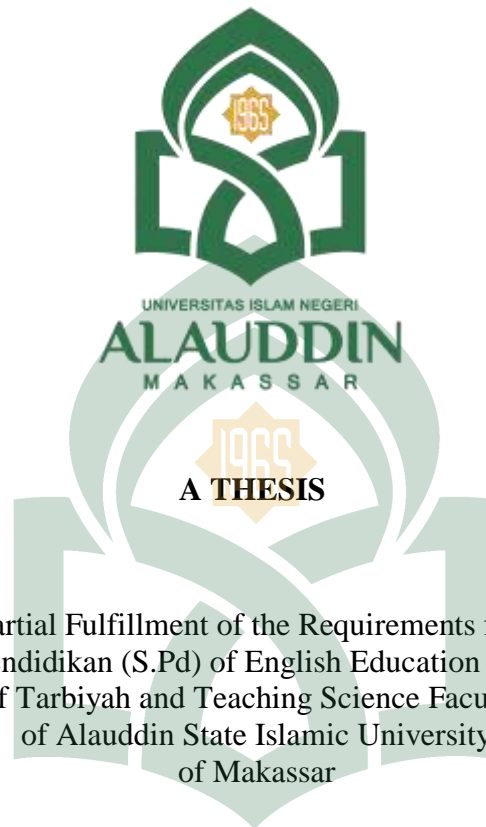


**THE EFFECT OF USING PROBLEM-BASED GROUP DISCUSSION
TECHNIQUE TO IMPROVE TRANSACTIONAL SPEAKING SKILLS OF
SECOND GRADE STUDENTS AT VOCATIONAL HIGH SCHOOL 5 GOWA**



Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd) of English Education Department
of Tarbiyah and Teaching Science Faculty
of Alauddin State Islamic University
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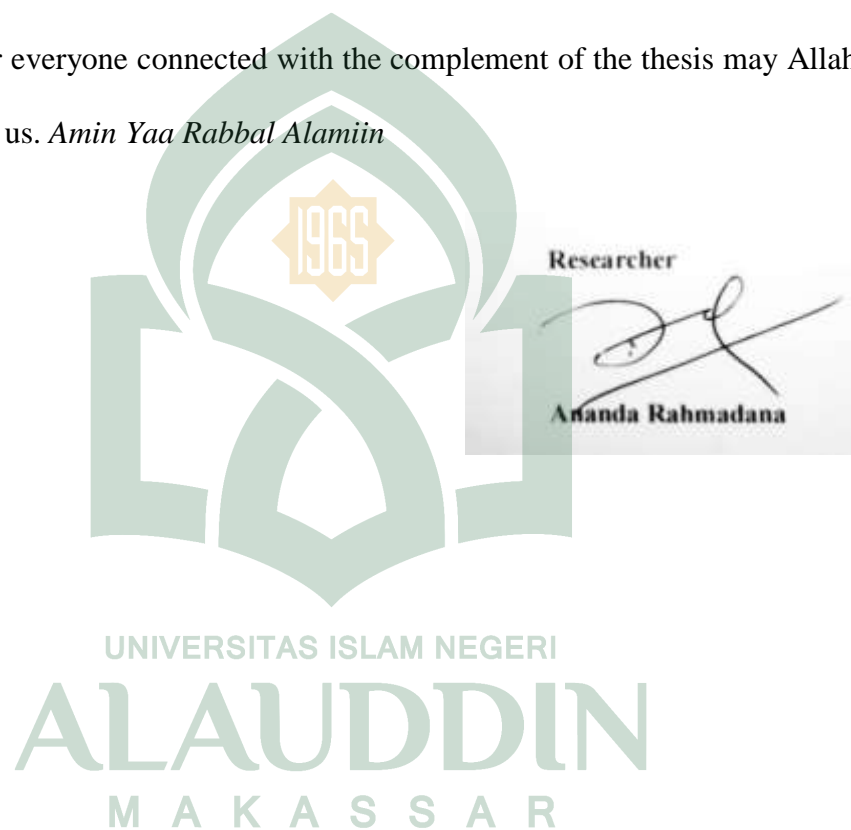


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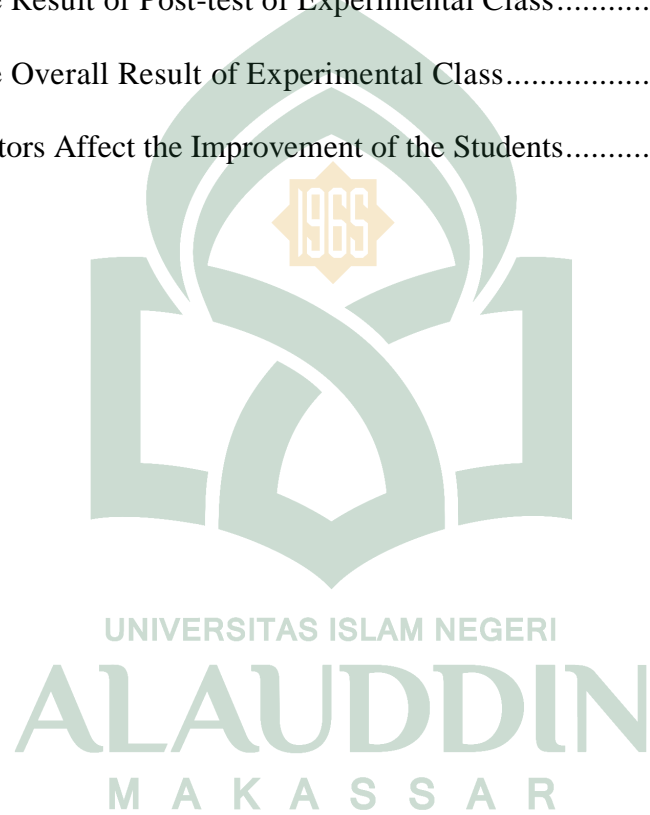
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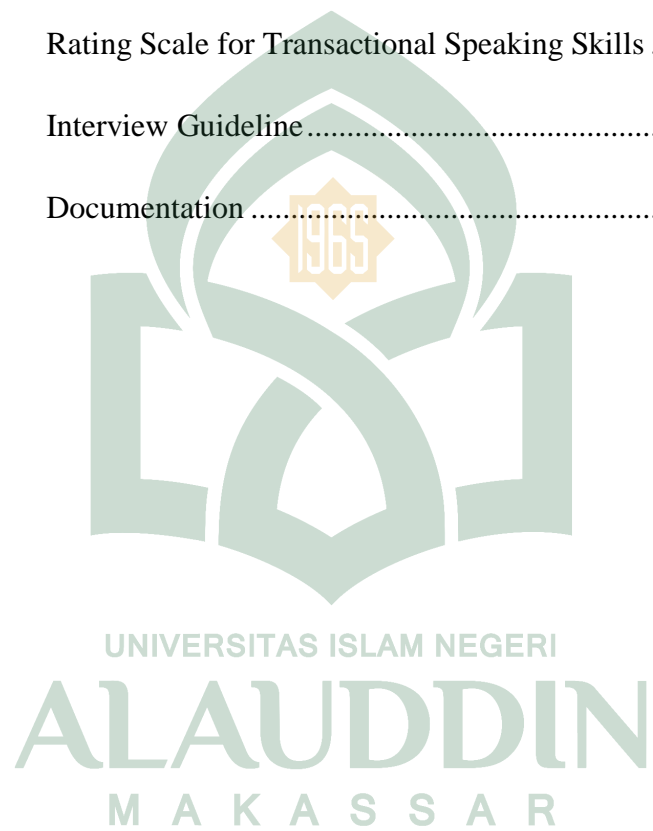
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ABSTRACT

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Title : *The Effect of Using Problem-based Group Discussion Technique to Improve Transactional Speaking Skills of Second Grade Students at Vocational High School 5 Gowa*
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In this sophisticated era, English language skills are very important for students, especially for Vocational High School students. However, some teachers still have difficulty in choosing the right technique to teach speaking skills. As a result, students feel very difficult in saying something in English. This study aims to discuss how to improve students' transactional speaking skills (group discussion) through problem-based group discussion techniques at Gowa 5 Vocational High School.

The mixed methods research design was used to carry out this research with the support of two quantitative and qualitative data collection instruments namely the speaking video test and the semi-structured interview. An explanatory design (QUAN → qual) is used where the quantitative method is collected first and then the last is the qualitative method. There were twenty (20) students in two classes, namely ten students for the experimental class and ten students for the controlled class and were deliberately chosen to participate in this study.

The results of this study indicate two things namely the first; Problem-based group discussion techniques can improve students' transactional speaking skills. That is evidenced by the results of the statistical analysis of the significance level of $P = 0.05$ with degrees of freedom (df) = 9 indicating that the t-test scores of students' speaking skills (3,498) are higher than the values of t-tables. (2,262). Second; there are seven factors that affect the improvement of students' transactional speaking skills, namely cohesiveness, suitability, roles, goals, charismatic leadership, inspiration and competition & conflict.

The outcome of this research is to help the students improving their transactional speaking skills in exchanging information, taking a part in formal discussions or having a good presentation and even learning to work in real-life situations by using problem-based group discussion techniques. Therefore, the teachers will be able to use a new teaching technique that is good and they may leave the old technique because the school has been applied 2013 curriculum.

CHAPTER I

INTRODUCTION

A. Background

As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the international community. English has become an important subject as it is taught widely at formal school starting from elementary school up to higher education level; even at informal school i.e. courses. In an academic environment, speaking is one of the four language skills to learn (reading, writing, listening and speaking). Speaking is a productive oral skill which is the hardest skill in teaching English at a foreign language (EFL) because it happens in real-time (Zareie et al., 2014: 444). Speaking is known as an oral skill that plays an essential role in human interaction and communication (Nasir, 2018: 46). We know that speaking directly involves the use of words, so that by using the words we can express our ideas, feelings, desires or even interest (Budiyanto & Sofwan, 2018: 77).

Speaking has many functions depend on what the speaker needs such as to make social contact with people, establishing rapport (understanding), or to build social relationships between two people or more. Some engage in discussion with someone, on the other hand, to seek or to express opinions, to persuade someone about something, or to clarify information. Speaking is not only functions as a medium for maintaining social relationships between the participants, but also functions as a medium for transacting message are being spoken, it is called transactional speaking skills (Kaharuddin, 2014: 1).

Speaking as transaction refers to the situation where the focus is on what is said or done (Richards, 2015). There are two kinds of transactional speaking skills categories, they are discussion and interview. (Kaharuddin et al., 2018) state discussion of the two transactional discourses is aimed at giving lessons to the students of Indonesian who are learning English so that they can handle their speaking skills in a group discussion and a job interview accurately and fluently. The information available in these lessons will show them the nature of speaking in a formal discussion with other people as well as the nature of communicating themselves verbally in a job interview. Transactional speaking is one of the materials which must be achieved at schools.

At Vocational High School 5 of Gowa, in the third and the four-semester of second grade, the learning objectives of transactional speaking material are that students can be able in mastering everyday professional conversation contexts, asking and telling job description, making and receiving messages through direct interaction, expressing necessity, giving instruction, giving opinions, giving suggestions and expressing agreement and disagreement (Syllabus SMK, 2018/2019). Also, the purpose of learning in the material is that students are also expected to observe (read) problems, looking for solutions, sharing and taking information related to certain circumstances and presenting in front of the class politely.

However, the students had difficulty in achieving these goals and their scores were still below of Minimum Learning Mastery Standard. In

Vocational High School 5 Gowa, the Minimum Learning Mastery Standards are 75 points but students' scores just have average 65 points, it means low score (Surfiaty, interview, 2019). By the preliminary observation on May 10th, 2019, even if they achieved the Minimum Learning Mastery Standard, they still had difficulty in achieving the main goal and could not do what the teachers asked for, while the transactional speaking skills have been studied at Junior High School.

Based on the analysis of the lesson plan at Vocational High School 5 Gowa in the learning process, the teachers still use the conventional technique (*ceramah*) to teach the students, which means they are the center of the learning process, not the students (*RPP Kelas XI*, 2018/2019). On the other hand, that school has been applying the 2013 curriculum where the students are the center of the learning process. In teaching their students, the teacher should apply a good method and how the method can be used in the teaching and learning process, this is called technique.

Therefore, the researcher found out a good technique to discover that students' problems namely problem-based group discussion. In this type of group discussion, all students in a group are given a short description of a situation (scenario) containing one or more problems (Kaharuddin, 2014:85). Besides, problem-based group discussion technique encourages better integration of new information in the existing knowledge base, making the resulting knowledge more accessible and remembered better (Grave et al., 2001). And then, according to (Hussain, 2018) state that problems are good

sources for making the learners speak. While engaging in problems, they must use language to solve them.

