

THE USE OF GROUP DISCUSSION IN TEACHING SPEAKING
(A Descriptive Study for Seventh Grade Students of SMP Negeri Kutawaringin)

A RESEARCH PAPER

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CHAPTER I

INTRODUCTION

In this chapter, the writer discusses background of this research, research question, objectives of the research, limitation of the problem, benefits, and definition of key terms.

A. Background of The Research

Speaking is the tools of communication in human's daily activities. From speaking people can express their opinion to other people. And in the era globalization we are demanded to be able to communicate not only by using our mother tongue but also by using a foreign language, especially English which is obviously more difficult to do since we have a limitation of knowledge about foreign language. On the other hand, as an international language. English is used to communicate information, chiefly in science and technology.

Moreover, English is also important for us, especially in the world education and working world we should use English to communicate with other people, although we have limitation of knowledge about foreign language.

However, actually students assume that speaking is one of the difficult subject, a lot of students feel hard to express their idea in English language because students have limited vocabularies, and also they always worried about

their grammar and pronunciation, so students are not really confidence to speak in English.

To solve the problem above, teacher should give many opportunities for students to speak English more and the teacher should find good techniques which can make students speak and express them self in the spoken form. One of the interesting techniques which can be used is group discussion. By using this technique, the writer expects that the students will be more active, having fun, being cooperative with their friends, being responsible, and more be confidence to speak English.

Group discussion is suitable to be used in explaining some texts, for example narrative, discussion text and etc. It also gives student cognitive points. Cognitive point in this activity including the students' confidence, appreciation for other arguments, student understands. If the students have a good cognitive skill, they might be able to become a critical thinker. Critical thinking is a common objective of various disciplines and a goal that most faculty must have.

Through that statements the writer would like to takes a research under the title : “ The use of group discussion in teaching speaking (a descriptive study for seventh grade students of Junior high school)”.

B. Research Question

In this research the writer tries to formulate the research questions as follow:

How can group discussion develop the seventh grade of junior high school students' speaking ability?

C. Objective of the Research

The objective of this study is intended to describe the implementation of group discussion technique in developing the seventh grade of junior high school students' speaking ability.

D. Limitation of The problem

The limitation of this study is limited on improving students' speaking ability by using group discussion technique. And the observation is only conducted to seven grade students of junior high school.

E. Benefits

The benefits of this research are :

1. Theoretically

The findings of the research will give more explanation needed by English teacher especially how to improve the students' speaking skill through group discussion. This means that group discussion can improve the students'

speaking skill. Students get more ways to improve their speaking skill. They will enjoy and are more interested in teaching learning process in their formal school after they get more knowledge from this research.

2. Practically

a. For the Teacher

This research can give additional contribution to English teachers to develop their method to teach about English education.

b. For the Students

The result of the research can help students to improving their speaking ability to be better and more having fun when they learn about speaking English.

F. Definition of Key Terms

The following key term are presented to assist in understanding several terms or concepts in this research:

1. Speaking

Tarigan (1990: 3-4) defines that speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill

is learned. It means that speaking is the basic language. The goal of teaching speaking skills is to communicate efficiency.

2. Group Discussion

According to Jones (1994:1) discussion is an activity in which people talk together in order to share information about a topic or problem or to seek possible available evidence or a solution.

G. Organization of The Research Paper:

The final project will be developed with five chapter :

Chapter I: Introduction. This chapter, the writer discusses background of this research, research question, objectives of the research, limitation of the problem, benefits, and definition of key terms.

Chapter II: Literature Review. This chapter consists of related theories that relevant to the studies. The theories are conducted from experts and their researches with related to technique that the writer used in the research.

Chapter III: Research Methodology. This chapter discusses the methodology used in conducting the research. This chapter consist of the research design, research method, site and respondent, and data collection.

Chapter IV: Result And Discussions. This chapter consists of the writer's interpretation about findings of the research.

Chapter V: Conclusions And Suggestions. This chapter consists of the conclusion of the research and also suggestion to the other researchers who wish to continue this research. This chapter describe the research conclusion and suggestion. The conclusions are taken from the data analysis of research findings.

CHAPTER II

LITERATURE RIVIEW

The second chapter contains some theories related with the research. It is about theory of speaking, theory of group discussion and previous study.

