APPLYING SMALL GROUP DISCUSSION TO ENHANCE STUDENTS' SPEAKING ABILITY AT SMA N 1 POIGAR

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ABSTRACT

The purpose of this research is to find out the effectiveness of small group discussion technique in improving the students's speaking ability. It will be conduct at SMA Negeri 1 Poigar in one class of the first-year students of the school as the sample. The data were collected using test in the form of pre-test and post-test. Teaching speaking skill by using small group discussion technique can improve the students' ability in speaking. Small group discussion technique can give the students opportunity to practice their language. In small group discussion, they can express their ideas and thought freely. It will be better for English teacher to vary the techniques of teaching to avoid boredom that might appear to the students.

Keywords: group discussion, small group discussion, speaking ability

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui keefektifan teknik diskusi kelompok kecil dalam meningkatkan kemampuan berbicara siswa. Penelitian ini akan dilaksanakan di SMA Negeri 1 Poigar pada salah satu kelas siswa tahun pertama sekolah tersebut sebagai sampel. Data penelitian yang akan dikumpulkan menggunakan tes berupa pre-test dan post-test. Pengajaran keterampilan berbicara dengan menggunakan teknik diskusi kelompok kecil dapat meningkatkan kemampuan siswa dalam berbicara. Teknik diskusi kelompok kecil dapat memberikan kesempatan kepada siswa untuk melatih bahasa mereka. Dalam diskusi kelompok kecil, mereka dapat mengekspresikan ide dan pemikiran mereka secara bebas. Akan lebih baik bagi guru bahasa Inggris untuk memvariasikan teknik mengajar untuk menghindari kebosanan yang mungkin muncul pada siswa.

Kata kunci: diskusi kelompok, diskusi kelompok kecil, kemampuan berbicara

1. INTRODUCTION

1.1 Research Background

Education is a conscious effort and aims to develop human qualities. To be able to achieve these objectives an educational activity takes place in a unit of time certain and shaped a series of activities or steps used to change the initial conditions of students as input, into ideal conditions as a result [13, 15]. Learning is a business or activity carried out consciously in order to know or be able to do something. Learning is intended as an effort to master the material of science which is part of the activities towards the formation of the whole personality [4, 5]. Knowledge that has been obtained can then be applied to real life, so that knowledge gained becomes meaningful. Learning is a process of behavior change, thanks to interactions with the environment [11, 24].

The effectiveness of learning is highly dependent on the learning planning process, in which various elements of learning must be met, especially in terms of strategy selection. It is very influential on the implementation of learning and the results obtained. In addition to improving the education system, it is important for an educator to have qualifications in the form of basic competencies to support professional duties and the ongoing National education system, this was developed by the National Education Standards Agency, because this body is authorized to develop competency standards for teachers and lecturers [1,16, 22].

Each student must have different potential. When this potential can be facilitated properly, surely this potential will develop well. One way to develop students' potential, can be done by exploring the abilities possessed by students, namely the ability to master the subjects. When each student discusses something, they will improve their ability to think in solving a problem in the discussion independently [3, 7, 10]. However, in reality the teacher is still the main actor in learning activities in the classroom. This causes students to become dependent on the teacher's explanation, and is less in accordance with the theory that they should. Learning Method Small Group Discussion is a learning process that involves 3-5students in a group, which has the aim to discuss information or knowledge of each group member [21, 25].

Small Group Discussion Learning Method is able to motivate students to dare to express ideas or opinions. When each student dares to express his opinion, learning that occurs in the classroom will be more meaningful. Meaningful learning is able to bring up every potential possessed by students. Potential students are further developed so that students are able to innovate. Small Group Discussion Learning Methods are unique compared to lecturing and demonstration learning methods. The uniqueness is that the Small Group Discussion Learning Method learning material or material is found and organized by students themselves [19].

The application of an interesting and fun Small Group Discussion strategy can focus students' attention on the material and focus on problems during the learning process. Thus, it makes it easier for the teacher to manage the class and determine student participation in the discussion room. In addition, students can also work together with group members to solve problems given by the teacher [23, 19].

1.2 Research Objectives

The objectives to be achieved from this research are as follows:

1. To explain the activities of students of class X MIA 1 SMA Negeri 1 Poigar Bolmong in English subjects.

2. To reveal that the management of learning in English is carried out by the teacher using the Small Group Discussion strategy in improving students' understanding

3. To analyze the results of increasing students' understanding by applying a small group discussion strategy to English subjects for class X MIA 1 SMA Negeri 1 Poigar Bolmong.

