

THE USE OF DISCUSSION ACTIVITY FOR IMPROVING SPEAKING SKILLS IN THIRD SEMESTER STUDENTS

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ABSTRACT

This research was conducted at Indraprasta University PGRI, majoring in English. In addition, this research focuses on students in the third semester. This research was conducted based on the idea that speaking is one of the skills in English that every student must have. This is because speaking is a language skill that has a deep bond with human life. This research uses descriptive qualitative method. The researcher uses the listening method, as follows in the form of tapping techniques to collect data, then the results of the researchers' observation in observing Researchers using the listening technique and tapping techniques to see the difference in the scores of the students before and after this research. Then, the results of the researchers' will be taken from the observations in observing their discussion activities. Based on the observations, the lecturer has implemented steps to conduct discussions. The researchers used four stages in their research to see the differences in students' abilities. As for the results of the study, the students were able to increase the score of their English speaking abilities in four research cycles, using discussion techniques. Their success cannot be separated from their ability to overcome worries of making mistakes in English

Keywords: students, speaking, abilities, discussion, score

ABSTRAK

Penelitian ini dilaksanakan di Universitas Indraprasta PGRI, jurusan bahasa Inggris. Penelitian ini berfokus pada para mahasiswa di semester tiga. Penelitian ini diadakan berdasarkan pemikiran bahwa berbicara adalah salah satu keterampilan dalam bahasa Inggris yang harus dimiliki setiap mahasiswa. Hal ini disebabkan karena berbicara adalah suatu keterampilan berbahasa yang memiliki ikatan yang mendalam dengan kehidupan manusia. Penelitian ini menggunakan metode kualitatif deskriptif, kemudian peneliti menggunakan teknik menyimak dan sadap untuk mengumpulkan data, kemudian hasil simakan peneliti dalam mengamati peneliti menggunakan metode simak yaitu berupa teknik sadap untuk mengumpulkan data, kemudian hasil simakan peneliti dalam mengamati untuk melihat perbedaan nilai para mahasiswa sebelum dan sesudah penelitian. Berdasarkan hasil pengamatan, dosen sudah menerapkan langkah-langkah untuk melakukan diskusi. Peneliti menggunakan empat tahapan dalam penelitiannya guna melihat perbedaan kemampuan para mahasiswa. Adapun hasil penelitian adalah para mahasiswa mampu menaikkan skor keterampilan berbicara mereka dalam masa empat siklus penelitian, dengan menggunakan teknik diskusi. Keberhasilan mereka tidak lepas dari kemampuan mereka mengatasi kekhawatiran membuat kesalahan dalam berbahasa Inggris.

Kata kunci: siswa, berbicara, kemampuan, diskusi, nilai

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INTRODUCTION

Language is a communication tool used by humans to interact with other people around them. Communication by humans can be in small groups or large groups because essentially humans are social creatures who need relationships with other people and so that communication can run smoothly and clearly both orally and in writing, humans need language skills. The difficulty that occurs in learning languages, especially English is that most people who already have a good knowledge of English vocabulary and grammar have not been able to use English in communicating even for daily conversation. Especially for Indonesian students, including students, one of the causes of their lack of ability to speak English is the limited space and time to practice and use English outside of English lessons because in Indonesia English is a foreign language, so it is not used in everyday conversation by Indonesian society. The limitations of space and time make students still look hesitant and stiff to use English in their daily life. Students are still awkward with pronouncing words in English and are afraid to express feelings, thoughts, ideas, information to others for the reason of being afraid of pronouncing words or putting together sentences.

Universities are agents of change for the Indonesian people to become more educated or dignified citizens. So the role of universities is very necessary. Indraprasta PGRI University is one of the rapidly growing universities located in Jakarta. There are several Study Programs that are offered with a variety of different disciplines. One of the most popular is English Education. English Education will create Bachelor of Education who are able to compete in the world market and are able to develop their knowledge, namely English Language Education to be applied to the community. English Education graduate students must also be able to communicate fluently using English.

Problem Formulation

How far do discussion techniques improve speaking skills in learning speaking for specific purposes in the third semester students of the English study program at Indraprasta University, PGRI Jakarta.

Research Aim

The aim of this research is to apply the use of discussion techniques to improve speaking skills in learning speaking for specific purposes in the third semester students of the English study program at Indraprasta University, PGRI Jakarta.

