

THE USE OF GROUP DISCUSSION METHOD TO IMPROVE STUDENTS' SPEAKING ABILITY AT THE TENTH GRADE OF SMA NEGERI 1 LOLOWAU

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Abstract

Speaking is one of the important language skills. However, many students at SMA Negeri 1 Lolowau got weaknesses in speaking. So, this research aimed at improving students' speaking skills through the Group Discussion method. This research was designed using the classroom action research (CAR) method. The research subject was class X MIPA 1 which consisted of 22 students. The instruments of data collection were observation paper and test. Based on data analysis, the results of the researcher's observations in cycle I at the first meeting was 77% and at the second meeting was 85%. In cycle II, the first meeting was 85% and the second meeting was 92%. Meanwhile, the result of student observation in cycle I of the first meeting was 62% and the second meeting was 75%. Then in cycle II the first meeting was 83% and the second meeting was 88%. Furthermore, the student test results in cycle I showed that 9 students passed or 41% and 13 students failed or 59% with an average score of 57. Then the test results in cycle II experienced an increase where 19 students passed or 86% and 3 people or 14% failed with an average score of 71. Based on these findings, it can be concluded that the Group Discussion method is the right method to apply in teaching speaking. It is suggested for English teachers to apply the Group Discussion method in teaching speaking because this method can improve students' speaking ability.

Key Words: *Speaking; Discussion Group Method; Classroom Action Research*

Abstrak

Berbicara merupakan salah satu keterampilan berbahasa yang penting. Namun banyak siswa di SMA Negeri 1 Lolowau yang mempunyai kelemahan dalam berbicara. Jadi, penelitian ini bertujuan untuk meningkatkan keterampilan berbicara siswa melalui metode Diskusi Kelompok. Penelitian ini dirancang dengan menggunakan metode penelitian tindakan kelas (PTK). Subjek penelitiannya adalah kelas X MIPA 1 yang berjumlah 22 siswa. Instrumen pengumpulan data adalah kertas



observasi dan tes. Berdasarkan analisis data, hasil observasi peneliti pada siklus I pertemuan I sebesar 77% dan pertemuan II sebesar 85%. Pada siklus II pertemuan pertama sebesar 85% dan pertemuan kedua sebesar 92%. Sedangkan hasil observasi siswa siklus I pertemuan I sebesar 62% dan pertemuan II sebesar 75%. Kemudian pada siklus II pertemuan pertama sebesar 83% dan pertemuan kedua sebesar 88%. Selanjutnya hasil tes siswa pada siklus I menunjukkan 9 siswa tuntas atau 41% dan 13 siswa gagal atau 59% dengan nilai rata-rata 57. Kemudian hasil tes pada siklus II mengalami peningkatan dimana 19 siswa tuntas atau 86% dan 3 siswa lulus atau 86% orang atau 14% gagal dengan skor rata-rata 71. Berdasarkan temuan tersebut, dapat disimpulkan bahwa metode Diskusi Kelompok merupakan metode yang tepat untuk diterapkan dalam pengajaran berbicara. Disarankan bagi guru bahasa Inggris untuk menerapkan Metode Diskusi kelompok dalam pengajaran berbicara karena metode ini dapat meningkatkan kemampuan berbicara siswa.

Kata Kunci: Berbicara; Metode Kelompok Diskusi; Penelitian Tindakan Kelas

A. Introduction

Language is very important for human life. Language is more effective for humans to interact with other people. Language is social communication tool in the form of sound symbols resulting from human speech that are used to convey something. According to Chomsky (2002:1), "Language is a natural object, a component of the human mind, physically represented in the brain and part of the biological endowment of the species".

One of the most widely used languages throughout the world is English. English is universal language that everyone uses communicate all over the world and English has become a foreign language most studied in the world. With the current development of science and technology, English is the language most widely used in everyday life, not only when communicating verbally with other people,

but every program or command in communication media such as computers also uses English. Because English has a very important role, so that many people want to learn English, especially in the world of education, from elementary school to college, English is mandatory for every student to learn and master.

In general, there are 4 basic skills that must be mastered in learning a foreign language, namely listening, reading, speaking and writing. Speaking is a skill that students must master. However, speaking is also something that may be difficult for students to master due to several obstacles.

According to Harmer (2001:269), "Speaking as the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'".



Based on the researcher's observation at SMA Negeri 1 Lolowau, especially at tenth grade, it was found some problems in speaking ability. Students have difficulty conveying ideas in English. The students were shy and nervous to speak because they were rarely practicing English. The students still face many difficulties to pronounce each word well, students are also unable to convey ideas in English due to lack of vocabulary. Students are also unable to convey ideas in English due to lack of vocabulary. Students do not play an active role in learning English, especially speaking. They only focus on the teacher's explanation, which makes them bored and unable to improve their speaking skills.

