

ABSTRACT

M ILHAM DUDIANSYAH. 2017. “Using Small Group Discussion Technique to Improve Students’ Speaking Skill” (A Quasi Experimental Study at Eight Grade Students of SMPN 2 Samarang)

In dealing with English teaching and learning in vocational school or SMP in Indonesia, the teaching process is demanded to be communicative and functional, and the English teachers are hoped to make the students possess communicative skills in English as a foreign language. The students are required possessing English competencies which are relevant to the job opportunities both in Indonesia and global world. There are many communicative teaching techniques which are available to be applied and teacher should choose the good and appropriate one.

The purpose of this research was to determine the influence of small group discussion technique to improve the students’ speaking skill. The study was conducted in several steps by using the experimental research as the design of study. The steps which occurred are setting establishing, procedure measuring, sampling and data analyzing. The quantitative method was taken and divided the class into two classes; 1) experimental class where the students were taught by using small group discussion technique and 2) control class, where the students were taught only by using conventional teaching i.e repeated-text reading. In this research, one of the alternative teaching technique that is using Small Group Discussion. The objective of this research is to know (1) students’ speaking skill using small group discussion technique, (2) students’ speaking skill without using small group discussion technique, and (3) the significant difference of using small group discussion technique and without using small group discussion technique to improve students’ speaking skill.

The result of analysis for students’ speaking skill can be drawn that the mean score of post-test experimental group is 62.25 and the mean score of post-test in control group is 56.30. It means that the students’ speaking skill in experimental class is better than students’ speaking skill in control class. In other word, the students who were taught by using small group discussion technique have higher achievement than students who were taught by using conventional teaching technique (not small group discussion technique). Moreover, the statistical analysis of t-test shows that the t_{count} is 12.97 and t_{table} is 2.22. It means that t_{count} is higher than t_{table} and the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

Based on the result of the data above, it can be concluded that using small group discussion technique for teaching speaking is good because there is a significant improvement in students’ speaking skill. In other word, teaching speaking by using small group discussion technique is effective.