

**THE APPLICATION OF GROUP DISCUSSION METHOD TO
INCREASE STUDENT'S INTEREST IN LEARNING ENGLISH
AN ACTION RESEARCH TO THE TENTH GRADE STUDENT'S
OF SMAN 6 PALU.**



A THESIS

*Submitted to fulfill One of the Requirements to Obtain A Bachelor's Degree of
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Tranning State Institute for Islamic Studies Palu*

By

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Approval Page

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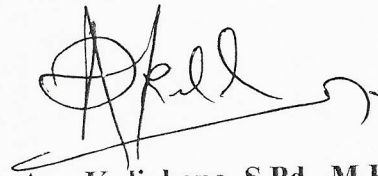
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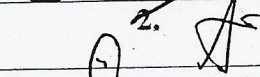
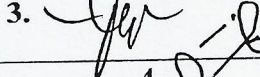
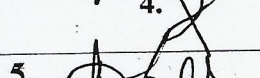

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LEGALIZATION

A thesis by Yulfianti S Rajulaini, NIM. 151160016 entitled "The Application of Group Discussion Method to Increase Students' Interest in Learning English at the Tenth Grade Students' of SMAN 6 Palu" which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 21th September 2019 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

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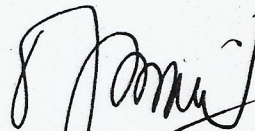
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ABSTRACT

Yulfianti S Rajulaini (15.1,16.0016) The Application of Group Discussion Method to increase Students' Interest in learning English (An Action Research to the Tenth Grade Students' of SMAN 6 Palu. Skripsi. English Tadris Department, Teacher Training and Tarbiyah Faculty, State Institute For Islamic Studies Palu, under the supervisor of Drs. Muhammad Ihsan, M.Ag, and Ana Kuliahana S.Pd, M.Pd.

The problem focus of this research is to Application of Group Discussion Method to Increase Students' Interest in Learning English. The object of this research was the tenth grade students of SMA Negeri 6 Palu. This research was quantitative research, and the procedure of collected the data were reconnaissance, planning, implementation, observation, reflection. The data analysis used is qualitative data. And the formula used to test was t-test with the level of significance 30-40. The result showed that the application of Group Discussion Method to Increase Students' Interest in Learning English. It can be proven with the result of test of significance (t-test) was cycle I 16 and cycle II 38 . It means the result of t-test is more than level of significance (30-40).Based on the conclusion above, suggested to the teacher especially English teacher is to use Group Discussion Method strategy or find out the other method to make the students interest to the material.

KEY WORDS: Application, Discussion, Increase, Interest.

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CHAPTER I

INTRODUCTION

A. Background

English as an international language, has developed rapidly. In Indonesia, it has been taught as one of the compulsory subjects from the first year of Junior High School until university level, even in some areas, it is introduced from kindergarten. Besides, English is not only a compulsory subject in the School, but it is also one of the subjects examined in National Examination.

Teaching method in English have a very important role in the success of students in capturing lessons that have been given by the teacher. There are some students who understand what the teacher has taught and some who do not understand, do not catch or sometimes get bored with what is taught. Student interest will aries when a teacher teaches English using a lot of English during speaking, in this way students will more easily understand English words, how to say a word. And also when teaching a teacher the teacher should leave 10-15 minutes before the end of the meeting to make an exciting English game, the purpose of creating this game is so that students go not feel too fed up with the formal material that has been given.

English lessons are one of the lessons that use verbal abilities. Memory ability, and writing skills in composing the right words. Students who have high learning motivation in English subjects, will diligently study English language lessons, and be able to do homework. Success in the teaching and learning process can be measured by the success of students in participating in learning activities carried out.

The learning process is an important element for achieve success in learning. In the learning process of transformation of science and values. When the learning process takes places, there is interaction between the teacher and student which makes it possible for teachers to be able to recognize characteristics as well the potential of student. Likewise the opposite, at the time learning student have the opportunity to develop potential can be optimized. Therefore that, education is not longer providing a stimulus but an effort develop their potential. Knowledge is not given, will but built by student¹

To be able to recognize and develop students potential, of course in the learning process it needs active learning. Learning is not longer teacher-centered but student centered and the teacher is only a facilitator and mentor. Thus, students have extensive opportunities to develop their abilities such as expressing opinions, thinking critically, conveying ideas or ideas and so on.

¹ Wina Sanjaya. *Learning Process Orientation of the Educational process standar*. Jakarta:kencana media group.2009.

Active learning is needed by students to get maximum results. When students are passive, or only accept from the teacher there is a tendency to forget what was given instructor².

The use of media and learning method chosen by teachers is one way to improve the quality of learning. Hamalik³ also states that, "to more effectively communicate and interact between teachers and students in the process of education and teaching, schools need to use appropriate learning methods and techniques in schools."

Based on the opinion above, it can be concluded that the quality of learning will increase if the teacher is able to create learning conditions that are active, creative, and effective communication between teacher and students using the method of discussion with the right learning media.

However, the reality shows that the application of the discourse method and the use of media does not appear to be implemented optimally. This is indicated by the teacher only used the existing handbook and only relies on the lecture method, without using media that is in accordance with the material. As a result, activeness, participation, and student learning outcomes are low.

The low interest in learning English in students, especially in English subject is a problem that arises in learning activities can be viewed from

² Hisham Zaini. *Learning Process*. Yogyakarta: Insan Mandiri. 2008. XIV.

³ Hamalik. *Learning Method*. Jakarta: PT Bumi Aksara. 2001. 32.

several aspects. Judging from the aspects of students, influencing learning outcomes arise from internal and external factors. According to Dimiyati internal factor of students include attitudes toward learning, concentration of learning, processing learning materials, storing the acquisition of learning outcomes, exploring stored learning outcomes, ability to achieve, learning habits and students ideals, while external factors can be in the form of teachers, facilities and infrastructure, assessment, and school curriculum.

The low interest in studying tenth grade students of natural science at SMAN 6 PALU especially on English subjects, Classroom Action Research (CAR) will carried out with the title: Application of discussion method to increase student interest in learning English in tenth grade science students of SMAN 6 PALU. This method is able to increase the likelihood of critical thinking, participation, democracy, developing attitudes, motivation, and speaking abilities. By applying the discussion methods, it is expected to increase students interest in learning in English subject at SMAN 6 PALU.

