THE EFFECT OF STUDY GROUP BY USING SIMULATION GAMES TO INCREASE STUDENT'S SPEAKING ABILITY IN SMPN 2 DEWANTARA

SKRIPSI

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BY:

AFFINY YUSZA

NPM. 1202050265

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, Tanggal 04 Januari 2020, pada pukul 14.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama   : Affiny Yusza
NPM   : 1202050265
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : The Effect of Study Groups by Using Simulation Games to Increase
                       Students' Speaking Ability in SMPN 2 Dewantara

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                       (   ) Tidak Lulus

PANITIA PELAKSANA

Ketua   Sekretaris

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.   **Dra. Hj. Syamsuyurnita, M.Pd.**

ANGGOTA PENGUJI:

1. Drs. Ali Amran, M.Hum.   1.

2. Erlindawaty, S.Pd., M.Pd.   2.

3. Pirman Ginting, S.Pd., M.Hum.   3.

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id E-mail fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Affiny Yusza

N.P.M : 1202050265

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Effect of Study Groups by Using Simulation Games to Increase Students' Speaking Ability in SMPN 2 Dewantara

sudah layak disidangkan.

Medan,   Desember 2019

Disetujui oleh:

Dosen Pembimbing

Drs. Ali Amran, M.Hum.

Diketahui oleh:

Dekan

Dr. H. Elfrianto Nasution, S.Pd, M.Pd.

Ketua Program Studi,

Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Affiny Yusza : 1202050265 "The Effect of Study Groups by Using Simulation Games to Increase the Students' Speaking Ability in SMPN 2 DEWANTARA", Skripsi: English Education Program of Faculty Teacher's Training and Education, University Muhammadiyah of Sumatera Utara. Medan, 2019.

The objective of this research was to increase students' speaking ability in SMPN 2 Dewantara. This research classified as an action research. The subject of this research were 75 students of class VIII of SMPN 2 Dewantara. It was conducted in two classes in experiment. The data were experiment and control group. The data were obtained through observations and playing simulation games. The research applies pre-test and post-test design. The pre-test is given before the students received the treatment. The form of pre-test and post-test for experimental and control class is the same. It is intended to get the effective method in students' achievement. The actions implemented in this research were simulation games in the teaching and learning process of speaking, implementing simulation games based activities, giving feedbacks to students' performances, accustoming students to opening dictionaries, giving handouts as daily materials, and giving rewards the active students. The results of the research showed that the simulation games in the teaching and learning process of speaking was believed to be effective to increase the students speaking ability. The students' motivation increased. They were more enthusiastic in learning speaking. Moreover, the students were interested in various materials presented by the teacher. They could get involved actively in the speaking learning process. Furthermore, the result of the research also showed that the improvement on the teaching and learning process affected the improvement on the students' speaking ability.

Keyword: Speaking, Study Group, Simulation Games.

ACKNOWLEDGE

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CHAPTER I

INTRODUCTION

A. The Background of The Problem

English becomes the most essential language in the world. Many people use it as a medium of communication and it is easier for people who come from different countries to make interactions and communication with other using English. Moreover,in the era of globalization, English plays a key role in many areas including economics, politics, culture, communication, and education. In response to this, therefore, in Indonesia, English is very important to be mastered.

Nunan (2003) many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time, usually the person you are talking to is waiting for you tospeak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing. In class, students spent a great deal of time in copying models rather than expressing their own ideas creatively. Speaking was used to express that students had mastered vocabulary they have learnt, rather than had a good idea about the subject matter.

Based on the observation by the researcher to students of SMPN 2 Dewantara some problems were found in the students' abilities in English, especially in speaking. Unfortunately, most of the students have difficulty in their speaking production. The students often had difficulty in pronouncing English words by making some errors. To be able to speak, instead of pronounciation, the

richness of vocabulary was also important. However, most students lacked vocabulary mastery and only few students in the classroom consulted a dictionary. So that they had no idea to speak. (Jason, 1988) we know that speaking skill is one of difficult skill to learn for the students. The students difficult to express themselves in spoken language. They are generally facing problems to use the foreign language to express their thoughts effectively. To be a good speaker, they must masterypronunciation, vocabulary and grammar. Without masterypronunciation, vocabulary and grammar, students cannot suggest their own idea.

Therefore, they prefered to be silent and not fully participate in the classroom activities. In addition, the classroom activities were less motivating the students in learning. The class was monotonous and less fun learning activities. Based on the conditions above, it could be concluded that the students' speaking ability was low.

In regard with the problem above, this research used study group to overcome the problems and to improve the speaking ability in SMPN 2 Dewantara by using simulation games. Study groups learning strategy is supposed to be good activities to solve the students fear of mistake , shyness, anxiety and lack of confidence by using simulation games. Students learn how to support each other. Richard Bukaliya, Agustina K. Mubika (2015) study group method is beneficial in that in helps in inculcating leadership skill among the learners. Teachers can use the study groups by using simulation games in order to meet the goal of speaking. Moreover, peer collaboration helps them to overcome shyness.

There are student with different personality characteristics and this variety will bring diversity of ideas. Working in groups allows students to take an active role in learning, to exchange opinions, to find solutions, to develop critical thinking, and more. In study group the students play a simulation games. It motivate the sudents and increase the self confidence of hesitant students. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student as a client and waiter in the restaurant. These activities make student more active in the learning process and at the same time make their learning more meaningful and fun for them.

Based on the problems above, the researcher chooses to do research with the title "THE EFFECT OF STUDY GROUPS BY USING SIMULATION GAMES TO INCREASE THE STUDENTS' SPEAKING ABILITY IN SMPN 2 DEWANTARA".