Based on the problems above, the researcher decided to carry out research entitled “**Using Problem-Based Group Discussion Technique to Improve Students’ Transactional Speaking Skills at Second Grade of Vocational High School 5 Gowa**”. The outcome of this research is to help the students improving their transactional speaking skills in exchanging information, taking a part in formal discussions or having a good presentation and even learning to work in real-life situations by using problem-based group discussion techniques. Therefore, the teachers will be able to use a new teaching technique that is good and they may leave the old technique because the school has been applied 2013 curriculum.

B. Research Problems

Based on the background above, the main topic was how to improving the students' transactional speaking skills, therefore to well-analyze this research, the researcher should elaborate on the main problem. There were two research problems formulated, they were:

1. Is problem-based group discussion technique effective to improve the transactional speaking skills of the second-grade students at Vocational High School 5 Gowa?
2. To what extent does the effect of problem-based group discussion in improving the transactional speaking skills of the second-grade students at Vocational High School 5 Gowa?

C. Research Objectives

Related to the research problems above, the researcher also formulated the research objectives of this research, they were:

1. To find out the effectiveness of problem-based group discussion techniques in improving students' transactional speaking skills at the second-grade students of Vocational High School 5 Gowa.
2. To investigate the effect of problem-based group discussion techniques in improving students' transactional speaking skills at the second-grade students of Vocational High School 5 Gowa.

D. Research Significances

This research is expected to contribute to the theoretical and the practical significances. The detailed benefits of the research significances in this research were as follows:

1. Theoretical Significance

The result of this research is directed to contribute to the theory development of speaking skills i.e. transactional speaking skills especially group discussion.

2. Practical Significances

a. Significance for Students

Through this research, the students can improve their transactional speaking skills by using a problem-based group discussion technique. By reading this research, the readers were expected to find any information to improve their knowledge.

b. Significance for Teachers

This research is hoped to help teachers to get a new alternative in teaching transactional speaking skills, especially by using problem-based group discussion.

c. Significance for Next Researchers

This research helps the next researcher to develop their knowledge, experience in composing academic writing and using this research as a reference that has the same scope but different object.

E. Research Scope

The scope of this research is to teach transactional speaking skills by using problem-based group discussion as the technique in teaching. On transactional speaking skills, there are two types such as interview and group discussion, but the researcher focused on group discussion mastery of second grade students at Vocational High School 5 Gowa.

F. Operational Definition of Terms

The title of this research was “The Effect of *Using Problem-Based Group Discussion Technique to Improve Transactional Speaking Skills of Second Grade Students at Vocational High School 5 Gowa*”. In making easily understand of this research, the researcher explained four components of them as follows:

1. Using

In this research, the word ‘using’ refers to the act of employing teaching materials or in this case problem-based group discussion to improve students’ transactional speaking skills. Therefore, use here has an equivalent meaning to teach. As stated in (“Cambridge Dictionary”, 2019), the word “use” means to put something such as a tool, skill, or building to a particular purpose.

2. Problem-Based Group Discussion Technique

Problem-based group discussion technique is one type of group discussion that makes students express themselves on a case given by teachers so that they will be able to study the problem and find out the solution.

3. Improve

In this research, the word “improve” refers to the difference between the results of the pre-test and the post-test. If the post-test results are higher than the pre-test it is called an improvement. Therefore, improve here has an equivalent meaning to students' improvement or research results. Based on (“Cambridge Dictionary”, 2019) the word “improve” is to (cause something to) get better.

4. Transactional Speaking Skills

Transactional speaking skill is one function in speaking that focuses in transacting the message by oral skill for practicing how to use talk for sharing and obtaining information without building the relationship.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Previous Studies

There were some theories from previous studies that expected to support this research, as follows:

Firstly, Schmidt, Henk et al., (2001) “Effects of Problem-based Discussion on Studying a Subsequent Text: A Randomized Trial Among First-Year Medical Students”. The purpose of this study was to examine the effects of group discussion of a medical problem on the comprehension of a subsequent problem-relevant text by first-year medical students. Forty-eight first-year medical students were randomly assigned to one of two conditions: The experimental group discussed a problem of blood pressure regulation, where the control group discussed a problem of vision. Numbers of propositions accurately recalled were analyzed using analysis of variance (ANOVA). It confirmed earlier findings from laboratory studies that problem-based learning, in addition to positive emotional and motivational long-term effects well-documented in the literature, also has positive effects on learning.

The research that conducted by the researcher here is to find out the use of group discussion in this case problem-based on the transactional speaking skills of the students for Vocational School of Computer Engineering and Network, amounting to 20 students, different from what has been studied by previous researchers to test the effect of discussion group from medical problems in understanding the relevant text to the first semester of medical

students totaling 48 students. The researchers used a quasi-experimental research design similar to the research but the researcher here used mix-method design, the data analysis technique used ANOVA while this research used one of the features of SPSS software to find out variance analysis.

Secondly, Rivi Antoni (2014) “Teaching Speaking Skill through Small Group Discussion Technique at the Accounting Study Program”. This paper was the result of classroom action research that tried to answer the question of how small group discussion techniques could improve the students speaking skills and what factors influenced it. This researcher took second-semester students of Accounting of Pasir Pengarain University as his participant. The rule of friends found in small group discussion techniques became the main factor that influences students' speaking skill. Of the data analysis of the comparison of the based score with the two cycles. It could be concluded that Small group discussions better improved the students' speaking skill at second-semester students of Accounting of Pasir Pengarain University.

This research was conducted for the Accounting Study Program using classroom action research to find out how small group discussions can improve students' teaching skills, in contrast to research conducted by the researcher using mix-method research design to use problem-based discussion groups for student learning transactions, even though have the same object but have a different focus. The results obtained from this study are that small group discussion better improve students' speaking skills for students.

Thirdly, Nurmagirah Mutmainna (2018) “Describing and Drawing Picture Technique in Teaching Transactional Speaking”. The result of this research was to find out the effectiveness of describing and drawing picture technique in teaching transactional speaking. The research conducted at the second-semester students of the English Education Department at State Islamic University of Alauddin Makassar, different from the research conducted by a researcher that has focused on using problem-based group discussion. The population was selected by using purposive sampling technique for experimental class and control class. The instrument used in this research-tested were pre-test and post-test.

All of the research above have good results. Besides, that research has the same topic with this research about group discussion and speaking skills, but their topics were too wide and they did not mention specifically for it. But this research used specific terms by using problem-based group discussion at students’ transactional speaking skills in the second grade of Vocational High School 5 Gowa.

B. Some Pertinent Ideas

1. Teaching Speaking

Since English is included as a compulsory subject in high school in Indonesia, the students have the same needs. The need is to pass the exam to move to the next level and graduate from school, and the general requirement is the students can speak and convey their aspirations. Teaching speaking

begins with teaching students how to speak English as their foreign language, then asking them to be able to pronounce the language accurately.

Teaching speaking in Indonesia is not as easy as turning the palm. The students always make errors all the time. For instance, For example, (Mukminatien,1999) found that the students of English departments have a great number of errors when speaking. The errors include pronunciation (e.g., word stress and intonation), grammatical accuracy (e.g., tenses, preposition, and sentence construction), vocabulary (e.g., incorrect word choice), fluency (e.g., frequent repair), and interactive communication. Knowing student characteristics is the first step that will help teachers to help them. This will also help teachers prepare students to help themselves.

According to (Nunan, 2003), there are five principles of teaching speaking:

- a. Be aware of the difference between second language and foreign-language in the learning context.
- b. Give students the chance to practice with both fluency and accuracy.
- c. Provide opportunities for students to talk using group work.
- d. Plan speaking assignments that involve negotiation for meaning.
- e. Design classroom activities that involve guidance and practice in transactional speech and interaction.

Students must learn the best strategies to improve their learning while the teachers find out a good way to improve their speaking. Teaching speaking is a very crucial part of second language learning. The ability to communicate in a

second language clearly and efficiently contributes to the success of students in school and later success in each phase of life. Therefore, language teachers need to pay attention to teaching speaking. Instead of directing students to pure memorization, it provides a rich environment where meaningful communication takes place is desired.

There are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency (Harris, 1974). In responding opinion of Harris, (Brown, 1997) defined the five components of testing speaking skills as follows:

1. **Comprehension:** for oral communication must require the subject to respond to the speech.
2. **Grammar:** it is needed for students to arrange a correct sentence in conversation, or the student's ability to manipulate the structure and to distinguish appropriate grammatical forms inappropriate ones. The utility of grammar is also to learn the correct way to gains expertise in a language in oral and written form.
3. **Vocabulary:** one cannot communicate effectively or express their ideas both orally and in written form, if they do not have sufficient vocabulary.
4. **Pronunciation:** pronunciation is a way for students to produce clearer language when they speak. It deals with the phonological process that determines how sounds vary and pattern in a language.
5. **Fluency:** fluency can be defined as the ability to speak fluently and accurately. Fluency of speech is the goal of many language learners. Signs

of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums”.

With this goal, various speaking activities can contribute greatly to students in developing the basic interactive skills needed for life. The teacher must be able to provide activities or techniques that make students more active in the learning process and at the same time make their learning more meaningful and enjoyable for them. There is a variety of instructional techniques to teach speaking such as role play and dramatization, discussion and debate, description and comments, communicative games and others. All of these techniques can be attributed to a single comprehensive technique called speech situation (Millrood, 2015).

2. Transactional Speaking Skills

Based on (Oxford dictionary, 1998), the word transactional comes from the transaction which means an exchange or interaction between people, as if an agreement, communication, or movement carried out between separate entities or objects, often involving the exchange of valuable items, i.e. information, goods, services and money. The central focus is the message meaning and making someone understand clearly and accurately. The transactional conversation is conducted for information exchange, such as information-gathering interviews, role plays, or debates (Nuha, 2014). According to (Jack Richards, 2008:27), the main features of transactional speaking are:

- a. It functions to **exchange information**. This feature means that the sender and recipient are only focused on sending or receiving information and if the information has been delivered, the conversation is complete.
- b. It is **message-oriented** which means to communicate meaning. This discussion only process of the message, not to build more relationships between the sender and the recipient, just focus on communicating the meaning.
- c. Participants use **strategies to understand each other**. Both recipients and senders have their ways of sending messages or information so that they are well conveyed and received.
- d. It needs more questions, repetitions, checks for **comprehension**. To check the understanding of the recipient more about what the sender sends, it is necessary to provide questions and repetitions.
- e. Ideas **negotiation** normally occurs. Not all messages or information can be received properly, then re-consideration is made by giving repeated questions or giving good feedback.
- f. Language accuracy is **not always important**. Because transactional speaking only focuses on giving information related to something, then if the recipient has been able to understand the information the conversation is complete and not to focus on the grammar rule.

In our social lives, transactional speaking can be identified in terms of the job interview, discussion, etc. There are two kinds of transactional speaking skills categories which are frequently seen in our daily lives either on a TV

program or in the recruitment of employees. They are discussion and interview. The discussion of the two transactional discourses is aimed at giving lessons to the students of Indonesian who are learning English so that they can handle their speaking skills in a group discussion and a job interview accurately and fluently (Kaharuddin et al., 2018). On the other hand, (Richards, 2015) classified the examples of transactional speaking are:

Group discussions and problem-solving activities, class activities where students design posters, discuss repairs needed for computers with technicians, discuss travel plans with hotel staff or tour guides, make phone calls to get flight information, ask someone for directions on the road, buy something at the store and order food from the menu at the restaurant.

Talking as a transaction is easier planned because communicative material is currently a resource that is rich in group activities, information gap activities, and role-play that can provide resources to practice how to use talks to share and obtain information and to carry out real-world transactions. (Jack Richards, 2008:27) states some of the skills involved in using talk for transactions are:

1. Explaining a need or intention
2. Describing something
3. Asking questioning
4. Confirming information
5. Justifying an opinion
6. Making suggestions
7. Clarifying understanding
8. Making comparisons
9. Agreeing and disagreeing

Discussion about transactional speaking skills is given by providing grammatical rules and samples of expressions. This is done to make students understanding the skills-based based on grammatical accuracy, morphological and syntactical accuracy which are expected to be able to make the students fluent in using the skills in speaking.