B. Problem Statement

Based on the statement of discussion that mention above, this study will focus on the following main problems:

How did the application of discussion method increase interest in learning English for the tenth grade students of sciences class at SMAN 6 PALU ?

C. Objective of Research

Based on the formulating of the problem the objectives to be achieved in this study are as follows.

To find out an increase in student interest in learning in English language classes.

D. Advantages of Research

1. For student

From this study students gain a more meaningful learning experience, so that students become more active and eager to learn English with the application of discussion methods so that learning outcomes increase in English subjects.

2. For teachers

Information from the results of this study is expected to be valuable information and issues for teachers in making various efforts to improve the quality of learning processes and outcomes by applying discussion methods, especially in English subject and other subjects in general.

CHAPTER II

LITERATURE REVIEW

A. The Definition of Discussion Method

For everyone, community or community, discussion is a common thing, this discussion covers many things, one of conversation communication. Discussion can be an excellent strategy to increase student motivation , encourage intellectual agility, and encourage democratic habits. They create opportunities for students to practice and sharpen a number of skills, including the ability to articulate and defend opinions ,consider different points of view, and request.

Discussion according to Kochar¹, discussion was the existence of a vision of two people or more then interacted verbally and face to face, about the purpose of the discussion or the target given by exchanging or maintaining related information.

Discussion according to Moh Uzer Usman² discussion is a regular process that has involved a group of people to interact with each other, can originate with experience, information, conclusions, and solution to a problem discussed. Discussion a definition of discussion is a pr6cess in which students or people discussing will have an opportunity to discuss and contribute from their experience in solving

¹ Kochar, *Discussion Method Teaching and Learning*: New York.1985.

² Moh. Uzer Usman, *Professional Teacher*. Bandung: PT. Youth Rosdakarya.2005.

problems in general. In this discussion there must be responsibility for dignity of each person discussing them.

The method of discussion in the learning process is the most important part for creating creative thinking students, because discussion means exchanging ideas or issue a concept that can be used as reference. In scientific Dictionary Popular explained that the discussion was a joint discussion of a problem or exchange ideas to solve a problem Etymology understanding the discussion can enrich knowledge because by exchanging mind (transformation) knowledge between opinions with one another become one new knowledge. Then the word discussion becomes a discussion or exchanging ideas with each other, linkage the meaning contained in the word "discussion" is to finish or exchange ideas at a formal and non-formal meeting.

The learning process, present the subject matter through exchange of ideas. In line with that Abdul Majid in this book said that, method of discussion is a way of educating those who try to solve the problem at hand, either two or more people who submitted their arguments for each strengthen his opinion.

B. The Definition of Interest

The intention of learning is the psychological aspect of a person who manifests himself in several symptoms such as; passion, desire, enthusiasm, feeling, likes, to carry out the process of changing behavior through various activities which include seeking knowledge and experience, in other words the intention to learn is attention to liking, students' interest in the learning process they live in and which is

then shown through enthusiasm, participation, and activity in participating in the learning process. Interest is defined as will, desire or liking. Interest is something personal and closely related to attitude. Interest and attitude are the basis for prejudice, and interest is also important in making decisions. Interest can cause someone to actively go to something that has attracted their interest. Interest is a source of motivation that encourages people to do what they want if they are free to choose. So, interest in learning is the desire of the soul of an object with the aim of achieving the proper learning science. This illustrates that someone will not achieve the expected goals if in the person there is no interest or desire to achieve the expected goals. Interest is basically the acceptance of a relationship between yourself and something outside of yourself. The stronger or nearer the relationship, the greater the interest. In conjunction with learning activities, interest becomes the driving force for achieving the desired goals. Without the interest in learning objectives will not be achieved. Lack of interest in learning can result in a lack of interest in a particular field, it can even give birth to an attitude of rejection to the teacher. If a student has an interest in a particular lesson he will pay attention to it. But on the contrary, if students are not interested in the subjects being taught they are usually lazy to learn. Likewise, students who do not pay attention to the subjects being taught, it is difficult to expect these students to learn well. This certainly affects the learning outcomes. So, it can be said that interest is closely related to learning outcomes which can then be used as a driver to improve learning outcomes.

CHAPTER III

RESEARCH METHOD

A. Type of Research

This type of research is classroom action research (CAR), is a participant. The middle school is that people who will take action must also be involved in the research process from the start. This classroom action research uses a model of action research proposed by McTaggart. The action research process of McTaggart models is;

1. Reconnaissance
2. Planning
3. Implementation
4. Observing
5. Reflection

B. Place and Time of Implementation

This research will conduct in SMAN 6 PALU, in class tenth in the one semester of September or October 2019.

5. Reflection

The implementation of the research was carried out by means of collaboration, namely research involving other people besides the researcher, namely as observers (colleagues). The researcher uses the flow paths planning, action, observation are presented in two cycles.

This research was conducted in two cycles. The cycles is stopped if the data displayed in the field is saturated, meaning that if there is an increase in interest in English language learning students use the discussion methods.

F. Stage of Research

1. Stage 1 cycle Research

a. Planning

At this stage the researcher prepares a lesson plan for implementing the learning model for group discussion;

- 1) Permit the school and related subject teachers to apply the method of discussion in English subjects
- 2) Researchers conduct interviews with English teachers and students
- 3) Researchers coordinate with English class tenth teacher related to the place and time of research
- 4) The researcher prepares a theme or topic to be applied in the discussion later.

BAB IV

FINDINGS AND DISCUSSION

The research aimed to the application of group discussion method to increase students' interest in learning English for the tenth grade students of SMAN 6 Palu in the academic year of 2019/2020. This chapter presents the research findings and discussion. The findings of the research are presented in two sections. The first section discusses the reconnaissance step. Then the second one presents the implementation of the action and discussion.

A. Research Findings

The research findings present the description of reconnaissance and the implementation of the action in the teaching learning process. There were two cycles in teaching learning process, each cycle divided two meetings.

