

# IMPROVING SPEAKING SKILLS THROUGH SMALL GROUP DISCUSSION AT ELEVENTH GRADE STUDENTS OF SMA PLUS MUNIRUL ARIFIN NW PRAYA

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Abstract

This study was aimed at finding the effect of small group discussion in improving speaking skills at the seventh year students of SMA Plus NW. This research was conducted as quasi-experiment using a quantitative approach with One-Group Pretest-Posttest design. The population of the research was the eleventh-grade students of SMA Plus Munirul Arifin NW Praya in academic year 2018/2019. Each class consists of 28 students. The total population was 95 students. In this study, the researcher took one class as a sample. The class was eleventh Grade of MIPA 1 consisting of 28 students as the experiment. The researcher gave treatment to the experimental group and it used Small Group Discussion as the treatment of teaching speaking. The purpose of using the Small Group Discussion was to give new inspiration that can be applied in teaching speaking. Referring to the result pre-test and post-test showed that the sig (2 tailed)  $> 0.05$ , it means that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. So the use of Small Group Discussion in teaching speaking is effective. The value of  $t_{test}$  was higher than the t-value of  $t_{table}$  ( $t_{test} 8.5148 > t_{table} 2.006$ ). It showed that teaching speaking using small group discussion has a positive effect to improve students' speaking skill. Besides that, the result of the mean of post-test was higher than the mean of pre-test ( $M_2 = 18.43 > M_1 = 14.25$ ). It means that teaching speaking by using small group discussion was more effective than teaching speaking without using small group discussion. In addition, small group discussion can improve students' speaking skill in the eleventh-grade students of SMA Plus Munirul Arifin NW Praya.

**Key Words:** *Small Group Discussion and Speaking Skills*

## Abstrak

Penelitian ini bertujuan untuk menemukan pengaruh diskusi kelompok kecil dalam meningkatkan keterampilan berbicara pada siswa kelas tujuh SMA Plus NW. Penelitian ini dilakukan dalam eksperimen semu dengan menggunakan dengan desain *One-Group Pretest-Posttest*. Populasi dalam penelitian ini adalah siswa kelas XI SMA Plus Munirul Arifin NW Praya tahun akademik 2018/2019. Setiap kelas terdiri dari 28 siswa. Total populasi adalah 95 siswa. Dalam penelitian ini, peneliti mengambil satu kelas sebagai sampel. Kelas ini adalah kelas XI MIPA 1 yang terdiri dari 28 siswa sebagai eksperimen. Peneliti memberi perlakuan kepada kelompok eksperimen dan menggunakan Diskusi Kelompok Kecil sebagai perlakuan mengajar berbicara. Tujuan menggunakan Small Group Discussion adalah untuk memberikan inspirasi baru yang dapat diterapkan dalam pengajaran berbicara. Mengacu pada hasil pre-test dan post-test menunjukkan bahwa sig (2 tailed)  $> 0,05$ , itu berarti bahwa hipotesis nol ( $H_0$ ) ditolak dan hipotesis alternatif ( $H_a$ ) diterima. Jadi penggunaan Diskusi Kelompok Kecil dalam mengajar berbicara efektif. Nilai tcount lebih tinggi dari t-nilai ttable (tcount 8.5148  $>$  t-table 2.006). Itu menunjukkan bahwa mengajar berbicara menggunakan diskusi kelompok kecil memiliki efek positif untuk meningkatkan keterampilan berbicara siswa. Selain itu, hasil rata-rata post-test lebih tinggi dari rata-rata pre-test ( $M_2 = 18,43 > M_1 = 14,25$ ). Ini berarti bahwa mengajar berbicara dengan menggunakan diskusi kelompok kecil lebih efektif daripada mengajar berbicara tanpa menggunakan diskusi kelompok kecil. Selain itu, diskusi kelompok kecil dapat meningkatkan keterampilan berbicara siswa pada siswa kelas sebelas SMA Plus Munirul Arifin NW Praya.

**Kata Kunci:** Diskusi Kelompok Kecil dan Keterampilan Berbicara

## INTRODUCTION

In the ELT Curriculum in 2006 and its supplement, the ELT teachers should facilitate students to be able to communicate in English by mastering the

whole skills. However, it is not easy to master all the skills. There are so many difficulties in mastering each skill. and English as a foreign language is the most difficult thing for the students to expand is

speaking.