B. **The Identification of The Problems**

As mentioned earlier, the students' speaking ability of SMPN 2 Dewantara was low. The problem was affected by some factors such us the students and the process of the speaking in the class itself.

The first problems came from the students. They were related to language ability, learning strategy, motivation, etc. The students could not pronounce some words correctly. Moreover they lacked vocabulary mastery to produce English words or sentences.

The second problems were related to the learning process. Learning process deals with classroom activities. The activities during the lesson seemed to have taken to the whole time which made students not interested in learning.

C. The Limitation of The Problems

Based on the problems previously disclosed, the researcher has limited the paper to the effect of study groups to increase speaking ability to the student of SMPN 2 Dewantara.

D. The Formulation of The Problems

1. Is there any significant effect of increasing the students' speaking ability by using simulation games in SMPN 2 Dewantara?
2. What are the roles of the study groups to increasing the students' speaking ability by using simulation games?

E. The Research Objectives

The objectives of the research are to know the effect of study groups to increase students' speaking ability by using simulation games in SMPN 2 Dewantara.

F. Significance of The Research

The significance of this research study are:

1. The theoretical

   a. This research findings can enrich theories of the effect of study groups to increase the students' speaking ability.

   b. The result of the research may become a reference and contribute informative input to solve the similar problem.

2. Practical benefits

   a. The research can increase speaking ability of the students of SMPN2 Dewantara.

   b. The research of the study can enrich the knowledge of the ways to increase the students' speaking ability.

   c. This research can give teaching experience for the researcher to do classroom action research in order to train teaching ability.

   d. This research gives contribution for English teachers to choose the learning methods that are distribute in speaking class and other class.

CHAPTER II

LITERATURE REVIEW

This chapter covers some theories as the basis of the discussion. It is aimed at gaining more understanding about the topic of the research study. The discussion in this chapter are some relevant theories of the study, conceptual framework focusing on the problems and solutions of increasing students' speaking ability by using simulation games and also figure of the framework.

A. Literature Review

1. Speaking Skills

   a. The Nature of Speaking

There some definitions of speaking proposed by some experts. Brown (2007: 14) speaking as a social contact in interactive language functions is a key importance and how you say it convey with body language, gestures, eye contact, physical distance and other nonverbal messages that can directly observed, those observations are invariably collared by the accuracy and fluency.

Poerwardaminta (2007: 14) how the people communicate using language to the other one in order to share understanding with the listener. Tarigan (2008: 14) speaking is one of language skills in oral form to express the speakers' ideas to everybody else. While, speaking is the informal interchange of thought and information by spoken words. Chaney (1998: 13) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols,

in a variety of contexts. Tupan (1995: 14) language is first spoken. It means that speaking is the basic competence and the most important skill of language. In addition, Harmer (2007) speaking is a skill which becomes the important part of daily life that it is the way for people to create social relationship as human being.

From the definitions above, it can be concluded that speaking is the most important skill of language which is about expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain.

b. Aspects of Speaking

Brown (2001) there are some aspects of speaking such as pronounciation, vocabulary, fluency, accent, and grammer, that should be mastered in order to be able to speak well. As a complex activity, speaking has three main aspects as follows:

1) Accuracy

As Marry Spratt and friend stated, accuracy in speaking is the use of correct form of grammar, vocabulary, and pronouncation. Those three parts involve together in making accurate utterance. Pronouncation is a basic quality of language learning especially in speaking ability. Harmer (2007) pronouncation teaching is not only making the students are able to differentiate sounds and sound features, but also improving their speaking ability immeasurably such as to concentrate on sounds and be aware of using stress when producing sound.

2) Fluency

Fluency according to Mary Spratt and friends (2005: 34) speaking at a normal speed without hesitation, repetition and with smooth use of connected speech. It deals with how comfortable students are when they speak, how easily the words come out whether there are great pauses and gaps in the student's speaking. It is a parameter of students' speaking ability goal. It deals with the quality of the way they speak fluently.

 3) Accent

Language accent of one speaker and other is different. This is because every person has their own way in saying words depending on the cultures the speakers have. Roach (2009) there is no speaker who can be taken to represent a particular accent or dialect in this world.

c. Teaching Speaking

Teaching is guiding learners in studying and getting new knowledge, skills, or attitudes. Brown (2000: 7) teaching cannot be defined apart from learning, for teaching is guiding and facilitating learning. Enabling the learner to learn, and setting the condition for learning.

Nunan (2003) "teaching speaking" as to teach ESL learners to:

1) Produce the English speech sounds and sound patterns

2) Use words and sentence stress, intonation patterns and the rhythm of the

second language

3) Select appropriate words and sentences according to the proper social

setting, audience, situation, and subject matter

4) Organize their thoughts in a meaningful and logical sequence

5) Use language as a means of expressing values and judgements

6) Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

d. Problems in Teaching and Learning Speaking

Learners sometimes have some obstacles when they want to talk in the class. They feel afraid of making mistakes because they are reluctant to be judged by the hearer. Ur (1996: 121) some possible problems in speaking including: (1) *Inhibition.* Learners are often inhibited about trying things in foreign language classroom, afraid to make mistakes or to be criticized, and shy to utter words, (2) *Nothing to ay*. Learners sometimes find fault that they do not have something to say. In other words, they cannot express themselves, (3) *Low or uneven participation*. Only one participant talks because some learners dominate, while other speaks a little or not at all, and (4) *Mother tongue use*. In the class, all learners share the same mother tongue, so they feel unnatural to speak in the foreign language.

