

## THE EFFECTIVENESS OF USING SMALL GROUP DISCUSSION ON STUDENTS' SPEAKING SKILL

Christin Natalia Hutagalung<sup>1)</sup>, Ira Tresnawati Sitorus<sup>2)</sup>.

<sup>1)2)</sup>Universitas Prima Indonesia (UNPRI) Medan  
christin26.ct@gmail.com

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### Abstract

In learning English, students should acquire the four skills that are reading, writing, listening and speaking. These four skills are abilities that are mandatory for everyone who wants to learn English. Specifically speaking. Speaking is quite important to be owned to students. It is also stated in the English syllabus of Curriculum 2013 (K-13) require students to be able to express and response some kinds of expression orally in English. In reality, many students are still poor in speaking English. Researcher use quantitative data. Based on the way data is collected, quantitative data can be divided into two, namely discrete data and continuum data. From the characteristics of the data, quantitative data can be in the form of various types of data, namely nominal data, ordinal data, interval data and ratio data. That way, in this study, researchers used quantitative data, this is because the characteristics are in accordance with the research conducted this time. In quantitative data the resulting data will be in the form of numerical data which will later be processed in accordance with procedures that have been submitted using quantitative data calculations. The process of collecting data in this study will be carried out by pre-test and post-test methods. And from the results of the analysis, researchers found and concluded that there was no significant impact between teaching with small group discussion strategies and without small group discussion strategies.

**Keywords:** English, speaking skill, motivation, teacher, students, language

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### Introduction

Speaking is the product of a series of processes of acceptance, processing and results which are interrelated to one another to create an information which will be conveyed later (Brown, 2000). The shapes and models are very diverse, this is due to internal and external aspects that become important points related to the results of information obtained. Internal aspects are aspects that affect information subjectively such as one's mental state, one's reasoning, to personal experiences and feelings. While the external aspects are aspects that influence significantly through the fact that real events that occur and are objective, can be demonstrated clearly. Speaking there is a tool that can be used to express opinions to the public. Speaking is a form of

speech delivered with the aim that it can be received and responded back by the listener. Benter Oseno Gudu (2015) states, speaking is defined as an activity to create a series of words and sentences to be communicated verbally. At the same time, Speaking is part of a good thought process because it is the result of processing information from existing sources. So it can be concluded that the relationship between speaking and thinking has something to do with being able to communicate well and correctly.

Wiyudo (2016) tell that speaking is one of the keys to good and right communication. By considering what is to be discussed in a communication, the percentage of communication expressed as good is very high. This is related to the many impacts that can be felt by communicating well, such as making others understand and understand what is conveyed so that they can understand and process information to be able to

provide a good response in communication, this is clearly very effective to be able to improve the quality of oral communication such as talk by considering related aspects in communication. Speaking of course is not only the point of "being able to speak" that can be used as the core of a communication, but aspects such as when and where and the pattern of information delivery and processing information is very important to improve communication skills, especially speaking. Speaking is important enough for students to have. They will be able to convey their intentions and have confidence to express them.

At school, there are English lesson. People have learned it since in elementary school, and some have even learned from kindergarten. To practice speaking in English, teachers often use small group discussions to talk to each other. Small group discussion is a learning process by holding small group discussions whose goal is that students have the ability to be able to solve problems that arise facing students' daily lives. Especially in communicating in English. Small group discussion also means the process of seeing two or more individuals interacting globally and face to face with a particular goal or target through the exchange of information, maintaining opinions or solving problems.

According to Argawati (2014). Language is a set of information rules that have a specific meaning and purpose so that each word has a specific purpose. Even in the use of language, there is often the effect of emotional touch given to be able to give an inner / emotional emphasis by the speaker to be more noticed when speaking. Of course this is an aspect that needs to be understood given the importance of effective communication in speaking. Just as before, language is defined as a set of

rules of structured words such as punctuation, pronunciation, intonation and others that have been through the process of processing information so that it has certain aims and objectives. Fibrina (2012) said that language has 2 definitions. First, language as a symmetrical symbol which is a generative system. Second, language is a set of symbols expressed by the speaker.

If it is reviewed based on its function, the researcher classifies language into 5 main functions as the researcher can describe it as follows:

1. The information function is the most important thing to convey. the focus on this function is messages that have verbal and written characteristics. It aims to convey the latest information that has truth that is considered valuable.
2. Expressive function; Language is used as a means to express the feelings and emotions of the originator - the most common example of this is when someone takes an oath.
3. Briefing function; this function is intended to be able to influence or control the actions and behaviour and attitudes of others following the utterance delivered. Examples are command and request sentences
4. Aesthetic function; is a function of the use of language with the aim of providing aspects of beauty in grammar arrangements that are made to have an effect on the delivery of emotion words
5. Phatic function; aims to maintain the smooth relationship or continue existing communication in order to maintain the existence of social relations between fellow human beings.