Argawati (2014: p.74) states that speaking is an activity used by someone to communicate with other(s). Meanwhile, Mart (2012: p.91) defines speaking is being capable of speech, express or exchange thoughts through using language. It takes place everywhere and has become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. He or she also shares information with other(s) through communication.

Gani, Fajrina, and Hanifa (2015: p.20) defines speaking skill is an ability to orally express opinions, thoughts, facts, and feelings to other people. It is partly a reflection of someone whether he/she masters this language or not. Speaking is one of the main purposes of language learning in that it is an ability to transfer some ideas to other people clearly and correctly. In other words, he or she can communicate his or her ideas well to other people.

Therefore, speaking skill is one of the skills which is very important to be learnt, but however teaching and learning English has been teaching for many years, but the students still don't master yet, especially in the speaking skill, the students are still less of their speaking due to some problems as what the writer observed during teaching and learning process at eleventh grade students of SMA Plus Munirul Arifin NW Praya. Some of the students said that speaking is the most difficult skill to master because It requires five aspects of speaking in terms of mastering vocabulary, grammar, fluency, comprehension, and pronunciation.

The writer asked some students, their reasons are various. Some students said that they can't speak because they lack vocabularies. As one of the student namely Lalu Bayu Ali Haikal is one of the 2<sup>nd</sup>-grade students of SMA Plus Munirul Arifin NW Praya, stated, "*saya tidak menghafal banyak kosa kata sehingga*

*ketika saya ngomong macet dan itu yang membuat saya takut salah dalam berbicara*". This implies that the difficulty of mastering speaking is due to his lack of vocabularies. However, the students have already memorized many vocabularies but they also need to know how to make the sentence grammatically and other students feel the lack of their fluency, pronunciation, and comprehension, of course, it will be a problem for the students to speak up.

It is supported by the data from their achievement of English lesson during the first semester in 2018/2019. It shows that their achievement is still low though there are some students who have got the good achievement. From 33 students, there are just four students who got 8, six students who got 7, and the others got 6. This result is far from satisfaction for their achievement in language learning. Thus, the problem inspires this study on the selected method of teaching speaking skill indicated by low achievement by students.

Based on the problems found, the researcher offered a technique that enables to overcome the speaking problems, namely is Small Group Discussion. SGD is one of the techniques of learning speaking in a foreign language. It helps the students to improve their speaking skill. In a group, the students will have the opportunity to use English among themselves and practice each other with their friends. Practicing speaking with their friends or in a group will improve their vocabularies mastery, comprehension, fluency, and grammar. Besides, learning in a group will also improve the student's confidence and the student's leadership.

Orlich et .al (1985) as quoted by Antoni (2014: 56) proposes 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. The first discussion is used to increase teacher-student interaction and student-student verbal interaction in the classroom.

Second, the 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 a more responsible and independent mode of learning".

## LITERATURE REVIEW

### Teaching Speaking Skill

According to Khamkhien (2010: p.184), teaching and learning in class should not emphasize speaking phrases or everyday expression, but also we have to focus on communication in the real situation. A speaking lesson as Hadfield (1999) in Setiyadi (2007: p.6-11) notices is a kind of bridge for learners between the classroom and the world outside. Therefore, there are three features of speaking activities to bridge the classroom and the real world (1) practice opportunities for (2) purposeful communication in (3) meaningful situations. Hadfield in Setiyadi (2007: p.6.11) also stated that there are three stages to develop speaking competencies that may meet, they are setting up, practice speaking, and feedback. As a teacher, we should prepare what material and topic that we will give the students. And after that, the teacher gives opportunities to practice. Then the students are given feedback as a correction or give a conclusion of the material.

As speaking in oral production, it cannot be separated from producing sounds (Setiyadi, 2007: p.6.13). This implies that pronunciation keeps a crucial part in the process of teaching speaking. Learning English in Senior High School focuses on in speaking ability in order that the graduate can get the functional level in speaking. In this level, they are hoped to be able to use their ability for giving a speech and talk. And in starting for speaking English, structure, and grammar from the sentences mustn't be emphasized because it just makes the students feel difficult to speak English.

