

APPENDICES

(Appendix I)

LIST OF TRANSLATERY

Page	Name of Surah/Verse	Translation	
		Indonesian	English
2	Al- Imran:159	<p>Maka disebabkan rahmat dari Allah-lah kamu (Muhammad) berlaku lemah lembut terhadap mereka, mohonkanlah ampun bagi mereka, dan bermusyawarah lah dengan mereka dalam urusan itu. Kemudian apabila kamu telah membulatkan tekad, maka bertakwalah kepada Allah. Sesungguhnya Allah menyukai orang-orang yang bertawakkal kepada-Nya.</p>	<p>So by mercy from Allah, [O Muhammad], you were lenient with them. And if you had been rude and harsh in heart, they would have disbanded from about you. So pardon them ask forgiveness for them and consult them in matter. And when you have decide, then rely upon Allah. Indeed, Allah loves those who rely.</p>

(Appendix II)

The School Profile of SMAIT Ukhuwah Banjarmasin

School Name	SMA Islam Terpadu Ukhuwah Banjarmasin
Academic Year	2019/2020
Accreditation	A
NIS/NSS/NPSN	69830458
Adress	Jalan Bumi Mas Raya Komplek Bumi Handayani XII A RT.28 RW.02 Kel. Pemurus Baru Kec.Banjarmasin Selatan Kota Banjarmasin Prov. Kalimantan Selatan 70249
Telpon/Fax.	(0511) 6744885
Email	smait.ukhuwahbjm@gmail.com
Website	www.ukhuwah.sch.id

Vision of school	Graduating students who have good morals, outstanding, independent, and environmentally friendly.
Mission of school	<ol style="list-style-type: none"> 1. Become an educational institution based on religious preaching. 2. Become a pattern educational institution. 3. Become an educational institution based on environment.
Goal of school	<ol style="list-style-type: none"> 1. The Aqidah is clean that is believe in Allah SWT as the Creator, Owner, Preserver, and Ruler of the universe and keep away from all thoughts, attitudes, and behaviors of heresy, khurafat, and shirk. 2. The worship is true, that is, accustomed and fond of carrying out worship that includes prayer, prayer, recitation of the Qur'an, dhikr and prayer according to the instructions of the Qur'an and Sunnah. 3. The personality is mature, which displays polite, orderly, disciplined, patient, persistent, and courageous behavior in dealing with the problems of daily life. 4. The physically are strong and healthy, which has a healthy and fit body and soul, strong stamina and endurance, and self-defense skills that are useful for themselves and others. 5. The insight is broad, which has the ability to think critically, logically, systematically, and creatively that makes him knowledgeable and masters academic competence as well as possible and is careful and clever in overcoming all problems encountered. 6. Independent, which is independent in fulfilling the necessities of life and has sufficient stock in knowledge, ability and skill in an effort to fulfill the needs of the living.

	<ol style="list-style-type: none">7. Serious, that is to have sincerity and high motivation in pursuing school achievement.8. Discipline, which is always to use and manage time with useful activities.9. Orderly and meticulous, that is orderly in arranging all work, duties and obligations, dare to take risks but still careful and calculating in moving.10. Caring, which is caring for others, the environment and having sensitivity to help others.
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(Appendix III)

Curriculum Vitae of English Teacher at SMAIT Ukhuwah Banjarmasin

Name : Dafid Sudarsono, S.Pd

Place and Date of Birth : Kediri, November 17th, 1995

Adress : Jl. Bumi Mas Raya Gg. Pelangi II Banjarmasin

Gender : Male

Religion : Islam

Phone Number : 0853-4896-8989

Occupation : English teacher

Occupation Place : SMA Islam Terpadu Ukhuwah Banjarmasin

Education : SDN Krecek II Kediri

MTs Nidhomiyah Kediri

MAN 4 Kediri

Universitas Lambung Mangkurat

Curriculum Vitae of English Teacher at SMAIT Ukhuwah Banjarmasin

Name : Syarifah Farizha Firdaus ,S.Pd

Place and Date of Birth : Banjarmasin, August 13th, 1990

Adress : Jl. Sadewa VI no.12 Rt.24 Komplek Perumnas
Banjarmasin

Gender : Female

Religion : Islam

Phone Number : 0813-4830-3997

Occupation : English teacher

Occupation Place : SMA Islam Terpadu Ukhuwah Banjarmasin

Education : TK Samudera Raya Banjarmasin
SDN Pemurus Dalam 5 Banjarmasin
SMPN 3 Banjarmasin
SMAN 7 Banjarmasin
Universitas Lambung Mangkurat

(Appendix IV)

First Observation Sheet

Teacher's name :Dafid Sudarsono

Time : 14.00-15.00 pm

Day :Monday, August 9th, 2019

Class : XI IIS 2

No	Contains	Yes	No	Explanation
1	Teacher as facilitator			
	- Teacher uses media in group discussion	✓		The teacher use power point to show situation of asking and giving suggestion to ask the students discuss about the situation and ask the students to make dialog.
	- Teacher uses tool in group discussion	✓		Teacher uses LCD n laptop

No	Contains	Yes	No	Explanation
2.	Teacher as controller			
	- Teacher supervises technical discussion	✓		Teacher comes near to every group to check whether all the students in group doing the task
	- Teacher supervises material discussed	✓		Teacher gives students a warning to not discuss the other things out from the material
3.	Teacher as resource			
	- Master of material discussed	✓		Teacher explains the situation when students misunderstood the situation
4.	Teacher as organizer			
	- Teacher divides students into group	✓		Teacher asks the students to count from one until five
No	Contains	Yes	No	Explanation

