

IMPROVING SPEAKING SKILL USING GROUP DISCUSSION

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Abstract

This article aimed to : (1) describe how small group discussion can be implemented to improving the students speaking ability. (2) To find out wheter there is improvement of students' speaking ability through small group discussion. This research was conducted by using classroom action research method, and small-group discussion as a technique with 35 students of the ninth grade participating in this research. Classroom action research consists of 4 cycles, they are : planning, acting, observing and reflecting. In conducting data, the resercher used observation and interview. The result of the studybshowed the students' score in the cycle 1 on the pre-test it was 57,33, and on the post-tst in cycle 2 it was improved to be 66,67, in the cycle 3 and on post-test it was 70,06. Based on the these results, it can be concluded that small group discussion improve the students' speaking ability. This research used qualitative research.

Keywords: *Speaking Skill, Group Discussion, and Classroom Action Research*

INTRODUCTION

Almost everyone from various countries in the world uses English to communicate. The area of English has always been of special interest. That's because of the importance of English in the scope of our lives. Baker (2001: 6) claims there are four language skills, namely: speaking, listening, reading and writing. Four language skills is very important for communication in daily life. In fact, to learn these skills are not easy because in Indonesia English is a second language. The most difficult thing for the students is speaking. So, the teachers have to think the best method and technique to teach English.

Speaking is one of the important skills that need a lot practical use. Richard (2008: 19) in Parmawati states that "the mastery of speaking skill in English is a priority for many second language or foreign language learners". By speaking the students can express their ideas, feeling, and sharing information to others. According to Brown (2004:140) defines "Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test". Improve the students motivation in speaking class, the teacher has to offer the equal chances to the students to speak up, use the various way such as individual presentation and group work. In learning speaking skill there are many students confused because they find some problems. Such as, the lack of motivation to practice the second is language in everyday conversation. They are too shy and afraid to take part in it. One technique that can be applied is group discussion. According to Orlich et al. (1985) as quoted by Anthoni (2014: 56) propose that "small group

discussions can improve students' speaking skills. There are 3 reasons why we can use small group discussion in improving speaking skill. First, discussion is used to increase teacher-student interaction and student-student verbal interaction in the classroom. Second, discussion is used to promote meaningful personal interaction and learning. The learning may be of contents, skill, attitudes or processes. Third, it is used to help students adopt more responsible and independent mode of learning ”.

The method is be able to increase the students’ motivation in learning English, especially in speaking English, and method has to be able to understood. By group discussion enables the students to practice speaking and express themselves in the clasroom also in their daily life where they lives.

Speaking

Speaking is fundamental to human communication because speaking is direct way to communicate to each other. As stated by Ur (1996) cited in Aristi, Hadiansyah and Apsari (2019) that speaking as the most important skill of all four skills. According to Brown (2004:140) defines: “Speaking is a skill that can be observed directly and empirically observed, the assessment is usually heard by test participants, which of course jeopardizes the reliability and validity of an oral production test.” Harmer (2007:284) claims that speaking is the ability to interact fluently and presupposes not only knowledge of language features, but also the ability for processing information and language ‘on the spot’ while Quianthy (1990:7) defines speaking as the process of transmitting ideas and information orally in varieaty of situations.

Brown (001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. Still more, he said that the benchmark for the success of language acquisition almost shows the ability to achieve pragmatic goals through interactive reading with other language speakers. Can be concluded that speaking is speaking, expressing feelings in spoken language and directly to communicate with others

Group discussion

Small group discussion serve intellectual, emotional, and social purpose. Intellectually, discussion helps participants become aware of the diversity of opinions on a material. Emotionally, the participants may have some sort of personal involvement in learning process. Soccially, it is build a sense of cohesion and trust with another. It helps the participants to build their inter personal skills and confidence about offering individual opinions in a small-group discussion.

Kindsvatter (1996 : 242) states that : small group discussions that divide large classes into small groups of students to achieve specific goals allow students to assume more responsibility for their own learning, develop social and leadership skills and become involved in alternative learning approach.

According to Gulley (1960:62) as quoted by Hastoyo (2010:33) states a group is more than a collection of individuals assembled in the same place. He adds that the accomplishment of the group tasks has involved interactions. He also quotes Hoover (1997: 13), discussion is the process of talking things over among two or more persons, preferably face to face.

The purpose of group discussion is to contribute and circulate information on a particular topic, analyze and evaluate the information the supported evidence in order to reach an agreement on general conclusions.

METHOD

The research was taking place to the ninth grade students of MTs. Negeri Kota Cimahi. The participants are 35 students in one class. There are 18 boys and 17 girls. The method used in this research is classroom action research.

According to Arikunto (2006: 2-3) there are three words that make those means, they are :

1. Research is an activity to observe the object by using of ways and methologies to get the useful data or information to improve the quality of thing and that is necessary for researcher.
2. Action is a movement activity deliberately with a specific purpose.
3. Class in this case is not bound by the terms of the classroom, but in a more specific sense. The terms of class in this case are a group of students who are in the same time; receive the same lesson from the same teacher as well.

The aim of action research is to feed practical judgment in concrete situation, and the validity of the theories or hypotesis it is not generate depends so much on scientific test of truth as an their usefullness in helping people to act more intellegently and skillful. In recent year, action research has been applied to problem involving curriculum development, and in service education, particularly within the field of self-evaluation (Arikunto, 2006:57).

Mc taggart in (Argawati : 2014) also says that action research is used to refer to teacher initiated classroom investigation which seek to increase the teacher’s understanding of classroom teaching and learning, and to bring about change in classroom practices. Bogdan and Bikhen (Argawati : 2014) claim that action research is a collection of systematic information designed to bring about social change. The researcher collected data using qualitative.

