

**IMPROVING ENGLISH SKILLS OF GRADE VIII STUDENT JUNIOR
HIGHSCHOOL PLUS YANMU NW PRAYA LOMBOK
BY USING SMALL GROUP DISCUSSION**

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Abstract

The reason why the teachers at SMP Plus Yanmu NW Praya in English learning activities still used conventional methods in this case is the lecture method because teachers have difficulty in determining the right learning method in addition to the large number of students, limited facilities and students come from diverse backgrounds, so that English learning at SMP Plus Yanmu NW Praya runs monotonously and is only teacher-centric. The research approach used is classroom action research. The research subjects of grade VIII students totaling 30 students consisting of 15 male students and 15 female students, in English lessons using the small group discussion method. From the data obtained from research on the application of small group discussion learning methods in improving the English skills of students at SMP Plus Yanmu NW Praya, it was found that there was an increase in learning outcomes. It can be concluded that English learning using the small group discussion method in cycle I to cycle II has shown significant differences in results because as in the observations of teachers and students discussed before, researcher have implemented the learning implementation plan (Teaching Module) optimally, The improvement of student learning outcomes cannot be separated from the characteristics of the methods used by researcher, Which is able to move students to build their understanding independently, this small group discussion method not only trains students' abilities but also trains students' mentality to communicate with fellow students and teachers, to explore a deeper understanding of the material or topic discussed.

Keywords: Small group, English Skills, English Education

INTRODUCTION

research on efforts to improve English language skills has been carried out. As done by Muhfizaturrahmah, Hermaniar and Yuniarti (2018) the results of the study show that the opportunity to interact actively in a scope that requires students to use English as the main discussion tool improves the student's English skills unconsciously (unconscious learning). Nanda et al (2020) conducted the same study related to how to improve the English skills of junior high school students using the flash card method, but in this study the effect of the treatment given was small, therefore, the alternative hypothesis in this study was rejected. Research by Widarmana, Yudana and Natajaya (2015) concluded that the skills to speak in English for high school students who participated in learning with debate methods was higher

than the skills to speak in English for students who followed learning with conventional teaching methods.

From some of these studies, it is still not examined how to improve the English skills of the students themselves, especially junior high school students. Previous research only focuses on high school and only looks for the influence of certain methods on students' English achievement, how to improve English skills has not been studied in depth. Although there are studies that examine the improvement of students' English language skills in junior high school, it still shows results that have not been effective. Not only sourced from previous studies that have not shown effective results in improving students' English skills, empirical facts found by researcher through observations at SMP Plus Yanmu NW Praya on October 1, 2022, also show that students' average scores on English skills still low and have not reached KKM, that the average score of students in class VIII A is 65, still not reaching the KKM that has been set at 75.

the English skills of students in grade VIII SMP Plus yanmu NW Praya are relatively low, and the low English skills of students in grade VIII SMP Plus yanmu NW Praya, as a result of teachers who still used conventional methods, in this case the teacher method. The reason teachers at SMP Plus Yanmu NW Praya in English learning activities still used conventional methods in this case is the lecture method where the teacher only delivered one-way material, without providing opportunities for students to express their views regarding the English material delivered by the teacher, this is because the teacher has difficulty in determining the right learning method in addition to the large number of students, Limited facilities and students come from diverse backgrounds, this is confirmed through observations on July 25, 2023 which found that English learning at SMP Plus Yanmu NW Praya runs monotonously and is only teacher-centric. Teachers do not provide opportunities for students to build their abilities independently, so students still seem inactive in learning activities, which results in low English skills of students.

For this reason, it is necessary to apply a learning method that can improve students' English skills effectively, with simple concepts, easy for teachers to understand and without having to be accompanied by good facilities. One method that can be applied is Small Group Discussion . Small Group Discussion can be taken as a solution to improve students' English language skills, because of course it has a simple concept and does not require large operational costs, this is in accordance with the many and varied conditions of students, but not supported by adequate facilities.

The advantages of Small Group Discussion itself are able to make students more active

because students are directly involved in learning activities, students are given the opportunity to communicate with their friends through small groups formed by teachers, so that learning is not only centered on teachers but also on students. Through small group discussion, students are taught to build independently their skills in English, and teachers only serve as facilitators, providing supervision, and evaluation when there are misconceptions in students' English skills.

