

**THE IMPLEMENTATION OF GUIDED DISCUSSION METHOD IN  
SPEAKING CLASS AT THE SECOND GRADE OF MATIUM IN  
BAKONG PITTAYA SCHOOL PATTANI THAILAND**



**THESIS**

Sumbmitted to Faculty of Tarbiya and Teacher Training, State Islamic University  
of K.H Prof. Saifuddin Zuhri Purwokerto as a Partial Fulfilment of the  
Requirement for Obtaining the Bachelor Degree on Education (S.Pd.)

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## **MOTTO**

“Every breath that Allah gives is not only a blessing, but a responsibility and try to be good wherever, whenever with anyone. Because For Allah for all Allah”

## **DEDICATION**

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Purwokerto,

The writer



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**ABSTRACT**

The thesis is written to achieve some purposes as follows: (1) To know how is the implementation of guided discussion method in speaking class at the second grade of Matium in Bakong Pittaya School and (2) to know how to process of learning guided discussion method in speaking class. The type of research used is qualitative. The method used in this research is descriptive method. The data collection techniques used in this study were: 1) Observation, 2) interview and 3) documentation. The results of this study indicate that the implementation of the discussion method is very effective implented in learning speaking class in class Bakong Pittaya School. The students become more active and they get great scores in speaking lesson. This thing is supported by the data that has been obtained, which is seen from the application of the discussion method to get the average value of student learning outcomes based on four aspects that assessed include 1) being active in 2) expressing opinions, 3) attitudes in expressing opinions, the scope of the question material, and 4) the answer to the question obtained a score of 80 out of a total of 31 students. The value of 80 is included in the good category based on predetermined criteria.

**Keywords:** *guided discussion and speaking class*

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4. THE DOCUMENTATION
5. THE LETTERS
6. THE CERTIFICATE



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## CHAPTER I INTRODUCTION

### **A. Background of the Research**

According to Gavin and Nicky (1989:60) over the past few decades, English has become the global language. Approximately 470 million people around the world currently speak English, and that number is growing. More people speak English as a second or foreign language than monolingual English 'native speaker'. Many countries include the compulsory study of English as a foreign language from primary school, and many parents are aware the some knowledge of English will help their children get better jobs in the future. Many countries are keen to improve their citizens' English skill so as to ensure entry into the global market. In short, these days English is a language of world wide importance.

According to Tarigan (2008:1) Language is a means to communicate with each other share experiences, learn from each other, and to improve literary intellectual ability which is one of the suggestions forthat understanding. As social beings, humans always communicate with others as a form of interaction. English learning includes four language skills, namely listening skills, speaking skills, reading skills, writing skills. Each of those skills is tightly knit relationship with the other three skills in various ways. In master the language, we usually go through a sequence relationship that regularly, at first we learn to listen to the language, then speak, after that we learn to read and write. Listening and speaking our study before entering school. The four skills are basically a unity, is single-chess.

Speaking skills are seen as having a central role in language learning objectives, because the essence of language learning is learning communication, especially oral communication. as well as the nature of learning English. The essence of learning English is to improve students' ability to communicate in good and correct English orally and in writing.

speaking skills can also be other language skills. Speaking skills are also often seen as a benchmark for assessing success in language learning.

When viewed at the age of development, high school children really like to talk. This can be seen from the way they hang out and chat with their friends, but when asked to tell stories in front of their friends students tend to be quiet and even if they tell stories, the students' voices are very low and do not show expressions like students do when they are hanging out or socializing.

Language is included in English subjects. One of them is the speaking aspect, especially conveying opinions and suggestions to others. Despite the reality on the ground, students find it very difficult when asked to express their opinion on a matter related to the reality in their environment. They will be silent, shy and tend to be confused to string words into sentences that are in accordance with the reality in their environment. Students still use their mother tongue and the language they use everyday. Seeing the reality on the ground, it is suspected that the lack of students' speaking skills, especially expressing opinions and suggestions, is caused by the presentation of the teacher mostly using lectures, without demonstrations or appropriate facial movements and expressions. To avoid this so that it doesn't drag on, a teacher is required to change the learning process to be more interesting and involve students actively. Teachers should also be able to develop a strategy to provide experience broad and rich to their students. The more experience and knowledge, one is getting pushed to speak. One of the principles of learning is to make students comfortable learn and involve students actively in the learning process. There are some learning methods, one of the methods that can be used is the discussion method.

The use of the discussion method is a learning method that can be used to implement problem-solving-based learning strategies. This discussion method is expected to stimulate students' creativity and can encourage students to be able to improve speaking skills by issuing ideas, opinions, and opinions as well as increasing the ability to think scientifically and to develop

students' knowledge. Therefore, the method used can produce satisfactory results because it is carried out according to the existing steps.

From the description above, the researcher chose the title about the application of the guided discussion method in learning speaking in the classroom because there are no other researchers who have examined the implementation of the discussion method in learning speaking skills in English subjects. In addition, based on the researcher's observations when conducting initial interviews with the school, he said that there was one class that often used English in conversation in class, namely grade two mathematics. so the researcher chose the second class of matium to be the object of research. According to the English teacher, the class also often participates in competitions on the theme of English. So the second grade of matium is very interesting to be researched. From the description above, the researcher took the initiative to choose a title about "*Implementation of the Guided Discussion Method in Speaking Class at the Second drade of Mathium at Bakong Pittaya School Pattani Thailand*", Based on the analysis above, this method is very suitable as research for this problem.

This is the basis for problems in this research is how to implementation guided discussion method in speaking class at the second grade of matium in Bakong Pittaya School.

Regarding the problem the purpose of this research is to describe the implementation of the guided discussion method in speaking class at the second grade of matium in Bakong Pittaya School Pattani Thailand.

In addition, the results of this study are expected can contribute thoughts or input and enrich knowledge in English studies, in particular on the *Implementation of Guided Discussion Method in Speaking Class at the Second Grade of Matium in Bakong Pittaya School Pattani Thailand*. In addition, this research can also inspiration and reference for further research so that similar research can be continued done.

Besides that, this research also is expected to be useful for students to increase student motivation in develop speaking skills discussion in class, can

be used as material considerations for teachers and references in apply the discussion method to students' speaking skills during discussions at class, can be taken into consideration in order to advance and improve school achievement and skills learning speak in class discussions, and get knowledge of how to modify character-appropriate learning students especially in implementing the method discussion on students' speaking class.

## **B. Research Questions**

Based on the background of the study above, the problem of the study can be formulated as follows :

1. How is the implementation of guided discussion method in speaking class at the second grade of matium in Bakong Pittaya School Pattani Thailand?
2. How is the process of learning guided discussion method in speaking class?

## **C. Objective of the Research**

1. To know how is the implementation of guided discussion method in speaking class at the second grade of matium in Bakong Pittaya School.
2. To know how to process of learning guided discussion method in speaking class.

## **D. Benefit of the Research**

The Benefits of this research are:

1. Theoretically

The findings of the research will give more explanation needed by English teacher especially how to implement the students' speaking class through guided discussion method. This means that guided discussion method can develop the students' speaking class. Students get more ways to develop their speaking class. They will enjoy and are more interested in teaching learning process in their formal school after they get more knowledge from this research.

2. practically

a. For the school

The implementation or application of discussion methods can be taken into consideration for schools as well as a reference frame in developing matters relating to teaching in learning English subjects better.

b. For the teacher

the study can give contribution to the attempt of solving problems related to teaching speaking. Teachers will concern on teaching speaking more. They will see that what their students need is not only formulating words into sentences in written form but also to communicate it orally as the application of language in day-to-day use. So that English is not only “wanted” but also “needed”. Teacher will treat English as something which is needed to be use in real communication. Teacher are be able to know the problem faced by student in pronunciation speaking English.

c. For the student

The students will be dilligent try to speaking. Student can be understanding the correct conversation about English. They haad being comfortable and brave to speak or learning English everywhere.

d. For the research

The research can be success to finding difficulties in learning English about speaking skill.

e. For the other research

The other research can be compare with studies in various school.

**E. Limitation of the problem**

To obtain clear inforfmation, as well as the limited ability of researchers, both time, material, facilities, and science are relatively limited. Then in this study the scope of the research is needed to limit the problem to one focus point, so that the discussion can be clear and not widened. That is,

researchers only discuss problems related to the implementation of guided discussion method in speaking class.

## **F. Definition of Key Terms**

Based on the title of the paper, the researcher would like to explain and define the key terms used.

### **1. Guided Discussion**

According to Stlovitch and Keeps (2000:75), the guided discussion method is essentially the opposite of the lecture method. The goal is for the Coach to extract, from the students, *their* knowledge in such a way as to “guide” their ideas in the proper direction instead of “telling them” what they should know. This is a departure from a typical pedagogy into coaching and more importantly into education where a long-term and much broader idea of creating a mental model and value systems are accomplished.

The more intense the discussion and the more participation by the students, the greater the effectiveness of learning in the process. Key to this teacher/learner transaction is ensuring that all the students are following the discussion and that everyone is treated in an impartial manner. According to the definition, the researcher concludes that the discussion method is able to improve the mentality of students in order to develop insights such as presenting responses, ideas, and ideas in front of the class.

### **2. Speaking class**

According to Tarigan (1990:3-4), definition of speaking is a language skill that is developed in child life which is produced by listening skill, and at that period speaking skill is learned. Speaking is the productive skill. It cannot be separated from listening when we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking cannot be separated from pronunciation as it encourages learners to learn the English sound. According to the definition, the researcher concludes that speaking class that speaking skill in



class refers to how we can understand the concept of learning to read, write and listen. because the three components are related to each other.

### **G. Review of Previous Studies**

The researcher found some researches that are related with this research. The first is the research was conducted by Honang Adi Riyanto, student of Department English Education, Faculty of Tarbiyah and Teaching Training with entitle "*Improving Speaking Skill Through Small Group Discussion*". the objective of the study are to discribe the produce of implementation of small group discussion to improve the students' speaking skill for thrid grade of Vocational Secondary School Pancasila Salatiga. The researcher conducted the research qualitative method. The similarity of this research show that there is an improvement of students' speaking skill using small group discussion technique.

The second one research was conduted by Tatit Paramytha, student of English Language Education Study Program, Faculty of Teachers Training and Education in Yogyakarta Santa Dharma University. Under the title "*The Guided-Discussion Technique to Teach Speaking to Intermediate Students of Center for English Learning (CEL), Yogyakarta*". The objective of this study is to find the students will have a more meaningful and realistic interaction with other through guided-discussion. The researcher conducted the research as qualitative method. The similarity between the researcher and her research is guided-discussion, and the difference that thesis mention that are 2 focus of guided-discussion, the fisrt is how construct a set of suitable instructional material for the guided-discussion to teach speaking and the second one is what the suitable set instuctional material guided-discussion.