### Research Method

This research uses quantitative data methods. Based on the method, the researcher collected data, quantitative data can be divided into two, namely discrete data and continuum data. From the characteristics of the data, quantitative data can be in the form of various types of data, namely nominal data, ordinal data, interval data and ratio data. That way, in this study, researchers used quantitative data, this is because the characteristics are in accordance with the current research.

In quantitative data, the data generated will be in the form of numerical data which will later be processed in accordance with procedures that have been proposed using quantitative data calculations. The process of collecting data in this study will be carried out by pre-test and post-test methods.

Burns (1999: 156-160) in his statement, data analysis is a series of processes of data collection, data coding, data comparison, data interpretation, and reporting the final results of data processing. At the same time, data were analyzed by comparing scores from before and after the action or the results of the pre-test and post-test carried out. The instruments are described as follows:

#### a. Pre-Test (Speaking Test)

The implementation of Pretest aims to measure their relative ability to speak before the research takes place. The implementation is carried out using the interview method in which the researcher carries out the process of collecting data directly to the subject by two-way dialogue to obtain actual results. (RatihIrmawatiFadli, 2015).

#### b. Post-Test (Speaking Test)

After conducting the Pre-Test, Post-Test is carried out to continue the process of collecting data after students

are given the material that has been submitted at the end of the Pre-Test activities. Furthermore, the results of the post-test will be used as a comparison with the pre-test data and draw conclusions on the results of the study. This result is the result of data obtained from the increase in students' ability to speak. The procedure performed on this post-test is the same as the pre-test. And for post-test researcher use speaking of self-introduction text and dialogue in a group of eight students and nine students.

The following is the initial one-group pre-test posttest design test model according to Syamsuddin and Damayanti (2011: 157).

O1 X O2
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O1 = *Pre-test score* (before treatment)

X = Treatment

O2 = *Post-test score* (after treatment)

This study will use a quantitative approach by utilizing pre-test and post-test instruments by giving multiple choice quizzes to students VII A and VII B in Medan Medan Private High School. As a sample research requirement, we grouped students in VII A into the experimental group and students in VII B as a control group.

The main reason why researchers chose classes A and B into the subject of this study apart from the fact that class VII only has 2 classes at the same level and also because class VII is a class with beginner level at junior high level, so researchers assume to be able to examine students with education level basic (the transition period of education to a higher level) at the junior high school level so that researchers can realize the weaknesses and shortcomings in the research conducted.

The Implementation Method used in this study is a method that has been designed in such a way by the research team so that its application can be carried out as effectively and efficiently as possible in order to achieve maximum research results.

The following are the steps that have been arranged, as follows:

1. The researcher enters the school area (the class to be carried out research) that has previously obtained permission from the local authority.
2. Researchers give greetings to students who will be the subject of research researchers.
3. Researchers build a close relationship with the subjects so that research can take place well and smoothly because students and researchers have felt comfortable with each other.
4. Researchers begin to explain the purpose of the arrival of researchers to students. The hope is to give students understanding and understanding to be more focused and able to work closely with researchers so that research can be carried out successfully.
5. The researcher starts the research process while providing the designed tests, the researcher observes the surrounding environment which may have an impact on the ongoing research.
6. The data collected is then managed and analyzed in order to get the results of the study.
7. The researcher provides the research conclusions and presents them in the research report.

8. Researchers finish conducting research. The researcher would like to thank all relevant parties who have participated to help researchers complete the research.
9. Researchers design / reorder data findings and results from research that has been done.
10. Researchers submit research reports and research results to be followed up with the parties concerned to complete a series of research activities.

The research location is at SMA Swasta Masehi Medan, located at JL. Kaptan Ngumban Surbakti No. 1, Simpang Kwala Padang Bulan, Medan, Sumatera Utara.

## Findings and Discussion

### Data Description

This study was divided / classified into two classes; The first class as an experimental class (VII A) consists of 17 students and the second class as a control class (VII B) consists of 16 students in seventh grade at SMA Masehi Medan. The experimental class was given treatment small group discussion and control class was not given treatment; the researchers conducted teaching as usual.