Theoretical Review

Nurjamal, Daeng et al. (2014) explained, that Students in learning English are required to master three aspects of language, namely pronunciation, grammatical aspects and vocabulary aspects. These three aspects are realized in four language skills, namely listening, speaking, reading, and writing skills. Facts on the ground show that student achievement in speaking skills courses, especially in the third semester. English speaking skill is very important to be mastered well because this skill is one of the main things for someone's success in learning English. In connection with this, Brown (2001) also revealed that speaking as one aspect of language skills that serves to convey information orally. This opinion is also strengthened by the opinion expressed by Lee in Kundharu (2012, 59) which states that speaking is an event of conveying intent, which consists of ideas, thoughts, and contents of one's heart to others by using spoken language so that the intention is understood by others.

Today, the application of cooperative learning models must be emphasized by teaching staff or lecturers at universities that focus more on Student Center Learning. However, this reduces the active role of lecturers in the teaching and learning process. Lecturers are facilitators who regulate the course of activities in the classroom without reducing the activity, which must be done by students. However, the role of the lecturer here is not as a dictator, who can impose his will in teaching. Lecturers must be able to create conducive atmosphere in the classroom. The learning process in the classroom also greatly influences the success of education. So that the professionalism of lecturers is highly demanded. There are several techniques that can be applied in learning English. However, these techniques must also be adapted to English skills, as well as English components. In this study, researchers focused on teaching speaking for students. The learning process can be developed by providing various kinds of media such as animation media, audio-visual or techniques, such as the information gap task technique. According to Yufrizal (2007, 232) the information gap task technique can

encourage someone to negotiate meaning, and through meaning negotiation, language acquisition occurs. This technique can provide some very interesting advantages and provide input and opportunities for students to use it meaningful language that is considered important for language mastery, especially vocabulary mastery that can make students fluent in applying language English communication skills. Along with what is described in the background of the problem, the purpose of this study is to analyze: is the role playing method able to improve students' English speaking skills? The target of this research is the students' English proficiency or skills have increased with the acquisition of maximum learning outcomes and accompanied by increased motivation to actively participate in the learning process using English as the language of instruction

Many students think that speaking is one of the skills that is difficult to do considering that Indonesian people do not use English as their daily language. In learning, lecturers must use techniques that are fun and not boring for students. Speaking English in groups is a technique that can be used to improve students' speaking because in this technique students will get topics that must be debated by two teams. Each team consists of five members. So each member must convey an idea or opinion against the opposing team using English. One way to avoid obstacles in conveying messages, ideas or information to listeners is through efforts to improve speaking abilities or skills. Speaking skill is a process that requires regular practice. According to Kundharu Saddhono and Slamet (2012, 37), in learning and practicing speaking, one needs to be trained in pronunciation, pronunciation, voice control, self-control, controlling body movements, choosing words, sentences and intonation, using good and correct language, and organizing or organizing ideas. Meanwhile, Tompkins & Horisson in Kundharu Saddhono & Slamet (2012, 50), there are several models of learning to speak, including conversation, speaking aesthetically, speaking goals, and activities.

Therefore, English experts consider English Speaking in Group to be very effective when applied to improve Speaking. The concept of learning speaking, according to Ramlannarie (2011, 86), speaking is a process of thinking and reasoning so that one's speech can be well received and understood by other people or listeners. Speaking has a close relationship with listening skills. The two are a unified whole. Training and improving English skills for students in spoken language is one of the tasks of a lecturer that is not easy. Lecturers

who are experienced and creative will not have difficulty in choosing the right strategy for choosing the task. According to Ladouse in Cahyo and Atik (2015), speaking is an activity to explain someone in a certain situation or an activity to report something. Meanwhile, according to Tarigan (1990: 8) "Speaking is a way to communicate that affects our daily lives". This means that speaking is a way of communicating that can affect a person's life.

