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**THE USE OF GROUP DISCUSSION METHOD TO IMPROVE STUDENTS' SPEAKING ABILITY OF SECONDARY STUDENTS AT SMAN 10 PEKANBARU**

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**Abstract**

*This classroom action research aimed to know the students ability in speaking, how the Group Discussion influences students' speaking ability and the improvement of the students' speaking ability after applying Group Discussion Method. This research was conducted at SMAN 10 Pekanbaru. The population of this research was the secondary students of SMAN 10 Pekanbaru, namely XI Science 2 which consisted of 36 students. In addition, there were two cycles in this research and the writer used spoken test to see the improvement of the students' speaking ability on each cycle. Besides, the writer asked the collaborator to observe the process of the teaching and learning process by using the observation sheets and field note prepared by the writer. This research started on April 2013 and ended on May 2013. After accomplishing this research, the writer concludes that The use of Groups Discussion could improve the students speaking ability. It can be seen that in the pre-test there was no student who reached the minimum criteria of achievement (KKM), then it increased become 1 person on the Good to Excellent level. Furthermore, it increased again into 17 students who reached the KKM (78). In addition, the use of Group Discussion method can stimulate the students to be more active to follow the lesson. It can be seen from the three meetings in each cycle, 98,61% of students in average were motivated to follow the lesson well.*

**Keywords:** *group discussion, speaking ability, short text functional*

**INTRODUCTION**

Communication is very important for everyone to share opinion, tell ideas and show feeling. One way to communicate is speaking, not just with Indonesian language but also English. English is an important thing in the world nowadays, as the international language. English is used in many institutions all over the world. Not only government institution, but also private business companies and school put English as the first

language so that human resources have to be able to use English in their daily life. At school, the main goal of teaching English is to provide someone with the knowledge of English and how to use it actively especially in Speaking skill. Furthermore, it is not easy to teach speaking with target language.

Based on the 2006 English School Based Curriculum the purpose of learning English at SMA is to develop the four language skills, such as listening, speaking, reading and writing. From the fourth language skill, the writing focused on the speaking skills. The expectation of speaking is to make the students are able to communicate in English.

The writer did the research from April 2013 until May 2013 and the participants were the second year students of SMAN Pekanbaru, particularly XI IPA 2 and the number of students was 36. In teaching learning process, the student faced some difficulties. Not all students could speak and understand the target language. It was proved by the data of speaking ability of the secondary students at SMAN 10 Pekanbaru that was got from the teacher who thought in secondary students. The writer choosed the secondary students because the writer found that class had problem on speaking. The standard grade for speaking was 78. This grade standard was higher than before. It meant the students had to get grade 78 if they wanted to pass the speaking examination. If they can't get the grade standard, they would fail. From the teacher, the writer got information that many students got difficulty to pass the examination, so it can be said that the speaking ability of the secondary students at SMAN 10 Pekanbaru was still low. In teaching speaking, the teacher used the conversation technique, where the students should have a partner to dialogue in front of the class. This technique was not working well. Sometimes, the students refused when the teacher asked them to dialogue in front of the class; they felt shy, afraid and worry. Teaching speaking should be taught in effective and efficient way. One of the best methods in teaching speaking was Group Discussion method.

Group Discussion method can be defined as a modified from classroom lecture where the focus was shared between the instructor and the students for information transfer. Typically, an instructor will stand before a class and present information for the students to learn and the students will participate by answering question and providing examples, Melissa (2000). According to group discussion method, there was interaction between the instructor and the students to share the ideas they got. It meant in Group Discussion method the students would share their ideas with friends. In short, by having right method in teaching speaking it can help the students to be able, enjoy and confident in speaking English.

Speaking is really important for communication and in learning a language. According to Nunan (1991) learning to speak in a second foreign language would be facilitated when learners were actively engaged in attempting communication. So far, English teacher in SMAN 10 Pekanbaru had been used conversation technique in teaching speaking. There were many kinds of dominant factors faced by the secondary students of SMAN 10 Pekanbaru in speaking the target language fluently. Those factors were lack of vocabulary, fluency in speaking, using of grammar, pronunciation, and comprehension. However, the writer focused on the student's fluency and confident in speaking.

The problem that would be discussed in this paper concerned with the increasing of the students ability by using Group Discussion. The reason why the writer choosed it because Group Discussion was a right method in teaching speaking, beside that the Group Discussion method made students enjoy and not nervous when learning English. Sajjad (2010) says that group discussion makes learning process more effective because students do not have to rely on rote learning, and this method develops creativity among them. It means that group discussion is good method to improve speaking ability and can help the students to speak the target language. So the more students speak the target language, the more they can mastery English.