The last research was conducted by Miraya Likhulaila Nasution, student of Department English of Education, Faculty of Tarbiyah and Teachers' Training with entitle "The Implementation of Small Group Discussion to Improve Students' Speaking Ability at Grade VIII a of Mts Bina Ulama Kisaran". The objective of this study is to find the improvement of the students' achievement at speaking through small group discussion method. the



researchers conducted the research qualitative method. The result of this research showed that there was an improvement on the students' speaking ability from each cycle. The similarity of with the researcher are in this reasearch will use qualitative descriptive method and focus of the implementation of discussion method in speaking ability.

Relevance there thesis above with my study was talking about discussion method. The researcher conclude that almost of them explain positive respond in use implentatition discussion method in speaking class.

## **H. Graduating Paper Outline**

This study consist of five chapters. The simple explanations about the chapters are as follow:

Chapter I explains the introduction. This chapter is divided into eight major sections. The first is background of the problem, the second is research question, the third is objective of study, the fourth is benefit of study, the fifth is limitation of the problem, the sixth definition of key terms, the seventh is review of previous studies, and the last is guarding paper outline.

Chapter II explains literature review. This chapter is divided into two major sections. It contains some theoris are used of this research. Thea are explanation about the guided discussion method and speaking ability.

Chapter III explains the research methodology. This chapter is divided into five major sections. The first is typees of research, the second is research location, the third is data rsources, the fourth is data collection techniques, and the last is data analysis techniques.

Chapter IV explains the research finding and discussion. This chapter is divided into three major sections. The first is general of overreview of Bakong Pittaya School, the second is presentation of data, and the last is research finding and data analysis.

Chapter V explains closing. It contains the conclusion and the suggestions from them researcher.

## CHAPTER II

### LITERATURE REVIEW

#### A. GUIDED DISCUSSION METHOD

##### 1. Definition of Method

According to Wina Sanjaya (2011: 147), Method is the method used to implement plans that have been prepared in real activities so that the goals that have been arranged optimally. This means, the method used to implement the established strategy. Thus, the method in a series of learning systems plays a very important role. The success of implementing learning strategies is highly dependent on how teachers use learning methods, because it is a learning strategy can only be implemented through the use of methods learning.

According to Setiyadi (2006), the method must appear after the approach because of the language and language learning plan. methods can mean different things to different people. According to Anthony, the method is a language teaching plan that is in accordance with the theory and technique of implementing a method. for some, it means a set of teaching procedures for others, the avoidance of teaching procedures. it is a primary language skill; for others, it is the type and amount of vocabulary and structure. The difference in the meaning of the method can be deduced from the name of the method. the term "method" in Direct Method may refer to one aspect of language teaching: presentation of material. The "method" in the Reading Method refers to emphasizing a single language skill: reading, while in the Grammar Translation Method "method" refers to emphasizing unlatched material.

Meanwhile, Brown (1994) defines a method as a set of generalized specifications in the classroom to achieve linguistic goals. the method of primary concern is to the roles and behavior of teachers and learners. Besides, the method's attention is on linguistic objectives and subject matter, sequencing, and materials.

In addition, Nana Sudjana (2005:76) states that the method is the method used by the master in establishing relationships with students when teaching.

according to M. Sobri Sutikna (2009: 88) the method is a way of presenting lesson material carried out by the master so that the learning process occurs in the students themselves in an effort to achieve goals.

From the definition above, it can be concluded that method is a way or strategy applied by a teacher so that the learning process can be accepted easily by students in order to achieve the learning objectives.

## **2. Definon of Guided Discussion**

According to (Gebhard: 1996), Guided discussion is an active learning technique that encourages students to reflect on their own experience, explore alternative ways of thinking, connect to a topic, and improve analytical skill.

According to (Hennik: 2014) Discussion methods are various open gatherings, collaborative exchange of ideas between masters and students or among students for the purpose of advancing student thinking, learning, problem solving, understanding, or appreciation of literature.

According to M. Basyiruddin Usman (2002: 36), The discussion method is a way of studying the subject matter by debating the problems that arise and complaining about each other rational and objective arguments. This method attracts attention and changes in children's behavior in changing. Discussion method too intended to be able to stimulate students in learning and thinking critically and express their opinion rationally and objectively in solving a problem.

The discussion method is an activity of exchanging information, opinions and elements of experience on a regular basis. According to Gulo (in the book of Ahmad Munjin Nasih and Lilik Nur Kholidah, 2013: 57) emphasizes that the discussion method is the right learning method for improve the quality of interaction between students. The aim is to gain a

clearer and more thorough understanding of the something, in addition to preparing and finalizing decisions together.

According to (Brook and Preskill: 2005), Discussion is the exchange of ideas by 2 or more people related to a central topic or problem. In a classroom setting, discussion primarily refers to whole-class activities that are facilitated or led by the master. Students may or may not seek an answer to a problem. Ideally, class discussions consist mostly of student participation; the master only facilitates and encourages students to keep the discussion flowing. Discussion is a great activity that adds excitement, excitement, engagement, social interaction, reflection and introspection to the dynamics of the classroom. In well-planned and well-implemented discussion activities, students build ideas and give each other suggestions. Discussion is similar to brainstorming in which students' collective knowledge is gathered and shared for the benefit of the group. Many masters use discussion as a formative assessment task - asking questions and proposing ideas to check the current level of understanding.

According to Djamarah (2006: 73-74) Guided discussion is learning methods that give effect for students to learn to be more active in teaching and learning process, because they can interact with their friends. that matter done by creating groups to achieve learning objectives and to improve student learning outcomes. Also provide problem solving techniques, active communication, team recovery work, and student improvement participation in decision making.

According to Wilen ( 1981: 9 ) in Paramytha's thesis (2002 : 22) Guided Discussion is a discussion which aims to facilitate student's understanding and analyzing of a topic-related concept, generalization, idea, value, problem or issue.

Based Guided discussion is an active learning technique that encourages students to reflect on their own experience, explore alternative ways of thinking, connect to a topic, and improve analytical skill. As students participate , they demonstrate their knowledge and understanding

of the course topics, promoting a deeper comprehension of the material. You can use guiding question to help students create content together, allowing you to become a facilitator of information rather than the teacher.

The discussion method is a way of presenting lesson materials where the teacher gives opportunities for students (groups of students) to hold scientific discussion to collect opinion, draw conclusions or preparation of various alternative solutions to the above something is a problem (Suryosubroto, 2009: 167). According to Prianto (in Supriadie dan Deni 2012: 139-140) the method of discussion is methods to stimulate thought as well as different types of views. There are 3 steps in discussion method:

- a. Presentation, namely the introduction of a problem or topic that asks for an opinion, evaluation and solution from students.
- b. Guidance, namely continuous direction continuously and purposefully given
- c. teacher during the discussion process. This briefing hopefully can unite the minds
- d. which has been stated.
- e. c. Summarizing, namely recapitulation of the main points of interest in the discussion.

Meanwhile, according to Semiawan (in Nurjamal, et al 2014: 24), the guided method of discussion is a way of delivering a subject matter through the means of exchanging ideas for solve the problems encountered. Based on the opinion above concluded that the discussion method is a method with the teacher giving a problems or problems to students, and students are given the opportunity together to solve the problem with his friends. In the discussion students can express opinion, deny other people's opinions, make suggestions, and make suggestions in order to problem solving viewed from various perspectives terms.

### **3. Purpose of Using the Guided Discussion Method**

In human daily life often faced with problems that cannot be solved simply with one answer or in one way only, but need to use a lot knowledge and ways solutions and find the best way. In addition, there are many problems in the era nowadays which requires discussion by more than one person, namely problems that require cooperation and discussion. Thus, deliberation or discussion that gives the possibility the best solution. For example in process teaching and learning really needs a method discussion to teach students to think more critical, practice speaking and be responsible in taking the decisions.

According to (Rahmani, in Saddhono dan Slamet 2014: 58).The purpose of using the method discussions in the teaching and learning process are:

- a. Train students to express opinions in public
- b. Invite students to think critically in solve a problem together or democratic problem solving
- c. Involve students to determine alternatives correct answer or participation learners
- d. Provide opportunities for students to contribute ideas in solving problem.

### **4. Benefits of Using the Guided Discussion**

Accorrding to (Wilfred in Saddhono and Slamet, 2014: 59-60), the guided discussions can be make a valuable contribution to student learning, including:

- a. Helping students to take better decision than decide for yourself.
- b. Students are not trapped in the way of thinking alone sometimes wrong, full prejudiced and narrow.
- c. Group/class discussion gives motivation to thinking and increasing attention class on what is being studied by students.



- d. Discussion also helps direct or close the relationship between activities class with level of attention and degree understanding of class members.
- e. To seek a decision a problem.
- f. To create ability in students in formulating his thoughts regularly so that it can be accepted by others.
- g. To familiarize students with listening other people's opinions are different with his own opinion, and practice tolerance.

If implemented carefully then discussion is a great way of learning fun and stimulating experience, because it is the release of ideas, uneg and deepening insight about something. So it can also reduce inner tensions and make decisions in develop social cohesion. So, the benefits of using this discussion method very good because it teaches children in solve a problem and make decisions independently deliberation/democracy with discussion friends by appreciating all opinions / input from discussion friends and having great benefit to improve his speaking ability.

##### **5. The Stages of Implementing the Discussion**

According to Suryosubroto (2009: 170) The stages of implementing the discussion are, as follows:

- a. The teacher raises the problem that will be discussed and gave direction as necessary about the ways the solution. Can also be the subject of the problem what will be discussed is determined jointly by teachers and students.
- b. With the teacher's leadership of the students form discussion groups.
- c. The students discuss in their groups each, while the teacher goes around from one group to another.
- d. Then each group reports the results the discussion. Those reported results responded by all students (especially from other groups). The teacher gives a review or explanation of the reports .

- e. Finally, students record the results of the discussion and the teacher collects a report on the results of the discussion from each group after the students note it down for the class “file”.

In line with Karo's opinion (in Saddhono and Slamet, 2014: 84) put forward the stages of implementation discussion methods of which are described as

following:

- a. The teacher raises the problem that will be discussed, what is the purpose of the problem discussed and outline in solution to problem.
- b. Students under the leadership of the teacher form discussion groups.
- c. Students discuss in their groups. In the discussion lesson, the teacher goes around to maintain order or encourage students. For example, directing the discussion and answering question.
- d. Discussion groups report results that has been achieved, the results that have been reported it was responded to or stated by members of other groups. Response or this question in the end should be responded to or answered by the teacher so that students know what is right/wrong.
- e. Students record the results of the discussion.

## **6. Teacher's Efforts for Successful Discussion**

There is some to do and the teacher strives, according to Sagala (in Syaefuddin Saud, 2013: 67-68):

- a. The matter must be controversial, that is to say contains questions from students. The problem should get their attention because of their experience.
- b. The teacher must position himself as a discussion leader. He has to share questions and give instructions about the course of the discussion. The teacher also acts as counter to the question that submitted by students.
- c. Teachers should pay attention discussion so that the teacher's function as discussion leader can be implemented as where it should be.



