

The Improving Students' Speaking Skill through Small Group Discussion Technique

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Abstract

The purpose of this research is to improve students' speaking skill through small group discussion technique in class VIII C second semester of the school year. The technique of this research qualitative paradigm, especially in classroom action research. This research uses three cycles, and each cycle consist of four steps, they are planning, acting, observing and reflecting. The research is conducted at SMPN 224, located Kebon Duaratus village Kec. Kalideres Jakarta, and curried on April until May, with the subject of study as many as 30 students, while data collected through tests, interviews and observation. The results showed that there is an improvement in reading comprehension learning outcomes significantly in class VIII A this is evidenced by the results of the average test reading comprehension through written test and an oral form of multiple choice in each cycle increasing that in cycle 1=20% cycle 2=45,8%and cycle 3=87,5% and the results of interviews conducted concluded that learning to speak through small group discussion technique make students easy to understand how they speak. These researchers concluded that limproving speaking skill through small group technique can increase the results of learning to speak.

Keywords: small goup discussion technique, speaking skill.

INTRODUCTION

Speaking is one of the most important skill in the world for communication and etch. People use it to deliver something important that they need from another human. Especially speaking English, we must learn it and use it when we need to communicate with another people in the other country. Berbicara adalah salah satu kemampuan di dunia untuk komunikasi dan lain lain. Orang menggunakan untuk menyampaikan sesuatu hal penting yang mereka inginkan dari manusia lainnya. Khususnya berbicara bahasa inggris, kami harus mempelajari dan menggunakan ini ketika kita ingin mengkomunikasikan dengan orang lain di negara-negara lainnya.

Teaching speaking skill in junior high school is important to make student improve their ability for their future. They learn about how to express something with their friend and as a primary for them to make a relationship with some of the foreign people in this global era. Especially in 224 Junior High School, the teacher makes students develop their ability in English. Mengajar kemampuan berbicara di sekolah menengah pertama adalah penting untuk meningkatkan kemampuan siswa untuk masa depan mereka. Mereka mempelajari tentang bagaimana untuk mengekspresikan sesuatu dengan dengan teman mereka dan

sebagai keutamaan untuk mereka untuk membuat sebuah hubungan dengan beberapa orang luar negeri di era global. Khususnya di sekolah menengah pertama 224, guru-guru membuat murid mengembangkan kemampuan mereka dalam bahasa Inggris.

RESEARCH METHOD

Method of the Research

The researcher use a classroom action research method. Classroom Action Research (CAR) has been described as qualitative, formative, subjective, interpretive, reflective and experiential model of inquiry in which all individuals involved in the study known and contributed participants. Classroom action research is a type of research method which is based on the observation of certain activities within a classroom. Indeed, it has the primary intent of providing a frame work of qualitative investigation by teachers and researchers in complex working classroom situation. The principle of Classroom action research method is the cycles. Each cycle consist of four elements. They are such as: planning, acting, observing and reflecting. This is type of classroom action research conducted collaboratively between the principal, teacher and researcher with the effort to improve students' reading comprehension by cooperative learning of jigsaw technique. Peneliti menggunakan metode penelitian tindakan kelas. Penelitian Tindakan Kelas (PTK) digambarkan sebagai model inkuiri kualitatif, formatif, subyektif, interpretif, reflektif dan eksperiensial di mana semua individu yang terlibat dalam penelitian dikenal dan berkontribusi sebagai partisipan. Penelitian tindakan kelas adalah jenis metode penelitian yang didasarkan pada observasi kegiatan tertentu di dalam kelas. Memang, ini memiliki tujuan utama untuk memberikan kerangka kerja penyelidikan kualitatif oleh para guru dan peneliti dalam situasi kelas kerja yang kompleks. Prinsip dari metode penelitian tindakan kelas adalah siklus. Setiap siklus terdiri dari empat elemen. Mereka seperti: perencanaan, tindakan, observasi dan refleksi. Jenis penelitian tindakan kelas yang dilakukan secara kolaboratif antara kepala sekolah, guru dan peneliti dalam upaya meningkatkan pemahaman bacaan siswa melalui pembelajaran kooperatif teknik jigsaw.