### Aspects of Speaking

Learning to speak is an important aspect of language. Tuan and Mai (2015: p.18), there are many factors affecting students' speaking as follow: (1) topical knowledge; (2) motivation to speak; (3) teachers' feedback during speaking activities; (4) confidence; (5) pressure to perform well and (6) time for preparation. Considering the factors above, Ahyak and Indramawan (2013: p.19) speaking develops to acquire speaking skill students must have many aspects of speaking such as pronunciation, structure, vocabulary, content, and fluency. Moreover, Rahman and Deviyanti (2012: p.3) speaking must fulfill these following aspects, they are fluency, accuracy (grammar and pronunciation), and comprehension while Brown, 2004: p.172-173) states that speaking skill must have five aspects they are vocabulary, grammar, fluency, comprehension, pronunciation.

In this research, the researcher uses five aspects of speaking skill based on (Brown, 2004: p.172-173)

**Vocabulary:** One of the linguistic factors in which it is a number of words with the role of combining them to make up the language in speaking. Vocabulary is very essential but it is not the first thing to be considered if speaking takes place is a very early stage. Vocabulary is a total number of words, which a make up a language.

**Grammar:** Grammar is the rule in spoken language and written language. The students' must obey the rules of grammar to obtain a good result, the students' can also find the grammar rule in pronunciation, morphology, and syntax. In speaking ability, sometimes the speaker and the listener do not care about the grammar itself. But at this time the writer does not discuss the grammar so far.

**Fluency:** It shows that people are able to communicate well because it consists of the case and speed of the flowing speech. Someone who can communicate fluently but she may be able to use the language fluently. Someone can be said fluent if she

can require some criteria or categories those are the students can say the words fluently with good pronunciation. The students have many vocabularies so they can say the words fluently and they know what they will say then. They know the rule in the language (grammar). They can put on the word spelling correctly in any situation it makes the communication among them can be easier to be understood although it does not use grammatical language.

**Comprehension:** In speaking the speaker and the listener must have a good understanding so that the conversation certainly requires a subject to respond to speech as well as to initiate it. But in this research, the researcher will call the comprehensibility.

**Pronunciation:** Pronunciation is the way we make a sound of the language how and

where we place the stress and how we use pitch and intonation to show how we are feeling and what we mean ( Harmer, 2017: p.281). Therefore it is also very important to be improved, the students must have good pronunciation to give very clear words or speaking that will make others can be easy to be understood.

### Assessments of Speaking

Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different roles. Speaking skill is generally recognized in analysis of speech processes that are pronunciation, grammar, vocabulary, fluency, and comprehension. Here the band achievement of oral proficiency scoring categories in speaking skill (Brown, 2004: p.172-173). It can be seen as follows.

Table 1. Oral Proficiency Achievement of Grammar

Achievement	Proficiency Description
1	Errors in grammar are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
3	Control of grammar is good, able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare
5	Equivalent to that of an educated native speaker

Table 2. Oral Proficiency Achievement Category Vocabulary

Achievement	Proficiency Description
1	Speaking vocabulary inadequate to express anything but the most elementary needs.
2	Has speaking vocabulary sufficient to express him simply with some circumlocutions.
3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary
5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

Table 3. Category Comprehension

Achievement	Proficiency Description
1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge)
3	Comprehension is quite complete at a normal rate of speech.
4	Can understand any conversation within the range of his experience.
5	Equivalent to that of an educated native speaker.

Table 4. Category Fluency

Achievement	Proficiency Description
1	No specific fluency description refer to other four language areas for an implied level of fluency)
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
3	Can discuss the particular interest of competence with reasonable ease. Rarely has to grope for words.
4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

Table 2.5: Category Pronunciation

Achievement	Proficiency Description
1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	An accent is intelligible though often quite faulty.
3	Errors never interfere with understanding and rarely disturb the native speaker. An accent may be obviously foreign.
4	Errors in pronunciation are quite rare
5	Equivalent to and fully accepted by educated native speakers.

There are five components usually used to analyze speech performance, they are grammar, vocabulary, comprehension, fluency, pronunciation. The researcher used those speaking scoring rubrics to collect data.