	Teacher arranges students' seat	✓		Teacher asks students to seat with their group
5.	Teacher as connector - The teacher guide the students to solve problem or material related with their life.		✓	

Second Observation Sheet

Teacher's name :Dafid Sudarsono Time : 10.30-11.300 pm

Day :Wednesday, August 8th, 2019 Class : XI IIS 2

No	Contains	Yes	No	Explanation
1	Teacher as facilitator			
	- Teacher uses media in group discussion	✓		The teacher uses power point to show situation of making, accepting and canceling appointment to ask the students discuss about the situation and ask the students to make dialog and teacher also ask the students to complete other dialog in paper
	- Teacher uses tool in group discussion	✓		Teacher uses LCD and laptop
No	Contains	Yes	No	Explanation

2.	Teacher as controller			
	- Teacher supervises technical discussion	✓		Teacher walks around the class and came near to every group
	- Teacher supervises material discussed	✓		Teacher explains to every group that the students should discuss their task and ask the students to not talk other things
3.	Teacher as resource			
	- Master of material discussed	✓		Teacher responded and answered to all students' questions
4.	Teacher as organizer			
	- Teacher divides students into group	✓		Teacher asks the students to count from one until five
No	Contains	Yes	No	Explanation

	Teacher arranges students' seat	✓		Teacher asks students to seat with their group
5.	<p>Teacher as connector</p> <ul style="list-style-type: none"> - The teacher guide the students to solve problem or material related with their life. 		✓	

Third Observation Sheet

Teacher's name : Dafid Sudarsono

Time : 10.30-11.300 pm

Day : Thursday, August 22th, 2019

Class : XI IIS 2

No	Contains	Yes	No	Explanation
1	Teacher as facilitator			
	- Teacher uses media in group discussion	✓		The teacher shows task or sentence in power point for students to discuss it
	- Teacher uses tool in group discussion	✓		Teacher uses LCD and laptop

No	Contains	Yes	No	Explanation
2.	Teacher as controller			
	- Teacher supervises technical discussion	✓		Teacher moves from place to place during class to give instruction to students (or moves from group to group) and encourages students participant in group discussion activities
	- Teacher supervises material discussed	✓		Teacher gives suggestion how make a dialog and gives a clue to start the dialog
3.	Teacher as resource			
	- Master of material discussed	✓		Teacher answers the question from the students who don't understand the material.

No	Contains	Yes	No	Explanation
4.	Teacher as organizer			
	<ul style="list-style-type: none"> - Teacher divides students into group 	✓		Teacher asks the students to count from one until five
	<ul style="list-style-type: none"> - Teacher arranges students' seat 	✓		Teacher asks students to seat with their group
5.	Teacher as connector		✓	
	<ul style="list-style-type: none"> - The teacher guide the students to solve problem or material related with their life. 			

Fourth Observation Sheet

Teacher's name :Dafid Sudarsono

Time : 10.30-11.300 pm

Day :Thursday, August 27th, 2019 Class : XI IIS 2

No	Contains	Yes	No	Explanation
1	Teacher as facilitator			
	- Teacher uses media in group discussion	✓		The teacher uses book to show the material discussion and white board to explain student's question
	- Teacher uses tool in group discussion		✓	

No	Contains	Yes	No	Explanation
2.	Teacher as controller			
	- Teacher supervises technical discussion	✓		Teacher comes near to the noisy group and not doing the task
	- Teacher supervises material discussed	✓		Teacher comes near every group and asks how their result of discussion
3.	Teacher as resource			
	- Master of material discussed	✓		Teacher responds to all students question
4.	Teacher as organizer			
	- Teacher divides students into group	✓		Teacher asks the students to count from one until five

No	Contains	Yes	No	Explanation
	- Teacher arranges students' seat	✓		Teacher asks students to seat with their group
5.	Teacher as connector - The teacher guide the students to solve problem or material related with their life.		✓	

First Observation Sheet

Teacher's name : Syarifah Farizha Firdaus

Time : 10.30-11.300 pm

Day : Thursday, August 8th, 2019

Class : XI MIPA 2

No	Contains	Yes	No	Explanation
1	Teacher as facilitator			
	- Teacher uses media in group discussion	✓		The teacher gives students sticky notes that contain material discussed
	- Teacher uses tool in group discussion		✓	

No	Contains	Yes	No	Explanation
2.	Teacher as controller			
	- Teacher supervises technical discussion	✓		Teacher comes near to every group and re-explains activities to students
	- Teacher supervises material discussed	✓		Teacher makes sure the students can know or distinguish situation of offering or suggestion
3.	Teacher as resource			
	- Master of material discussed	✓		Teacher gives clear information

No	Contains	Yes	No	Explanation
4.	Teacher as organizer			
	<ul style="list-style-type: none"> - Teacher divides students into group 	✓		Teacher asks the students to make group and asks the students to choose member of group
	<ul style="list-style-type: none"> - Teacher arranges students' seat 	✓		Teacher asks students to seat with their group
5.	Teacher as connector		✓	
	<ul style="list-style-type: none"> - The teacher guide the students to solve problem or material related with their life. 			