2. LITERATURE REVIEW

2.1 Speaking Skill

Along with the increasing ability of students and increasing vocabulary, giving exercises to express their thoughts and feelings orally is feasible to be conveyed. Of course, for basic or beginner levels, the material provided is very limited according to their abilities, both in grammar, vocabulary, and proper word selection. This verbal expression exercise includes dialogue, pattern practice, lock and say exercises, and oral composition [6].

Speaking skill or ability to speak is the ability that is most often used by learners or language users, especially English. Speaking is an interactive process to construct meaning that involves generating, receiving and processing information, and the process is often spontaneous, open, evolving and often unpredictable. One of the most dominant factors is psychological factors such as feeling afraid to make mistakes, embarrassed, frustrated and nervous [19].

The purpose of learning speaking in class can be formulated [18, 19]:

1. Learn to produce your own thoughts and feelings with actual, polite and clear language.
2. Train children to produce their thoughts, feelings, and desires in simple language that is good and right.
3. Students are able to express words with the correct pronunciation.
4. Students are able to pronounce or say sentences with reasonable intonation and according to the context.
5. Students are able to interact and establish relationships with other people verbally.
6. Students have satisfaction and pleasure in speaking.

2.2 Small Group Discussion

Small Group Discussion learning is a series of learning activities carried out by students in certain groups to achieve the learning objectives that have been formulated. There are four important elements in small group discussion learning, namely the presence of participants, rules, learning efforts for each group and the goals to be achieved [9, 19].

The small group discussion strategy is a way of presenting lessons that confront students with a problem in the form of a statement or question to be discussed and solved together. In the discussion, there is interaction between the individuals involved, exchanging experiences, information, solving problems, making all students active in the learning process [12].

The small group discussion strategy is carried out by dividing students into groups of four to six students in one group who work independently of the teacher.10 The implementation begins with the teacher presenting the problem in general, then the problem is divided into sub problems that must be solved by the teacher. each small group. After the discussion, representatives from each group presented the results of their discussion [2].

The form of the small group discussion strategy is that students are divided into several small groups with four to six students. Students are formed into groups to solve a problem topic or explore phenomena related to the material presented by the teacher. The involvement of teachers in this strategy as a monitor, facilitator in monitoring the course of learning [19]. The steps for the small group discussion strategy are as follows:

1. class members are divided into several small groups and appoint one to be the group leader
2. provide case study questions or problems that have been prepared by the teacher in accordance with the Competency Standards/ Standar Kompetensi (SK) and Basic Competencies/ Kompetensi Dasar (KD).
3. instruct the whole group to complete the questions that have been given by the teacher.
4. ensure all group members participate in the discussion forum
5. conclude and evaluate the discussions that have been carried out.

3. METHOD
3.1 Research Approach

This research is a Classroom Action Research (CAR). Classroom Action Research is research about things that happen in the community or target group, and the results can be directly imposed on the community concerned. Researchers do not conduct their own research but rather collaborate with observers. Classroom Action Research consists of several cycles. Each cycle there are four steps, namely planning, implementation, observation [8, 14, 17, 20].
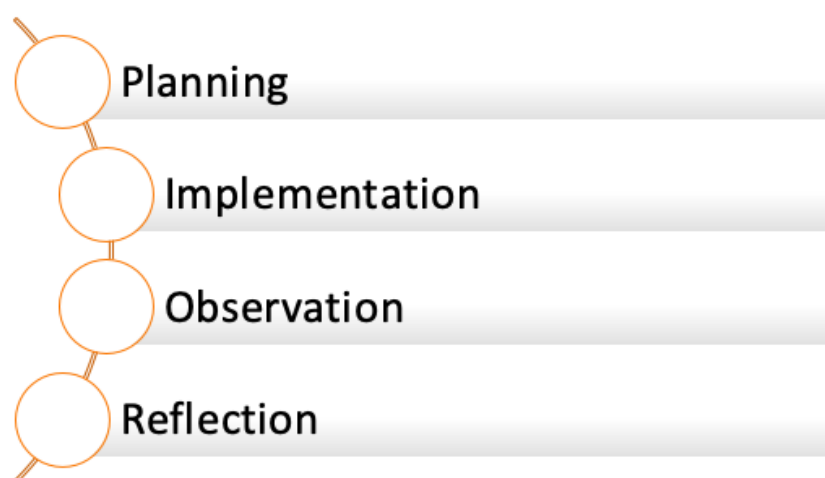

Figure 1. Research approach

3.2 Speaking Components
Accent
1. Pronunciation frequently unintelligible.
2. Frequent gross and a very heavy accent make understanding difficult, require frequent repetition.
3. "Foreign Accent" requires concentrated listening, mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked "Foreign Accent" and occasional mispronunciation which do not interfere with understanding.
5. No conspicuous mispronunciation, but would not be taken for a native speaker.
6. Native pronunciation, with no trace of "foreign accent".