### **Small Group Discussion in Teaching Speaking**

According to Kindsvatter (1996: 242), the small group discussion is “a small group of students to achieve specific objectives permits students to assume more responsibility for their own learning, develop social and leadership skills and

become involved in an alternative instructional approach”. In addition, according to Gulley (1960: p.62), as quoted by Hastoyo (2010: p.33), a group is more than a collection of individuals assembled in the same place. He adds that the accomplishment of the group tasks has involved interaction. From the explanation above, it can be concluded that small group discussion is the technique which consists of two or more persons in small group for exchange of thought orally to achieve a result in teamwork, and they can take assume more responsibility for their own learning, develop social and leadership

skills and become involved in an alternative instructional approach. So, this method is better used in the learning process.

Dobson (1981: p. 62- 63) as quoted by Antoni (2014: p. 56) explains that discussion techniques for use in small group discussion are outlined as follows. (1) The class is divided into the small group of three to six students each. Give each group a different discussion topic that will necessitate outlining of several important points. Have one student in each group to write down these 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 have finished their discussion, they should divide part of the study to every member in that group and give chance to report or explain. (3) After giving the presentation (six to ten minutes ), class members should question him or anyone else in the group in viewpoint expressed. You can help the general discussion along by addressing your own questions to members of the group.

### **The Characteristics of Small Group Discussion**

Martha in summary of citing internet sites said that the characteristics of small group discussion are used to *generate* ideas in preparation for a lecture, film, etc.; *summarize* main points in a text or reading; *assess* levels of skill and understanding; *reexamine* ideas presented in previous classes; *review* exams, problems, quizzes, and writing assignments; *process* learning outcomes at the end of class; *compare and contrast* theories, issues, and interpretations; *solve* problems that relate theory to practice; and *brainstorm* applications of theory to life.

According to Hoover (1964: p. 235) as quoted by Hastoyo (2010: p.50-52) states each member in a group discussion has different roles to keep the discussion flowing well. Roles in a group discussion include discussion leader, group recorder,

and group observers. The leader is responsible for getting the discussion started. He sets the stage for a meeting of minds by encouraging full participation. There may be times when the verbose individual must be ignored, to allow a shy individual to make a contribution. The leader also builds a broad outline of the problem under discussion. Besides, the major responsibilities of the leader are getting the discussion going, keeping the discussion on the topic, and developing time to periodic summaries.

The roles of the recorder are to keep a record of discussion content. His job is to make a record of the important aspects of the discussion. One of his major responsibilities is to report to the group when requested. The observer is one of the members in other groups or one of which is usually the instructor. The observers are given time at the end of each session to offer evaluations of group progress. The observer tries to observe what goes on in an objective manner and identifies the role which each member of the group is playing. The teacher as the instructor has a role as a consultant, guide, and resource person. The instructor's energies are used in creating and maintaining a mutual feeling of responsibility to achieve group goals.

During the actions which the students are divided into some groups to discuss speaking material, the teacher will ask the group to share the role of each member in the group. Some of the group members will be pointed as one recorder and one reporter. However, the most important is the activeness of the group members to participate during the lesson. How they contribute their speaking to solve the problem during the discussion. Here, the teacher's role is as the instructor and the resource person who guides the students and give needed explanation dealing with the material.

## **RESEARCH METHOD**

### **Research Setting**

The researcher held the research at

SMA Plus Munirul Arifin NW Praya, which is located on Jalan Basuki Rahmat Kamp. Rabitah Praya, Central Lombok West Nusa Tenggara Indonesia. SMA Plus Munirul Arifin NW Praya is One of the formal Institution under of Islamic boarding school YANMU NW Praya which has other formal institutions such as TK Plus, SMP Plus, SMK Plus, and MA Plus Munirul Arifin NW Praya. This school has contributed for many years because most of the graduation are intellectual and successful. The researcher did the research in the eleventh grade of SMA Plus Munirul Arifin NW Praya in the second semester 2018/2019.

The population of the research was the eleventh-grade students of SMA Plus Munirul Arifin NW Praya in academic year 2018/2019. Each class consists of 28 students. The total population was 95 students. According to Sugiyono (2009: p.118), the sample is some part of the total and characteristic that is has of the population. In this study, the researcher took one class as a sample. The class was eleventh Grade of MIPA 1 consisting of 28 students as the experiment.