## 7. Facilitating for a Guided Discussion

### a. Preparing for a guided discussion

According to David (1993: ), Initiating and sustaining lively, productive guided discussion are among the most challenging activities for an instructor. Here are some strategies that will help you prepare for and lead an effective guided discussion.

#### 1) Plan how you will conduct the discussion.

Although the ideal discussion is spontaneous and unpredictable, you will want to do some careful planning. You should have a clear goal/objective for the discussion, a plan for how you will prepare the students, and a general idea about how you will guide the discussion (e.g., with activities, video, questions, etc).

#### 2) Remember that in the modern classroom, there are many ways to be “present” and to “participate”.

Reevaluate your course participation and attendance policies to be certain that they are assessing what you want them to assess, encouraging what you want to encourage, and that there aren't other options that can accomplish the same goals for instance, if you value the exchange of ideas, does it matter whether this happens in class or online?

#### 3) Help students prepare for the discussion

You can distribute a list of questions for each discussion, ask students to bring in their own questions, suggest key concepts or themes for them to focus on, or ask them to collect evidence that clarifies or refutes a particular concept or problem. Discussion will be more satisfying for you and your students if they are prepared.

#### 4) Establish ground rules for participation in a discussion.

In order for a discussion to be effective, students need to understand the value of actively listening to their peers, tolerating opposing viewpoints, and being open-minded. They also need to

recognize the importance of staying focused and expressing themselves clearly. You might spend the first session with your students exploring the characteristics of effective and ineffective discussions.

- 5) Clearly communicate how much time you have for questions or discussion, and what you are looking for from this time.

Do you ideally expect every student to have a question? Are you looking for problem-posing, questions of clarification, extensions, applications, critique? Don't assume that students know what the pedagogical purpose of the discussion is.

- 6) Ask students to state their name before they begin speaking.

Use their name when responding to their question or point.

- 7) Keep background noise to a minimum.

One person speaking at a time is essential if all students are expected to listen.

b. Starting discussions

- 1) Refer to questions you distributed.

Start the discussion by asking one of the study questions you assigned or by asking group members which of the questions they found most challenging.

- 2) Make a list of key points.

Identify and list the important points from the reading and use these as a starting point for discussion.

- 3) Use a partner activity.

Ask students to come to the discussion with 3 or 4 questions prepared. Start the discussion by having students pair off and alternate asking and answering their question.

- 4) Use a brainstorming activity.

Ask students to contribute ideas related to the discussion topic (no matter how bizarre or farfetched) and write all ideas on

the board. After a set period of time or when students have run out of ideas, critically evaluate all the ideas or categorize themes.

- 5) Pose an opening question and give students a few minutes to record an answer.

The process of writing down their answers will enable students to generate new ideas as well as questions. After they have finished writing, ask for volunteers or call on students to share their ideas. This activity also gives quieter students the opportunity to prepare answers they can share with the group.

- 6) Divide students into small groups to discuss a specific question or issue.

Be sure to assign explicit questions and guidelines and give the groups a time limit to complete the exercise. Also ask them to select a recorder and/or a reporter who will report back to the entire discussion group.

- 7) Pose a controversial issue and organize an informal debate.

Group the students according to the pro or con position they take and ask the groups to formulate 2-3 arguments or example to support their position. Write each group's statements on the board and use these as a starting point for discussion.

- 8) Allow students to ask questions or share ideas in class anonymously or without "speaking out"

Circulate note cards for students to write questions or comments, or to answer your question, perhaps anonymously, and collect and address them.

- 9) Give students low-stakes opportunities to think and discuss content.

this is a "tolerance for error" approach. Students sometimes need to get it wrong., take risks, or try out different ideas to learn.

- 10) Facilitate smaller discussions among students before you ask students to share with the entire class.

Many students need some time and space to try ideas out with one another first. This also gets many more students talking.

- 11) Facilitate smaller activities before discussion and questions start, so that students have time and space to compose their thoughts.

For example, to help them prepare for discussion, give them the opportunity to write or solve problems quietly for a few minutes. You might even consider asking students to pass these ideas around the room to share with one another, as long as you have warned them in advance that you will do so.

- 12) Positively reinforce students' contributions.

You can emphasize the value of students' responses by restating their comments, writing their ideas on the board, and/or making connections between their comments and the discussions at large. Also be sure to maintain eye contact and use non-verbal gestures such as smiling and head nodding to indicate your attention and interest in students' responses.

- 13) Silent in the classroom is okay

It is actually good—and if you become comfortable with it, students will too.

- 14) Limit your own involvement.

Avoid the temptation to talk too much and/or respond to every student's contribution. After you ask students a question, count to at least five in your head before answering it yourself. When you ask students a question, if you really want them to think and be able to give an answer, be willing to wait for it. Try to encourage students to develop their own ideas and to respond to one another (this is, peer interaction). You might also sit someplace other than the "head" of the table.

15) Balance students' voices during the discussion.

Here are some strategies for dealing with problem group members who can affect the level of students participation:

c. Guiding the discussion

1) Keep the discussion focused.

Have a clear agenda for the discussion and list questions/issue on the board to inform and remind everyone of where the discussion is heading. Brief interim summaries are also helpful as long as they don't interfere with the flow of the discussion. If the discussion gets off track, stop and bring the discussion back to the key issue.

2) Take note

Be sure to jot down key points that emerge from the discussion and use these for summarizing the session. You might also assign a different group member each week the specific role of recording and summarizing the progression of the discussion.

3) Be alert for signs that the discussion is deteriorating.

Indications that the discussion is breaking down include: subgroups engaging in private conversations, members not listening to each other and trying to force their ideas, excessive "nit-picking", and lack of participation. Changing the pace by introducing a new activity or question can jump-start the discussion.

4) If students are having trouble communicating, avoid making remarks such as; "slow down", "take a breath", or "relax".

this will not be helpful and may be interpreted as demeaning. Avoid finishing the person's sentence, or guessing what is being said. This can increase their feelings or self-consciousness.

- 5) Prevent the discussion from deteriorating into a heated argument.

Remind students of the ground rules for discussion: they need to practice active listening, remain open-minded, and focus on ideas and content rather than on people and personal issue. Defuse arguments with a calm remark and bring the discussion back on track.

- 6) Bring closure to the discussion.

Announce that the discussion is ending and ask the group if there are any final comments or questions before you pull the ideas together. Your closing remarks should show the students how the discussion progressed, emphasizing 2-3 key points and tying the ideas into the overall theme of the discussion. Also be sure to acknowledge the insightful comments students have made. Providing closure to the discussion is critical for ensuring that group members leave feeling satisfied that they accomplished something.

- 7) Remember that not all students are comfortable with extended direct eye contact.

## **8. Advantages of Discussion Method**

- a. Students will actively participate during the learning process.
- b. Instill well as foster an attitude of inquiry
- c. Support student's problem-solving
- d. Thinking and communicating powers
- e. Spirit of tolerance is inculcated.
- f. Training in self-expression.
- g. Training in reflective thinking.
- h. Motivation and confidence

## **9. Disadvantages of Discussion Method**

- a. There is a chance that only a few students may dominate the whole discussion.



- b. It is impossible that discussion is initiated on those aspects of the problem with which few prominent students of the class are concerned.
- c. It is time consuming
- d. Not adaptable to all teaching-learning situation.
- e. If it is not properly guided, a discussion can degenerate into a consideration of inappropriate topics adding confusion rather than clarification to the lesson.

A typical guide discussion includes the following component : an introduction, an opening question, a series of short introductory question, transition question or statements, key topics with specific question, and closing question.

#### 1. Introduction

A focus group discussion typically begins with an introduction between the moderator, which may be included in the guided discussion as a written narrative or a series of bullet points. The moderator's introduction begins to process of rapport development and should therefore be given in a friendly informal way to make participants feel at ease, rather than reading a formal statement.

#### 2. Opening Question

The first question on the guided discussion is the opening question. It is usually a simple question that all participants can respond to and begins to make participants feel comfortable to contribute to the discussion.

#### 3. Introductory Question

Introductory question act as a "warm-up" for the discussion and begin to focus participants' attention on the research issue. They typically comprise a series of question with the moderator asking impromptu follow-up question to encourage detailed responses from participants.

#### 4. Transition Question

Transition statements signal a change between topics in the guide discussion. They may be used multiple times throughout the discussion, in

particular when transitioning between the key topics and into the closing question.

#### 5. Key Question

Key questions are the most important part of the guide discussion. They are the essential questions that generate data to meet the research objectives. The section below on “question design” provides guidance on developing effective questions for this section of the guide discussion.

#### 6. Closing Question

Closing questions are designed to signal that the discussion is coming to an end. They help the moderator to effectively close the discussion, but can also provide valuable information to summarize the issue discussed and can therefore be useful in data analysis.

### **B. SPEAKING ABILITY**

#### **1. The Definition of Speaking**

There are many definitions of speaking that have been proposed by some experts. Speaking is a productive language skill (Siahaan, 2008:85). It means that speaking is a person's skill to produce sounds that exist with meaning and be understood by other people, so that able to create good communication. Furthermore, speaking is the use of language to communicate with others (Fulcher, 2003:23). It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution at a high speed, so each participant has an intention or a set of intentions that he wants. So, the English Teacher should activate the students' speaking ability by providing communicative language activities and interesting media in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in a child's life, which is produced by listening skills, and at that time speaking skills are learned.



Based on the Competency-Based Curriculum, speaking is one of the four basic competencies that students must master well. It has an important role in communication. Speaking can be found in the oral cycle, especially at the stage of Joint Construction of Texts (Departmen Pendidikan Nasional, 2004). In carrying out speaking, students face several difficulties, one of which is about the language itself. In fact, most of the students have difficulty speaking even though they have a lot of vocabulary and have written it well. This question makes students afraid of making mistakes.

Speaking is a productive skill. It is inseparable from listening. When we speak, we produce text and it must be meaningful. In the nature of communication, we can find speakers, listeners, messages, and feedback. Speaking cannot be separated from pronunciation because it encourages learners to learn English sounds.

Harmer, (in Tarigan, 1990:12) writes that when teaching speaking or producing skills, we can apply three main stages, namely:

- a. Introducing a new language
- b. Exercise
- c. Communicative activities.

So far, speaking has only been considered as an implementation and variation, outside the real linguistic and linguistic realm. Linguistic theory largely develops in the abstraction of contexts of use and sources of diversity. Therefore, Clark and Clark say that speaking is basically an instrument act. Speakers speak to have a certain effect on their listeners. It is the result of teaching and learning expositions. Students' skills in conversation are a core aspect of teaching speaking, being a very crucial aspect in the success of language teaching learning if language functions as a system of meaning expression and speaking success is measured by one's ability to carry out conversations in language. We admit that there are many supporting factors that influence the success of teaching speaking and there are many inhibiting factors why it does not work well.