Burns and Joyce (1997 as cited in Nunan1999: 231) identify three factors that may indicate students" reluctance to take part in the speaking activity.

1. Cultural factors. These can be related to the students" beliefs of the teaching and learning activities such as (1) they are used to being passive by tending to listen to their teacher explanation (Teacher-center) and they do not actively speak up in class, (2) they apt to know that language learning is based primarily on reading and writing from a work book, and (3) they are not familiar with communicative and learner-centered approaches to learning and expectations of teacher and learner roles.

2. Linguistic factors. Linguistic factors are related to the students" knowledge of the language that hampers the students to speak English. They include (1) difficulties in transferring the language from the learners" first language, (2) problems with the native speaker pronunciation of the teacher, (3) lack of grammatical understanding, and (4) unfamiliarity with the cultural or social knowledge required to process meaning.

3. Psychological or Affective Factors. These factors are the important factor that can widely affect language learning especially speaking. The factors include culture shock, previous negative social or political experiences, lack of motivation, anxiety or shyness in class and perceptions. Richard & Renandya (2002: 206) the affective factors related to foreign language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation.

From the theories above, those problems in speaking are possible to obstruct students" language development in the teaching-learning process. Thus, in teaching speaking, teachers should always encourage the students, not allowing students to become discouraged when they make mistakes. They have to

understand that making mistakes is part of the learning process. Then, the teachers should provide some classroom speaking activities in which the students can engage actively.

e. Principle in Designing Speaking Technique

There are a number of practical principles for designing techniques that include speaking. Brown (2001: 275) states that proposes seven principles in designing teaching speaking to help teachers to conduct the speaking class.

1) Use techniques that cover the range of learner needs, from language- based focus on accuracy to message-based focus on interaction, meaning and fluency. Teacher is expected to design tasks and to use techniques that help students to gain and apply all materials which should be learnt. At the same time, teachers should make any drilling as meaningful as possible without making students boring.

2) Provide intrinsically motivating techniques. Teacher should try to appeal to students‟ ultimate goals and interests in their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be. Helping the students to see how the activity will give them benefit encourages them to get involved.

3) Encourage the use of authentic language in meaningful contexts. It deals with the design authentic contexts and meaningful interaction that supported by teacher‟s creativity in designing the materials.

4) Provide appropriate feedback and correction. The feedback is mostly from the teacher, but it can be found outside of the classroom. However, it is important for

teachers to give the kinds of corrective feedback that are appropriate for the moment.

5) Capitalize on the natural link between speaking and listening. Because speaking and listening are categorized as interrelated skills can reinforce each other. It means that in teaching speaking, the teachers should include listening skill aspect.

6) Give students opportunities to make an oral communication. Teachers can stimulate the students" communicative competence by asking them to initiate conversations, to nomine topics, to ask questions, to control conversation and to change the subject. So, teachers should design speaking techniques allowing students to communicate by using the language.

7) Encourage the development of speaking strategies. Teachers should develop strategies to help the students accomplish oral communicative purposes. The strategies include asking for clarification (e.g. What?), asking someone to repeat something (e.g. Excuse me?), using fillers (e.g. uh, I mean, Well), using conversation maintenance cues (e.g. Huh, Right, Yeah), getting someone"s attention (e.g. Hey, So) and so forth.

f. Assessing Speaking

Brown (2004:140) speaking is productive skill that can be directly and empirically observed, those observations are invariably influenced by accuracy and the effectiveness of a test taker"s listening skill, which necessarily compromises the reliability and validity of an oral production test. It means that

the accuracy and the teacher‟s/test taker‟s listening skill become the significant aspects in assessing students‟ oral production.

There are five categories of speaking assessment tasks proposed by Brown (2004:144-182).

1) *Imitative.* This is types of speaking performance tasks that deal with the ability to imitate a word or phrase or possibly a sentence. The example of these kinds of tasks is repetition.

2) *Intensive.* This category of speaking assessment tasks related to the linguistic difficulties either phonological or grammatical aspect of language. Kinds of intensive speaking tasks are direct response, read-aloud, dialogue completion tasks and oral questionnaires, picture-cued tasks, and translation.

3) *Responsive.* This kinds of tasks include interaction and test Comprehension but at somewhat length of utterance. Question and answer, giving instruction and directions and paraphrasing are categorized as responsive speaking tasks.

4) *Interactive.* Interactive speaking tasks can be described as tasks which produce interaction either transactional language or interpersonal exchange. Interview, role play, discussions and conversations, and games can be set as interactive tasks.

5) *Extensive.* These oral production tasks which are termed as monologue tasks include speeches, oral presentation, and story-telling.

2. Study Group

a. Definition

Learning strategy is about designing a lesson which is conducive to gain the optimal achievement of educational goals. In addition, the learning strategy should consider the internal and external circumstances of students inside and outside the class. Group investigation is the one of **l**earning strategy which is taking from class experience.

Investigation learning methods Group or Group investigation taking the model of society, especially the social mechanisms that exist in society is usually done by mutual agreement. Through this agreement the students learn the knowledge and they get involved in solving social problems (Winataputra at www.kajianpustaka.com, 2001).

