

**IMPROVING STUDENT' SPEAKING ACHIEVEMENT THROUGH
SMALL GROUP DISCUSSION METHOD**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By

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ABSTRACT

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This study deals analyzing aimed to find out the Improving Students' Speaking Achievement through Small Group Discussion Method. This subject of this research was eight grade students SMP Swasta Islamiyah Belawan, in academic year 2018/2019. It consisted of one class with 38 students as respondents. The objectives of this research to find out the process of learning speaking with Small Group Discussion Method. To find out improvement on the students' speaking ability by using Small Group Discussion. This research was conducted by using classroom action research. The technique of analyzing data was applied in this research were qualitative and quantitative. The qualitative data were taken from observation sheet, interview and documentation. The quantitative data were taken from tests. The tests were given to the students in the form of pre-test, post-test I and post-test II. The result of data analysis showed that there was an improvement on the students' speaking ability from each cycle. It was showed from the mean of pre-test was 63,94, after improving students' achievement of small group discussion strategy was applied, there was improvement of the result of the students' mean which was 73.86 and for the second cycle after reflection on the first cycle there was an improvement of the students' mean which was 82.73. Moreover in the pre-test, there were 47.36% (18 students of 38 students) who got score ≥ 70 . In the post-test I, there were 60,52% (23 students of 38 students) who got score ≥ 70 . In the post-test II, there were 100% (38 students of 38 students) who got score ≥ 70 . So, the total percentage of the improvement from pre-test to post-test II was about 60%.

Keyword: Speaking, Small Group Discussion,

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of the four basic skills in teaching and learning English as a foreign language in addition to Listening, Reading, Writing, Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In speaking process between a speaker and listener, it is happened interaction between them. They use the language as the medium of the speaking in that interaction. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary linguistic competence is not all there is to successful communication. As we have seen, it is quite possible to produce a series of ungrammatical utterance that succeeds in letting someone else know what is on our mind, but also they understand when, why, and in what ways to produce language.

Speaking is quite important to be owned to students. By mastering this skill, they would be able to convey their intention in English and have a confidence to express it when facing native speaker around them. It is also started in the English syllabus of Curriculum of Educational Unit Level (Curriculum 2013) to require students to be able to express and responds some kinds of expression orally in English. In reality, many undergraduate students are still poor in speaking English. Based on interview with the teacher in SMP Islamiyah Belawan, I found that the students was poor in English speaking skill. Many

students in SMP Islamiyah Belawan still poor in score or test in speaking skill. They were passive in the class. When the teacher gave them question in English, they were answered in Indonesia.

The weakness of speaking is caused by the students afraid of making interaction in teaching learning process. It also makes students afraid of expressing their ideas even though they understand the materials because they do not want to take the risk of being laughed for their friends. The other reason is because teaching learning technique and environment. In environment, when they speak English, they are afraid of hearing public opinion. In teaching learning strategy or technique, the teacher often uses conventional strategy of technique when teaching in the class. Nowadays, in teaching speaking the teacher usually orients to the students English book, the teacher them by asking the students to read the dialogue in front of class. These activities do not give any opportunity to the students to express their ideas or opinion directly and they can not give any contributions to make the students speak English fluently. Therefore, the students are unable to improve their speaking ability and can be passive in the class. The other reason are lack motivation to practice the English in daily conversation and also the students too shy and afraid to take part in the conversation. The students are not confidence to speak English.

The recent years, language teaching has been focused on the learning process rather than the teaching of the language. The leaners need to learn how to use the target language in real situation and not the artificial situation of the classroom where often drills and structure dialogues are taught or ask them to

speak in front of the class with a prepared speech. The teacher must have the ability to solve the students' problem in speaking and used strategy and technique in speaking.

In teaching speaking a teacher is required a brilliant strategy and method in order to apply it to the students, so that the students can learn more effectively and efficiently in accordance with the expected aims. Therefore, teaching strategy is one way which the teacher can teach the students in the class. It is used to motivate the students to increase their knowledge to solve the problem especially in speaking. There are many kinds of strategies to teach speaking, such as brainstorming, concept mapping, role playing, story broadening, u-shape debate, buzz group, creative story game, small group discussion as a method in teaching learning process.

Small group discussion is one example of the method in the education's world. It is one of teaching strategies that can be involved in teaching learning process because it is very affective in learning speaking. Small Group Discussion is one of teaching methods to improve language learning, academic achievement and social skills by students' interaction. This method is not only for fun but also relaxing but for education. When they have finished talking about the topic, they can feel more confident and ever socially acceptable to each other. The students may also make a lot of noise in class.

For this reason, I found a solution by applying small group discussion as the affective way to help in teaching learning process in English, especially in

speaking in hopefully, the students can understand and few noticeable errors and also no more afraid in speaking.

B. The Identification of the problem

The problems of this research were identified as follows:

1. Their score in speaking is still low.
2. They were passive in the class.
3. When the teacher gave them question with English, they answered with Bahasa Indonesia

C. The Scope and Limitation

The scope is speaking and limitation is researcher focus on class VIII for 38 students. Place and time in SMP Islamiyah Belawan

D. The formulation of the problems

The problems of this research were formulated as follows:

1. “How is to process of learning speaking with Small Group Discussion method?”
2. “Is there any improvement on the students’ speaking ability by using Small Group Discussion?”

E. The Objectives of the Study

The objectives of this research were stated below:

1. To find out the process of learning speaking with Small Group Discussion Method.

2. To find out the improvement on the students' speaking ability by using Small Group Discussion.

F. The Significances of the study

The find out of this research were expected to be theoretically and practically useful and having great contribution for the following respects.

Theoretical:

Theoretically the study gave easier and interesting way for the researcher to determine Small Group Discussion in speaking

Practically:

1. The English teacher, as the information which can enlarge their knowledge in teaching speaking
2. The students, as the information which can enlarge their knowledge in speaking English communicatively.
3. To result of this study will provide information for those who are interested in dealing with speaking.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretically Framework

In conducting a research, theories are needed to explain some concept applies concerning to the research. The concept which are use must be clarified in order to have the some perspective of implementation in the field in the other word, the following considered important to be discuss for clarifying the concepts use or being discuss, so the reader will get the point clearly.