According to Windowson ( 1979 : 59 ) in Paramytha's thesis (2002 : 21) speaking is a kind of active and productive interaction that makes use of aural medium. Aural medium means mouth, lips, tongue and other aural activities. In speaking, a message is transferred from the speaker to the hearer. The speaker produces the message, and the hearer receives it.

Based on Brown (2009) Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.

According to Iskandarwassid and Sunendar (2011: 241), speaking skills are actually a skill to produce articulation sound system currents for conveying desires, feelings, needs, and desires of others. Based on some of the opinions above, it can be concluded that speaking skills are a person's ability to express ideas, or ideas verbally productively which is influenced by internal and external factors.

According to Bailey (2000:25), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information.

From those theories, it can be concluded that speaking skill is related to communication. Speaking is a skill to use a language appropriately to express someone's idea, opinions, or feelings in order to give or get information and knowledge from other people who do communication.

According to Ladouse (1991: 15), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990: 8) said that "*Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari*". It means that speaking as the way of communication influences our individual life strongly.

From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides.

When someone speak to other person, there will be a relationship. The relationship itself is communication. Furthermore, Wilson (1983: 5) defines speaking as development of the relationship between listener and speaker. In addition, speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation. It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her communication tohis/her listener, he/she has to understand any principle that based his speaking either in general or in individual.

Based on the statments above the researcher infers that if someone speaks, he/she should understand what is he/she about. In this section, the writer should develop ideas or build some topics to be talked and to make other responds to what speakesrs says.

According to Stern (Risnadedi, 2001: 56-57) said to pay attention to the language development of early childhood. First he listens, then he speaks, understanding always produces speaking. Therefore, this should be the correct order to demonstrate skills in a foreign language. In language learning, including spoken language, there are activities of speakers or learners, which of course have an impact on building the desires of speakers or learners and expressing their feelings and behavior through speaking. Therefore, learning to speak cannot be separated from language.

On the other hand, speaking can be called oral communication, and speaking is one of the skills to learn English. This is one of the important subjects that must be taught by the teacher. This is why teachers face great

challenges in getting students to master English well, especially speaking English in class or outside of class.

According to Wallace (1978:98), shows that oral practice (talking) becomes meaningful for students when they have to pay attention to what they are saying. As a result, students gain a better understanding of how to speak or express their ideas fluently with proper vocabulary and good or acceptable pronunciation.

Oral proficiency is the ability of students to express their ideas in spoken language, expressed as an oral score. Spoken language is only a small part of language skills obtained from structure and vocabulary, Freeman (in Risnadedi, 2001: 56-57) shows that speaking skills are more complex and difficult than one might think, and speaking is like learning in language studies. like any other case. , naturalized many cases to the Chinese teacher.

## **2. The Aspects of Speaking**

In speaking, there are some aspects that must be fulfilled by the learners. It can be used a measurement whether our speech is good or not. Those are fluency, comprehension, grammar, vocabulary, and pronunciation. The description is as follows according to Brown (2001:406-407) :

### **a. Fluency**

It refers to a person's ability to speak fluently and easily. Fluency is how one speaks a language without difficulty, such as mind-blowing images of words, etc.

### **b. Comprehension**

Comprehension is a student's competence to comprehend all of the speaker's says to them.

Comprehension is difficult to define. At its most basic level, comprehension means understanding what is heard or read. It is therefore a language activity. Comprehension is different from remembering. Comprehension is not about defining words or

repeating sentences. Comprehension involves creation of a coherent and integrated understanding of sentences, paragraphs, and text selections. Integrated means that the comprehender knows that parts of the text go together. Coherent means that the total understanding fits together as a whole. There are no pieces missing and there are no parts that don't make sense.

c. Grammar

Grammar is the method for getting sorted out the words into the associate sentence, this is critical that in the event that the speakers can dominate syntax to coordinate the words so the speakers additionally effectively to communicate in English well.

The grammar of a language includes basic axioms such as verb tenses, articles and adjectives (and their proper order), how questions are phrased, and much more. Language cannot function without grammar. It would simply make no sense—people require grammar to communicate effectively.

Speakers and listeners, authors and their audiences must function in like systems in order to understand one another. In other words, a language without grammar is like a pile of bricks without mortar to hold them together. While the basic components are present, they are, for all intents and purposes, useless.

d. Vocabulary

Vocabulary is the fundamental of language. It shows up in each language expertise. It is vital in light of the fact that we can not express anything without vocabulary to us. Vocabulary is about choice of word which is utilized fittingly founded on the setting of speaking.

e. Pronunciation

Based on the definition, pronunciation is the important component of language. Therefore, it is necessary if the students have a good pronunciation because if they have a good pronunciation so their speaking will be understandable.

In view from the definition, pronunciation is an important part of language. Therefore, it is important to assume that students have good pronunciation because, in this case they have good fluency so that their speech can be justified.

### **3. The Aims of Speaking**

The main purpose of speaking is to communicate. Speaking is a important tool to communicate or to deliver mind things about what the speakers will be said with their society. This is why, speaking is very important. Basically, there are three aims of sepaking (Tarigan, 2008:30-36)namely :

a. To inform

To inform means that the speaker want to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular purpose (Tarigan, 2008:30). In this case, the speaker just want to inform about a fact.

b. To entertain

To entertain means that the speaker want to make the hearer feels happier with the materials which are selected primally based on their entertainment value (Tarigan, 2008:32). For example when the teacher told about story to the students, the parents told the funny story to their children. By doing it, speaking will be more interesting to be heard by the listeners.

c. To persuade

To persuade means that the speaker tries to confirm the hearer to do something in certain activity (Tarigan, 2008:35). The teacher has to make a good teaching to the students by giving them example in delivering material. From the example, the students can be undersatnd the mindset the lesson and be active to join the lesson. The activities need the actions to make the listener interested to perform the actions in which the speaker wants.



d. To discuss

To discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and planning (Tarigan, 2008:36). Discussion activity is believed to get more attention from the students because they have to solve a problem from the task which is given by the teacher.

#### 4. Types of Speaking

According to Brown (2004 : 141) there are five basic of speaking, they are:

a. Imitative Of Speaking

Imitative of speaking is ability to simply parrot back (imitate) a word or phrase or possibly sentence. Its mean listener follows the speaker, what speaker says is what the listener says, in other word, there is repetition for both sides.

b. Intensive Speaking

Intensive speaking is the production of short stresses of oral language designed to demonstrate competence is a narrowband grammatical, phrasal, lexical or phonological relationship. The speaker must be aware of semantic properties in order to be able to respond, but interaction with interlocutor test administration is minimal at best. Its means speaker must know the meaning of what the other speaker said to him/her so he/she can respond well and there is nothing miscommunication between them. The example of intensive speaking is directed respond task, reading aloud, sentences and dialogue completion.

c. Responsive Speaking

Responsive means reacting quickly and positively to something. Responsive speaking means the interaction and the test comprehension but somewhat at limited level of very short conversation, standard greeting and small task, simple request and comments and the like. For example, question and answers, giving direct instruction and phrasing.

#### d. Interactive Speaking

The difference between responsive and interactive speaking are the length and complexity of the interaction, which sometimes includes multiple exchanges or participants, it can take two forms, they are:

- 1) Transactional language which has the purpose exchanging specific information.
- 2) Interpersonal exchanges which has the purpose of maintaining social relationship. Here, oral productions can become pragmatically complex we need to speak in casual register and use colloquial language, ellipses, slang, humor and other sociolinguistic conversation.

#### e. Extensive Speaking

In Extensive speaking, the language style is frequently more deliberative (planning is involved) and formal for extensive task, but we can not rule out certain informal monologue such as casually delivered speech, for example oral presentation, story telling, and other.

### 5. Purpose of Speaking

The main purpose of speaking is to communicate. In order to be able to convey thoughts effectively, the speaker must understand the meaning of everything you want communicated. According to Tarigan (2008: 16) stated that basically speaking has three general goals, namely: notify and report, entertain and entertain, persuade, invite, urge and convincing.

According to Saddono and Slamet, (2014: 58) the main purpose of speaking is to communicate. In order to be able to convey thoughts, ideas, feelings, and will effectively, the speaker should be understand the meaning of everything that been communicated.

According to Mujianto, et al (in Vitta, 2016:11) generally speaking purpose are as follows:



- a. To give encouragement. The speaker is said to be pushing if he trying to inspire,
- b. arouse passion and emphasis bad feelings, as well show respect for devotion.
- c. To cultivate confidence. Speakers who have goals such as this usually wants to influence belief or mental or intellectual attitude towards the listener. The tools used are based on strength argument made by the speaker. Therefore, usually the speaker in
- d. speaking with evidence,concrete facts and examples.
- e. To do or act. A speaker with a purpose like this usually takes physical action or para reaction listener. The basis of action is the belief that has been depth or burning emotion.
- f. To notify. Oral presentation aimed at usually the speaker when you want notify or convey something to the listener so that they understand something. The reaction that
- g. desired from the description of this type is that they understand something. Reaction
- h. What is desired from this type of description is so, that his listeners can correct understanding, add unknown knowledge or felt less.
- i. For fun. When a speaker has mean to please listeners in a meeting, then the goal is fun.

Humor is a very important tool in this kind of presentation. for things it's a freshness and authenticity of ingredients talk is a very important.

## **6. Classroom Speaking Activities**

Teaching speaking should be taught in attractive and communication activities. There are many types of classroom speaking activities. According to Harmer (2001:271-274), there are five classroom speaking activities. They are acting from script, communication games, discussion problem solving, and role play.

a. Acting from Script

In this type of speaking the teacher asks the students to perform a play based on their coursebooks or their dialogues they have written themselves. In the order the word, the teacher must help the students to go through the scripts as if he was teacher directors.

b. Communication Games

A game is one of activities that can help students relaxed in learning the language. Games are very appropriate teaching technique in young learner. Speaking activities based in games are often a useful way giving students valuable practice. Games based activities can involve oral strategies such as of oral describing, predicting, are asking for feedback.

c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. A discussion can be held for various reason. The students may aim to arrive at a conclusion, share ideas about an event, or find solution in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. relevant things.

In this research, one of the discussion that is guided discussion method will be use in speaking class.

d. Problem solving

Problem solving is done by getting the students to work in pairs or groups. They share this problem, opinion and feeling. In this case the teacher as the bridge to communicate among the participants.

Then, the students give a question and answer each other. This communication will help the students to practice and expressing their ideas in spoken language.

e. **Simulation and Role Play**

Simulation and Role play can be used to encourage general oral fluency, or to train students for specific situation. Simulation and role play are a popular activity in conversation or speaking groups in which a group have to practice and try to carry out simulation as them or take the role of completely different character and express thoughts and feelings as they doing in the real world. Role play is an excellent way to stimulate real communication that is relevant to experiences outside the classroom.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Types of the Research**

Based from the type of data, the research approach used in this research is a qualitative research. As for what is meant by qualitative research, namely research that intends to understand the phenomenon about what is experienced by research subjects holistically, and in a description in the form of words and language, in a special context that naturally and by utilizing various scientific methods.

