

IMPROVING STUDENTS' SPEAKING SKILL THROUGH SMALL GROUP DISCUSSION STRATEGY

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ABSTRACT

This research is aimed at improving students' speaking skill through Small Group Discussion Strategy in teaching learning process. The subject of this research is the Year-11 students of SMAN 1 Kembayan in Academic Year 2022/2023. This research was done by asking and answering the materials of historical event through Small Group Discussion Strategy to make the students improve in speaking. In this research, the researcher implemented Small Group Discussion as the strategy. Therefore, the method used in this research is a classroom action research in which the researcher concerned with the improvement of students' speaking skill in every meeting. This research was conducted in two cycles. In collecting the data the researcher observed the improvement of students in speaking through observation checklist, field notes, and speaking activeness table. The result of this research showed that Small Group Discussion Strategy can improve the students' speaking by asking and answering the materials. The students' individual score in speaking also improved in teaching learning process. From the result, it can be concluded that students' speaking by asking and answering the materials of historical event taught by Small Group Discussion Strategy was improved. In addition, this strategy can help students to improve their speaking.

Keywords: Small Group Discussion, Speaking, Classroom Action Research.

I. INTRODUCTION

Speaking is one of the language skills to master. The success is measured in terms of the ability to carry out conversation in language speaking in an interactive process of constructing meaning that involves producing, receiving, and processing information. As the main tool of communication, speaking become an important component to be mastered by the students. English speaking is taught in Senior High School. The students need to master English especially in daily conversation.

In reference to the observation during teaching experience, the Year-10 students of SMAN 1 Kembayan in Academic Year 2021/2022 had problems in learning English. Many students were passive in learning. This problem is caused by several conditions. First, the students were anxious to make mistakes.

Second, the teaching strategy in the classroom was not attractive to stimulate the students to be active in learning. In addition, when there was an opportunity to practice English in front of the class, students preferred to be silent or wait for the teacher to appoint one of them. All these reasons made their achievement became low and caused failure in teaching and learning process. These students are now on the process of attending new class. The researcher conducted the research to the Year-11 especially class 11 IPS 1 students of SMAN 1 Kembayan in Academic Year 2022/2023.

Based on the above problem, it can be concluded that reason causing the problem is the strategy in teaching speaking. Finally, the researcher finds an appropriate strategy to solve the problems. The researcher chooses Small Group Discussion as the strategy. The

researcher thinks that Small Group Discussion are the suitable strategy in improving students' speaking skill. Small Group Discussion are the simple strategy that consist of 4 to 5 students. The strategy provides the students to have an active participation in learning process. It means that Small Group Discussion are the strategy which can help the teacher to teach English easily.

There have been studies related to the present research topic. Bloner (2019) implemented Small Group Discussion to improve students' speaking ability. He reported that Small Group Discussion Strategy worked well to improve students' speaking ability. It is in line with Al-Jawad (2020) in his discussion about the impact of using Small Group Discussion Strategy on enhancing students' performance in speaking skill. He found out that Small Group Discussion was effective to improve speaking skill. The researcher conducted Small Group Discussion Strategy to this research because it was believed to be able to stimulate the students in speaking.

This research is Classroom Action Research that was conducted to the Year-11 especially class 11 IPS 1 students of SMAN 1 Kembayan in Academic Year 2022/2023. The focus of the Classroom Action Research in this research is the process on how does the Small Group Discussion Strategy can improve students' speaking skill. The researcher believed through this research, the strategy can solve the problems and can be a reference for the teacher. By doing this research, the researcher believed that using Small Group Discussion Strategy could improved students speaking skill in the process of teaching learning English.

Speaking is one of important parts in teaching language because includes one of four basic language skills. Bahadorfar & Omidvar (2014, p. 10) claim that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Speaking is a crucial tool for thinking and learning (Goh, 2007, p. 1). It is important in children's overall language development in which children learning English as their native

language spend time developing speaking skills (Linse, 2005, p. 47).