Slavin (1985) told the history over the past decade, alternatives to the traditional competitive classroom have emerged. They are instructional methods called cooperative learning. Cooperative learning methods are structured, systematic instructional strategies capable of being used at any grade level and in most school subjects. All of the methods involve having the teacher assign the students to four- to six-member learning groups composed ofhigh-, average-, and low-achieving students, boys and girls, black, Anglo, andHispanic students, and mainstreamed academically handicapped students as well as their non-handicapped classmates.

b. Purpose of Study Group

Zingaro (2008) For Dewey, the goal of education is to develop socially responsible citizens who understand how to work together to solve problems and construct knowledge. Thus, educational environments should mirror real-world democracies in that the students have the opportunity to makechoices and discuss ideas and thoughts. This is to be contrasted with traditional teaching in which this horizontal flow of information is replaced by a vertical command and control philosophy that runs against the core of what Dewey believed. For example, as part of his pedagogic creed, Dewey stated theteacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these influences.

The size of groups must also be governed by the teacher. Group sizes from two to six have been recommended, but teachers must also decide what to do if students are not dispersed equally among the subtopics. Certainly, arbitrarily moving people between groups is to be discouraged. However, some students may have two equally appealing interests, and this is a choice the teacher can make based on group formation criteria. Further, groups should be ethnically and academically heterogeneous, but this may interact with the chosen topic or available subtopics. For example, if one subtopic is more challenging than others, perhaps an academically homogenous group will result. In this case, the teacher

could try to deliver the message that all subtopics require varying skills in order for a group to successfully investigate the issue.

c. Procedures of Study Group

Steps of study Group in class, as Kiranawati (2007) that it provided in brief: topic selection, planning cooperation, implementation, analysis and synthetic, providing the final result, and evaluation. According to Jacobs (1997) A school of psychology often seen as on the other end of the spectrum from the motivational theory is humanistic psychology (Dewey, 1966; Rogers, 1979). Humanists are known for valuing affective goals in addition to cognitive ones, and for seeing students as capable people who should have the freedom to take initiative and to develop learning objectives that they see as relevant to their own needs and interests. Cooperative learning fits particularly well with this perspective, as it provides students an alternative to the teacherfronted classroom.

B. Conceptual Framework

English has become a compulsory subject that must be taught in junior high school. The students were expected to master the all standard competences based on the each grade and the curriculum that is applied. In fact, though in Elementary School student has got English subject, they still have low Standard English competency especially in speaking skill. Speaking skill is the productive skill of English teaching and learning goal but the result of the teaching and learning process was not maximal. Most of the students found difficulties in speaking such as they could not use English based on the target language. The monotones

activities and their failure in mastering the skill causes them had low motivation, so they sometimes get bored or uninterested in the lesson.

In the teaching of speaking, both teacher and students are influenced each other in that process. The teacher is a facilitator learning personal and social change by assisting the developing person at those points where help is requested. Teacher should have a set of exercises, tasks or other activities for the students in their classes. It is really beneficial and positive experience to try various classroom activities because successful materials of the subject matter depend on the use of teaching technique. To teach speaking there are several techniques which can be used by the teacher. By using the techniques, the teacher will easily teach speaking. She/he has to be creative to prevent student‟s boredom because of decreasing interest and motivation.

Any solutions must be acquired to solve problem appeared in the teaching and learning process. Study groups by using simulation games are the good way to solve the problems that have been discussed in this case in which teachers can use effective strategy to teach students while these were having fun. In addition, by using simulation games, students will have more opportunities to practice their speaking ability in a group. They also will be more creative in improving their ideas to speak up. Consequently, the speaking class activities will run better than before.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research uses many things that the researcher must do to make the easier to be conductible, effective and qualified.

In this research, the researcher uses true experimental design. The researchers use two classes in experiment. In experiment and control group the researcher applies pre-test and post-test design as the research design. The pre-test is given before the students received the treatment, while the post-test is given after the students received the treatment. The form of pre-test and post-test for experimental and control class is the same. It is intended to get the effective method in students′ achievement.

In this study, the researcher takes two classes as the sample from class VIII.3 because the students score in this class very low between the other classes. The class VIII.3 is an experimental group. This group is given the treatment to know the effectiveness of the method and the class VIII.1 is a control group without treatment, but for measuring the instrument validity. This research makes test to know the nominal method to describe the observation of the object or variable which nominal becoming the part of judgment because the researcher wants to get the objective data or valid data of the result from using study group

technique in teaching and learning in SMPN 2 Dewantara. It also happens at this research, because the researcher wants to know the real data about the influence of study group technique.

B. Time and Place of the Research

The study is conducted at SMPN 2 Dewantara, North Aceh based on the consideration that this school is one of favorite school having a special program in English dialogue in their daily activity. The research will be held on September 2019.

C. Population and Sampling

Population and sampling is the way to get the valid information that the researcher research. Population here means that the researcher collect the data from the population to count the data that we use here takes one of method to get or sampling to collect the data.

1. Population

Population is the entire subject of research if everyone wants to research the entire element in zone. The population of this study was the students from class VIII, SMPN 2 Dewantara.

After defining the population here, the researcher selected the sample from the population. A good sample must be as nearly as representative of the entire population, so that the generalization that is true of the sample will be true of the population. Sample is a subset of individuals or cases from within a population (Nunan, 1989: 232).

2. Sample

The sample is a part of population or represented of population, which research, sample is any subject of a population. There are VIII has 3 classes. Every class has 35-38 students. Here the researcher does not take all the population as the sample. So, the researcher take two class for experimental and control group as follow: class VIII.3 for experimental group and class VIII.1 for control group. To take the sample population the researcher here used random sampling with lottery. Because it is true experimental. In true experimental the observation does randomized, those are: one group call class experiment and one group call class control. In looking for the classes That has the same/nearly ability in speaking. The researcher found that VIII.1 and VIII.3 nearly have the same ability in speaking achievement.