1. Speaking Skill

a. Definition of Speaking

Speaking is one of our dearest occupations we spent hours in a day for conversation, telling, stories teaching, quarreling, and of course speaking to ourselves. Speaking is important to an individuals living process and experience. Speaking its also the most natural way to communicate. Without speaking, people must remain in almost total isolation from any kind of society. For most people, the ability to speak a language is the same in knowing a language since the speech is the most basic means of human communication. Speaking is not making a sound though birds, animals, babies make sound and though it may be communication of sorts, it is not speaking. But when we speak, the complexity happens more than just mouth is involved such as nose, pharynx, epiglottis, trachea, lungs and more.

According to the new Grolier Web star international Dictionary “speaking means as the act, utterance, or discourse of one who speak.” White as verb (speak) is to utter word actic or articulate sounds with the ordinary voice, to take or

exercise the faculty of speech, to make oral communication or mention as to speak to someone to various matter, to converse, as “they speak for hours on the phone. Speaking is typed as “an activity involving two or more people in which the participants are both hearer speaker having teach to what they hear and make their contribution at high speed”.

Clark and Clark state that speaking is “a complex skills, required the simultaneous of number of different abilities which often developed different late either four or five competences, as generally recoquired in analysis is of speech process, there are including as the enerying system, pronunciation, grammar, vocabulary, fluency and comprehension.”

This statement can be described that speaker first plan what they want to say based on how to change the mental state of their listener, then they put their plan into excecution, uttering the segments, words, phrases and sentence that make up the plan. But, it is not a simple as we know and think, because speaking in this case, is speaking English with a lot of rules, such as pronunciation, intonation, fluency, tone of voice, stress, structure, choice of words and effectiveness of communication.

There are some reason for speaking in involved expressing ideas and opinion: expressing a wish or a desire to do something, negotiating or solving particular problem, or establishing and maintaining social relationships and friendship. Besides, fluency, accurancy, and confidence are important goal in speaking. therefore, as a language skill, speaking become an important component to be mastered by the students as the main tool of verbal communication because it

is a way to express ideas and opinion directly what we have in our minds. Speaking (in the class) learnt by conversation class. An effective conversation class involves an active participant by students to express what they have in their mind orally and confidently.

b. type of Speaking

According to Brown there are five basic types of speaking, there are:

A. Imitative of speaking

Imitative of speaking is ability to simply parrot back (imitate) a word, phrase or possibly sentence. Its means listener follows the speaker, what speaker says is what the listener says, in other word, there is repetition for both sides.

B. Intensive of Speaking

Intensive of speaking is the production of short stresses of oral language designed to demonstrate competence in a narrowband grammatical, phrasal, lexical or phonological relationship. The speaker must be aware of semantic properties in order to be able to respond, but interaction with interlocutor test administration is minimal at best. Its means speaker must know the meaning of what the other speaker said to him/her, so he/she can respond well and there is nothing miscommunication between them. The example of intensive speaking is directed respond task, reading aloud, sentences and dialogue completion.

C. Responsive of Speaking

Responsive means reacting quickly and positively to something. Responsive speaking means the interaction and the test comprehension but somewhat at limited level of very short conversation, standard greeting and small

task, simple request and comments and the like. For example, questions and answers, giving direct instruction and phrasing.

D. Interactive of Speaking

The different between responsive and interactive speaking are the length and complexity of the interaction, which sometimes includes multiple exchanges or participants, it can take two forms, they are:

- a. Transactional language which has the purpose exchanging specific information.
- b. Interpersonal exchange which has the purpose of maintaining social relationship. Here, oral production can become pragmatically complex we need to speak in casual register and use colloquial language, ellipses, slang, humor and other sociolinguistic conversation.

E. Extensive of Speaking

In extensive of speaking, the language style is frequently more deliverative (planning is involved) and formal for extensive tasks, but we can not rule out certain informal monologue such as casually delivered speech for example oral presentation, story telling, and others

c. The Elements of Speaking

Speaking is a complex skill is requiring the simultaneous use of the number of different abilities, which often develop at the different rates. Either four or five component are generally organized in analyzing the speech processes are pronunciation, grammar, fluency, comprehension and vocabulary. Those

component are:

1. Pronunciation

Pronunciation (including the segmental features: vowels and consonants and the stress and the intonation pattern). As started by Hammer, if the students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation pattern and speak in connected speech. The speaker must be able to articulate the words, and create the physical sound that carries meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in the language they already know.

2. Grammar

It is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar because grammar is a system of language to make new sentences. Therefore grammar is very important in speaking because if the speaker does not master grammar structure he cannot speak English well.

3. Vocabulary

Vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

4. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. Meanwhile, fluency in speaking can be thought of as the ability to keep going when speaking spontaneously. When speaking fluently students

should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other. The last speaking element is comprehension.

5. Comprehension

Comprehension is discuss mistakes by both speakers because comprehension can make people getting information they want. Comprehension is defined as the ability to understand something to a reasonable comprehension of the subject or as knowledge of what a situation is really like.

Based on theories above the researcher tries to analyze students improvement by using those categories that influence that influence students speaking ability.

d. The Purpose of Speaking

Communication occurs because there is communicative purpose between speaker and listener. The communication purpose for the speaker could be:

- a. They want to say something
- b. They have some communicative purpose, speaker say something because they want something to happen as a result of what they say.
- c. They select from their language store. Speakers have an intensive capacity to create new sentence. In order to achieve this communicative purpose they will select the language, they think it is appropriate this purpose.

As language skill that enables us to produce utterance, when genuinely communicative, speaking is desire and purpose driven, in other words we

genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinion, expressing a wish or desire to do something negotiating and solving a particular problem establishing and maintaining social relationship and friendships.