**Research Design**

This research was conducted as quasi-experiment using a quantitative approach with One-Group Pretest-Posttest design. Quasi-experiment research is a scientific investigation in which an investigator manipulated and

controlled one or more independent variables and observed the dependent variable or variables for variation concomitant to the manipulation of the independent variables (Ary, 1985: p.26). Quasi-Experiment research can be done in the laboratory, in the class, and in the field.

Quasi-experiment research is unique in two very important respects, It is the only type of research that directly attempts to influence a particular variable, and when properly applied, it one or more dependent variables. An experiment usually involves two groups of subjects, an experiment group, and a comparison group, although it is possible to conduct an experiment with one group (by providing all treatments to the same subjects) or with three or more groups (Frankle and Wallen, 1996: p.264).

This research used pre-experiment with One-Group Pretest-Posttest design. This research was classified as a pre-experiment design because it was little or no control of extraneous variables. In the One-Group pretest-posttest design, a single group was measured or observed not only after being exposed to a treatment of some sort but also before. According to Ary *et al. Introduction to Research in Education* (2010, 2006: p.303-304), the design of One Group Pretest-Posttest is as follows.

Table 5. One Group Pretest-Posttest Design



**Research Procedure**

The researcher gave treatment to the experimental group and it used Small Group Discussion as the treatment of teaching speaking. The purpose of using the Small Group Discussion was to give new inspiration that can be applied in

teaching speaking. The first, the researcher chose the teaching material and composed the lesson plan for teaching-learning activity. In this case, the researcher chose to speak to teach. Like the first meeting, the researcher divided the class in to some groups consist of 5 to 6 students, then the

researcher gave and explained about some topics to be discussed then ask them to chose one of the topic which was decided best on the group decision, then gave them chance to discuss about their own topic, every group had to chose a leader and the members all at once they had to divide their part to be presented.

The 2<sup>nd</sup> meeting was conducted where the students were accustomed to sharing their feelings, ideas, and opinions in their own group. They learned to share the information about the idea, discussed the topic given, and they also helped each other when they had difficulties in understanding the topic making some ideas. Thus, the students felt easier in doing with a group because they could help each other. As like Stewart (2004: 8) state that small group discussion can help the student to motivate others and also solve the problem in teams work.

### **Research Instrument**

An instrument is needed to collect the data collection. The instrument of the research played an important role in the research project. The instruments were used to achieve the accuracy of the data and can indicate that the researcher was successful in this research. The researcher used an oral test an instrument to get the data. To collect the data, the researcher gave students two tests i.e pre-test and post-test. The pre-test was aimed at measuring the students' preliminary their speaking knowledge and achievement before they entered the experiment circle. The post-test was aimed at finding out the data needed to evaluate after they got the experiment.

The form of the speaking test was to express students' performance. The student discussed in the group and presented their idea. Then, the researcher got the achievement from grammar, vocabulary, comprehension, fluency, and pronunciation. The researcher gave ten minutes to student's group to present their idea in front of the class.

In giving the achievement, the

researcher used oral proficiency scoring categories from Brown (2004: 172-173). The scoring consists of five items: grammar, vocabulary, comprehension, fluency, and pronunciation. Achievement is reported in the range from 1-5. To conduct the oral test, the researcher gave instructions to the students about the step of being test such as (1) ask the students to choose a topic to be presented from ten topics; (2) Give them chance for about two or three minutes to prepare their argument of the topic; (3) Ask the student to present their argument or opinion for about two or three minutes; (4) Give one or two questions from audiences or other friends; and (5) Give every presenter achievement. The scoring rubric which is used to measure the students speaking test consists of five aspects or elements (1) Grammar, (2) Vocabulary, (3) Comprehension, (4) Fluency and (5) Pronunciation.

### **RESEARCH FINDING AND DISCUSSION**

#### **Research Finding**

Referring to the result pre-test and post-test that was stated in Table 3.7.2 showed that the sig (2 tailed) > 0.05, it means that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. So that the use of Small Group Discussion in teaching speaking is effective. The value of  $t_{count}$  was higher than the t-value of  $t_{table}$  ( $t_{count}$  8.5148 >  $t_{table}$  2.006). It showed that teaching speaking using small group discussion has a positive effect to improve students' speaking skill. Besides that, the result of the mean of post-test was higher than the mean of pre-test ( $M_2 = 18.43 > M_1 = 14.25$ ). It means that teaching speaking by using small group discussion was more effective than teaching speaking without using small group discussion. In addition, small group discussion can improve students' speaking skill in the eleventh-grade students of SMA Plus Munirul Arifin NW Praya.