Besides, based on interview with the teacher of tenth grade students of SMA Negeri 1 Lolowau, also said that students often found difficulties in learning English, especially in their speaking. Point of students' attainment speaking was still poor; the result shown that there were 85% of the students get score under the criteria minimum of success, it figures that there were only 3-4 of 22 students who obtained the criteria minimum of success is 70. The teacher also said that the students were less interested in English, because their perception believed that English is a difficult subject.

Based on the problems, the researcher is interested in making this

school the target of the study. The researcher offers a solution to use the group discussion method. Because applying this method can make students play an active role in learning, especially speaking. In groups, all students actively exchange ideas and present their ideas with their group mates. So, the researcher believes that the Group Discussion method is very effective in improving students' speaking skills and making students the center of learning.

Group discussions provide an opportunity for students to practice their language, allowing them to express their ideas and thoughts freely. The small group discussion method can also help teachers in avoiding boredom that may appear among students, by changing teaching techniques. This is important because variations in teaching techniques can increase student interest and participation in the teaching and learning process. In addition, this research suggests that teachers should give enough time to students to practice speaking in English, as well as use a variety of teaching techniques to avoid boredom that may appear among students. Sit, 2017:67 stated that students' interest is generated by participating in activities integrated teaching through Group Discussion to solve a problem cooperatively and finally share what they have done with other groups.

There are some advantages of group work/Group Discussion namely:



- 1) It dramatically increases the amount of talking for individual students.
- 2) Because there are more than two people in the group, personal relationships are usually less problematic; there is also a greater chance of different opinions and varied contribution.
- 3) It encourages broader skills of cooperation and negotiation.
- 4) It promotes student autonomy by allowing students to make their own decision in the group without being told what to do by the teacher.

Douglas (2000:187) stated that the techniques of Group Discussion in teaching learning process are:

- 5) **Planning Group discussion**
 - Introduce the technique
 - Justify the use of small groups for the technique
 - Model the technique
 - Give explicit detailed instructions
 - Divide the class into groups
 - Check for clarification
 - Set the task in motion
- 6) **Monitoring The Task**

- 7) **Debriefing**
 - Reporting on task objectives
 - Establishing affective support

Group Discussion is a technique of exchanging thoughts between one another with the main purpose of this Group Discussion is to give every participant in the group an opportunity to express their ideas and ideas and encourage them to learn together in the group. According to Adams (2013:8), "Small Group Discussion refers to a small group of people talking with each other in order to achieve some interdependent goal, such as increased understanding, coordination of activity, or a solution to a shared problem".

From the explanation above, the researcher is interested in conducting research at SMA Negeri 1 Lolowau entitled "**The Use of Group Discussion to Improve Student Speaking Ability**".

B. Research Method

This research used the class action research (CAR) method. According to Robert P. Pelton (2010:5), "Action research is simply an organized, proven, and reliable process for ensuring that you use the data in your classroom to evolve into the high quality educator that your students need and deserve". It means that class action research is a type of research to perfect the learning process with the aim of improving



the teacher's performance and also improving the students' ability in learning English, especially speaking ability. There are several steps in classroom research according to Kemmis and Mc. Taggart, including planning, acting, observing, and reflecting.

1. Planning. At this stage, the researcher was collected a lot of data through interviews and observations that aim to identify the problems encountered in learning English at SMA Negeri 1 Lolowau, then formulate specific problems that encountered in learning and compiled a learning plan that need to be implemented to improve and overcome the problems faced.

2. Action. At this stage, the action plan that was planned in advance by the researcher is then implemented by the researcher. The researcher carried out the learning plan that has planned at the previous level, monitor learning activities and collected information relate to the progress of student learning outcomes.

3. Observation. At this stage, the researcher was observed the entire learning process whether it was in accordance with the scenario that was planned at the planning stage and observed what impact or symptoms occur during the action process. The data from the observation results could then

be used for action plans for the next stage.

4. Reflection. After observed, the researcher reflected, the researcher evaluated or reflected on the results of the learning process. The researcher identified things that needed to improve and develop further action plans.

This action research was conducted at SMA Negeri 1 Lolowau class X IPA-1. The subjects of the research are the tenth grade of SMA Negeri 1 Lolowau. The class consists of 22 students.

The instruments of data collection were Observation sheet and test. Observation sheets were used during the learning process to record the results of observations of student and researcher behavior, student and researcher participation, and student learning progress. Meanwhile, the test was used to measure students' speaking ability which includes various criteria such Accent, grammar, vocabulary, fluency, and comprehension. The researcher used two techniques to analyze the data in this research, namely: qualitative data and quantitative data.

