

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH ROLE  
GROUP DISCUSSION IN *MERDEKA* CURRICULUM AT ELEVENTH  
GRADE STUDENT OF MAN 1 NGANJUK**

**THESIS**

Presented to  
State Islamic Institute of Kediri  
In Paertial Fulfilment of the Requirements  
For the Degree of *Sarjana* in English Language Education



Written by :  
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**2024**

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### DECLARATION OF AUTHENTICITY

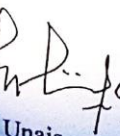
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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as result of my own original research. It does not incorporate any materials previously written or publish by another person except those indicated to quotations and references. No portion on this work has been submitted in support of an application for another degree of qualification of this or any other university or institute of higher education. Due to this fact, I am the only person responsible for the thesis of there is any subjection or claim from others.

This thesis is to fulfill requirement for the degree of Sarjana (S1) in English Study Program, State Islamic Institute (IAIN) Kediri.

Kediri, May 2024

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**APPROVAL PAGE**

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**IMPROVING STUDENTS' SPEAKING SKILL THROUGH ROLE GROUP  
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**MOTTO**

**“You don’t have to be great to start, but you have to start to be great”**

**-Joe Sabah-**

## **DEDICATION**

First of all, I would like to be grateful to Allah SWT who always gives me bounties and blessing, so I can finish my thesis. Secondly, shalawat and salam always be given to our Prophet Muhammad SAW who has guide us from the darkness to the lightness.

This thesis is whole heardly dedicated to:

1. **My beloved Father, Agus Budi Wardoyo and my beloved Mother, Siti Masri'ah** thank you so much for always pray and trust me, support my study and everything. You are my strength and I love you so much, May Allah bless you all.
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The researcher realized that this thesis is far from perfect. So, the researcher will receive any suggestion and critics that will help the research to be better.

Kediri, May 2024  
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## ABSTRACT

**Unais, Fuhairanala.** 2024. *“Improving Student’s Speaking Skill Through Role Group Discussion In Merdeka Curriculum At Eleventh Grade Student Of Man 1 Nganjuk”*. Thesis, English Department, Faculty of Education. Institute of Islamic Studies at Kediri. Advisor: (I) Erna Nurkholida, M.Pd (II) Annisa Aulia Saharani, M.Pd

**Key Word** *Role Group Discussion, Merdeka Curriculum, Speaking Skill.*

Speaking skill plays an important role in communication. Speaking skill is needed not only in our daily language but also we need it to use it using an international language. Teacher should be creative and use elective strategy that still can supervise students individually, so students can learn and teacher can focus on the students even though in a group. The objective of the research related to the problem statement above is to find out the use group discussion can improve students speaking skills in the context of the Merdeka Curriculum at MAN 1 Nganjuk.

The design of this study is classroom action research. It is called Classroom Action Research (CAR). This study phase covers two cycles using the teaching module as a tool in the teaching learning process. The researchers focused class action research on class XI language MIPA 3. This study conducted in MAN 1 Nganjuk which is located at Jl. KH. Abdul Fattah, Ds. Nglawak, Kec. Kertosono, Kab. Nganjuk Jawa Timur. The research subject are 34 students at class XI MIPA 3.

The researcher identified a range of student performance in a test, with 29% in excellent, 47% in good, 15% in average, and 9% in excellent. The first cycle test showed students scoring 1 student (2.9%), 14.7% with good scores, 8.8% with sufficient scores, and 73.5% with less than 25 students. The second cycle test showed very good scores (8.8%), 11 students (32.2%) with good scores, 8.8% with sufficient scores, and 2.9% with less than 1 student. The study found that group discussions positively improved students' speaking abilities by allowing them to share thoughts and responses, fostering confidence and developing critical thinking skills. However, some students struggled, indicating the need for teachers to provide performance feedback and assistance to promote this technique.