D. Variable

A variable is a concept- a noun that stands for variation within a class of objects. Variables can be classified in into two classifications. The most important classification is on the basis of their use within the research under consideration, when they are classified as independent variables or dependent variables (Ary, 1985: 30): (1) Independent variable: is variable that consequence of or upon antecedent variables. One independent variable must be the treatment variable. One or more groups receive the experimental manipulation or treatment. In this study the teaching speaking by using study group is independent variable. (2). Dependent variable: is the response or the criteration variable that is presumed to be caused by or influenced by the independent treatment   conditions and any

other independent variables. In this study the dependent variable is students' achievement in speaking ability.

E. Source of Data

Source of data in this study only uses primary data source. Ary (1985) the primary data is data which are collected directly from the sample. Primary data source of this study is students class VIII of SMPN 2 Dewantara.

F. Method of Collecting Data and Instruments

Data of this study were collected by the way of the operational technique. The technique used in this study was a test. Test here means as test to know the speaking score of the students at SMPN 2 Dewantara.

Test is used to get the data about the students' achievement in speaking learning. Oral test here means as a test to look an ability of students of SMPN 2 Dewantara which taken using simulation games. The used oral test to measure the students' achievement in speaking learning.

In this study, each test was developed in oral. It is needed a limited time to do and the teacher will be easy to correct it.

In collecting the data test, there were some procedures that the researcher did, namely:

a) the researcher collected the data from two classes that one of them uses and without group discussion.

b) The researcher got the teacher who teaches in each class to help the researcher to arrange the pre test or post test.

This research uses test as instrument for getting the data. It is supplying the correct from test which asks the students to supply the correct form or words in the conversation. The main point of this test is that the students can speak very well. The test consist of two, they are pre-test and

post-test. The result of those tests will be the data of this study.

Students in the control and experimental are provided with the same form of test containing about oral. It is administered with a time limitation, ten minutes for the students to finish the test. The post-test that is used is the same as pre-test and it is taken from the same source but it has different test.

G. Research Procedures

For collecting data and making the valid data, the researcher uses some procedures as follows: the first is preparation or permission and continuing by giving pre-test to each class; then, doing a simulation game and the last is giving post-test to each class.

a) Preparation or permission

Before doing the research the researcher asks permission to the directress of SMPN 2 Dewantara by giving the letter that was got from University. The researcher also asks permission to the English teachers that teach in each class of VIII.1 and VIII.3.

The researcher also does interview the teacher English to know the real class that is at SMPN 2 Dewantara. The researcher did this activity to get the early information or description about the students directly; the researcher also sees the schedule of class VIII. When the researcher can give study group to the students.

Before doing the test or giving treatment to the students, the researcher asks permission first to the teacher and also to the students for disturbing their time to give the pre-test to the control group and experimental group to fill the treatment. There are two tests here; the first, pre-test and the second post-test. Pre-test is given when class begins in the first meeting but the post-test is given after the students of class VIII get group discussion technique.

b) Giving Pre-test

Pre-test is given to both classes before the experimental class gets treatment from the researcher.

The students from both classes have the same ability in speaking and they have the same level about speaking. Pre-test is taken as the data that is used as the first assumption before experimental class getting treatment.

c) Giving Treatment

In this research, the researcher takes two classes as experimental class that gets treatment and control class that does not get treatment. The class that gets treatment is experimental class.

d) Giving Post-test

Post-test is given to both classes after the experimental class gets treatment from the researcher.

The students from both classes have the same ability in speaking and they have the same level about speaking. Post-test is taken as the data that is used as the last assumption after experimental class getting treatment.

CHAPTHER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the reseach finding and discussion. It focuses on the data discription, hypothesis testing and discussion this study. It is used to get the valid data to interpret the group discussion is effective or not.

A. Data Description

In this chapter, the researcher presents the student′s Speaking activity at class VIII of SMPN 2 Dewantara. Based on the interpretation above, we can to find the effectiviness of using group discussion toward the teaching of speaking for the students at SMPN 2 Dewantara. The researcher holds at SMPN 2 Dewantara and gets the data about scores of the student′s speaking activity and their speaking learning achievement. The score of student′s speaking activity got by presented about their experience in group, to get the data of student′s speaking learning achievement from the researcher′s test the seconnd students of SMPN 2 Dewantara. The student who follows the test is 75 students.

1. Data Presentation on the Student's Experimental (X) and Control

(y) Group.

Based on the result of the student's speaking activity of SMPN 2 Dewantara, the researcher analyses the descriptive statistic of speaking activity

score. By using the Inferential statistic, the researcher can prove that there is the result of student's dialogue Activity that focuses on computing of difference mean, diference mean Standard Deviation, Minimum score and Maximum score.

a. Classification of Pre-test and Post-test Both Groups

Table 1.1 Categorization in pre test of experimental group

No	Score	Number of Students	Classification
1	00 – 44	0	Poor
2	45 – 55	2	Less
3	56 – 69	24	Fair
4	70 – 79	11	Good
5	80 – 100	1	Very Good

From the result of the pre-test above, the researcher makes the classification score that there are 0 students in poor score,2 students in less score, 24 students in fair score, 11 students in good score, and 1 students in very good score.