A. Speaking

1. Definition of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning.

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997). In addition, Tarigan (1981:15) states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message. Moreover, Lado (1961: 240) points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. It can be concluded that speaking ability is a skill, which is communicating the speech sound for expressing and conveying a messages or ideas. Furthermore, Lado (1989: 66) says that: language teaching successfully may be examined by analyzing a series of lesson plans over a

period of time which can tell us the procedures of presentation, the predominance of skills and the frequency of reviews, how much by the method, what the teacher has omitted or added to text aim, include a lesson plan. Lado (1977:200) says also that either four or five components are generally recognized in analysis of speech process. They are: a) Pronunciation (Including the segmental features-vowels and consonant and the stress and intonation/ pattern), b) Grammar, c) Vocabulary, d) Fluency (the case and the speech of the flow of speech), and e) Comprehension.

Therefore, it can be concluded that speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoke language.

2. Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001:348-352) states that there are six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

a. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity.

In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

b. Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001:272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions.

The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text.

The second is instant comments which can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

d. Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and

more 'writing like'. However, if possible students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f. Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe

videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.

3. Types of Speaking Performances

According to Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and text comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-

initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information.

For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

4. Assessment of Speaking Skill

Assessment is the procedure to collect data of the student in order to measuring the effectiveness of the method or technique which is used in the research. According

to Brown (2004:4) assessment is an ongoing process that encompasses a much wider domain. In speaking assessment is challenging, there are several components that should be emphasized as follows:

a. Vocabulary

English has a very large vocabulary, which adds greatly to our opportunities to express subtle shades of meaning and to use different styles (Michael McCharty,2002:6). Moreover, vocabulary is the important component in speaking skill. By mastering enough vocabularies, students can express their idea clearly. Turk, C (2003:87) states that the second way in which spoken language differs from written language is that the choice of vocabulary is very different. Written vocabulary is formal, and explicit. Spoken vocabulary tends to be familiar, and every day. From that statement we can conclude that the appropriate way to develop the students' speaking skill is made sure that the vocabulary used in the speaking topic is familiar for them.

b. Fluency

Fluency has crucial part in speaking, because by fluency teacher can measured how far the students master the topic of speaking and the most important benefit of fluency is teacher can conclude how far the students understood about the speaking concept itself. In addition, when the students have a good fluency when they are speaking in using the target language it indicates that they have understood the speaking concept as well as the purpose.

c. Grammar

Grammar is needed in spoken language in order to arrange the correct sentence. People judge you by the way you speak, and they can dismiss what you have to say if you say it carelessly (Aan Batko, 2004:22). Thus, grammar is needed to make a good understanding and comprehension between speaker and listener. However, most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentences that are grammatically correct. Realizing that the students' grammar mastery is very weak; in addition, they feel embarrassed when they want to produce English sentences orally.

d. Comprehension

When someone speaks, he has to make sure that he understands about what he has said and is able to make the listener catch easily the ideas, meanings and feelings of the speaker that is why comprehension is needed in speaking. Both the production and comprehension of language are a factor of our ability to perceive and process stretches of discourse, to formulate representations of meaning not just from a single sentence but from referents in both previous sentences and following sentences (Brown, 2007:226). From that statement it can be concluded that comprehension is used to describe the stretches of the topic which is being spoken by the speakers.

e. Pronunciation

Pronunciation is the speaker way to express every single word in correct language. Pronunciation is needed to make good understanding between speaker and listener; moreover, clear pronunciation can express the speaker ideas correctly and make the listener understand the ideas easily. However, Burns and Claire (2003:5) state that the survey conducted for this project showed that pronunciation can be something of a ‘Cinderella’ in language teaching – to be given low priority or even avoided. Sometimes teaching learning process only stressed in using of grammar or the fluency without correcting the student’s pronunciation. Some factors can be the reasons of that situation; one of those factors is the teachers’ effort to build students’ confidentiality.

However, there are five components usually used to analyze speech performance, they are grammar, vocabulary, comprehension, fluency, and pronunciation. The scoring also can include accuracy, articulation, eye contact, expression, intonation and gesture of the speaker.

B. Group Discussion

1. Group Discussion

There are many definitions of speaking that have been proposed by some experts in language learning.

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 interaction. He also quotes Hoover (1997:13), discussion is the process of talking things over among two or more persons, preferably face to face. He adds that the total discussion process ideally is a cooperative effort on the part of a number of individuals to work together as a group, through the exchange of thought orally, toward some group objectives. Risk states that discussion means thoughtful consideration of the relationship involved in the topic or problem under study. In addition Ur (1981: 2-3), in her book, *Discussions that Work: task-centered fluency practice*, says that: "Thinking out some problems and situations together through verbal interchange of ideas is simply called as to discuss. She also states that a discussion that works is primarily one in which as many students as possible say as much as possible. A further characteristic of a successful discussion is the apparent motivation of the participants: their attention to the speakers their expression that they are reacting to the humor, seriousness, or difficulty of the ideas being expressed". From the explanation above, we can conclude that group discussion is the method which consist of two or more persons in small group for exchange of thought orally to achieve a result in team work, and they can take assume more responsibility for their own learning, develop social and leadership skills and become involved in an alternative instructional approach. So, this method is better used in learning process.