The implementation of this class action research uses observation, field notes, recordings and interviews. Obervation is a researcher overseeing the learning process. Fields note exists as a teacher in class in teaching speaking skills.While the teahing, it was taking recorded of the students activities. After class, the researcher interviewed the students about their diffuculites in learning speaking ability and english teacher to get information of it.

Creswell as quoted by Herdiansyah (2010: 8) clamis that : “Qualitative is an inquiry process orf understanding based on distinct methodological traditioins of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, report detailed views of information, and conducts the study in natural setting”.

In collecting data, the researcher used a speaking rubric as a standard to assesing students’ speaking ability.

THE RUBRIC OF SPEAKING ASSESMENT

1. Date :
2. Name :
3. Topic :
4. Class :

NO.	Criteria	Rating scores	Descriptions
1	Pronunciation	5	Has few traces of foreign language.

		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty.
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
		3	Understand most of what is said at slower than normal speed without repetition.
		2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
		1	Can not be said to understand even simple conversation.

Table 1.1 : Rubric of speaking by David P. Harris as it is cited in Nurnia (2011:27)

RESULTS AND DISCUSSION

Results

In classroom action research there are two cycles. Every cycle consists of 4 meetings. They are planning, acting, observing and reflecting. In planning, the researcher identifying and defining a problem to plan the act. In acting, the researcher was collecting and analyzing the data. Observing, in this stage the researcher develops a plan to make change and implements these changes. This is the action component of action research. In the reflecting, it is important to review the impact of the changes made. How successful were they, Is any follow up action needed, to revise the next plan. Based on observation, interview and research, the researcher found there is significant different of using small-group discussion in teaching speaking ability. The improvement students speaking skill by using small-group discussion technique it shows on the cycle 1 the students's mean score is 57,33. It is continue in the cycle 2 on pos-test it was 66,67 students' mean score.

Table 1. Students score in cycle I

Students	Score
1	56
2	56
3	52
4	56
5	52
6	60
7	56
8	60
9	60
10	56
11	60
12	56
13	64
14	56
15	52
16	52
17	72
18	56
19	64
20	56
21	60
22	72
23	56
24	52
25	56
26	60
27	56
28	52
29	52
30	52
Total	1720

$$m = \frac{\sum x}{N}$$

M = Mean score

$\sum x$ = Total score

N = Total student

$$= \frac{1720}{30}$$

$$= 57,33$$

At the first cycle, the students still confused and afraid of using grammar, pronunciation in conversation. So, the researcher conducted the second cycle. The results of the second cycle can be seen from the table below:

Table 2. Students score in cycle II

Students	Score
1	60
2	60
3	72
4	70
5	64
6	60
7	72
8	60
9	72
10	60
11	60
12	76
13	64
14	70
15	76
16	60
17	80
18	68
19	72
20	70
21	60
22	80
23	60
24	60
25	64
26	68
27	60
28	60
29	72
30	64

Total	1994
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$$m = \frac{\sum x}{N}$$

$$= \frac{1994}{30}$$

$$= 66,67$$

In the first cycle, students are still confused and afraid to use grammar, pronunciation in conversation. In the second cycle students begin to understand and start conversations using English but not maximally. So the researcher used a three cycle to get maximum results. the third cycle can be seen from the table below:

Table 3. Students score in cycle III

Students	Score
1	70
2	60
3	72
4	72
5	70
6	68
7	72
8	68
9	72
10	70
11	70
12	76
13	64
14	70
15	76
16	68
17	80
18	68
19	72
20	70
21	68
22	80
23	70
24	68
25	64
26	68
27	70
28	70
29	72
30	64
Total	2.102

$$\begin{aligned}
 m &= \frac{\sum x}{N} \\
 &= \frac{2.102}{30} \\
 &= 70,06
 \end{aligned}$$

In the implementation, it used small group discussion when the researcher did the treatment. In this case, the students make 4 to 5 person per each group. Then, they discussed about the topic and solve the problem. By group discussin they can shared idea, and solving problem faster. It means small group discussion is very important to help them to improve speaking ability because they can express themselves. Also, they can help their friends who do not understand well. It fun for them and easier because they work together to solve the exercises. Then, they shared the result of discussed.

Discussion

As a whole, the interpretation of data resulted between pretest, posttest of cycle 1 and posttest cycle 2 are as follows: In the pretest, the average score of students on the speaking test before carrying out the Class Action Research (CAR) was 4.2 for pretest and posttest 5.7 in the first cycle this is the student's speaking score before they use Small Group Discussions. And in the second cycle 7.5 after using small-group Discussion. That is the value obtained after conducting research at the Mts N Kota Cimahi.

Furthermore, students are familiar with small group discussions and their scores increase significantly. That the average score in the second posttest cycle was 7.5. This shows an increase in students' class action showing some improvements to the first posttest 5.7. The posttest of the second cycle 7.5 has fulfilled the success target of Classroom Action Research (CAR), which is above 75% of students can pass the KKM. Automatically, it can be said that implementing a small group discussion is success and the cycle is stopped.

CONCLUSION

Based on result and disscussion, it can be concluded that small-group discussion improve students' speaking ability. It helps the them to speak up, express them selves and participate actives in the class. So, it is fun way to the students' because they can shared their opinion and work together to solve the problem. The students' can improve their skills while working in a team, as a team will be having people with different skills and abilities. It helps the students to improve their communication skills.

The suggestions are the English teacher should use an interesting method and technique to teach speaking ability. They can use small group discussion techniques. Students will enjoy the material. This will help improve their speaking skills. The teacher must provide examples of how to conduct small group discussions with students so that they can understand how to practice it. Based on the above research, it can be directly applied in teaching speaking English in class.

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