Improving Students' Speaking Ability through Small Group Discussion

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Abstract

This research is a quantitative descriptive study that explains the improvement of students' speaking ability through small discussion .It is very effective to apply in the classroom because it can improve the students to achieve specific objectives permits students to assume more responsibility for their own learning, develop social and leadership skills and become involved in an alternative instructional approach." Small group can help students to communicate the ideas to each other meaningfully. Besides, small group can develop students' team working abilities. Students can increase their self-esteem, social interaction, and even their motivation to learning English. The data showed that in the posttest have better enhancement than pretest. For both test, there was nobody classified into very bad. Most the students in pretest were classified into enough and bad score. In posttest, 3 students got very good score and 8 students got good score. It means, in the posttest the effect has been seen after using treatment (small group discussion).

I. Introduction

In the development of the world of education, especially after the rolling reforms, new phenomena have arisen in educational institutions, which are schools that use the term Integrated Islamic Schools (Titik, 2010: 42). The school is essentially aimed at helping parents teach good habits and add good character, also given education for life in society that is difficult given at home. Thus, education in schools is actually part of education in the family, which is also a continuation of education in the family (Daulay in Ayuningsih, W. et al. 2020). Education is the foundation of a successful career, financial freedom, the ability to think and reason critically and to make informed decisions. Without education we will be limited to perform tasks and we will be ignorant to the things that are happening in and around our surrounding, and according to Martin Luther King, a people without knowledge is like a tree without roots. For education to be of great value, curriculums should be implemented. (Philips, S. 2020)

Speaking is the ability to express one-self in life situation or the ability to converse or to express sequence of ideas fluently. The definition above shows that, speaking is the ability to express ideas, opinions, and feeling. According to Brown (2001: p.9) that speaking is not a single skill, rather speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.In the School, the students usually find some difficulties when they try to speak.It cause by a lack of vocabulary, difficult to pronounce, feel anxious to perform in front of the class.This is why to improve students'speaking the teachers need to have some techniques. According to

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Harmer (1998: p.88-93) in the discussion activity, the learners have opportunities to express their ideas and opinions and to interact in meaningful realistic context. The learners can also generate their own discourse. It is useful for the students to express their ideas without feel embarrassing. In these activities, students must work together to develop a plan, resolve a problem or complete the task.

Small Group Discussion is one of the techniques to teach speaking, because Small Group Discussion is an effective way since it will increase the amount of time for student's talk during the given period o time. Ur (1996: p.121) described that in a small group discussion, the students would be able to learn from each other.There are some reasons why the researcher chooses small group discussion in speaking ability. First, small group discussion is one of the method in teaching English that can improve skill of speaking and every shy or passive student takes part in communicative activities. Second, small group discussion is interaction method which the students can feel enjoy if teaching English with it. Third, small group discussion not only solve the problem with discussion on the table but also practically responsible their argument in front of all friends in class. Giving students more chance to be involved in the class speaking.

II. Review of Literature

2.1 Speaking

Communication is the process of delivering messages by someone to other people to tell, change attitudes, opinions or behavior either directly orally or indirectly through the media. In this communication requires a reciprocal relationship between the delivery of messages and recipients namely communicators and communicants (Hasbullah, et al: 2018).

According to Bailey (2002:121), speaking is a process of interaction where speaker intends to build meaning through producing, receiving and process information.Speaking is important to communicate with other people and it is used as media to show ideas, opinions, thoughts and feeling to other.

Speaking in a foreign language, however, is a challenging task for language learners since speaking. According to Cameron (2001:40) state that speaking is the active use of language to express meaning so that other people can make sense of them. It is means as human in the world we need to communicate each other to express an idea to do everything.

2.2 Component of Speaking

Speaking is not simply expressing something orally. There are many components of speaking that must be mastered by students in order to have a good speaking skill. According to Brown (2001:168) those aspects are pronunciation, fluency, vocabulary, and accuracy.

1. Pronunciation
   Based on Longman Dictionary (2000: 429) pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.
2. Fluency
   As proposed by Harris and Hodges (1995: 14) fluency is an ability to speak quickly and automatically. It means that fluent speaker should be able to speak quickly and automatically.

3. Vocabulary

Based on Longman Dictionary (2002: 580), vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

4. Accuracy

Accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary (2000: 204). The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately

2.3 The Importance of Speaking skills

English has become one of lingua franca in this world, because it is spoken, learnt, and understood by many countries as a second language or as a foreign language. To be able to communicate with other using English, people should sharpen their speaking skill continuously. Further, people should learn how to speak correctly and effectively to communicate well with one another. This will prevent to any misunderstanding and problems.

To become a qualified communicator, someone needs to be proficient in each of four language skills; listening, reading, writing, and speaking. But then, the ability to speak skillfully will give many benefits to the speaker. The capability to speak accurately and clearly will help the speaker to be more understood by other people.

2.4 Small Group Discussion

Small group discussion is part of many learning methods that stimulate student activity. This method apart from being a method of discussion as well as problem management methods (problem solving). Small group discussions were conducted with dividing students into groups. Kindsvatter (1996: p.242) states that "a small-group discussion dividing the large classroom into small groups of students to achieve specific objectives permits students to assume more responsibility for their own learning, develop social and leadership skills and become involved in an alternative instructional approach." Small group can help students to communicate the ideas to each other meaningfully. Besides, small group can develop students' team working abilities. Students can increase their self-esteem, social interaction, and even their motivation to learning English.

