The Influence of Buzz Group Technique Toward Students' Speaking Skill at the 8th Grade Students of MTsN 1 Kota Serang

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Abstract

The objective of this research was to find out the influence of buzz goup technique toward students' speaking skill at the eight grade of MTsN 1 Kota Serang. The researcher used quantitative research by applying true experimental design for conducting the research. The population of this research was the eight grade students of MTsN 1 Kota Serang The sample of this research was chosen based on cluster random sampling. The groups were put into experimental group and control group. Each group consists of 30 students. Pre-test was given to the groups at the beginning of the phase. Then treatment was given only to experimental group for two meetings. To find the improvement, post-test was given to the groups.The researcher used content validity and inter-rater reliability in order to make the instruments was valid and reliable. In testing the hypothesis the researcher used t-test as formulas to know the influence of buzz group technique toward students' speaking skill at the eight grade of MTsN 1 Kota Serang. The calculation shows the result of t_{count} is higher than t_{table} ($2.73 \geq 2.00$) with the significance 0.05 (5%). It can be concluded that there is an influence of buzz group technique toward students' speaking skill at the eight grade of MTsN 1 Kota Serang. It is suggested that buzz group technique can be used by English teacher to help students improve their speaking skill.

Keywords: *Influence, Buzz Group, Speaking skill*

INTRODUCTION

This chapter presented an introduction of the research paper which describes the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, the objective of the problem, the used of the research, and hypothesis.

1.1 Background of The Problem

English is an international language. There are various functions in different countries. Some countries use English as the first language, some others use it as a second language. The ability to mastering English is very important in the global area because English takes up a very important position in almost any sector of use such as business, commerce, academic field, technology and so on. It is

supported by Thornbury (2005), speaking is so much part of daily life that people take it for granted. Communication through speaking is commonly performed in face to face interaction. It occurs as part of verbal exchanges. In speaking, the use of body language is a great help for the listeners to understand the intended message. Therefore, the non-linguistic features are very helpful to smooth the flow of the interaction between the speaker and the listener. Lara (2004:6) states, Speaking consists of knowledge and skill. Knowledge is what students know about something. It needs to be used in action in order to understand it.

Speaking known as one of four productive skills in teaching English, but unlike the other skills, people need to convince what they want to say to express their idea. In addition, according to Harmer (2007), language is used widely for communication between people to share the same first (or even second) language. This sharing is based on systematic, conventionally used signs, sounds, gestures, or marks that convey understood meanings within a group or community. English is one of the languages that is very important to learn. In Indonesia English is taught as a foreign language from junior high school to higher education.

According to Harmer (2007:284), speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot. Speaking also is the bridge that drives us to compete with the global community. That is an important tool that tends you to success to gain relationships with other people worldwide.

From the statement above the researcher considers that in mastering speaking, the learners have to know the basic knowledge before using it and not only knowledge but also ability. It makes speaking more effectively to convey what the speaker means. Moreover, without knowledge and skill, teaching-learning speaking will not be effective.

Through this research, the researcher wants to find out whether Buzz Group Technique could improve the students speaking skill or not, therefore, the researcher entitled the paper "The Influence of Using Buzz Group Technique Toward Students' Speaking skill at Eight Grade MTsN 1 Kota Serang."

1.2 Limitation of The Study

It is necessary for the researcher to limit the study. It is intended to avoid some problems and helped the researcher to focus on his research. In the references to the background of the problem and identification of the problem, this study would be focused on improving students' speaking skill in English lessons by using the Buzz group technique. The researcher limits the material focused on Reporting Animal, Tourism Place and Historical Place. In the light of view, the researcher limits the study about the influence of using a buzz group toward students speaking skill of Eight Grade students of MTsN 1 Kota Serang.