Students achievement in speaking is the student can speak English with their own words that the other students know and understand what they say especially in small group discussion, they can something based on topic, so from it, the researcher can be success to improve students speaking ability.

e. The Factors Influence Speaking Skill

There are some factors that influence speaking skill, such as:

a. Motivation

When a child understands the importance of understanding a language and can see how it directly applies to their life, they learn faster. We have found that a contextual, theme-based curriculum can help get student more excited to dive into language learning. When they are interested in learning a language and they see meaningful connections to their lives, they begin to take risks to produce language, which helps them to acquire it faster.

b. Support at Home

We have found that exposure is an important factor in language comprehension and acquisition. If a child's family only speaks one language, are they able to provide help when the student needs it? It also matters how much value parents place in learning an additional language. Parents who prioritize language learning are more likely to push their child to keep trying even when it

feels difficult.

c. Prior Linguistic Knowledge

Once a child has studied and acquired a language, their skill at learning another will increase. Language learners have the ability to translate skills from one language to another because they are able to recognize the rules and patterns of language, even if the vocabulary is different.

d. Learning Environment

Another key factor is how comfortable students feel in their language learning environment. Does their classroom feel cold and tense, or positive and relaxing? What's the school's culture and belief about language learning? We have found that a student's learning environment has an impact on their motivation a low anxiety language learning environment increases the chance for acquisition.

e. Teaching Strategies

The strategies a language teacher uses have a big impact on language learning. How does the teacher help students understand the concepts of a language? How does the teacher take different learning styles into account, as well as different levels of comprehension? For example, watching a film in the target language and writing and performing skits in the target language reach multiple learning styles. Offering an immersion experience helps students connect the language learning to their everyday lives, but rote vocabulary memorization and grammar drills create 'meaning-less' language lesson.

f. Comprehensible Input

Linguist Stephan Krashen is known for developing the input hypothesis of second-language acquisition. In this context, the titular “input” is the language curriculum. Stephan Krashen wrote that teaching at just any level of difficulty isn’t sufficient: the input received by a student must be comprehensible. In other words, the curriculum must reach a child at their current level and challenge them with activities and just 1 level beyond their current stage. If the material feels out of reach, the student can feel “shut down” and have trouble engaging with the lesson. To make sure that students feel motivated to learn, it’s important to ensure that they feel like they have the ability to progress to the next level learning.

g. Student Personality

A student’s personality can affect how they learn a second language. More introverted students have been shown to take longer to acquire a language because they are more hesitant to make mistakes. Extroverted students, on the other hand, are more likely to go out on a limb and try out their newly learned vocabulary. To ensure that both personality types succeed, it’s important to create an environment where students understand that mistakes are part of the learning process and it’s more important to speak than to be perfect.

h. Age

while students of all ages can learn a foreign language, there is consensus that certain aspects are affected by the age of the learner. It becomes harder for students to have native pronunciation from the teen years. Some students also find that it’s more difficult to fully acquire a foreign language as they get older, but this isn’t true of everyone.

i. Comfort in their Country of Residence

A final factor in language learning is the child's comfort in the current country of residence. Most children move to a new country because of a parent's job, not by choice. As a result, their motivation to learn a new language can depend on whether they are happy to be in a new place, or if they have come kicking and screaming. Luckily, even if a child is unhappy at the first, their attitude can shift if they feel welcomed by their teacher and supported by their parents.

2. Small Group Discussion Method

a. History of Small Group Discussion

Slavin states, cooperative learning refers to a variety teaching method in which students work in small group to help one another academic content. Cooperative work relay replaces teacher instruction, but rather replaces individual seatwork, individual study and individual drill. When properly organized, students in cooperative group work each other to make certain that everyone in the group has mastered the concept being taught.

In other word, cooperative learning (CL) empowers students in teaching learning process in classroom because each member of the team is responsible for their term's successful.

Additionally, according to Johnson and Slavin, that cooperative learning method are those develop and researched by them and their colleagues at the university of Minnesota emphasized four elements:

1. Face to Face interaction: students work in four to five member group

2. Positive interdependence: students work together to achieve a group goals.
3. Individual accountability: students must show that they have individual mastered the material.
4. Interpersonal and small-group skills: students must be taught effective means of together and of discussing how well their groups are working to achieve their goals.

Yet, research on this method has found that when that involve rewards to groups based on the individual learning of all group members, they increase students' achievement more than individualistic methods and they have positive effects on such outcomes as race relations and acceptance mainstreamed classmate. From the given explanation, we can conclude that cooperative learning has many positive outlooks in teaching learning process in the classroom. It is not only can be used in English, but also in matching, reading, writing, physics and other.

There are types of cooperative learning groups:

1. Formal cooperative learning group range in length from one class period to several weeks.
2. Informal cooperative learning group are ad-hoc groups that may last from a few minutes to a whole class period.
3. Cooperative base group are.

b. The Advantages of Small Group Discussion Method

There are many advantages of using small group discussion method, such as:

- a. The learners have more air time and experience an increased demand to participate in small group discussion setting.
- b. Small group discussion gives learners an opportunity to warm up and try their ideas out in a smaller, less treating forum than the class as a whole in turn, this creates an increased likelihood that learners will participate in a plenary session discussion.
- c. Small group discussion creates a diversity of thought that is likely to enliven the large group discussion which is typically dominated by the comments of the first few participants who set the trend and scope of discussion.

c. The Procedure of Small Group Discussion Method

The procedure of small group discussion method as below:

a. Introductions

There are some way activities that can be used as introduction such as :

1. Individuals introduce themselves to the whole group.
2. People pair off and talk to each other and report back
3. Small group discuss what they have in common and report back.

b. Ground Rules

Teachers should make clear to the group at the first meeting what is

expected of them and what rules will govern future group meetings, for example, what are the rules governing lateness, disruption of the group's activities, methods of participation, as well as rules for speaking in the group, seating, cancellation of class, and so on. If the group sufficiently mature, it is also a good idea to provide group members with the opportunity to discuss and modify rules for operating before a final "contract" is agreed on. Once the ground rules are established, it is up to the teacher (or the group as a whole) to make sure that they are reinforced.

c. Subsequent Meetings

Each subsequent meeting needs a general format which will make the teacher's intention clear to students, reinforce the ground rules, provide a working structure and link the sessions to previous and future sessions. For example, the following plan might be displayed on a poster, on the whiteboard, or on an overhead transparency.

