

TEACHING SPEAKING THROUH SMALL GROUP DISCUSSION METHOD AT THE TEN GRADE STUDENTS OF SMKN 2 KARAWANG

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Abstract

The objective of the research entitled “Teaching Speaking Throuh Group Discussion” at ten Grade student of SMKN 2 KARAWANG was to find out whether or not teaching speaking using small group discussion technique was effective to increase the student speaking ability. The research used was used quantitative method one group pretest – posttest design. The population of this research was 30 of the ten Grade student of SMKN 2 KARAWANG in academic year 2017 – 2018 and the sample was entire population. The instruments of this research was speaking test. The data of this research was collected by giving pretest and post test of speaking to the students sample. The collected data were analyzed using SPSS 23 version. The study found that the test of normality consist the data of pretest is (0,116) and the data of posttest is (0,076). In addition the value of sig (2-tailed) 0,000 because of the sig value (2-tailed) <0,005 it can be conclude that using small group discussion can improve student speaking skill.

Keywords : Teaching, Speaking, Small Group Discussion

INTRODUCTION

In communication, speaking is important one of basic for practice english. According to Thornbury (2005: 1) “speaking is interactive and requires the ability to co-operate in the managementof speaking turns. it also typically takes place in real time, with little time for detailed planning. in planning. in these circumstances, spoken fluency requires the capacity to marshal a store of memorized lexical chunks. and the nature of the speaking process means that the grammar of spoken language differs in a number of significant ways from the grammar of written language.”

In teaching speaking, Thornbury (2005:2) said “Speaking-as-skill, where there is a task to complete and speaking is the way to complete it.”From statement above it, So the activities teaching speaking focus on practice of speaking and student get better at the skill of speaking where speaking activity throws up some language problems that subsequently need fixing.

John K. Brilhart (1982) said “group is two or more persons umited for some purpose and interacting in such a way that they influence each other” Students then interact under specific conditions set up by the teacher: positive interdependence, face-to-face interaction, individual account ability, collaborative skills, and group processing. According to Johnson & Smith (1998) Small group learning is the learning that takes place when student work together usually in groups of 4 or 7.

METHOD

In this research design, the researcher use quantitative research. According Hatch and Farhady (1982:1) a reasearch is a systematic approach to find the answer of the questions. This research was conducted in pre-experimental design using quantitative approach with One Group Pretest -Posttest design. According to Ary, “quantitative research is inquiry employing operational definitions to generate numeric data to answer predetermined hypotheses or questions.” This research uses quantitative research design because there are or related to data collection using numerical and statistic.

The population of this research was the first grades students of SMK 2 Karawang academic years 2017/2018. Thus the total of population of 10 grades which consist, 24 class, consisted of 799 students. The writers will use purposive sampling in which the research only choose one class. The class chosen by the writer is X Administration 3 , the number of samples is 34 students who take as the participants of the research.

To collect data, the writer uses the instrument. An instrument that used was pretest and posttest. The writer used pre-test and post-test to get the data. The students are divided into groups and then the students read the command text, before pre – test the students have been given treatment with several text prepared read aloud. When the pre- test process begin, students are told to choose one of the pictures that have been provided and then students discussion make their own stories with the group, after that the students present the result in the front of the class with read the text aloud and carefully. Than for posttest, the command used in posttest are the same as those used in pre –test. Post -test is given in order to know the students' achievement in speaking mastery using small group discussion.

After the data gain from the pre-tests and post-tests, then it will be analyzed by using SPSS 24. To analyze the data using SPSS the writer calculated: Normality Test, Homogeneity Test, T-Test.

RESULTS AND DISCUSSION

Results

The data tabulation of teaching listening using Duolingo Application is based on the calculation of pretest and posttest scores.