3. Factors Affect the Improvement of Group Discussion

Many factors could affect how well groups perform. Among these is group cohesiveness, the extent to which individual members conform to group standards, roles and norms that the group agrees to adopt and function by, the level and intensity of competition and conflict, and - finally – the style and competence of group leadership (Molla et al., 2013).

a. Cohesiveness

Cohesion means that the action or fact of forming a united whole (“Oxford Dictionary”, 1998). Then, according to (Prاملal, 2004:33), cohesiveness is the feeling of unity that holds a group together voluntarily.

b. Conformity

Based on (Cambridge Dictionary, 2019), Conformity means behavior that follows the usual standards that are expected by a group or society. Besides, conformity refers to the act of changing one’s behavior to match the responses of others (Goldstein & Cialdini, 2003:606).

c. Roles

Based on (“Oxford Dictionary”, 1998) role means the function or position that somebody has or is expected to have in an organization, in society

or a relationship. (Strijbos et al., 2004) stated that the use of roles appears to be most relevant when a group pursues a shared goal that requires a certain level of task division, coordination, and integration of individual activities.

d. Competition & Conflict

Competition means a situation in which people or organizations compete with each other for something that not everyone can have, while conflict means a situation in which people, groups or countries are involved in a serious disagreement or argument (“Oxford Dictionary”, 1998).

e. Leadership

Leadership is a process of influence. Whenever one individual attempts to influence the behavior of another, he or she engages in leadership (Molla et al., 2013). Based on (“Oxford Dictionary”, 1998), Leadership means the ability to be a leader or the qualities a good leader should have.

f. Shared Leadership

Leadership, in turn, depends on effective communication skills. When you see participants contribute frequently and openly, with different members introducing various topics for discussion, different ideas being challenged and debated, you are witnessing shared leadership (Molla et al., 2013).

g. Intellectual Stimulation

Leaders can provide intellectual stimulation by encouraging followers to think about old problems in new ways (Molla et al., 2013). Leaders are more interested in creative ideas than in routine processes. They are no longer support for members to lean on. When asked questions, leaders, in turn, ask

more questions and give fewer answers, which encourages the development of members.

h. Inspiration

Inspiration means the process that takes place when somebody sees or hears something that causes them to have exciting new ideas or makes them want to create something (“Oxford Dictionary”, 1998).

i. Charisma

Based on (“Oxford Dictionary”, 1998), charisma means the powerful personal quality that some people have to attract and impress other people. Charisma is a constellation of personal characteristics that causes an individual to be attractive to others and to have an impact on them (Riggie, 2016).

j. Goals

Goal means something that you hope to achieve (“Oxford Dictionary”, 1998). (Tarricone and Joe, 2002) said that one of the needed for effective team works are commitment and shared goals i.e. group members are committed to the success of the group and their shared goals for the project.

4. Problem-Based Group Discussion

Nowadays, group discussion plays an important part in teaching English, especially for speaking skills. A group discussion can be defined as a critical conversation about a particular topic, or perhaps a range of topics, conducted in a group of a size that allows participants by all members (Kaharuddin, 2014: 44). The positive effect of group discussion is explained by (Ornstein, 2000),

He states that dividing students into small groups seems to provide an opportunity for students to become more actively engaged in learning and for the teacher to monitor students' progress better.

Besides, (Brookfield, 2006) state discussion is disciplined and focused the exploration of mutual concerns but with no endpoint predetermined in advance to develop critically, informed understanding to enhance self-critique to foster an appreciation for diverse views to help people take informed action.

(Wilkinson, 2016) classified the types of discussion, they were:

Problematic discussions focus on solutions to complex or simple problems where the teacher is dominant in the discussion. Dialectical discussion focuses on the expression, comparison, and refining of the viewpoints of students (and teachers) and students play a dominant role in the discussion. Informational discussions focus on controversial issues within an accepting atmosphere and students have considerable freedom to bring up issues they wish to discuss.

Another types of discussion from (Kaharuddin, 2014: 83) employed at least three types of group discussion in the classroom or in an English club, problem-based group discussion, topical group discussion, and article-based group discussion.

This research focused on how problem-based group discussion is able to improve students' transactional skills. Problem-solving activities encourage students to talk together to find a solution to (a set of) problems or tasks (Setiadi, 2012). Students also support each other in learning when they make a commitment to solving problems jointly through discussion and shared explanation. As a group, they identify relevant facts from the problem scenario, which helps them better understand the problem (Zhang & Lundeberg, 2014).

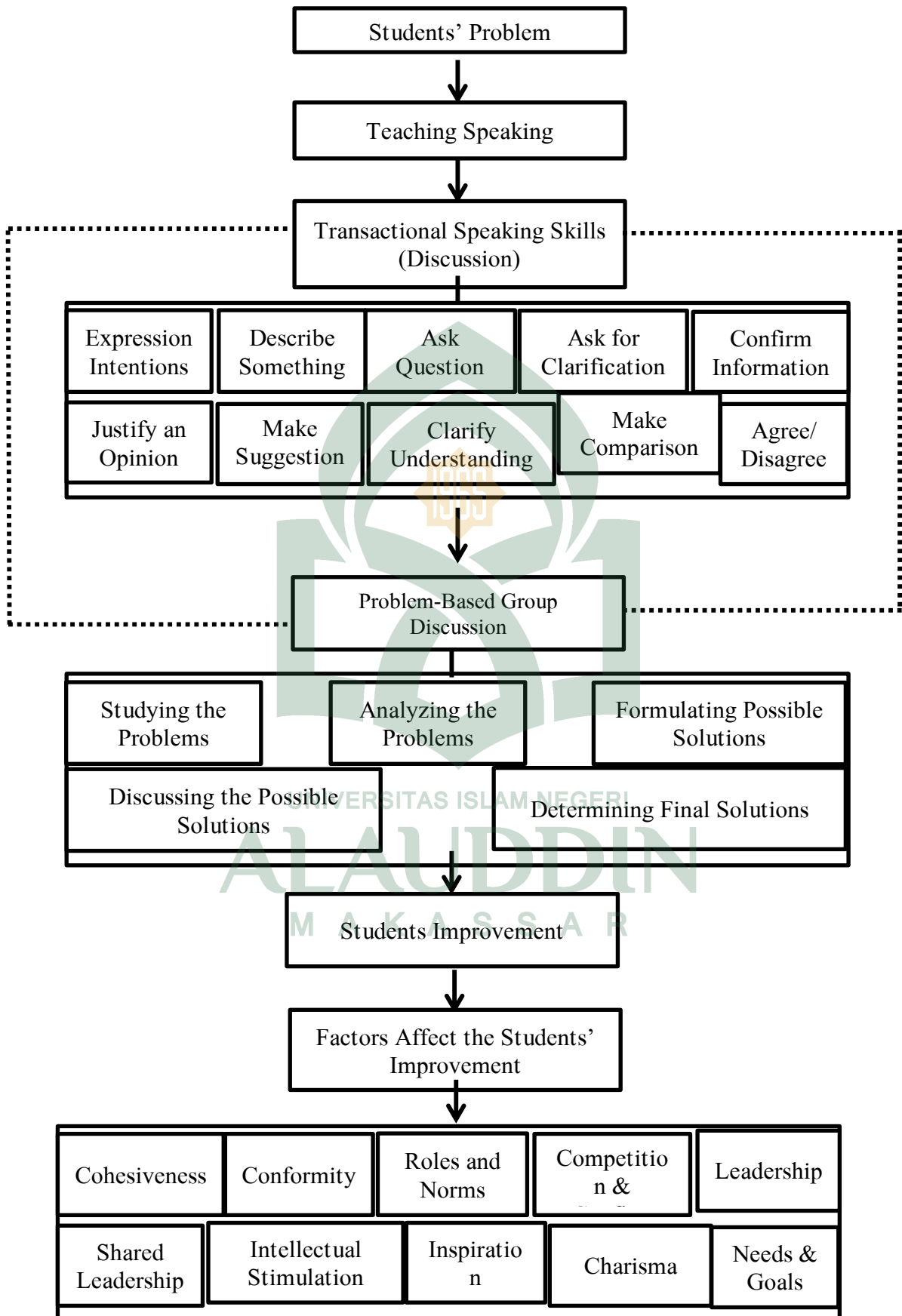
The problems are designed to be a scenario by real-life cases to make students find out the solution to it. Problem-based discussion in a small tutorial group can be considered an educational procedure, aimed at increasing the interaction between knowledge already available in the participants and the new information to be learned (Schmidt Henk et al., 2001).

According to (Kaharuddin, 2014:85) problem-based group discussion is frequently implemented by using the following procedures:

- a. Studying the Problems: The students are required to learn the problems given in the scenario in detail
- b. Analyzing the Problems: The students begin organizing their previous knowledge associated with the cases and recollect all relevant information to make a list of possible opinions.
- c. Formulating Possible Solutions: The students convey the relevant knowledge and information to the problems as opinions and possible solutions.
- d. Discussing Possible Solutions: The other students are posing any additional questions associated with the possible solutions for clarification and another has to respond to the questions.
- e. Determining Final Solutions: The students identify the best opinions as to the

5. Conceptual Framework

The conceptual framework serves as the focus for the research and it is linked to the research problem under study (Adom et al., 2018:438). It makes the research easy to understand. The conceptual framework for this research mentions as follows:



This research conducted by choosing students at Vocational High School 5 Gowa who had problems in their transactional speaking as data to be taught speaking especially transactional speaking (Group Discussion) using problem-based group discussion. According to (Richard, 2008), the central focus of transactional speaking is to make people as participants understood and how they interact socially with each other are not considered. There may be questions, checks, repetitions, understandings, negotiations, and deviations that often occur.

The researcher decided to find out one technique to improve the main feature of transactional speaking skill by using problem-based group discussion while transactional speaking has the discourse, they are discussion and interview. The discussion of the two transactional discourses is aimed at giving lessons to the students of Indonesian who are learning English so that they can handle their speaking skills in a group discussion and a job interview accurately and fluently (Kaharuddin et al., 2018). Problem-solving activities encourage students to talk together to find a solution to (a set of) problems or tasks (Setiadi, 2012).

The result of this research is to find out the effect of using the problem-based group discussion technique and to explore-out the factors affect the improvement of the students' transactional speaking skills.

6. Hypothesis

H₀: Problem-based group discussion technique is not effective to improve students' transactional speaking skills in the second grade of Vocational

High School 5 Gowa.

H₁: Problem-based group discussion technique is effective to improve students' transactional speaking skills in the second grade of Vocational High School 5 Gowa.



CHAPTER III

RESEARCH METHOD

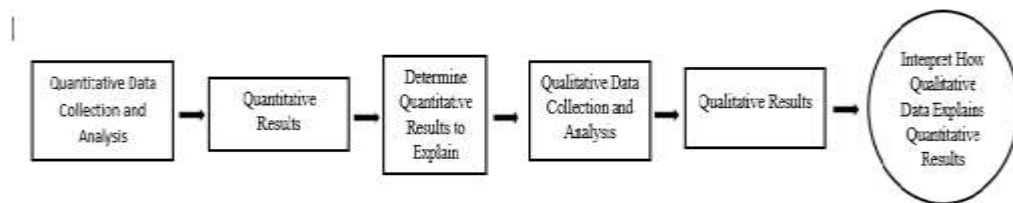
A. Research Method

1. Research Design

This research used mix-method research design. Mixed method research combines quantitative and qualitative research design by including both of the data in a single study. The main purpose of mixed-methods research is to use the advantages of both quantitative and qualitative research designs and data collection strategies to understand a phenomenon more fully than is possible using either quantitative and qualitative design alone (Gay & Mills, 2016). There are three common, basic types of mix methods research design:

- a. Explanatory sequential (also known as the QUAN → qual) design
- b. Exploratory sequential (also known as the QUAL → quan) design
- c. Convergent parallel (also known as the QUAN + QUAL) design

The researcher here used explanatory sequential design to complete the research. Explanatory sequential design involves the collection and analysis of quantitative data followed by the collection and analysis of qualitative data. The explanatory design (QUAN → qual) is where one would start off with a quantitative method to test theories or concepts, and then to follow up with qualitative methods with a small group of participants to explore the issues further (Creswell & Plano Clark, 2011). The priority is given to the quantitative data, and the findings are integrated during the interpretation phase of the study. Here is the design of explanatory sequential:



And then, (Gay & Mills, 2016) mentioned three advanced mix-method designs to further strengthen the previous design. They are experimental study, social justice, multistage evaluation. In this case, the researcher used experimental design because this design is in line with the previous design i.e. explanatory sequential design.

This research separated into the two classes, the experimental and controlled class. This research used the pre-test and the post-test design. The experimental class conducted pre-test, intervention, and post-test while the controlled class conducted the pre-test and the post-test only.

2. Research Variables

Variable is a term frequently used in research projects. It is pertinent to define and identify the variables while designing quantitative research projects (Kaur, 2013).