1. Introduce new members or visitors;
2. Resolve administrative issues;
3. Review previous week's work;
4. Student report on progress with a task or report unfinished business;
5. Outline the task for today;
6. Today's task performed;
7. Review progress;
8. Project forward to next session;
9. Conclude session.

d. Restarting After a Break

Some group stay together over more than one teaching semester or term and if there has been a break for any reason, you need some procedures for bringing the group together again, no matter how cohesive it was when you last met. You also need to conclude any unfinished business and to signify that the group is moving forward.

e. Encouraging Participation

In many cases students may be reluctant to participate in group discussion because they are not sure of the conventions to speaking, for example, how to take turns, when it is permissible to interrupt, and so on. Furthermore they may think that they do not know enough to make a contribution and fear being assessed negatively on the basis of their spoken contribution.

B. Related Study

Azhar Aziz Lubis, the student of University of Character Building has done the research about speaking for his thesis under the title “Improving the Students’ Achievement in Speaking Through the Application of Small group Discussion Method” (SGD) 2010. The subject of this research was the grade XI-1 students, 2013/2014 academic year. The class consists of 44 students. The finding of this research is the improvement students’ score from the evaluation I 2,27% who passed the KKM (65,00), the evaluation II 88,63% and evaluation III 100% who passed the KKM (65,00). In other word the small group discussion can improve students’ achievement in Speaking.

C. Hypothesis

The students' ability in speaking skill would be improve speaking of small group discussion method.

D. Conceptual Framework

In teaching learning process, the teacher should have a unique technique in order to increase students' competence especially for speaking. It's important to know because the teaching is the process of transferring the knowledge from the teacher to the students. By mastering the method well, hopefully the target of the competence could be achieved.

Theoretically in speaking is easy but quite hard in practice. It's because complexity especially in teaching learning process. Besides, it's also one of four skills that should be taught to students in school. That is way it's quite important for the teacher to make it easier by empowering and involving students in it so that the aim of the study achieved. One of the ways to improve speaking is implementation small group discussion method.

The study of research concentrates on the implementation of small group discussion to improve students' speaking ability. Small group discussion method is an alternative method that will motivate students to speak English well. And it can change students' brain that English, especially in speaking is very difficult to learn. So, small group discussion method can be implementing classroom or out of classroom to build up students' motivation in learning English, especially practice of speaking with other people.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research will apply by the Classroom Action Research (CAR). Classroom Action Research have utilize because it will aim to improve outcomes of teaching and learning. It helped teacher be more aware of the process involving steps of planning, acting, observing and reflecting with each for these activities being systematically and self critically.

Thus, classroom action research involved four steps namely: planning, action, observation and reflection. The relation between the four components showed a cycle of recounting events. "Cycle" this is what actually one of the main characteristics of action research become, namely that action research must be conducted in the form of the cycle, not just a one-time intervention alone. I choose class action research for this study because it hoped could improve speaking and learning process and the results of the student learning outcomes.

B. Subject of Study

The subject of the study will the first year students of SMP Islamiyah Belawan, academic year 2018/2019. The participants of that class consist of 38 students. The students consist of 16 male and 22 female. This subject will choose this tittle because the students could not speak English well. So, I choose class because I assumes that those students in the class need the improvement of their speaking ability.

C. Time and Place of the study

This research has conduct in SMP Islamiyah Belawan location on Belawan street, Kecamatan Medan-Belawan, Kota Medan and begin from Agustus to October 2018. This school will choose because I have ever studied and teacher. Based on my experience when I was as a teacher in that school and the interview with one of the student in the school, I interested to applied small group discussion to improve students' speaking ability. Because as long as I become a teacher there I want to teach them speak English by using a small group discussion.

D. Procedures of Collecting Data

The research administered the requirements to get research- list from the school. Afterwards, the researcher identified the basic knowledge of the students in asking and giving opinion. The procedure of data collection was conducted in two cycle. In conducting the action research, there are four steps that are covers such as: planning, action, observation, and reflection.

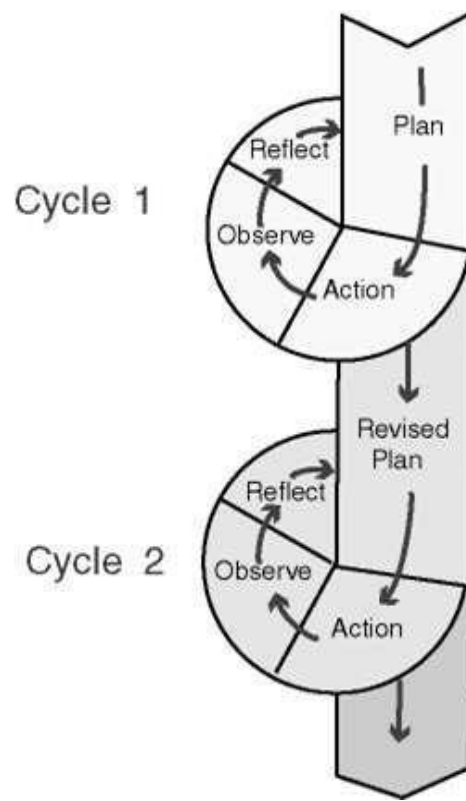


Figure 1. Cycle of classroom Action Research adapted from Kemmis and Mc Taggart (1990)

Cycle I

1) Planning

Planning is the arrangement for doing something consider in advance. Palling has to be flexible because it depend on circumstance and the curriculum. After the problem have been known, the researcher as the teacher and the other teacher working together to plan everything need in order to solve the students' problem. So, the researcher prepare everything related to her teaching and learning process.

