

THE USE OF SMALL GROUP DISCUSSION STRATEGY IN TEACHING ENGLISH SPEAKING

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ABSTRACT

The objective of this research is to answer the question on how small group discussion strategy could improve the students speaking skill. The research was conducted at the seventh grade students of SMPN 3 Ciawi in academic year 2019/2020. This paper used descriptive qualitative method. The data were collected through observation during teaching learning process. To add important data and resource, the researchers also did library research and internet research. The theory that support this research is based on the theory of Giri in (Rahmat 2017). This research consists of plans, how to develop and improve students speaking skills ability using small group discussion strategy. It also contains the preparation, teaching-learning process and the evaluation. The result of this research indicated that: (1) small group discussion strategy could build confidence of students' in speaking; (2) engage students in work group discussion communicatively; (3) the students have the opportunities to improve their speaking skills.

Keywords: small group discussion, teaching, speaking

ABSTRAK

Penelitian ini bertujuan adalah untuk menjawab pertanyaan bagaimana strategi diskusi kelompok kecil dapat meningkatkan keterampilan berbicara siswa. Penelitian dilakukan pada siswa kelas VII SMPN 3 Ciawi tahun ajaran 2019/2020. Makalah ini menggunakan metode deskriptif kualitatif. Pengumpulan data dilakukan melalui observasi selama proses belajar mengajar. Untuk menambah data dan sumber penting, peneliti juga melakukan studi pustaka dan penelusuran internet. Teori yang mendukung penelitian ini didasarkan pada teori Giri dalam (Rahmat 2017). Penelitian ini terdiri atas perencanaan, bagaimana mengembangkan dan meningkatkan kemampuan berbicara siswa dengan menggunakan strategi diskusi kelompok kecil. Selain itu juga berisi persiapan, proses belajar-mengajar dan evaluasi. Hasil penelitian ini menunjukkan bahwa (1) strategi diskusi kelompok kecil dapat membangun kepercayaan diri siswa dalam berbicara; (2) melibatkan siswa dalam diskusi kelompok kerja secara komunikatif; (3) siswa memiliki kesempatan untuk meningkatkan keterampilan berbicara mereka.

Kata kunci: strategi diskusi kelompok kecil, mengajar, berbicara

INTRODUCTION

Background of the Research

English is the most important foreign language studied in Indonesia. Foreign language is usually taught as one of the subjects in school with the purpose of international communication. One of the basic problems in foreign-language teaching is to prepare learners to be able to use the language. How this preparation is done, and how successful it is, it depends very much on how the researchers as teacher understand the aims. For instance, it is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. Part of a language course is therefore generally devoted to this objective. But there are other things involved in speaking and it is important to know what these might be, so that they can be included in teaching. For example, to test whether learners can speak, it is necessary to get them to say something. To do this they must act on a knowledge of grammar and vocabulary. By giving learners 'speaking practice' and 'oral exams' the researchers recognize that there is a difference between knowledge about a language and skill in using it. This distinction between knowledge and skill is crucial in the teaching of speaking.

The teaching of speaking is having high concern in many language programs and teaching strategies. It cannot be denied as a factor influencing the teaching outcome. Regarding strategies for teaching speaking, it is ironic that, based on experience of the researchers during studying in high school most of students of secondary school were not able to speak English. The students often confuse how to practice their English skill especially in speaking. There are some problems in teaching and learning speaking. The students are afraid to start the conversation or express their idea in English. The students is not confidence to speak in front of class because they do not have many ideas for speech. Whereas the important thing to master the speaking ability is more practices every day.

Nowadays, in fact, as mentioned above there are still many students who have not mastered speaking skill because they feel afraid and lack confidence in speaking English. In SMPN 3 Ciawi, the majority of students were less able to speak English. The main factor is the environment of the class and the strategy of teaching. In addition, the teacher also the main factor which very influential. Many students do not like English subjects because they find difficulties, coupled with

the teaching strategy of English teachers that are still conventional and make students not interested in learning English.

Therefore, the teachers should look for a teaching strategy that is appropriate with the problems the students' facing. This strategy should be able to change the way the students view in learning English and also can build an enjoyable atmosphere in the classroom. These imply that teachers' responsibilities is to make students interesting in learning English speaking by employing suitable teaching strategies. In this study, the researchers try to implement one of the strategy in teaching English speaking called Small Group Discussion. It is one of the strategies to teach speaking, because Small Group Discussion is an effective way since it will increase the amount of time for student's talk during the given period of time (Hidayati and Niati 2019).

Statements of the Problem

Based on background above, the statement problem can be analyzed as.

1. How is the teaching English speaking process using small group discussion strategy?
2. How is the strategy of small group discussion can improve students' speaking skills?

Objectives of the Research

The objectives of the research are to know.