There are two types of variable, they are independent and dependent variables. Independent Variables are defined as a characteristic that we (ones who are conducting the experiment) manipulate to identify a particular factor. Independent variables are also known as factor or prediction variables. Besides, dependent variables are the result of the participants' actions and can be altered as the outcome of the participants' actions. The number of dependent variables

in an experiment should be more to get stronger and concrete results (Kaur, 2013).

In this research, the independent variable was a problem-based group discussion technique and the dependent variable was transactional speaking skills.

B. Population and Samples

1. Population

A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research (Kaur, 2013).

The population of this research were all of the students in the second grade of Vocational High School 5 of Gowa include 5 majors (TKJ, UPW, TKR, TITL, TKB). There were 156 Students.

2. Sample

The sample is the group of elements, or a single element, from which data are obtained (Kaur, 2013). The researcher employed a purposive sampling technique. Purposive sampling is done only on the basis of consideration of the authors who consider the desired elements already in the members of the sample taken (Nasution, 2003). The purposive sampling was used by the researcher because the researcher had special considerations in taking samples based on the lesson plan and interview from the teacher about scores of these students.

Therefore, the sample of this research was two classes in second-grade students at Vocational High School 5 of Gowa, XI TKJ and XI UPW include

twenty students with four group discussions. The researcher chose twenty students in two classes because their score was too low according to the recommendation by the teacher based on the interview.

C. Research Instruments

In this research, the researcher employed two kinds of instruments.

They were the test and interview as follows:

1. Speaking Test

There were two types of test, they are pre-test and post-test. Pretest-posttest designs are widely used in behavioral research, primarily for the purpose of comparing groups and/or measuring change resulting from experimental treatments (Dimitrov & Rumrill, 2003).

In this case, the researcher used speaking test to measure the pre-test and post-test of the students. The researcher asked the students to make the video speaking tests i.e. group discussion. Speaking video of group discussion tests were considered the right instrument to measure the students' transactional speaking skills.

2. Interview Guideline

Interviews consist of collecting data by asking questions and the data can be collected by listening to individuals, recording, filming their responses, or a combination of methods (Abawi, 2013).

Interviews can be designed differently depending on the needs being addressed and information such as structured interviews, semi-structured interviews, and unstructured interviews. This research used semi-structured

interview. In a semi-structured interview, the interviewer uses a set of predetermined questions and the respondents answer in their own words (Easwaramoorthy & Zarinpoush, 2006). In conducting interviews, researchers need to listen carefully and record what the informants put forward.

D. Data Collection Procedures

The procedures in collecting data in this research include experimental class and controlled class were:

1. Pre-test

In the pre-test of experimental and controlled class on April 26th – May 24th 2019, the researcher asked the students to create the group discussion videos based on their previous course. The students were formed in several groups composed of 5 people. In that process, they did it alone based on their experiences, there was no intervention from the researcher. The technique used by the students in group discussion is article-based group discussions based on the observation of the researcher.

The researcher used the topic in group discussion namely “Natural Disaster” based on the book of 2013 curriculum for Vocational High School. Each of them used a different title based to the articles in the book.

2. Intervention

In the intervention, the researcher gave the course to the students in experimental class with the lesson related to the materials that was needed, in case of transactional speaking skills materials for 4 times in every Friday by using problem-based group discussion. There are several

skills that students have learned such as explained a need or intention, describe something, ask questions, ask for clarification, confirm information, justify an opinion, make suggestions, clarify understanding, make comparisons and agree/disagree.

The first intervention was conducted on June 14th 2019 to explain the course as a whole. The goal was to develop knowledge of the language for skills in transactional speaking skills. The overall activities were to introduce the techniques used by the researcher in improving transactional speaking skills especially in group discussion.

The second intervention was conducted on June 21th 2019. The goal was to explain a need or intentions, describe things and ask for clarification. The main activities were to make the students demonstrated problem-based group discussion technique by themselves. Then, the researcher corrected the students' accuracy (pronunciation and grammar) and gave the common expressions for explaining a need or intention, describing things and asking for clarification.

The third intervention was conducted on June 28th 2019. The researcher came to the class with giving the students same technique i.e. problem-based group discussion technique. The goal was to confirm information, express and justify opinions. After the students conducted the main activities, the researcher gave the students about the common expressions for confirming the information, expressing and justifying opinions.

The fourth intervention was conducted on July 5th 2019 as the last intervention to review the course. The goal was to make suggestions and state agreement and disagreement. The researcher asked the students to make a new group and then conducted again with the same technique. The teacher gave the common expressions for making suggestions and stating agreement and disagreement.

3. Post-test

In this procedure, after giving the courses for the students, the researcher also asked the students to conduct the speaking video tests to know the level improvement of students after being taught the materials. The topic for the experimental class was related to the scenario of problem-based group discussion that have been providing by the researcher under the title “Dilemma”. While the topic for the controlled class was related to the topic from the book of curriculum 2013.

After the data is collected, the researcher invited the experts in speaking skills to rate the videos from the students. The reason why the researcher engaged the experts were:

- a. The data obtained should be valid, reliable and credible.
- b. They were experts on speaking skills.
- c. The researcher did not yet have the high value of judging the students' transactional speaking skills.
- d. There was no intervention from the researcher

4. Interview

In the last procedure at July 12th 2019, the researcher started to give the questions for the students about the factors affected the improvement of transactional speaking skills. To this end, the researcher got firsthand information directly from the students. Interviews give the researcher more of an insight into the meaning and significance of what is happening (Wilkinson & Birmingham, 2003). Where in the implementation more freely when compared to structured interviews. The purpose of this type of interview is to find problems more openly, where the parties invited are asked for their opinions, and ideas. In conducting the interview, the researcher used Indonesian to make it easier for the students to understand the questions being addressed.

E. Data Analysis Techniques

1. Quantitative Data Analysis Technique

For the quantitative data analysis technique, the researcher used SPSS to make the data is easy to analysis, SPSS standing for Statistical Package for the Social Sciences. Statistical Package for the Social Sciences is a commercially distributed software suite for data management and statistical analysis (Frey, 2017). As for how to process data in SPSS it will depend on the type of data that is owned and the analysis proposed to be carried out.

The used of SPSS in this research were to analyze the data as follows :

- a. Analysis of data from the pre-test and post-test for the experimental and control class where from the analysis of the data is to find the number of samples, mean, standard deviation, variance and then find for the minimum and maximum values of the data.
- b. Looking for the distribution of pre-test and post-test categorization of the scores of students' learning outcomes in the experimental and control class where the distribution of categorization is to find the range of values, frequencies from experimental and control class.
- c. To know the histogram of the learning outcomes of the experimental and control classes.
- d. To know the normality test. The normality test is useful to overcome whether the research to be carried out is normally distributed or not for both the experimental and control class. In carrying out the normality test, Kolmogorov normality test (sig.) is used if <0.05 then the data cannot be normally distributed, whereas if the number >0.05 then the data is normally distributed.
- e. Testing the hypothesis by comparing the value of t-test and t-table. Hypothesis testing applicable were:

If the value $t_{count} > t_{table}$, then H_1 is received a while H_0 is rejected.

If the value of $t < t_{table}$, then H_1 is rejected while H_0 accepted.

Here was the classifying of students' score, there are six classifications follows:

Score	Score Ranges	Classification
6	16.00 – 18.00	Excellent
5	13.00 – 15.99	Very good
4	10.00 – 12.99	Good
3	7.00 – 9.99	Average
2	4.00 – 6.99	Poor
1	1.00 – 3.99	Very Poor

(Kaharuddin, 2015: 188)

2. Qualitative Data Analysis Technique

After the results of research during the field were collected for supporting the discussion of this research, the researcher reviewed and analyzed the data received from the interview. The data are analyzed by three techniques i.e. data condensation, data display and drawing the conclusion.

a. Data Condensation

Data reduction is one way to analyze data obtained from the field. According to (Huberman, et al., 2014), data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data. Thus the data that has been reduced will provide a clearer picture, and make it easier for researchers to do further data collection and look for it when needed.

b. Data Display

Display data is the second process after reducing data obtained during the research process. In this case, the data obtained from the interviews are presented in the form of a brief description. The process of presenting data is followed by the process of collecting data that are interconnected with one another through interviews, documentation, literature studies and in-depth

observations. This is intended to strengthen the results of data reduction for further processing so that in the end it will produce a conclusion.

c. Drawing the Conclusion

The third technique in analyzing data is drawing conclusions. From the beginning of data collection, qualitative analysts interpret what is meant by recording patterns, explanations, causal flows, and propositions (Huberman, et al., 2014). Based on the data that has been reduced and presented, researchers make conclusions that are supported by strong evidence at the data collection stage. The conclusion is the answer to the formulation of the problem and the question that has been raised by the researcher from the beginning.



CHAPTER IV

FINDINGS AND DISCUSSIONS

As noted in the preceding chapter, this research was conducted through the mix-method research design by the researcher. Which means, to answer the research problems above, the researcher used both the quantitative and qualitative data analysis technique. Therefore, there were two research problems formulated i.e.:

1. Is a problem-based group discussion technique able to improve transactional speaking skills at the second-grade students of Vocational High School 5 Gowa?
2. What factors affect the improvement of the transactional speaking skills at the second-grade students of Vocational High School 5 Gowa?

A. The Improvement of Students' Transactional Speaking Skills by Using Problem-based Group Discussion

The students had completed the speaking video test consists of the pre-test and the post-test for experimental and controlled class. In the experimental class, the pre-test was given to find out the initial of students' transactional speaking skills before presenting the problem-based group discussion technique, and the post-test was given to find out the improvement of the students' transactional speaking skills after giving the treatment. In the controlled class, the researcher used the topic in group discussion namely "Natural Disaster" based on the book of the 2013 curriculum for Vocational

High School. Each of them used a different title based to the articles in the book.

1. The Result of Pre-test and Post-test of Controlled Class

No	Respondent Number	Speaking Components			Total
		Accuracy	Fluency	Comprehensibility	
1.	01	2	3	2	7
2.	02	3	3	2	8
3.	03	1	2	1	4
4.	04	1	2	1	4
5.	05	0	0	0	0
6.	06	2	3	2	7
7.	07	2	2	2	6
8.	08	2	3	2	7
9.	09	0	0	0	0
10.	10	0	0	0	0
Average		1.3	1.8	1.2	4.3

Table 1 The Result of Pre-test of Controlled Class

Based on the result of the controlled class pre-test analysis in the table above, it has been found that the total score of this test ranges from 1.00 to 18.00. The highest total score was achieved by respondent number 02 with 8 total scores. On the other hand, the lowest total score was achieved by respondent number 05, 09 and 10 with zero (0) score. However, the overall students achieved 4.3 as the average score for their transactional speaking skills which means poor, because the score ranges for poor classification was 4.00 – 6.99.

No	Respondent Number	Speaking Components			Total
		Accuracy	Fluency	Comprehensibility	
1.	01	2	3	2	7
2.	02	3	3	3	9
3.	03	1	2	1	4
4.	04	0	0	0	0
5.	05	0	0	0	0
6.	06	3	3	3	9
7.	07	2	3	2	7
8.	08	2	2	2	6
9.	09	1	2	2	5
10.	10	2	2	2	6
Average		1.6	2	1.7	5.3

Table 2 The Result of Post-test of Controlled Class

Based on the result of the controlled class post-test analysis in the table above, it has been found that the highest total score was achieved by respondent number 02 with 9 total score. On the other hand, the lowest total score was achieved by respondent number 04 and 05 with still zero (0) score. However, the overall students achieved 5.3 as the average score for their transactional speaking skills which means still poor and there was no improvement from pre-test to post-test in controlled class. The result of controlled class was also processed and analyzed by using SPSS which had eventually resulted in the following description:

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretest	10	.00	8.00	4.3000	3.23351	10.456
Posttest	10	.00	9.00	5.3000	3.19896	10.233
Valid N (listwise)	10					

The description of the pre-test and post-test of controlled class can also be seen in the following statistical histogram which was processed by using SPSS as well.