1. Reconnaissance

In this step, the research identified problems which occurred in the English teaching process at the tenth grade students of SMAN 6 Palu. The research identified problems related to the teaching of interest. The field problems were collected through a classroom observation, an interview with the English teacher, some interview with the students. To begin with, the research conducted a classroom observation on Saturday, September 21st, 2019.

After doing the observation, interviewing the English teacher and some students, the research did conclusions about the problems occurred in the class. Based

on the conclusions, the researcher identified some problems that were found in the field. First, the students lack interest in learning English. Second, they like to learn English. But, at school they provide very minimal facilities, they are even encouraged to buy books using their personal funds to add to their facilities.

After the field problems were identified, the researcher were focused on the teaching technique and the students. The problems were taken because it affected the students' interest. Therefore, the problems needed to be solved soon. It was expected that solving problems carried out improvements to their interest.

The implementation of action

After knowing the situation of the students, the researcher implemented the action by application of group discussion method. The classroom action research covered two cycles. Each cycle consisted four steps which includes: 1. Planning the action, 2. Implementation the action, 3. Observing the action, 4. Reflection the observation result. Every cycle was held in two meetings, and every meeting spent about 40-60 minutes. Topics discussed in the first and second cycle were what is like and Interest, what is Motivation. It was undertaken from September 21st until November 2 2019.

a. Cycle 1

1) Planning the action

The action-plan for the first cycle was made based on the problem identified. The researcher conducted an action by using group discussion to increase

students interest. Before the action was implemented, the researcher prepared the lesson plan and everything related to action research.

2) Implementation the action

In the first cycle, the researcher explained about introduce yourself, make an example and asked them to make a dialog based on the topic. The first cycle was conducted in two meetings. The action was divided in three terms, namely opening, main activity, and closing.

a. The first meeting

1. Opening

On Thursday, 26th 2019, the lesson start at 12:30 am. I started by greeting the students, I said “Assalamu’alaihi, good afternoon students!” the students answered, “Walaikumssalaam, good afternoon too mem”. The chairman prepared the class there are say greeting and pray before study. Then, I checked their attendance list. After that, I make a short conversation with them like asking about their habits in the classroom.

Before I told them about what topic that we have to learn today, I introduce myself first. In this meeting, they were surprised to me. After that, I explained to them and make a short example conversation about the topic.

2. Main activity

Firstly, asked them about what is like and interest in bahasa. I said, “What is the meaning of like and interest in bahasa?” they ask each other questions. I asked one of students, Intan about what is like and interest?. Then, I asked Johan with same question. Finally, I asked them one by one. Some of them have a good the answer, but some of the also confused what should they said to like and interest.

3. Closing

Before I closed the class, I told them to find out how to like and interest in front of your friends and we were going to learn it next meeting. I said to them, “Next meeting kakak mau bagi kelompok, dek” they answered, “Iya kak”. The chairman prepared the class to pray before they were go home.

b. The second meeting

1. Opening

On Saturday, September 28th 2019, I start the lesson 08.45 am and I opened the lesson after all the students come to the class. The chairman directly prepared the class like giving greeting and pray before they were

studies. After that, I checked attendance list and make a short conversation with them.

2. Main activity

Firstly, I asked them about what lesson that we have been learn yesterday. I said, “Ada yang masih ingat materi kemarin?” they answered, “Masih kak, tentang apa itu suka dan minat”. I said, “Oke, thank you dek. Apa itu suka dan minat?” then, Canda said “Kalau suka hanya sekedar menyukai tanpa ingin di ketahui lebih dalam sedangkan minat suda tentu suka dan ingin mepelajarinya lebih dalam lagi”. “Good student, thank you so much, Canda.

I divided into 2 groups. Each group must made a short stories about people who like something and interests. Intan asked me, “Tentang apa kak yang mau di ceritakan?” “Tidak usah jauh-jauh angkat cerita yang ada di sekitar kalian saja, yang jelas itu berkaitan dengan kata suka dan minat”. The class was very noisy. The student read short stories that they have already made. “attention please, kakak akan menilai accuracy dengan pronunciation nya kamu dek. Jadi pronunciation itu adalah pengucapan kata dan accuracy ini adalah ketepatan dek. Nah, ketepatan yang di maksud adalah kemampuan kamu menempatkan cerita yang bersangkutan dengan suka dan minat. Then, they were present their group in front of the class.

3. Closing.

I closed the class before the bell rang. I asked them about what subject that we have been learn today. Intan said, “pengertian suka dan minat, kak” I said, “ok, thank you Intan. What else?” The situation were silent. “Ada lagi?” Ayu said, “Tentang ketepatan dalam menempatkan sesuatu yang di sukai dan yang di minati, kak” “Ok, thank you so much, Ayu”. After that, the chairman prepared the class for greeting and say thanks to the teacher.

3) Observing the action.

Observation results in cycle 1 high-interest students as much 6 out of 20 students. The second meeting of students who height of 10 students’ out of 21 students’ in attendance.

a. First Meeting

$$= n : N \times 100$$

$$= 6 : 60 \times 100$$

$$= 10$$

b. Second meeting

$$= n : N \times 100$$

$$= 10 : 60 \times 100$$

$$= 16$$

In this cycle you can it is said that students' learning interest still not optimal because only few students' have indicator of high learning interest.

4) Reflection the action result

From the observation above, it showed that the result of cycle 1 needed to improvement. There were any problems that needed to be solved in the next cycle. Some of students had difficulties in making conversation with their friends because they don't know how to pronounced the word. Besides there some students who did not make a conversation with their friends because they were lack in confident and vocabulary

Table 1: action to solved the problem

NO	Problem	Action
1	Students only like English but they are less Interested in learning English.	The application of group discussion method in learning English.

2	The students do not know English vocabulary.	The researcher give students assignments about what is like and interest.
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Based on the result of reflection cycle 1, recommended corrective actions for cycle 2 as follow:

There needs to be an improvement in planning learning by forming 4 groups where every group leader are students who have highest learning outcomes on results cycle 1 test, for increase percentage of interest students' learning (interest categories high) in the process learning and at next meeting. And provide guidance that is more during the discussion process.