Referring to the problems that have been described, the researcher felt it was very necessary to conduct a research entitled "Improving English Skills Of Grade VIII Student Junior High School Plus Yanmu NW Praya Lombok By Using Small Group Discussion"

METHOD

The design approach used is classroom action research because this research was handled by improving the English skills of eighth grade students at SMP Plus Munirul Arifin NW Praya Lombok through small group discussion. This classroom action research is carried out by giving action to the subject under study and the teacher acts as an observer. The purpose of this design is to solve students' problems in students' English language skills through small group discussion techniques to improve student achievement. Classroom Action Research is a development of Action research (Salim et al, 2015). Classroom action research is also a development of action research whose implementation can be seen, felt, and lived then the question arises whether the learning practices that have been carried out have high effectiveness (Susilowati, 2018: 38).

1. Preliminary Study

a preliminary study was first conducted to find out the shortcomings that occurred in the English learning process at Yanmu NW Praya Junior High School by interviewing teachers and looking at the latest English learning results to measure students' English skills. The results of the preliminary study found that in grade VIII students at SMP Plus Yanmu NW Praya, the researcher obtained information that teacher still use conventional learning methods, in this case the lecture method, resulting in low English skills among students in grade VIII at Yanmu NW Praya Junior High School. Therefore, they are less motivated in the learning and teaching process and this condition affects their scores. So that students' english skills are low and their scores are below the school's minimum mastery learning standard, which is 75, while their average English proficiency score is only 65 in grade VIIIA . This shows that the student's English skills are poor. Based on these findings, researcher apply the small group discussion method to improve students' English skills.

2. Research Subject

The target location in this study was class VIII A of SMP Plus Yanmu NW Praya. The determination of this Madrasah as the object of research are: First, because English learning still uses conventional methods or lecture methods, so that English learning is relatively simple and less optimal, so that students' output has not shown complete completeness. Second, support from the school, especially English subject teachers who provided opportunities for researcher to carry out classroom action research in order to improve students' English skills. The research subjects of grade VIII students totaling 30 students consisting of 15 male students and 15 female students, in English lessons using the small group discussion method. The reason for choosing this class is because based on observation and dialogue with English teachers, many students still have difficulties in the process of understanding English learning, and many of the students easily forget the material taught. This is because the delivery of material is felt to be less meaningful so that students have difficulty in capturing the material that has been taught.

3. Action Research Stage

The initial step Based on the designed learning plan, researcher made three action preparations in the learning process as follows: In planning actions, researcher make several preparations before starting lessons such as preparing lesson plans, preparing learning media, preparing instruments, and preparing success criteria. the second step is designed learning plan, researcher made three action preparations in the learning process as follows: In planning actions, researcher make several preparations before starting lessons such as preparing lesson plans, preparing learning media, preparing instruments, and preparing success criteria. next Based on these problems, revealed in preliminary studies, researcher decided to solve the problem and improve students' English skills using the small group discussion method. For the first meeting, the researcher created a lesson plan. As the first meeting, researcher introduced the small group discussionmethod to students in learning English students. Then the researcher divided the students into several small groups before starting to deliver English material taken from the English teacher's book for junior high school grade VIII. In each meeting, researcher gave them assignments based on the material that students have communicated between fellow group members. Not to forget, researcher also prepared an observation checklist to find out their activeness in the English learning process and their skills to communicate using English. Next, For the second meeting, the researcher made a second Teaching Module. For the second meeting, researcher planed to ask about the last material that has been studied to find out students' understanding of English material that has

been delivered at the first meeting. If it is still confusing, the researcher explained again, then the researcher asked them to communicate more intensively with a group of friends and the teacher rotated 1 or 2 of each group member to be transferred to another group. Researcher also prepared observation checklists and guided field notes written by collaborators during teaching readings. And The third meeting was the last meeting of the research implementation. This activity only needs a little explanation of the paragraph mapping technique they have learned. students have understood the activity before going to give them a test. Then researcher gave them a paragraph english test to collect data. In this test, they can choose either narrative and descriptive paragraphs, even way paragraphs. For the preparation of learning media, researcher used an English book for Junior High School (SMP) grade VIII entitled, "English For Nusantara" which has been provided by schools that have a national standard curriculum. Researcher also used their students' books to support the learning process. In learning activities, of course, researcher used the small group discussion method to teach them to be easily understood, the habit of communicating with English between friends will make it easier for students to improve their English language skills. Language skills must often be trained with good and planned discussion in the English learning system. Through small group discussion build students' habits of communicating intensely with English in students' daily lives even outside of learning English.