FRAME OF THEORIES

2.1 Definition of Speaking

Such of definitions about speaking have been proposed by language. Speaking skill its self is a productive skill in the oral mode. It is more complicated than the other skills. In this skill, the students did not only pronounce the words but they had to interact with the others well. Communication through speaking is commonly performed in face to face interaction. It occurs as part of verbal exchanges. According to Brown (2004: 141) "speaking is a productive skill that can be directly and empirical observed, those observations are invariably colored by the accuracy and affectedness of test-takers listening skill". In speaking, the use of body language is a great to help for the listeners to understand the intended message.

Speaking is a productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process.

From the experts' side, there are some states. In the light of Harmer (2007:284) states speaking is the skill to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot. Then, Nunan (in Kayi, 2006:1) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called fluency.

2.1.2 Teaching Speaking

The goal of teaching and learning English in Indonesia is to develop communicative skills that included the skill of listening, speaking, reading and writing proportionally. To make the speaking class works and to improve the students' ability in speaking skills is not easy. Students usually only kept silent and listen to what the teacher says rather than taking apart to act in speaking class. They did not want to make mistakes because it was shameful or makes them felt underconfident in front of their friends. They are felt anxious when they want to arrange the sentence. They need to take a few moments to think twice about how do they say.

In relation to those factors above, it needs awareness from the teachers' creativity in making the teaching-learning process runs well and enjoyable. The teacher should be a concern about making an interactive strategy in speaking class. He should provide a suitable technique for the students in order to make the teaching-learning process becomes interesting and enjoyable.

RESEARCH METHOD

3.1 Research Design

In this research, the researcher used a quantitative method by using a true experimental design. According to Creswell (2014: 4), quantitative research is an approach for testing objective theories by examining the relationship among variables. Moreover, the researcher uses a true-experimental design. Furthermore, Hatch and Farhadi (1982: 22) mention the characteristics of true-experimental designs:

1. A control group (or groups) is present,

2. The class are randomly selected and assigned to the group, and

3. A pre-test is administered to capture the initial differences between the groups.

According to Hatch and Farhadi (1982: 22), the researcher designed is presented as follows:

G1 : (Random) T1 X1 T2

G2 : (Random) T1 0 T2

Notes:

G1: Experimental Group

G2: Control Group T1: Pre-test

T2: Post-test

X1: treatment for Experimental Group (using buzz group) X2: treatment for Control Group (using teacher modeling.

Table 3.1. True Experimental Design (Hatch and Farhady, 1998:22)

Group	Pre – Test	Treatment	Post Test
Experimental	T1	TBL	T2
Control	T1	Presentation	T2
Group	Pre – Test	Treatment	Post Test

To conclude the table above, there were two classes of research participants: one as experimental group which got the treatment using task based learning and the other as a control group which was taught by using conventional method (presentation). Having a control group allows the researcher to justify the effect of his treatments.

3.2 Variable of The Research

Variable is an object or also known as simply terms that can be measured. According to Kerlinger (1986) variable is a property that takes on different values and a concept that can be measured by anyone of the four types of measurement. Varies from person to person or from object to object can be measured by placing it on a scale. The variable of this research are:

1. Independent Variable, the Independent of the research is tests.
2. Dependent Variable, the dependent of the research is students' speaking skill.

3.3 Population and Sample

The population is individuals or a small group or large group which have the same charachteristics. According to Creswell (2012:141) population in this research is the students' at eight grade of MTsN 1 Kota Serang. The sample is part of a population that has the same characteristics. In the light of Creswell (2012: 142) sample is a subgroup of the target population that the research plans to study for generalizing about the target population. In this research, the researcher used cluster random

sampling by lottery. It is in line with Donald (2010: 154) cluster random sampling is a technique for determining random samples from a population of a cluster.

To minimize the sample, the researcher chose two classes as a sample of the research, one class as a group experimental class and another one as a group control class. There are two classes of eight grade, one class consist of proximately 30-40 students.

3.4 Research Instrument

In this research, the researcher used a pre-test and post-test instrument. According to Arikunto (2010: 266), pre-test and the post-test instrument can be used to measure basic ability and attainment or achievement.