Second Observation Sheet

Teacher's name : Syarifah Farizha Firdaus Time : 10.30-11.300 pm

Day : Thursday, August 27th, 2019 Class : XI IIS 2

No	Contains	Yes	No	Explanation
1	Teacher as facilitator			
	- Teacher uses media in group discussion	✓		The teacher shows form of E-mail in power point and also a letter in paper
	- Teacher uses tool in group discussion	✓		The teacher uses LCD to support the power point

No	Contains	Yes	No	Explanation

2.	<p>Teacher as controller</p> <ul style="list-style-type: none"> - Teacher supervises technical discussion 	✓		The teacher monitors all the groups in her chair
	<ul style="list-style-type: none"> - Teacher supervises material discussed 	✓		The teacher checks result of students' discussion before the students presented their discuss
3.	<p>Teacher as resource</p> <ul style="list-style-type: none"> - Master of material discussed 	✓		Teacher gives example or suggestion to the students to find differences of e-mail and letter like how to the send or the way of writing

No	Contains	Yes	No	Explanation
4.	Teacher as organizer			
	<ul style="list-style-type: none"> - Teacher divides students into group 	✓		The teacher divides students into group with appropriate their birthday
	<ul style="list-style-type: none"> - Teacher arranges students' seat 	✓		Teacher asks students to seat with their group
5.	Teacher as connector		✓	
	<ul style="list-style-type: none"> - The teacher guides the students to solve problem or material related with their life. 			

Third Observation Sheet

Teacher's name : Syarifah Farizha Firdaus Time : 14.30-13.30 pm

Day : Wednesday, August 21th, 2019 Class : XI MIPA 2

No	Contains	Yes	No	Explanation
1	Teacher as facilitator			
	- Teacher uses media in group discussion	✓		The teacher shows example of invitation
	- Teacher uses tool in group discussion	✓		The teacher uses LCD to support power point

No	Contains	Yes	No	Explanation
2.	Teacher as controller			
	- Teacher supervises technical discussion	✓		The teacher walks around the class to check every group
	- Teacher supervises material discussed	✓		The teacher checks result of students' discussion before the students present their discussion
3.	Teacher as resource			
	- Master of material discussed	✓		The teachers can answer all of students' question

No	Contains	Yes	No	Explanation
4.	Teacher as organizer			
	<ul style="list-style-type: none"> - Teacher divides students into group 	✓		The teacher divides students into group with lottery
	<ul style="list-style-type: none"> - Teacher arranges students' seat 	✓		Teacher asks students to seat with their group
5.	Teacher as connector		✓	
	<ul style="list-style-type: none"> - The teacher guides the students to solve problem or material related with their life. 			

Fourth Observation Sheet

Teacher's name : Syarifah Farizha Firdaus Time : 10.30-11.300 pm

Day : Monday, August 26th, 2019 Class : XI MIPA 2

No	Contains	Yes	No	Explanation
1	Teacher as facilitator			
	- Teacher uses media in group discussion	✓		The teacher gives papers to every group that contain analytical exposition text
	- Teacher uses tool in group discussion		✓	

No	Contains	Yes	No	Explanation
2.	Teacher as controller			
	<ul style="list-style-type: none"> - Teacher supervises technical discussion - - Teacher supervises material discussed 	✓		The teacher monitors all the groups in her chair
		✓		The teacher checks result of students' discussion before the students present their discussion
3.	Teacher as resource			
	<ul style="list-style-type: none"> - Master of material discussed 	✓		The teachers answers all of the students' question
4.	Teacher as organizer			
	<ul style="list-style-type: none"> - Teacher divides students into group 			The teacher divides students into group with lottery.

No	Contains	Yes	No	Explanation
	- Teacher arranges students' seat	✓		Teacher asks students to seat with their group.
5.	Teacher as connector - The teacher guides the students to solve problem or material related with their life.		✓	

Adapted from

1. Juan, L. (2014). Study on Group Discussion-Based English Reading. *Higher Education of Social Science*, 102.
2. Suryosubroto. (2007). *Proses Belajar Mengajar di Sekolah: Wawasan Baru, Beberapa Metode Pendukung dan Beberapa Komponen Pendukung Layanan Khusus*. Jakarta: Esensi.

(Appendix V)

Interview Guideline for Teacher

1. Do you use group discussion technique in every meeting of teaching?

Teacher A: Yes, because 2013 curriculum obligates students to active in learning.

Teacher B: No, I do not use it for every meeting I teach, but I always use it for every material because sometimes the material cannot finish just one meeting.

2. What materials do you think are appropriate to be discussed?

Teacher A: All materials based on students' level of class can be discussed by the students.

Teacher B: I think all the materials are appropriate to discuss, just as important that we are as the teacher gives the clear instruction what the students should do in the group when they discuss the material together.

3. How do you divide the students in some groups and arrange the students' place to sit?

Teacher A: I ask my students to count until number that I want and the students who get the same number will be in the same group because I think this way is fair to divide them into group.

Teacher B: For dividing the students in the group, sometimes I use the papers consist of numbers which have been rolled and then I ask every student to take a paper randomly. The students who get the same number will be in the same group.

4. How do you use group discussion technique in English lesson?

Teacher A: I always control the students in other to they really discuss in group and they understand the material discussed.

Teacher B: I use discussion group in English lesson by always controlling and supervising the students when they are discussing with their group in other to the students don't discuss or do something else out from the topic or material. Beside that I also try to make clear and simple instruction what the students should do when discussing in group to make the students really do what I want they to do and to make sure all the students have understood my instruction, I always ask them whether they understand all my explanation and I let them to ask me if they still don't understand.

5. How do you control the students in other to they don't discuss about something which is out from the material or the topic?

Teacher A: I remind the students who don't discuss about the lesson in group.