Grammar
1. Grammar almost entirely in accurate phases.
2. Constant error showing control of very few major patterns and frequently preventing communication.
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
5. Few errors, with no patterns of failure.

6. No more than two errors during the speech.

Vocabulary

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas.
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic.
4. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex and practical problems and varied social situations.
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

Fluency

1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow and uneven except for short or routine sentences.
3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
5. Speech is effortless and smooth, but perceptibly non-native in speech and evenness 6. Speech or all professional and general topics as effortless and smooth as a native speaker's.

Comprehension

1. Understands too little for the simple's type of conversation.
2. Understands only slow, very simple speech on common social and tourist topics; requires constant repetition and rephrasing.
3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5. Understands everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred.

4. FINDINGS AND DISCUSSION

4.1. Cycle I

It is the initial implementation of speaking learning research by using the group discussion method. The first cycle of action consists of four stages, namely planning, implementing or action, observation or observation, and reflection.

The planning cycle I was carried out by the researcher develop learning strategies by involving peers. Process learning speaking skills to explain orally the description of the topic from the results of reading the news will be planned using the method of investigation group. At this stage, researchers and teachers collaborate to carry out the following activities.

1. Researchers and teachers conduct discussions about teaching materials, methods and the media used in learning to speak to explain oral results from reading the previous news.
2. Researchers and peers identify the difficulties and ease with which faced in previous lessons.
3. Researchers and peers formulate actions to be given to students to improve speaking skills in the form of a plan implementation of learning (RPP), especially in basic competencies explain orally the description of the topic from the results of reading the news.
4. Researchers and peers prepare instruments for teacher ability carry out learning. Instruments used to collect data which will be used as analysis at the reflection stage.

Observations in cycle I were carried out collaboratively.

The teacher takes action at SMA Negeri 1 Pogar Bolmong. Researchers and peers make observations by recording the events of the teaching and learning process using sheets or observation guidelines that have been prepared. There are several activities that have not been implemented or are still not suitable with the Learning Implementation Plan (RPP) in the ability process speaking using the Group Investigation learning model in cycle I. These include,

1. Teacher's apperception. doing too long
2. In applying the learning model, it is still not sequential.
3. Teacher do not use the media in providing material.
4. The teacher doesn't give confirmation of the results of group presentations.
5. The teacher does not reflect learning that involves students.
6. The teacher does not conclude the material learning that has been given to students.

The observation of students' attitudes in implementing the process learning in cycle I as follows.
1. Students tend to be inactive at times discussion process.
2. Students are still shy in expressing their opinions.
3. Students are less enthusiastic about being in their respective groups.

4.2. Cycle II

The second cycle planning was carried out by the researcher and colleagues discuss in preparing the instruments used to observe the learning activities that will be carried out. Apart from that, researchers also hold discussions with the teacher about things or activities that are not yetrealized in cycle I so that it can be maximized again in cycle II.

The implementation of the second cycle was carried out at SMA Negeri 1 Poigar Bolmong. Allocation of time used 4 x 45 minutes (2 meetings), that is taking action is Mrs. Ansje Mogea, S.Pd., M.M (English language teacher) and researcher along with colleagues make observations.

Observation cycle II focuses on aspects that have not been realized in cycle I. These aspects include observations of abilities teachers, student attitudes, and the ability of students to adjust the content of the conversation, use proper pronunciation, intonation, diction, and fluency in the process the data shows that the ability to customize the content with topics as well as the use of pronunciation, intonation, diction, and fluency have achieved results which is very satisfying. It can be seen that it has exceeded the KKM which is 75% in each aspect. Based on the graph above it can be concluded that the Investigation Method Groups can improve the speaking skills of Class X MIA 1 SMA students Negeri 1 Poigar Bolmong. learning to discuss using the Group Investigation method.

4.3. Discussion

Discussion is the presentation of the results of a research process wider. In this study, we will discuss increasing the ability speaking using the Group Investigation method in class X MIA 1 students Poigar Bolmong 1 Public High School.