Table 4.1 The Students Scores

Name Students	Pretest	Posttest
Student 1	50	75
Student 2	55	75
Student 3	60	80
Student 4	40	60
Student 5	70	85
Student 6	55	70

Student 7	50	65
Student 8	45	65
Student 9	60	85
Student 10	50	70
Student 11	55	75
Student 12	50	70
Student 13	45	65
Student 14	60	80
Student 15	45	75
Student 16	55	65
Student 17	50	70
Student 18	60	75
Student 19	55	75
Student 20	65	80
Student 21	45	70
Student 22	70	90
Student 23	45	65
Student 24	70	90
Student 25	50	70
Student 26	45	75
Student 27	65	90
Student 28	60	85
Student 29	65	80
Student 30	60	80
Student 31	55	70
Student 32	60	85
Student 33	50	75
SUM	1765	2410
MEAN	55,15	75,31

Based on the above table, the pretest result shows that the highest is 70 and the lowest value is 40. For the posttest indicates that the highest value is 90 and the lowest is 60. While the sum Sum (Σ) for pretest is 1595 and for post test score 2410 and the value the average of the pre test is 55.15 while the average post score is 75.31

Analysis Data

After obtaining pretest and posttest results, the authors used a Shapiro-Wilk sample to test the normality of the regression model using SPSS 23.0 Version with a significant level of 0.05. The results can be seen below:

Table 4.2 Test of Normality

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	,140	32	,116	,943	32	,092
posttest	,147	32	,076	,945	32	,104

a. Lilliefors Significance Correction

Based on table 4.2 above results, because the number of samples more than 30 students then the researcher use Kolmogorov-Smirnova. The result of pretest (0,116) and posttest (0,76), because result > 0,05 then can be distributed

After knowing the result of normality test, the researcher look for result from Test of Homogeneity. Homogeneity tests are used to determine different population or samples having the same variant or not. Homogeneity test itself is usually done using SPSS 23.0 Version to know Test of Homogeneity Variances with sig. value 0.05. The result can be seen as follow:

Table 4.3 Test of Homogeneity

Test of Homogeneity of Variances			
pretest dan posttest			
Levene Statistic	df1	df2	Sig.
,008	1	62	,927

Based on the above table it can be seen that, the value of significance for teaching research speaks using Small Group Discussion = 0.927. From this result it is known that sig. or P-value is higher than 0.05 ($0.927 > 0.05$), which means H_0 is accepted while H_a is rejected. It can be concluded that the list of teachings using the Small Group Discussion method for the sample (X-ADM 3 class) has the same variant.

For the latter, the author looks for Paired samples T-test using SPSS 23.0 Version using Paired Sample T-test with sig. level 0.05. The results are described in the following table:

Table 4.4 Paired Sample Test

Paired Samples Test									
		Paired Differences							
		95% Confidence Interval of							
		Mean	Std. Deviation	Std. Error	the Difference		t	df	Sig. (2-tailed)
				Mean	Lower	Upper			
Pair 1	PRETEST - POSTEST	-20,156	4,487	,793	-21,774	-18,538	-25,410	31	,000

Based on Table 4.3 the above results It appears that the t-table is (-29.222) with a probability value (Sig. 2 tailed) 0,000. Because of the probability of $0.000 < 0.05$, then H_0 is rejected, which means that pretest and posttest are not the same or real different. At SPSS 23.0 output there is also average difference (30.152) that is difference between pretest and posttest.

Discussion

Based on problem found out, the researcher conclude use small group discussion to improve student in the speaking skill, From what has been discussed by the researchers above, it is true that group discussion can improve students' speaking ability. Kildsvatter (1996:242) states that a small-group discussion dividing the large classroom into small groups of students to achieve specific objectives permits students to assume more responsibility for their own learning, develop social and leadership skills and become involved in an alternative instructional

approach. Through the pre-test, the authors obtained the average value of students score. Based on table 4.4 (2-tailed) $0.000 < 0.005$ This is a positive change is enough, given that there is only a time limit in behavior care. But even if that is not a good result, it refers to the criterion of judgment, study time, and student level, it is not a failure. These results are in line with two previous studies conducted by Ningtyas Orilina Argawati (2014) and Rizki Hidayati (2013)

CONCLUSION

Based on previous discuss, the pretest result shows that the highest is 70 and the lowest value is 40. For the posttest indicates that the highest value is 90 and the lowest is 60. The collected data were analyzed using SPSS 23 version. The study found that the test of normality consist the data of pretest is (0,116) and the data of posttest is (0,076). In addition the value of sig (2-tailed) 0,000 because of the sig value (2-tailed) $< 0,005$ it can be conclude that using small group discussion can improve student speaking skill. From the treatment conducted, it is true that group discussion provides the students more opportunities to speak.

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