In this phase, there were some activities done by me. They were:

1. Prepared the lesson plan
2. Divided students in groups. Every group has four or five people.
3. Prepared the observation sheet and the interview sheet.
4. Prepared the quiz of the students.
5. Prepared the media of the subject.
6. Determined the collaborator who helps the researcher in conducting the research.

2) Action

Action is the process of doing something. It was the implementation of planning. The researcher was flexible and ready to situation changing in the school. Thus, the action was dynamic, needed immediately decision for what would be done and completed simple evaluation.

In this phase, I want to explain the importance of speaking. Then the teacher introduced the small group discussion method and its procedure. Next, I distributed the material in teaching and learning process, then introduced the topic to the students. The students discussed about the topic and after that I ask them to find out the meaning of the topic and the students gave critic or comment about that.

3) Observation

In this phase, I observed and wrote students' activities during teaching and learning process, such as the students attitude, behavior even the obstacles that

happen while the students read a text and did their work individually. The observation will do to write the result of the learning teaching process by administering some question orally and following item were analyzed:

- a. Pronunciation (include the segmental features vowel and consonant and the stress and the intonation pattern).
- b. Grammar
- c. Vocabulary
- d. Fluently (the case and the speed of the flow speech).
- e. Comprehension

4) Reflection

Reflection is the feedback process from the action that has been done. It was used to help teacher made decision by analyzing the situation and the students' difficulties of problem in understanding the lesson. In this phase, I took the feedback from teaching and learning process from the result of the observation sheet and students test. The purpose is to increase the students' speaking ability. Based on the data the researcher will be continue the cycle 2 to get better result.

Cycle II

1) Planning

The result of cycle 1 indicated that there was an improving in the students' vocabulary, but it do not improve significantly. In order to get better improvement

and to solve the problems found in the first cycle, so the cycle 2 was conducted. It was also done in three meetings with the same steps.

2) Action

Action is the process of doing something. It is the implementation of planning. I am flexible and ready to situation changing in the school. Thus, the action was dynamic, needed immediately decision for what would be done and completed simple evaluation.

In this phase, I will explain the importance of speaking. Then I introduced the small group discussion method and its procedure. Next, I distributed the material in teaching and learning process, then introduced the topic to the students. The students discussed about the topic and after that the teacher ask them to find out the meaning in topic and the students gave critic or comment about that.

3) Observation

In this phase, I will observe and write students' activities during teaching and learning process, such as the students attitude, behavior even the obstacles that happen while the students speak English and did their work individually. Students' activities in applying small group discussion have showed that most of the students did not have significant problem in speaking. It was found that most of them very active exited do the action than before. This was done to gain the result of small group discussion method by administrating the question orally and the following items were analyzed:

- a. Pronunciation (include the segmental features vowel and consonant and the stress and the intonation pattern).
 - b. Grammar.
 - c. Vocabulary.
 - d. Fluency (the case and the speed of the flow speech).
 - e. Comprehension
- 4) Reflection

Having checked the students' speaking test, the researcher found that the students' scores showed an improvement from their orientation test to second test in the cycle 2. The students also more active and rejuvenate by applying small group discussion method. It means that the used of small group discussion method is able to motivate the students in teaching and learning process.

E. Technique Collecting Data

In this research, the data will collected by using quantitative data and qualitative data. In collecting quantitative data, I was conducted Small Group Discussion Test. The test was given in orientation cycle I and cycle II.

1. Observation

In this case, observation have been done by investigated directly in the field of the research firstly, I decided to choose the aspects that I want to observed. I was observed the condition in the class when teaching learning process was go on and the condition of the students. Here, I chose participant

observation and non-participant observation because in participant observation, I could participate in the activities of the subject that observed, as a part of them and in nonparticipant observation, I was out of the studied subjects and did not participate in activities they did and could observed subjects studied more clearly. I was observed the actions of students in the classroom, teaching, learning and student learning outcomes.

2. Interview

The purpose of the interview will to collect the data about the students' difficulties in speaking. I was interviewed the English teacher and the students by asked some questions listed in the interview guide. I choose Semi-structured interviews because it could be used to find problems more openly, were invited to interviews requested opinions, and ideas.

3. Test

The test will give in two times, which was pre-test and post-test. Pre-test will give before teaching process and post-test was given after teaching learning process. The test is oral test. I chose pre-test and post-test because I could measure students' ability before I applied the small group discussion method and I could saw the progress of students learning after the implementation method of small group discussion easily.

4. Documentation

As a qualitative research, I have took same pictures while I conducted the research in the classroom. I collected it as a prove that I have done the research.

F. Technique of Data Analysis

This study collects qualitative and quantitative data. This qualitative data was analyzed by observation sheet, interview sheet and oral sheet. The quantitative data was analyzed data from calculated the score of speaking test. To know the progress of student's score for each cycle, the mean (x) student's score were calculated in order to know the categories of student ability and the percentage of students who was got score 70 were calculated by using the formulation as follow:

$$X =$$

Note:

X: the mean of student

$\sum x$: the total score

N: the number of students

And the number of students mastery in one test was calculated by using formulation as follows:

$$P = \frac{R}{T} \times 100\%$$

Note:

P: the percentage of students who get the point 70

R: the number of student get the point up 70

T: the total number of students who do the test.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. The Presentation of the Data

The data in this research were taken from Observation Sheet, Interview and Speaking Test. The collect of the data, I did the observation in the classroom and interviewing the teacher and the students. Then I consulted with the teacher about what they should do.

The main focus of this research was actions which were done in two cycles. Every cycle had four phases namely planning, acting, observing and reflecting. The research was done only in one class. The class was chosen is MTS Bina Ulama which consisted of 45 students. They were never absent during I conducting the research from the first meeting until the last meeting.

1. The Quantitative Data

The quantitative data were taken from the result, which was carried out in two cycles. In two cycles, I conducted six meetings. The test was given to the students in forms of pre – test, post – test I and post – test II. The speaking test was given to the student at the end of the cycle. The result of the students score could be seen in the following table.