Table 1.2 Categorization in post-test of experimental group

No	Score	Number of Students	Classification
1	00 – 44	0	Poor
2	45 – 55	0	Less
3	56 – 69	0	Fair
4	70 – 79	19	Good
5	80 – 100	19	Very Good

From the result of the post-test above, the researcher makes the classification score that there are 0 students in poor score, 0 students in less score, 0 students in fair score, 19 students in good score, and 19 students in very good score. It means that group discussion technique gives better achievement on students.:

Table 1.3 Categorization in Pre – Test of control group

No	Score	Number of Students	Classification
1	00 – 44	0	Poor
2	45 – 55	10	Less
3	56 – 69	16	Fair
4	70 – 79	10	Good
5	80 – 100	1	Very Good

From the result of the pre-test above, the researcher makes the classification score that there are 0 students in poor score, 10 students in less score, 16 students in fair score, 10 student in good score, and 1 student in very good score.

Table 1.4 Categorization in post- test of control group

No	Score	Number of Students	Classification
1	00 – 44	0	Poor
2	45 – 55	0	Less
3	56 – 69	0	Fair
4	70 – 79	35	Good
5	80– 100	2	Very Good

From the result of the post-test above, the researcher makes the classification score that there are 0 students in poor score, 0 students in less score, 0 students in fair score,35 students in good score, and 2 students in very good score.

b. Interprestation

In this study, to interpret the result of this study the researcher uses statistic:"X" is used to represent the score of the class experimantal and "Y" is used to represent the class of control group.

In order to know whether there is significant between taught by using or without Group Discussion at class VIII of SMPN 2 Dewantara, the researcher uses the formula of two variable. There are 75 students as respondent.

By using the formula of two variable of t- test the research can prove whether Null Hypothesis'statement, "there is significant taught by using or without group discussion". The result of the findings are as follow.

1. **Calculating the Difference Mean of Experiment Group (Mx).**

$$Mx = \frac{\sum x}{Nx}$$

$$= \frac{586}{38}$$

$$= 15.42105$$

So the mean of the experimental Group (Mx) is 15.42105 we are seeing difference of score between pre test and post test is 586, after it divided by number of student is 38. The researcher knows that the means difference of experimental between pre test and post test is 15.42105. So the group discussion technique the improvement scores in teaching and learning speaking achievement.

2. **Calculating the Difference Mean of Control Group (My).**

$$My = \frac{\sum y}{Ny}$$

$$= \frac{342}{37}$$

$$= 9.42$$

So the mean of Control Group (My) is 9.42 we are seeing difference of score between pre test and post test is 342, after it divided by number of student is 37. The researcher knows that the means difference of control group between pre test and post test is 9.42 see from above calculating. So there are difference score from experimental and control group to the improvement scores in teaching and learning speaking achievement.

3. **Calculating the Individual Score Deviation Square of Mx (Experimental Group)**

$$\sum x^2 = \sum X^2 - \frac{\left(\sum x\right)^2}{Nx}$$

$$= 10064 - \frac{(586)^2}{38}$$

$$= 10064 - \frac{343396}{38}$$

$$= 10064 - 9036.737$$

$$= 1027.263$$

So the individual score deviation of mean experimental group is 1027.263

4. **Calculating the Individual Score Deviation Square of My (Control Group)**

$$\sum y^2 = \sum y^2 - \frac{\left(\sum y\right)^2}{Ny}$$

$$= 5436 - \frac{(342)^2}{37}$$

$$= 5436 - \frac{116964}{37}$$

$$= 5436 - 3161.189$$

$$= 2274.811$$

So the individual score deviation of mean control group is 2274.811

5. **Calculating t – test**

$$t - test = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right]\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

$$= \frac{15.421 - 9.42}{\sqrt{\left[\frac{1027.263 + 2274.811}{38 + 37 - 2}\right]\left[\frac{1}{38} + \frac{1}{37}\right]}}$$

$$= \frac{6.001}{\sqrt{\left[\frac{3302.074}{73}\right][0.026316 + 0.027027]}}$$

$$= \frac{7.043053}{\sqrt{[45.23](0.05334)}}$$

$$= \frac{7.043053}{\sqrt{[26.6573](0.05334)}}$$

$$= \frac{7.043053}{\sqrt{2.41}}$$

$$= \frac{7.043053}{1.55}$$

$$= 4.544$$

So the result of t – test from class control and experimantal group is 4.544 From the above calculation of the researcher to find t-test from control and experimental group. The difference means of experimental group (Mx) is 15.42105 Subtract the difference of mens of control group (My) is 9.42 and devided with suquare of individual deviation of the mean score experimental group is 1027.263 add with the control group is 2274.811. and then they are devided with number from experimental group add control group and then the sum of students minus 2 the result from this multiplied with the number of student from groups who that divid numeral of 1. From the above calculation, the researcher knows that t- test from the obtained from group is 4.544.

6. **Calculating the Degree of Freedom**

$$df = (Nx + Ny - 2)$$

$$= 38 + 37 - 2$$

$$= 73$$

And than the researcher wants to know the results of t- test, we find the degree of freedom by way of experimental 38 plus the number of students in the school's control after deducting 2 because we use two classes in the sample. So the degree of freedom is 73 with 5% significant level is 2.00

we can know that minimum score of the speaking Achievement is 72, maximum score is 92, difference mean between pre test and postest is 15,42, difference score of Standard Deviation is 1027.263.

The degree of freedom is 73, so it shows that t – statistic is 4.544 while the critical score on the degree of freedom 73 with 5% significant level is 2.00. It means that t – statistical (4.544) is higher than the critical score (2.00) or t – empirical is higher than t – table. There is significant effect of group discussion in teaching and learning speaking.