The type of this research approach is descriptive. Descriptive research, namely research that seeks to describe problem solving currently available based on the data.

According to Zuriah (in Sugiyono 2014: 47) descriptive is research aimed at providing symptoms, facts, or events in a systematic and accurate manner, regarding characteristics of a particular population or area. So, In this research, the researcher will describe the facts according to existing reality and describe the facts systematically and accurately.

The type of qualitative descriptive research used in this study intended to obtain information about the participation of the second grade students of matium at Bakong Pittaya School in implementing the guided discussion method in speaking class.

This research was conducted at Bakong Pittaya School Pattani Thailand which is located at no. 65 Place 2 Mukim Bangkhau Nongchik Cangwat Pattani Southern Region Thailand 94700. As for the time used in this study are March 2019 to completion.

#### **B. Research Location**

In this study, the researcher takes the location of research at State Senior High School of second grade in Bakong Pittaya School located at 65/2 M. 3 T, Bangkhau, A. Nongchik, Ch. Nongchik District, Pattani Province

94170 Thailand. The researcher choose to undertake research on the premises on the basis of the following reasons:

1. Bakong Pittaya School is private Islam
2. Prioritizing quality and superior education, Bakong Pittaya School runs well. There are any people believes that Bakong Pittaya School is a good school. Its happened because Bakong Pittaya School applied two system of education. First is religious education and second is academic education. These are helping students in improving their abilities.
3. Prioritizing quality and superior education, Bakong Pittaya School runs well. There are many people believes that Bakong Pittaya School is a good school. It has happened because Bakong Pittaya School has applied two system of education. First is religious and second is academic education.

The location attracts researchers because even though Thailand has made English into a second language, but in the area where I do research English is a foreign language because Pattani Thailand is the border area between Southern Thailand and Malaysia, so I was interested in researching there.

This research activity begins with the approval of the research proposal and the letter research permit, from March until April 2019.

### **C. Research Subject**

The subject of research is people who are in a research are that has a relationship with an institution that is the focus of research researchers and people who are able to provide valid information about the study being studied.

The main subjects that became the source of information in this study are:

1. Usman Toktayong as manager of Bakong Pittaya School Pattani Thailand
2. H. Usman Abdulmanee as head master of Bakong Pittaya School as authorities in the determination of all educational policies at the school.
3. Kuupdunurrahmah Kunnoh as teacher of English education, the teaching of the main parties implements the learning proses.

4. Nusula as students the second grade of matium in Bakong Pittaya School, as the parties carry out learning in the classroom using guided discussion methods.
5. The students at the second grade of matium in Bakong Pittaya School Pattani Thailand.

The four informants above are subject of the research that make results of researchers can be recognized because the three informants above are those who have and are undergoing the task of managing or following an institution that the researcher is studying.

#### **D. Research Object**

The object of research can be expressed as a social research situation that want to know what's going on inside. In the object of this research, the researcher can observe deeply the activities of people who exist in a certain place.

The object of this research is the participation of the second grade students of matium at Bakong Pittaya School Pattani Thailand in relation to the implementation of the guided discussion method in speaking class.

#### **E. Data Collection Technique**

According to Burhan Bungin (2003: 42), explains data collection is "by what means and how the necessary data can be collected" so that the final results of the study are able to present valid and reliable information reliable".

Suharsimi Arikunto (2002:136), said that "research methods" are the various methods used by researchers in collecting data his research". The methods in question are observation, interviews, and documentation .

Data collection methods used in this study include:

##### **1. Observation**

Observation is a method of collecting information or facts about the real world. According to A. Chaidar Alwasilah (2002:110), the observation technique allows researchers to draw conclusions (conclusions) about the meaning and point of view of the respondents,

events or processes being observed. So that researchers can see directly the activities carried out.

This observation is a participatory observation. Participatory observation is a researcher who is involved in the daily activities of people who are being observed or used as research data source. While making observations, researchers also take part in doing what the data source is doing and feel joy and grief. The researchers were Indonesia-Thai international students exchange participants through a collaborative program between the IAIN Purwokerto institution and Bakong Pittaya School institution for one semester with the Real Work (KKN) and Field Experience (PPL) program. The author observes the owners of school institution, teaching teachers, and students at Bakong Pittaya School. This activity is carried out to explore accurate and factual information about teaching system by implementation guided discussion method at the Second Grade of Matium in Bakong Pittaya School.

Observations were made from March to April 2019. In this activity, the researcher was involved in activities at school in order to produce observations in accordance with the data. like seeing directly learning in class.

## 2. Interview

Interview is a research data collection technique that is carried out to find problems to be investigated after the researcher conducts a preliminary study. According to A. Chaidar Alwasilah (2002: 110), interviews can be used to collect information that is impossible to obtain through observation. So that the interview stage is very important to be carried out by a researcher, it aims to obtain in-depth information including the following.

- a. The researcher can explain or paraphrase questions that the respondent cannot understand.
- b. Researchers can ask follow-up question that emerge at any time after making on observation.



- c. Respondents tend to answer when given questions.
- d. Respondents can answer and tell something in the past and future. A.

Chaidar Alwasilah (2002:110)

This technique of extracting information is based on actual situations and conditions that occur in the school, so this technique is very accurate in collecting data from a study.

This interview was conducted with various parties concerned in order to obtain the required information. Here, the researcher explores information with the school manager, principal, English teacher, and one of the students to become parameters in the complete information data activity. The interview was conducted on 30 March 2019.

### 3. Documentation

According to Sugiyanto (2015:329), the documentation is a method of data collection the research that the researcher will use by way of collecting records of events that have already passed, either in the form of text, images, or the monumental works from someone. Some of the data that will be made as documentation by researchers such as the photo of activities in the English education learning proses, the materials of Guided discussion method in speaking class, and supporting documents relating to the school like organizational of structure of school, school profile, and name of the students.

In this study, documentation was obtained from the results of learning activities in the second grades of matium and the results of the activities of the English teacher regarding the implementation of the discussion method in speaking class at Bakong Pittaya School Pattani Thailand.

## **F. Data Analysis Technique**

Data analysis technique is an attempt to provide an interpretation of the incoming information, then it is arranged in certain theoretical sentences. Information analysis is the process of systematically finding and compiling information obtained from field notes, interviews and documentation, by



organizing the information into categories, describing it into units, synthesizing, compiling into a pattern, choosing which ones are important and studied. themselves and draw conclusions so that they are easily understood by themselves or others. According to Sugiyono (2015:335), some of the techniques of analysis of data that researchers use are as follows:

#### 1. Data Reduction

In collecting information in the field, researchers obtained various and adequate information. Therefore, it is necessary to reduce the summarized information, choose things, focus on the important things, look for themes in patterns and eliminate unnecessary ones. Cited in Sugiyono (2015:338). Data reduction in this study was carried out with the stages of observation, interviews, and documentation. This study combines the three techniques or can be called triangulation of information.

In reducing the data the author does not necessarily include all the existing data with a very large capacity. However, in this case, the researcher chose relevant information and in accordance with the research that the author made. This technique or data reduction is taken from every action the author takes both. From class Second Grade of Matium, students of Bakong Pittaya School, school environment, or outside school according to the author need to be appointed to complete and facilitate information.

#### 2. Presentation of Data

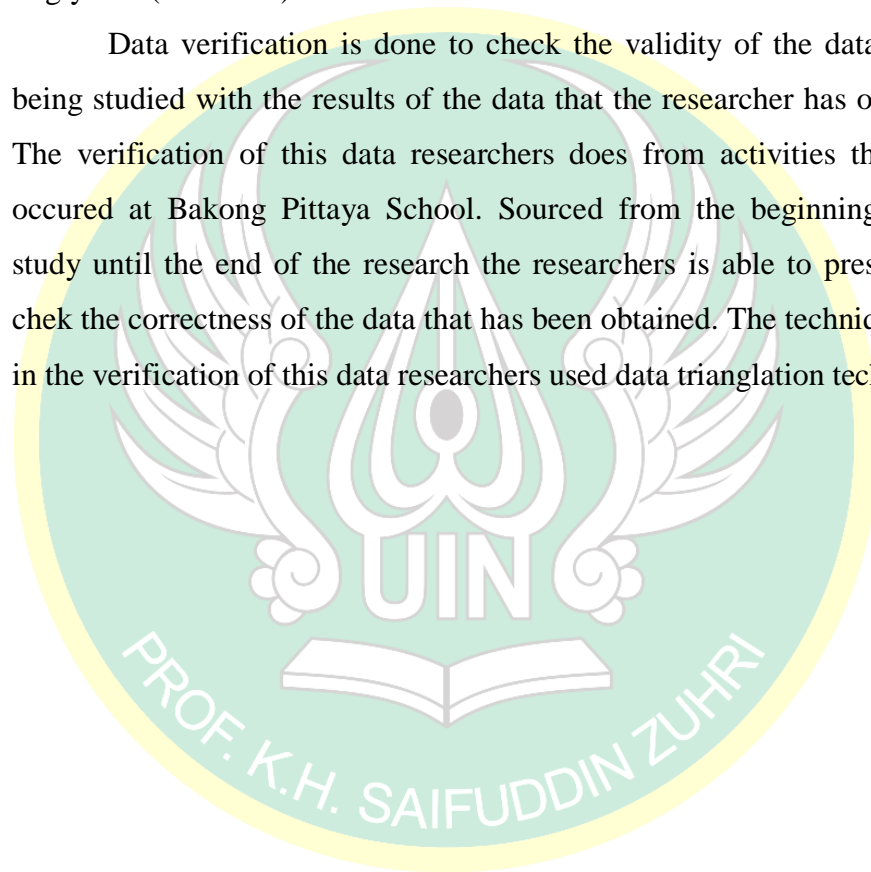
Presentation of information is the next step after data reduction to make it easier for researchers to understand what happened and what the next plan is after understanding what happened. Presentation of data can be done in the form of brief descriptions, charts, relationships between categories, flow charts, etc. Quoted in Sugiyanto (2015:341)

In presenting data, researchers prefer to describe a case or event that has been examined in the field. This is related to the techniques taken by researchers, namely descriptive qualitative techniques. This taken based on research activities that researchers have done in the field.

### 3. Verification (Withdrawal of the Conclusion)

The withdrawal of the conclusion was preliminary conclusions expressed are still temporary, and does not change if not found strong evidence that supports at the stage of data collection. But if the conclusions put forward in the early stages, is supported by the evidence of valid and consistent when researchers returned to the field-collected data, then the conclusions put forward a credible conclusion is. Cited in Sugiyanto (2015:345).

Data verification is done to check the validity of the data source being studied with the results of the data that the researcher has obtained. The verification of this data researchers does from activities that have occurred at Bakong Pittaya School. Sourced from the beginning of the study until the end of the research the researchers is able to present and check the correctness of the data that has been obtained. The technique used in the verification of this data researchers used data triangulation technique.