2. Application of Classroom Discussion

In applying the classroom discussion, the teacher should make a good plan for his/her successful classroom discussion process although spontaneity and flexibility are important in it. Based on Arends' book (2004: 420), there are three steps in planning the discussion in the process of teaching and learning. They are:

a. Consider purpose

Teacher should be sure about the purpose of discussion before applying the approach in the class. This is done in order the teacher can check for students' understanding of assignments or presentations through recitations, teach teaching skill and share the experience to the students.

b. Consider students

A good teacher will consider the students' activities when he/she has to apply the classroom discussion in the class. It includes the considerations in how particular students in the class will respond differently to various kinds of questions. The teacher also predicts how some students will want to talk all the time whereas others will be unenthusiastic to say anything.

c. Choose an approach

In Classroom discussion choosing one of approach can really influence the two things of planning for discussion above. Three approaches that can be used in the classroom discussion are:

1) Recitations

The approach is applied by giving the information on a particular topic and brief question and answer sessions about the information can provide teacher with a mean of checking the students' understanding. It can also arouse the students' motivation to complete their assignments or to listen carefully when the teacher is talking.

2) Inquiry or problem-based discussion

This other approach in classroom discussion is part of some types. This is done by giving the puzzle situations to the students that are not immediately explainable. Teacher encourages the students to ask questions because they are curious about the puzzle given by the teacher. In this type of discussions, the teacher helps the students to be conscious of their own reasoning processes and teach them to monitor and evaluate their own learning strategies.

3) Sharing-based discussion

It will help the students to form and express thoughts and opinions independently. Through dialogue about shared experiences, and what these

experiences mean, ideas are developed or expanded and questions are raised for future study.

3. Benefit of Using Group Discussion

There are several benefits when teacher using group discussion in teaching speaking :

According to Hoover (1964: 250) as quoted by Hastoyo (2010: 48-49) there are number of values to be gained through the use of group discussion:

- a. It tends to develop group cohesion and responsibility.
- b. It encourages the timid person to participate.
- c. It enables to develop greater creativity than would otherwise be possible.
- d. It offers additional opportunities for leadership.
- e. It may be used effectively to asset the class in planning and directing over-all learning activities.

It is also assumed that having a variety of group activities in the classroom will be effective in the way:

- a. It helps teachers deal with differences among learners.
- b. It provides opportunity for students to plan and develop special project on which groups can work together.
- c. It increases students interaction and socialization.

C. Previous Study

To make sure the originality of the idea in this study, the writer will present several previous studies that have relevance with this kind of study the writer conducted.

The first one comes from Bagus Witya Meiarta from English Education, Faculty of Language and Art, State University of Surabaya, in his research with the title “ The Implementation of Group Discussion in Teaching Speaking to The Tenth Grade Students of SMA Negeri 4 Surabaya” this study found that, investigated how the implementation of Group Discussion in teaching Speaking in lights of the theories of group discussion. It sought the answers to the following questions: How does the teacher implement Group Discussion in her English lesson? What are the teacher’s reasons in using group discussion to teach speaking?. This study was limited to one teacher who used Group Discussion in teaching speaking in SMA Negeri 4 Surabaya. This study used descriptive qualitative as a research method. The data were taken from the results of field notes, and semi-structured interview. The data that were gotten were analyzed qualitatively. It was found that when the teacher used Group Discussion to teach Speaking at the class X-3 at SMA Negeri 4 Surabaya, her implementation was not similar with the theories of Group Discussion. The teacher added an activity in the implementation, but the students was quite active in the class. According to the teacher statement, group discussion is a good method, because it gives students

some cognitive points. The teacher used narrative text as a topic of the discussion, the topic was not suitable to teach speaking. In conclusion, the implementation of group discussion in tenth grade students of Senior High School of SMAN 4 Surabaya was not similar with the theories of group discussion, but it still effective to develop students speaking ability.

The second relevance study comes from Sovenda Septa Hastoyo from English Department Teacher Training And Education Faculty Sebelas Maret University Surakarta 2010 with the title of his study “Improving Students’ Speaking Competence Through Small Group Discussion (A Classroom Action Research in the Fifth Year of MI Al Islam Grobagan Surakarta in Academic Year of 2009/2010)” this study, found that the writer there should be an appropriate method (or technique) in teaching speaking to overcome such problems. A method (or technique) which will accommodate the improvement of students’ speaking competence. From six students the writer had interviewed, all of them were in one voice that speaking English communicatively is still a problem for them, but it is the skill that they mostly want to master. They believe that speaking English is very important, especially for their future. But their learning today has not promote learning good speaking.

