The Effect of Discussion Strategy to Improve Students' Speaking Fluency In the XI class of Ashabul Yamin Boarding School

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Abstract. The study was carried out in response to a number of issues that were discovered in the field. There were issues with fluency among the students. When speaking in front of the class, the pupils appeared nervous because they lacked confidence in their ability to communicate their views in English. They were frightened of making grammatical, pronunciation, or fluency errors. The researcher employed a conversation method to help students improve their speaking fluency in this study. The methodology of this research was quantitative research, and the type of research was experimental research. This study used a pre-experimental design using a one-group pretest-posttest design. The participants in this study were all of the students of Ashabul Yamin Boarding School's grade XI B. The researcher employed the purposive sampling technique to collect the sample, with 16 students from XI B class serving as the study's sample. In other words, the Ha was accepted, which said that adopting discussion approach to improve students' speaking fluency in the XI class of Ashabul Yamin Boarding School had a substantial effect. It may be stated that employing the Discussion Strategy aided students in learning to communicate, particularly in speaking fluency.

Keywoards: Speaking, Fluency, Discussion Strategy

BACKGROUND OF THE PROBLEM

The purpose of demonstrating the English language at school is to improve the linguistic abilities of the students. Tuning in, talking, reading, and writing are four critical characteristics that understudy should master when learning English. When it comes to learning English, understudies are expected to be able to master all aspects of the language. Speaking is one of the most important skills to acquire in order to be able to use English effectively, as it is such an important part of people's daily lives and is used to communicate their thoughts and interact with one another. Students struggle with speaking abilities because they lack confidence, are apprehensive, and have a limited vocabulary. Teaching speaking by using group discussion strategy is assumed to be effective in improving students' motivation and make students become confident in learning speaking English through teacher's monitoring and give the students more classroom responsibility. As a result, when the teacher asks them to practice their speaking skills, the majority of students struggle. Most of them would rather remain silent than speak up, and they are hesitant to do so since they are always shy. prone to express themselves, even in front of their peers, especially when requested to provide personal information or voice their ideas. Furthermore, several measures could be applied in the

classroom to address these issues. As a result, the teacher must be able to comprehend and apply the technique. Students become bored and pay less attention to the teacher if the teacher is unable to implement the tactics. Teachers must provide children with a variety of tasks to get them used to doing them. The researcher discovered certain problems related to speaking, particularly in speaking fluency, based on the observation on September 27, 2021. The children were first apprehensive about speaking English in front of the class. Because they lacked the confidence to communicate their views in English in an oral setting. They were frightened of making grammatical, pronunciation, or fluency errors. When the teacher asked them to speak English in front of the class, many of them replied they couldn't since they didn't know how. The researcher assumed that the teacher rarely employed an adequate strategy in teaching English, particularly in teaching speaking. This is the third issue. So the teacher simply asked the pupils to write a text or a discussion, which they subsequently memorized in order to improve their speaking skills. They didn't make it a habit. As a result, they were unable to continue speaking when they forgot the word they had learned. The kids' pauses or stops indicated that they were still having difficulty communicating fluently. These elements have an impact on their ability to develop speaking skills, particularly when it comes to fluency. "Fluency is the most efficient function of the language system that students have learned so far."

RESEARCH METHODS

The population of the research was all of the eleventh grade students of Ashabul Yamin. In this research, the researcher choose the XI B only, as the sample because of some considerations. First, these class have almost same speaking ability. Second, it was approved by the English teacher to teach this class. A monologue-style speaking test was employed as the class instrumentation in this study. The test was repeated twice. In this study, there were two types of tests used: pretest and posttest. After teaching the students using the Discussion technique, the researcher used an oral exam to determine their speaking fluency. The test was given to pupils in class XI B as an oral test. The researcher utilized the t test method to examine the data and determine the effect of the discussion strategy on improving speaking fluency. To ascertain the final calculation (t-calculated) of applying the Discusiion approach to improve speaking, the researcher utilized

statistical calculations of ttest. In supporting this research, there are some several relevant studies conducted by some researchers. First research from Fajriah (2013) in this research entitled "Using Group Discussion Tasks to Improve the English Speaking Learning Process of Year XI Students of MA AL AMANAH Gunung Kidul.". The research found that using group discussion to improve the speaking learning process is most effective. Students were effectively trained in the speaking learning process through group discussions. They appreciated this activity and became more interested in the teaching-learning process, despite the fact that it was very noisy in the classroom. This practice has the potential to encourage students to speak up. Finally, during the speaking learning process, the pupils grew more active and conversational.