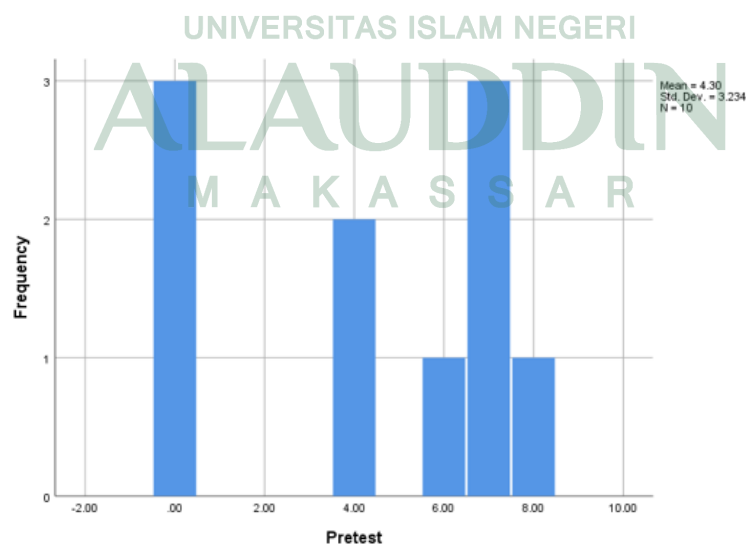


Figure 1 The Pre-test Score Distribution and Frequency

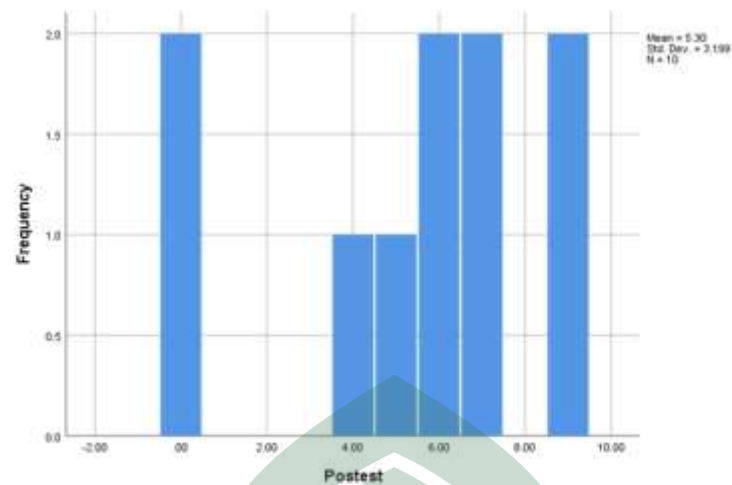


Figure 2 The Post-test Score Distribution and Frequency

2. The Result of Pre-test and Post-test of Experimental Class

No	Respondent Number	Speaking Components			Total
		Accuracy	Fluency	Comprehensibility	
1.	001	3	3	3	9
2.	002	2	3	3	8
3.	003	1	2	1	4
4.	004	2	2	2	6
5.	005	0	0	0	0
6.	006	2	2	1	5
7.	007	1	2	1	4
8.	008	1	2	1	4
9.	009	1	2	1	4
10	010	1	2	1	4
Average		1.4	2.0	1.4	4.8

Table 3 The Result of Pre-test of Experimental Class

Based on the result of the experimental class pre-test analysis in the table above, it has been found that the total score of this test ranges from 1.00 to 18.00. The highest total score was achieved by respondent number 01 with 9 total scores. On the other hand, the lowest total score was achieved by respondent number 05 with a zero (0) score. However, the overall students achieved 4.8 as the average score

for their transactional speaking skills which means poor, because the score ranges for poor classification was 4.00 – 6.99.

No	Respondent Number	Speaking Components			Total
		Accuracy	Fluency	Comprehensibility	
1.	001	3	3	3	9
2.	002	4	4	4	12
3.	003	2	2	2	6
4.	004	2	2	2	6
5.	005	2	2	2	6
6.	006	3	3	3	9
7.	007	2	2	2	6
8.	008	1	2	1	4
9.	009	2	2	2	6
10.	010	2	2	2	6
Average		2.3	2.4	2.3	7.0

Table 4 The Result of Post-test of Experimental Class

Based on the result of experimental class post-test analysis in the table above, it has been found that the highest total score was achieved by respondent number 02 with 12 total score. On other hand, the lowest total score was achieved by respondent number 08 with still 4 score. Therefore, the overall students achieved 7.0 as the average score for their transactional speaking skills which means fair and there was any improvement from pre-test to post-test in experimental class.

The result of experimental class was also processed and analyzed by using SPSS which had eventually resulted in the following the description:

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretest	10	.00	9.00	4.8000	2.48551	6.178
Posttest	10	4.00	12.00	7.0000	2.30940	5.333
Valid N (listwise)	10					

The description of the pre-test and post-test of experimental class can also be seen in the following statistical histogram which was processed by using SPSS as well.

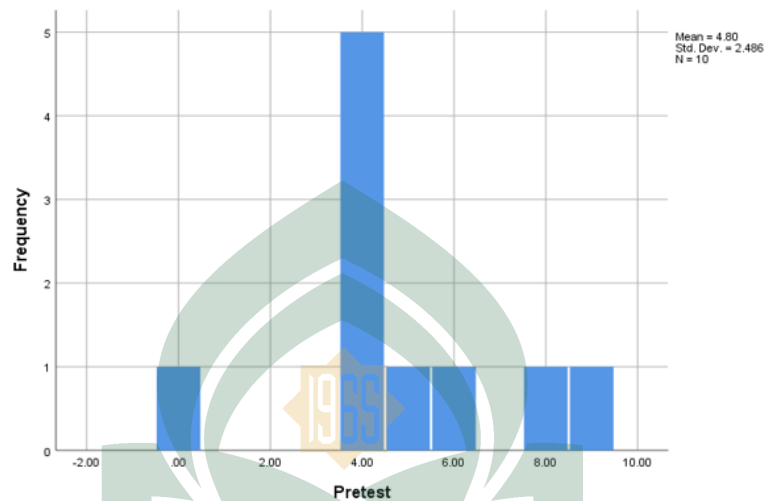


Figure 1 The Pre-test score distribution and frequency

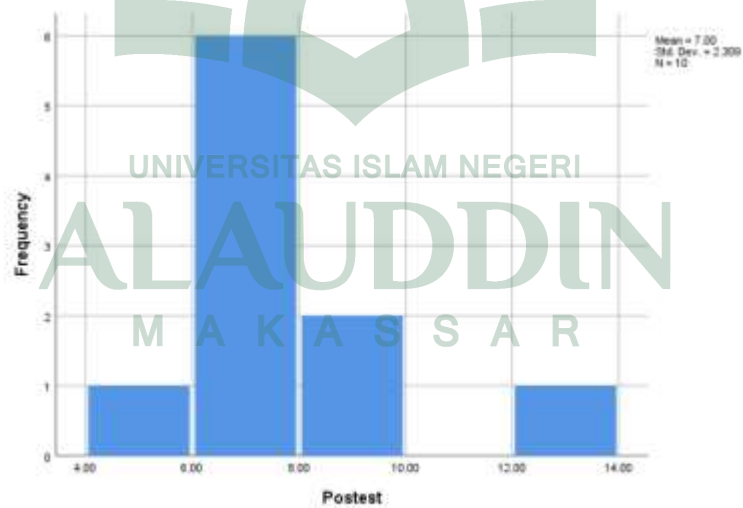


Figure 2 The Post-test Score Distribution and Frequency

3. The Overall Results of Pre-test and Post-test Experimental Class

The results of the pre-test and the post-test in the experimental class are used to show the improvement of the students score. In the pretest, the students are asked by the researcher to make the video transactional speaking skills test i.e. group discussion before the intervention began. After giving the course, the students are ordered to make the new video of group discussion to see whether the intervention was successful in improving of the gain scores between pre-test and post-test in experimental class can be illustrated as follows:

No	Respondent Number	Total Pre and Post Test Scores	
		Pre-test	Post-test
1	01	9	9
2	02	8	12
3	03	4	6
4	04	6	6
5	05	0	6
6	06	5	9
7	07	4	6
8	08	4	4
9	09	4	6
10	10	4	6
Average		4.8	7.0
Description		Poor	Fair

Table 5 The Overall Result of the Pre-test and the Post-test of Experimental Class

The table shows that there is a significant improvement from pre-test to post-test after giving an intervention. It means that the students get improvement in their transactional speaking skills after learning problem-based group discussion. The improvement can be measured by taking a look at the minimum and the maximum scores in the pre-test and the post-test in

which zero (0) is the minimum score for the pre-test while four (4) is the minimum score in the post-test. On the other hand, nine (9) is the maximum score in the pre-test, while twelve (12) is the maximum score in the post-test.

In addition, the students' progress in the learning can also be measured by comparing the score in the pre-test 4.8 and 7.0 in the post-test. Therefore, the researcher may then state that the quality of students' transactional speaking skill improves from poor to fair. The data above were also processed by using SPSS which result in the presentation of Box Plots.

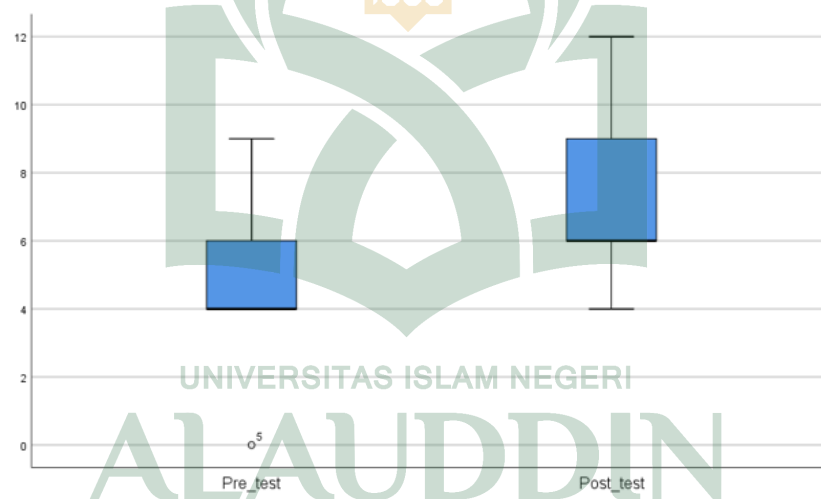


Figure 1 The Comparison between the Pre-test and Pos-test Scores Distribution

4. Assumption Test

Before testing this research hypothesis, it is necessary to test the sample distribution to find out whether the sample is normal or non-normal. The name of that test is the normality test. The normality test is aimed at testing all hypothesis tests which tests a null against an alternative

hypothesis. The result of the normality test deals with the statements of hypothesis namely:

H0 = The null hypothesis

The sample has normal distribution when the significance value is greater than 0.05 ($\text{sig} > 0.05$)

H1 = The alternative hypothesis

The sample is not normally distributed when significance is less than 0.05 ($\text{sig} < 0.05$)

To test the normality of sample distribution, this research used the output of SPSS as follows:

One-Sample Kolmogorov-Smirnov Test

		Pre_Test	Post_Test
N		10	10
Normal Parameters ^{a,b}	Mean	4,8000	7,0000
	Std. Deviation	2,48551	2,30940
Most Extreme Differences	Absolute	,274	,367
	Positive	,226	,367
	Negative	-,274	-,233
Kolmogorov-Smirnov Z		,866	1,162
Asymp. Sig. (2-tailed)		,442	,134

a. Test distribution is Normal.

b. Calculated from data.

From the table above, the significant value of the pre-test = 0.442 > 0.05 and the post-test = 0.134 > 0.05. It means that the samples are normally distributed.

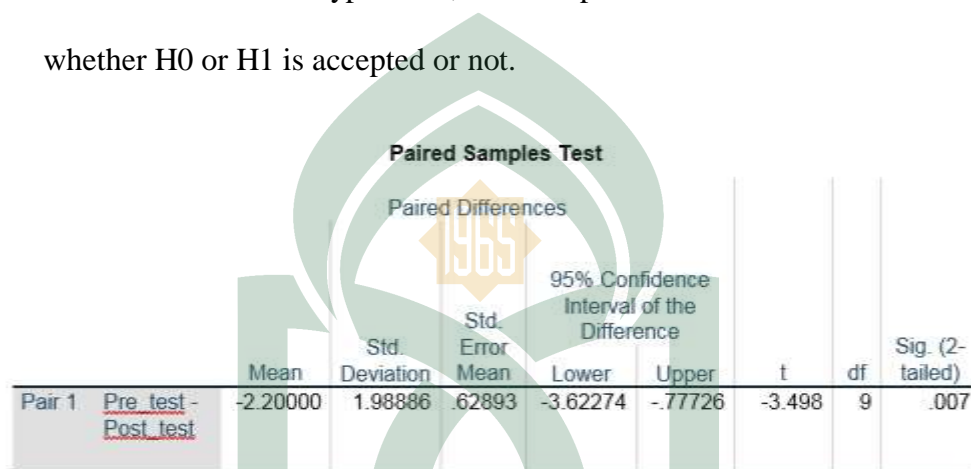
5. Independent T test

After finding out that the samples of the pre-test and post-test are normally distributed, the implication of this research are:

If Sig. (2-tailed) < 0.05, H₀ is rejected and H₁ is accepted

If Sig. (2-tailed) > 0.05, H₀ is accepted and H₁ is rejected

In order to test the hypothesis, the independent t-test is used to know whether H₀ or H₁ is accepted or not.