As a speaking technique, students must use fun and not boring techniques. Many people think that learning Speaking is complicated and requires students' courage to produce speech. This is what teachers are often afraid of. Most people think that speaking takes a long time and is difficult for students to adapt. There are several techniques that can be applied in learning English. Harmer (2002, 35) explained, that with the right technique, lecturers in higher education will no longer assume that speaking for students is difficult and can be minimized. The techniques in question are questions and answers. With this technique, students are asked to ask questions. The process is to ask students to write down some interview questions if they need to be memorized. Then let students ask their friends in class. Adjust the questions to the theme. To check whether students did the task, ask them to make notes that must be reported to the teacher after the learning process ends. Lecturers only monitor students and give time for students to ask questions. The second technique is to describe something. Students are made in pairs. The first student has a picture that the second student does not know, and vice versa. The first student explains the picture he has and the second student draws according to the description of the first student. After the first student finishes, replace the second student explaining the picture. Ask them to compare the pictures and rate them according to their taste or wish. Then another technique that can be used is discussion. The discussion is determined a topic and ask students in groups to discuss the topic according to the picture. This technique is suitable for intermediate and advanced learners. There are many more techniques that can be used.

The current focusing student method, in this case discussion method is highly recommended to be applied by teaching staff and lecturers. In this research, the researcher uses a student-centered discussion method. The discussion method is a learning method that focuses on the exchange of ideas between lecturers and all students, the exchange of ideas is carried out to solve a problem or a problem concerning learning materials given by the lecturer to students

or even problems given by students and solved by other students and justified by the students. lecturer. Of course, in this method all students can argue, deny the opinions of other students, and submit suggestions and criticisms (Ika Supriyati 2020). Previously didn't provided topics or learning materials that were discussed and presented both in the form of books and Power Point. The point is that students' conversations and opinions in solving problems don't go anywhere or run away from the learning material that day. In the sense that there must be an opening from the lecturer before starting the discussion, be it the rules during the discussion or the distribution of material or topics so that the discussion method can be utilized properly.

The main purpose of this learning model is to form a cooperative learning system that focuses on student activity in the learning process. This student-centered learning model is very suitable to be applied in the teaching process of speaking courses, where students are required to be active and communicative in improving their speaking skills. However, lecturers also continue to play an active role as facilitators and in the learning process. Lecturer guidance is still needed in a student-focused learning model. Speaking skill is a communication skill. Learning activities should be designed in such a way that students have many opportunities to practice interacting in Indonesian. Learning activities must be interactive and effective. Richard & Renandya (2002, 208) suggest that effective interactive activities should be manipulative, meaningful and communicative, and involve students in using English for different communication purposes. Learning activities should be based on materials that come from natural and real sources, able to encourage students to practice and use the specific characteristics of the target language, provide opportunities for students to practice the communication skills they need in the real world. , and activate psycholinguistic processes in language learning. Speaking skills learning activities should provide opportunities for students to practice using Indonesian to communicate in various situations, including in discussions.

METHOD

This research uses descriptive qualitative method. Then, this study also uses a case research technique to see the difference in student scores before and after this research. Qualitative research is research that is natural and based on human observations in the process of obtaining research-related data. Qualitative research is a research procedure that produces descriptive data in the form of written

or spoken words from people and observed behavior. The method used in this research is descriptive method. According to Zuriah in Sugiyono (2014, 47) descriptive research is directed to provide symptoms, facts, or events systematically and accurately, regarding the characteristics of a particular population or area. So, in this study the researcher will describe the facts in accordance with the existing reality and describe these facts systematically and accurately.

This research data type is qualitative data obtained through tests of student learning outcomes and the results of observations of researchers. Sources of data used by researchers are primary data and secondary data. The primary data obtained directly from the object of research. The data was collected from the results of observations. Observations were made using an observation sheet filled out based on observations of student learning activities and when the teacher taught in the classroom. Secondary data was obtained from archives and school documents in the form of curriculum, Plan of Semester Program and list of grades.

RESULTS AND DISCUSSION

Result

Based on the observations, the researchers have implemented role-playing steps. The steps for group discussion are implemented by the lecturer in stages starting from the first meeting to the fourth meeting in each cycle. The purpose of this research is to apply the use of discussion techniques to improve speaking skills in learning speaking for specific purposes in the third semester students of the English study program at Indraprasta University, PGRI Jakarta. The reason the author chooses group discussion is because the author wants to see the effectiveness of the group discussion method in speaking English. The author also conducts research at Indraprasta University PGRI, in English study program in the third semester, because at this level the group discussion method can be used in the learning process of students in class, especially in speaking English.

However, the thing that is the basis in this research is knowing the form of group discussions, such as what is appropriate with learning English in the classroom, so that it is really effective by students in carrying out English speaking activities because students in universities generally use the lecture method in class. , not with the group discussion method

and from this research can also find out the effectiveness of the group discussion method in the process of learning English, especially in speaking English.