RESEARCH FINDINGS

One of the most crucial language skills that students should develop is speaking. Students cannot practice English or communicate with one another unless they have mastered speaking. The speaker should be fluent when speaking. However, many pupils find it difficult to communicate fluently when they speak. As a result, the researcher should come up with an effective technique for improving students' speaking fluency, such as adopting a conversation strategy.

Based on this research. The researcher had found the effect of using discussion strategy to improve students' speaking fluency. There was one class which involved in this research. The researcher choosed only one class because of considaration. The research was conducted by the speaking tests. In this case, the function of the test want to know the students' fluency in speaking based on the thopic selected.

So, in this research the researcher found discussion strategy give significant effect to improve students' speaking fluency because with use the discussion strategy. Students want to participation in front of the class and pupils learned more about the topic of speaking, including new terminology, which will aid them in completing the assignment and achieving the goal. Trianto agreed, saying that group discussion is aimed to encourage student participation during class activities, and that by using this method, the common goal of learning may be achieved more easily. It means that group discussions encourage pupils to participate actively in class.

The students using discussion strategy is differences with the students did not use discussion strategy. According to Bannet he say that group discussion is designed to encourage the participation in a non threatening environment. the implementation of group discussion in this class in which all the students design to encourage were participated actively to find the information, idea, without thinking that they were advance student or on the other hand. Implementation of discussion strategy make the class more interesting. Harmer state that discussion activities considered as the most useful and interesting form of oral practice in the classroom since it offers chances for students to exchange their thought, talk about their experiences and express their opinion to improve their communicative ability when using the English language.

Using group discussion make the students speaking fluency better than the students who is not using discussion strategy. Because In group discussion the teacher make one group 5 people so the students can easy to speak English, the students not only could learn about speaking, but directly they could practice it with their friends in the same group. Furthermore, they could ask their friends to correct their speaking and make students easier to share material and idea. Harmer states that communication between individual is more difficult in a group of twenty or thirty than it is in groups four or five. In smaller groups it is easier to share material, speak quietly and less informally, and make good eye contact.

The researcher took part in the classroom process in some way. This class was given a pre-test beforehand. The researcher then administered the treatment in accordance with the theme. The researcher then administered the post-test. After both tests were completed, the researcher calculated the mean score and pre-test standard deviation. The result of both tests would be generated based on the studied data by comparing the scores of the two tests using the t-test. It was discovered that employing a conversation method to improve students' speaking fluency had a substantial impact. Furthermore, statistical calculations revealed that the t-test result was 6.84, resulting in a t-table value of 1.753. The study's findings then confirmed the researcher's hypothesis, indicating that there was a significant effect ofof using discussion strategy to improve students' speaking fluency in the XI class Ashabul Yamin boarding school with the level of significance was (a) 0.05.

Furthermore, the teacher and students benefited from the discussion technique. It was easier for the teacher to communicate the lesson by mimicking the students' ideas using the discussion technique, and it was easier for the students to think and speak in the group. As a result, a conversation strategy is a strategy for learning English, particularly for learning to speak it. In other words, the discussion technique is useful and aids students and teachers in achieving the goals of the teaching and learning process, particularly in the teaching and learning of speaking. It may be concluded that the discussion technique is an effective strategy for assisting students in improving their speaking fluency. Then, by employing a discussion technique in teaching speaking, you may make the learning process more engaging and exciting.the students active in the class. It also attracted the students' understanding in speaking fluency.

CONCLUSION AND SUGGESTION

The researcher came to the following conclusion based on the findings and discussion of the research about the effect of employing Discussion Strategy to Improve Students' Speaking Fluency:

1. The discussion technique had a significant effect on improving students' speaking fluency, as evidenced by the mean pre-test score of 60.67 and the mean post-test score of 65.74. So. Based on the results of the pre-test and post-test, it can be stated that students who use the conversation technique to learn speaking have a higher score than those who do not.

2. There were significant different of students' speaking fluency between the students who is using discussion and the students who were taught without discussion we can see from t-calculated there was in the null hypotesis (Ho) was rejecte. It can be seen in t-calculate (6.54) higher than t-table (1.753).

3. Students who are taught by using discussion better than the students not using discussion strategy.

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