Speaking is one of the language skills. It is the verbal use of language to communicate with others. This language skill needs to be mastered since people use it when they express their idea to others orally. According to Richards (2008, p. 19), the speaking skill in English is a priority for many second-language or foreign-language learners. Developing speaking skills will involve gaining fluency in spoken interactions with others. Brown (2000, p. 267) states that speaking is shown when someone can carry on a conversation reasonably competently, and benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speaker of a language. Communication is vital for learning (Pawlak, 2015, p. 86). Hence, it is important that people should be able to produce the language naturally.

Speaking is a skill involving of oral utterance production in aim to share or meaning. Speaking also used to communicate as well as talking, to make a request and make a speech. Barrass (2006, p. 9) states that speaking by means as communication through several process: though speaker (composing message), message, thought of listener (understanding message). According to Luoma (2004, p. 1), speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. This process indicated that speaking is a process of communication in delivering the message of speaker to the listener.

When speaking to someone else it will surely engage both of speaker and listener. The information will come from speaker as the informant and it will be delivered to the listener as the receiver. Dawes, Grugeon, Hubbard & Smith (2005, p. 1) states that speaking can be use as oral work enhances pupils' understanding of language in both oral and written form and of the way can be used to communicate. Good speaking skills are the act

of generating words that can be understood by listeners. Therefore, role of speaking in spoken language is very significant as means speaking is like a bridge to connect people in communicates the ideas, feeling and the way to interact.

Small Group Discussion is one of the cooperative learning strategies in which students work in groups of three or four. A small group is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal. Serravallo (2010, p. 5) states that small group gives children the chance to hear other students' thinking about their reading process and responses to texts. By using it, it could be easier for the students to actively participate. Discussion is an excellent way to give students opportunities to speak, especially if the class is a large one. According to Adams & Galanes (2019, p. 8), a small group may be called a team. Group discussion team is more effective if the group consists of 3-4 students, enable student gives their opinions or ideas to other students easily.

Small Group Discussion allows presenters to announce a topic or idea for group discussion among participants. It means that Small Group Discussion is groups led by a leader or presenter to discuss a topic or problem. So, the students are more confidence to give opinion in each of their small group. They meet as small gathering or as breaks-out of large meetings and are offered many opportunities for creative, flexible interchange of ideas and lively. It is in line with Alvarez (1996, p. 163) who states that the virtue of the small group is that it creates a safe and friendly ambience for the sharing of ideas. The main points in this setting up a discussion is to make sure that each group member participates. Lyon (2008, p. 1579) states that students participating in small discussion groups scored higher on exams and attained higher course grades than those not attending discussion sessions. In short, a growing body of evidence suggests that, by and large, discussions are beneficial for learning, and especially for developing critical thinking skills.

II. RESEARCH METHODOLOGY

The aim of this research is to solve the research problem. In solving the problems, various kinds of strategy can be applied. It depends on what kind of research it is. Since the researcher intends to find out whether Small Group Discussion Strategy improves students' speaking skill, so the research is conducting a classroom action research where the researcher pays more attention to the teaching learning process. According to Tomal (2010, p. 10), a classroom action research is a systematic process of solving educational problems and making improvements. In addition, Norton (2009, p. 53) states that this type of research has been described as a collaboration between the expert researcher who provides the technical research expertise and the practitioners whose focus is on the improvement of practice. So, this strategy is applied to solve the problems that occur in the classroom and more concerned with the improvements.