B. Discussion

In this session, the researcher wants to show or explain clearly about the discussion of The Effectiveness of group discussion in Teaching speaking on Students′ Achievement (at SMPN 2 Dewantara).

a. Presentasion Pre-test and Posttest Both Group

1. Pretest Each Group

From the result of the pre-test in each group above, the researcher makes the classification that in pre-test that the researcher gives has different result in both groups but the result of the pre-test that they get is not so far different. It can be seen from the score of the test in each group.

The score of pre-test in experimental group is good with the description of students speaking activity shows that 1 student have very good classification with 80-100 score (2,63%) , 11 students have good classification

with 70-79 score (28,94%), 24 students have fair classification with 56-69 score (63,15%), 2 students have less classification with 45-55 score (5,23%), 0 student have poor classification with 00- 44 score (0%). The highest score is 80 and the lowest score is 55. The score of pre-test in control group is good with the description of students speaking activity shows that 1 student have very good classification with 80-100 score (2,63%) , 10 students have good classification with 70-79 score (27,02%), 16 students have fair classification with 56-69 score (43,24%), 10 students have less classification with 45-55 score (27.02%), 0 student have poor classification with 00- 44 score (0%). The highest score is 85 and the lowest score is 50.

2. Pos-test Each Group

From the result of the post-test in each group above, the researcher makes the classification that in post-test that the researcher gets different result in both groups and the result of the post-test of the experimental and control group that they get is so far different. It can be seen from the score of the test in each group.

The score of post-test in experimental group is The post test is good with the description of students' speaking activity shows that 19 students have very good classification with 80-100 score (50%) 19 students have good classification with 70-79 score (50%), 0 student have fair classification with 56-69 score (0%), 0 students have less classification with 45-55 score (0%), 0 student have poor classification with 00- 44 score (0%). The highest score taught by using Group Discussion is 94 and the lowest score is 72 .

The score of post test in control group is good with the description of students speaking activity shows that 2 students have very good classification with 80-100 score (27.02%) 35 students have good classification with 70-79 score 94.59%), 0 student have fair classification with 56-69 score (0%), 0 students have less classification with 45-55 score (0%), 0 student have poor classification with 00- 44 score (0%). The highest score is 85 and the lowest score is 72.

From the conclusion above can prove that the teaching speaking using Group Discussion at the eleventh year students of SMPN 2 Dewantara is successful, because in their cottage has rule to practice English for a week is a must. If they do not obey it, they will get punishment to memorize vocabularies. So, they have big spirit to improve their speaking ability.

b. The Discussion on the Effectiveness of Using Group.

Discussion is probably the most commonly used in the spaking skills classroom acivity. So, teacher must take care in planning and setting up a discussion activity. There are several steps that should be done by the teachear before starting the discussion activity, that are:

a) planned (versus random) grouping or pairing of students may be necessary to ensure a successful discussion outcome.

b) students need to be reminded that each person should have a specific responsibility in the discussion, whether it is kept on time, take note or report results.

c) Students need to be clear about what they are to discuss, why they are discussing it, and what outcome is expected researcher can prove that there is significant different between experimental class and control class in SMPN 2 Dewantara. The effectiveness of group Discussion tehnique can be shown in their achievement in experimental group has high achievement in teaching and learning speaking. From data analisys, we are concluded of reject the null hypothesis. It means that there were any significant different between score of control and experimental group. It can be concluded that the students get good achievement in speaking english taught by using group Discussion technique. The students' speaking ability improve significantly, so teaching speaking by using group Discussion is effective to improve students' speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion and suggestion to the teachers, the students of English learners, and the reader.

A. Conclusion

1. The Students' Speaking Taught by Using Study Group

The the teaching speaking using study group at the students class VIII of SMPN 2 Dewantara is successful, because in their cottage has rule to practice English for a week is a must. If they do not obey it, they will get punishment to memorize vocabularies. So, they have big spirit to improve their speaking ability.

2. The Students' Speaking Taught by not Using Study Group

Teaching speaking without study group technique at the students class VIII of SMPN 2 Dewantara is there are significant with the students' speaking taught by using Group Discussion, because in their cottage has rule to practice English for a week is a must. If they do not obey it, they will not get punishment. So, there are not to improve their speaking ability.

B. Suggestion

1. English Students

To the students will get a simple description to find one of important aspect that can increase their achievement in study and know the benefits of speaking activity in studying English. Eventually they realize that they themselves who have responsibility to be successfully catch the target material.

2. To The Teachers

To the teachers are expected to motivate their students to practice English a lot. Because, language is a means of communication. So, from the result of this research can contribute the information and idea to the English teachers of SMPN 2 Dewanatara. The researcher suggests using study group to teach English especially teaching speaking. From the data analysis we can find that group discussion is effective to master English speaking.

3. To The Readers

To the readers, the result of this study will give a simple description about the effectiveness using study group in teaching speaking toward speaking achievement. So, they can state their critical support relation with this study. The researcher hopes that this thesis is useful to other readers including SMPN 2 Dewantara.

4. To The School

To the school is expected to have program which gives students opportunity to practice their English and motivate the students to improve their English achievement. The researcher hopes to the further researcher, to perfect and develop the study because there is still much weakness underlies the study.

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Institute for Studies in Education.