1. The teaching process teaching English speaking process using small group discussion strategy
2. The implementation of small group discussion in improving students' speaking skill

REVIEW OF RELATED LITERATURE

Teaching

Teaching is an effort to provide stimulus, direction guidance, and encouragement to students so that the learning process occurs. Teaching is basically an attempt to create a learning system that supports and allows it to continue. (Burbules and Hansen 2018) define "Teaching is an invaluable, irreplaceable, human endeavor, but one that is also indeterminate." It means that the process of teaching is very valuable with all the time and thoughts that are consumed, so that it is priceless. Teachers play a vital role in fuelling the well being of society, but they also argue that

the teachers world is characterized by uncertainty, ambiguity, and sometimes irreconcilable expectations. Teaching at all levels educations system is alternately surprising, frustrating, and delightful. This indeterminacy holds in even the most favorable circumstances.

On the other hand, (Ganna, Haryanto, and Salija 2018: 3) states that “Teaching has basic meaning as the process to give information to students.” Thus when doing teaching activity the teacher is transferring knowledge, message, or skill to the student, and at that moment also occur interactive process between teacher and students.

Speaking

Speaking is one of the important aspects in English because for to do something the people must speaking. The students often doubt to speak in English because they ashamed if they do mistake. Speaking is considered the most important skill of language especially English because having ability to speak is one of the evidence that someone has good proficiency of the language itself. Therefore, it is very urgent to teach speaking to the students in order that they master it well.

Speaking skill is the skill that give us the ability to communicate effectively. This skill allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner. (Habibah 2018: 3). Supported by (Syafriзал and Rohmawati 2017: 67), “Speaking is literally defined as to say things, express thought aloud, and use voice talk. This definition can be understood further through the word “express and aloud.” expressing means to show feeling, opinion, or fact word or in some other ways and aloud means in voice that may be heard.” It means that speaking is an interactive expertise that must be developed through practice. expression of feeling and thought is also one important factor to support the success of someone able to speak fluently. Then Harris in (Labiran 2017: 3) “Speaking is a complex skill requiring the stimulations use of a number of different abilities which often develop at different rates.” Thus speaking is an integral part of English language as other language.

Teaching Strategy

Teaching strategies in speaking activities are very important to overcome students' difficulties in speaking. Strategies in speaking can help students improve their fluency and accuracy in speaking. Each teacher may apply different strategies to improve students speaking skills.

Based on (Maulidar, Gani, and Samad 2019: 82) “Teaching strategy means various methods or ways that are implemented by teachers in teaching-learning process. Strategies in teaching is

very important since they determine teachers' success in achieving teaching goals." It means that teacher must prepare a strategy used to provide material to students. not just give a material, but a good strategy can achieve the success of a teacher.

On the other hand, Brown in (Rahmat 2020: 440) stated that "Technique or strategy as the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well." It means that strategy can increase the students' motivation in learning English, especially in speaking English, and strategy has to be able to be understood. At last the teacher hopes that strategy can motivate his students to speak English to communicate their need especially in the classroom and in their daily need in general.

Small Group Discussion

Giri in (Rahmat 2017: 20) expresses that "The use of group strategy in Small Group Discussion really helped the students. The students could share their knowledge and opinion in doing the exercises and discussing the answer to the exercises. Moreover, when the group strategy in Small Group Discussion was combined with the use of picture, the students were very motivated in making sentences." This research emphasized the use of the climbing grammar mountain game to improve the ability in using simple present tense and the similarity is both use Small Group Discussion. It was an effective way to teach structure; it could motivate students to compete each other. The students could learn from each other and got more practice with the target language by working in small groups. They gained satisfaction and confidence by putting to use what they had studied. So, each group competed to get the highest mark.

Kenz and Greg in (Putri, Suparman, and Suka 2016: 2) state "A small group is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal." That means the students can work together in solving their problems or they can answer the question from the teacher. Another expert states that "Small group discussion could improve the student's speaking skill. There are 3 reasons why we can use small group-discussion in improving speaking skill. First discussion is used to increase teacher-student interaction and student- student verbal interaction in the classroom. Second, discussion is used to promote meaningful personal interaction and learning. The learning may be of contents, skills, attitudes or processes. Third, it is used to help students adopt more responsible and independent mode of learning (Antoni et al. 2014). In other words, using small group discussion can increase student-teacher interaction and vice versa in case of learning speaking English.

RESEARCH METHODOLOGY

A method is an important factor that should be used as a guide by the researchers. This paper uses descriptive qualitative method because the problem was discussed and provided through descriptive data.

The research was conducted at SMPN 3 Ciawi and took 1 (one) month starting from 1 October to 31 October 2019. The research population of this research is all students of seventh grade in 2019/2020 academic year. Furthermore, the procedure of data collection in this research was obtained by observation. In the observation, the researcher observed English language teaching learning activities by implementing Small Group Discussion strategy. Here, the researcher also took part as the companion teacher to teach them. Next step is the analysis of the data. To add the sources and other information related to the study, the researchers also did library research and internet research.