3.5 Content Validity

To get the validity of the test, the researcher used content validity which measures the content of the test based on the program. According to Creswell (2014: 206), content validity is the items measure content they were intended to measure. In other words, content validity is one of the types to get valid data. The researcher checked the test is valid or not by asking help to the English teacher in that school. This type of validity is done by proposing a test that is based on the curriculum.

3.5.2 Inter-rater Reliability

In order to get reliability in this research, the researcher used inter-rater reliability. According to Creswell (2012: 161), inter-rater reliability is a procedure used when making observations of behavior. It involves observation by two or more individuals of an individual's or several individuals' behavior. The observation records their scores of the behavior and compares scores to see whether their scores are similar or different. Inter- rater reliability used to get reliable by checking the result of the test with two raters. The two raters of this research are the English teacher of MTsN 1 Kota Serang and the researcher. The scores from the two raters calculated to get the correlation coefficient. The two raters observed students' performance in speaking skills by scoring the pre-test and post-test.

The researcher used when Kappa which measures inter-rater reliability with formula as follows:

Table 3.2 Value Kappa 1(Altman, 1991)

Kappa statistic	Strength of agreement
< 0.20	Poor
0.21-0.40	Fair
0.41-0.60	Moderate
0.61-0.80	Good

0.81-1.00	Very good

3.6 Data Analysis Technique

After getting the data, the researcher analyzed the result of the test and observation. For analyzing the test, the researcher used the normality of the test, homogeneity of the test and t-test.

3.6.1 Normality Distribution Test

The normality of distribution of the test is to find out the pre-test and post-test in two groups that normally distributed or not. In this research, the researcher used a graphical technique for normality of distribution test. The graphic will be indicated the distribution of the data is normal or not.

3.7 Hyphotesis Test

The researcher presented the alternative hypothesis (Ha) and the Null hypothesis (Ho). The alternative hypothesis (Ha) is a buzz group technique toward students' speaking skill. Whereas, the Null hypothesis (Ho) in this study is buzz group technique toward students' speaking skill is not giving significant influence toward students speaking ability.

4.1 Research Finding and Discussion

The objective of the research was to find out whether there was an influence of the buzz group technique toward students' speaking skill. The hypothesis of this research showed that t_{table} was 2.00 and t_{count} was 2.73; $t_{count} \geq t_{table}$ or $2.73 \geq 2.00$. It means that of null hypothesis (h_0) was rejected and the alternative hypothesis (h_a) was accepted. Therefore, there is an influence of the buzz group technique toward students' speaking skill at the eighth grade of MTsN 1 Kota Serang.

For further data of discussion or description is presented in the following descriptive statistic table. The data analysis showed that calculated as follows;

Table 4.1 descriptive statistic table

No.	Result	Pre-test		Post-test	
		E	C	E	C
1.	Mean	57.7	56.1	77	67.4
2.	Median	61	57,25	79,5	67,12
3.	Mode	52, 56, 68	56	64,76, 84	68
4.	Min. Score	36	36	48	46

5.	Max. Score	72	72	96	88
6.	Standard Deviation	9.54	14.89	14.43	10.77

Based on the table above, it was found that there was a significant difference between students' pronunciation, vocabulary, grammar, and fluency mastery from the experimental class that received treatment and the control class that did not receive treatment.

4.2 Content Validity

To determine content validity in this research, the validity sheet was compared to Kurikulum 2013 (K13) of eight grade of junior high school. This research was analyzed by an expert of English Teacher whether the content of the test was valid or not. Thus, the validity did not need a trial and statistic analytic. The parameter of the validity of the test shown by the following table:

Table 4.2 Content Validity

Basic Competence	3.1. Applying text structure and linguistic elements to carry out the social function of descriptive texts and factual reports by stating and asking about descriptions of people, animals, and objects, short and simple, in accordance with the context of their use.
Indicator	Students should be able to tell the simple factual report text
Technique	Buzz Group Technique
Media	Presentation (slide) and Book
Instrument of Test	Pre-test Students practice storytelling about a place

4.2.1 Inter Rater Reliability

The researcher used inter-rater reliability to measure reliability. The researcher worked with the English teacher of MTsN 1 Kota Serang in scoring students' speaking tests. Here are the results between the two raters interpreted by the value of kappa.