Teacher B: Like I said before I give a clear instruction about what will be discussed and I will supervise all the group to check them if they are still in the material discussed.

6. What are your preparations to master the material will be discussed by the students?

Teacher A: I learn material which will be discussed by students before I teach that material to them and I learn the way how to make the students understand the material easily then I will make lesson plan based on it.

Teacher B: I always search material from many references after that I read all of it to master it before I teach it to my students

7. How do you overcome the students who don't really understand the material discussed?

Teacher A: I give suggestions to help my students understand the material discussed.

Teacher B: I will ask them what they don't understand and I will explain it with giving a simple example until they understand.

8. How the condition of the class when you apply group discussion technique?

Teacher A: I think many students are enthusiastic when they study English using group discussion technique

Teacher B: The condition of the class is conducive, quiet because all the students are discipline in discussion the material without anyone speak a load.

9. How do you overcome the noise happens when the learning process is occurring?

Teacher A: I come to the group who are noisy and sometimes I reprove them

Teacher B: If the class is noisy when the discussion is occurring, I will find out the student who make it noisy and then I will warn the student and I will remind him or her if they do it again I will give him or her punishment.

10. In group discussion, usually just some students are really discussing the material, but the other students are not and just silent, how do you overcome that problem?

Teacher A: I invite students to discuss in giving them some questions

Teacher B: I will give some questions to the student who is just silent and I also ask her or his opinions which are related to the material discussed to develop his or her critical thinking.

11. How is the students' responses when you use group discussion technique in learning process?

Teacher A: As far as I know, I think many students like studying using group discussion, I can be seen by the way they understand the lesson

Teacher B: The students' response is mostly interested because they look happy and excited doing and discussing their task in group and also they are active asking the questions to me about the material discussed.

12. How far the students' understanding on the material when you use group discussion technique?

Teacher A: An average almost 80% level of students' understanding to the material through the evolution which has been given

Teacher B: Based on the students' presentation in front of the class after discussion with their group, I can see they understand about the material because their explanation of presentation is understandable and their tasks are right.

13. Do you think how far the students' interest on the English lesson when you use group discussion technique?

Teacher A: Many students are more enthusiastic when they discuss in group

Teacher B: In my opinion students' interest on English lesson so far is very good when I apply this discussion technique because like I said before all of the students are very excited learning English when they discuss it together with their friends in the group.

Adapted from

1. Juan, L. (2014). Study on Group Discussion-Based English Reading. *Higher Education of Social Science*, 102.
2. Suryosubroto. (2007). *Proses Belajar Mengajar di Sekolah: Wawasan Baru, Beberapa Metode Pendukung dan Beberapa Komponen Pendukung Layanan Khusus*. Jakarta: Esensi.

(Appendix VI)

Interview Guidelines for Students

1. Is the technique of group discussion very interesting?

Student A: I like study English with group discussion because the lesson more interesting than usual activities

Student M: I don't like study English together

Student F: Group discussion is not efficient study English with group discussion because in group more spoke then discussed material.

Student L: Yes, because with group discussion we can share our ideas to each other. It is interesting for me

Student S: I can active in studying English because I don't like study alone.

Student E: I can understand English easily from my friends' explanation when I confuse of material then I ask my friends in group

Student C: Yes because I can give and share opinion with my friend.

Student D: Yes, because with group discussion we can share our ideas each other and it is very interesting for me.

Student R: Yes, because we can talk about materials with my friends in the classroom.

Student G: Group discussion is interesting for me because I am brave express my opinion.

Student H: yes, I have chances to use my speaking ability.

Student I: Yes because it is makes me active in learning

Student J: Yes because I can exchange my opinion with my friends.

2. Does group discussion technique make learning activity be more fun than usually?

Student A: So fun because I can participate and improve speaking skill

Student M: I think just so so

Student F: The technique of group discussion using by the teacher is not interesting, I think it is just so so because the interesting of learning using group discussion is not based on how the teacher uses it but based on member of group, if all of the member are active in discussing in material so the activity will be interesting.

Student L: Yes, it is fun because I can study with my friend.

Student S: In group discussion, I feel more excited because the activity is fun

Student E: I can understand English easily from my friends' explanation when I confuse of material then I ask my friends in group

Student C: Yes, it is more fun. Usually in other lesson we just stay in our chair listen to teacher explanation it is make me sleepy.

Student D: Yes, because in group discussion we can express our expression together, it is fun for discussing with others.

Student R: Yes, because in group discussion make me enjoy in learning

Student I: Yes, it is fun because I can listen other my friends' opinion.

Student J: Yes because I and my friends can share our opinion

3. Does group discussion make study English be more excited?

Student A: I like studying together because I can help my friends to understand the lesson

Student M: I don't do anything, I just follow the opinion of my friends

Student F: I don't really work together with my friends in group

Student L: Yes, because study with friends make me excited

Student S: I can discuss each other to solve the problem or to complete the task

Student E: Yes, I can cooperate with my friend

Student C: Yes, study English with group discussion can make me excited

Student D: Yes, but in group discussion, the portion of assignment work must be fair one by one of the member of the group

Student R: Of course, because we can active and can try my listening and speaking skill

Student I: Yes, I and my friends that can be active in learning.

Student J: Yes because in group discussion I did not do the task alone.