		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre test - Post test	-2.20000	1.98886	.62893	-3.62274	-.77726	-3.498	9	.007

Based on the table above it is found out that SPSS output for one sample T-test = 3.498 and sig (2 tailed) = 0.007. This output reveals that sig = 0.007 < p-value = 0.05. This implies that the intervention has significant main effect on the students' transactional speaking skills improvement. Therefore, the null hypothesis is rejected.

On the other hand, to tests the hypothesis can be known by using the distribution table. Where the distribution table shows that the t-test value is greater than t-table. It indicated that there was a significant difference between before and after giving the intervention. The statement was proved by the t-test value (3.498) which was higher than t-table

(2.262) in the distribution table, at the level of significance 0.05 and degree of freedom (df) 9.

As the researcher addressed before at the data analysis technique, basically there were two results of these data from the experts but the researcher just mentioned one data to make the readers understand easily. The result of these data showed that there was the improvement in using problem-based group discussion technique to the students' transactional speaking skills.

B. Factors affect the Improvement of the Students' Transactional Speaking Skills

Furthermore, after getting the quantitative data, the researcher also interviewed the students by recording the answer to the question that was given. The questions related to the factors affect the improvement of the students' transactional speaking skills, especially in group discussion. (Molla et al., 2013) stated ten factors affect how well group performs such as cohesiveness, conformity, roles & norms, competition & conflict, leadership, shared leadership, intellectual stimulation, inspiration, charisma, and need & goals.

Based on the theory above, the researcher supported seven factors affect the improvement of the transactional speaking skills in group discussion through the interview of the students i.e. cohesiveness, conformity, roles, goals, charismatic leadership, inspirations and competition & conflict as follows:

Table 6 Factors affect the Improvement of the Students' Transactional Speaking Skills (Group discussion)

No	Factors	Total Occurrences	Total Frequency
1	Cohesiveness	10	100%
2	Conformity	10	100%
3	Roles	10	100%
4	Goals	10	100%
5	Charismatic Leadership	9	90%
6	Inspiration	6	60%
7	Competition & Conflict	4	40%

After the data are presented in the table above, the researcher gave more explanations about seven (7) factors that affected in improving students' transactional speaking skills i.e. group discussion through the theories and supporting information from the students' statements during the interview.

1. **Cohesiveness**

The table above shows (10 out of 10 or 100%) that cohesiveness should be the main factor in improving students' transactional speaking skills i.e. group discussion. The students reckon that cohesiveness is when they know the intent and purpose of the group discussion as indicated by the following students in the interview:

Student 2:

Saya sangat mengetahui makna dan tujuan dari diskusi kelompok ini dikarenakan para anggota mendengarkan dengan baik petunjuk yang diberikan dan jika anggota lain tertinggal, kami selalu menyempatkan waktu untuk menjelaskan kembali, kami sangat senang berada dalam kelompok. (I knew the meaning and purpose of this group discussion because the members listened carefully to the instructions given and if other members were left

behind, we always took the time to explain again, we were very happy to be in the group). (Fadli, July, 12th 2019).

A similar statement was also found in the interview which was addressed by another student who stated that:

Student 6:

Kelompok kami memiliki hubungan yang baik dan selalu bekerja sama sehingga kami dengan mudah mengetahui tujuan dari diskusi ini. (Our group has a good relationship and always works together so that we easily know the purpose of this discussion). (Annisa, July, 12th 2019).

The statements from the students in line with (Molla et al., 2013:12) stated that groups or teams are cohesive when their participants identify with their membership, identification means that the participants feel proud to be a member, tell outsiders that they are members, and understand the purpose and goals that the team has as their own. Therefore, cohesiveness is a very important factor to improve the students' transactional speaking skills i.e. group discussion.

2. Conformity

From the data presented in table 6, it is seen that conformity is one of the top position factors of improving students' transactional speaking skills i.e. group discussion. This reason was stated by one of the students in the interview:

Student 7:

Saya merasa bahwa pendapat yang saya sampaikan dapat diterima dengan baik oleh teman diskusi kelompok saya. Mereka mendengarkan dan mematuhi aturan dengan baik. Anggota menyesuaikan diri satu sama lain. (I think that the opinions I have expressed can be well received by members of my group discussion).

They listen and obey the rules well. All members adjust to each other). (Ayu, July, 12th 2019).

Another student added his opinions about how important conformity as factor it is, as follows:

Student 8:

Kami memiliki kecocokan satu sama lain, sehingga jika kami menyampaikan pendapat, anggota-anggota akan mempertimbangkannya dengan baik dengan alasan-alasan tertentu. Jadi, jika jawaban kami tidak diterima, tidak apa-apa karena ada dasar. (We have a good fit with each other, so if we express our opinions, the members will consider them well for certain reasons. So, if our opinion is not accepted, it's okay because there is a good reason behind that). (Irfan, July, 12th 2019).

The statement above matches with an explanation from (Julie and Edwin, 2015), they said that conformity is the act of fitting in with the group. The students here really enjoyed, felt happy and had a good fit with their groups. Therefore, conformity is one of the main factors to improve students' transactional speaking skills i.e. group discussion.

3. Roles

Falling back on the data presented in table 6, it was found that as for students, roles and norms are one of the main factors affect the improvement of transactional speaking skills i.e. group discussion. The roles of each member are very important because without them the group discussion could not be running well. Here was the students' statement about it:

Student 3:

Memiliki peranan dalam grup diskusi sangatlah penting. Contohnya "moderator", jika tidak ada moderator diskusi

tersebut tidak dapat berjalan dengan baik. Adapun anggota jika tidak memiliki peranan, maka tidak ada yang bisa bekerja. Peranan saya dalam grup adalah sebagai moderator yang memiliki tugas membuka diskusi, menghidupkan jalannya diskusi, melempar pertanyaan dan menyimpulkan hasil diskusi. (Having a role in a discussion group is very important. For example "moderator", if there is no moderator the discussion cannot run well. As for members if they don't have a role, then no one can work. My role in the group is as a moderator whose job is to open the discussion, turn on the discussion, throw questions and summarize the results of the discussion). (Herni, July, 12th 2019)

A similar comment was also found in the interview which was addressed by another student who said that:

Student 8:

Ya, saya memiliki peranan sebagai seorang pemimpin. Saya memiliki banyak tugas, seperti mengarahkan, mengorganisir, memberikan pemahaman kepada para member, dan peranan penting yang saya miliki adalah membagi peranan bagi setiap anggota. Para anggota menerima dengan baik peranan masing-masing, sehingga tujuan yang ingin kita capai dengan mudah terselesaikan. (Yes, I have a role as a leader. I have many tasks, such as directing, organizing, giving understanding to the members, and the important role that I have is to divide the roles for each member. The members accept well their respective roles so that the goals we want to achieve are easily resolved). (Irfan, July, 12th 2019)

These roles were determined by the quantity and the quality of communication between participants and other members. (Strijbos et al., 2004) stated that the use of roles appears to be most relevant when a group pursues a shared goal that requires a certain level of task division, coordination, and integration of individual activities. Because of the students loved their roles, it was easy to achieve the goals of the group discussion.

4. Goals

The table showed that goals factor is in the same position with the previous factors, it was 10 out of 10, which means they are very important factors. Setting goals is a significant first step for every group to work on together. The goals will be quickly achieved if the students are not selfish and remain committed to each other. This was the statements of some students as follows:

Student 6:

Untuk mencapai tujuan dengan lancar, saya lebih mementingkan kepentingan kelompok dan tetap konsisten pada tujuan awal dari diskusi kelompok saya. (To achieve our goals smoothly, I was more concerned with group importance and kept consistent with the initial objectives of our group discussions). (Annisa, July, 12th 2019)

An another comment was also found in the interview which was addressed by the student who said that:

Student 3:

Saya akan tetap konsisten pada tujuan awal kelompok kami. Tujuan awal kami adalah menyelesaikan permasalahan yang ada, jadi kami tetap berusaha semaksimal mungkin untuk mengerjakannya tanpa mementingkan kepentingan pribadi. (I kept consistent with our group's initial goals. Our initial goal was to solve the existing problems, so we kept trying as much as possible to do it without prioritizing personal interests). (Herni, July, 12th 2019)

(Tarricone and Joe, 2002) said that one of the needed for effective team works are commitment and shared goals i.e. group members are committed to the success of the group and their shared goals for the project.

5. Charismatic Leadership

Nine out of ten 10 students were satisfied with the performance of their leaders, it stated in table 6 with a percentage of 90 %. This reason was stated by one of the students in the interview:

Student 9:

Pemimpin kelompok kami memiliki peranan yang sangat penting karena dia yang mengatur jalannya diskusi. Ia memiliki kemampuan untuk mempengaruhi anggota lainnya, jadi semua aturan yang ia tetapkan dapat diikuti dengan baik. Saya pribadi merasa sangat puas dengan kinerja dari pemimpin kelompok kami, dia yang terbaik. (The leader of our group has a very important role because he organized the discussion. He has the ability to influence other members, so all the rules that he sets were well followed. I personally feel very satisfied with the performance of our group leader. He is the best). (Salim, July, 12th 2019)

A similar comment was also found in the interview which was addressed by another student who said that:

Student 1:

Pemimpin kelompok kami mampu mempengaruhi seluruh perilaku anggota diskusi kelompok kami. Buktinya dengan selalu mengatur anggota-anggotanya dengan lembut, memberikan contoh yang baik, tegas dalam mengambil keputusan dan membuat diskusi berjalan lancar. (Our group leader was able to influence the whole behavior of our group discussion members. The proof is when she always organizing her members softly, giving good examples, being firm in making decisions and making the discussions run smoothly). (Aswan, July, 12th 2019)

Basically, the charismatic leaders are not just about how they are able to influence others but about how they use their strength. The ethics of a charismatic leader is strongly a question of how to use power, i.e. how and in what manner (Nikoloski, 2015:18). In line with the statements of the students, (Latif, 2016: 211) said that charismatic leaders will typically

attach themselves firmly to identify of the group such that to join the group must become one with the leader. In addition, charismatic leaders have been seen as friendly and warm but also strong, dynamic, and powerful (Sacavem et al., 2017:22). That was what happens to the students' leaders on their groups based on their explanation at interview.

6. Inspirations

Inspiration comes from anything. The table 6 showed that 6 out of 10 students stated that they got inspiration directly such as asking fellow members, looking for answers and making certain observations. Here was the interview:

Student 10:

Cara saya mendapatkan informasi untuk menjawab pertanyaan dari diskusi adalah dengan langsung mencarinya di internet. Dari internet, saya bias mendapatkan ide-ide kreatif untuk mengerjakan tugas grup diskusi. (The way I got a piece information to answer the questions was to search directly on the internet. From the internet, I could get creative ideas to work on group discussion assignments). (Yosua, July, 12th 2019)

An another comment was also found in the interview which was addressed by the student who said that:

Student 2:

Ketika saya menemui kesulitan dalam mencari jawaban yang dibutuhkan, saya bertanya kepada para anggota. Jika mereka tidak mapu menjawabnya, saya langsung bertanya ke guru yang bersangkutan. (When I had the difficulties in finding the answers needed, I asked members. Usually, if they did not answer, I immediately asked the teacher related to the question). (Fadli, July, 12th 2019)

Besides, there were some students who got the inspirations indirectly, as one student explained in an interview:

Student 4:

Waktu melakukan diskusi, tidak ada yang bisa mmenjawab pertanyaan dari diskusi tersebut baik itu di internet, di buku dan dan bahkan oleh para anggota-anggota. Jadi, saya mendapatkan inspirasi secara tidak langsung melalui pengalaman-pengalaman yang saya miliki selama ini. (When conducting the group discussions, no one could answer the questions from the discussion either on the internet, in books and even by the members. So, I got the inspirations indirectly through the experiences that I have had so far.) (Rahul, July, 12th 2019)

Inspiration is also known to boost a person or even groups or societies from the challenging and impossible status to enjoyable and possible achievements (Buheji, 2014:16). Therefore, inspiration is one of the factors that affect in improving transactional speaking skill i.e. group discussion.

