THE EFFECT OF USING SMALL GROUP DISCUSSION IN SPEAKING ABILITY AT TENTH GRADERS OF SMAN 1 JALANCAGAK

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Abstract

This study aims to determine the effectiveness of discussion techniques on the speaking ability of 10th graders of SMAN 1 Jalancagak in the 2021/2022 academic year. The method used is the Small Group Discussion method. This study uses a quasi-experimental method (quantitative method), where there are manipulated activities, one class uses the small group discussion method and the other class uses the discussion method only. The object of this research is the students of SMAN 1 Jalancagak for the academic year 2021/2022. Then, choose two classes at random as a sample. The number of students is 74 students, each class consists of 37 students. Of the two classes, class X Mipa 1 as the experimental class received the treatment of the small group discussion method and class X Mipa 3 as the control class that received the treatment of the discussion method. Based on the results of research conducted by previous researchers, it can be said that the use of the small group discussion method has a positive effect on students' speaking ability. Therefore, is the small group discussion method still effective during the current pandemic?

Keywords: Speaking Ability, Small Group Discussion Method

INTRODUCTION

In this world English Language is important for our lives. In fact, it is the second most spoken language in the world. The ability to speak and to write English property has been one essential benchmark skills in the professional world. Learning English in Junior High Schools are important given other than a preparation of the provision of Junior High School students to continue higher education level of the established English teaching as a lesson that must be controlled by students or other.

Speaking is an activity used by someone to communicate with other. It takes place everywhere and has become part of our daily activities. In the teaching and learning process, the teachers give less attention to speaking. (Brown, 2004) say that speaking is productive skill that can be directly and empirically observed, those observations are invariably influenced by accuracy and the effectiveness of a test taker's listening skill, which necessarily compromises the

reliability and validity of an oral production test. Can be interpreted as the accuracy and listening skills of students or teachers, the test becomes a significant aspect in assessing oral production.

At the present time, there are obstacles that hinder all activities in Indonesia. The COVID-19 pandemic is a major learning factor for SMAN 1 Jalancagak students that hinders student learning in class. so, all learning uses two learning methods, some are online and some are offline. This is very different from the usual previous studies. therefore, I will try this method with the current state. Small group discussion is the method I will use in this research.

Small group discussion is one of the cooperative learning methods that consist of small member of 3-5 students which in this technique the students work together through interaction whose interdependent relationship allows them to achieve a mutual goal. According to (Brewer, 1997) small-group discussion allows presenters to announce a topic or idea for group discussion among participants. A small-group discussion follows democratic guidelines and allows everyone to contribute many ideas for others to discuss and reflect upon. discussion allows for an interchange of ideas within the context of a group under the direction of a presenter.

There are many kinds of factors which make the students have difficulties in speaking English. The writer identified several problems. First, the students lack confidence in speaking English. Second, the students don't have enough time to practice their speaking English in classroom activity, and the last is teaching method used by teacher was rarely used.

The teachers should be creative to use effective technique. In teaching and learning, especially in teaching speaking the teachers should be able to make their teaching interesting, enjoyable, and help the students to comprehend the text easily by using appropriate techniques. There are various techniques used to teaching speaking, one of them is Small Group Discussion (SGD) technique.

Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose their interest in learning. Students, who do not develop strong oral skills during this time, will find it difficult to keep face with their peers in later years. Based on the characteristic of the problems, they can be solved by giving appropriate technique.

Therefore, the objective of the research is to find out effectiveness of using small group discussion method in speaking ability.

METODE

This research used quasi experiment method, whereas there are activities manipulated, one class using small group discussion method and the other class using discussion method.

Design of research used pretest and posttest group design, which on this research there are two group, experiment group and control group. So, the design of research is:

A= O X O

A= O O

Description:

A: Taken group randomly

O: Pretest and Posstest

X: Learning by using small group discussion method.

The data were both quantitative, the quantitative data were obtained in the form of students' speaking score collected through the speaking assessments and held twice in this study.

They were pretest and posttest. Pre-test was done to know the students' speaking ability while post-test was done to know whether there was a significant improvement on the students' speaking ability before and after communicative games being applied. To collect the data, the instruments were used to gather the data. instrument,

Population on this research is all of student class tenth graders SMAN 1 Jalancagak. Then, choose two classes randomly as sample. A number of students' is 74 students' each class consist of 37 students. From that two class, X MIPA 1 class as experiment class, which that class received treatment is small group discussion method and X MIPA 3 class as control class is received treatment is discussion method.

The hypothesis of this research can be formulated as follows:

1. Null hypothesis (H0): The use of Small Group Discussion Strategy is not effective in improving the students' reading comprehension ability.

2. Alternative hypothesis (H1): The use of Small Group Discussion Strategy is effective in improving the students' reading comprehension ability.

CONCLUSIONS

The conclusion from the explanation above explains that this research uses the small group discussion method and the results of this study are still in the research and planning stages. However, seeing from previous researchers who used this method had a significant effect on students. Therefore, the researcher wants to try this method with different conditions from now, with this pandemic period using the small group discussion method whether it will have significant results or vice versa.

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