#### a. Data of Experimental Class

The test result of the experimental class:

**Table 1.** Experimental Group (VII A)

No.	Initial Name	Score	
		Pre-Test	Post-Test
1	VCJ	80	80
2	RENS	80	80
3	NL	90	80
4	APP	40	60
5	GSG	90	80
6	SET	90	80
7	GAMB	50	80
8	VRMG	80	90
9	AGG	60	80
10	AGB	70	80
11	SM	70	80
12	MLK	70	80
13	DIG	70	70
14	MHG	70	80
15	BRT	90	90
16	SP	40	70
17	ES	60	80
	$\Sigma$	1200	1340
	Average	70.59	78.82

**b. Data of Control Class**

The test result of control class:

**Table 2.** Control Group (VII B)

No.	Initial Name	Score	
		Pre-Test	Post-Test
1	CAP	80	90
2	DPS	20	60
3	GAT	50	70
4	VS	60	50
5	ACS	80	90
6	M	40	60
7	MMS	70	80
8	ES	50	20
9	MZ	60	70
10	SDAS	90	90
11	J	90	90
12	HHG	40	40

13	PS	10	40
14	NOT	40	90
15	JMG	40	90
16	FMS	40	90
	$\Sigma$	860	1120
Average		53.75	70.00

**Data Analysis**

**a. Data Normality Test**

Normality test is a prerequisite test for conducting data analysis tests in this study. This process is carried out before the data is processed in the data processing section based on the proposed research model. This test aims to look at the distribution of data distribution on variables used in research. In this study, the normality test used is the Kolmogorov-Smirnov test.

The Kolmogorov-Smirnov formula is as follows:

$$KD : 1,36 \frac{\sqrt{n_1 + n_2}}{n_1 n_2}$$

Description:

KD = the number of Kolmogorov-Smirnov sought

n1 = number of samples obtained

n2 = expected number of samples

(Sugiyono, 2013:257)

The data is said to be normal, if the significant value is greater than 0.05 (P> 0.05). Conversely, if the significant value is less than 0.05 in (P <0.05), then the data is said to be abnormal.

As the table result above, the researchers conclude that the data is normal because the significant value is greater than 0.05 (P> 0.05).

**Table 3.** Output of Normality

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		62
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	1.04898867
Most Extreme Differences	Absolute	.091
	Positive	.091
	Negative	-.080
Test Statistic		.091
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

**b. Homogeneity Test**

Homogeneity tests are carried out to ensure data groups come from homogeneous populations. Homogeneity test in research using Levene test with the help of SPSS for windows program. The hypothesis proposed to measure this normality is as follows:

Ho: Variant variables are the same (homogeneous)

Ha: variable variants are not the same (heterogeneous)

The test criteria used to determine the variance homogeneity in this study is H0 is accepted if the significance value > of the alpha level is set at 5%.

As the table result above, the researchers conclude that the data is homogenous because significant value is greater than 0.05 ( $P > 0.05$ ).

**c. Hypothesis Test**

The qualitative independent variables in this study have two categories. therefore this study will use the "average difference test" method for paired sample research (paired sample t-test). This test model is used to analyze the research model before and after the research is conducted. The aim is to evaluate certain methods in the same sample at two times = different (Pramana, 2012).

According to Agus (2013), paired sample t-test is a method to assess the effectiveness of the data shown through different average results before and after testing is done. This is based on the results of Ho's acceptance or rejection of the following test.

1. If  $t_{\text{ arithmetic}} > t_{\text{ table}}$  and probability (Asymp.Sig)  $< 0.05$ , then Ho is rejected and Ha is accepted.
2. If  $t_{\text{ arithmetic}} < t_{\text{ table}}$  and probability (Asymp.Sig)  $> 0.05$ , then Ho is accepted and Ha is rejected.

**3.3 Output of Hypothesis**

As the table result below, the researchers gained significance  $> 0,05$  which means there is no difference between teaching with treatment and without treatment.

Based on the results above, the researchers conclude that there is no effect between teaching with small group discussion strategy and without small group discussion strategy.

**Table 4.** Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Small Group Discussion	Equal variances assumed	1.167	.290	-.532	27	.599	-2.79412	5.25679	-13.58017	7.99193
	Equal variances not assumed			-.508	19.716	.617	-2.79412	5.50559	-14.28918	8.70095

**Conclusion and Suggestion**

**Conclusion**

As the table 3.3 result, the researchers gained significance  $> 0,05$  which means there is no difference between teaching with treatment and without treatment.

Based on the result of the analysis the researchers conclude that there is no effect between teaching with small group discussion strategy and without small group discussion strategy.

## Suggestion

The key to success in teaching English is not only to focus on the quality of educators and students in learning, but also on how the teaching system and learning planning are made in such a way as to improve the quality of teaching and learning (Fredrik Elftrop, 2007).

This does not only depend on the subject of the teacher and students, but everything is related to student education (Munawar, 2015). Regarding teaching the teacher about speaking in English using small group discussions, the researchers found that the teacher as an educator also had to act as a supporter who also provided motivation that improved students' morale in learning. Likewise when facing students who are slow in learning to speak English, it helps teachers to provide more understanding about speaking and simple methods that students can understand so students can develop slowly.

In the future, researchers hope that all educators and those working in the education world will pay more attention to students in their learning development. Likewise with teachers and educators to keep on learning to improve the development of newer learning processes and models to be able to give a better impact to students and other students.

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