Table 4.3 Agreement of Inter-rater Reliability

Group	Pre-test	Post-test
Experimental Class	0.78 Agreement	0.58 Agreement
Control Class	0.61 Agreement	0.7 Agreement

From the table above, it can be concluded that the data of pre-test and post-test in experimental and control classes were reliable.

4.3 Result of Homogeneity Test

A homogeneity test was used in order to find out the homogeneity or similarity between control and experimental class. The criteria of homogeneity showed as follows:

If *Fcount≥ Ftable*: it indicates not homogenous

If *Fcount≤ Ftable*: it indicates homogenous

The result of sample homogeneity of the pre-test was 1.56, and the result of sample homogeneity of the post-test was 0.74. Then, it was obtained by comparing the value of the highest variance and the lowest variance with a significance level of 0.05 for df = 58 with the *Ftable* = 4.210.

Table 4.3 Result of the Homogeneity Test in Control and Experimental Class

Group	Fcount Pre-test	Fcount Post-test	Ftable
Control and Experimental	1.56	0.74	4.210

Pre-test   : Fcount ≤ Ftable   = 1.56 ≤ 4.210

Post-test   : Fcount ≤ Ftable   =0.74 ≤ 4.210

It can be concluded that pre-test and post-test in control and experimental class were homogeneous.

4.4 Research Discussion

This research was aimed at finding out the influence of the buzz group technique in teaching speaking for the eighth-grade students at MTsN 1 Kota Serang, Banten. The research question is to know the influence of the buzz group technique toward students' speaking skill. Based on the formula, the result of the statistic calculation indicated that the value of *t*o = 2.73 and the value of *df* (degree of

freedom) 58 with significance 5% is 2.00. The result showed that t-test (to) > t-table (tt) (2.73>2.00). It means that t-test was higher than t-table. Since *t*o score in the table is higher than *ttabl*e score obtain obtained result of calculating, so the alternative hypothesis (*H*) is accepted and the null hypothesis (*H*o) is rejected.

Based on the explanation about the result on the table, it can be concluded that using the buzz group technique in teaching speaking was successful in increasing students' scores in speaking skill. From the data above, students' scores can be increased after the use of the buzz group technique. Moreover, it can be said that using the buzz group techniques affected students' achievement in speaking score.

By using the buzz group technique, it is significant in teaching speaking compared to the use of other technique. It can be inferred that there is a significant difference between students' speaking scores who were taught by using the buzz group technique and who were taught without a buzz group technique. The influence of the buzz group technique toward students' speaking skill can be seen from the score of experimental class students that increased after the buzz group technique was applied in the class.

This study also confirms what has been found by Hasanah (2018); Dyah Nindya (2012); Solikin (2010); all of them found that there was an influence in students' speaking skill with the implementation of buzz group technique as a technique, although the research design and sample differences between the researchers.

5.1 Conclusion

The conclusion based on the result of the analysis of the research is it is proven that the students' score of speaking after being taught by using the buzz group technique is better than before being taught by formal technique. It can be seen from the score is higher than ttable. From the result of statistical calculation, it can be seen that the value of to or ttest is 2.73 and the degree of freedom (*df*) was 58. The value of t in the degree of freedom of 58 and at the degree of significance 1% or ttable of *df* 58 α=0.01 with t(1-½α) or t(0,995) is 2.663. The result showed that t-test (to) > t-table (tt) (2.73>2.663). It means that Ho is rejected and Ha is accepted. Therefore, it can be concluded that using the buzz group technique influenced students' speaking skill.

5.2 Suggestion

Based on the research and observation, using the communicative method like the buzz group technique is appropriate and applicable in teaching speaking English to a foreign language learner. English teachers should make a creative and effective technique in teaching speaking. Therefore, the teacher can try to use the buzz group technique as a proper technique for classroom activities especially in speaking English. The reason is that because buzz group technique enables the students to be more confident to use English in their activities and be more interactive with each other in the classroom.

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