**CHAPTER IV**  
**RESEARCH FINDING AND DISCUSSION**

**A. Profile of Bakong Pittaya School Pattani Thailand**

**1. The history of Bakong Pittaya School Pattani Thailand**

According to Mrs. Usman Toktayong in interview (10<sup>st</sup> April 2019), that Bakong Pittaya Pattani Thailand School was located at No. 65 Place 2 Mukim Bangkhau Nongchik Cangwat Pattani Southern Region Thailand 94700. Bakong Pittaya Pattani Thailand School was founded by Mrs. Haji Hamzah Abdunmanae in 1937. At that time, Bakong Pittaya Pattani Thailand School was a boarding school. This Islamic boarding school was named "Ma'had Al-Islahiah Ad-Diniah". Instead the villagers around Pattani call it "Pondok Hutan Agu". It is called the Agu Forest because the pesantren area is surrounded by agu trees.

At that time, only Ibu Haji Hamzah Abdunmanae taught the students. The book that the master teaches to the *santri* (students who live in Islamic boarding schools) was the *jawi* book (Arabic Malay writing). The teaching system at that time also used a small scale mosque (Pattani people called it a *balai*) as a place for teaching and learning. Santri were required to live in a small house (the Pattani people called it a cottage) which is made by the parents of each student. *Santri* wear sarongs, Malay clothes, and caps.

Ma'had Al-Islahiah Ad-Diniah or the Agu Forest Hut stands on its own two feet. This *pesantren* does not receive any assistance. There was no fee to study at this *pesantren*. The place of residence was determined by each parent. Each *pondok* is equipped with a kitchen for cooking.

From year to year the number of students was increased, masters have to look for teaching assistants. With the help of a master or additional instructor, degrees were opened, ranging from one to four degrees. Although there was degressed or classes, there were no exams either in the middle or at the end of the semester..

After the number of students and the number of classes increased, the school administrator was forced to hold a test to determine who was entitled to receive a class. Then formed *Ibtidaiyah* classes (elementary school level) and *Mutawasitah* (Junior High School level) to *Tsanawiyah* (high school level).

In 1961 this *pesantren* began to be registered with the Thai Government. The status of this *pesantren* has changed to a private religious school. In 1996 this *pesantren* received assistance from the Kingdom of Thailand by opening academic classes (studying universal subjects) using Thai as the language of instruction. The kingdom took teachers to teach at this *pesantren*. It was then that this *pesantren* was named in Thai "Bakong Pittaya School".

In 1997 Bakong Pittaya School Pattani Thailand succeeded in realizing the Middle School class. In 2003 Bakong Pittaya School Pattani Thailand was permitted by the Thai Ministry of Education to open a Senior High School. At the time the religion class had run until the *mutawasitah* or *tsanawiyah* class. In 2005 Bakong Pittaya School Pattani Thailand was chosen by the Princess Diraja Thailand Foundation to join the Thailand Diraja Princess Project, Princess Maha Chakri Sirindhorn was granted permission by the Thai government No. (PN) 3/2551.

In 2006 the Bakong Pittaya School Pattani Thailand was granted permission to open the *Raudhatul Athfal* (Kindergarten level) class. After the Bakong Pittaya School Pattani Thailand opened the *Raudhatul Athfal* class, it turned out that the local community was interested in the Bakong Pittaya School Pattani Thailand. Every year the students increased. Public confidence was higher because Bakong Pittaya School Pattani Thailand can educate the children from an early age. The most special thing to study at Bakong Pittaya School Pattani Thailand is free education.

In 2008, the Royal Thai Princess, Princess Maha Chakri Sirindhorn visited Bakong Pittaya. With the arrival of the royal princess, Bakong Pittaya School was progressed more than ever. Public trust was gotten

stronger. Grants from the kingdom for development have also increased from before.

In 2009 Bakong Pittaya School was granted permission to open *ibtidaiyah* classes. For six years, Bakong Pittaya School had opened *ibtidaiyah* classes and had been very much supported by the local community. In 2015 Bakong Pittaya School succeeded in produced *Ibtidaiyah* graduates as the first generation.

At present, the Bakong Pittaya School had succeeded in the opening as many as four classes, namely the three year in Rhadatul Atfal level, the six year is Madrasah *Ibtidaiyah*, the three year *Mutawasitah*, and the 6 years is *Tsanawiyah*. During the 15 yearss of students studying at Bakong Pittaya School, all tuition fees including chloting, textbooks, lunch, and learning tools are borne by the kingdom.

## 2. Visson and Mission

According to Galuh Setia Wardani (2019)

a. Vission of Bakong Pittaya School Pattani Thailand:



Picture 1: Vision Bakong Pitayya School in Thai Language

“School could create quality education based on royal law and according to the needs of the community in living their lives towards a prosperous, safe society.”



b. Mission of Bakong Pittaya School Thailand:



Picture 2: Mission Bakong Pitayya School in Thai Language

- 1) Manage education by royal law towards students with fair and wise there.
- 2) Develop students to become citizens who have always studied science.
- 3) Develop a kingdom education system with priority to the cooperation of the community.
- 4) Encourage students to love and proud of local culture and traditions.

### 3. The Curriculum of Bakong Pittaya School Pattani Thailand

Meanwhile according to Yaacob and Madmame (2019), the curriculum does not limited to textbooks but was a broad concept that includes the entire body of knowledge, all activities and learning processes experienced by students in schools that have been formally and systematically planned by educational institutions according to the level of students.

Bakong Pittaya School had two education system. Namely academic education and religion education. Where every education had different educators, students classes, subject, and costs. In carrying out academic education.

### 4. Management Structure Bakong Pittaya School Pattani Thailand

#### a. Management of Foundation

Management of foundation at Bakong Pittaya School Pattani Thailand was set by Mr. H. Hamzah Abdunmanae's family. After he died,

the management of the foundation was held by his children and son/daughter in law. The management of foundation's structure below :

Head	: Haji Usman Abdunmanae
Financial	: Wardah Haji Abdulqadir
Secretary	: Haji Usman Haji Awang
Staff	: 1) Ny. Hj. Hasnah Hajiyeeyayo 2) Abdul Latif Abdunmanae 3) H. Rusdi Abdunmanae 4) Abdulmutolib Samae 5) Abdullah Abdunmanae 6) Sofiyah Abdunmanae

**b. Adviser of Bakong Pittaya School Pattani Thailand**

Adviser at Bakong Pittaya School Pattani Thailand work to provide direction of the education and as a legal direction if this school gotten problem with provide direction of the education and as a legal direction if this school gets problem with outsiders.

Adviser	: 1) Ny. Hj. Hasnah Hajiyeeyayo 2) Haji Abdul Latif Abdunmanae 3) Abdulmutolib Samae
---------	--

**c. Lead Staff of Bakong Pittaya School Pattani Thailand**

Bakong Pittaya School Pattani Thailand had several leaders in each section. It foundation as the person in charged of the section being undertaken and also as a regulator in the section.

Head	: Haji Usman Abdunmanae
Manager	: Haji Usman Haji Awang
Financial	: Wardah Haji Addulqadir
Religion Section	: Haji Umar Malee
Academic Section	: Sareehah Tayee
Directed Section	: Muhammad Maklong
Personalia	: Haji Laree Roh
General administration	: Abdullah Abdunmanae

d. Employes

Employes at Bakong Pittaya School Pattani Thailand consisted of several section, such as security that maintain the school safety, some chefs who cooked for students lunc, cleaning service that maintain the cleanliness of the school.

Security	: 1) Yakariya Sakma E. 2) M. Daud Uma 3) Wirat Mad Adam 4) M. Yakob Maksame
Cleaning Service	: 1) Cek Husin Samae : 2) Husin Sakma E.
Cheff	: 1) Aiyiah Awae : 2) Romlah Samae : 3) Cek Masksong Maksamae : 4) Laparihah Makdiyah : 5) Salipah Iso : 6) Waesong Mamak
Cooperative officer	: 1) Roqiyoh Dolohmae : 2) Hasnah Awae

e. Driver

Drivers at Bakong Pittaya School Pattani Thailand was obliged to pick up and taken the students to house. Every month, their parents must pay for transportation if they leaved their children with the school driver.

They are:

- a. Hamdi Doloh
- b. Adnan Cekteh
- c. Bukhari Tokwee
- d. Suryan Abdullah
- e. Muhammad Makleh
- f. Topa Mamak



- g. Sukree Sakta
- h. Daud Samae
- i. Cek Ayiyah Awae
- j. Sama E Samae
- k. Ahmad Mamak
- l. Izzuudin Nutek
- m. Zakariya Midae
- n. Yakaria Sama E
- o. Syamsuddin Mamak
- p. Makroning Tuyung
- q. Abdul Rasyid Awaekcekik
- r. Ibrahim Yutapan
- s. Khurukan Bengtawa
- t. Dapatma Kelang
- u. Beseng Daring
- v. Krurosini Seweng
- w. Wirak Mat Adam
- x. Besing Parong
- y. Bekok Parong

##### **5. The Teacher of Bakong Pittaya School Pattani Thailand**

###### **a. Academic Teachers**

The academic teacher at Bakong Pittaya School Pattani Thailand was the teacher who teach universal subjects. The average, academic teacher graduated from domestic university in Thailand, the are:

- |                            |                    |
|----------------------------|--------------------|
| 1) Miss Aminah Lektiangsa  | (SocialTeacher)    |
| 2) Miss Asisah Mamak       | (Math Teacher)     |
| 3) Miss Duankamon Waedeng  | (Thailand Teacher) |
| 4) Miss Fatimah Hayeemasan | (English Teacher)  |
| 5) Miss Fatimah Maktimai   | (Thailand Teacher) |
| 6) Miss Hasnah Beaheng     | (Chemical Teacher) |

- |                             |                       |
|-----------------------------|-----------------------|
| 7) Miss Nuriyah Ama         | (Computer Teacher)    |
| 8) Miss Nusrita Dolohsoh    | (Science Teacher)     |
| 9) Miss Ropiah Hayeesalaeh  | (Math Teacher)        |
| 10) Miss Sareehah Tayaek    | (Biology Teacher)     |
| 11) Miss Sawaree Waenalai   | (Biology Teacher)     |
| 12) Miss Siti Roqiyoh Doloh | (Social Teacher)      |
| 13) Miss Sufiyah Salaemae   | (Physic Teacher)      |
| 14) Miss Sunainee Iso       | (Scien Teacher)       |
| 15) Miss Wannurisa Doloh    | (Craft Teacher)       |
| 16) Mr. Kuupdunrahmah Kunoh | (English Teacher)     |
| 17) Mr. Ilyas Derame        | (Sukan Teacher)       |
| 18) Mr. Ismail Takyek       | (Agriculture teacher) |
| 19) Mr. Kiangrai Masa EK    | (Social Teacher)      |
| 20) Mr. M. Farid Awae       | (Social Teacher)      |

b. The religion teacher at Bakong Pittaya School Pattani Thailand was teacher who teach religion subjects. The aveages, religion teacher graduated from Middle East Universities, they are:

