

**THE EFFECTIVENESS OF GROUP DISCUSSION
IN TEACHING SPEAKING**
(An Experimental Study at the Second Grade of SMA IIBS, RI
Cikarang)

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The examination committee of the Faculty of Tarbiyah and Teacher's Training certifies that the 'Skripsi' (Scientific Paper) entitled "The Effectiveness of Group Discussion in Teaching Speaking (An Experimental Study at the Second Grade of IIBS, RI Cikarang Academic Year 2008-2009). Written by Novie W Hasanah, student's registration number: 104014000305, was examined by the committee on 12 February 2009, and was declared to have passed and therefore, fulfilled one of the requirements for the academic title S. Pd (Bachelor of Arts) in English Language Education at the Department of English Language Education.

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The writer

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CHAPTER I INTRODUCTION

A. Background of the Study

English, as the most widely used language in the world and plays important role for international life, is taught in Indonesia from preschool to university. There are dozens of methods used to improving the English teaching-learning process better.

Unfortunately, the problem of teaching English still exists in many classes in Indonesia. Furthermore, the problem is getting wider and more complex when the teacher tries to get his students accustomed to using English orally. They often consider that it is not simple for them. Therefore, the teacher should be creative to get his subject in various strategies and stimulate his students in order that they are interested in learning it.

According to Brown and Yule, "Learning to talk in the foreign language, is often considered to be one of the most difficult aspects of language learning for the teacher to help the student with. The practical problems are obvious. Each student needs to speak individually and, ideally, he needs someone to listen to him speaking and to respond him."¹

Based on the above consideration, teaching speaking skill to the students is more demanding rather than the one of any other language skills. For this reason, the writer assumes that some teachers may give up teaching it and try to look for another approach, which is suitable for them. The other teachers might think that if they speak English with the students exclusively in the classroom, their students will try to imitate to speak it as they do.

Learning the English speaking skill is a long process, which the students have to take, because learning how to speak means the efforts of the students to express their thoughts to other persons.

Students in a foreign language class will not learn to speak fluently merely by hearing their teacher's speech, although this is important in familiarizing them with the acceptable language they are studying. They should be given the

¹ Gillian Brown and George Yule, *Teaching the Spoken Language*, (Cambridge : Cambridge University Press, 1983), p. 25

opportunity, throughout their years of study to develop greater skill in expressing their thoughts in more complicated patterns of the English sentences.

To teach the speaking skill, it is necessary for the teacher to have a clear understanding of the processes involved in speech, such as motivation, interest etc. Because building language habits is a time-consuming activity which usually needs a considerable amount of time in the early stages.

The purpose of speaking activity is to encourage students to share their own experiences by using the English language. To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language².

There are number of oral language activities that should be included in any language program at some time, but which are not as basic as sharing, reporting, or discussion³.

Discussion is the most common types of communicative activity. It allows students to practice using all of the language they know. The good characteristic of discussion is the exchange of information of each other. It's useful for the students to express their ideas without fear of embarrassment. In these activities, students must work together to develop a plan, resolve a problem or complete the task.

When the writer observed at The International Islamic Boarding School (IIBS) RI, she found the technique of group discussion was used in teaching speaking. Therefore, in this paper the writer would like to know the effectiveness of group discussion in developing student speaking ability.

B. Limitation and formulation of the Study

1. Limitation of the study

In this 'Skripsi', the writer limits the problem only on the effectiveness of group discussion in teaching speaking

² David Nunnan, *Language Teaching Methodology: A Text book for Teachers*. Prentice Hall, Inc., (Englewood Cliffs. 1991), p.39.

³ Carol J Fisher and C. Ann Terry, *Children's Language and the Language Arts*, (New York: Mc Graw-Hill, 1977). P. 163

This study focuses on the second grade of senior high school International Islamic High School, Cikarang.

2. Formulation of the study

To make this research more focus, the writer would like to formulate research question as follows::

“Is group discussion effective in teaching speaking?”

C. The Objective of the Study

From the previous discussion in the background of the study the writer finds out that using group discussion in teaching speaking is quite effective, therefore, the writer would like to prove whether the scores of speaking taught by using group discussion better or not.

D. The Method of The Study

The method was used in this study is quantitative or experimental study in which the experimental class and controlled class are treated by the writer. In collecting data, the scores of pre-test and post-test was analyzed using comparative method to see the different achievement of the students before and after being treated. In order to see the significant difference the test is applied.

A. Speaking

1. The Definition of Speaking

Speaking is the most natural way to communicate. Without speaking, people must remain in almost total isolation from any kind of society. For most people, the ability to speak a language is the most basic means of human communication.

Lynne Cameron defines “speaking is the active use of language to express meanings so that other people can make sense of them.”⁴

Rebecca Hughes defines “speech is primarily an aural/oral process, which takes places through the dimension of time in strictly linear fashion and came persist through time without a secondary recording apparatus.”⁵

According to Clark and Clark, speaking is fundamentally an instrument of language. They also said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get provide information.⁶

Don Byrne states that, “oral communication (or speaking) is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding.”⁷

In a process of speaking, a speaker has a concept of thinking to express what she/he wants to say. It means that she/he should have sufficient vocabulary in his/her mind and have good understanding of the structure of the language. To convey his/her ideas and meanings in a certain situation he/she has to use appropriate pattern and choose the correct words that fit into it.