The discussion relates to the learning process to use speaking Group Investigation Methods which include planning, implementing, observation, and reflection in each cycle. Apart from that, the necessary aspects observed in the speaking process using the Group Investigation method is the ability to adapt the content to the topic, use of pronunciation, intonation, diction, and fluency. For learning outcomes, the discussion refers to the test results students in speaking according to the aspects being assessed. Several things are the result of observing the speaking process relating to the ability of students to adapt the content to the topic, use of pronunciation, intonation, diction, and fluency using the investigation method Groups in cycle I and II.

1. In cycle I, there are several activities has not been implemented or is still not in accordance with the RPP. Teacher ability What has not been seen in cycle I is that the teacher has been doing apperception for too long. Meanwhile, in applying the method it is still not sequential, so students get confused while doing their group work. In cycle, I the use of media that has not been carried out and there are no closing activities due to limited time allocation, lack of classroom management, and not. There are closing activities given to students about the learning process that has been done.

2. In the first cycle students' attitudes in implementing the process learning tends to be inactive during the discussion process. There are still students busy with himself and joking, there were still students who just stayed put his group and did not help. However, in cycle II it has experienced enhancement.

3. In cycles, I and II the students' ability to adjust the content to topic already achieved good results, because the topics covered are the things which is close to the daily life of students so that students do not feel strange with a given topic.

4. The use of pronunciation in cycle I still exists in the unsatisfactory category because there are many errors in mentioning vowels or consonants in certain words and students still fixated on the local language or colloquial language. But once done evaluation then in cycle II the selection of diction by students is getting better, the mention of regional languages is no longer used.

5. In cycle I students tend to shy in speaking so that the intonation in speaking is not clear between sentence questions or statements. But in the second cycle it started increased. Although there were some students at the time still speaking some end with a laugh.

6. Fluency when speaking is actually very much related to aspects previously, because the ideas presented would be easy to accept if the content which is spoken fluently and accordingly, then the pronunciation and intonation is clear, as well selection of the right diction. In the first cycle, ideas are conveyed in sentences has not achieved satisfactory results, has increased in cycle II. This is related to the increase in content, pronunciation, intonation, and diction used by students in each cycle. The application of the Group Investigation method to learning convey orally the results of reading in class X MIA 1 are divided into two learning cycles. The observed aspects include ability students in adjusting the content of the conversation, as well as the use of pronunciation, intonation, diction, and fluency by students. The results of the assessment of these aspects grouped again.

5. CONCLUSION

The procedure for implementing the small group discussion strategy in the implementation of group discussions will unite differences, bring up new skills and knowledge, although sometimes it is dominated by a few students who have more speaking skills. The implementation of the small group discussion

strategy to facilitate students who are not brave enough to express their opinions in public, with the formation of small groups and a minimal number of group members can encourage the ability to think and communicate with group members without hesitation or even shame. The purpose of the small group discussion strategy is to train students in problem solving with real collaboration and there is a contribution in each student. The application of group discussion also helps students to remember and understand the lesson because the learning strategy is different from other learning methods. This is why the teacher's role is very necessary in order to constantly upgrade learning strategies so that conditions in the classroom do not feel monotonous and boring.

In accordance with the explanation above, the four aspects are studied includes the ability to adjust content, use of pronunciation, intonation, diction, and fluency when speaking by the overall student experience enhancement. The average value in all aspects using the method of investigation group in cycle I achieved 64.54 results and in cycle II the average value obtained from all aspects, namely 81.21 with an increase of 16.67. From these data, it can be seen that from 33 students in class X MIA 1 n cycle I, there were 17 students who had not received a complete score and only 16 students who get complete marks. However, the increase occurred in cycle II with the number of students who obtained a complete score was 28 students and 5 students had not reach a complete score.

Based on the description of the research that has been conducted by researchers, the researchers suggest the following things. Teacher can use the method of group investigations in discussion learning, so that learning is more fun and can foster a sense responsibility among students. The results of classroom action research can be used as a reference for teachers in the learning process is more innovative and not boring. Because students will be more active, and students who are less deep mastery of the material will feel helped by a group friend because in a cooperative approach prioritizing teamwork. Students must more active and enthusiastic in the learning process, so that the interaction between teachers and teacher's students are well established and learning can be maximally accepted. So that learning objectives can be achieved properly. Teacher expected able to find a solution to solve a problem in the process learning so that the learning process becomes more interactive between teachers and students. The need for support from the school to complete the facilities and infrastructure to support student learning outcomes.

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