4. Is the material which given by the teacher interesting to discuss?

Student A: The material is interesting

Student M: The material is not interesting because I can't focus the material
because I don't like study together with friends, I just like study alone

Student F: The material is interesting because I can understand it fast

Student L: The material is not difficult so I and my friends can do the task

Student S: Yes, interesting because the material is appropriate with my ability
because I can answer it correctly

Student E: The material is not interesting because when study it using group
discussion to noisy so I can't understand the material

Student C: The material is not interesting because I can't focus the material
because I don't like study together with friends, I just like study alone

Student D: Yes, I think it is interesting but can be improved anymore

Student R: Sometimes interesting and make me very excited to follow that
discussion.

Student I: Yes teacher uses interesting material

Student J: Partly yes, Partly no, some material doesn't appropriate to discuss.

5. Is the materials in group discussion easy to understand?

Student A: So far, the material given by the teacher is easy to understand

Student M: I don't think the material is easy to understand when I study it together
because I used to study by myself

Student F: The material is easy to understand

Student L: I can understand material easily when I less understand the material my
friends can help me in my group.

Student S: I can the understand the material because my friends explained to using
Bahasa, while my teacher using English language

Student E: When I tell my opinion to my friends in group and the my opinion is
wrong, my friends in my group will remind me and correct my wrong

Student C: the material is not difficult

Student D: if we don't understand with the material, we can discuss to our partner
in our group

Student R: Yes because I got clear explanation from my friends and my teacher

Student I: Yes but sometimes the material is difficult.

Student J: Yes, the material is easy to understand depend on how the teacher
explain in the begin.

6. Do you try hard to understand the material well?

Student A: I don't try hard to understand the material

Student F: I don't try hard to understand the material because the material is too easy

Student L: I try hard learn the material because I really to understand English lesson because I feel shy if all my friends in my group can understand but I can't so I do that

Student S: I have learned the material at home and I understand it, so I don't need to try hard to understand the material in class

Student E: I try hard to understand the material in group discussion because in group discussion if don't do that I will just waste of my time in group without get anything

Student C: I don't try hard to understand because the material is not difficult

Student D: No, if I have a trouble for understanding the material, I will ask my friends in my group

Student R: No, because my friends has good explanation of the material for me.

Student I: Yes, when the material that the teacher applies is difficult.

Student J: No, because if I don't understand I can discuss with my friends

7. Can group discussion technique make you be active in learning English?

Student A: I can active in learning because the material is easy

Student M: I don't active in learning because I don't really help my friends to do the task

Student F: I can't be active because the class is crowded

Student L: I can active because I always help my friends who don't understand the material

Student S: I should active in learning because based on 2013 curriculum the student should more active in learning process

Student E: I can active in learning process because from group discussion I have some many chances to express my opinions and my ideas

Student C: I don't active in learning because I don't really help my friends to do the task.

Student D: Yes, because in group discussion, we can explain everything about our ideas without feeling afraid to make mistake because just explain to our friends, not for teacher.

Student R: Sometimes because if the material is interesting for me, I will be active in learning English activities

Student I: Yes, I can give my opinion about the material and I can change my opinion with my friends

Student J: I think yes for me but I don't know for passive students

8. Can you cooperate well with your friends when doing the task in group?

Student A: I can cooperate because my friends in group easy to be cooperated

Student M: I can't work together with my friends in doing the task because I like do it by myself

Student F: I don't cooperate with my friends doing the task because I don't really help them answer to complete the task

Student L: I can work together because I like to exchange the opinion

Student S: I and my friends can cooperate in doing the task because we want to avoid the conflict in our group

Student E: I can work together because I want the task can be completed fast

Student C: I can't work together with my groups because there are some members of my group don't want doing the task, so I just do it with in pairs

Student R: Not really, sometimes I can cooperate well with my friends

Student I: Not really because sometimes there is my friends that she do not want to give her opinion

Student J: Yes, sometimes

9. Can group discussion make you be more brave expressing my opinion?

Student A: I brave to express my opinion because if my opinion is wrong, there are my friends can correct my flash or my wrong opinion

Student M: I don't brave to give suggestion when discuss with my friends because I don't confidence to do it

Student F: I am not sure with my answer that's why I am not brave to say it to my friends in my group

Student L: I am brave to express my opinion because I get confidence from my friends in my group

Student S: I brave to express my opinion because I understand the material easily

Student E: I just afraid wrong in pronounce the world

Student C: Yes, I should brave to express because if I wrong my friend can correct me

Student D: Yes, group discussion is a good way for expressing ideas or opinion, it is very helpful for students.

Student R: Not really, but sometimes I can be more brave than before in expressing my opinion.

Student I: Yes, I think group discussion is one the ways to make me more brave in expressing it.

Student J: Yes, group discussion give me the chance to be more brave to express my opinion and don't care about mistake

10. By implementing group discussion technique, can you understand the meaning of cooperation and togetherness in group?

Student A: Yes, because I and my friends share our duty to answer the task from the teachers

Student M: I don't learn about togetherness because I like study alone.

Student F: Not all the members are active in discussing and cooperating, so I don't think make me learn about togetherness and cooperative.

Student L: From group discussion technique I can appreciate the other opinion

Student S: I can learn about togetherness in group discussion because I can share information and knowledge to my friends

Student E: I can learn togetherness from group discussion because we can help each other to do the task

Student C: I don't learn about togetherness because I like study alone

Student D: From group discussion I can learn about cooperative because usually I and my friend divide the duty to complete the task

Student D: From group discussion I can learn about cooperative because usually I and my friend divide the duty to complete the task

Student R: Yes, of course I think, that is teamwork in class.

Student I: Yes, I understand in cooperation I and my friends can study together and practice our speaking.

Student J: I don't know maybe yes.