Table 4.1 The Score of Students Speaking Test

| NO | NAMA | SCORE | | |
|----|------|----------|----------------|-----------------|
| | | PRE-TEST | POST-TEST I | POST-TEST II |
| 1 | ABZ | 75 | 79 | 85 |
| 2 | AIS | 60 | 66 | 83 |
| 3 | AJS | 71 | 75 | 77 |
| 4 | ARD | 47 | 59 | 75 |
| 5 | AUR | 60 | 60 | 76 |
| 6 | DAB | 76 | 83 | 86 |
| 7 | DAN | 75 | 79 | 83 |
| 8 | DEE | 70 | 80 | 83 |
| 9 | DES | 49 | 59 | 70 |
| 10 | DIA | 55 | 70 | 79 |
| 11 | ELJ | 69 | 80 | 86 |
| 12 | ERR | 50 | 75 | 86 |
| 13 | ERS | 63 | 76 | 82 |
| 14 | FAA | 61 | 78 | 80 |
| 15 | HAY | 76 | 80 | 86 |
| 16 | HEL | 73 | 84 | 87 |
| 17 | IFN | 53 | 69 | 76 |

| | | | | |
|----|-----|----|----|----|
| 18 | KH | 75 | 79 | 88 |
| 19 | LOA | 59 | 68 | 83 |
| 20 | MAM | 69 | 76 | 83 |
| 21 | MA | 70 | 80 | 84 |
| 22 | MF | 70 | 79 | 86 |
| 23 | MFI | 70 | 83 | 96 |
| 24 | MR | 72 | 85 | 93 |
| 25 | MS | 70 | 76 | 80 |
| 26 | NAA | 70 | 80 | 83 |
| 27 | NAI | 75 | 87 | 93 |
| 28 | NUI | 56 | 69 | 78 |
| 29 | NUM | 55 | 63 | 76 |
| 30 | NUR | 70 | 77 | 81 |
| 31 | PA | 50 | 75 | 76 |
| 32 | RAA | 76 | 70 | 86 |
| 33 | RAS | 51 | 52 | 70 |
| 34 | RIB | 60 | 70 | 75 |
| 35 | ROS | 70 | 75 | 78 |
| 36 | SAA | 49 | 60 | 76 |
| 37 | SAL | 43 | 73 | 86 |
| 38 | SIZ | 60 | 65 | 77 |

The increasing of the students' score in speaking through small group discussion can be also seen from the mean of the students' score in the first speaking test until the third speaking test. The mean of the third speaking test was the highest among the other test.

The students' score in those three tests were varied. In the first test the lowest score was 43 and the highest was 76. In the second test the lowest score was 52 and the highest score was 87. In the third test, the lowest score was 70 and the highest one was 96. The comparison of the students' score in the speaking tests can be seen in the table 4.2.

Table 4.2 The Comparison of The Students' Score in The Three Speaking Test

| Names of Test | Test I | Test II | Test III |
|---------------|--------|---------|----------|
| Lowest Score | 43 | 52 | 70 |
| Highest Score | 76 | 87 | 96 |
| | 59.5 | 69.5 | 83 |
| N | 38 | 38 | 38 |

It can be concluded that the students' speaking through small group discussion had increased from 59.5 to 83. The calculation can be seen in appendix. The students were said master the lesson if they got score 70. The percentage of the students who got score over 70 also showed improvement. It is seen from the students' score from the first meeting to the last meeting.

2. The Qualitative Data

a. Observation Sheet

From observation sheet, I noted the students' attitude during the teaching and learning process. I noted whether they were paying attention to the teacher when teacher explained the lesson and also noted the students who were active to answer the question which was given by the teacher during teaching and learning process. Besides that the activity of students in speaking to solve the clues of Small Group Discussion noted in the observation sheet.

The improvement of students' in speaking also kept paying attention for teacher since the first meeting until the last meeting. In fact, the students serious in teaching learning process, but some of them get low score in the pre-test. It is causes they have problem in their speaking. In the other word, they have low speaking. But in the cycle II, and they are serious than before. They did the discussion with their group. In the second test, they have good score than before. It can be seen from their speaking improved after process of the teaching and learning using the small group discussion. However, some of the students still get low score. The students' speaking improved, and it can be seen in the last test. The students can be seen from their score in the last test highest than the second and the first test.

b. Interview

The interview was done in the first meeting, between teacher and I am as the researcher. From the interview, it was found that the teacher had problem in

teaching and learning English, it is some of the students still lack of the speaking. So that the teacher said some of them who was lack in speaking got low score. Teacher believes that small group discussion is one of the good methods that can improve the speaking of the students. Because when he done a research, the students also using the small group discussion to improve the students ability in translation text Indonesian to English.

I also interview the students of the class VIII A to know their problem in learning English. They faced difficulties in comprehend the lesson and teacher explanation because they still lack of speaking. It could be useful to interview them in order to know the background of their difficulties. From the interview I concluded that their problem is difficult and lazy to memorize the vocabulary and lack in grammar.

In the last meeting, I also interview the teacher and students to know their opinion after learnt by using small group discussion. The teacher said that he will try to apply the small group discussion for the next meeting to improve the students ability, maybe not only for the their speaking but also in other aspect of English. In the other side, small group discussion makes them understand and enjoy. The transcription of interview could be seen in appendix.

c. Documentation

The documentation is photograph as a reporting for me to cache every moment which considered important. They documentation taken while the teacher taught them in front of the classroom, when the students do the conversation in

small group discussion, did the speaking test and their reaction during the teaching and learning process. The documentation could be seen at appendix.

Foto fita ngajar

B. Data Analysis

1. Analysis of Quantitative Data

As we could seen in table **4.1**, the score of students in speaking test increased from the pre-test, post test in cycle I until post test in cycle II. I gave them a text of the conversation that needs to be completed and practice at the end of the topic which has been finished to be discussed or the end of cycle. It was found out that the students' score for the speaking test kept improving from meeting to meeting. The students score in post test of cycle I was higher than the pre test, and the post test of cycle II was higher was the post test of cycle I.