5) Field Notes

Researcher : Yulfianti S Rajulaini

Skill : Interest

Day : Saturday, September 28st 2019

Time Observation : 08.45

Method : Gtoup Discussion

a. Pre-teaching

1) The researcher come to the class at 08.35

- 2) The researcher greeted the students by saying "Assalamualaiqum"
- 3) The researcher checked the attendance of students.
- 4) The researcher gave some explanation about the material that would be studies
- 5) The researcher used two languages, English and Indonesian in explaining the lesson, but Indonesian was used more than English when the researcher was teaching.

b. While-teaching.

- 1) The researcher asked the students to make a conversation about the topic.
- 2) Several representative of students in pairs were to practice the conversation.
- 3) After that, the researcher asked the students to make a group.
- 4) After that, the students in groups presentation their short story.
- 5) The researcher took the score of the students one by one from their performance

c. Post-Teaching

- 1) The researcher tried to review the subject and asked the students to study again the subject given that day at home.

2) The teacher closed the class by saying “Wassalamualaikum and see you next meeting”

Based on the problem that identified in the first cycle, tried to makes a discussion with an expert and English teacher about what step that the researcher do in the text cycle. The result of the discussion were the researcher have to change the management class and try a new topic for them. An expert asked me, “So, if your students have a problem like that, what should you do?” I answered, “I will give them motivation to study more and make the class enjoyable and I teach them the beauty of learning English if we have an interest”. Finally, our discussion were finished.

b. Cycle 2

1). Planning the action

The action plan for the second cycle we held based on the problem occurred in the first cycle. The problem were (1) the students still lack in vocabulary (2) the students lack enthusiasm for the lesson (3) the students pay less attention.

Before doing the cycle 2, I should create different tack. I changed 2 groups become 4 groups. The technique made the student more focus with their group.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research is to increase students interest of the tenth grade students of SMAN 6 Palu in academic year of 2019/2020 by implementing group discussion. After carrying out all the process of this research, there are some conclusions that can be drawn. They are presented as follows:

1. The low interest of the tenth grade students of SMAN 6 Palu was caused by the lack of happy feelings, lack of student attention. Teacher rarely gave them opportunity to learning interest.
2. The application of group discussion could increase students' interest. It was fun activities that the students got new activities in the classroom.
3. The use of group discussion in the classroom, it makes the class alive because the students as a participate and they can become anyone or in any situation they wish.
4. With an increase in interest students have an impact on improvement in students learning outcomes. Increase students interest cause an increase students ability in mastering the concept of learning, increase students desires ti compete in the submission his thought ideas and improve the ability og students' criteria thinking.

B. Suggestion

The success in teaching doesn't depend on the lesson program only, but more important is how teacher present the lesson and uses various technique to manage the class more lively and enjoyable. After concluding the result of research, the researcher would like to propose some suggestion to the following:

1. English teacher

The teacher can divide the students into group to make them more communicative and active in joining the class. The application is the teacher not as teaching them, but also their facilitating in the class. The English teacher should present the language in an enjoyable, relaxed, and understandable way.

2. The students

The application of group discussion method to student interest. The students should be more in a group. The students should take part much in eating out group discussion.

3. The other researcher

Since the researcher conducted the research in senior high school, the other researcher may conduct this research in other levels such as collage student which have different characteristic than senior high school.

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OBSERVATION CHECKLIST

Teacher : Suarsi, S.Pd.

Researcher : Yulfianti S Rajulaini

Date observation : Thursday, Oct 24th 2019

Time observation : 09.35 Am

NO	ACTIVITIES	YES	NO
1	The teacher introduce the topic before start teaching	√	
2	The teacher always uses English in teaching speaking		√
3	The teacher uses Indonesian language and English to explain the subject	√	
4	The teacher makes a group discussion in increase interest		√
5	The teacher gives an explanation the material until finish	√	

INTERVIEW GUIDELINES

A. To the English Teacher

1. Menurut bapak, hambatan apa atau kesulitan apa saja saat mengajar bahasa Inggris untuk siswa kelas X ?
2. Bagaimana solusi yang bapak gunakan untuk menangani masalah tersebut?
3. Menurut bapak siswa di kelas X memiliki minat dalam belajar bahasa Inggris?

B. To the Students

1. Bagaimana pendapat kalian tentang pembelajaran Bahasa Inggris yang pernah kamu ikuti selama menjadi siswa kelas X disini?
2. Apakah kamu punya kesulitan dalam belajar bahasa Inggris?
3. Apa yang kamu ketahui tentang *interest*?

**RENCANA PELAKSANAAN PEMBELAJARAN
KURIKULUM 2013**

Sekolah : SMAN 6 PALU
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/I(ganjil)
Materi Pokok : Motivation and Interest
Alokasi Waktu : 2x45 menit

A. Kompetensi Inti:

- KI.1. Menghargai dan menghayati ajaran agama yang dianutnya.
- KI.2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI.3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator:

No	Kompetensi Dasar	Indikator
	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1. Menunjukkan semangat dalam belajar Bahasa Inggris.
	2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.1.1. Menghargai dan menghormati guru dan teman ketika melakukan percakapan baik individual atau kelompok. 2.2.1. Menyelesaikan tugas dengan tepat waktu. 2.2.2. Melaksanakan tugas yang diberikan dengan tuntas baik secara individu maupun kelompok. 2.3.1. Menyelesaikan tugas yang diberikan baik individu maupun kelompok dengan tepat waktu.
	3.2. menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya.	3.2.1. Mengidentifikasi ucapan selamat dan memuji bersayap (extended) serta menanggapi, sesuai dengan konteks penggunaannya.
	4.2. menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya.	4.2.1. Memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya. 4.2.2. Merespon ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya.

3. Memberikan ucapan selamat dan pujian bersayap dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan tujuan dan konteks penggunaan.