APENDIX

Form K-1

Kepada Yth : Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa	:	Affiny Yusza
NPM	:	1202050265
Pro. Studi	:	Pendidikan Bahasa Inggris
Kredit Kumulatif	:	148 SKS

IPK = 2,89

Persetujuan Ket/Sekret, Prog. Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Study Groups by Using Simulation Games to Increase Students' Speaking Ability in SMPN 2 Dewantara	
	Students Learning Styles and Their Effort to Improve Grammar in SMP Negeri 2 Dewantara	
	Improving Pronounce Comprehension Through Drama	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 18 Juli 2019
Hormat Pemohon,

Affiny Yusza

Keterangan :
Dibuat Rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Form K-2

Kepada : Yth.Bapak/ Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa	:	Affiny Yusza
NPM	:	1202050265
Pro. Studi	:	Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Effect of Study Groups by Using Simulation Games to Increase Students' Speaking Ability in SMPN 2 Dewantara

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Drs. Ali Amran, M.Hum   *Aelf*

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 31 Juli2019
Hormat Pemohon,

Affiny Yusza

Keterangan
Dibuat rangkap 3 :   - Asli untuk Dekan/Fakultas
           - Duplikat untuk Ketua / Sekretaris Jurusan
           - Triplikat Mahasiswa yang bersangkutan

Nomor   : 33C /II.3/UMSU-02/F/2019
Lamp   : —
H a l   : Pengesahan Proyek Proposal
             Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa
yang tersebut di bawah ini :

Nama   : Affiny Yuszu
N.P.M   : 1502050265
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Study Groups by Using Simulation Games to Increase
                   Students' Speaking Ability in SMPN 2 Dewantara

Pembimbing   : Drs. Ali Amran, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi
dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu
    yang telah ditentukan.
3. Masa kadaluarsa tanggal : 31 Juli 2020

Wa'alaikumssalam Warahmatullahi Waburakatuh.

Dikeluarkan pada Tanggal :
Medan, 28 Dzulgaidah 1440 H
        31 Juli   2019 M

Dekan

Dr. H. Elfrianto Nst, S.Pd., M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
    WAJIB MENGIKUTI SEMINAR

بسم الله الرحمن الرحيم

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap : Affiny Yusza

N.P.M : 1202050265

Prog. Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Effect of Study Groups by Using Simulation Games to Increase Students' Speaking Ability in SMPN 2 Dewantara

Benar telah melakukan seminar proposal skripsi pada hari Jum'at, tanggal 23 bulan Agustus, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas. Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan,   September 2019

Sekretaris Program Studi

Pirman Ginting, S.Pd., M.Hum.

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Affiny Yusza

N.P.M : 1202050265

Prog. Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Effect of Study Groups by Using Simulation Games to Increase Students' Speaking Ability in SMPN 2 Dewantara

Pada Jum'at, tanggal 23 bulan Agustus tahun 2019 sudah layak menjadi proposal skripsi.

Medan,   September 2019

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

Erlindawaty, S.Pd, M.Pd   Drs. Ali Amran, M.Hum

Diketahui oleh
Sekretaris Program studi

Pirman Ginting, S.Pd., M.Hum.

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Affiny Yusza
N.P.M : 1202050265
Prog. Studi : Pendidikan Bahasa inggris
Judul Proposal : The Effect of Study Groups by Using Simulation Games to Increase Students' Speaking Ability in SMPN 2 Dewantara

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan,   September 2019
Hormat saya
Yang membuat pernyataan,

Affiny Yusza

Diketahui oleh
Sekretaris Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd, M.Hum

Nomor   : 354 /II.3/UMSU-02/F/2019   Medan, 01 Shafar   1441 H
Lamp   : —   30 September 2019 M
Hal   : Mohon Izin Riset

Kepada Yth. Bapak/Ibu Kepala
SMP Negeri 2 Dewantar
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh.

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama   : Affiny Yusra
N F M   : 1202050205
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Study Groups by Using Simulation Games To Increase
                   Students' Speaking Ability in SMPN 2 Dewantara.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd
NIDN : 0115057302

** Pertinggal **

PEMERINTAH KABUPATEN ACEH UTARA
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 DEWANTARA
Jln. Banda Aceh – Medan km 255 Cot Murong Telp. (0645) 56614
Kecamatan Dewantara – Aceh Utara

SURAT KETERANGAN PENELITIAN
NOMOR : 800/ 356 /2019

Sehubungan dengan surat Universitas Muhammadiyah Sumatera Utara Fakultas Keguruan dan Ilmu Pendidikan Nomor : 5564/II.3/UMSU-02/F/2019 tanggal 30 September 2019, perihal mohon izin Penelitian, maka Kepala SMP Negeri 2 Dewantara Kabupaten Aceh Utara Propinsi Aceh dengan ini menerangkan sebagai berikut :

Nama	:	Affiny Yusra
NPM	:	1202050265
Jurusan	:	Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas telah melakukan penelitian di SMP Negeri 2 Dewantara Kabupaten Aceh Utara. Dalam rangka menyelesaikan Penelitian Dosen Pemula Dengan Judul :

"THE EFFECT OF STUDY GROUPS BY USING SIMULATION GAMES TO INCREASE STUDENTS SPEAKING ABILITY IN SMPN 2 DEWANTARA".

Demikianlah surat keterangan ini kami berikan untuk dapat dipergunakan seperlunya.

Cot Murong, 03 Oktober 2019
Kepala Sekolah

Safrida, S. Pd
NIP 19710914 199801 2 001

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (961) 6619056 Medan 20238

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Affiny Yusza
N.P.M : 1202050265
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Study Groups by Using Simulation Games to Increase Students' Speaking Ability in SMPN 2 Dewantara

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
16/11/2019	Chapter 1, 2, 3	
05/11/2019	Chapter IV, V	
11/12/2019	Acc Skripsi	
	18-12-2019	

Diketahui oleh
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Medan,   Desember 2019

Dosen Pembimbing

(Dr. Ali Amran, M.Hum)