4. Instrument Assesement

In the classroom action research process, researcher prepared an English language proficiency assessment instrument specifically designed to measure the level of proficiency of individuals in using English. There are several assessment instruments that can be used in the assessment of English language proficiency, including multiple-choice standardized tests and uraiyan equipped with assessment rubrics, This test involves listening, reading, writing, and speaking skills, and assessment rubrics are used to assess student performance in English language skills. The rubric aims to defined clear assessment criteria and a description of the grading levels for each criterion.

5. Criteria of Succes

The success indicator here is a sign to determined that the used of the small group discussion method has successfully solved the problem in the eighth grade students of SMP Plus Yanmu NW Praya. There are indicators of success in this technique during the teaching and learning process, namely More than 80% of students get a score of 75, the average score of students is 75.

6. Reflection

Reflection is carried out at the end of the cycle, at this stage the researcher as a teacher with the teacher who acts as an observer examined the results obtained from giving actions in each cycle. This is done by looking at the evaluation results data achieved by students in cycle I, if the results of data analysis show that in cycle I actions results are not optimal, namely not achieving learning completeness is 75% of students who obtain the rule of succes scores of 75, then the next cycle continued. The results of this reflection are used as a basis for improving and refining the planning implementation of actions in the next cycle.

FINDINGS AND DISCUSSION

1. Cycle I

The implementation of cycle I was carried out for 3 meetings , from July 25 to August 8, 2023. Before carrying out learning activities with the small group discussion method, of course, many preparations are made, including: Preparing the learning tools to be used (syllabus, lesson plan and learning materials), Preparing the necessary resources, materials, and learning media, Preparing observation sheets of learning activities and the last one is Preparing evaluation tools in the form of tests to determine student learning outcomes. The general description of the learning process consists of preliminary activities, core activities and closing activities. Learning activities can be seen in the following picture:



Picture 1. Implementation of cycle 1

After carrying out learning using the Small Group Discussion learning model and after holding the end of cycle test in cycle I, the following data analysis was obtained:

a) Observation Stage

1) Teaching Activities

The shortcomings that occur in the learning activities carried out by researcher in the first cycle are also found in the core learning activities where: 1. Researcher did not

master the material well which results in students who find it difficult to understand the material and there are many misconceptions in what the researcher conveyed with what students understand at that time. 2. The researcher did not observed students to observe and pay attention to the material that has been presented, this is closely related to the first problem, which results in ignoring the misconception until the end of the meeting. 3. Researcher did not guide and control each group when making problem planed to the process of solving problems, even though the researcher themself have divided students into several groups and instructed each group to discuss the problems that have been shared by the group, as well as the process to solve the problem. 4. The researcher did not provided action against students who do not understand the problems that have been given by the researcher, so that there are some groups that communicated passively and play between group members.

2) Students Activities

The aspect that students lack at the first meeting is that students do not understand the purpose and objectives of learning, this is indicated by the researcher as the teacher not conveying in advance the purpose and objectives of learning in the opening activity, so that students do not understand the targets to be achieved, and What abilities obtained after this learning takes place, beside that students do not understand the concepts and methods that be used by the teacher in learning activities, this results in students who are always late in responding to every direction from the teacher. In the core learning activity at the first meeting students do not understand the material presented by the teacher, this is characterized by less active students in responding to questions asked by researcher to students. As for students who respond to questions from researcher but of course with answers that are not relevant even far from the material that has been delivered by the teacher (misconceptions occur). Because the method used by the teacher is a small group discussion method, of course in learning activities the teacher divided students into several groups to discuss problems that have been given by the teacher, but in these discussion activities students are not active, this is as a result of the teacher not controlling student discussions in each group. As a result of teachers who did not monitor student activities intensively, resulting in students reluctant to ask and respond to every question asked by the teacher. Students are very slow in responding to researcher when told to come forward to greet the results of discussions with their group mates. Even when students advance, it still did not match what students say with the problem topics given by previous researcher.

b) Test

To find out the success of the small group discussion method in improving students' English skills, of course, by measuring at the end of the cycle by giving questions to students, the results of measurements with English language skills questions are then compared with the KKM that has been determined.

Table 1 Recapitulation of learning outcomes in cycle I

No	Value	KKM	Number of Students	Percentage
1	Complete	75	17	57%
2	Incomplete	75	13	43%
Sum			30	100%

From tables 1 it can be concluded that English learning using the small group discussion method in cycle 1 still does not show significant results because as in the observations of teachers and students discussed earlier, researcher still have not implemented the learning implementation plan optimally, so that the average learning outcomes are 72, this means that the average score of students has not reached the predetermined KKM of 75. For the percentage of completeness obtained in this cycle of 57%, it is still far from the target set at 80%, which means that in this case out of 30 students who participated in learning, only 17 students were categorized as complete with the method applied.