Group discussion method is one of good methods that can improve speaking ability. Group discussion makes students eager to explore how they think and feel about some topics by using their own way. It becomes interesting if teachers are quite good in choosing the topics and involved every student in classroom to be a part of the activity. Actually group discussion method is not a new method. According to Longman Dictionary Contemporary English (1987), the word “discussion” means “a case or the action of discussing,” and the word “method” means “a way of doing something”. In the discussion, the teacher asks her student to discuss and solve the problems by themselves. Gilstrap (1975) defines discussion as “an activity in which people talk together in order to share information about a topic or problem, or to seek answer to a problem based on all possible evidence.”

Speaking should be taught in effective and efficient way. The method used by the teacher can increase the students’ ability in speaking. One of the popular methods that can be used by the teacher in teaching speaking is Group Discussion Method. Discussion Method is not a new method in the field of education, Gilstrap and Martin (1975) state “Although it is most probable that people have been discussing ever seen they first began to speak, it is with the early Greek and Roman civilization that discussion seems to have initially been used as a formal method for instruction; witness Plato’s notion that knowledge lies within with the teacher serving as a kind of “midwife” whose job it is to assist the ideas in the minds of the students.”

Furthermore, Olson and Ames (1972) state that discussion is neither persuasion nor debate. Rather, it is a group effort to think reflectively and collectively. Participants need to know a good deal about the problem they intend to discuss. From the statement above, it is clear that the solutions during discussion it need all participant’s ideas, not only from one participants. In the discussion the writer asked her student to discuss and solve the problems by themselves. Hidetoshi (1998) defines discussion as “an activity which people talk together in order to share information about a topic or problem, or to seek answers to a problem and solve it based on all possible evidence. In Group Discussion, a student may not depend on her or his friends’ opinion. She or he must be active or she or he has to have effort to seek the solution of the problem being discussed. Morgan and Holmes (1976) state: “We learn by doing. Discussion provides for participation. It is a valuable educational method. The participants learn according to the degree of their participation. Those who are active physically and mentally in the discussion learn more than those who just sit and listen.”

The overall purpose of the Group Discussion is to provide an opportunity for English as second language students to use their English skills in a more natural way. Through Peter (1997) experience, it was hoped that the participants could further their communicative competence in English in preparation for the times when they discuss similar topics with native English speakers in the future. One had to always keep in mind, however, the main risk in this approach namely, the prospect of the participant's perception of his/her failure to communicate and therefore a desire to drop out of the program as a result.

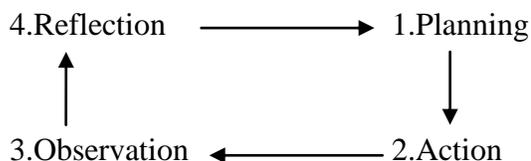
Based on the explanation above, the purposes of this research are: (1) The specific objectives of this research were as follows: (1) To know the students ability in speaking; (2) To find out how is the group discussion method influence student's speaking ability; (3) To find out the development of speaking ability after applying Group Discussion Method.

## RESEARCH METHODOLOGY

This was a classroom action research. It was because a form of applied research that helps changes in teaching and learning in the classroom where the teacher was actually the researcher and it was a study of a social situation with a view of improving the quality of the action of it. In addition, action research was something to improve or increase knowledge by doing practice by the teacher and learner in the classroom and better articulation and justification of the educational. Furthermore, Kempis (1988) defines: "Action research is a form of collective-self-reflective enquiry undertaken by participant in social situation in order to improve the rationality and justice of their own social or educational practice, as well as their understanding of these practices and the situations in which these practices are carried out.

This research was conducted at SMAN 10 Pekanbaru and the implementation was done in regular time of study, at second semester start on April to May 2013. The population of this research was the secondary students of SMAN 10 Pekanbaru, namely XI Science 2 which consisted of 36 students.

There were some steps in conducting the research related to the principal of action research. The research procedures can be drawn as follows:



Planning was the first step of the research procedure that was the most important step in conducting action research. Planning in these parts are as follow: a. Making lesson

plan, preparing some topics that will discuss by the students, c. making observation sheet, d. preparing research instrument, e. making test for the cycle, f. making the Scoring system. In action stage, the researcher did the treatment by using Group Discussion Method. The writer prepared three meetings for one cycle. At the first meeting the writer gave a pre-test. Some teaching procedures in speaking by using Group Discussion Method: (1) Pre- teaching activities: Teacher gave Pre- teaching activities which should be done at the beginning of the class. Pre-teaching activity had function to see the student's knowledge, and build their confidence while learning. Pre-teaching can make the students ready to learn. There were several steps of pre-teaching activities. They were as follows: greeting, check the students attendace, and the teacher gives motivation to the students; (2) While-Teaching activities: While-teaching activities were activities during the discussion teaching activities. There were several steps of while-teaching activities. They were as follows: Preparing Pre-discussion Outlines, During the Discussion (Classical), 3. Listening Constructively to Other Group Members