D. Materi Pembelajaran

Fungsi social

1. Menjalinkan hubungan dengan guru, teman, dan orang lain.

Unsur kebahasaan

1. Kosakata: kata sifat sederhana.
2. Kata kerja dalam simple present tense: be, have, dalam simple present tense..
3. Kata tanya Why? What? Who? Which?
4. Ucapan, tekanan kata, intonasi.
5. Ejaan dan tanda baca.
6. Tulisan tangan

Struktur teks

1. (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) *What is your name?*, *My name is...*, dan semacamnya

E. Metode Pembelajaran

Group Discussion

F. Media,

- 1) Buku guru
- 2) Buku siswa

G. Alat dan Sumber Pembelajaran

- 1) Papan tulis
- 2) Suara guru

G. Langkah-langkah Pembelajaran: 15

Pre-activity (kegiatan awal)

1. Guru menyapa siswa;
2. Guru mengatur kelas (posisi duduk siswa, kebersihan kerapian dan kesiapan menerima pembelajaran) (menggunakan ungkapan untuk menarik perhatian);
3. Guru mengecek jumlah siswa yang hadir dan yang tidak hadir;
4. Guru menunjuk salah satu siswa yang memimpin doa sebelum memulai pelajaran;
5. Guru memberi motivasi untuk membangkitkan semangat dan kesiapan siswa untuk belajar;
6. Guru menyampaikan tujuan belajar (Dengan didahului mengingatkan tentang ungkapan yang telah diekspresikan di sesi classroom management./Asking: what is your name?/Menampilkan tujuan pembelajaran).

While-activity (kegiatan inti) 30

1. Mengamati
 - a. Siswa mendengarkan /membaca penerapan jati diri dengan memperhatikan fungsi sosial, struktur test unsur kebahasaan, maupun format penyampaian/penulisannya.
 - b. Guru memberikan contoh bagaimana cara membaca ungkan perkenalan diri tersebut dengan intonasi dan tekanan kata yang baik dan benar.
2. Menanyakan
 - a. Siswa diberi kesempatan bertanya tentang hal-hal atau, kosakata yang berhubungan dengan topik pembelajaran yang belum mereka mengerti dan ketahui.
 - b. Siswa diberi konfirmasi dan penjelasan tentang hal-hal, kosakata yang berhubungan dengan topik pembelajaran.

H. Penilaian Pembelajaran

Teknik Penilaian: Proses

1. Lembar Pengamatan Sikap

No	Nama Siswa	Semangat				Disiplin				Tanggung Jawab				Total
		4	3	2	1	4	3	2	1	4	3	2	1	
1														
2														
3														
4														
5														

Keterangan: 4 =Selalu (very good) 3= Sering (good)
 2 =Kadang-kadang (enough) 1= Tidak pernah (poor)

Untuk Penilaian sikap Spiritual dan Sosial (K1 dan K2) menggunakan penilaian kualitatif sebagai berikut:

SB = Sangat Baik 80 – 90
 B = Baik 70 – 79
 C = Cukup 60 – 69
 K = Kurang < 60

2. Lembar Penilaian Pengetahuan

No	Nama Siswa	Tujuan Komunikatif				Pilihan Tata Bahasa				Total
		4	3	2	1	4	3	2	1	
1										
2										
3										
4										
5										

No	Aspek yang dinilai	Uraian	Skor
1	Tujuan komunikatif	<input type="checkbox"/> Menulis ungkapan dengan sempurna.	4
		<input type="checkbox"/> Terdapat beberapa kesalahan dalam penulisan ungkapan.	3
		<input type="checkbox"/> Kurang memahami ungkapan yang ditulis.	2
		<input type="checkbox"/> Tidak memahami sama sekali sehingga tidak bisa menulis ungkapan.	1
2	Pilihan tata bahasa	<input type="checkbox"/> Menulis ungkapan sederhana dengan tata bahasa yang tepat.	4
		<input type="checkbox"/> Menulis ungkapan sederhana dengan sedikit kesalahan tata bahasa.	3

		4	3	2	1	4	3	2	1	
1										
2										
3										
4										
5										

No	Aspek yang dinilai	Uraian	Skor
1	Pilihan tata bahasa	<input type="checkbox"/> Dalam menyusun kalimat menggunakan kata tata bahasa yang sangat tepat. <input type="checkbox"/> Menggunakan tata bahasa yang cukup tepat. <input type="checkbox"/> Menggunakan kosa kata yang kurang tepat. <input type="checkbox"/> Menggunakan tata bahasa yang tidak tepat.	4 3 2 1
2	Kerapihan tulisan	<input type="checkbox"/> Menulis teks sederhana rapih dan mudah terbaca. <input type="checkbox"/> Tidak rapih tapi mudah terbaca. <input type="checkbox"/> Tulisan tidak rapih dan tidak terbaca. <input type="checkbox"/> Tidak bisa menuliskan ungkapan 'It's me' dalam bentuk deskriptif.	4 3 2 1

5. Mengkomunikasikan

- a. siswa diminta untuk mempraktikkan materi yang di ajarkan
- b. Guru melakukan penilaian

Post - activity

1. Guru meminta siswa menyimpulkan materi yang telah dipelajari dengan meminta menyebutkan kembali kata-kata atau ungkapan yang di gunakan dalam memperkenalkan diri
2. Guru menutup pembelajaran

Palu,..... Agustus 2018

Guru Mata Pelajaran



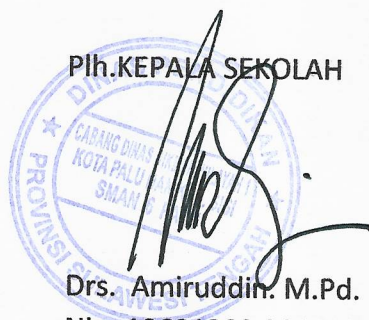
Yulfianti S Rajulaini
NIM:15160016

Guru Pamong



Dian Anggraini, S.Pd, M.Pd
NIP: 19870316 20111101 2 015

Plh. KEPALA SEKOLAH



PROVINSI SULAWESI TENGGARA
KABUPATEN PALU
CABANG DINAS
KOTA PALU
SMAN

Drs. Amiruddin. M.Pd.

