

# **THE INFLUENCE OF SMALL GROUP DISCUSSION TOWARDS STUDENTS' SPEAKING SKILL AT ELEVENTH GRADE STUDENTS OF SMKN 1 MALINGPING**

**Hadrowi**

STKIP Stiabudhi Rangkasbitung  
[rqiassy9783.hdpr@gmail.com](mailto:rqiassy9783.hdpr@gmail.com)

**Pupun Sampurna**

Sultan Ageng Tirtayasa University

## **ABSTRACT**

There are many students who feel hard to practice speaking English in daily formal study at school. Students need to practice their speaking skill inside and outside classroom. There are many techniques to improve students speaking ability. Each technique has advantages and disadvantages according to the needs of the students and teachers. In this study we investigated the influence of small group discussion towards Students' Speaking Skill. Our results indicated that when small group discussion applied students got high achievement in term of speaking,  $t(2,99), p = .005$ .

**Keywords:** Speaking Skill, Small Group Discussion, Influence

## **INTRODUCTION**

There are many students who feel hard to practice speaking English in daily formal study at school, so their speaking skill is not good. It is caused by some factors of learning process such as uninteresting method of teaching, environment factors where English is a foreign language, and a less chance to practice speaking English, etc.

Students need to practice their speaking skill inside and outside classroom. There are different techniques to give practice to students to improve speaking ability. Each technique has advantages and disadvantages according to the needs of the students and teachers.

There are new appreciations in teaching and learning styles. The students often have the unique in learning styles, for example: discussing the problem and trying to solve the problem by small groups of students. This particular community comes to classes and effort to have some perceptions on how to encourage the different individuals in becoming familiar for teaching styles and presented the materials.

‘Speaking as a language skill / called as direct communication is done verbally from the communicator to his partner (interlocutor) in a two –way intercourse’. (Tarigan, 1986 : 8).

‘Furthermore, the teacher of language classroom efforts to pay much attention to the student’s capability in speaking the target language in contrary, previously the student in the language classroom are emphasized on the acquisition of linguistic structures or vocabularies, and as a result, the students may know the rules of language usage that will be unable to use the language (Larsen, 1983: 124)’.

Fortunately, nowadays the students are challenged and rewarded to cope the sufficient knowledge for the sake of their ability in speaking in target language. That means, they are challenged to speak English fluently, for example; when the students could express his desires, ideas, thought or willingness by using the target language. So all at once he may easily learn the listening, reading and writing skills accordingly. Secondly, they felt rewarded when they understood that by mastering the English orally they might get pleasant and intelligent carrier choices beyond the complex and the modern society.

Teaching English speaking in Vocational High School should pay attention to increase students’ enthusiasm about learning English speaking and also make them interest about learning English speaking.

To identify the students who have the definite capability, specifically, in speaking the target language. The teacher in the language classrooms tries hard to involve themselves, the students and all of their resources mentally and physically gain interest in learning the target language. For one common thing, an imaginative and creative professional teacher stimulates the students’ interest with various kinds of vicarious experiences “learning by doing”, for example by asking the students to have make small group to practice their speaking skill and its correctness.

Teaching speaking in the class needs innovation and creation of the teachers to make students interested in practicing their speaking competence refers to the fact that many students still have low competence in speaking skill and also they have a difficulty in practicing speaking skill in the class or out class. And Junior High School is middle school where the students grow up and need to be explored and improved by the teacher. The teacher can choose an interest method of teaching for students that can improve their speaking skill. Teaching speaking with small group discussion makes the

students have many chances to practice their speaking skill in a group and they have partner to practice speaking.

According to Kathleen M. Bailey on Nunan (1992 : 48), speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.