FINDING AND DISCUSSION

Finding

Teaching Preparation

In order to make an effective and fun teaching and learning process, the teacher should arrange a great preparation before giving the materials. The preparations are syllabus, lesson plan, lesson book, work book, and teaching aids.

Process of Teaching

In this part, the researchers take part as the companion teacher to do the observation. The researchers teach based on the lesson plan. The teaching steps are greeting or introductions, warming up, delivering and reviewing materials, giving question and answer, and summarising of the lesson. In implementing of the Small Group Discussion strategy, the researchers construct some steps as follows:

1. Divide the class into small group of three to six students each. Give each group a different topic and choose one student as the group leader. The group leader should accommodate
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and responsible with his/her group, for example to write down the points as they emerge from discussion by group members.

2. Allow the groups to discuss their respective topic for at least 10 minutes. When group member has finished their discussion, they should report their thoughts to entire class. Each member of the group can speak one by one.
3. After each group gives a short presentation (five minutes or so), class members can question him or anyone else in the group in view point expressed.

In the process of the teaching which the researchers did the observation in 3 months, the researchers divide the meeting into 4 (four) meetings each month. In the first meeting the teacher teaches the students about “The Days of The week”. It begins with the preparation of teaching, then teachers tell what is the material being discussed. Before the teachers explain the essence of the material, they ask students about the material to be discussed. The aim of doing this is to know that the student already recognizes about the days or not. Unfortunately, the students prefer to keep silent and less motivation to answer the teachers’ question. Even some of the students might be knowing the days of the week but they still confused on how to pronounce the days. From these situation, it can be seen that the students are less attention to the material being delivered by the teachers. So, applying small group discussion strategy is needed. The teacher divides the class into small group up to four students. Each group must do the assignment together lead by a students which is called group leader. The group member must discuss the answers of the assignment and then describe in entire class. The assignment is about explains about the days of the week, how to pronounce seven days in a week. During the discussion, the teachers can observe and analyze how they can interact and communicate each other using English.

In the second meeting which means second observation, the material is about “Telling the Time”. At first, the teachers review about the previous material by giving easy questions. The purpose is to measure students’ comprehension and understanding about the material. Next is a warming up. The teachers ask the students about time by using the question “What time is it?”. Some of the students answer by short answer like “8 Mam” or just “8”. In this meeting, the researchers can see how students react in answering the questions. Then, second short questions “What time do you get up every day?”. Students still answer in very short answer, like “5 a.m.” or just “at 5 Mam”. From these, the researchers can conclude that the implementation of small group discussion in the first meeting need to continue. So the teachers divide the class into small of group to six students each. In this meeting, the teachers explain the material slowly, because there are

still many students did not really understand about how to express and tell the time. After the students catch the material, they should do the task given by the teachers. The time allotment is 10 minutes for the group to discuss the answers. While students discuss with the group member, the teachers also can assist and control each group so students can ask directly to the teachers if they find difficulties. After 10 minutes of discussions end, it is the time to see what they have discussed about and check the answers. The leader of each group should report the result of discussion to the class and the other group can give the questions or share the ideas directly. By divided them into small group and giving them time to discuss can build confidence and enthusiasm in learning speaking English. In the second observation, the researchers can see that students start to speak English in a form of complete sentence.

The third meeting, the material is about "An Article". In the beginning of the session, the teachers divided into 6 students each group in order to see how small group discussion can affect the learning activities. Then, the teachers play a video related to the subject. It consists of definite and indefinite article, the differences about *a*, *an*, and *the*. The video also contains vocabularies class such as book, pencil, ruler, whiteboard, table, and etcetera. After seeing the video, each group has different topic and assignment. Group 1 discusses about article *a*, find the vocabularies contain article *a*, then create a complete sentence. Group 2 discusses about article *an*, find the vocabularies contain article *an*, then create a complete sentence. Group 3 discusses about article *the*, find the vocabularies contain article *the*, then create a complete sentence. They only have 10 minutes to discuss and arranging the answers. During the discussion, the researchers can observe how they use time allocation and how they communicate each other using English. In this part, it will be very noisy but it proves that the students engage each other using English actively. The last part is the time for short presentation about the answer from each group. In the third meeting, the students already got the comprehension about the purpose of small group discussion in speaking English. They start preparing the answer very well and speak English confidently.

The last meeting, the material is about singular and plural. In this meeting, students have an opportunity to choose their group member by themselves. They seem so happy and enthusiastic while having the opportunities. Teachers also give more time to speaking practice with their teammate. Each student in the group actively participates by taking turn to speak and share the presentation. It can provide opportunity for students to comprehend the relationship between listener and speaker.

