

## CHAPTER 1

### INTRODUCTION

#### A. Background of Research

Speaking plays an important role in daily life, wherever meeting other people speaking will be needed. The first time when coming to a new group, the people should speak. Speaking is important to invite the people. Without speaking, communication among people will be different. It is true that we can use writing, signs, or questions, but they cannot fully represent our needs, ideas, feeling or thought. Hornby (1995:37) states that through speaking language learners will be judged upon most in real life situation. It is an important part of everyday interaction and most often the first impression of a person based on his or her ability to speak fluently and comprehensively.

Speaking using a native language can be done without learning. It naturally comes, and gets acquired subconsciously. However, speaking using a foreign language needs a lot of efforts and time. One should learn it consciously, it means he needs a formal learning or without the help of teacher.

In fact, not all teacher can teach speaking skill successfully, it can be seen how many foreign language learners who can speak fluently in our school. One of the problems is the teacher's strategy to teach speaking skill is not appropriate. Teachers teach to use monotonous strategies of teaching. They commonly teach speaking using lecturing techniques. These techniques will never equip students with speaking skills.

In other side, students who are learning to speak English often find some problems. The problems that frequently found are their difficulties to use foreign language along with their native language, their feeling of shy and afraid to take part in English conversation, or even problems that come from the teachers who are not frequently speak English in the classroom.

To solve the problem, an effective method in teaching speaking and improving the students' speaking skills must be conducted. According to Brown (1994: 173-174), class work gives students more opportunities to speak. Class work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. It means that class work is one approach which can be used to stimulate students to speak more.

Teaching speaking needs a specific technique, one of them is small group discussion technique. This technique is very useful because it can help the teachers in teaching English. According to Orlich et.al (1985):

“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.” (Orlich et.al (1985)

Based on the statement above, Small group discussion is an activity to exchange information between students by an oral speaking interaction. In this

case, small group discussion can create a true communicative situation and combine the language practice in a game.

Through this research, it has been decided to use the small group discussion technique to improve the students' speaking skills, entitled **“USING SMALL GROUP DISCUSSION TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILLS”** (A Quasi-Experimental Study at Eighth Grade Students of SMPN 2 Samarang).

### **B. Research Questions**

In order to get the objective of the study systematically, the following questions are raised:

- 1) How is the students' speaking skills by using Small Group Discussion technique?
- 2) How is the students' speaking skills without using Small Group Discussion technique?
- 3) How significant is the difference between Students' Speaking Skill by Using Small Group Discussion Technique and Without Using Small Group Discussion Technique?

### **C. Clarification of Terms**

In this case, the clarified terms of the research related are:

1. *Speaking skill*: Is the productive skill in oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words (Lingualink, 1998)

2. *Small group discussion Technique* refers to the definition of discussion itself, the action or process of talking about something, typically in order to reach a decision or to exchange ideas. (Wikipedia) Learning technique by using small group discussion techniques, where the students are required to be able to exchange informations, react to a statement by actually brainstorming and sharing their ideas with other. According to Jones (1996:1) “discussion is an activity in which people talk together in order to share information about a topic or problem or to seek possible available evidence or a solution”. (Jones 1996:1)

#### **D. Research Purpose**

The research is aimed at achieving the following purpose:

1. To discover students’ speaking skills by using Small Group Discussion technique.
2. To discover students’ speaking skills without using Small Group Discussion technique.
3. To discover significant is the difference between Students’ Speaking Skill by Using Small Group Discussion Technique and Without Using Small Group Discussion Technique.

#### **E. Significance of Research**

From the results of this research, there are hopes to provide some advantages, here are the advantages:

- a. The advantages for the teacher.

It can give the evaluation to teacher in improving the quality of teaching, especially in teaching speaking practice.

b. The advantages for the school.

It can provide information and inputs material to improve the implementation in the future curriculum of English teaching, especially in learning by using small group discussion technique.

c. Personal advantages.