Nip: 19691203 200312 1 008







KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU
الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU
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Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website www.iainpalu.ac.id email: hurnas@iainpalu.ac.id

PENGAJUAN JUDUL SKRIPSI

Nama : YULFIANTI. S. RAJULAINI
NIM : 15.1160016
Tanggal : Natalan, 13 - NOV. 1996
Jenis Kelamin : Perempuan
Jurusan : Tarbiyah / TBI
Semester : Bangsul (VII)
Alamat : Jl. Asam. I
HP : 0822-9279-9023
Judul : APPLICATION OF DISCUSSION METHODS TO INCREASE INTEREST IN LEARNING TENTH GRADE STUDENTS ENGLISH OF SMPN 6 PALU
Judul : APPLICATION OF DISCUSSION METHODS TO INCREASE INTEREST IN LEARNING TENTH GRADE STUDENTS ENGLISH OF SMPN 6 PALU

Judul II : USING THE GAME GDESS FIGURE TO IMPROVING THE ABILITY TO REALIZE THE CLASS EIGHT SMPN 5 PALU

Judul III : USING AUDIO AS A MEDIA TO IMPROVING LISTENING SKILL FOR THE EIGHT GRADE STUDENT OF SMPN 5 PALU

Palu, 10 Januari, 2018
Mahasiswa

YULFIANTI. S. R.

Telah disetujui penyusunan skripsi dengan catatan :

Pembimbing I : Drs. Muhammad Ihsan, M. Ag.

Pembimbing II : Ana Kuntiahawa, S.Pd, M.Pd.

Wakil Dekan
Wakil Dekan Bidang Akademik
Dan Pengembangan Kelembagaan.

Dr. HAMLAN, M. Ag
NIP. 19690606 199803 1 002

Ketua Jurusan,

Dr. NUR ASMAWATI, S. Ag., M. Hum.
NIP : 197407262000032002

TENTANG
PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALU

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (SI) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu. Untuk itu dipandang perlu menunjuk pembimbing proposal dan skripsi;
b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap (mampu) melaksanakan tugas tersebut;
c. bahwa berdasarkan point a dan b perlu ditetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Presiden RI Nomor 51 Tahun 2013 tentang Perubahan Status STAIN Palu menjadi IAIN Palu;
6. Peraturan Menteri Agama RI. Nomor 92 Tahun 2013 tentang Organisasi dan Tata Kerja IAIN Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 234/U/2000 tentang Pedoman Pendirian Perguruan Tinggi;
8. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
9. Keputusan Menteri Pendidikan Nasional Nomor 184/U/2001 tentang Pedoman, Pengawasan, Pengendalian, dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
10. Keputusan Menteri Pendidikan Nasional Nomor 004/U/2002 tentang Akreditasi Program Studi pada Perguruan Tinggi;
11. Keputusan Rektor Institut Agama Islam Negeri (IAIN) Palu tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 44/In.13/KP.07.6/01/2018

MEMUTUSKAN

- Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU TENTANG PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU**
- Pertama : Menunjuk Saudara (i)
1. Drs. Muhamad Ihsan, M.Ag
2. Ana Kuliahana, S.Pd, M.Pd
Masing-masing sebagai Pembimbing I dan II bagi Mahasiswa:
Nama : Yulfianti S. Rajulaini
Nomor Induk : 15.1.16.0016
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : "APPLICATION OF DISCUSSION METHODS TO INCREASE INTEREST IN LEARNING TENTH GRADE STUDENTS ENGLISH OF SMAN 6 PALU."
- Kedua : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- Ketiga : Segala biaya akibat diterbitkannya keputusan ini dibebankan pada DIPA IAIN Palu Tahun Anggaran 2019;
- Keempat : Salinan keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya;
- Kelima : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian hari terdapat kekeliruan akan diperbaiki sebagaimana mestinya.

Ditetapkan di Palu
Pada tanggal : 14 Januari 2019
Dekan,
Drs. Muhamad Ihsan, S.Ag., M.Ag.
NIP. 197201262000031001

Tembusan :

1. Rektor IAIN Palu
2. Bendahara Pengeluaran IAIN Palu



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Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor : ~~2358~~/In.13/F.I/PP.00.4/09/2019 Palu 4 September 2019
Sifat : Penting
Lamp : -
Hal : **Undangan Menghadiri Seminar Proposal Skripsi**

Kepada Yth.

1. Drs. Muhammad Ihsan, M.Ag. (Pembimbing I)
2. Ana Kuliahana, S.Pd., M.Hum. (Pembimbing II)
3. Dr. Hj. Nur Asmawati, S.Ag., M.Hum. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu

Di-
Palu

Assalamu Alaikum War. Wab

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu yang akan di presentasikan oleh :


Nana : Yulfianti S. Rajulaini
NIM : 15.1.16.0016
Jurusan/Kelas : TADRIS BAHASA INGGRIS (TBI)
Judul Skripsi : The Application of Group Discussion Method to Increase Students' Interest in Learning English (An Action Research to The Tenth Grade Students' of SMAN 6 Palu)

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Rabu 11 September 2019
Waktu : 10.00 Wita - Selesai
Tempat : Ruang Munaqasyah Lt.2 Gedung F

Wassalam.

a.n. Dekan
Ketua Jurusan Tadris Bahasa Inggris


Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP: 19740726 200003 2 002

Catatan : Undangan ini di foto copy 7 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen Pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen Pembimbing II (dengan proposal skripsi).
- c. 1 rangkap untuk dosen Penguji (dengan proposal skripsi)
- d. 1 rangkap untuk Ketua Jurusan
- e. 1 rangkap untuk Subbak Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- g. 1 rangkap untuk ditempel pada papan pengumuman.

**KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU**

NAMA : YULFIANTI S. RAJULAINI
NIM. : 15.1.16.0016
JURUSAN : TBI

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Jumat / 20 Juli 2018	SUKRIANTO	Nilai-nilai Pendekatan Humanistik terhadap Peningkatan Motivasi Belajar Peserta Didik (Studi pada Pelajaran PAI) di SMPN 3 PALU	1. Drs. Syahril, MA 2. Dr. Gusnaris, M.Pd	
2	Jumat / 20 Juli 2018	BUNYANI BAKA	Upaya Sinergitas antara Pihak Sekolah dan Orang tua dalam Pembentukan Kepribadian Peserta Didik (Studi pada SIMAN 4 PALU)	1. Drs. Rusli Takunas, M.Pd.1 2. Dr. Hj. Marwan, S.Ag, M.Ag	
3	Jumat / 20 Juli 2018	MUJIZAT	Penerapan Metode Indeks Kart untuk Peningkatan Motivasi Belajar Siswa pada Mata Pelajaran Pendidikan Agama di SMPN 5 SUDUK	1. Dr. Rubina, S.Ag, M.Pd 2. HANKA, S.Ag, M.Ag	
4	Jumat / 20 Juli 2018	PUTRI DAYANA	Penerapan Metode Ikhite Paif untuk square untuk meningkatkan hasil belajar peserta didik pada mata pelajaran PAI di SMPN 4 PALU	1. Dr. Ruslinda, S.Ag, M.Pd 2. Salahuddin, S.Ag, M. Ag	
5	Jumat / 20 Juli 2018	SITI RAHMAWATI	Studi Terhadap Kemampuan baca al-surat pada Peserta didik di Madrasah aliyah al-Khairat dangulu Kec. Kasumbur	1. Drs. H. HA HASAN, M.Pd.1 2. KASIMATI, S. Ag, M.Pd.1	
6	Jumat / 20 Juli 2018	MOT- RIZAL	Pendekatan penunjang anak yg kurang berpartisipasi pada mata pelajaran pendidikan agama Islam dalam keluarga di desa keluk wangka kec. Bambera Kab. Donggala Utara	1. Drs. Bahdar, M.H.1 2. RUSAN S. Ag, M.Pd	
7	Monday / 23 July 2018	ZAMBA	pengolahan tenaga mendidikan dalam SMPN 3 PALU	1. Dra. JIHAN S. Ag, M. Ag 2. LINDA S. Ag, M. Ag	
8	Rabu / 25 July 2018	NASRUH	Implementasi Manajemen berbasis sekolah dalam meningkatkan proses pembelajaran di MTS AL-KHAIRAT ongka	1. DR. SUSNARIS, M.Pd 2. Dr. Ruskinexol S. S. M. Pd.	
9	Rabu / 25 July 2018	ZAM'ANI	Nilai-nilai pendidikan Islam dalam pelaksanaan adat Kiyaioka di desa lowale kec. bawaa tengah Kab. Donggala	1. Dr. HARULAN, M. Ag 2. SALAHUDDIN, S. Ag, M. Ag	
10	Kamis / 26 Juli 2018	GULFIANTI	Upaya meningkatkan penguasaan Tarbiyah Wasfiah oleh Peserta didik melalui Penguasaan Media Kertas Alim Pembelajaran. Lus. ARAB di UMS. DDI TOSARE	1. Drs. H. M. Hasan, M. Pd.1 2. Moh. Nur Asmawi, S. Ag, Pd.	

catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

TATA TERTIB SEMINAR

1. PENDAFTARAN

1. Minimal satu minggu sebelum seminar telah mendaftar kepada Ketua Jurusan dan menyerahkan proposal 3 ekslampar (1 Dosen Pembimbing I, 1 Dosen Pembimbing II dan 1 Ketua Jurusan)
2. Menyiapkan abstrak dan pokok-pokok pikiran dalam bentuk Hand Out/Print Out Power Point untuk dibagikan kepada calon peserta seminar
3. Membuat pengumuman seminar dan menempelkannya dipapan pengumuman dengan sepengetahuan Ketua Jurusan.
4. Telah melaksanakan/menghadiri seminar minimal 10 kali.

3. PELAKSANAAN SEMINAR

1. Dihadiri minimal oleh seorang Dosen Pembimbing dan Ketua Jurusan serta 20 orang pembeding umum (mahasiswa)
2. Waktu seminar 1-2 Jam
3. Meminta hasil penilaian/koreksian/perbaikan sesaat setelah seminar usai, kepada Dosen Pembimbing dan Ketua Jurusan

KARTU SEMINAR PROPOSAL SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN ILMU KEGURUAN

NAMA : YULFIANTH S. RAJULAINI
T.T.L : INALATAN, 13. NOV. 1996
NIM. : 151160016
JURUSAN : TADRIS BAHASA INGGRIS
ALAMAT : Jl. Asam 3



INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU

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STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor : 2473 /In.13/F.I/PP.00.9/09/2019
2019

Palu, 20 September

Lampiran : -

Hal : **Izin Penelitian Untuk
Menyusun Skripsi**

Yth. Kepala Sekolah Menengah Atas 6 Palu
di

Tempat

Assalamualaikum w.w

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama : Yulfianti S. Rajulaini
NIM : 15.1.16.0016
Tempat Tanggal Lahir : Inalatan, 13 November 1996
Semester : IX (Sembilan)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Kelapa Dua
Judul Skripsi : THE APPLICATION OF GROUP DISCUSSION METHOD TO INCREASE STUDENTS INTEREST IN LEARNING ENGLISH (AN ACTION RESEARCH TO THE TENTH GRADE STUDENTS OF SMAN 6 PALU)
No. HP : 082292799023

Dosen Pembimbing :

1. Drs. Muhammad Ihsan, M.Ag
2. Ana Kuliahana, S.Pd, M.Pd

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak pimpin.

Demikian, atas perkenannya diucapkan terima kasih.



Dr. Mohamad Idhan, S.Ag., M.Ag.
NIP. 19720126 200003 1 001

Tembusan :

1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu;
3. Dosen Pembimbing;
4. Mahasiswa yang bersangkutan.



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Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

**BERITA ACARA
UJIAN PROPOSAL SKRIPSI**

Pada hari ini RABU, tanggal 11 bulan 09 tahun 2019, telah dilaksanakan Ujian Proposal

Skripsi :

Nama :

NIM :

Jurusan :

Judul Skripsi :

Pembimbing :

Penguji :

: YULFIANTI . S-RAJULAINI

: 18-1-16-0016

: Tadris Bahasa Inggris (TBI - I)

: The Application of Group Discussion Method to
Increase Students Interest in Learning English
An Action Research of Fifth Grade Students of SMAN 6

: I. Drs. Muhammad Ihsan, M.Ag

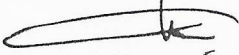
II. Ana Kuliakana, S.pd., M.pd

: Dr. Hj. Nur Asmawati, S.Ag., M.Hum

SARAN-SARAN PENGUJI/PEMBIMBING

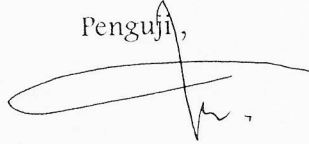
NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	89	
2.	BAHASA & TEKNIS PENULISAN	88	
3.	METODOLOGI	89	Ke Tablaat: of. What Indicators interest
4.	PENGUASAAN	89	
5.	JUMLAH		Need to practice = presenter Your title → Understand well.
6.	NILAI RATA-RATA	89	

Mengetahui
a.n. Dekan
Ketua Jurusan TBI


Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Palu, 11 September 2019

Penguji,


Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU

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Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

**BERITA ACARA
UJIAN PROPOSAL SKRIPSI**

Pada hari ini RABU, tanggal 11 bulan 09 tahun 2019, telah dilaksanakan Ujian Proposal

Skripsi :

Nama

: YULIANTI - S. RAJULAINI

NIM

: 18-1-16-0016

Jurusan

: Tadris Bahasa Inggris (TBI - ...)