11. Can you understand all your teachers' instruction when using group discussion in learning English?

Student A: The instruction of teacher is easy to understand

Student M: I don't understand the teacher instruction because I less attention to the teacher

Student F: I don't really understand all the teacher instruction because the teacher uses full English when speaking

Student L: Yes because I and my friends share our duty to answer the task from the teachers

Student S: I can understand all my teacher's instruction because the teacher uses vocabularies which I have known when the teacher speaks English

Student E: The instruction of my teacher is clear and simple that's way I understand it

Student C: I don't really understand all the teacher instruction because the teacher use full English when speaking

Student R: Yes, because my teacher has a clear instruction when using group discussion in learning

Student J: Yes, my teacher explain well before ask us to make a group for discussion.

12. Do you feel hard to understand the lesson when study in group?

Student A: I feel the material is easy because when I don't understand it as soon as my friends will help me and explain the material to me

Student M: I don't easy to understand the material when work together because I used to study the lesson alone

Student F: I hard to understand the material because I don't focus study in group discussion because I like disturb my friends in my group.

Student L: No, because I think the material is not difficult

Student S: The material is not hard to understand because my teacher explains it using picture from the power point because I will be easy understand something visual.

Student E: No, I don't hard to understand the material because my teacher explains in clearly

Student C: Yes, because I am weak in English lesson

Student D: No, study in group can make me more active and easy to understand the lesson because with study in group we can discuss more and more about the lesson with our friends together.

Student R: No, group discussion very help me to understanding my lesson.

Student J: little bit, but I can ask my friends in group

13. Can discussion technique make you know your English ability?

Student A: I can understand my ability in English is good because when I do the task I do it correctly

Student M: No, how can I know from it, I have no idea

Student F: No, because without group discussion technique I have known my English ability

Student L: Yes, I can know my speaking is weak from communicate with my friends from my group

Student S: I can know my ability from discussion in English is bad because when discuss I can't discuss in English fluently

Student E: I can't understand my ability in English from group discussion because I don't know how to measure it

Student C: Yes, because I can know when I can or cannot answer the material

Student D: I can know how my English ability, I Can know it from my discussion with my friends. My friends will correct my mistake and because of it, I also can improve my English ability.

Student R: Yes, because in group discussion we are must active in speaking and listening, so I know my English ability.

Student J: I don't know because English ability not only in group discussion.



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Email: fk.antasari@gmail.com Web: www.fk.iain-antasari.ac.id

SURAT KETERANGAN

Nomor: 593/Un.14/III.1.t/04/2019

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Faridah Wulandari
N I M : 1501240475
Jurusan/Prodi : TBI
Alamat : Jln Belitung Darat Gg. Amal Utama Rt.014
Rw.002 Kel. Belitung Utara Kec. Banjarmasin
Barat

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**TEACHER ROLES IN TEACHING ENGLISH IN GROUP DISCUSSION
AT SMK 1 MUHAMMADIYAH BANJARMASIN**

Pada Hari/Tanggal : Kamis, 11 April 2018

Tempat : Munaqasyah 2

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.



Banjarmasin, 11 April 2019

Faridah, M.Pd.I

198708212015032004

(Appendix VIII)

	KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI ANTASARI FAKULTAS TARBIYAH DAN KEGURUAN BIRO SKRIPSI
	Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492 Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id
19 September 2019	
Nomor : 1839/Un.14/III.1.t/pp.00.9/09/2019 Lamp : - Hal : <u>Perubahan Judul Skripsi</u>	
Kepada Yth. Sdr (i) Faridah Wulandari NIM. 1501240475 Mahasiswa Jurusan TBI di Banjarmasin	
Assalamu'alaikum. Wr. Wb.	
Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:	
TEACHER ROLES IN TEACHING ENGLISH IN GROUP DISCUSSION AT SMK 1 MUHAMMADIYAH BANJARMASIN	
Berubah menjadi:	
THE ENGLISH TEACHERS' ROLE IN GROUP DISCUSSION AT SMAIT UKHUWAH BANJARMASIN	
Menunjuk :	
<ol style="list-style-type: none"> 1. Dra. Hj. Wardah Hayati, MA sebagai Dosen Pembimbing Konten dan Metodologi. 2. Fajrianor, S.Pd, M.Pd sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan. 	
Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.	
Wassalamu'alaikum. Wr. Wb.	
An. Wakil Dekan Bidang Akademik Ketua,  Mahmudan, M.Pd.I NIP. 198708212015032004	
	



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI
ANTASARI BANJARMASIN**

Jl. Jenderal Ahmad Yani KM. 4,5 Banjarmasin 70235, Telepon (0511) 3253939 Faksimile (0511) 3274492, Email:
ftk@uin-antasari.ac.id Web: ftk.uin-antasari.ac.id

Nomor : - Banjarmasin, 24 Juni 2019
Hal : *Mohon Izin Penelitian*

Yth. Kepala SMAIT Ukhuwah Banjarmasin

Dengan Hormat,

Suhubungan dengan akan dilaksanakannya Penelitian Skripsi untuk menyelesaikan tugas akhir perkuliahan, maka dengan ini kami mohon izin kepada Bapak/Ibu bahwa mahasiswi yang namanya tersebut dibawah ini:

Nama : Faridah Wulandari
Nim : 1501240475
Fakultas : Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris
Tingkat/Semester : VIII

Demikian surat permohonan ini saya sampaikan, atas perhatian dan kerjasamanya yang diberikan, kami ucapkan terima kasih.

