
12	Their fluency when presenting the result of discussion	Very fluent		Fluent		Not Fluent			
		2	8,3%	18	75 %	4	16,7 %		

APPENDIX 7

LESSON PLAN for the First Meeting

School	: Vita Junior High School
Subject	: English
Skills	: Speaking
Components	: Pronunciation and Vocabulary
Grade / Semester	: VIIa / 1
Topic	: What do you want to be?
Time Allocation	: 1 x 40 minutes

A. COMPETENCES

1. Basic Competence(s)

At the end of this lesson the students will be able to:

- identify the profession written in the “ballot”
- identify the question of why, what, and where correctly
- apply the answer as the result of their group discussion in a form of presentation correctly

2. Achievement Indicator(s)

- Students are able to answer the question of why, what, and where, as the result of their group discussion in a form of presentation in front of the class correctly

B. LEARNING MATERIAL

- “Ballot” of a dream profession

C. TEACHING MATERIAL

- American Headway 2 textbook

D. ACTIVITIES

1. The teacher greets the students.
2. The teacher gives a brief explanation about the expression used in expressing 'What do you want to be?' (taken from American Headway 2 text book)
3. The teacher asks the students to sit in group
4. Each representation of the group is asked to draw the ballot which contain six kinds of job (doctor, lawyer, actor/actress, musician, politician, computer programmer)
5. The students are given about 15 minutes to discuss in their group. Each member of the group is given a question about the job so that they can discuss it.
The questions are:
 - First, why do we choose the profession?
 - Second, what do we have to do to become one?
 - Third, what do we do as a...?
 - Last, where do we work, why?
6. Each member of the group, who represents a question, is asked to present the result of the question they have discussed.

7. The teacher ends the lesson.

E. EVALUATION

- Ask the students to come in front to present the result of the discussion.

APPENDIX 8

LESSON PLAN for the Second Meeting

School	: Vita Junior High School
Subject	: English
Skills	: Speaking
Components	: Pronunciation and Vocabulary
Grade / Semester	: VIIa / 1
Topic	: What do you want to be?
Time Allocation	: 1 x 40 minutes

A. COMPETENCES

1. Basic Competence(s)

At the end of this lesson the students will be able to:

- identify the profession written in the “drawing paper”
- identify the question of why, what, and where correctly
- apply the answer as the result of their group discussion in a form of presentation correctly

2. Achievement Indicator(s)

- Students are able to answer the question of why, what, and where, as the result of their group discussion in a form of presentation in front of the class correctly

B. LEARNING MATERIAL

- “Ballot” of a dream profession

C. TEACHING MATERIAL

- American Headway 2 textbook

D. ACTIVITIES

1. The teacher greets the students.
2. The teacher reviews the previous lesson
3. The teacher asks the students to do several tasks about filling in the blanks with the correct expressions
4. The teacher checked the answer.
5. The teacher asks the students to sit in group
6. Each representation of the group is asked to draw the ballot which contain six kinds of job (doctor, lawyer, actor/actress, musician, politician, computer programmer)

7. The students are given about 15 minutes to discuss in their group. Each member of the group is given a question about the job so that they can discuss it.

The questions are:

- First, why do we choose the profession?
- Second, what do we have to do to become one?
- Third, what do we do as a...?
- Last, where do we work, why?

8. Each member of the group, who represents a question, is asked to present the result of the question they have discussed.

9. The teacher ends the lesson.

E. EVALUATION

- Ask the students to come in front to present the result of the discussion.

APPENDIX 9

LESSON PLAN for the Third Meeting

School	: Vita Junior High School
Subject	: English
Skills	: Speaking
Components	: Pronunciation and Vocabulary
Grade / Semester	: VIIa / 1
Topic	: What do you want to be?
Time Allocation	: 1 x 40 minutes

A. COMPETENCES

1. Basic Competence(s)

At the end of this lesson the students will be able to:

- identify the profession written in the “drawing paper”
- identify the question of why, what, and where correctly
- apply the answer as the result of their group discussion in a form of presentation correctly

3. Achievement Indicator(s)

- Students are able to answer the question of why, what, and where, as the result of their group discussion in a form of presentation in front of the class correctly

B. LEARNING MATERIAL

- “Ballot” of a dream profession

C. TEACHING MATERIAL

- American Headway 2 textbook

D. ACTIVITIES

1. The teacher greets the students.
2. The teacher asks the students to sit in group
3. Each representation of the group is asked to draw the ballot which contain six kinds of job (doctor, lawyer, actor/actress, musician, politician, computer programmer)

4. The students are given about 15 minutes to discuss in their group. Each member of the group is given a question about the job so that they can discuss it.
The questions are:
 - First, why do we choose the profession?
 - Second, what do we have to do to become one?
 - Third, what do we do as a...?
 - Last, where do we work, why?

5. Each member of the group, who represents a question, is asked to present the result of the question they have discussed.

6. The teacher ends the lesson.

E. EVALUATION

- Ask the students to come in front to present the result of the discussion.