2.5 The Application of Small Group Discussion

The application of small group in the classroom has many steps:

First is start with one small group that works well together. Let them arrange their desks in a small circle and proceed to plan and make choices about their project It would be a good idea for them to elect a chairman and to carry out their ideas. In this way they will have a full range of group work experience and will have encountered several of the problems in working together that will crone up again and again.

Second is separate individual from their group to each small group and provide them as leaders for other groups. The separate individuals from that group can the serve effectively as helping persons in new groups who have no experience.

Third, set some well-defined, accomplishable tasks that provide early reinforcement. If the group is getting the job done, the students will be more satisfied with the group and with their participation in it.

Fourth, work with each group specifically in turn. This should be done so that the students are aware of your attention and feel comfortable in knowing that your time is

theirs. Sit down with them and systematically explore the "state of the project" with each group member. This activity can increase student's motivation in learning.

Fifth, provide resource materials of several kinds. The teacher also can give the media; such as picture, realia, etc to increase student's intake of information sessions to be more understandable to all group members.Material for making media aids for the group report should also be provided.

Sixth, if the students getting their job done, the teacher asks the student in each group to report and discuss the result of student's small group interaction and develop suggestions for a brief, lively information sharing session (Diane Lapp, 1975: 235-236).

III. Research Method

The instrument to collect the data is a test (speaking test) which is story telling scores which get by the researcher after doing pre-test and post-test in the class which chosen to receive the treatment and the source of data is the student.The data of this research is scores from pre-test and post-test at eighth grade of SMP N 12 Pematangsiantar. Pre-test and Post-test that given to the student about storytelling through a small group discussion.However, in this research, the researcher given the topic about "The Lion and the Mouse" to the student as the test. The population of this research is the eighth grade students of SMP Negeri12 Pematangsiantar. The Eighth grade of SMP N 12 Pematangsiantar has 5 classes which of 184 students.Sampling for research according to Suharsimi Arikunto (2010: 112), if the subject is less than 100 people, all of them should be taken, if the subject is large or more than 100 people can be taken 10-15% or 20-25% or more. To determine the sample, the researcher take 10% of population in SMP NEGERI 12 Pematangsiantar. The researcher makes a lottery. The lottery is conducted in 1 class by giving each student a roll of paper where the papers have letters and the other paper is blank. So in this research, after the researcher determines the target population from 5 classes which consist of 184 students, the researcher choose 1 class and the students who received lottery papers are taken to sample of this research.

3.1 Technique of Analyzing the Data

In this research, the researcher use the quantitative research approach, so the technique used to get data which related to teaching speaking by the students are doing test.

Technique of analyzing data in this research, the researcher uses mean formula to know the average of students score and to check student's improvement in speaking. The formula is a follow:

1 Collecting Students Score

2 Counting the avarage score for the students with the formula:

$$M X = \frac{\sum X}{N}$$

$$M Y = \frac{\sum Y}{N}$$

Where is

MX : Avarage Value

$\sum x$: Conventional score

N   : Total of the sampel

3. Calculating the rate percentage of the students' score by using the following:

$$P = \frac{F}{N} \times 100\%$$

P   : Percentage

F   : Frequency

N   : Total number of sample

4. Counting Standard Deviation

$$SD = \frac{1}{N} \sqrt{N\sum X^2 - (\sum X)^2}$$

Where is :

SD   : Standard of deviation

I   : Constant value

N   : Number Of Samples

$\sum X$: Number student score

$\sum X^2$: Total of score video and audio test after squared

(Sugiyono 2007 : 165)

   The researcher gets a score from two cycles conducted in the research. The mean score from the first cycle will be compared with the mean of the second cycle. It is to know how far the progress of the students in this research is. The aspect of scoring for this test as follows:

1. Pronunciation
   This aspect is about student ability to hear the word and understand the word.
2. Vocabulary
   This aspect is about how much vocabulary that student use and how clear the mean is. For short, this aspect is about how much the variation of word that student used and their ability to get the complete vocab.

3. Grammar
   This aspect is about structure and system of a language or language in general.

4. Fluency
   This about the student ability to read with speed, accuracy, and propper expression.

   The researcher can found the scores 'criteria of pretest and posttest students. The score of Pretest and Posttest.After knowing the pretest and posttest score, the score it will be calculated by the coefficient correlation between variable X and variable Y.

IV. Results and Discussion

The result of pre-test and post-test showed a significant difference as explained in the data analysis part. Based on the calculation, the mean score of pre-test was 48,05 and the post-test was 67,5 . The result of test showed that there was an effect of small group discussion at English speaking ability. The students" speaking ability improved after using the method. It was proved by mean score post-test was higher than pre-test.

V. Conclusion

Based on the results, the researcher concluded as follows: It can be seen that in pretest the students' speaking score was (48,05), standard deviation (8,18). While in posttest after treatment their score was (67,5), standard deviation (17,5). It also found out that the small group discussion was effect for students' ability in speaking. The rate percentage in the post-test was different from the rate percentage in the pre-test. It can be seen in from pretest that 6 students' got bad score (33,33%), 11 students got enough score (61.11%), and 1 student got good score (5,56%). While the rate percentage of the posttest, three students got very good score (16,67%), eight students got good score (44,44%), and seven students got enough score (38,89%). %). The data showed that in the posttest have better enhancement than pretest. For both test, there was nobody classified into very bad. Most the students in pretest were classified into enough and bad score. In posttest, 3 students got very good score and 8 students got good score. It means, in the posttest the effect has been seen after using treatment (small group discussion).

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