1. Qualitative data is data on student activities during the learning process collected through observation techniques. There are three concurrent flow activities:

a. Data reduction



Data reduction is a process simplifying or selecting data, namely by reducing the amount of data held and eliminating unnecessary data and focusing the data on research objectives so that it will make it easier for researcher to analyze, understand and manage data.

b. Data display

Data display is the presentation of data in visual form where a collection of data is arranged systematically in and presented in tables, graphs, diagrams or other forms of visualization so that it is easier to understand and can possibly produce conclusions.

c. Conclusion drawing and verification

Conclusion drawing and verification is the process of drawing conclusions based on research results and then verifying them, namely the process of reviewing, checking or re-confirming the accuracy of the research data.

- 2. **Quantitative data** is data that is represented numerically, including anything that can be counted, measured, or assigned a numerical value.

C. Research Finding and Discussion

This research was conducted at SMA Negeri 1 Lolowau. This research was conducted based on the agreement from the Headmaster of SMA Negeri 1 Lolowau. The subject of this research was Tenth Grade especially X-MIPA 1 class that consist of 22 students. This research was designed by using Classroom Action Research (CAR). In this research, the Group Discussion method was applied by the researcher in order to improve the students' speaking ability. In applying this method, the teaching and learning process also was observed by teacher collaborator in order to make sure the method was applied well.

Result of observations and tests in the first cycle.

Table 1
Result of Researcher's Observation Paper in Cycle I

Aspect	Cycle I			
	First meeting		Second meeting	
Researcher's Activities	Done	undone	Done	Undone
	10	3	11	2
	77%	23%	85%	15%

From the table above, it showed in the first meeting of cycle I, the researcher did 77% and did not do 23% from the total 13 activities observed. In the second meeting, the researcher did 85% and did not do 15% from the total 13 activities observed. Some of undone activities were the researcher, did not gives opportunity



for students to give some question related to the lesson, did not ask to students to prepare their self and did not make the conclusion of the material. It was caused by the researcher still adjusting again to the class situation.

Table 2
Result of Students' Observation Paper in Cycle I

Aspect	Cycle I			
	First Meeting		Second Meeting	
Students' Activities	Done	Undone	Done	Undone
	62%	38%	75%	25%

Based on the table above, there were 62% of activities carried out and 38% of activities canceled at the first meeting of cycle 1. Furthermore, at the second meeting of cycle I, student activities observation results showed that there were 75% of activities completed and 25% of activities canceled. In this cycle, some students did not pay attention to the researcher explanation, students did not ask several questions related to the material, nor did they participate in group discussions. This situation shows that the teaching and learning process is not effective.

Table 3
Result of Students' Test in cycle I

Passed/not passed	The number of students	Percentage	Average score
Passed	9	41%	57
Not Passed	13	69%	

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Not Passed	13	69%	

Based on the table above showing the percentage of student gains in cycle I, it can be seen that 9 students or 41% of students have met the Minimum Competency Criteria (MCC), while 13 students or 59% have failed. The total score obtained in this cycle was 1243 with an average score of 56.5. This means that the results of cycle I did not reach the target and the teaching and learning process was less successful. Students still make several mistakes in making sentences, students still pronounce words incorrectly, lack vocabulary, and students do not understand the content of the topic. Also some students cannot explain ideas accurately.

Based on the results obtained by researcher, it shows that in cycle I there were still many students who were afraid to speak. This certainly shows that their speaking ability was still far from expectations. This happened due to several things, including: some students didn't pay enough attention, didn't ask questions, weren't active in group discussions and didn't make presentations. This problem was caused by students' low motivation to learn English, especially speaking, they were not used to practice speaking and participate in group discussions resulting in a lack of vocabulary mastery, researcher did not give students the opportunity to



ask questions related to the material, and did not ask students to prepare themselves for the next meeting. So, students and researcher were still making adjustments to the class situation used the Group Discussion method.

Based on the explanation above, it can be concluded that one of the reasons why students fail to speak English was because the teaching and learning process in class was less effective and less successful, so the researcher decided to continue to cycle II.

Table 4
Result of Researcher’s Observation Paper in Cycle II

Aspect	Cycle I			
	First Meeting		Second Meeting	
	Done	Undone	Done	Undone
Researcher activities	11	2	11	2
	85%	15%	92%	8%

Based on the table above, it can be seen that at the first meeting of cycle II the researcher did 85% and did not do 15% of the activities out of the total of 13 activities observed. At the second meeting the researcher did 92% and did not do 8% of the activities from the total of 12 activities observed.

Table 5
Result of Students’ Observation Paper in Cycle II

Aspect	Cycle II			
	First meeting		Second meeting	
	Done	undone	Done	Undone
Students’ Activities	83%	17%	88%	12%

From the table above, it can be seen that there was 83% activities which were done and 17% activities which were undone in the first meeting of cycle II. Furthermore, in the second meeting of cycle II the students’ observation paper showed that there was 88% done activities and 12% undone activities.