In teaching oral communication, there are some factors that encourage learner to gain successful practice in speaking skill beside input factor that comes from listening session. Brown (1988: 142) has broken down both micro-skills and macro-skills of speaking:

1) Micro-skills

- a) Produce differences among the English phonemes and allophonic variants.
- b) Produce chunks of language of different length.
- c) Produce English stress pattern, word in stressed and unstressed positions, rhythmic structures, and intonation contours.
- d) Produce reduced forms of words and phrases.
- e) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- f) Produce fluent speech at different rates of delivery.
- g) Monitor your own production and use various strategic device -paused, fillers, self-corrections, backtracking- to enhance the clarity of the message.
- h) Use grammatical words classes (noun, verb, etc.), system (e.g., tense, agreement, pluralization), word order, pattern, rules, elliptical forms.
- i) Produce speech in natural constituents –in appropriate phrases, pause groups, breathe groups, and sentence constituents.
- j) Express a particular meaning in different grammatical forms.
  - k) Use cohesive devices in spoken discourse.

2) Macro-skills

- a) Accomplish appropriately communicative functions according to situations, participants and goals.
- b) Use appropriate registers, implication, pragmatic conventions, and other linguistics features in face to face conversations.

- c) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d) Use facial features, kinetics, body language, and other nonverbal cues along with verbal language to convey meanings.
- e) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing providing a context for interpreting the meaning of words, appealing for help, accurately assessing how well your interlocutor understand you.

So, the speaking ability is dealing with not only the capability in producing correct grammar or fluently in communicating but also the circumstances that the speaker and hearer have. To gain meaningful communication, it is needs both the speaking competence and performance.

And according to Brewer (1997 : 28), small group discussion is developing cognitive and affective abilities of participants. It is process of freely sharing information and insights among peers in a welcoming environment under the guidance of a presenter.

Green, Christopher and Lam on Richards (2002 : 226 – 227) said that implementing classroom discussion there are three stages of a classroom discussion. Those are pre-discussion, discussion and post-discussion.

- 1) Pre-discussion. In this stage, viable discussion and associated partner groups are formed. Each group draws up a list of possible discussion topics, deriving principally from their current professional, academic or development concern. Next a topic for discussion is selected and divided into manageable areas of enquiry for the next time available. Responsibility may then be apportioned among individuals for researching and exploring particular aspects of the topic. If preferred, the whole topic may be researched and thought about by each participant.
- 2) Discussion. The groups discuss the topic while partner groups of observer-evaluators monitors the process, using variety of instruments to record process.

3) Post-Discussion. First, there should be peer feedback from observer-evaluators.

In this research the writer is observer-evaluator of discussion. And the participants of small group discussion are students.

Based on the theory and the facts in the classes of English, the problem that English teacher found of English found in his/her class is some students get problem in their speaking because they are second language learners and they need to practice their speaking. Some facts students have problem with their verbal communication. As we know that learning to speak English as foreign language needs practice to adapt students' speech.

Jacobsen (1989:211) said that the traditional strategy is just with rows and desks and teacher desks at front. He also added that this might be ideal when a teacher is presenting a lesson to the entire class, but students tend to physically separate from the teacher and most likely to be ones causing problems.

Richards (Nunan, 1989:84) suggest that learner roles are closely related to the functions and status of the teacher. They point out that traditional strategy is totally teacher-dependent.

In language teaching, according to Richards (1992:79) that communicational method is an approach to foreign language as second language teaching which emphasizes that the goal of language learning is communicative competence.

## **METHODS**

In this research, the writer used a true experimental design with pretest-post-test group design. It was use to establish experimental activities to seek the result of the study. The two groups are the sample of this research. Each group (experiment and control) consisted of 30 students.