Table 4.2 Data Frequency Distribution for Score

a. Pre Test

| Number | Score Interval | Frequency | Percentage | The Quality | Category |
|--------|----------------|-------------|------------|-------------|-----------|
| 4 | 85-100 | - | 0 % | A | Very High |
| 3 | 70-84 | 10 students | 40 % | B | High |

| | | | | | |
|-------|-------|-------------|--------|---|----------|
| 2 | 60-69 | 12 students | 22,2 % | C | Enough |
| 1 | 50-59 | 8 students | 24,4 % | D | Low |
| 0 | 0-49 | 8 students | 13,4 % | E | Very Low |
| Total | | 38 students | 100 | | |

b. Post Test I

| Number | Score Interval | Frequency | Percentage | The Quality | Category |
|--------|----------------|-------------|------------|-------------|-----------|
| 4 | 85-100 | 2 students | 4,4 % | A | Very High |
| 3 | 70-84 | 30 students | 66,6 % | B | High |
| 2 | 60-69 | 10 students | 22,3 % | C | Enough |
| 1 | 50-59 | 3 students | 6,7 % | D | Low |
| 0 | 0-49 | - | 0 % | E | Very Low |
| Total | 45 students | 100 | | | |

c. Post Test II

| Number | Score Interval | Frequency | Percentage | The Quality | Category |
|--------|----------------|-------------|------------|-------------|-----------|
| 4 | 85-100 | 10 students | 28,8 % | A | Very High |
| 3 | 70-84 | 28 students | 71,2 % | B | High |
| 2 | 60-69 | - | 0 % | C | Enough |
| 1 | 50-59 | - | 0 % | D | Low |

| | | | | | |
|-------|------|-------------|-------|---|----------|
| 0 | 0-49 | - | 0 % | E | Very Low |
| Total | | 38 students | 100 % | | |

The improvement of the students' score in speaking through small group discussion also could be seen from the mean of the students' score during the research. I applied the following formula: $X = \frac{\sum x}{N}$

Where:

X: the mean of student

$\sum x$: the total score

N: the number of students

In the pre test the total of the score of the students was 2300 and the number of students was 38, so mean was:

$$X = \frac{2300}{38}$$

$$= 60,52$$

In the post test I the total of the score of the students was 2570 and the number of students was 38, so mean was:

$$X = \frac{2570}{38}$$

$$= 67,63$$

In the post test II the total of the score of the students was 3549 and the number of students was 45, so mean was:

$$X = \frac{3100}{38}$$

$$= 81,57$$

Table 4.3 The Mean of Students' Score

| | Pre Test | Post Test I | Post Test II |
|------|----------|-------------|--------------|
| Mean | 60,52 | 67,63 | 81,57 |

The mean of the students score in the Post test of cycle II was highest, so it could be said that the students' speaking through small group discussion improved from 60,52 to 81,57.

The number of students was calculated by applying the formula:

$$P = \frac{R}{T} \times 100\%$$

In which:

P: The percentage of students who get the point 70

R: The number of student get the point up 70

T: the total number of students who do the test.

The percentage of the improvement of students' speaking could be seen as follows:

1. Pre Test

$$P = \frac{10}{38} \times 100\% = 26.31\%$$

2. Post Test I

$$P = \frac{32}{38} \times 100\% = 84,21\%$$

3. Post Test II

$$P = \frac{38}{38} \times 100\% = 100\%$$

The result showed the improvement of the students' score from the pre-test to the post test of cycle I, post-test of cycle I to post test of cycle II. When the first test (pre-test) was conducted to the students there were only 40% or 18 students who got the score above 70. In the second test (post-test I) which was conducted to the students in cycle I of action research, there were 71,2% or 32 students who got score above 70. It means there was an improvement of students in their speaking about 31,2% compared with the first test (pre-test). In the third test (post-test II) was conducted to the students in cycle II of action research, there were 100% or 30 students who got score above 70. It meant there was an improvement of students in their speaking about 28,8%, therefore, it could be concluded that small group discussion could improve students' speaking ability.

Table 4.4 Percentage of Students' Speaking Ability

| Test | Number of Students | Percentage |
|--------------|--------------------|------------|
| Pre Test | 10 | 26,31% |
| Post Test I | 32 | 84,21 % |
| Post Test II | 38 | 100 % |

2. Analysis of Qualitative Data

The qualitative data were taken from result of interview, observation and documentation. Both teacher and students' behavior during the process of teaching and learning process in the classroom were evaluated in the qualitative data.

a. First Meeting

In the first meeting, I wanted to find out and to formulate the problem that the students found in speaking. The pre-test consisted of a conversation were administrated to the students in the first meeting to obtain they learning ability and achievement. The time allocation in this occasion was 45 minutes. Many of them seemed very difficult to do the best because they did not have good preparation.

1) The Activity of Cycle I

The cycle I was done in three meetings included the pre-test. I as the teacher tried to increase the students' speaking ability trough Small Group Discussion. Small group discussion would be success to enhance the students' speaking ability, if: a) the students looked interest in studying through small group discussion, b) the students eager to share their opinion through small group discussion, the students looked more active in learning process, and c) the students speaking test result showed the improvements. The detail of the cycle I as follows:

1. Planning

The plan was arranged before Iam conducting the research. First of all, I prepared and made a lesson plan for 3 meetings, the material that related to the oral test, they are pronunciation, grammar, fluency, vocabulary, comprehension, and topic that will they discuss. I prepared camera and observation sheet. All of the materials above use by me to taught the students in the classroom.

2. Acting

In the first cycle, I as the teacher divided students to some group and each group consist of two students. The total number of students in VIII was 38 students. So there where were twenty two group of discussion in classroom.