Source of the Data

The source of data in this research is all of students at SMPN 224 Jakarta speaking skill test result that would be taken from each cycle I, II and III. The subject of the research is class VIII-C consists of 30 students; 18 male and 12 female students.

Sumber data dalam penelitian ini adalah seluruh siswa SMPN 224 Jakarta hasil tes kemampuan berbicara yang diambil dari setiap siklus I, II dan III. Subjek penelitian adalah siswa kelas VIII-C yang berjumlah 30 siswa; 18 laki-laki dan 12 perempuan

The Technique of Data Collection

Data collecting in this research is including test, observation and interview. They can be described as follows: (1) Speaking skill test, it is needed to know how well students learning result. This speaking skill test would be about short essay and

true-false model. (2) Observation, it is needed to know students' condition during the learning process in the cycle I, II and III. The observation means to observe both of the subject and object of the research based on the observation sheet which shows the some indicators of attitude or good conduct. (3) Interview, it is used as the media to know further about the research. Interview will help the researcher to get more information personally by direct eye contact with the participants. The interview will be about several question related with the interviewee's point of view on the research process.

Pengumpulan data dalam penelitian ini meliputi tes, observasi dan wawancara. Adapun uraiannya adalah sebagai berikut: 1. Tes kemampuan berbicara, untuk mengetahui seberapa baik hasil belajar siswa. Tes pemahaman bacaan ini akan membahas tentang uraian singkat dan model benar-salah. 2. Observasi, untuk mengetahui kondisi siswa selama proses pembelajaran pada siklus I, II dan III. Observasi berarti mengamati baik subjek maupun objek penelitian berdasarkan lembar observasi yang menunjukkan beberapa indikator sikap atau perilaku yang baik. 3. Wawancara, sebagai media untuk mengetahui lebih jauh tentang penelitian. Wawancara akan membantu peneliti mendapatkan lebih banyak informasi secara personal melalui kontak mata langsung dengan peserta. Wawancara akan membahas tentang beberapa pertanyaan yang terkait dengan sudut pandang narasumber tentang proses penelitian.

Technique of Data Analysis

The researcher explained the technique and analysis of the criteria that are used to analyze data as follow: (1) Data Reduction: the researcher conducted the selection of relevant data. (2) Data description: the researcher presented data, both quantitative data and qualitative data. These data are the information that can be a conclusion the researcher. Data description is presented descriptively. It is in verbal statement, symbol, table, chart, and picture. (3) Data verification: the researcher interpreted data based on data description result.

Validity of Data

The researcher has to validate the data through triangulation technique as it has been mentioned previously by analyzing the data collected from test result in cycle I, II and III (if it is necessary depends on the previous score) observation result done while the teaching and learning is in progress including the interview result to some of students. Peneliti harus melakukan validasi data melalui teknik triangulasi seperti yang telah disebutkan sebelumnya dengan menganalisis data yang diperoleh dari hasil tes pada siklus I, II dan III (bila diperlukan tergantung skor sebelumnya) hasil observasi dilakukan selama proses belajar mengajar. sedang dalam proses termasuk hasil wawancara kepada beberapa siswa.

Criteria of the Successful Research

Classroom Action Research (CAR) is able to successful if it can exceed the criteria which has been determined. In this study, the researcher will grow up their confidence so they can speak English with their friend and in their environment. I will give them motivation for learn English everywhere and they must not shy with some people who can speak English well of them. They can apply teamwork

after this research finish and they can interaction with all friend in their calss or another class as well as they communication with their close friend.

In addition, the success of the action is not only measuring with the achievement students' speaking score, but also the Small Group Discussion technique can motivates the students and they become more actively in learning process. So depend on the lesson plan, the achievement students' speaking is 70.