In dealing with such problem, the writer is eager to give a try in overcoming the problem in English speaking by conducting an action research which attempts to improve students speaking competence through small-group discussion

technique. The writer believes that small-group discussion is a good technique in managing classroom activity especially in conducting speaking activity.

CHAPTER III

RESEARCH METHODOLOGY

Research method takes an important role in a research. The quality of the result of the research greatly depends on the method. In this chapter the researcher present of the research design, research method, site and respondent, data collection and data analysis.

A. Research Design

In this study, the writer uses a qualitative research design to analyze the data, qualitative framed in term at using words. According to John Hogan (2009) Qualitative research is a multifaceted approach that investigates culture, society and behavior through an analysis and synthesis of people's words and actions.

The term of qualitative study refers to studies which look into the quality of relationship, activities, situation, or material (Fraenkel *et al.* 2011: 440). It is a design that consents a researcher to explore people's beliefs, experiences, behaviors, interactions, perceptions, attitudes, feelings and motivations at once to comprehend how they are formed (Deeptee and Roshan, 2008:). In addition, Patton (Golafshani,2003) defines qualitative research an attempt to understand a phenomenon in a particular situation in a natural setting where the researcher does not control the phenomenon of interest. It describes “in detail all of what goes on in a

particular activity or situation rather than on comparing the effects of a particular treatment” (Fraenkel *et al.* 2011: 426). According to Creswell (2007:249) in qualitative study “the researcher builds a complex, holistic picture, analyzes words, report detailed views of informants, and conducts the study in natural setting”. One of the strengths of the qualitative approach is the natural setting where a researcher gathers the data at the field of participants’ experience to the issue under study (Creswell, 2007: 37).

In relation to the aforementioned definition, this study was conducted to investigate the phenomenon of using group discussion in teaching speaking and to gather an in-depth understanding regarding to its process.

The goal of a qualitative descriptive study is to generate a comprehensive summary of events at the moment (Sandelowski, 2000). It seeks to provide this picture using data in the form of words or pictures. Hence, the method consisted of two kinds of data collection: participant observation, and interview.

B. Research Method

To look into the issues, the writer used qualitative approach by applying a descriptive method. This qualitative descriptive study aims to describe what that currently applies. Inside there is the attempt to describe, in other words a qualitative descriptive study aimed to acquire the information the existing situation.

Kaswan and Suprijadi (2016:102) state that many variants of qualitative research involving many forms of data analysis, including interview, transcripts, field notes, conversational analysis, and visual data, whether photographs, film, or observations of internet occurrences (for the purpose of brevity, this entry calls all of these forms of data text).

In essence a qualitative descriptive study is a method in researching students who are studying or an object with the purpose of making descriptive, depiction or painting in a systematic, factually and accurately about the facts or phenomena that investigated.

C. Site and Respondent

1. Site

The site of the research at SMP Negeri Kutawaringin. And the problem of this school is speaking and this school needs to repair and improve the students ability of speaking.

2. Respondent

The respondents of the research, are the seventh grade students, and English teacher who teaching in the class.

D. Data Collection

The data of the research are collected through observation and interview.

1. Observation

Observation is a method of data collection by conducting accurately and systematically records. Observation should be done accurately and systematically to obtain that can be relied the results, and the researcher must have a background or a greater knowledge about the object of research has the theoretical basis and objective attitude.

Definition of type the data in qualitative research is observation, unstructured text data and pictures taken during observations by the researcher (Kaswan and Suprijadi 2016:92).

Direct observation conducted by the writer could be realized by recording of information relating to existing students in the first grade classroom. And also observe how to teaching and learning process. In operate the strategy with the direct observation the writer can understand the context of the data in a variety of situations, that can acquire a thorough the views. The writer be able direct observation in obtaining evidence related to the object of study.

2. Interview

This interview is the most important techniques in the preparation of this paper, since most of the resources acquired through interviews. The interview aims to acquire oral sources, especially on how the teacher teaches English language using audiovisual like a picture in teaching writing descriptive text.

Creswell (2008: 226) also classify the interview into four types, those types are one-on-one interview, focus group interview, telephone interview, and electronic E-mail interview, one-on-one interview is data collection process in which the researcher asks questions and records answers from only one participant in the study at a time. The interview as an attempt acquire the information by asking questions directly to the teacher.

In this research, one to one interview was used five student's for high and lower achiever.

E. Data Analysis

The stage of analyze the data is the most important stage and define in a study. The data were analyzed with the aim of simplifying the data into a form that is easier to read and interpret.