- |                           |                      |
|---------------------------|----------------------|
| 1) Miss Aminoh A. (Mama)  | (Al-qura'an Teacher) |
| 2) Miss Mariam Abdunmanae | (Al-qur'an Teacher)  |
| 3) Miss Masitah bulak     | (Arabic Teacher)     |
| 4) Mr. Abdul Aziz Awae    | (Hadits Teacher)     |
| 5) Mr. Abdulatif Sakmae   | (Balaghah Teacher)   |
| 6) Mr. Adun Acaranukhun   | (Tafsir Teacher)     |
| 7) Mr. Ahama Ama          | (Tauhid Teacher)     |
| 8) Mr. Alawee Abdunmanae  | (Arabic Teacher)     |
| 9) Mr. Anam Saleh         | (Malay Teacher)      |
| 10) Mr. Chek Hasmi Bonok  | (Arabic Teacher)     |
| 11) Mr. Chek Ummar Malee  | (Nahwu Teacher)      |
| 12) Mr. Hasan Nita        | (Al-qur'an Teacher)  |
| 13) Mr. Ibrahim Yuttaphan | (Jawi Teacher)       |
| 14) Mr. Ismail Sakmae     | (Fiqih Teacher)      |

- |                           |                       |
|---------------------------|-----------------------|
| 15) Mr. Izzudin Nutek     | (Fiqh Teacher)        |
| 16) Mr. Laree Roh         | (Tauhid Teacher)      |
| 17) Mr. Daud Toktahun     | (Nahwu Teacher)       |
| 18) Mr. Ruslan Kama       | (Balaghah Teacher)    |
| 19) Mr. Wua neneik Sakmae | (Hadits Malay eacher) |

#### **6. The Students at the Second Grade of Matium in Bakong Pittaya School Pattani Thailand**

The reason the researchers chose the second grade was because they realized that the second grade was a class that had a high level of production. Productive questions that become a point of enthusiasm in seeking knowledge. The class names used as research are as follows:

- |                         |             |
|-------------------------|-------------|
| a. Haneesah Jeduerame   | (N.S. 3669) |
| b. Nasuha Chelaeh       | (N.S. 3695) |
| c. Khadijah Samae       | (N.S. 3702) |
| d. Haneesah Daeren      | (N.S. 3705) |
| e. Nasreeyah Tahea      | (N.S. 3719) |
| f. Paseehah Chema       | (N.S. 3748) |
| g. Anikah Hayeejeahdeng | (N.S. 3760) |
| h. Sakeeroh Sa-I        | (N.S. 3667) |
| i. Sanita Phoks         | (N.S. 3731) |
| j. Rohanee Saleh        | (N.S. 3765) |
| k. Nuria Salaeh         | (N.S. 3707) |
| l. Nurdiana Lateh       | (N.S. 3721) |
| m. Saichol Alee         | (N.S. 3724) |
| n. Zulfanajwa Chema     | (N.S. 3725) |
| o. Waefara Smahae       | (N.S. 3728) |
| p. Yavatee Sahoh        | (N.S. 3739) |
| q. Nusula Dengsa        | (N.S. 3740) |
| r. Pateemoh Sama        | (N.S. 3761) |
| s. Nureena Salaeh       | (N.S. 3956) |

t.	Aphicat	(N.S. 4308)
u.	Nurhayatee Toktayong	(N.S. 3750)
v.	Zainab Mamak	(N.S. 4302)
w.	Rusnee Mamak	(N.S. 4309)
x.	Darunee Saleh	(N.S. 4310)
y.	Asree Denmanae	(N.S. 3750)
z.	Abdul Ama	(N.S. 3752)
aa.	Muhammad Waehama	(N.S. 4094)
bb.	Muhammad Aman Awaেকেজি	(N.S. 4688)
cc.	Yusree Denmanae	(N.S. 3757)
dd.	Irfan Meedeng	(N.S. 3704)
ee.	Pakdee Tahac	(N.S. 3726)

#### 7. Subject at Bakong Pittay School Pattani Thailand

According to Usman Abundmanae in interview (28<sup>st</sup> March 2019),

*“Rumoh koloh ning kito ning buke supo ho makoloh lain, makoloh kito ning wei budo ‘ngaji banyok-banyok, gapo macam tuh, kerano kito ning pehe macam mano masa hadapan boleh hidup di kampong. Bakong Pittaya School ning tebai kedale duo bahagian, petamo ning bahagian ugamo, kedua ning bahagian akademik. Biasanyo’untok ugamo ning budo boleh pangge pengaja kito ustadz atau ustadzah, bahagian akademik, budok boleh pangge Acan. Macam tu lah kita oghe ning suko duduk ngaji besamo.”*

From that statement, the researcher could concluded that at Bakong Pittaya School are divided into two classes, in religious class, students usually caledl Ustadz or Ustadzah. Which means teacher. Whereas in academic classes, students usually called it means teacher.

##### a. Subject in Academicc Class

The general subjects at Bakong Pittaya School Pattani Thailand majority in Thai as the language of instruction. The students are required to be able to write Thai writing and also spoken Thai well. The academic subjects three are art, biology, chemistry, computer, conseling, craft/sofskill, design, and technology, English, geography,

history, math, physic, planting, profession, science, social, society, and Thailand Language.

b. Subject in Religion Class

Religion subject at Bakong Pittaya School Pattani Thailand majority use Malay language as the language of instruction and Arabic as writing. The students are also required to be able to write jawi and rumi writing. Jawi writing are letters with hijjaih letters but in Malay language. Whereas rumi writing was a Malay language written using alphabeth letters.

The religion subjects were Malay language. Arabic language, Islamic history, akhlak, al-qur'an, balaghah, faroid, fiqh, hadits, imla', jawi khot, mustolah hadits, jawi, rumi, shorof, tafsir, tajwid, tarbiyah, tarikh, usul fiqh, and usul tafsir.

According to usman Abdunmanae in interview (28<sup>st</sup> March 2019),

*“kelah ugamo ning kelah hok ngaji ugamo sahajo, kelah ning boleh buko tepa puko 8.00 sampai 12.00 tengoh hari. Kelah ugamo ning tak payoh kece siye kerano kelah ugamo ning ho kito ngaji sungoh kito boleh kece melayu samo arab sahajo.”*

The meaning is religious class was a class that starts at 08.00 to 12.00. this class does not used Thai because this class focuses on reliigious teaching and uses Malay and Arabic language.

## 8. Facilitates of Bakong Pittaya School Pattani Thailand

a. The facilities at this school include:

1. WIFI
2. Printer
3. Fan
4. Finger Print
5. Television
6. Whiteboard
7. Eraser

8. Attendance list of teacher
9. Attendance list of student
10. Teacher's table and chair
11. Sport set
12. Clock
13. Cleaner set
14. Bookcase
15. Car's School
16. Sound

b. While the infrastructure contained in this school include:

1. Direction room
2. Teacher room (academic room)
3. Ustdaz room (religion class)
4. Ustadzah room (religion class)
5. Classrooms
6. Computer room
7. Financial Room
8. Science laboratorium
9. Meeting room
10. Fotocopy room
11. Library
12. Toilet
13. Stairs
14. Canteen
15. Field

## **B. Research Finding and Discussion**

The rapid development of the times in the current period of globalization was the main thing challenges for the community to be able to taken part and participate in it. Appearance science and technology have made the world community compete in developing science. This encourages the government and the community to worked together in realizing intelligent

intellectual community resources to improved competitiveness in defend their life.

Bakong Pittaya School School was a school in collaboration with Pattani Regional religious government, whose goal is to create a future generation that dignified and loyal to Islamic and Malay culture. Bakong Pittaya School is designed as a faith-based school. It contains two elements of education. The first is academic teaching that focuses on worldly knowledge and the second is Religion, namely teachings that focus on religious values.

One of the subjects that was the main focus was learned English. Since Thailand was a country that had English as a second language, it was not surprised that. There were many modifications to learning English in the elephant country. It aims to improve students' abilities in the language. In this case, the teacher always gives more attention to teaching English as well as the method. The practical method used in this learning was one of them was guided discussion. This was chosen because it was effective in improving students' abilities both from speaking and listening.

based on observational data conducted by researchers, they could describe the results of the research below:

The results and discussion of this research has been described based on data obtained from research at Bakong Pittaya School Pattani Thailand. The following were the results and discussion of the research about the implemented of guided discussion method at the second grade of matium in Bakong Pittaya School Pattani Thailand.

#### 1. Teacher Activity Observation Data

Observation data about teacher activities when the learning process was taken place was to find out activities and abilities teachers in the implementation of guided discussionn methods at the second grade of matium in Bakong Pittaya School Pattani Thailand had implemented discussion method. So, through the method it will affect the situation and learning conditions about ability speaking students.



The results of observations from teacher activities could be seen in the table below.

No	Skill Component	Implementation				Assessment Aspect
		SB	B	C	K	
1.	Skills open learning	-				a. Attract students' attention b. convey learned objectives and benefits c. motivate students d. linking the previous material with the material to be taught
2.	Discussion building skills		-			a. Focusing participant educate on objective topic discussion about news b. analyze the views of students c. increase student participation d. evaluate students
3.	Learning closing skills		-			a. Reviewed the evaluated result b. conclude the learning outcomes together c. gave encouragement to students at the end of the lesson d. give awards for subject matter

a. Skills opened to learned Components of teacher skills in opened learning included in very good qualification, because the teacher was opened learning already covers four aspects that have been determined are:

- 1) Attract students' attention
- 2) Delivering the goals and benefits learning
- 3) Motivate students
- 4) Linking the previous material with material to be taught



While the skill assessment component teacher in opening learning good enough if it only includes the three aspects of the aforementioned aspects above, as well as the component assessment teacher skills that were categorized as sufficient if it only covers two aspects, and less category if it only includes one aspect only.

b. Discussion building skills components of teacher skills in fostering discussion is included in the qualification very good, because the teacher in fostering the discussion has covered four aspects that have been determined, namely:

- 1) Focusing students' attention on purpose of discussion topic about review
- 2) Analyzing the views of students
- 3) student participation
- 4) Evaluating students

While the skill assessment component teachers in the discussion were categorized good if it only covers three aspects of aspects that have been mentioned above, I see also on the assessment of the skill component teachers who were categorized as sufficient if only covers two aspects, and the category less if it only covers one aspect.

c. Learned closed skills Components of teacher skills in closed learned was included in the qualification good, because the teacher in closed learned only covers three aspects there were:

- 1) Reviewed the evaluated results
- 2) Summarized the learned outcomes together
- 3) Provide reinforcement to students at the end of the lesson

While the assessment of the skill component teacher in closed the lesson categorized as very good if it was included four aspects of the aspects that have been mentioned above, as well as on the assessment components of teacher skills that was categorized as sufficient if they only included two aspects, and the category is less if cover only one aspect.

## 2. Data Observations of Student Activities in Class

The data obtained from the results of student activities in class are as follows.