Judul Skripsi

: The Application of Group Discussion Method
to Increase Students interest in Learning
English (An Action Research to the Tenth Grade Student

Pembimbing

: I. Drs. Muhammad Ihsan, M.Ag.

II. Ana Kuliabana, S.pd., M.pd.

Penguji

: Dr. Hj. Nur Asmawati, S.Ag., M.Hum

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	88	explain the operational definitions of your research
2.	BAHASA & TEKNIS PENULISAN	89	recheck your spelling, punctuation, and technical writing
3.	METODOLOGI	87	
4.	PENGUASAAN	89	good
5.	JUMLAH	353	
6.	NILAI RATA-RATA	80,25	

Mengetahui
a.n. Dekan
Ketua Jurusan TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Palu, 11 September 2019

Pembimbing I,

Drs. Muhammad Ihsan, M.Ag.
NIP. 196580530 199203 1006



**BERITA ACARA
 UJIAN PROPOSAL SKRIPSI**

Pada hari ini RABU, tanggal 11 bulan 09 tahun 2019, telah dilaksanakan Ujian Proposal

Skrripsi :
 Nama : YULFIANTI S. RAJULAINI
 NIM : 18.1.16.0016
 Jurusan : Tadris Bahasa Inggris (TBI - I)
 Judul Skripsi : The Application of Group Discussion Method to Increase Students Interest in Learning English (An Action Research to the Tenth Grade Students of SMAN 6)
 Pembimbing : I. Drs. Muhammad Ihsan, M.Ag
 II. Ana Kuliadhana, S.pd., M.pd
 Penguji : Dr. Hj. Nur Asmawati, S.Ag., M.Hum

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	90	
2.	BAHASA & TEKNIS PENULISAN		
3.	METODOLOGI		
4.	PENGUASAAN		
5.	JUMLAH		
6.	NILAI RATA-RATA	90	

Mengetahui
 a.n. Dekan
 Ketua Jurusan TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
 NIP. 19740726 200003 2 002

Palu, 11 September 2019

Pembimbing II,

Ana Kuliadhana, S.pd., M.pd
 NIP. 19820214 200801 2004



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Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

**DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 20 / 20**

Nama : YULFIANTI - S. RAJULAINI
 NIM : 15.1.16.0016
 Jurusan : Tadris Bahasa Inggris (TBI -)
 Judul Skripsi : The Application of Group Discussion Method to
increase Students Interest in Learning English
(An Action Research to the Tenth Grade Students
 Tgl / Waktu Seminar : Rabu 11 September / 10:00

NO.	NAMA	NIM	SEM. / JUR.	TTD	KET.
1.	Afi Sa'adah	15.1.16.0030	IX / TBI	<i>[Signature]</i>	
2.	Devita sari	15.1.16.0023	IX / TBI	<i>[Signature]</i>	
3.	Jusriani	15.1.16.0026	IX / TBI	<i>[Signature]</i>	
4.	NARTI	15.1.03.0041	IX / MPI	<i>[Signature]</i>	
5.	INDRIANI	15.1.03.0039	IX / MPI	<i>[Signature]</i>	
6.	M. Ikhwan	19.101.0569	MP1	<i>[Signature]</i>	
7.	Ira deweriani	15.3.12.0019	ESY	<i>[Signature]</i>	
8.	SITI RAMLIAN	15.1.05.0020	MP1	<i>[Signature]</i>	
9.	Nirlanggi Radjagili	15.3.12.0080	ESY	<i>[Signature]</i>	
10.	Rosma. ab	15.3.12.0015	ESY	<i>[Signature]</i>	
11.	Muhammad Rizki	15.1.16.0018			
12.	SARTIN	15.1.16.0010	TBI / IX	<i>[Signature]</i>	
13.	Fanida	15.1.16.0023			
14.	Riski SAPUTRI	15.1.16.0011	TBI / IX	<i>[Signature]</i>	
15.	Moh: SYAFII	15.1.16.0017	TBI / IX	<i>[Signature]</i>	

Palu, 11 September 2019

Pembimbing I,

[Signature]
Drs. Muhammad Husan, M.Ag
NIP. 19680538 199203 1006

Pembimbing II,

[Signature]
Ana Abdurahana, S.Pd., M.Pd
NIP. 19820214 200501 2004

Penguji,

[Signature]
Dr. Hj. Nur Asmawati, S.Ag., M.Hum
NIP. 19740726 200003 2002

Mengetahui
a.n. Dekan
Ketua Jurusan TBI

[Signature]
Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2002

CURRICULM VITAE

A. Personal Details

Name : Yufianti S Rajuaini
Date of Birth : 13 November 1996.
NIM : 151160016.
Address : Kelapa 2 Street, Palu City.
Religion : Islam.
Nationality : Indonesia.
Phone Number : 082292799023
E-mail : rajulainiyulfi13@gmail.com
Father's Name : Supriadi Rajulaini.
Mother's Name : Suarnii.
Brother's Name : Riski S Rajulaini.
Sister's Name : Munifah S Rajulaini, Nurafni S Rajulaini,
Anatasya S Rajulaini

B. Education details

- a. SD/MI, Graduated year : SD Negeri 1 Bunobogu, 2009.
- b. SMP/M.Ts., Graduated year : Madrasah Tsanawiyah
Bunobogu, 2012.
- c. SMA/MA, Graduated year : SMA Negeri 1 Bunobogu, 2015.

Palu, 27 November 2019

Researcher



Yulfianti S Rajulaini
NIM. 151160016