In the early stages before the first cycle was carried out, the researcher discussed with students to determine the topics to be used in the group discussion method. In measuring learning outcomes, the researchers used the speaking research rubric as follows:

Tabel 1: Speaking Research Rubric

Category	Level	Description
Grammar	I	Grammar errors are common, but are understandable for native speakers who assume that foreigners are used to speaking in conjunction with their mother tongue.
	II	Always mastered basic constructions accurately, but lacked carefulness control over grammar.
	III	Good control over grammar. Can speak with accurate language structures to participate effectively in formal and informal conversations on practical, social, and professional topics.
	IV	Can use language accurately at a normal to professional level. They use rarely grammar errors
Vocabulary	I	Vocabulary in speaking is not enough to express anything, but only for basic needs.
	II	They have enough vocabulary in speaking to express simple things about him or her
	III	They can speak with sufficient vocabulary to participate in formal and informal conversations on practical, social, and professional topics. Vocabulary is wide enough that the speaker rarely fumbles for words.
	IV	They can understand and participate in every conversation within the scope of his experience with a high quality vocabulary
Cognition	I	Has a very limited scope of language experience, understands simple questions and questions when conveyed in slow speech, repetition or paraphrasing.
	II	Can guess conversations where the subject is non-technical (example: topics about non-specific knowledge).
	III	Slightly complete comprehension of normal speech.
	IV	Can understand the conversation within the scope of his experience.
Fluency	I	There are no specific fluency descriptions related to the four-language area for the level of use of fluency
	II	Can handle confidently but not in social situations, including introductions and everyday conversation about recent events, such as in work, family, and autobiographical information.
	III	Can discuss certain interests, about abilities that are justified. Rarely fumbles for

	IV	words. Can use language fluently at any level for normal and professional needs. Can participate in any conversation within the scope of his experience with high fluency
Pronoun	I	Errors in pronunciation are common, but can be understood by native speakers who assume that foreigners are accustomed to speaking in conjunction with their own language.
	II	Accents are understandable even though they are often wrong.
	III	Errors are never confused with understanding and rarely bother native speakers. The accent is a bit foreign.
	IV	Errors in pronunciation are rare

From the table, it can be seen that every learning activity needs to be assessed, including in speaking learning. The method used to determine the extent to which students are able to speak is the speaking ability test. In principle, the assessment of speaking skills provides opportunities for students to speak, so the assessment of speaking skills is more emphasized on their practice and fluency in speaking. Through the teaching and learning process students are expected to be able to master various knowledge needed by students. To find out whether students have mastered it, a test is needed. This test is used to determine the results or student achievement after completing the lesson. After the teaching and learning process was carried out using the group discussion learning method in both cycle I and cycle II, the results were obtained as shown in table 2. Based on the table, it can be seen that the average score of students both at the pre-research stage, cycle I and cycle II was as follows:

Table 2: The Average Score of Students Both at the Pre-Research Stage, Cycle I and Cycle II

Score	Category	Frequency	Percentage
80-100	Excellent	11	30,55%
70-80	Good	9	0,26%
60-70	Poor	10	4,08%
Less than 60	Worst	5	61,025

Based on the table above, we can see, that the learners will not only have to prepare discussion, but they will have practiced and enhanced their speaking abilities. As a result, the students must practice harder to speak in a good grammar and pronoun with their classmates to

improve their abilities. In terms of language accuracy, students often make mistakes in choosing vocabulary and using very simple grammar by ignoring the rules of language. In terms of fluency, students' problems stem from a lack of confidence in speaking to express the ideas they want to convey. Then, this has an impact on their indecision which manifests in less fluent and often they are silent when asked to speak in front of the class. This problem as a whole causes a learning atmosphere that is less conducive to student progress in learning English. This is reflected in the results of the mid-semester exam for the three Speaking subject: the evaluation results show that, out of 36 students in class R3, initially only 12 were in the very good category, 9 students are in the good category, 10 students are in the less category, and 5 are in the very poor category. Based on the analysis and reflection carried out in the learning process Speaking three, researchers, who are lecturers teaching courses. Speaking three, found that the existing problems tend to be caused by the ineffectiveness of the approach used during the learning process. Furthermore, in the table below, we can see the table contains students' scores in the third cycle.