2. Cycle II

In the second cycle of action, learning activities were also carried out in 2 meetings to apply the Small Group Discussion learning model and one meeting to carry out the end of cycle test, in order to determined the increase in students' understanding of concepts and problem solving abilities. The general description of the learning process consists of preliminary activities, core activities and closing activities. Learning activities can be seen in the following picture:



Picture 2, Implementation of Cycle II

In cycle II, after learning was carried out using the Small Group Communication learning model and after holding the end of cycle test, data analysis was obtained.

a) Observation Stage

1) Teaching Activities

Based on the results of observations of teaching activities at meetings 1 and 2, it was found that researcher who provided material had still implemented the RPP that had been made thoroughly, this can be seen from the results of observations made by Researcher as teacher. It appeared from the observations that the teacher in this case had understood the learning objectives well so that he has been able to convey the aims and objectives of learning clearly and in detail to students, besides that the researcher also described the learning concepts and learning methods that used in the future so that students were able to prepared themselves emotionally and cognitively. Some of the RPP implementation processes that occurred in learning activities carried out by researcher in the first cycle can also be observed in the core learning activities where: 1. Researcher have mastered the material well which results in students who can understand the aterial maturely and in the process of delivering material by researcher there were not many misconceptions in what the researcher conveys with what students understand at that time. 2. Researcher tried to observed students to observe and pay attention to the material that has been delivered, this results in misconceptions that occurred in students can be immediately handled properly by researcher until the end of the meeting. 3. Researcher Always guide and control each group when making a problem plan to the process of solving the problem, so that the learning process that has been designed previously in lesson plan by dividing students into several groups and instructing each group to discussed the problems that have been shared by the group, and the process to solved the problem ran well. 4. The researcher provided action against students who didn't understand the problems that have been given

by the researcher, so that there were no groups that communicated passively and played between group members.

2) Student Activities

Aspects that were lacking for students before in cycle I were no longer presented in cycle II, where students can understand the purpose and objectives of learning, this was indicated by researcher as teacher who had conveyed in advance the aims and objectives of learning in the opening activity, so that students were able to understand the targets to be achieved, as well as what abilities obtained after this learning took a place, In addition, students can understand the concepts and methods that used by teacher in learning activities, this results in students who were responsive in responding to every direction from the teacher. In the core learning activity at the first meeting, students found that they already understood the material presented by the teacher, this was marked by students actively responding to questions asked by researcher to students. The students who responded to questions from researcher were of course with the right answers in accordance with the focus of the discussion that has been delivered by the teacher.

b) Test

To find out the success of small group discussion methods in improving students' English skills, of course By measuring at the end of the cycle by giving questions to students, the results of measurements with English proficiency questions were then compared with the KKM that has been determined. You can see the results of student measurements in cycle II in the following table:

Table 2. Recapitulation of learning outcomes in cycle II

No	Value	KKM	Number of Student	Persentage
1	Complete	75	26	87%
2	Incomplete	75	4	13%
Sum			30	100%

From tables 2. it can be concluded that English learning using the small group discussion method in cycle II has shown significant results because as in the observations of teacher and students discussed earlier, researcher have implemented the learning implementation plan (Teaching Module) optimally, so that the average learning outcomes are 82, this means that the average score of students has exceeded the predetermined KKM of 75.

75. The percentage of completeness obtained in this cycle of 87% had exceeded the target set by 75%, which means that in this process of 30 students who participated in complete learning totaled 26 and 4 students who were categorized as incomplete with the method applied.

DISCUSSION

From the data obtained from this research on the application of small group discussion learning methods in improving the English skills of students at SMP Plus Yanmu NW Praya, it was found that there was an increase in learning outcomes. Before learning actions were carried out using small group discussion methods, English learning was mostly carried out with the motto of lectures, questions and answers so that students were less active during the learning process (Tambak, 2014). This also results in the student's unsatisfactory English proficiency score. After conducting classroom action research, namely by applying small group discussion methods to English language learning, the learning outcomes of students' English subjects had increased from the average KKM of the previous students of 65 to 72, but in the process of cycle 1 students had not reached the KKM that has been set at 75. Some students who had not reached KKM were due to not understanding the concepts taught. Discussion activities have not run optimally, there were still groups that are still chatting, so they did not focus on group learning, did not complete their tasks, besides that some students were still embarrassed to discuss with their own group friends, while in the previous theoretical presentation that discussion between group friends was one of the important factors in learning using small group discussion methods (Linabary, 2021). Teacher at the stage of cycle I It was also far from the teaching modules that were designed before, resulting in students misunderstanding the material presented by the examiner.