Hormat Kami,

Ketua Jurusan TBI



Nani Hizriani, MA
NIP. 19771127 200312



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UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN**

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Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

Nomor : B-2088 /Un.14/III.1.t/07/2019
Sifat : Penting
Lampiran : I (satu) lembar
Hal : Riset Dalam Rangka Penyusunan Skripsi

Banjarmasin, 26 Juli 2019

K e p a d a,

Yth. **Kepala SMAIT UKHUWAH BANJARMASIN**
Kota Banjarmasin
di – Banjarmasin

Assalamu'alaikum Warahmatullah Wabarakatuh

Dengan hormat, sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Faridah Wulandari

N I M : 1501240475

Jurusan : PBI

Fakultas : Tarbiyah dan Keguruan

Alamat : Jl. Belitung Darat Gg Amal Utama Rt.014 RW.002 Kel. Belitung Utara Kec.
Banjarmasin Barat Kota Banjarmasin

Demikian surat ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh



Wakil Dekan Bidang Akademik dan
Kelembagaan,

Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari



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SURAT RISET

Nomor: B-3088 /Un.14/III.1.t/07/2019

Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama	: Faridah Wulandari
Nomor Induk Mahasiswa	: 1501240475
Semester	: VIII (Delapan)
Alamat	: Jl. Belitung Darat Gg Amal Utama Rt.014 RW.002 Kel. Belitung Utara Kec. Banjarmasin Barat Kota Banjarmasin
Tugas	: Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana dengan Judul :

**THE TEACHERS' ROLE IN GROUP DISCUSSION AT SMAIT UKHUWAH
BANJARMASIN**

Tempat yang dituju	: SMAIT UKHUWAH BANJARMASIN
Barang yang dibawa	: Seperangkat alat riset
Lamanya Riset	: 2 (Dua) bulan
Dari tanggal	: 05 Agustus 2019
Sampai dengan tanggal	: 05 Oktober 2019

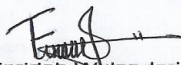
Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

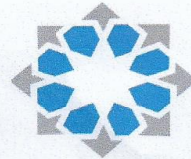


Wakil Dekan Bidang Akademik dan
Kelembagaan,

Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003

Mahasiswa yang bersangkutan,


Faridah Wulandari
NIM. 1501240475



SMA ISLAM TERPADU
UKHUWAH

SURAT IZIN KEPALA SEKOLAH
Nomor : 004/Eks/SMAIT/YS-UKH/VII/2019

Saya yang bertanda tangan di bawah ini :

Nama : Khairul Hadi, S.Pd.
Jabatan : Kepala Sekolah
Instansi : SMA Islam Terpadu Ukhwah Banjarmasin

Dengan ini memberikan izin kepada:

Nama : Faridah Wulandari
Nomor Induk Mahasiswa : 1501240475
Universitas : UIN Antasari Banjarmasin
Fakultas : Tarbiyah dan Keguruan
Judul Skripsi : "The Teacher's Role In Group Discussion at SMAIT Ukhwah Banjarmasin"
Lama Riset : 05 Agustus s.d. 05 Oktober 2019 (2 Bulan)

Untuk melakukan riset/penelitian penyusunan skripsi di SMA Islam Terpadu Ukhwah Banjarmasin.

Demikian Surar Izin ini kami sampaikan untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 30 Juli 2019

Kepala Sekolah



Khairul Hadi, S.Pd

NIPY 19820102 200605 1 044

Jl. Bumi Mas Raya,
Komplek Bumi Handayani XII A
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P. 0511-3266859
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E. smait.ukhuwahbim@gmail.com

www.ukhuwah.sch.id



**SMA ISLAM TERPADU
UKHUWAH**

SURAT KETERANGAN
Nomor : 025/Eks/SMAIT/YS-UKH/IX/2019

Yang bertanda tangan di bawah ini :

Nama : Khairul Hadi, S.Pd.
Jabatan : Kepala Sekolah
Instansi : SMA Islam Terpadu Ukhuwah Banjarmasin

menerangkan bahwa

Nama : Faridah Wulandari
NIM : 1501240475
Perguruan Tinggi : UIN Antasari Banjarmasin
Fakultas : Tarbiyah dan Keguruan
Judul Skripsi : The Teachers' Role In Group Discussiion At SMAIT
Ukhuwah Banjarmasin".

Nama yang tercantum di atas, telah melaksanakan penelitian dan pengumpulan data untuk penyelesaian skripsi di SMA islam Terpadu Ukhuwah Banjarmasin.

Demikian surat keterangan ini kami buat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 17 September 2019

Kepala Sekolah,



Khairul Hadi, S,Pd


NIPY. 19820102 200605 1 044

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Date	Notes	SIGNATURE
15/7/19.	<p>Reviser all the marked words / sentences -</p> <p>2. We need to rediscuss about the title -</p> <p>3. Reviser def of key terms - they should be : a. teacher's role b. group discussion -</p> <p>4. theory : - leave out irrelevant theory & expand the necessity theory esp about group discussion and teacher's role -</p> <p>6. Previous studies → have the result of them and compare with what your research will be -</p> <p>7. Correct the subject</p>	

- 4/15
- Revise role's teacher → teacher's role ,
 - Leave out the info about that you changed the place of your research .
 - Check the guide book after full stop → do need to have a space of not ?
Also check the rule of indent paragraph .
(p. 10)
 - Whose theory do you use? Is it Carry Baker as the same as Al. Fadurrahman's ?
(p. 15)
 - The tense → revise p. 23
- Revise the subject & object .
- ch. IV. + V → next week .