Before treatment by using small group discussion, the students speaking

achievement was taken by oral-Test. The lowest achievement of Students' speaking skill in Pre-Test was in Grammar with the mean achievement 2.71, followed by Fluency with the mean achievement 2.75, Comprehension with the mean achievement 2.82, vocabulary with the mean achievement was 2.86, and the highest achievement was pronunciation with the mean achievement 3.11 respectively. To know more in detail about the students' achievement before treatment by using SGD in pre-test is presented below based on the students lowest achievement each of the elements of speaking.

The lowest achievement of Students' speaking skill in Pre-Test was in Grammar with the mean achievement 2.71. There were 9 students with a percentage of 32% got 2. Meanwhile, there were 18 students with a percentage of 64% got 3. The highest achievement of Grammar was 4 obtained by 1 student with a percentage of 4%. It was obvious that Grammar was the most complicated element of speaking. It was in line with the students' achievement of it.

The second lowest element of speaking obtained by the students in Pre-Test was Fluency. The mean achievement of Fluency was 2.75. In this element of Speaking, there were 11 students with a percentage of 39% got 2. In addition, there were 13 students with a percentage of 46% got 3. Likewise, the higher achievement of Fluency was 4 obtained by 4 students with a percentage of 14% respectively.

Higher than Fluency, the element of Speaking obtained by the students in Pre-Test was Comprehension. Appendix 4 showed that the lowest achievement was 2 obtained by 8 students with a percentage of 29%. Additionally, the achievement 3 obtained by 17 students with a percentage of 61%. There were 3 students with a percentage of 11% got 4 respectively.

In the fourth position, the element of Speaking was Vocabulary. There were 7 students with a percentage of 25% got 2.

And then, there were 18 students with a percentage of 64% got 3. Moreover, there were 3 students with a percentage of 11% got 4 respectively. The highest achievement of the five elements of speaking obtained by the students in Pre-Test was Pronunciation. There were 7 students with a percentage of 25% got 2. In addition, there were 11 students with a percentage of 39% got 3. The higher achievement of Pronunciation was 4 obtained by 10 students with a percentage of 36% respectively.

To conclude this, the result of post-test which is calculated by the result of SPSS application calculation, Pronunciation was the highest achievement with the mean achievement 3.11 with a standard of deviation .786. The second was Vocabulary with the mean achievement was 2.86 with a standard of deviation .591. The third was Comprehension with the mean achievement was 2.82 with a standard of deviation .612. The fourth was Fluency with the mean achievement was 2.75 with a standard of deviation .701. and the lowest achievement was Grammar with the mean achievement was 2.71 with a standard of deviation .535.

### **The Gradation of speaking aspects after treatment**

After the treatment ( SGD ) given, the test was conducted to examine students' speaking skill. The test covered five elements of speaking: (1) Grammar, (2) Vocabulary, (3) Comprehension, (4) Fluency, and (5) Pronunciation as well. The result of students' achievement after the implementation of SGD was called post-test. Table 3.6.1.3 (Achievement of Post-test) showed that the five elements of speaking had the improvement compared with the students' achievement of pre-test (before treatment) in table 3.6.1.2. The result of Post-test calculated with SPSS 16.0 calculated that lowest achievement of Students' speaking skill in Post-Test was in Grammar with the mean achievement 3.32, followed by Pronunciation with the mean achievement

3.68, Fluency with the mean achievement 3.71, Vocabulary with the mean achievement was 3.75, and the highest achievement was Comprehension with the mean achievement 3.96 respectively.

To know more in detail about the students' achievement after treatment by using SGD in pre-test is presented below based on the students lowest achievement each of the elements of speaking. The lowest achievement of Students' speaking skill in Post-Test was in Grammar with the mean achievement 3.32. There was a student with a percentage of 36% got 2. Meanwhile, there were 18 students with a percentage of 64% got 3. There were 8 students obtained 4 with a percentage of 29%. The highest achievement was 5 which was obtained by one student with the percentage 36%. It was obvious that Grammar was the most complicated element of speaking. It was in line with the students' achievement of it.