According to Kaswan and Suprijadi (2016), this part discusses each of these features of data analysis.

1. The gathering of data and the analysis of those data are iterative processes.
2. Both during and after collecting data, researchers engage in memos.

3. Any analysis of the data involves some form for coding.
4. Qualitative research arrived at a more profound analysis of the data when they engage in writing up the data as soon as possible.
5. All data analysis must move toward developing concepts or relating to already existing concepts.

Researchers since the earliest days of qualitative research, have offered insights into the specific ways in which they have extracted findings and ideas from their text. Here, too, there have been many variants. Some used colored pencils, others used a numerical system, and still others used a given word to indicate the code. In these cases, the researchers made sample use of a wider right-hand or left-hand margin for this purpose. Some researchers found it more convenient to use single spaced written text so that the context of items was more clearly visible and categorize. It is helpful to remind oneself that in the more distant origins of qualitative research-at least when typewrites when still in use researchers needed to make as many copies of the field notes (or interview transcripts).

CHAPTER IV

RESULT AND DISCUSSIONS

This chapter reveals the result and discussions of the research. The result data obtained from observation and interview, this research as a purpose to describe whether the use group discussion can develop students' speaking ability. The research describes the data by answering formulated research questions of the study which are presented in the first and third chapter.

The result of data that are not only from interviews, but also supplemented by the data of direct observation in April until May. To strengthen the substance of the result data interviews and observations, all data from this study are described by focus the following research questions:

A. Results from Observations

This section presents the data based on observations, results and discussions where are divided into the use of group discussion to develop speaking ability of students. The writer did the classroom observation for two times, in every meeting there are 90 minutes. And the time for observation and interview that is about one month. The results and discussions in every meeting will be presented by following the explanation.

From the research procedure then, the writer concluded that there were two main causes, from writer and student. Firstly, the writer did not give specific material about speaking, the writer just demanded students to do free English conversation

with the writer and they friends. Do the conversation without thinking about grammar, pronunciation, fluency, comprehension, etc. just to make sure that the students feel confidence to speak up. The time given by the writer was limited.

Secondly, not all students feel confidence to speak English, just few of students be brave to speak up. They are not feel confidence because they worried about the pronunciation, they were lack of vocabulary and also they did not have idea about what they must say, especially if the writer ask them to speak with her, they more confidence to speak with they friends.

Because that, the writer assume that to solve this problem, the teacher have to make a “group discussion” for students to make them more active to speak because they will more confidence to speak with the familiar people, and that is they friends. By providing it, students will more active and feel confidence to speaking English. So, the students will not feel worried again to speak up and also they will more trained to be brave speaking with another people not only with they friends. After that, the students will more have a lot of vocabulary because in the group discussion the teacher will give them “specific topic”, so they must give a lot of statements about that topic, and they also more trained to listening other statements from they friends, it will give them stimulus to more understand about communication and speaking.

The research was conducted seventh grade of A students of SMP Negeri Kutawaringin, which consist 24 students’ of A, the range of students’ age is 13-14

years old. The English lesson was conducted two times a week, there were two times lesson on Monday and Thursday. However, the observation was conducted on Monday and Thursday For two week. In other words, the observation was conducted two times at the week.

1. Observation 1

The first observation on Monday, 10th April 2017. The observation only focused on classroom management in learning process. Concerning the classroom management which is in accordance with the national standard of education, the writer observed to teachers in teaching speaking using group discussion, and the teacher give them topic about social media.

When doing the first observation, the writer looked the way the teacher taught the students about the material. The teacher was started by greeting, and that they praying after that the teacher doing ice breaking to make class more be warm and comfortable for students. And also, the teacher checks the attendance list of students. After that, the teacher gives them one topic that is “Social Media” but the teacher did not explain about that, the teacher give the students opportunities to explore their statements about what is social media and the students must speak up about that. And they demanded speaking by using English.

Further more, the teacher discussing every statements and ideas from them. Although, the students still feel not confidence when they speak but this strategy give them chance to speak up. So, from this strategy the writers assume that the teacher

always makes sure students to confidence to speaking English. After that, the teacher give the students assignment still about “Social Media” by group discussion. Every group must explain about what is Social Media (definition of Social Media), the kinds of social media, and the advantages and disadvantage from social media.

Then, the students make the group discussion by them self. Every group discussion it is about 5 or 6 members. But the writer only took 3 groups.

First group there are six members the four of them is higher achiever for English subject, and the other not really active in the class.

Second group there are six members the higher achiever only two of them, and the other is mid and lower achiever. They are not really confidence to speak because they worried about they pronunciation.