After divided students into some groups, I introduced the topic discussion and I had explains the students about the components that should be mastered in speaking English achievement. After I finished explained the material, I gave the students opportunity to ask the question. The teacher gave the students a text about the material to be discussing in each group.

The teacher though the students how to pronounce some word and give the students time to discuss about the topic. After finished to discuss, teacher and students translated the text and also asked the students to answer the exercise. The answer of exercise also discussed together with the students in the classroom.

In the last meeting of the studying, teacher handed out of speaking test to every group. Each group only gave one paper of a conversation. Teacher gave

instruction to the students about text. To solve the test teacher gave them a time approximately 20 minutes. Before each gave them a test in cycle I, teacher reviewed the topic of study which had been discussed in the classroom in order to make them easier to answer the test.

3. Observing

The observation was done to observe how the students' behavior and what the students' problems during the teaching and learning process. Most of the students participated affectively during the teaching and learning process and also when they did practice a conversation in their group although some of them still lack of vocabulary, grammar or pronounce. They were enthusiastic and enjoyable about the topic which discussed by teacher in the classroom. The activity of the students could be seen in observation sheet and also documentation evidence which written and took by me during the teaching and learning process in classroom.

4. Reflecting

Based on the result of the score of the test in cycle I and observation, action and improvement was needed. Actually, students' score in the test of cycle I was improved than the score of pre-test. But, it needed more improvement in their speaking because some of them still confused and difficult to understand in practice of speaking.

2) The activity of Cycle II

After doing the cycle I, the students problem were found and it given information about the students speaking ability. Therefore, I had a good motivation to conduct the second cycle of action research which was carried out in three meetings. It was expected that the second cycle of action research would get better than cycle I. The activities of second cycle of action research as follows:

1. Planning

In this phase, I prepared lesson plan and emphasized the teaching and learning process in teaching students' speaking. The topic of study which discussed in cycle II was about Asking and Giving Opinion about Favorite Things. Here, I made more English conversation about that to the students in order to improve their speaking. The teaching and learning process almost same like the process in cycle I and also the preparation about the material. All of the materials above used by me to taught the students in the classroom.

2. Acting

In the cycle II, I handed out the reading passage about Asking and Giving Opinion about Favorite Things, and also exercise which still related with it. Before teacher taught the lesson, it would be better to do the warmed up to the students. The warmed up of was still in form of question and students should be answered the question which given to them.

After warming up, teacher continued the lesson and asked them to read the reading passage. The students who were referred by teacher should read the

reading passage. After read the passage, teacher and students translated the passage and also asked the students to do the exercise. The answer of exercise also discussed together with the students in the classroom.

In the last meeting of studying, teacher hand out of test to every group. Teacher gave instruction to the students about the test. In solving the test teacher gave them a time proximately 15 minutes.

Before teacher given them a test cycle II, teacher reviewed the topic of study which had been discussed in the classroom in order to make easier to answer the test.

3. Observing

The observation was still done for the last time. The activity of students was observed and it showed that most of the students did not have problems anymore in speaking. They really liked the topic discussion which given by teacher. They were active during teaching and learning process and more enthusiastic than before.

4. Reflecting

Having checked the students' speaking test, it found that the students' score showed the improvement. Based on the observation and the result of their test, I concluded that the students had improving speaking through small group discussion. The students' score on the second cycle had improved than in the first cycle.

C. Discussion

Small Group Discussion was applied to improve the students' ability at speaking. Small Group Discussion was one of many strategies that could make the students easier in learning English especially in speaking.

Students' data in cycle II test showed that the mean of students' score was higher than the mean of the students' score in cycle I test and also better than orientation test. In the last test of cycle II, all of the students or 38 students got the score above 70. And the higher score is 96.

This improvement not only happened in the mean of students' score but also the expression, interest and excitement of students showed that there was improvement. It can be seen in the interview and observation sheet. Most of the students were more active and enthusiast during teaching and learning process. Finally, it could be concluded that there was an improving of students' speaking ability by using Small Group Discussion of the eight grade students at SMP Swasta Islamiyah Belawan.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Most of the students' speaking at eight grade of SMP Swasta Islamiyah Belawan is still low. It can be seen when they are doing conversation in the class. It occurs because of the laziness of the students to memorize the vocabulary in English, the students not understand about grammar and there is no encouragement for students to do it.

That is why small group discussion applied in this class because this strategy has some advantages. The implementation of this strategy is for (1) the teacher gave students the topic and explain the material, gave the conversation text next the students must completed the sentence correctly. It is easy for students because the answer still had relation to the text material.

Small group discussion can improve the students' ability at speaking. It can be seen by the improvement of their score. It was proved by the data which showed that the mean of the students test in cycle II (82.73) was higher than test in the cycle I (73.86), and also the improvement of students' score who got score over 70 showed that percentage in the test of cycle II (100%) was higher than the test in cycle I (60,52%) and also higher than the pre-test (47.36%). Therefore, Small Group Discussion strategy can improve the students' ability at speaking English at eight grade of SMP Swasta Islamiyah Belawan.

Small Group Discussion Method can improve student's ability in speaking skill. It can be seen when the researcher gave the last speaking test and all of the students did it very excited to discuss with their friends. It can be seen also from the first cycle to next cycle. The students' problem in study English could be solved. The students Not only speaking skill has improved, but also their interest in study English. The students look more enjoyable and excited when the researcher taught them in the class and using small group discussion method.

B. Suggestion

The result of this study shows that the uses of small group discussion improve the students' ability at speaking. The following suggestions are offered:

1. For the English teacher, it is better to use Small group discussion in teaching speaking to improve their pronunciation, grammar and help them to memorize the vocabulary, because by using this strategy the students can be more enjoyable in speaking practice.
2. For the students, it is suggested to practice their speaking regularly. It will make them easier to understand what their teacher said and about the lesson.
3. It is recommended to other researchers to investigate the effectiveness of small group discussion to towards the other language skills. And for the other researcher also suggested to use this study as a contribution to complete to the other study to find better findings. It can be functioned as a guidance to conduct the other classroom action research.

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