The second lowest element of speaking obtained by the students in Post-Test was Pronunciation. The mean achievement of pronunciation was 3.68. In this element of Speaking, there were 2 students with a percentage of 71% got 2. In addition, there were 8 students with a percentage of 29% got 3. Then there were 15 students got 4 with a percentage of 54%. Likewise, the higher achievement of pronunciation was 5 obtained by 3 students with a percentage of 11% respectively.

Higher than Pronunciation, the element of Speaking obtained by the students in Post-Test was Fluency. Appendix 10 showed that the lowest achievement was 2 obtained by 1 student with a percentage of 36%. Additionally, the achievement 3 obtained by 11 students with a percentage of 39%. There were 11 students with a percentage of 11% got 4. The highest achievement was 5 obtained by 5 students with a percentage of 18% respectively.

In the fourth position, the element of Speaking was Vocabulary. There were 7 students with a percentage of 25% got 2.

And then, there were 21 students with a percentage of 75% got 4. The highest achievement of the five elements of speaking obtained by the students in Post-Test was Comprehension. There were 7 students with a percentage of 25% got 3. In addition, there were 15 students with a percentage of 54% got 4. The higher achievement of Comprehension was 5 obtained by 6 students with a percentage of 21% respectively.

To conclude this, the result of post-test which is calculated by SPSS application calculation, Comprehension was the highest achievement with the mean achievement 3.96 with a standard of deviation .693. The second was Vocabulary with the mean achievement was 3.75 with a standard of deviation .441. The third was fluency with the mean achievement was 3.71 with a standard of deviation .810. The fourth was Pronunciation with the mean achievement was 3.68 with a standard of deviation .772. and the lowest achievement was Grammar with the mean achievement was 3.32 with a standard of deviation.

## Discussion

After Pre-test and Post-test analyzed by using SPSS Application, it was obtained that SGD can improve students' speaking skill. It implies that the use of SGD has a significant effect on teaching speaking in the classroom. It is in line with Hoover (1964: 250) states that "SGD increases students' interaction and socialization".

In addition, Ur (1981: 7) believes SGD brings some advantages in a group discussion: (1) Increasing participation. If we have five or six groups then there will be five or six times the amount of talking. (2) Being useful in terms of the ratio of teacher or student-effort and time to actual language practice. (3) Being relatively efficient.

The research aimed at examining whether Small Group Discussion can improve the students' speaking skill and also to examine whether there is any

improvement between the students' speaking skill before they are taught speaking by using small group discussion and after they are taught by using small group discussion. After getting the result of the data collection, the researcher discussed the implication of the research.

Based on the result above, the use of small group discussion in teaching speaking was effective. It was the same with previous research done by Ningtyas Original Argawati (2014) that the use of small group discussion in teaching speaking was a success. In the other hand, the use of small group discussion can be used in a different area of teaching.

### **The gradation of speaking aspects before and after the implementation of SGD**

In order to obtain the answer of second research question in this research, the gradation of speaking aspects: (1) Grammar, (2) Vocabulary, (3) Comprehension, (4) Fluency, and (5) Pronunciation analyzed as well. Hence, the students' achievement of pre-test and post-test of the five speaking aspects compared in order to obtain the graduation.

The pre-test was conducted without giving treatment to the students. In other words, SGD was not taught. The purpose of pre-test was to obtain the students' preliminary speaking skill. Some topics presented by the students in front of the classroom. The title of the topics was chosen by the students independently.

First activities in the experiment group were doing pre-test was conducted on March 10<sup>th</sup>, 2019. The pre-test was conducted before treatment. As an experiment group, the treatment was taught speaking using small group discussion. From the result of pre-test; it showed that students faced many difficulties in oral test in presenting idea or argumentation. They couldn't speak clearly and they also afraid if they made mistakes in their pronunciation when they presented their idea. Then the researcher did the first treatment of quasi-experiment group in

class XI IPA 1 and it was conducted on March 13<sup>th</sup>, 2019. The first, the researcher chose the teaching material and composed the lesson plan for teaching-learning activity. In this case, the researcher chose to speak to teach.