While in cycle II there was a significant change, this was the result of the strong desire of researcher as teacher in implementing small group discussion methods thoroughly. At this stage there were no problems as have been found in cycle I, where in this cycle students already understood and were familiar with the small group discussion method applied by researcher. During the division of groups, the classroom atmosphere was conducive and students enthusiastically join their group mates. When the researcher was explaining the material, students paid attention to the explanation carefully, although there wre still chats, the teacher quickly monitors and controls the situation so that the class became conducive again. There were no misconceptions in students' understanding of the material that has been delivered by researcher. In this second cycle, students were active in discussing, delivering

discussion results, and responding to questions from friends and teacher, so that there is an increase in student learning outcomes that had even exceeded the target, the average student score of 82 was far from the KKM that has been set at 75. To determine the improvement of learning outcomes from cognitive aspects in cycle 1 can be seen in the following summary:

Table 3. Summary of learning outcomes for each cycle

No	Cycle	Number of Students		Percentage		Average
		Complete	Incomplete	Complete	Incomplete	
1	Cycle I	17	13	57%	43%	72
2	Cycle II	26	4	87%	13%	82

From table 3. it can be concluded that English learning using the small group discussion method in cycle I to cycle II showed the significant differences in results because as in the observations of teacher and students discussed earlier, researcher had implemented learning implementation plans (Teaching Module) to the maximum, so that the average change in student learning outcomes previously in cycle I was 72 to 82 In cycle II and the average score of students in cycle II had exceeded the predetermined KKM of 75. The percentage of completeness obtained in the previous cycle I was 57%, after the improvement of the learning process carried out by researcher by referring to the developed teaching modules, the percentage of student completeness increased to 87% in cycle II, which meant that previously there were 17 people who completed from all 30 students, to 26 people who completed in cycle II.

CONCLUSION

English learning using the small group discussion method in cycle 1 still did not show significant results because the results of teacher and student observations in the discussion section that researcher still have not implemented the learning implementation plan (Teaching Module) optimally, so that the average learning outcomes are 72, this means that the average score of students has not reached the predetermined KKM of 75. For the percentage of completeness obtained in this cycle of 57% is still far from the target set at 75%, which meant that in this case out of 30 students who participated in learning only 17 students were categorized as complete with the method applied, so there was a need for cycle II to re-establish the learning process. Based on the process of implementing cycle II that English learning uses the small group discussion method, it had showed the significant results because as in the observations of teacher and students discussed earlier, researcher had

implemented the learning implementation plan (Teaching Module) optimally, so that the average learning outcomes are 82, this means that the average score of students had exceeded the predetermined KKM of 75. The percentage of completeness obtained in this cycle of 87% had exceeded the target set at 75%, which meant that in this process out of 30 students who participated in complete learning totaled 26 and 4 students who were categorized as incomplete with the same method applied, so that learning English using the small group discussion method end in this cycle, because students' English skills had exceeded KKM.

The improvement of student learning outcomes was inseparable from the characteristics of the method used by researcher, which is able to move students to build their understanding independently, this small group discussion method not only trained students' abilities but also trained students' mentality to communicate with fellow students and teacher, to explore a deeper understanding of the material or topic discussed. So it was not difficult to get students to explore their understanding independently to continue to improve their skills to use English through small group discussion methods. Teacher activities and student activities in cycles I to II have been designed using the small group discussion method, so that it can be said that the process of teacher and student activities had increased. Based on the results of research and discussion, it can be concluded that the application of small group discussion methods can improve students' English skills in English subjects VIII SMP Plus Yanmu NW Praya

SUGGESTION

Based on the conclusions and implications that have been described, the following suggestions can be submitted:

- 1) To the principal, it should always provide support and motivation for teacher to always make improvements in the learning process such as choosing the right learning model, so as to increase student activity, interest and understanding.
- 2) For teacher, it is expected to always follow developments related to innovation in learning so that conventional and boring learning methods for students can be overcome by applying more innovative learning models so that learning is more interesting for students and learning goals can be achieved.
- 3) For students, they should really follow learning well and orderly so that learning objectives can be achieved effectively because this small group discussion learning method is very useful for students in understanding the material and practicing cooperation and building better interaction between students.

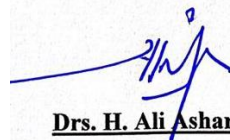
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