21/9-13. there are so many grammatical error → see my marks check and revise all with similar error.

- There are some confusing ~~sent~~ statements. → we need to discuss.
- Revise p. 49 → leave out disadvantages if you don't find them in your research.
- Revise conclusion esp. no 1 → you don't evaluate.

[Signature]



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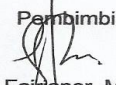
Nama : Faridah Wulandari
 NIM : 1501240475
 No. Telp : 085249163266
 Email : faridahwulandari55@gmail.com
 Judul Thesis : The English Teachers' Role in Group Discussion at SMAIT
 Ukhuwah Banjarmasin

Dosen Pembimbing Akademik : DR. SAIFUDIN AHMAD HUSIN, M.A
 Dosen Pembimbing Thesis 1 : DRA. HJ. WARDAH HAYATI, M.A
 Dosen Pembimbing Thesis 2 : FAJRANOR, M.PD
 Bimbingan ke : 1
 Berkas Thesis : <https://drive.google.com/open?id=1-7hz7C3RaWlqzEjO7cIXUwTnITUz8Gx>
 Catatan Bimbingan :

1. I can't find any experts explanation in your background. please add some take from book, journal as your framework.
2. make the Verse bigger and snap to the paper margin.
3. Put the citation at the end of Paragraph

Banjarmasin, 10 Sep, 2019 11:51 pm

Pembimbing


 Fajranor, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing



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Nama : Faridah Wulandari
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 Dosen Pembimbing Thesis 1 : DRA. HJ. WARDAH HAYATI, M.A
 Dosen Pembimbing Thesis 2 : FAJRANOR, M.PD
 Bimbingan ke : 2
 Berkas Thesis : <https://drive.google.com/open?id=1b3Ka5rAiEMYvB9iAYCjPt5nepS03wV8o>
 Catatan Bimbingan :

1. lengkapi isian dari cover sampai chapter 1. yang lainnya sudah lumayan rapi. lampiran juga segera dilengkapi
2. See thesis guide on how to write a table

Banjarmasin, 13 Sep, 2019 01:49 am

Pembimbing

Fajranor, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing



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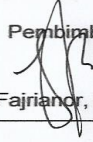
Nama : Faridah Wulandari
 NIM : 1501240475
 No. Telp : 085249163266
 Email : faridahwulandari55@gmail.com
 Judul Thesis : The English teachers' Role in group discussion at SMAIT Ukhuwah Banjarmasin

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 Dosen Pembimbing Thesis 1 : DRA. HJ. WARDAH HAYATI, M.A
 Dosen Pembimbing Thesis 2 : FAJRANOR, M.PD
 Bimbingan ke : 3
 Berkas Thesis : https://drive.google.com/open?id=1DEtYPezn_YoEoUwnG6BH19GjbOAMbPle
 Catatan Bimbingan :

1. Just minor revision, see my comments and ready to exam
2. Check again, where is the title in your previous study?

Banjarmasin, 25 Sep, 2019 03:28 am

Pembimbing


 Fajriandor, M.Pd

*Wajib dibawa saat bimbingan langsung
 *Catat hasil konsultasi dan minta tanda tangan pembimbing



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LEMBAR BIMBINGAN THESIS

Nama : Faridah Wulandari
 NIM : 1501240475
 No. Telp : 085249163266
 Email : faridahwulandari55@gmail.com
 Judul Thesis : THE ENGLISH TEACHERS' ROLE IN GROUP DISCUSSION AT SMAIT UKHUWAH BANJARMASIN

Dosen Pembimbing Akademik : DR. SAIFUDIN AHMAD HUSIN, M.A
 Dosen Pembimbing Thesis 1 : DRA. HJ. WARDAH HAYATI, M.A
 Dosen Pembimbing Thesis 2 : FAJRIANOR, M.PD
 Bimbingan ke : 4
 Berkas Thesis : <https://drive.google.com/open?id=1sjcwdbB6toD1YoxSZaXBgo5xpfg5LuDK>
 Catatan Bimbingan :

1. Find at least 3 Key words for your abstract
2. Please add the number of Page!
3. Check again your thesis from first part to the closure before the exam!

Banjarmasin, 07 Oct, 2019 06:50 am

Pembimbing


 Fajrianor, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing

(Appendix XIV)

PHOTO OF DOCUMENTATION



Interview with Mrs. Syarifah



Interview with the student



Interview with Mr. Dafid



Observation with Mr. David



Observation with Mrs. Syarifah



Students in group discussion

(Appendix XV)

CURRICULUM VITAE

I. Personal Details

Name : FaridahWulandari
 Place and Date of Birth : Banjarmasin, June 15th, 1996
 Gender : Female
 Marital Status : Single
 Religion : Islam
 Nationality : Indonesia
 Parents : Aspa'i and Hj. Supariayah

II. Formal Educational Background

2001- 2002 : Lestari Kindergarten
 2002- 2008 : State Elementary School of Percontohan Belitung Utara 2
 (SDN Percontohan Belitung Utara 2)
 2008 - 2011 : Islamic Junior High School Al-Huda (MTs Al-Huda)
 2011 - 2015 : Islamic Senior High School Al-FalahPuteriBanjarbaru (MA
 Al-FalahPuteriBanjarbaru)
 2015 - 2019 : English Education Department of Antasari State Islamic
 University Banjarmasin

III. Organization Experience

2016 – 2017 : Member of LembagaPengajiandanPengkajian Qur'an
 (LPPQ) UIN Antasari

Banjarmasin, September 2019