Especially it can increase writer's personal experience in making a scientific work to understand the techniques that is used in learning and teaching processes

## **F. Rationale**

In English language teaching, learning techniques are needed because it is a part consisting of steps in managing the learning process. According to Brown (2000), "Techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with approach as well." (Brown, 2000) It means technique is a specialized activity carried out in the classroom, which consistent with a method, and in line with a good approximation.

The technique also has a more detailed sense, according to Brown (2001), "Any of a wide variety of exercise, activities, or tasks used in the language classroom for realizing lesson objectives." (Brown, 2001) It means technique is the steps implemented in the lesson plan through activities, to realize the goal of learning.

Trying to solve the problem by offering one teaching technique for teaching English speaking, the method of small group discussion is being conducted. According to Brookfield and Preskill (1999), “Discussions can be an excellent strategy for enhancing student motivation, fostering intellectual agility, and encouraging democratic habits. They create opportunities for students to practice and sharpen a number of skills, including the ability to articulate and defend positions, consider different points of view, and enlist and evaluate evidence.” It means the discussion has a great educational side to sharpen numerous student’s skills. (Brookfield and Preskill, 1999)

Another sense of the small group discussion, Davis (1993) “While discussions provide avenues for exploration and discovery, leading a discussion can be anxiety-producing: discussions are, by their nature, unpredictable, and require us as instructors to surrender a certain degree of control over the flow of information. Fortunately, careful planning can help us ensure that discussions are lively without being chaotic and exploratory without losing focus. When planning a discussion, it is helpful to consider not only cognitive, but also social/emotional, and physical factors that can either foster or inhibit the productive exchange of ideas.” (Davis, 1993) In this case, small group discussion is a useful teaching technique since it can create a true communicative situation and combine the language practice in a game. According to Frederick (1981) says,

*While there are a lot of issues to consider when planning and leading a discussion, the time you spend up-front thinking through*

*the cognitive, social/emotional, and physical aspects of discussion will pay off later in more lively, productive, and rewarding discussions as well as greater student learning.*

(Frederick, 1981)

It means, planning and leading a discussion could boost the students livelier, productive and rewarding and definitely, generating greater learning atmosphere.

As it concluded for fluency work, small group discussion will be needed to encourage the students to use language freely and will also keep all the students interested. However, for discussion activities, it will be able to give the students a lot more practice and have to go at a good pace and produce some statements and perhaps raising their democratic habit.

