



ELTE *Journal*



(Journal of English Language Teaching & Education)

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ELTE Journal is published twice a year in the months of February and September. It presents articles on the English Language Teaching and Education. The contents cover analysis, studies, application of theories reports, and material development.

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ELTE Journal invites articles that have never been published before anywhere else. Manuscripts should be type-written, one and a half-spaced on quarto (A4) sized paper 9 - 20 pages in length; preferably on a standard floppy diskette with one hard copy. The article format should comply with the standard form of scientific writing. Articles will be reviewed by the Editors and/or Subject Reviewers. The Editors reserve the right to edit articles for format consistency without altering the substance.

Preface

Welcome to the Journal of English Language Teaching and Education (ELTE Journal) Volume: 8 Number 2, September 2020. This journal presents some articles on the English Language Teaching and Education. This journal is intended to provide a platform both for established and early-career researchers. ELTE Journal provides a high profile medium for academics, professionals, educators, practitioners and students in the field to contribute and disseminate innovative works on language teaching and education. The contents include reports based on analysis, studies and application of theories from junior and senior high school teachers, lecturers and students of Graduate Program PGRI University of Palembang.

The journal is published twice a year and accepts research papers and forum articles from the field of English Language Teaching and Education. ELTE Journal invites original, previously unpublished, research and survey articles, on both practical and theoretical aspects of language learning and teaching as well as research. Research papers and forum articles are all subject to peer review before being accepted for publication.

In this September 2020 edition, the editors received 12 articles from teachers, lecturers and students not only from Graduate Program PGRI University of Palembang but also from other schools, and universities. Furthermore, in selecting the articles for this volume, the reviewers analyzed and selected them based on the requirements for journal writing publication.

Finally, the editors would like to thank several people and parties for their help, support and contribution. Any constructive comments, suggestions, criticisms and contributions for future editions are welcome.

Editors

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**IMPROVING TENTH GRADE STUDENTS' SPEAKING SKILL THROUGH
SMALLGROUP DISCUSSION STRATEGY (SGDS) BY USING ADVERTISEMENT
MATERIALS AT TAMAN SISWA VOCATIONAL SCHOOL OF PALEMBANG IN THE
ACADEMIC YEAR 2019/2020
(A CLASSROOM ACTION RESEARCH)**

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Abstract

This research was conducted by the researcher as an English teacher at Taman Siswa Vocational School of Palembang for the tenth-grade students in the academic year of 2019/2020. Since only a few students could participate in the research, this study aimed to find out how the Small Group Discussion Strategy (SGDS) improved students' speaking skills. The subject of this study was 22 students from the tenth grade of Taman Siswa Vocational School of Palembang. The material used was advertisement materials. The materials contain selected advertisement texts to be discussed by students during the study. The method of this study was Classroom Action Research (CAR). This study was conducted in three cycles with several procedures, there were planning, implementation, observation, and reflection. Each cycle has two meetings and one test. Data from this study were obtained by using oral tests and questionnaires. The findings from this study indicated that using the Small Group Discussion Strategy (SGDS) can improve the students' speaking achievement. The improvement by improvement was seen starting from cycle II and cycle III. In Cycle II it appeared that the percentage of students who got the criteria of a minimum standard score was 68.20% and students who did not get the criteria of a minimum standard score were 31.80%. In the last cycle III. twenty students who got the criteria of a minimum standard score with a percentage of 86.40% and two students who did not get the criteria of a minimum standard score were 13.60%. This means the improvements of the tenth-grade students' speaking skills were successful.

Keywords: speaking, small group discussion strategy (SGDS), advertisement materials