At observation stage, the teacher observed whether the students were able to tell their opinion during activity by the topics given. After conducting the three stages then the writer collected and analyzed the result to find out how the group discussion method influenced student's speaking ability, and the development of speaking ability after applying Group Discussion Method. The students' speaking ability can be seen from their activeness in expressing their opinion during observation in terms of pronunciation, fluency, grammar, vocabulary, and comprehension. After conducting the three previous steps then the writer collected the result and analyzed it to find out speaking ability of the group discussion, and the development of students' speaking ability. The reflection of this research was the students got better improvement in their speaking. The weakness found in the previous meeting would be discussed and used to improve the action in the classroom. the findings in observation were analyzed to mae improvement for the following meeting.

The instrument of this research was "*Speaking Test*". In this step, students were asked to give their opinion, ask or refuse the opinion about the topic that has been given by the teacher by their own word. The pre-speaking test will be given at the first time entering to the classroom in order to know the students' early background speaking ability before teaching speaking with group discussion. Then, the writer made class action for the students by group discussion in teaching speaking during three times of classroom meeting.

The post-speaking test will be given at the last meeting of this research to the students after the topic discussion finished. The writer made group discussion with the topics based on the curriculum or relevant sources. This instrumentation has done to collect the data concerning with how far the influence of group discussion method to the students' speaking ability.

## **RESEARCH FINDINGS AND DISCUSSIONS**

The writer gave a pre-test at the beginning of this research in order to find out the students' base score before getting the treatment used group discussion method. This test

was observed and evaluated based on the components of speaking: pronunciation, grammar, vocabulary, fluency and comprehension. The result of the students' average score in pre-test was 47,37 with the ability was poor. In addition, the students got low score in all the aspect of speaking; the average score for pronunciation is 2,40, grammar is 2,23, vocabulary is 2,38, fluency is 2,34, and comprehension is 2,49 with the range is 1 up to 5.

Based on the average score of the students in pre-test which is 47,37 (poor), the writer decided to use group discussion method to improve the students' speaking ability. The first activity that the writer did in this step was prepared the lesson plan, the instruments (pre-test and post-test question), teacher's observation sheet, students' observation sheet and field note. In order to yield a good lesson plan, the instruments, observation sheets and field note, the writer took counsel with the counsellor lecture. In addition, before started to do this research, the writer met the collaborator to discuss about the participants, the time, and the procedure of this research. The writer also explained her about what and how to do in the classroom and asked her to be a collaborator. Moreover, the writer also prepared the media used in the class when the treatment given.

The implementation of the action was done in three meetings in the first cycle. At the end of this cycle, the writer analyzed the post-test 1 and observed the observation sheets and field notes with the collaborator. After doing the treatments in the first cycle (from pre-test and post-test), the writer found that there was an improvement on the score of the students, but it was still not enough to reach the MMC (78). It could be seen that there was only one students got score 81. The average score of the students' speaking ability after implementing group discussion method was 66,8 and it was still not reached the MMC.

In the first meeting, there was an increase in 'sitting in group' from first and the second meeting that was 35 students (97,11%) to the third meeting that was 36 students (100%). In 'discussing the problem' activity there were 22 students (61,11%) who did it at the first meeting, then it increased to 30 students (83,33%) in the second meeting and increased again to 36 students(100%) in the third meeting. In 'determining the criteria' activity, there were 15 students only (41,67%) who did it in the first meeting, but it increased to 17 students (47,22%) in the second meeting and increased again to 22 students (61,11%) in the third meeting. In 'identifying the solution' activity, there were 16 students (44,44%) who did it in the first meeting, then it increased to 18 students (50%) in the second meeting and increased again to 21 students (58,33%). In 'finding the solution' there were 20 students (55,56%) who did it in the first meeting, then it increased to 21 students (58,33%) in the second and third meeting. In 'choosing the solution' activity, there were 28 students (77,78%) who did it in the first meeting, then increased to 34 students (94,44%) in the second and third meeting. In 'participating in group' activity, there were 34 students (94,44%) who did it in the first meeting, then increased to 35 students (97,22%) in the second meeting and 36 students (100%) in the third meeting. In 'solving the problem' activity, there were 26 students (68,04%) who did it in the first meeting, then increased to 35 students (97,22%) in the second and third meeting.