Like the first meeting, the researcher divided the class in to some groups consist of 5 to 6 students, then the researcher gave and explained about some topics to be discussed then ask them to chose one of the topic which was decided best on the group decision, then gave them chance to discuss about their own topic, every group had to chose a leader and the members all at once they had to divide their part to be presented. As the 2<sup>nd</sup> treatment was conducted on March 16<sup>th</sup>, 2019.

The students were accustomed to sharing their feelings, ideas, and opinions in their own group. They learned to share the information about the idea, discussed the topic given, and they also helped each other when they had difficulties in understanding the topic making some ideas. Thus, the students felt easier in doing with a group because they could help each other. As like Stewart (2004: p.8) state that small group discussion can help the student to motivate others and also solve the problem in teams work.

After the students finished the treatment. They were motivated to do their best presentation. Then, they did the post-test. Post-test was conducted on March 20<sup>th</sup>, 2019. The researcher asked every group to present a discussion in front of the class while other groups gave them some questions. It showed that the students felt easier to present than pre-test. Although, there were some students still face difficulty.

The result of post-test was higher than pre-test although there were some students got an unsatisfactory achievement or the same achievement. It was caused that taught by using small group discussion helped the students' speaking skill. Stewart (2004: p.8) states that Small Group Discussion helps students to improve their

academic achievement, such as: Developing self-awareness, managing personal stress and solving problems analytically and creatively. It is clear that Small Group Discussion is an effective technique that a teacher can apply in the classroom.

In every activity in the treatments, they learned together and if they had some difficulties to understand a topic, the other students helped and gave information about it in detail so that they did not feel difficult to learn and practice it in front of their friend. As like Stewart (2004: 8) states that small group discussion can build effective teams and teams work. Besides, the students did not feel bored and they were interested in the classroom atmosphere that was made by the researcher. They also can share their ideas, opinion and express their feeling to their friend.

Thus, they were not ashamed to give their ideas. It helped them before they performed it in front of the class. As like Daniel Muijs and David Reynold (2005: p.8) state that the use of small group discussion can use as sharing experience that makes enjoyment in playing and learning together.

After the treatment ( SGD ) given, the test was conducted to examine students' speaking skill. The test covered five elements of speaking: (1) Grammar, (2) Vocabulary, (3) Comprehension, (4) Fluency, and (5) Pronunciation as well. The result of students', achievement after the implementation of SGD was called post-test.

Table 3.2 (Achievement of Post-test) showed that the five elements of speaking had the improvement compared with the students' achievement of pre-test (before treatment). The most improvement of the five elements of speaking in post-test was Comprehension with the mean achievement 111 after Comprehension element, the four elements of speaking were: (1) Vocabulary with the mean achievement 105 (2) Fluency with mean

the achievement 104 (3) Pronunciation with the mean achievement 103 and (4) Grammar with the mean achievement 93 respectively. To conclude this, comprehension is the highest gradation of the five speaking aspects. On the other hand, Grammar is the lowest gradation.

Based on the achievement of the student namely Lalu Muhammad jaera Almawan, before conducting the treatment he got the achievement of pre-test was 16 and after he was taught by using SGD he got achievement 22 in the post-test and He was the highest achievement among others.and also it happened with other students that their speaking was improved by conducting the SGD.

Based on the discussion above, it can be concluded that the use of small group Discussion in teaching speaking was quite success/effective. Therefore, the students' speaking skill after they were taught by using small group Discussion was better than students' speaking skill before they were taught using small group discussion. In other words, the use of small group in teaching speaking had a significant effect on the students speaking skill on the seventh semester of the eleventh grade of SMA Plus Munirul Arifin NW Praya.

## CONCLUSION

The researcher can conclude the result of the study showed that the use of SGD was effective. It was proved by the obtained achievement of t-test.The sig (2 tailed)  $> 0.05$ , it means that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. So that the use of Small Group Discussion in teaching speaking is effective. The students of SMA Plus Munirul Arifin NW Praya who were taught before using small group Discussion got the mean achievement of pre-test was 14.25. On the other hand, the mean achievement of Post-Test was 18.45. It means that the students of the experiment after taught by using Small Group Discussion had an improvement of 4.18. It can be calculated from  $18.43 - 14.25 = 4.18$ .

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