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>DECLARATION OF AUTHENTICITY .....</b>	<b>ii</b>
<b>APPROVAL PAGE .....</b>	<b>Error! Bookmark not defined.</b>
<b>RATIFICATION SHEET .....</b>	<b>Error! Bookmark not defined.</b>
<b>MOTTO .....</b>	<b>v</b>
<b>DEDICATION.....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>x</b>
<b>TABLE OF CONTENTS.....</b>	<b>xi</b>
<b>LIST OF TABLES .....</b>	<b>xiv</b>
<b>LIST OF APPENDICES .....</b>	<b>xv</b>
<b>CHAPTER I .....</b>	<b>Error! Bookmark not defined.</b>
<b>INTRODUCTION.....</b>	<b>Error! Bookmark not defined.</b>
<b>A. Background of the Study .....</b>	<b>Error! Bookmark not defined.</b>
<b>B. Problem of the Study .....</b>	<b>Error! Bookmark not defined.</b>
<b>C. Objective of the Study .....</b>	<b>Error! Bookmark not defined.</b>
<b>D. Significance of the Study.....</b>	<b>Error! Bookmark not defined.</b>
<b>E. Scope and Limitation .....</b>	<b>Error! Bookmark not defined.</b>
<b>F. Definition of Key Term.....</b>	<b>Error! Bookmark not defined.</b>
<b>CHAPTER II .....</b>	<b>Error! Bookmark not defined.</b>
<b>LITERATURE REVIEW.....</b>	<b>Error! Bookmark not defined.</b>

A. Speaking .....	<b>Error! Bookmark not defined.</b>
1. Definition of Speaking.....	<b>Error! Bookmark not defined.</b>
2. Types of Speaking .....	<b>Error! Bookmark not defined.</b>
3. Purposes of Speaking.....	<b>Error! Bookmark not defined.</b>
4. Teaching Speaking.....	<b>Error! Bookmark not defined.</b>
5. Teaching Speaking in Senior High School .....	<b>Error! Bookmark not defined.</b>
B. Role Group Discussion .....	<b>Error! Bookmark not defined.</b>
1. Advantages of Focus Group Discussionf....	<b>Error! Bookmark not defined.</b>
2. Strategies Group Discussion .....	<b>Error! Bookmark not defined.</b>
3. Types Of Role Group Discussion .....	<b>Error! Bookmark not defined.</b>
C. Merdeka Curriculum.....	<b>Error! Bookmark not defined.</b>
D. Some Previous Studies .....	<b>Error! Bookmark not defined.</b>
<b>CHAPTER III .....</b>	<b>Error! Bookmark not defined.</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>Error! Bookmark not defined.</b>
A. Reseach Design and Method .....	<b>Error! Bookmark not defined.</b>
B. Research Participants .....	<b>Error! Bookmark not defined.</b>
C. Research Instruments .....	<b>Error! Bookmark not defined.</b>
D. Technique of Data Collection.....	<b>Error! Bookmark not defined.</b>
E. The Classification of Student’s Score .....	<b>Error! Bookmark not defined.</b>
F. Data Analysis .....	<b>Error! Bookmark not defined.</b>
<b>CHAPTER IV .....</b>	<b>Error! Bookmark not defined.</b>
<b>FINDINGS AND DISCUSSION .....</b>	<b>Error! Bookmark not defined.</b>
A. Data Description .....	<b>Error! Bookmark not defined.</b>
B. Data Analysis.....	<b>Error! Bookmark not defined.</b>
C. Discussion.....	<b>Error! Bookmark not defined.</b>

**CHAPTER V .....Error! Bookmark not defined.**

**CONCLUSION AND SUGGESSTION .....Error! Bookmark not defined.**

    A. Conclusion .....**Error! Bookmark not defined.**

    B. Suggestion.....**Error! Bookmark not defined.**

**REFERENCES .....Error! Bookmark not defined.**

**APPENDICES .....Error! Bookmark not defined.**

## **LIST OF TABLES**

<b>2.1</b> Speaking competences of eleventh grade Senior High School.....	12
<b>3.1</b> The Cycles Diagram of Action Research.....	32
<b>3.1</b> Scoring Rubric for Assessing Speaking Skill.....	38
<b>4.1</b> Cycle I test values .....	39
<b>4.2</b> The Result of Students' Speaking Skill From Cycle 1.....	43
<b>4.3</b> Score test cycle 2.....	43
<b>4.4</b> The Result of Students' Speaking Skill From Cycle 2.....	44

## LIST OF APPENDICES

<b>APPENDIX 1</b> Speaking Test .....	56
<b>APPENDIX 2</b> The Moduls Speaking Test of Students .....	60
<b>APPENDIX 3</b> The Result Of Students Speaking Test.....	69
<b>APPENDIX 4</b> Students' Individual Score Speaking Test Rater 1 and 2.....	72
<b>APPENDIX 5</b> Research Permit Letter .....	73
<b>APPENDIX 6</b> Documentation .....	74
<b>APPENDIX 7</b> Curriculum Vitae .....	75