Table 3: Students' Scores in the Third cycle

Score	Kategori	Frequency	Percentage
80-100	Excellent	25	59,4%
70-80	Good	8	28,8%
60-70	Poor	3	5,5%
Less than 60	Worst	0	5,8%

From the table above, it can be seen that there was a significant increase in the score. Table 3 shows the increase in learning mastery from 30.5% in the first cycle to 69.4%. From these results, it can be seen that the innovation of the group discussion method that has been proven can create an active, creative, effective, and fun learning atmosphere to solve problems. In addition, in discussions, the topics discussed in a conversation should be things that are mastered by the speaker. The goal is that the speaker is free to convey what he understands. With the understanding that has been mastered, it will have a positive effect on the listeners.

Listeners will become more confident in what the speaker is saying, and the speaker's content will also be more easily absorbed.

Discussion

From the analysis above, it can be seen, that the discussion method is a teaching method in which a lecturer gives a problem or problem to students, and students are given the opportunity together to solve the problem with their friends. The discussion method is also a learning method that confronts students with a problem. This discussion method can encourage students to think systematically by confronting them with the problems to be solved. In addition, students are actively involved in the teaching and learning process. With discussion students can exchange information, receive information and can also defend their opinions in order to solve problems. The results of observations from this research activity are: the first is the skills to open interesting way of learning. The components of teacher skills in opening learning are included in very good qualifications, because teachers open learning already include four predetermined aspects, namely: attracting students' attention, conveying the objectives and benefits of learning, motivating students and linking the previous material with the material to be taught. While the assessment of the component skills of lecturers in opening learning is categorized as good if it only covers three aspects of the aspects mentioned above, as well as the assessment of the component skills of teachers which is categorized as sufficient if it only covers two aspects, and the category is less if it only covers one aspect.

The second is the skill of fostering discussion. Components of teacher skills in fostering discussions are included in very good qualifications, because teachers in fostering discussions already cover four predetermined aspects, namely: focusing students' attention on the purpose of discussion topics about reviews, analyzing students' views, increasing student participation, and evaluating students. educate. While the assessment of the component skills of a lecturer in fostering discussions is categorized as good if it only covers three aspects of the aspects mentioned above, as well as the assessment of the component skills of the lecturer which is categorized as sufficient if it only covers two aspects, and the category is lacking if it only covers one aspect. The last is the closing skill of learning. The component of the teacher's skill

in closing the lesson is included in good qualifications, because the teacher in closing the lesson only includes three aspects, namely: reviewing the evaluation results, concluding the learning outcomes together, providing reinforcement to students at the end of the lesson.

Before the lecture ends, the lecturer (in this case the researchers) provide feedback in the form of an analysis of grammatical errors and diction or vocabulary used by students. Based on the evaluation by giving tests and interviews to students after doing the mid-semester, it was concluded that the learning model that was carried out contained several shortcomings. First, the learning model makes students very burdened, because students who take the third Speaking course, who are third semester students in the English education department, are still in the adaptation stage, should be familiar with the learning system at the university which requires them to be able to study independently, without having to always be given material as they usually experience. In this case, on campus students are expected to be able to speak English in front of the class, in front of many people, with thorough preparation through reading, analyzing, connecting with everyday life, and presenting arguments on a topic. Second, the opportunity for students to speak during the learning process is very limited. If students are given the opportunity to speak for 10 minutes, it takes 300 minutes for 36 students just to speak, and that is an ineffective time management. Third, the feedback given is not effective at all, because it tends to widen, according to student errors and does not provide an opportunity for a grammar exercise to occur.

Conclusion

Based on the results and discussions that have been described, it shows that the application of the discussion method is very effectively applied in learning speaking skills to students, who are sitting in the third semester of the English Department at Indraprasta University PGRI, especially R3F students. This is supported by the data that has been obtained, which is seen from the application of the discussion method to get a percentage of 69.4%. In addition, data was also obtained from the average value of student learning outcomes, namely based on four aspects that were assessed including expression, fluency of speech, intonation, and pronunciation, obtained a value of 90 out of 36 students. The score around 90 is included in the good category based on predetermined criteria.

Then, this research was considered successful, because there was an increase in the ability and average score of students starting from the pre-test and final test. The increase in the average score of students occurs gradually and is accompanied by students' impressions of the discussion techniques used. Every day students feel more and more like the technique used and feel helped and motivated in speaking. They like to discuss things that they find interesting and trending. The discussion that was held to have greatly contributed to their knowledge and understanding in speaking.

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