In conducting a classroom action research, the researcher used collaborative Action Research. The collaborative action research may include an English teacher at the school. The researcher and teacher elaborate and work together to study the problems. The teacher has a role as the collaborator who assisted the researcher in the classroom while teaching learning process running. Pelton (2010, p. 5) states that classroom action research is best seen as a way approach work in the classroom and school setting. In improving teaching, research in the classroom is needed to know what actually happens in the class, what the students think, and response of the teacher or how she reacts in class. It is in line with Burns (2010, p. 2) who states that the central idea of the *action* part of CAR is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice. Furthermore, Creswell (2012, p. 592) states the purpose of a classroom action research is to improve the practice of education, with researchers

studying their own problems or issues in a school or educational setting. Hence, a classroom action research was useful to improve the teaching learning process.

This classroom action research aims to investigate the implementation of Small Group Discussion Strategy in students' speaking skill. According to Cohen, Manion & Morrison (2018, p. 440), classroom action research can be used in almost any setting where a problem involving people, tasks and procedures needs a solution, or where some change of feature results in a more desirable outcome. A classroom action research is implemented in order to correct and improve the instructional process qualitatively and quantitatively which is in the end of the instructional process faced problems in it. A classroom action research typically involves four broad phases in a cycle of research. They are planning, acting, observing and reflecting.

III. RESULTS AND DISCUSSIONS

Small Group Discussion provides the students have a partner in speaking. For the active students, it can make them enhance their speaking and also for the passive, they can learn together and be interested to be active in their group. The researcher realizes that this study is still far from what she expected, especially for the students' scores in speaking, but she knows that is not the only thing that she can take from her research. There are many things, she learns how to deal with teaching and learning with the students, how to make them enjoy first the opening session, and make them comfortable before starting the lesson.

From the research findings, the researcher had some important points to be discussed: Small Group Discussion as one of teaching speaking strategy was suitable to be implemented in English class. This strategy improves the students' speaking in the process of teaching learning English. They are more active to speak in English. Through this

strategy, the students made themselves to get involved in practicing their English speaking.

When Small Group Discussion Strategy was applied in the classroom, the students showed their progress slowly but sure. The students got better discussion in teaching learning English process. The students slowly tried to speak English with the teacher and their friends, even it was hard for them to try to communicate in English but finally they could do it well. They were not nervous anymore when answering the question from the teacher and their friends. They also looked enthusiastic to follow the activities of the class.

The researcher of this research considered that Small Group Discussion Strategy was successful in improving students' speaking skill to the Year-11 students of SMA Negeri 1 Kembayan. It could be seen from the process of teaching learning. Pritchard (2008, p. 6) states that learning is defined simply as the acquisition of new behavior. It means that the teacher should bring good effect to the students. The students could follow and understand the teacher's interaction, they are more active in asking and answering the questions. The improvement was analyzed from their ability in answering the question orally especially in discussing process in the classroom. Furthermore, it can be seen from the students' score in the table of speaking activeness, they got improvement in every teaching learning process.

IV. CONCLUSION

Inactive in speaking has been argued as the major problem in learning English by the Year-11 students of SMA Negeri 1 Kembayan. To help the students improve their speaking, the researcher proposed a teaching strategy namely Small Group Discussion Strategy. The Strategy helped the students to speak through discussing about Recount Text of Historical Events. The questions were made based on the material which has been given to the students. All the students got their turn to be asked and had opportunity to ask the

teacher and their classmates. The students were allowed to mix their English with Indonesian as long as they struggled to communicate in the process of teaching learning.

The students' speaking score improved step by step in each cycle until they fulfilled all indicators of good to excellent. The students' speaking skill was improved through Small Group Discussion Strategy. This confirmed the researcher that students' speaking skill have improved. Based on the conclusion stated above, the researcher would like to provide some suggestions as follows : First, the teacher needs to identify the students' behavior first before presenting the lesson. This aimed to choose an appropriate strategy. Second, it is necessary for the teacher to use strategy, such as Small Group Discussion, so the students will be interested in joining the lesson. Third, the teacher should be able to develop a good atmosphere in the class, so that the students learn at comfortable situation. For example make various strategies and combined by the using of Small Group Discussion. For that reasons the students do not feel bored.

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