In the last meeting, students are very excited because they already understand how to learn speaking using small group discussion strategy. They prepare the material before the class begin,

so when they start discuss in group, they have a lot of material. Students also try to speak fluently in front of class, because they want to give best answer to the all question given from other group. There are also many improvements in passive students, they focus to follow the direction from the leader of each group and practice with group member. Small group discussion also helps the students build confidence and fluency.

Post Teaching

Managing speaking class using small group discussion strategy give the teachers new experience. Especially in SMPN 3 Ciawi, the teachers found new knowledge on how to implement and adapt into new atmosphere in speaking class. The teachers analyze the students English speaking ability from the speaking practice of the students each group. The teachers also get many opportunities to know the skills of each student by controlling each student when discuss the material with group. The teacher can give direction and guide the students in arrange the best results to be presented in front of the class. Every student has different capability in English skill. That is the opportunity for the teacher to scan and combine the students with different skill altogether and adjust the assignment for each group.

Discussion

Teaching Analysis

Teaching analysis contains the researchers as the companion teacher analysis of the teaching process using small group discussion strategy as chosen to improve students' speaking skill. The data of teaching analysis is taken from the field research and observation at the seventh grade of SMPN 3 Ciawi. The data of analysis is taken from the beginning to the end of teaching process. It includes the warming up section, main activities, and also exercises.

Based on the teaching process, the researchers found some facts. The first, the students not pay attention and lack of interested to learn English because of their mindset. The second, in conducting a small group discussion, there are some aspects that should be taken seriously by the teacher, such as aspect is the student's characteristic, the classroom environment, and the teacher's role in doing the discussion. The success of implementing small group discussion depends on how well those aspects are organized.

Teaching Evaluation

The researchers also found some problems and solutions of teaching speaking English by using small group discussion strategy. Below are the details:

Problems

The problems that the researchers found in doing observation at teaching speaking English seventh grade students SMPN 3 Ciawi are:

1. Students prefer teacher-centered learning to student-centered learning.
2. Students pay less attention to teachers, learning materials and lack motivation to follow learning process
3. Classes with large number students takes time to arrange them into small group.
4. Group work often involved smart and active students only
5. Some of students frequently make noise while discussing so it distracts other students who focus on the discussion.

Solutions

From the problems that have been described above, the researchers also found the solutions. Here are the details:

1. The teachers implement student-centered by giving them opportunities to discuss with their group member so it also can build their confidence.
 2. To increase students' motivation in learning, teachers should understand students' needs and characteristics. For example, by giving warming up through playing games related to the topic, playing video or singing a song.
 3. It very necessary to create a comfortable atmosphere of class environment so students can feel worry-free in speaking by dividing them into small group discussion.
 4. Giving them time allocation to discuss with their group member will makes students focus and avoid them by making noise.
 5. Providing different topics to discuss makes students more creative and avoid cheating ideas or plagiarism.
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CONCLUSIONS AND SUGGESTIONS

Conclusions

In teaching speaking English in the grade seventh of SMPN 3 Ciawi, the used of small group discussion strategy in teaching-learning process has done successfully. The researchers found that teaching English speaking by using small group discussion can build confidence and improve students' speaking skill. It can be seen from the main activities on the teaching process. From the research finding above, it reveals a fact that the using of small group discussion can improve students' speaking skill. They are able to present their assignment after they discuss it without worry-free. In short, the implementation of small group discussion in this research affects the students in the speaking.

Small group discussion can improve the students' ability at speaking. It can be seen by the improvement of their discussion in each meeting. For the first meeting, the student still shy to give their idea, but in the second and third meeting the students really active to show the result of discussion in front of class, also the students confident to answer the question from other group. In the last meeting the students are very excited because they already understand how to learn using small group discussion strategy. They prepare the material before starting the class, the students in the group also want to get the best score by answering the question from other group, they did not afraid again to speak up in front of class.

The result of the research prove that small group discussion strategy is effective to train the students in teaching English speaking. They enjoyed this activity and got involved in the teaching learning process. This activity could make the students to speak up. Finally, the students became more active and communicative during the speaking learning process. Small group discussion strategy also effective to make students remember the material in each meeting. because during the learning process, they discuss the material with their friends in group, and pay attention to the explanations of other groups in front of the class, also the question and answer sessions make the material stick in their memories. It can be seen by the result of the last individual task given by the teacher, most of students got a best score.

Suggestions

1. To improve students' English speaking skill, teacher should have high motivation to optimizing method, media and strategy in teaching. Teacher also should understand the functions, advantages and disadvantages of learning strategies so that the learning process runs effectively
 2. Students' needs and characteristics is the teacher priority because by paying attention to these two things will make students feel comfortable enthusiastic in learning
 3. Suggestion for next researcher, it is needed to conduct future research which focus on the implementation and effect of small group discussion strategy in teaching English speaking.
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