Third group there are seven members the higher achiever is three of them and the other enjoy about English subject but not really active in the class.

So that’s why the students must do this assignment by group discussion, the teacher wants students more be active, and more have ideas, vocabulary, and also to facilitate them to cooperating with friends and more confidence to speaking English.

Moreover, the teacher wants they prepare this assignment very well because they must presented it next meeting to make sure that they will be more active and confidence to speaking English.

2. Observation 2

Second observation, on Thursday 20th April 2017 the writer focused to analysis the result of first observation that is about the presentation students especially about they speaking ability by using group discussion strategy. As usually, the teacher started the learning process by greeting, praying, ice breaking, etc.

And after that, the teacher invite the first group to presented they group task. They have well prepared because they performed are not bad, because they confidence to speaking English when they presented the result of they discussion. They said that social media is part of the internet, from social media they can have new friends also they can find they old friends. And then, all of them now and can mention the kinds of the social media . And they, give the opinion that from social give the advantage for them that is social media especially Google give them facilitate to searching and browsing about the information they needs, and the disadvantage, they think that social media make people around them feel so far from them.

Second group, they are not ready to presented they result of discussion, because they performed not really confidence to speaking about the material, cause not all members understand about the material. Only, three of them can speak up by fluency about the material. They said that social media is the collection of applications that make them easy to do communication with they friends. They just know some of kinds from social media, and they give statements that the advantage of social media

they can have friends from abroad, and the disadvantage is from social media a lot of people doing deception.

Third group have good prepared they said that from social media especially *facebook* they can make friend with abroad people and they can share everything with social media such as information, photos, videos, etc. They have good presentation but just three of them who have confident to speaking with loud and the other members presented the material with soft voice.

Based on the observation, it can be concluded that through group discussion students can be more active in speaking because they have friends beside them. In addition, they learn about cooperation and get lot of ideas which can increase their vocabularies. Finally, they have well prepared it that make them easy in speaking.

B. Result From Interview

There are five students from seventh grade of A in the academic year 2016/2017 who are high and low achiever in English and the respondent at the research add with the teacher who teaching in this class. The interview was distributed to the respondent after conducting to the investigated their responses to using group discussion to improve speaking ability.

1. Teachers' responses to students' ability in speaking using group discussion.

The results of the first category showed that in response a teachers, according to the teachers who teach in the seventh grade of A, the class were of students tend to be active, but they do not enthusiast to learn about English especially about speaking.

Comment from the teachers' response to students' ability in speaking using group discussion :

Q1 :” What the competences that students must have in speaking?”

Teacher :”The competences that students must have when they learn about speaking, that are they must have a good listening comprehension, and also they must have rich of vocabularies. And also, the teacher have know and understand the method to make them enjoy to learn. Cause it will make them confidence and easy to understand.”

So, she said that teacher must have a good method when teach English especially speaking to make students active and confidence to speaking English.

Q3 : “ Mrs., what the method that you ever use when teach speaking to make students active when they learn about speaking ?

Teacher : “To make them more active to speaking I would like to use group discussion, because the students more trained to doing oral communication between they friends and trained them confidence to speaking English in front of peoples.

After that, from group discussion students will doing easy conversation. Then, from the group discussion they will help each other if they feel difficult about the topic”

From that statement, the writer assume that group discussion is one of the suitable method to use in teaching speaking because the students feel comfortable to speaking in front of they friends. However, the group discussion have the advantage and disadvantages itself.

Q7 : “What the advantages from Group Discussion?”

Teacher : “Teacher know about speaking skill of students, and it can increase the knowledge of students about the topic discussed. And also, this method will train the students to feel confident in speaking.”

2. Students’ responses to their learning of speaking using group discussion.

There are the result of second category showed of the students’ that learning of speaking using group can :

a. Developing Ideas of Students

The data from interview revealed that group discussion increase students vocabulary as stated by respondent#1 :

“Group discussion is enjoyed technique because from group discussion I can learn speaking more easy because me and my friends can change our ideas each

other, and we can feel free to doing conversation and speaking without feel worried about grammar, pronunciation, etc.”

(R#1)(Interview, translated version)

From the result above, it can be concluded that the use of group discussion in teaching speaking can developing ideas of students.

b. Increasing Vocabulary

The data from interview revealed that group discussion increase students vocabulary as stated by respondent 3 :

“ From group discussion I can get more vocabularies from the members of group each other, so every students can increasing vocabulary with easy by group discussion”

(R#3)(Interview, translated version)

The finding above is in line with the statement of Michael Mc Charty (2002:6). English has a very large vocabulary, which adds greatly to our opportunities to express subtle shades of meaning and to use different styles. Moreover, vocabulary is the important component in speaking skill. By mastering enough vocabularies, students can express their idea clearly.

c. Improve Students Confidence

The data from interview revealed that group discussion increase students vocabulary as stated by respondent 2 and 1 :

Respondent 3 : “ By group discussion method make me feel more confidence to speak English, and I can help each other with my friends if we don’t understand about the topic”

Respondent 1 : “From group discussion I more confidence and feel free to doing conversation and speaking without feel worried about grammar, pronunciations, etc.”