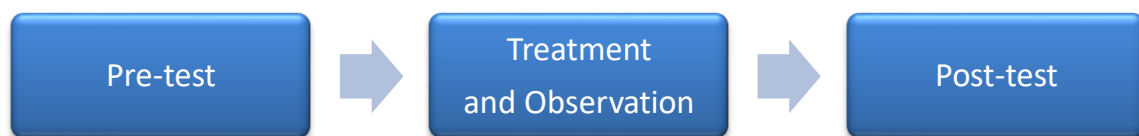
According to Sugiyono ( 2012 : 76 ), the design of the research could be Illustrated as follow :

|                         |          |           |          |           |
|-------------------------|----------|-----------|----------|-----------|
| <b>Experiment Group</b> | <b>R</b> | <b>O1</b> | <b>X</b> | <b>O2</b> |
| <b>Control Group</b>    | <b>R</b> | <b>O3</b> | <b>-</b> | <b>O4</b> |

- R = the subject that are placed into the group purposively
- X = treatment (teaching speaking using small group discussion)
- 01 = the pre-test of experiment group
- 02 = the post-test of experiment group
- 03 = the pre-test of Control group
- 04 = the post-test of Control group

The instrument that the writer used in this research is pre-test and post-test which has similar term of subject. The tests are oral that consist of 5 items. For affective and psychomotor assessment the writer took observation to the students. And the test assessment refers to Harris' speaking skill (Harris. 1969).

Procedure is needed in doing a research because it reflected the way the writer executed the study to solve the problem. The procedures that used are as follow:



1) Pre-Test

The pre-test (Oral Test) was given before treatment. It was to identify students speaking skill. Students from both groups A and group B were examined one by one orally. Everyone was asked with some questions, which was administrated.

2) Treatment and Observation

In this stage the students are taught for English speaking with different method in each group. Small group discussion is used to teach English speaking to experiment group, while control group was taught with traditional strategy.

Beside the tests mentioned above, the writer with English teacher help also observed the learning progress to assess the achievement development that students had. The observation was done in the class that divided into two; first meeting class and

second meeting class to know the increasing of students learning progress and speaking ability.

### 3) Post-Test

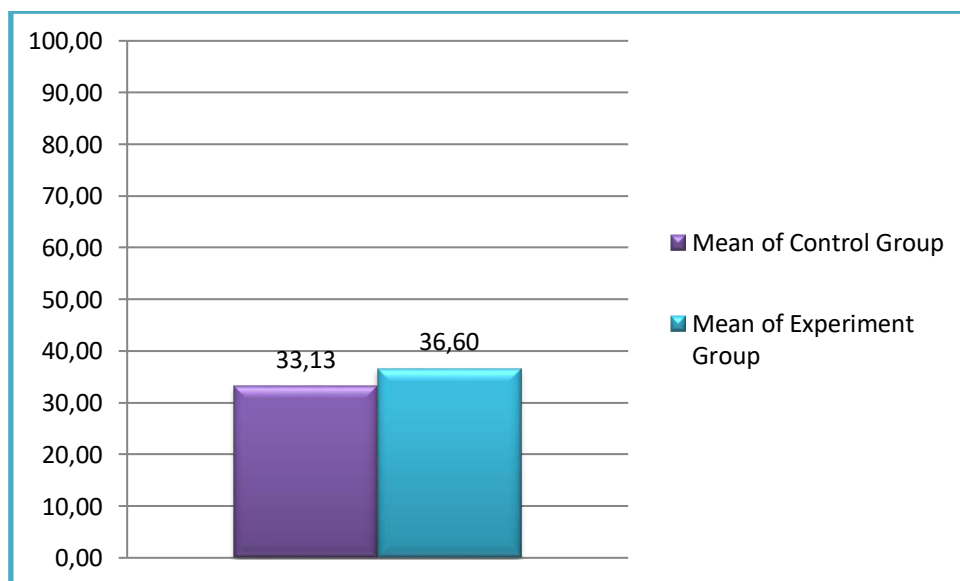
After treatment, the writer gave a post-test with the same items and the same material with the pre-test. It was aimed to know whether they had difference speaking achievement after the treatment.