7. Competition and Conflict

In the interview, the researcher provided an illustration to the students about what best describes their characters, whether they are happy with the competition in the group discussion or whether they prefer to avoid competition. Here was their response as follow:

Student 2:

Saya sangat setuju dengan adanya persaingan, karena menurut saya persaingan itu dapat membuat anggota semakin bekerja keras dalam diskusi grup. Mereka akan semakin terpacu untuk menunjukkan keberadaanya, bahwa mereka bisa daripada yang lain. (I strongly agreed with the competition, because in my opinion, the competition can make the members work harder in group discussions. They would be more motivated to show their

existence, that they can do anything than the other members).
(Fadli, July, 12th 2019)

Four (4) out of ten (10) students chose the first illustration that they were happy with the competition in group discussion. Productive conflict is also important for effective decision making in groups or teams. Without debating and questioning key issues through productive conflict, groups or teams may make decisions that have not been thoroughly tested or evaluated (Molla et al., 2013). On the other hand, the competition within and between groups tends to be unproductive. Although in the short-term, competition may be refreshing, motivating, or functioning as a heart-pumping for performance improvement, it is not healthy for groups to use this strategy in the long run. The students gave other responds as follows:

Student 10:

Saya lebih memilih untuk menghindari kompetisi atau konflik. Menurut saya, semakin kami menghindari persaingan dan konflik, semakin cepat masalah terselesaikan. Kembali lagi ketujuan awal, bahwa di sini kita ingin mencapai tujuan grup diskusi yakni untuk menyelesaikan masalah yang ada, bukan untuk mendapatkan pengakuan atau nilai yang baik. (I prefer to avoid competition and conflict. In my opinion, the more we avoided the competition and conflict, the faster the problem is resolved. Back again to the initial goal, that here we want to achieve the goal of the group discussion which was to solve the existing problem, not to get recognition or good grades). (Yosua, July, 12th 2019)

Whether the students chose or avoided that, the competition and conflict should be the things affected the students' transactional speaking skills. Therefore, the researchers decided-out that competition and conflict are one of the supporting factors in improving group discussions.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In the previous chapter, it can be concluded that problem-based group discussion technique is effective to improve transactional speaking skills than the conventional technique. In the controlled class, students were only trapped in the classification of the score "Poor" which is 4.3 average scores in the pre-test and 5.2 in the post-test. It means there was no improvement from those students. In the experimental class, students have an increase in transactional speaking skills after being given an intervention i.e. 5.2 average scores in the pre-test and 7.0 in the post-test. The classification score was from the "poor" to "fair", it means there was an improvement from the students.

It was found out that T-test = 3.498 and sig (2 tailed) = 0.007. This output reveals that sig = 0.007 < p-value = 0.05. This implied that the intervention has a significant main effect on the students' transactional speaking skills improvement. Therefore, the alternative hypothesis was accepted. Besides, to tests, the hypothesis could be known by using the distribution table. Where the distribution table shows that the t-test value was greater than t-table. It indicated that there was a significant difference between before and after giving the intervention. The statement was proved by the t-test value (3.498) which was higher than t-table (2.262) in the distribution table, at the level of significance 0.05 and degree of freedom (df) 9.

The finding of this research indicated that the problem-based group discussion technique helps the students in improving their transactional speaking skills in exchanging information, taking a part in formal discussions or having a good presentation and even learning to work in real-life situations. After that, the researcher supported-out the theory from (Molla et al., 2013) about factors affect the improvement of the students' transactional speaking skills based on the interview of the students i.e. cohesiveness, conformity, roles, goals, charismatic leadership, inspirations and competition & conflict.

B. Suggestion

From the conclusions above, the researcher submitted several suggestions to the teachers and the next researchers as follows:

1. For the Teachers

In the teaching or learning activities, especially for teaching transactional speaking skills, the teachers may apply the problem-based group discussion technique. It helps the students improve their turn-taking at group discussions. On the other hand, the teachers may use a new and right teaching technique and they may leave the old technique because the school has been applied 2013 curriculum.

2. For the Next Researchers

By reading this research, it is hoped to make the readers or the next researchers develop their knowledge, experience in composing academic writing and using this research as a reference and expected to find any information to improve their knowledge.

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APPENDIX A

The Lesson Plan

Lesson Goals

Helps the students in improving their transactional speaking skills in exchanging information, taking a part in formal discussions or having a good presentation and even learning to work in real-life situations.

First Meeting

DESCRIPTION		ALOKASI WAKTU
GOAL	<ul style="list-style-type: none"> • To develop knowledge of the language for skills in transactional speaking skills 	
WARMER	<ul style="list-style-type: none"> • The teacher reviewed the students' attendance • The teacher asked the students' opinion about the definition of transactional speaking skills • The students giving their opinion about definition of transactional speaking skills. 	20 minutes
Main Activity	<ul style="list-style-type: none"> • The teacher started to explain about transactional speaking skills. • The teacher explained skills in involving students' transactional speaking skills • The teacher introduced the techniques used to improve transactional speaking skills especially in group discussion. • The teacher explained five (5) procedures to apply problem-based group discussion. • The students demonstrate when they are in problem-based group discussion. 	40 minutes
CLOSING	<ul style="list-style-type: none"> • The teacher asked the students to give the questions related to the course today. • The teacher appoints some students to give conclusion on what they have learned this meeting. 	20 minutes

Second Meeting

DESCRIPTION		ALOKASI WAKTU
GOAL	<ul style="list-style-type: none"> Students are able to explain a need or intentions, describe things and ask for clarification. 	
WARMER	<ul style="list-style-type: none"> The researcher asked questions about the material that has been studied last week. The researcher conveyed about learning objectives or basic competencies to be achieved today. 	20 minutes
Main Activity	<ul style="list-style-type: none"> The teacher divided the students into the groups. The teacher provided students with a scenario to solve. The students learned about the problems The students analyzed the problems The students formulated the possible solutions The students discussed the possible solutions The students determined the final solutions The students presented the result of their group discussion. The researcher corrected the students' accuracy (pronunciation and grammar). The researcher gave course about pronunciation and grammar focus. The teacher gave the common expressions for explaining a need or intention, describing things and asking for clarification. 	50 minutes
CLOSING	<ul style="list-style-type: none"> The teacher asked the students to give the questions related to the course today. The teacher appoints some students to give conclusion on what they have learned this meeting. 	10 minutes

Third Meeting

DESCRIPTION		ALOKASI WAKTU
GOAL	<ul style="list-style-type: none"> Students are able to confirm information, express and justify opinions. 	

WARMER	<ul style="list-style-type: none"> • The researcher asked questions about the material that has been studied last week. • The researcher conveyed about learning objectives or basic competencies to be achieved today. 	20 minutes
Main Activity	<ul style="list-style-type: none"> • The teacher divided the students into the groups. • The teacher provided students with a scenario to solve. • The students learned about the problems • The students analyzed the problems • The students formulated the possible solutions • The students discussed the possible solutions • The students determined the final solutions • The students presented the result of their group discussion. • The teacher gave the common expressions for confirming the information, expressing and justifying opinions. • The researcher gave course about vocabulary and grammar focus. 	50 minutes
CLOSING	<ul style="list-style-type: none"> • The teacher asked the students to give the questions related to the course today. • The teacher appoints some students to give conclusion on what they have learned this meeting. 	10 minutes

Fourth Meeting

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DESCRIPTION		ALOKASI WAKTU
GOALS	<ul style="list-style-type: none"> • Students are able to make suggestions and state agreement and disagreement. 	
WARMER	<ul style="list-style-type: none"> • The researcher asked questions about the material that has been studied last week. • The researcher told about learning objectives or basic competencies to be achieved today. 	20 minutes
Main Activity	<ul style="list-style-type: none"> • The teacher divided the students into the groups. • The teacher provided students with a scenario to solve. • The students learned about the problems • The students analyzed the problems • The students formulated the possible solutions • The students discussed the possible solutions 	50 minutes

	<ul style="list-style-type: none"> • The students determined the final solutions • The students presented the result of their group discussion. • The teacher gave the common expressions for making suggestions and stating agreement and disagreement. • The researcher gave course about grammar focus 	
CLOSING	<ul style="list-style-type: none"> • The teacher asked the students to give the questions related to the course today. • The teacher appoints some students to give the reflection on what they have learned to the all of meeting. 	10 minutes

This lesson is suitable for any intermediate students in ordering to increase students' skills in the transactional speaking.

A. Scenario I

MY STUDY OR MY PARENTS

I am a student of Senior High School. I am sixteen years old. I want continue my Study. But, my father wants me get married. My father chooses a man for me from a rich family. Actually, I don't like the man and I don't want get married in my young age. My parents don't agree if I continue my study. My mother says to me: "If you don't obey your father, he will send you away from home and you are not our daughter anymore. I am confused to face this problem because if I refuse my parents' wish, I am sinful. But, If I agree to get married with the man, I will suffer because I don't like him. I need your help to overcome this problem "Which one should I choose".

1. Should I choose to continue my study? Why?
2. Should I obey my parents' wish? Why?

B. Scenario II

HOW AM I SUPPOSED TO HANDLE THIS DISEASE

I am a 27 years old woman. I used to work as a teacher in a senior high school. I am now lying on the bed in the hospital after the doctor diagnosed me to have terrible cancer 2 years ago. I have steadfast husband. He has told me over and over that he wants to be with me no matter what happens. I cannot stop crying. I always feel like I don't deserve a husband like the one I have. I feel that my life has been ruined forever and how stupid I am, I allow myself to have this disease.

There is nothing left except pain, my life is miserable, demeaning and undignified I can honestly say, I cannot endure all of this. So what am I living for? I want to finish my life because I have nothing more future I have had this thought since my diagnose. How am I supposed to handle all of this? I have asked for the doctor helping me to get my right of death. So that he gives the best way to die without pain. So that I don't even realize that my soul has come out of my body. But the doctor hasn't given me an answer. He is very hesitant. I share this problem with you for one expectation that I can find answer for the following problems:

1. Will you agree, if I decide to finish my life?
2. If you were the doctor, what would you do to help me?
3. If you were my husband what would you do to help me?

C. Scenario III

MY PARENTS KEEP PRESSURING ME INTO THING I DON'T WANT TO DO

I am 18 and will graduate from high school. It's really crazy. My parents are pressuring me to be a doctor. It's not even funny. I try to reason with them and I really don't understand why they think doctors are such "god-like" people. I mean, I really love English and Teaching. I believe that I can work well with that to earn money for my future. So I'm really interested in teaching English. I tell them all the facts of how if teaching English is an issue for my future, teachers and lectures today yield more money, I tell them I love doing it, I'm good at it (I really hate math, biology, physics and chemistry as medical department possesses. You know, it doesn't interest me at all), and I'll be a lot better at something I enjoy.

And now, this case seems to be more complicated, they are not accepting the facts and they told me that they'll never pay for my college because they don't support me with it. I actually need them to encourage me to do whatever I want about my career and I can make them proud of it. They don't need to push me, but just give me directions on the career that I chose for myself. I can understand why my parents might feel a little disappointed and might pressurize me, they probably have my best interests at heart, even if it is unfair, I think. Their decision is final that I must choose:

1. I do what I want about my career but they do not care about my life anymore.
2. I obey all my parents want me to be a doctor. This drives me crazy because I am not good at it. Right now I start thinking to escape from the house. I can help it anymore.

APPENDIX B

The Distribution of T-Table

<i>Df</i>	<i>P</i>			
	0.10	0.05	0.01	0.001
1	6,314	12,706	63,657	636,619
2	2,920	4,303	9,925	31,599
3	2,353	3,182	5,841	12,924
4	2,132	2,776	4,604	12,924
5	2,015	2,571	4,032	6,869
6	1,943	2,447	3,707	5,959
7	1,895	2,365	3,499	5,408
8	1,860	2,306	3,355	5,041
9	1,833	2,262	3,250	4,781
10	1,812	2,228	3,169	4,587
11	1,796	2,201	3,106	4,437
12	1,782	2,179	3,055	4,318
13	1,771	2,160	3,012	4,221
14	1,761	2,145	2,977	4,140
15	1,753	2,131	2,947	4,073
16	1,756	2,120	2,921	4,015
17	1,740	2,110	2,898	3,965
18	1,734	2,101	2,878	3,922
19	1,729	2,093	2,861	3,883
20	1,725	2,086	2,845	3,819
21	1,721	2,080	2,831	3,819
22	1,717	2,074	2,819	3,792
23	1,714	2,069	2,807	3,768
24	1,711	2,064	2,797	3,745
25	1,708	2,060	2,787	3,725
26	1,706	2,056	2,779	3,707
27	1,703	2,052	2,771	3,690
28	1,701	2,048	2,763	3,674
29	1,699	2,045	2,756	3,659
30	1,697	2,042	2,750	3,646
40	1,684	2,021	2,704	3,551
50	1,676	2,009	2,678	3,496
60	1,671	2,000	2,660	3,460
80	1,664	1,990	2,639	3,416

APPENDIX C

Research Instrument (Controlled Class)

Researcher : Ananda Rahmadana
 Reg. Number : 20400115044
 Judul Penelitian : The Effect of Using Problem-Based Group Discussion Technique to Improve Transactional Speaking Skills of Second Grade Students at Vocational High School 5 Gowa.
 Department : English Education
 University : State Islamic University of Alauddin Makassar
 Rater : Dr. Andi Kaharuddin, S.IP., M.Hum
 Muh. Jabal An-Nur, S.Pd., M.Pd.