Step of the Research

Subjek dalam penelitian ini adalah seluruh siswa kelas C SMPN 224 Jakarta yang berjumlah sepuluh siswa. Pelaksanaan tindakan dalam Penelitian Tindakan Kelas. Yang dilakukan meliputi empat langkah: (1) perencanaan tindakan, (2) Pelaksanaan tindakan, (3) Pengamatan, dan (4) Refleksi. Hasil penelitian dari siklus I sampai siklus III dapat kita lihat dari hasil penelitian berikut ini:

RESEARCH FINDING AND DISCUSSION

Cycle I

First, the Planning phase. In this first planning procedure the researcher prepared the syllabus, prepared lesson plan to learn speaking in the first cycle then the researcher prepared the material of Small group discussions technique for first cycle with the theme "spending your weekend". The researcher use expressing happiness material because that material will make the students more interesting to learn speaking use role play, expressing happiness will make them enjoy the learning process and make all students more fun in learning speaking

Second, the Acting phase. Firstly, the researcher divided in five groups. Secondly, the students acted based on the dialogue which was created by themself and their friend were watched that group. Next, the other group gave their opinion based on the performances. The group which was stuck on good performance, good spelling and pronunciations, and good expression would get a high point. After explaining the rules, the researcher divided the students into 10 groups based on the attendance list. The researcher prepared the handouts that would give to the students. After the students got their own material, the role play was started. The students tried to read and acted it very well. The students were happy and enjoyed the activities because they could learn and play.

Third, the Observing phase. Based on the data gotten from the observation to the studying process in this cycle, there are some points gotten, those are: the students speaking skill was not good enough but they are still low in speaking because they did not used to speak English at school. In additional, did role play was the first time for them, the students had not enough vocabulary to use. Some students are still shy to speak in front of the class. And the time management is not good yet. So the researcher continued to apply next cycle with different atmosphere.

Fourth, the Reflecting phase. After finished in the class, the researcher and collaborator discuss the result of the action, the students average score is 35 and the students who pass the minimum criteria is only 20 %, so the researcher choose to continue to cycle 2 to improve students speaking skill with different material and situation.

2. Cycle II

First, the Planning phase. In reference to the reflection of the first cycle, the researcher prepared lesson plan to learn speaking in the first cycle then the researcher prepared the material of small group discussion technique for first cycle with the theme “what do you do on the weekends?”. The researcher use weekends material because that material will make the students more interesting to learn speaking use small group discussions, activity on the weekend will make them enjoy the learning process and make all students more fun in learning speaking.

Second, the Acting phase. The researcher distributed a handout that summarizes all of the examples the expression and a dialog that shows expression of sadness. He then asked two students to read. After the groups were formed, the researcher explained the next assignment for the students. The researcher then took several rolls of paper that contains a clue and a situation that will be used as an ingredient to make the dialogue. The students took roll of a paper and opened it together with their group. The students acted the small group discussions in front of the class. Every group that acted in front of the class showed a good performance. Some of them still did some mistakes in pronunciation. However, the conclusion for today, the student made some progresses, they worked in group very well, they discussed together and acted well, and their self-confidence of students also increased. One thing to be considered by the researcher was to organize the students to be not too crowded, so they would not disturb the other class.

Third, the Observing phase. Based on the data gotten from the observation to the studying process in this cycle, there are some points gotten, those are: the students speaking skill was not good enough but some students are more braved to speak because they already practiced the role play for second time. In additional, did role play was the first time for them, the students had not enough vocabulary to use. Some students are still shy to speak in front of the class. And the time management is not good yet. So the researcher continued to apply next cycle with different atmosphere.

Fourth, the Reflecting phase. A measurement is given to the students by performing role play in pair in front of the class used their own dialogue. The researcher considered the score from their performance. The average score is 68,75 and the percentage of students pass the exam is 45,8 %. so the researcher continued the research because all of students nor understood about the lesson well and the average score had reached the target.

Cycle III

First, the Planning phase. In reference to the reflection of the second cycle, the researcher prepared the syllabus, prepared lesson plan to learn speaking but the difference is the researcher concluded that there were some aspects which had to improved and modified. In this cycle, the researcher planned to implement some effort to improve the students’ speaking ability; they were using more interesting speaking activity and giving more interesting teaching material for small group discussions, such as improving classroom English by using English, improving speaking with unscripted small group.