From the result above, it can be concluded that the use of group discussion in teaching speaking can improve student confidence.

d. Group Discussion is Fun Technique

The data from interview revealed that group discussion increase students vocabulary as stated by respondent 5 :

Respondent 5 : “That is fun technique , because by group discussion I can more active to speak because the responded is my friend so I don’t feel shy to speak English”

From the result above, it can be concluded that the use of group discussion in teaching speaking is fun technique.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After conducting the research, presenting the data, analyzing the data and discussing the result, in this chapter the researcher would like to present the conclusion and suggestion of this research.

A. Conclusions

After presenting and analyzing data in the previous chapter, the researcher accomplishes to the conclusion as follows:

The procedure of Implementation of group discussion to develop speaking skill for the seventh grade students of SMP Negeri Kutawaringin are as follows:

1. The teacher provides some material needed.
2. The teacher divides the class into four groups, each group consists of five or six students but the writer just took three groups.
3. Teacher gives the group time to discuss the material and understand it to prepare before presentation.
4. All of groups present their discussion
5. Finally, teacher gives some feedback about the discussion, such as the understanding about the discussion, answering the students' questions, and concluding the lesson.

The observation has writers describe in Chapter IV. .Based on the results of qualitative research by observation and interviews conducted at SMP Negeri Kutawaringin about the use group discussion in teaching speaking series 2016/2017 academic year. And the conclusion is that the group discussion is a suitable method for teacher in teach speaking, because the group discussion can develop the students speaking ability because the students feel enjoy, comfortable and confidence when they learn speaking using group discussion.

B. Suggestions

After the writer knows the real condition and situation, she would like to suggest some possible solutions in teaching speaking process, as follow:

1. For English Teachers

The English teacher should use an interesting method or technique in speaking class. They should choose a good method or technique in teaching learning process. They can use group discussion technique to teach speaking. If they use it in the class, the students would enjoy the lesson and it can decrease the worries in learning speaking. This is able to improve their speaking ability.

The teacher should give example how to do group discussion to the students, so they can understand how to practice it well. The teacher must give example how to say something properly and help the students when they do not understand about the instruction and get difficulties in translating some vocabularies.

2. For the students

The students should try to practice speaking using group discussion. They can invite their friends to practice it. They could practice it every day in the class. So they are not bored when they are in the class.

They could divide the class into four groups. All of group discuss about something and then present it in front of the class. They can exchange their though by this method. Maybe they can use some information in their group or other group.

The students should also have high motivation and desire in improving their speaking ability. They must study hard, not to be lazy to open dictionary, make a note and a new word, memorize the new vocabularies from the dictionary and practice it more and more. They should have good self-confidence to speak English and they should practice to speak English with their friends.

3. For the other writers

It shows that the using of group discussion technique can improve the students' speaking skill, so that the other writers or the readers could use the method when they are learning speaking and to improve their speaking skill. They should read this research clearly, so they can understand how to practice group discussion to develop their speaking skill well.

Based on the explanation above, the writer would like suggest the readers and other writers that this research can be used to be applied in additional reference to further research with the different sample and occasion.

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AUTHOBIOGRAPHY



The writer's name is Ira Mirawati. She lives in Cikahuripan, Soreang. She was born in Bandung on March 17, 1994. She is the first daughter in her family and she got married. She has two little brothers. And she has one daughter. She was graduated from Elementary School of SDN Mekarhurip in 2006. Then in 2009 she completed her junior high school of SMP Negeri 1 Soreang. In 2012 she graduated from vocational high school of SMK Pasundan 1 Banjaran. After she completed her education in vocational high school she continued her study at STKIP SILIWANGI BANDUNG she took English Education Study Program as her major.

Appendix 1

The Result of Interview with Students

Hasil Wawancara Dengan Siswa

Tujuan : Untuk mengetahui penggunaan grup diskusi dalam mengajar “Speaking”
bahasa Inggris

Tanggal :

Tempat : SMP Negeri Kutawaringin

Respondent 1

Writer :

Respondent 1 : Grup diskusi adalah metode yang menyenangkan karena dari grup diskusi saya dapat mempelajari speaking lebih mudah karena saya dan teman saya dapat saling bertukar ide, dan kita dapat merasa bebas untuk melakukan percakapan dan speaking bahasa Inggris tanpa merasa khawatir tentang *grammar*, *pronunciation*, dll.