Test Instructions :

1. Students will be divided into a group.
2. Students will be given an article from the teacher
3. Students will present their materials

Assessment Format

GROUP 1 (PRE-TEST)

Nama	Accuracy (Pronunciation and Grammar)	Fluency and Vocabulary	Comprehensibility (Comprehension)	Total
Student A	2	3	2	7
Student B	3	3	2	8
Student C	1	2	1	4
Student D	1	2	1	4
Student E	0	0	0	0

GROUP 2 (PRE-TEST)

Nama	Accuracy (Pronunciation and Grammar)	Fluency and Vocabulary	Comprehensibility (Comprehension)	Total
Student A	2	3	3	8
Student B	2	2	2	6
Student C	2	3	2	7
Student D	0	0	0	0
E	0	0	0	0

GROUP 1 (POST-TEST)

Nama	Accuracy (Pronunciation and Grammar)	Fluency and Vocabulary	Comprehensibility (Comprehension)	Total
Student A	2	3	2	6
Student B	3	3	3	9
Student C	1	2	1	4
Student D	0	0	0	0
Student E	0	0	0	0

GROUP 2 (POST-TEST)

Nama	Accuracy (Pronunciation and Grammar)	Fluency and Vocabulary	Comprehensibility (Comprehension)	Total
Student A	3	3	3	9
Student B	2	3	2	7
Student C	2	2	2	6
Student D	1	2	2	5
Student E	2	2	2	6

APPENDIX D

Research Instrument (Experimental Class)

Researcher : Ananda Rahmadana
 Reg. Number : 20400115044
 Judul Penelitian : The Effect of Using Problem-Based Group Discussion Technique to Improve Transactional Speaking Skills of Second Grade Students at Vocational High School 5 Gowa.
 Department : English Education
 University : State Islamic University of Alauddin Makassar
 Rater : Dr. Andi Kaharuddin, S.IP., M.Hum
 Muh. Jabal An-Nur, S.Pd., M.Pd.

Test Instructions :

1. Students will be divided into a group.
2. Students will be given a scenario (problem) in the form of text and the students answer the question in the scenario.

Assessment Format

GROUP 1 (PRE-TEST)

Nama	Accuracy (Pronunciation and Grammar)	Fluency and Vocabulary	Comprehensibility (Comprehension)	Total
Student A	3	3	3	9
Student B	2	3	3	8
Student C	1	2	1	4
Student D	2	2	2	6
Student E	0	0	0	0

GROUP 2 (PRE-TEST)

Nama	Accuracy (Pronunciation and Grammar)	Fluency and Vocabulary	Comprehensibility (Comprehension)	Total
Student A	2	2	1	5
Student B	1	2	1	4
Student C	1	2	1	4
Student D	1	2	1	4
Student E	1	2	1	4

GROUP 1 (POST-TEST)

Nama	Accuracy	Fluency and Vocabulary	Comprehensibility (Comprehension)	Total
------	----------	---------------------------	--------------------------------------	-------

	(Pronunciation and Grammar)			
Student A	3	3	3	9
Student B	4	4	4	12
Student C	2	2	2	6
Student D	2	2	2	6
Student E	2	2	2	6

GROUP 2 (POST-TEST)

Nama	Accuracy (Pronunciation and Grammar)	Fluency and Vocabulary	Comprehensibility (Comprehension)	Total
Student A	3	3	3	9
Student B	2	2	2	6
Student C	1	2	1	4
Student D	2	2	2	6
Student E	2	2	2	6

APPENDIX E

**Rating Scale for Transactional Speaking Skills
(Lower Intermediate Level)**

Rating	Accuracy (Pronunciation and Grammar)	Fluency and Vocabulary	Comprehensibility (Comprehension)
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaking without too great effort with wide range of expression searching for words. Searching for words but occasionally only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.
5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for word. Nevertheless, smooth delivery on the whole and only a few unnatural pauses. Although he has made an effort on the search of the word; there are not too many unnatural pauses, fairly smooth delivery mostly.	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	Occasionally, fragmentally but success in conveying the general meaning fair range of expression.	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
3	Pronunciation is influenced by the mother-tongue but	Has to make an effort for much of the time, often has	The listener can understand a lot of what is said, but he must

	only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	to search for desired meaning, rather halting delivery and fragmentary. Range of expression often limited.	constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
2	Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.	Long pauses while he searches for desired frequently fragmentary and halting delivery, almost gives up making the effort at times limited range of expression.	Only small bits (usually short sentences and phrases) can be understood – and then with considerable effort by someone who is used to listening the speaker.
1	Serious pronunciation errors as well as many 'basic' grammatical errors. No evidence of having mastered any of the language skills and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentally delivery. At times giving up Making the effort, very limited range of expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

(Heaton, 1988:100)

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ALAUDDIN

M A K A S S A R

SCENARIO (POST-TEST) EXPERIMENT CLASS

DILEMMA (DILEMA)

I walk in a busy street. The day is very hot. Suddenly, I see an old man. He is more and less seventy years old. The old man hobbles with his walking stick. He crosses the street. About 20 meters in front of him, a truck run very fast. I rush to help him. But, after I run a few steps, I suddenly hear a weeping baby. I look at the river in the road side. Apparently, a baby floats on a raft. The water flow in the river is very swift. I think the baby will sink to the bottom of the river. I am hesitant to choose.

1. Should I help the old man? Why?
2. Should I help the baby? Why?

APPENDIX F

Interview Guideline**Participant Number :****Date of Interview :**

1. Bagaimana anda mendeskripsikan keikutsertaan anda dalam diskusi grup?
 - a. Aktif
 - b. Tidak aktif

Berikan penjelasan anda!

2. Apakah anda memahami maksud dan tujuan dari diskusi grup? (Faktor pertama **Kekompakan**)
 - a. Ya
 - b. Tidak

Berikan penjelasan anda!

3. Apakah pendapat yang anda sampaikan dapat diterima dengan baik oleh teman diskusi grup anda? (Faktor kedua **Kesesuaian**)
 - a. Ya
 - b. Tidak
4. Apakah peranan yang anda miliki memiliki tanggung jawab yang besar terhadap grup diskusi anda? kemudian jelaskan apa saja tugas yang anda lakukan! (Faktor ketiga **Peran**)
5. Pernahkah anda mengalami perbedaan pendapat dengan sesama teman diskusi grup anda? (Faktor keempat **Persaingan dan konflik**)
 - a. Ya
 - b. Tidak

Dan, apakah perbedaan pendapat tersebut membawa kearah negatif atau positif? Jelaskan!

6. Berdasarkan ilustrasi dibawah ini, manakah yang paling menggambarkan karakter anda?
 - Apakah anda senang dengan adanya persaingan antara teman diskusi kelompok anda
 - Apakah anda lebih memilih untuk menghindari persaingan tersebut (Faktor keempat **Persaingan dan konflik**)
7. Apakah ketua grup anda mampu memengaruhi seluruh perilaku teman diskusi grup anda? Berikan contohnya! (Faktor kelima **Kepemimpinan Berkarisma**)
8. Bagaimana cara anda memahami informasi yang telah dikumpulkan? Faktor keenam **Kepemimpinan Bersama**)
9. Dalam diskusi kelompok, apakah ketua kelompok berperan penting dalam diskusi kelompok anda? (Faktor ketujuh **Stimulasi Intelektual Ketua Kelompok**)
 - a. Ya
 - b. Tidak

Berikan alasan!

10. Apakah anda mendapatkan ide-ide kreatif untuk mengerjakan tugas diskusi kelompok anda secara langsung atau tidak langsung? Jelaskan! (Faktor kedelapan **Inspirasi**)
11. Apakah anda lebih mementingkan kepentingan pribadi atau tetap konsisten pada tujuan awal dari diskusi kelompok anda? Jelaskan! (Faktor kesepuluh **Tujuan**)



Interview

Participant Number : 02

Date of Interview : July, 12th 2019

1. Bagaimana anda mendeskripsikan keikutsertaan anda dalam diskusi grup?
 - a. **Aktif**
 - b. Tidak aktif

Berikan penjelasan anda!

 - Kami mengeerjakan tugas sesuai dengan tanggung jawab masing-masing.
2. Apakah anda memahami maksud dan tujuan dari diskusi grup? (Faktor pertama **Kekompakan**)
 - a. **Ya**
 - b. Tidak

Berikan penjelasan anda!

 - Saya sangat mengetahui makna dan tujuan dari diskusi kelompok ini dikarenakan para anggota mendengarkan dengan baik petunjuk yang diberikan dan jika anggota lain tertinggal, kami selalu menyempatkan waktu untuk menjelaskan kembali, kami sangat senang berada dalam kelompok.
3. Apakah pendapat yang anda sampaikan dapat diterima dengan baik oleh teman diskusi grup anda? (Faktor kedua **Kesesuaian**)
 - a. **Ya**
 - b. Tidak
 - Kami selalu berusaha menyesuaikan diri masing-masing sehingga pendapat yang kami keluarkan mudah untuk diterima.
4. Apakah peranan yang anda miliki memiliki tanggung jawab yang besar terhadap grup diskusi anda? kemudian jelaskan apa saja tugas yang anda lakukan! (Faktor ketiga **Peran**)
 - Iya, sebagai anggota yang bertanggung jawab untuk mencari jawaban.
5. Pernahkah anda mengalami perbedaan pendapat dengan sesama teman diskusi grup anda? (Faktor keempat **Persaingan dan konflik**)
 - c. **Ya**
 - d. Tidak

Dan, apakah perbedaan pendapat tersebut membawa kearah negatif atau positif? Jelaskan!

- Membawa kearah positif
6. Berdasarkan ilustrasi dibawah ini, manakah yang paling menggambarkan karakter anda?
 - **Apakah anda senang dengan adanya persaingan antara teman diskusi kelompok anda**
 - Apakah anda lebih memilih untuk menghindari persaingan tersebut (Faktor keempat **Persaingan dan konflik**)
 7. Apakah ketua grup anda mampu memengaruhi seluruh perilaku teman diskusi grup anda? Berikan contohnya! (Faktor kelima **Kepemimpinan Berkarisma**)

- Iya, karena dia mampu mengatur semua anggotanya untuk memperhatikan diskusi
8. Bagaimana cara anda memahami informasi yang telah dikumpulkan? Faktor keenam **Kepemimpinan Bersama**)
- Dengan memerhatikan satu persatu penjelasan yang ada
 - Lebih mementingkan pendapat pribadi
9. Dalam diskusi kelompok, apakah ketua kelompok berperan penting dalam diskusi kelompok anda? (Faktor ketujuh **Stimulasi Intelektual Ketua Kelompok**)
- c. Ya
- d. Tidak

Berikan alasan!

- Karena dia memberikan contoh yang baik.
10. Apakah anda mendapatkan ide-ide kreatif untuk mengerjakan tugas diskusi kelompok anda secara langsung atau tidak langsung? Jelaskan! (Faktor kedelapan **Inspirasi**)
- Secara langsung. Ketika saya menemui kesulitan dalam mencari jawaban yang dibutuhkan, saya bertanya kepada para anggota. Jika mereka tidak mapu menjawabnya, saya langsung bertanya ke guru yang bersangkutan.
11. Apakah anda lebih mementingkan kepentingan pribadi atau tetap konsisten pada tujuan awal dari diskusi kelompok anda? Jelaskan! (Faktor kesepuluh **Tujuan**)
- Saya akan tetap konsisten, percuma ada kelompok kalau hanya mementingkan diri sendiri.

APPENDIX G





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CURRICULUM VITAE



The researcher, Ananda Rahmadana, was born in Gowa, South Sulawesi on January fifth, 1998. She is the second child of Bustam and Darmawati. She was graduated from SDI Panaikang (2009), SMPN 1 Pattallassang (2012), and SMKN 5 Gowa (2015) before she decided to continue her study at Alauddin State Islamic University of Makassar (UINAM) for Bachelor Degree in English Education Department.

During her college, she has organizational experience in the Student Association as a member of the sports field. She won many trophies through his love of sports both on and off college. After that, she only focused on how to be a good teacher. In adding to her knowledge and experience, she became a volunteer teacher in several organizations. In 2018, she was accepted as a teacher in one of the public schools in Gowa district i.e. at SMPN 1 Pattallassang.