Similar with the first cycle, in the second cycle the writer asked the collaborator to observe the teaching and learning process. Compared from the first cycle, the treatments in the second cycle had a significant improvement. Both the teacher and the students gave a good performance during the teaching and learning process. In teaching and learning process, the students and the teacher's performance in this second cycle was obviously better than in the first cycle. The progression could be seen in worksheet and field note that collaborator made during the class activities for the fourth meeting and fifth meeting. The activeness of students in each activity from the first to third meeting in the cycle 2 was improved greatly. In 'sitting in group' activity, there were 35 students (97,11%) who did it in the first meeting, but it increased in the second and third meeting where all of the students did it. In 'Discussing the problem', there 34 students (94,44%) who did it in the first meeting, and all of the students or 100% did it in the second and third meeting. In 'Determining the criteria' activity, there were 28 students (77,78%) who did it in the first meeting and 34 students (94,44%) who did it in the second and third meeting. In 'Identifying the solution' activity, there were 26 students (72,22%) who did it in the first meeting and increased to 34 students (94,44%) in the second cycle, then 36 students (100%) in the third meeting. In 'Finding the solution' activity, there were 28 students (77,78%) who did it in the first meeting, 31 students (86,11) in the second meeting and 34 students (94,44%) in the third meeting. In 'Choosing solution', there were 35 students (97,22%) did it in the first meeting, and all of the students in the second and third meeting. In 'Participating in Group' activity, all of the students did it in every meeting in the second cycle. And there were 35 students (97,22%) who did 'Solving the problem' in the first meeting, and all of students did it in the second and third meeting.

Therefore, based on the result of the post-test 2 that held at the end of the research, the writer computed and analyzed the data and still found that there was a great improvement in terms of the students' score. 20 students or 55,56% of students could reach the standard score of the school while 16 students or 44,44% of students could not reach that score.

In short, there was a great improvement in students' writing ability that could be seen and compared from the pre-test to the post test 1 and from post-test and from post-test1 to post-test 2. Here are the discussions of the improvement of the students' writing ability during the group discussion method in teaching and learning process from the first cycle to the second cycle.

In addition to this, the writer also presented the improvement of students' writing ability in each aspect. Let us the table above:

### The Improvement of Students' Ability in each Aspect of Writing

Variable	Aspect of Speaking				
	Pronunciatio n	Grammar	Vocabular y	Fluency	Comprehension
<b>Pre Test</b>	2,40	2,23	2,38	2,34	2,49
<b>Post Test 1</b>	3,46	3,19	3,27	3,09	3,69
<b>Post Test 2</b>	3,90	3,58	4,17	3,56	4,31

From the chart above, it could be concluded that For 'Pronunciation', the average score of students in pre-test was only 2,40 and then it increased into 3,46 in post-test 1 and increased again into 3,90 in post-test 2. For 'grammar', in pre-test score was only about 2,23 and it become 3,19 in post-test 1 then increased into 3,58 in post-test 2. While the score for 'vocabulary' is 2,38 in pre-test and it increased into 3,27 in post-test 1 and become 4,17 in post-test 2. The score of 'fluency' which was 2,34 in pre-test, then become 3,09 in post-test 1 and become 3,56 in post-test 2. The last one was 'comprehension' which was 2,49 in pre-test and increased into 3,69 in post-test 1 and become 4,31 in post-test 2.

## CONCLUSIONS AND SUGGESTION

After accomplished this research, the writer concludes that the use of group discussion method in speaking short analytical exposition text can improve the students' writing ability. It was clearly proven by the improvement in average score of the student from 46,36 (Pre-test) up to 60,33 (Post – test 1), then up to 81,58 (post-test 2).

The purpose of this research was to find out if the use of Group Discussion could improve the students' speaking ability. from this research that was done in SMAN 10 Pekanbaru, it could be concluded that: (1) the use of Groups Discussion could improve the students speaking ability. it can be seen that in the pre-test there was no student who reached the KKM, then it increased become 1 person who could achieved it. Furthermore, in inreased again into 17 students who reached the KKM which was 78; (2) in addition, the use of Group Discussion method can stimulate the students to be more active to follow the lesson. It can be seen from the three meeting in each cycle, 98,61% of students in average were motivated to follow the lesson well.

Thus, the use of Group Discussion was really efective to improve students' speaking ability of the second year students of SMAN 10 Pekanbaru.

Based on the data that found in this research, there are some suggestions that the writer gives in implementing mind mapping technique in the writing classroom, they are: (1) a teacher has to understand their students' characteristics and conditios including their

strenght and weaknes first before deciding the design of learning process; (2) teacher should pay attention to the students when they are working in group. This is the most valuable thing to determine whether the students learning or not; (3) this strategy will effective and efficient to make the students more understand about the materials given; (4) the researcher recommends a further research using Group Discussion Method with negotiated material especially in speaking, because the students will be more active in teaching and learning process if they are familiar with the topic of the lesson

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