No	Skill Component	implementing		
		yes	no	description
1.	Student : Preparation of the learning process a. Prepare notebook and books lesson			
	b. Occupy the appointed place			
	c. Closely follow the learning process			
2.	Student activity in the learning process a. Students listen to questions/issues related to the lesson			
	b. Pay close attention to the material and take notes			
3.	Student activity in discussion a. Student to do active discussion with partner			
	b. Students express their own opinion about what is being discussed			
	c. Students share the same tasks and responsibilities among group members			-

From the results obtained by students in the table above about student activities in class then:

a. Aspects that are considered very effective are:

- 1) Follow the process carefully learning: During study takes place with the application of the method discussion students pay attention to the teacher, when the teacher explains the topic of discussion in class.
- 2) Students listen to related questions/issues with lessons: when discussing students very enthusiastic in listening to question made

by other group friends in discussion process related to the topics discussed.

3) Students have active discussions with partner: in discussing students very much active in asking, answering, supporting as well as provide suggestions for answers from another group.

4) Students express their own opinion about what is being discussed:

During discussion students are very active in discussing and explore the material given to teacher, until there is a debate over the answer which makes the discussion even more heated.

b. Aspects that are considered effective are:

1) Prepare notebooks and textbooks: during the learning process there are still students who do not prepare tools and books write on the desk.

2) Occupy and occupy a place that set: when the teacher is inside class there are still some students who occupy a seat that is not his seat. But students are still orderly while in class.

3) Students share tasks and responsibilities the same answer among group members: in discussing students are able coordinate their respective group mates to take turns asking questions, answer, support or give enter answers for other groups. Cooperation between students in discussion groups good enough, so the discussion goes with should.

c. Aspects that are considered quite effective are:

Pay attention to the material seriously and take notes in the discussion students pay enough attention to the material with really, some are not note the important points in the discussion but they still play an active role in answer and ask questions during the discussion. From the percentage results obtained.

based on observations made in class, researchers could describe the results of the implementation of discussion in learning speaking class. Could be explained as follows:

## 1. The implementation of guided discussion method in speaking class

In order to determine the teacher's ability to implement the guided discussion method in speaking class in Bakong Pittay School Pattani Thailand. The research conducted interview and observations with teachers who teach English subjects.

### b. The steps for implementation of guided discussion

Stages of preparation by determining the topic of the discussion.

Based on observation, according to Miss. Kuupdunurahmah Kunoh as English teacher in implementation the guided discussion method, first determine the topic of discussion long before the discussion begin in the hope that students could be prepared for discussion, so that the discussion becomes focused and could achieve learning objectives.

- c. The stages of implementing guided discussion by providing general instruction on how to have a good discussion. In this case, the teacher provided an explanation of how to have a discussion in speaking class which were good, active, and appropriate with the rule.
- d. Arrange a seat before the discussion. In this stage, the teacher has to divide the students into several teams and they sit like a circle with their friends. According to their respective groups, the students have a circular discussion.
- e. Mediate the discussion when deviations from the problem occur during the discussion. This is where the teacher plays a role to mediate the discussion when there was a deviation from the problem being discussed.
- f. Intervene if the answers of discussion members were not appropriate or not accepted by participants in the discussion so as to cause debate. In this case, the teacher intervenes if the answer of a discussion member does not match or was not accepted by discussion participants so that a debate ensues.
- g. Keeping all discussion members to take turns to answer questions from discussion participants. So that all discussion members could take

turns answered question from discussion participants, here the teacher asks all question regularly.

- h. Arrange so that the discussion was not only controlled by students who like spoken. So that the discussion was not only controlled by students who like talked then, here teacher limited students who like to talk.
- i. Encourages and motivates quite and shy students to be brave. Express his opinion, to encourage and motivate students who are quite and shy, so that he dares to express his opinion by gave the value for active discussion participants, cheer up with applause, so the class getton warm, and pointing straight at the students shy to spok.
- j. Help discussion members if there are question that could be answered. So that there was no freezing in the discussion, so here the teacher helps discussion members if there were question that could nott be answered.
- k. The follow-up stage of the discussion was to concluded the result of the material presented discussed with all the discussion participants. After the discussion was over, the teacher conlude the result from the material discussed together with the discussion participants. Based on the result of the observations made by the author, it could be drawn conclusion that the teacher had carried out all the steps application of the discussion method proerly and correctly.

From the explanation above, the researcher could describe the discussion steps taken by the teacher to made it easier for students to carry out the discussion method. The first step was the teacher prepares the topic to be discussed. By preparing the topic in advance, it would be easier for children to reach an understanding of the content of the problem to be discussed. in this case the English teacher has carried out well, because the researcher saw the enthusiasm of the children when the teacher gave the topic of discussion.

## **2. The process of learning guided discussion method in speaking class**

From the observations, the researchers observed learning in the classroom used the discussion method. The researcher only observed and seen the process in the learning in order to become a completed data collection. Here the researcher can see that the English teacher in carrying out the learning process in class speaks according to the existing schedule, namely on 29<sup>th</sup> March 2019. In the implemented of the learned, previously the students had sat in an orderly manner in their respective seats. When the teacher entered the classroom, the students stand up from their seats and are led by the class leader, they said hello with the sentence "assalamu'alaikum teacher" and said good morning in English, namely "good morning teacher" then the English teacher immediately immediately respond to greetings and return their greetings. After the teacher answered the greeting and returned their greeting, the teacher ordered the children to sit back down. After that the class leader leads to pray together before the lesson begins.

Then the teacher began to attend to them one by one by called their names to find out if anyone was not present at the meeting. When someone is absent for no reason, the teacher would written it down in the attendance registered with written without explanation. While children who does not presented by gave permission letters or entrusting them to their friends, the teacher would written in the attendance book with written permission. So the teacher would understand better those who were often absent for no reason and children who always gave permission properly by entrusting a certificate.

Then after completing the attendance of students, the teacher will start learning. The first step taken by the teacher in started to learned is to inform that today's activity was to learned used the discussion method. Because the previous meeting, the teacher had already informed him, so the children were not surprised by this meeting. In the previous meeting, the teacher explained that in the next meeting we would leared to speak



used the discussion method. The teacher had also provided topics that would be discussed together to make it easier for them to communicate. This time the teacher asked the children to change seats to form groups, each group consisted of 5 people. Then the children immediately look for their friends who will be made into their respective groups. After they have finished looking for the group, they sit back neatly to follow the next instructions from the teacher.

The teacher also repeats the topic to be discussed. Then the children were ordered to discuss with their respective groups to discuss in detail the problems that often occur on the topic. The discussion of the topic consists of definitions of understanding, goals and benefits, advantages and disadvantages that would be obtained from the topic, and how we respond to the problems that often occur related to the topic. The children enthusiastically interacted with their respective groups with the time determined by the English teacher.

Here, the English teacher becomes a complete facilitator to guide them to carry out discussions. Because all responsibilities were in the teacher, such as supervising and controlling the discussion. In between the children having discussions the teacher visits their respective groups to ask if there were any problems between them. After the time specified by the teacher to carry out the discussion was completed, the teacher was asked each group to show the results of the discussion by coming to the front of the class without bringing the text. The teacher asked them to explain in front with their limited ability. Furthermore, after all the advanced groups, the teacher began to open debates about the topic being discussed. Here the children would be asked to respond, refute or criticize. It did not last long, when the teacher was opening a debate about the problem, there were children who began to respond and a discussion ensued with the enthusiasm of the students who wanted to talk about the topic of discussion that was being discussed. When there was a debate with opinions and topic deviations among students here, the teacher

mediates the debate by answered all their inappropriate opinions and straightening the topic of discussion again. The teacher would also help answered questions from discussion participants who have difficulty answered.

In every lesson, there must be children who were less actived in participated in these activities, included in this class. The teacher was gave the opportunity to the child who was less active in spoken. The teacher was gave them positive energy and enthusiasm so that children who were less active would be confident in what they were convey in front of their friends. Likewise with children who were active in spoken, the teacher would controled them more to provided opportunities for others to express their opinions. Here the teacher was gave appreciated to them and instead of the teacher giving random questions to students, those who could answe dr the teacher would gave rewards to increased their enthusiasm and enthusiasm.

After the discussion was over, the teacher invites the students to concluded the material that has been discussed together. To further open their horizons and could be an evaluated for English teachers for futher learned.



Picture 3: learning process guided discussion method



## CHAPTER V

### CLOSING AND SUGESTION

In this chapter, the writer presents (a) conclusion, (b) sugestion

#### **A. Conclusion**

Based on the results observation and discussion have been described, showing that the implemented of the guided discussion method was very effective applied in skills learning speaking class to the grade of matium in Bakong Pittay School Pattani Thailand, Nongchik District. From the observations, it could be seen from the student performance and participation in the class. It was clear that all students became more active in asked questions and discussed in Group. The students enthusiastically follow the learning process during the teaching and learning process with the small group discussion method. They could also memorize vocabulary easily, they are more confident and dare to express their ideas. This shows that through discussed small groups of students could explore their speaking skills, because the discusses was gave them the opportunity to talk more.

This is supported by the data that has been obtained which is seen from the learning process by applying the discussion method, that students are enthusiastic in participating in learning activities. they can be active and participate in responding, refuting, or giving questions related to the topics discussed. the teacher also tries to be a good discussion leader and support.

#### **B. Sugestion**

Based on the conclusions there have been presented above, the following suggestions are given.

1. Teachers in carrying out learning it is better to use the method eye-catching learning Indonesian lessons so that activities and student learned outcames can be increased.
2. The use of the discussed method in learned to spoken could be used alternative in an effort to improved students' speaking skills prioritize student activities.

3. There are limitations regarding the process learning is that there are still activities teacher centered. This can used as input for research next, that learning must be learning.



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## The dokumentation



Picture 1 : Evaluated the result of Discussion learning



Picture 2 : Class condition during learning at Bakong Pittaya School



Picture 3 : Morning Ceremony

Every morning before learning process will be held, the students must read *asmaul husna* and study's prayer in the field after rising Thai flag.

After that, the students must read Al-qur'an in the class before the first subject will be delivered by the teacher. Their uniform look to be Islamic style. Male students must wearing shirt and trousers. While for female students must wearing long dress and big veil. It means they must cover their body (*aurat*) everywhere if they are in outside. We can look in this picture below:



Picture 4 : Bakong Pittaya School's uniform



The other example, they are taught by the teacher to be a friendly person. If they meet the teacher or people are older than them, they must greet like *assalamu'alaikum warahmatullah wabarakatuh* or giving smile to them. Male and female forbid to shaking hand.



Picture 5: Students the second grade of matium Bakong Pittaya School



Picture 6 : Outing Class, here the Bakong Pittaya School join English Camp 2019



Picture 7 : Photo with Head master of Bakong Pittaya School Pattani Thailand and State security official that is army.



Picture 8 : Take a picture with the female teacher of Bakong Pittaya Schhol Pattani Thailand





Picture 9 : Bakong Pittaya School's Building