Table 6
Result of Students’ Test in cycle II

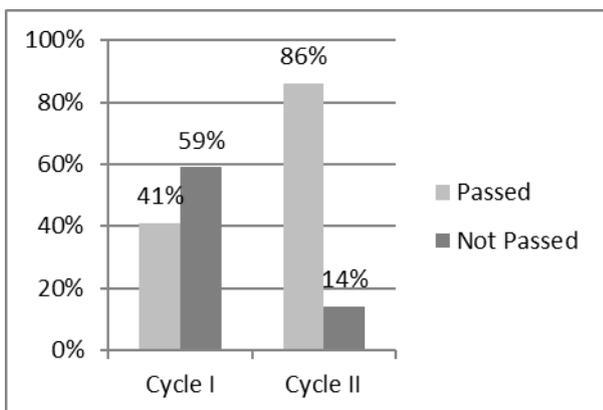
Passed/not passed	The number of students	Percentage	Average score
Passed	19	86%	71
Not passed	3	14%	

Based on the table above, it shows that 19 students passed the minimum competency criteria (MCC) and 3 students did not pass. The total score obtained in this cycle was 1559 with an average score of 71. This means that the results of cycle II achieved the target and the teaching and learning process was successful. This is because the application of the Group Discussion method in teaching speaking goes well and students actively participate in learning and practice speaking well in groups.



In cycle II students begin to experience changes in learning. Students are motivated to speak English. Students are starting to get used to active learning in group discussions. They collaborated in discussing the topics given by the researcher and began to have the courage to convey the results of their discussions orally. Based on the explanation above, it can be concluded that students' speaking skills improve by using the Group Discussion method and we can also say that this technique can be applied in improving students' speaking skills in English.

The percentage of students' in mastering Speaking improvement each cycle



The graph above shows that students experienced an increase in their speaking skills using the Group Discussion method from cycle I to cycle II. This shows that the application of the Group Discussion method is able to improve students' speaking abilities. The average student score in cycle I was 56.5 with 9 out of 22 students completing it, and experienced an increase in cycle II. The average score of

students in cycle II was 71. The number of students who completed the test was 19 students. Based on the explanation and findings, it appears that the Group Discussion method is an effective way to teach speaking.

This method is able to make students play an active role in the learning process. By implementing the group discussion method, each student looks more enthusiastic and motivated to learn to speak English because of the support and cooperation between group friends. That way, students have the freedom to practice convey ideas orally without fear of making mistakes. This is supported by Sit's statement (2017:67) which states that students' interest is aroused by participating in integrated teaching activities through Group Discussions to solve a problem cooperatively and finally share what they have done with other groups. This means that the group discussion method can make students more active and confident in speaking English.

Active and cooperative learning methods through group discussions are very suitable to be applied in teaching speaking. By using this method students more enthusiastic in speaking learning activities compared to when working individually. Because in a group each student is required to be active and help and motivate each other. That way, each student exchanges ideas in groups and is

directly involved in the learning process which makes it easier for them to digest, understand and record the new knowledge and vocabulary they gain in their memory. So they practice and try to convey the results of what they get verbally with more confidence without fear of making mistakes because there are group friends who help, support and motivate them. So, that this allows students to improve their speaking skills to be better. It's different when working individually some less capable students will feel bored and lazy in studying because there is no help or motivation from friends. Each student will prioritize helping themselves rather than their friends because they do not work in teams but individually.

It can be concluded that the use of this group discussion method can be applied in teaching speaking in schools, because this method is able to improve students' speaking abilities.

D. Conclusion and Suggestion

Based on the research results, it can be concluded that students' speaking skills improve through the application of the Group Discussion method. This can be seen in the five aspects of speaking (Accent, Grammar, Vocabulary, Fluency, Comprehension) which have increased. The students who achieved the minimum mastery criterion were 86% or 19 out of 22 students. Learning speaking using the Group Discussion method makes students

learn actively in groups and discover new vocabulary so they are able to convey ideas orally. Students also feel more comfortable each of them supporting each other, working together to exchange ideas and giving each other new knowledge ideas. Thus, this learning method provides encouragement to students in learning to speak English.

Based on the explanation above, the group discussion method is one method that can be implemented to teach speaking. From the research results, through this method students' speaking skills improved, although not very significantly, but at least there was an increase. So, it can be concluded that this research was successful because it fulfilled the research objective, namely improving students' speaking abilities. Based on the conclusions above, there are suggestions that can be made, including:

1. For the English teachers are advised to apply the Group Discussion method in teaching English speaking because this method makes students more active in the learning process.
2. For students, it is hoped that this method can help students become more active in the learning process and improve their speaking skills.
3. For future researcher, it is hoped that the results of this research can become a reference in conducting



research by implementing this method in learning speaking and other skills.

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