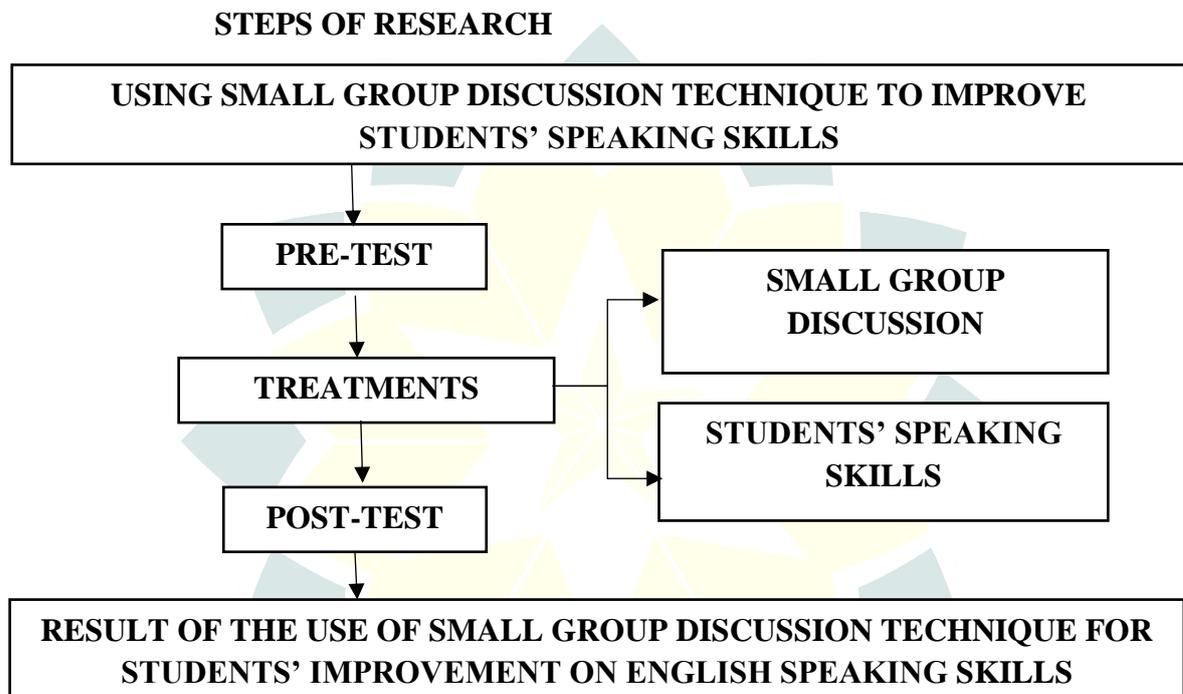
## **G. Hypothesis**

A hypothesis is a dialogical supposition, a reasonable guess, or an educated conjecture (Simon, 2011: 11). In quantitative research, hypothesizing starts with identification of problems and its attendant sub-problem. It also constructs research questions regarding the relationship between variables. There are two variables in this research: The first one is the effectiveness of Small group discussion technique as variable x. The second one is the students' speaking skills as variable y. Thus has been formulated hypothesis as follows:

1.  $H_0$  accepted if  $t_{\text{account}} < t_{\text{table}}$ : it means Small Group Discussion technique is not an effective media to improve students' speaking skills.

2.  $H_1$  accepted if  $t_{\text{account}} > t_{\text{table}}$ : it means Small Group Discussion technique is an effective media to improve students' speaking skills.

Figure 1



To get good process and useful result, there are several steps to be passed. The steps consist of determining source of data, technique of collecting data, and testing the effectiveness of Small group discussion to improve students speaking.

### 1. Determining source data

#### a. Location of Research

The place to research teaching speaking by applying small group discussion technique for eighth grade of junior high school in *SMPN 2 Samarang*. Based on personal experience in teaching the students of eight grade at *SMPN 2 Samarang*, there are four weaknesses of the

students that have been found in speaking practice. The first indicator is the students feel embarrassed to express their ideas in English. The second, they seem hesitant and nervous. The third, they do not know how to implement the transactional and interpersonal expressions in the different situations. The fourth, they are afraid of being laughed by others, so that; they do not have the courage to express their ideas in English. Finally, all of the weaknesses make the students never use English in their daily communication inside or outside the classroom.

## **b. Population and sample**

### **1) Population**

“Population is the group of interest to the researcher, the group to which students would like the results of the study to be generalizable, population is a whole of research subject. (Gay, 1976:102)

In this research, population taken from SMPN 2 Samarang in grade eight are 414 students.

### **2) Sample**

As the statement above, the population is more than 100, so the writer only takes 40 students from VIII B and VIII C at SMPN 2 Samarang, Garut. These two classes consisted of 40 students which each class had 20 students. These two classes were divided into control class and experimental class. all of students in these two

classes were involved and taken as sample of population (Arikunto, 1989: 120).

## 2. Research Methodology

The research employs quasi-experimental design using pretest-treatment-posttest format. Small group discussion technique will be given to the experimental class while usual technique of teaching speaking will be given to the control class.

Schematically, the description of quasi-experimental design can be represented as follow:

**Table 1.1**

Design of quasi-experimental research

G1	T1	X	T2
G2	T1		T2

Notes:

G1 : Experimental Class      T1 : Pretest

G2 : Control Class      T2 : Posttest

X : Treatment on experimental class through Small Group Discussion

(Sugiyono, 2008:116)

### a. Research Method

In quasi-experimental research design, pretest-posttest control class design is used to compare the achievement between control class and experimental class.

There are two classes of EFL students at vocational high school level; the experimental class and the control class. Brown (1988) cited in Erasma and Sutapa (2013: 23) stated that the experimental class might be provided with some treatment, while the control class would receive usual treatment. In this case, the experimental class is given a treatment by implementing the small group discussion technique, while the control class is given a treatment only by reading some dialogues. There are also two tests given; pretest which is given before the treatment to identify students' initial ability of both classes and to balance the score and posttest which is given after the treatment to find out whether there is difference or not between the experimental class and the control class.