Respondent 2

Writer :

Respondent 2 : Dari metode grup diskusi membuat saya merasa lebih percaya diri untuk berbicara bahasa Inggris dan saya dapat membantu satu sama lain dengan teman-teman saya tentang *grammar*, *pronunciation*, dll.

Respondent 3

Writer :

Respondent 3 : Dari grup diskusi saya dapat *vocabulary* yang lebih banyak dari antar anggota grup diskusi, maka setiap murid-murid dapat meningkat *vocabulary* mereka dengan mudah dari metode grup diskusi ini.

Respondent 4

Writer :

Respondent 4 : Dari grup diskusi saya lebih percaya diri dan merasa bebas untuk melakukan percakapan dan speaking dalam bahasa inggris tanpa merasa khawatir tentang *grammar, pronunciation*, dll.

Respondent 5

Writer :

Respondent 5 : Iya Grup diskusi itu merupakan metode yang menyenangkan, karena grup diskusi saya dapat lebih aktif untuk berbicara bahasa inggris karena lawan bicara nya adalah teman saya sendiri jadi saya tidak merasa malu untuk berbicara bahasa inggris

Appendix 2

The Result of Interview with Teachers

Hasil Wawancara Dengan Guru

Tujuan : Untuk mengetahui penggunaan grup diskusi dalam mengajar “Speaking” bahasa Inggris

Tanggal :

Tempat : SMP Negeri Kutawaringin

Writer : Selamat siang bu. Sebelumnya terimakasih ya bu. sudah menyempatkan waktu untuk saya wawancara.

Guru : Selamat siang juga, iya sama-sama.

Q1 : Langsung saja ya bu. Adakah kompetensi yang harus dimiliki siswa dalam speaking? Apa sajakah itu ?

Guru : Iya tentu saja ada , seperti kemampuan dalam Listening, kekayaan dalam vocabulary setiap siswa, serta dalam hal pelafalan kata atau pronunciation. Serta guru harus tahu dan mengerti metode yang menyenangkan ketika belajar speaking. Karena itu akan membuat mereka percaya diri dan mudah memahami.

Q2 : Oh,iya bu. Lalu menurut ibu apa tujuan dari pengajaran speaking ?

Guru : Menurut saya pengajaran speaking itu untuk komunikasi oral antar anak (murid).

Q3 : Sejauh ini apakah usaha Ibu dalam mensukseskan aspek speaking. Metode apa yang ibu gunakan dalam mengajar speaking ?

Guru : Untuk membuat siswa lebih aktif dalam berbicara bahasa inggris saya menggunakan Grup Diskusi, karena murid-murid lebih terlatih untuk melakukan komunikasi oral dengan teman nya dan mereka lebih terlatih kepercayaan diri nya untuk berbicara bahasa inggris di depan banyak orang. Serta, melalui group diskusi murid-murid akan lebih mudah melakukan percakapan. Dan dari grup diskusi mereka akan saling membantu satu sama lain jika mereka merasa kesulitan tentang topic yang didiskusikan.

Q4 : Bagaimana agar siswa lebih aktif lagi dalam proses belajar bahasa inggris khususnya speaking ?

Guru : Ajak siswa untuk melakukan diskusi lalu mempresentasikan hasil diskusinya, serta melakukan percakan yang ringan.

Q5 : Bagaimana dengan metode “Group Discussion” dalam belajar speaking?

Guru : Grup diskusi menurut saya salah satu metode yang baik untuk mngajar speaking.

Q6 : Bagaimana peran siswa terhadap siswa lain nya dalam belajar speaking melalui grup diskusi ?

Guru : Mereka aktif dan saling membantu satu sama lain.

Q7 : Bagaimana keuntungan bagi gurunya ?

Guru : Guru dapat mengetahui kemampuan speaking dari siswa dan dari grup diskusi dapat menambah pengetahuan siswa-siswi tentang topic yang didiskusikan. Dan juga, metode grup diskusi akan melatih murid-murid untuk percaya diri dalam berbicara bahasa inggris.

Q8 : Apakah metode tersebut berhasil digunakan untuk siswa dalam belajar bahasa inggris?

Guru : iya berhasil karena melalui grop diskusi, murid-murid menjadi lebih percaya diri untuk berbicara bahasa inggris. Serta kemampuan speaking bahasa inggris setiap siswa menjadi lebih berkembang.

Appendix 3

Documentation

DOCUMENTATION