Second, the Acting phase. The researcher remind students all of the lesson from the cycle I until cycle II. However, the conclusion for today, the student made some progresses, they worked in group very well, they discussed together and acted well, and their self-confident of students also increased.

Third, the Observing phase. Based on the data observation result in cycle III is gotten some points, those are most of the students are able to make their own dialogue used their own vocabulary and they spoke English fluently and had a good expression. All of students reached standard competency score,

Fourth, the Reflecting phase. A measurement is given to the students by performing small group in pair in front of the class used their own dialogue. The researcher considered the score from their performance. The average score is 77 and the percentage of students pass the exam is 87,5 %. so the researcher did not continued the research because all of students had understood about the lesson well and the average score had reached the target.

From the observation, the researcher have seen that students are getting self-confidence when they act out in front of the class and they did not feel shy anymore to spoke English. In additional, the students are independent in making their own dialogue. The researcher also found that the average score gotten from the test in each cycle is increasing. The average score in cycle I is 35,0%, then cycle II 68,75, and the average score in cycle III is 77,5%.

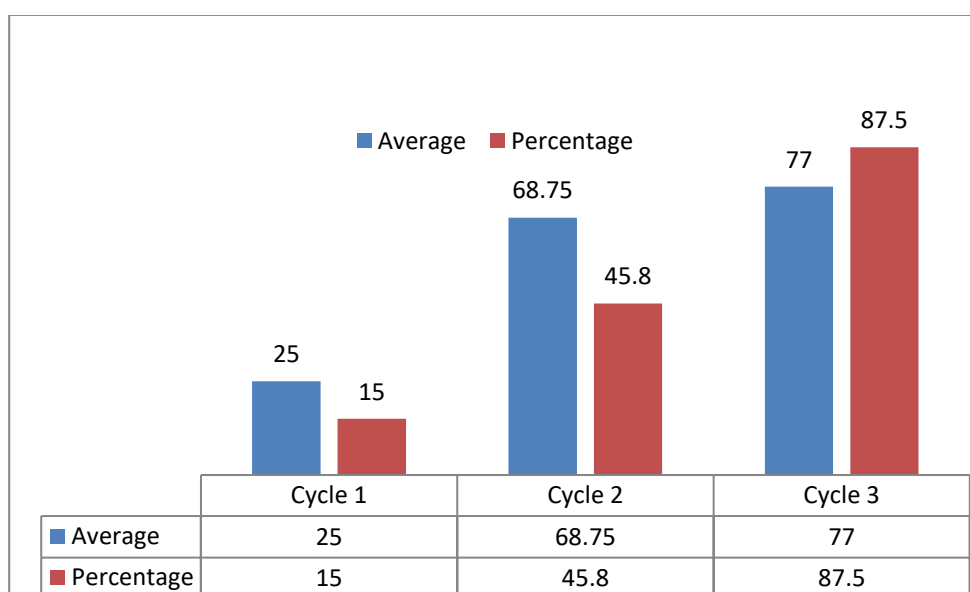


Figure 1. The chart of students' score

From the chart above, it can be seen that there is a progress in the students speaking skill through role play technique as a media to motivate and attract the students to spoke. So improving the students' speaking skill through small group discussions technique is success.

The researcher took their score from their performance in front of class which is did small group discussions that the students' have done. It is indicated that taught speaking through small group discussions technique is accurately effective for the students. It can motivate them to spoke English and the students can show their expression.

Based on the graphic above, each cycle improve the students speaking skill or in learning teaching process by using Small Group Discussion technique can improve can improve students speaking skill or the action hypothesis is accepted.

CONCLUSION

Based on the discussion result in the chapter IV , the researcher can conclude that in learning teaching process by using Small Group Discussion technique can improve can improve students speaking skill.

The effect of this research is the students pronouncistion mastery is increase, the vocabulary mastery is increase, the grammar mastery is increase, the comprehension mastey is increase, the fluency is increase, the students motivation is increase, the unconfidence has change to confidence, the students facility is increase, the students supportif is increase, the students ungroup has change to be group.

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