## FINDINGS AND DISCUSSION

### 1. Findings

Many methods those are able to be used by English teacher to improve students speaking skill, such as small group discussion. The reliability of the test is 0.89 which is reliable. And from data analysis, was found that the mean of experiment group is 36.60 and the mean of control group is 33.13. It assumed that students who are taught using small group discussion has increased their speaking skill significantly, while students who are taught using traditional strategy is low.

Mean of the Test Result



From the research findings found the standard deviation of experiment group is 4.82 while standard deviation of control group is 3.96. With standard error of mean of difference is 1.16 this research found that  $t$  observed ( $t_o$ ) is 2.99 and  $t$  table ( $t_t$ ) is 2.00 with  $p = .005$ .

The result of mean of experiment group is higher than the mean of control group. And the writer also got the result of the comparison between  $t_o$  and  $t_{table}$  :  $2,99 > 2,00$  or  $t_o > t_{table}$  with  $p = .005$ .

Besides that, refer to result of observation of students activities achievement for experiment group in first meeting is 77.50 (77.50%) and second meeting is 86.25 (86.25%) while for control group first meeting is 75.00 (75.00%) and second meeting is 77.50 (77.50%). It is inferred that increasing of speaking skill for experiment group is higher than control group. This means that there is significant difference in speaking increasing between students who are taught by using small group discussion and those who are not taught by using it, or in other words there is significant influence of small group discussion towards students speaking skill at eleventh grade students of SMKN 1 Malingping in 2017/2018 academic year.

## **CONCLUSION**

Teaching speaking at the Eleventh Grade Students of Vocational High School is not as easy as what most teachers think. Generally, students' attention and motivation to speaking is low. They regard that learning speaking is difficult, tedious and confusing work. The students' problem in learning speaking is caused by some factors related to their personal characteristic such as attitude, aptitude, and motivation. It is also influenced by their mother tongue and a less chance to practice speaking.



Implementing small groups in teaching speaking is a good alternative that can be chosen by the teacher. Implementing small groups in teaching speaking can give special impression to both teacher and the students. The teacher should give favorable situation in teaching-learning process and always consider the students personal characteristic differences. The teacher should be a good model for the students in speaking. Therefore, he/she must increase their innovations, knowledge and skills continuously. The teacher should prepare good teaching aids, then using appropriate teaching method, technique, and approach in her/his presentation. And also gives them with relevant, challenging, and up to date subjects. The teacher should increase her/his effort in motivating the students in learning English, so that the students can reach a good achievement in English. To increase their speaking ability students have to practice by many ways, do conversation using English every day, etc. Those are able to be an alternative model to gain English skills especially in speaking. And also Students must be serious in learning activities to target language knowledge especially in speaking.

## REFERENCES

- Arikunto, Suharsimi. 2002. *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta : Rineka Cipta.
- Brown, G., & Atkins, M. (1988). *Effective Teaching in Higher Education*. New York : Routledge.
- Harris, David. P. 1969. *Testing English as A Second Language*. New York : McGraw-Hill Book Company.
- Jacobsen, David, Paul Eggen, and Donald Kauckhack.1989. *Method for Teaching : A Skill Approach*. Ohio. Merril Publishing Company
- Larsen, Diana Freeman. 1983. *Principles and Techniques In Language Teaching*. London : Oxford University Press.
- Nunan, David. 1989. *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press
- Richards, Jack C, John Platt and Heidi Platt. 1992. [\*Longman Dictionary of Language Teaching and Applied Linguistics\*](#). London : Longman
- Sudijono, Anas. 2008. *Pengantar Statistik Kependidikan*. Jakarta : PT. Rajagrafindo Persada.
- Sugiyono, Prof. DR. 2012. *Statistika Untuk Penelitian*. Bandung : Penerbit Alfabeta

Tarigan, Hendry Guntur. 1986. *Menulis Sebagai Sebuah Keterampilan Berbahasa*. Bandung : PT. Angkasa.