**b. Instrument**

Instrument is what you use to collect information (data) to answer your research question. The instrument consist of questions, exercises, and other tools to collect data needed (Arikunto: 2010)

**c. Techniques of Collecting Data**

In collecting data, the research employs tests (pre-test and post-test) for primary data and observation for secondary data.

1) Test

The test is a series of questions or other device used to measure skill, knowledge, intelligence, ability or talent possessed by individuals or class.

a) Pre-test

The pre-test conducted before the treatment and the result of the test would be representative of students' achievement before the treatment given. This pretest aims to find out the students' prior knowledge about text material. Pre-test given to these two classes divided into experimental class and control class.

b) Post-test

Post-test is conducted to find out the influence of the experiment being conducted toward experimental class and to know how far students are able to improve their speaking skills by using small group discussion technique and without using small group discussion technique, and which class is better in improving speaking skills.

## H. Data Analysis

According to Sugiyono (2008: 132), there are several steps of testing the normality in (independent variable) and (dependent variable).

They are as follows:

1. Determining the range of data (R), by using the formula:

$$R = nt - nr + 1$$

R = the highest score – the lowest score + 1

2. Determining the class interval (K), by using the formula:

$$K = 1 + 3,3 \log n$$

n = Number of Students

- d. Determining the length of class (P), by using the formula:

$$P = \frac{R}{K}$$

R = Range of Data

K = Class Interval

- e. Determining mean ( $\bar{X}$ )

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i}$$

$f_i$  = frequency

$x_i$  = the sum all of the scores

- f. Computing the value of median ( $Me$ )

$$Me = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$b$  = under limit of median class

$p$  = length of class interval

$n$  = number of students

$F$  = frequency

$f$  = cumulative frequency

- g. Computing the value of modus ( $Mo$ )

$$Mo = b + p \left( \frac{b_1}{b_1 + b_2} \right)$$

$b$  = under limit of median class

$p$  = length of class interval

$b_1$  = the difference of modus frequency

with a previous class frequency

b2 = the difference of modus frequency with a next class frequency

- h. Determining the standard deviation (S2)

$$S^2 = \sqrt{\frac{\sum f (x_i - \bar{x})^2}{(n-1)}}$$

- i. Arranging the distribution of observation and expectation frequency.  
j. Determining Chi Square ( $\chi^2$ )

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

$O_i$  = Observation Frequency

$E_i$  = Expectation Frequency

- k. Determining degree of freedom

$$Df = K - 1$$

Df = Degree of Freedom

K = Total of Class Interval

- l. Determining the value of table  $X^2$  by significance level 5% or ( $\alpha = 0,05$ )

$$X^2_{table} = (1-\alpha) (Df)$$

- m. Determining the normality of data distribution by using the criteria:

Distribution is considered normal if  $x^2_{count} < x^2_{table}$

To answer the statements of research problem no 3, the researcher uses the following steps:

- a. Determining the homogeneity of two variances
- b. Determining f-test

$$F = \frac{s^2_1}{s^2_2}$$

$S^2_1$  = variance of data for experimental class

$S^2_2$  = variance of data for control class

- n. Determining the degrees of freedom
- a.  $Df_1 = n_1 - 1$
  - b.  $Df_2 = n_2 - 1$
- o. Determining the homogeneity of the data
- a. If  $F_{table} > F_{count}$  it means homogeneous
  - b. If  $F_{table} < F_{count}$  it means inhomogeneous
- p. Testing difference between two interrelated averages as can be looked for the t-test
- a.  $t = \frac{X_1 - X_2}{SDG \sqrt{\frac{s^2_1}{n_1} + \frac{s^2_2}{n_2}}}$  where by:
  - b.  $S^2 = \frac{(n_1 - 1)S^2_1 + (n_2 - 1)S^2_2}{n_1 + n_2 - 2}$

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