Based on the previous four definitions, it can be concluded that speaking is the process of sharing with another person, one’s knowledge, interests, opinions or ideas. Delivery of ideas, opinions or feeling is so some

⁴ Lynne Cameron, *Teaching Languages to Young Learners*, (Cambridge: Cambridge University Press, 2001), p. 40

⁵ Rebecca Hughes, *English in Speech and Writing; investigating language and literature*, (London and New York, 1996),p 22

⁶ Clark, Herbert and Eve. *Psychology and Language: an introduction to Psycholinguistics* (New york: Harcourt B. Javanovich.inc) p. 7 &223

⁷ Donn Byrne, *Teaching Oral English*, (New York: Longman, 1998) p. 8

important aspects of the process of speaking which a speaker's idea become real to him and his listeners.

2. The Goals of Speaking

Speaking is used for many different purposes, and each purpose involves different skills. When the learners use casual conversation, for examples, the purpose may be to make social contact with people, to establish rapport, or to engage in the harmless chitchat that occupies much of the time we spend with friends. When we engage in discussion with someone, on the other hand, the purpose may be to seek or express opinions, to persuade someone about something, or to clarify information. In some situations, we use speaking to give instructions or to get things done.⁸

According to Brown and Yule (1997:27) the intention of teaching speaking is that the students should be able to express his feeling in the target language, to cope with basic interactive skills like exchanging greeting, thanks apologies, to express his needs, request information, service, permission, etc.

Brian Abbs and Ingrid Freebairn stated that: "learners need to develop at the same time knowledge of grammar, vocabulary, functional language and communicative skills, attention to the systems of language is crucial, but the development of fluency and contextual appropriacy are equally important goals."⁹

Taylor says "the goal or the aim of speaking component in a language class should be to encourage the acquisition of communication skills and to foster real communication in and out of the classroom".¹⁰

Some believes that communication in the classroom should mirror the authentic communication that occurs in the real world. For example, university students may be required to lead discussion, explain ideas or present opinion.

⁸ Jack C Richards & Willy A. Renandya, *Methodology in Language Teaching*, (Cambridge University Press, 2002), p. 201

⁹ Hedge Tricia, *Teaching and Learning in the Language Classroom*, Oxford, 2000, p. 261

¹⁰ Celce Marrienne, Murcia (ed.). *Teaching English as a Second Language* (Boston Massachusetts: Heinle and Heinle Publishers, 1991), Vol.2 . p.126

When using communicative activities, it is important to strive from the classroom in which students feel comfortable and confident, feel free to take a risk and have an opportunity to speak.

3. The Types and Elements of Speaking

As many variations stated before that people use speaking to keep social contacts, exchanging news, information, opinions, and making decisions with other people. Anthony C. Winkler stated that there are three major types of speaking as follows:¹¹

a. Speaking to inform

Inform means to “impart knowledge of some particular fact or occurrence to a person.” What is the informative speech? Basically, it is a speech whose primary purpose is to give information and to secure understanding among listeners. The informative speech principally intends to inform, but in the act of informing, it might also persuade or even entertain. Such effects, however, would be secondary to its primary purpose.

The speech to inform can carry us through specific instructions, describe far-off cities and sights, and explain ordinary or complex events. It can tell us how the bullfighter kills a bull, how a department store computes finance charges or how we can change our names. Such speeches usually answer the simple interrogatives: who, what, when, where, how, or why.¹²

b. Speaking to persuade

A persuasive speech is a speech that tries to influence or change the beliefs of an audience. An argument will persuade us for one of three reasons: (1) we are taken by the speaker’s character; (2) we are impressed by the speaker’s reasoning, (3) there is something in the argument for us.¹³

c. Speaking to entertain

¹¹ Ochs J. Donovan & Anthony C. Winkler, *A brief Introduction To Speech*, (New York:Harcout Brace Jovanovich, inc, 1979),p. 175

¹² Ochs J. Donovan&Anthony C. Winkler, *A brief Introduction To Speech*, p. 180

¹³ Ochs J. Donovan&Anthony C. Winkler, *A brief Introduction To Speech*, p. 200

To entertain, amuse, or divert is frequently the purpose of an after-dinner speech, but talks of other kinds also may have the enjoyment of the listener as their principal end. Club meetings, class reunions, and similar gatherings of friends and associates also provide occasions for the sharing of fond memories. In these situations, , interesting anecdotes, or curious bits of information.¹⁴

Speaking has some elements that have to be considered by any speaker as follow:¹⁵

a. Pronunciation

In speaking, the speaker's pronunciation must be clear and easy to understand. It is mentioned in Webster's:" Pronunciation is the act or manner of pronouncing syllables, words, and phrases with regard to the production of sounds and the placing of stress, intonation, etc"¹⁶

b. Grammar

In defining grammar, H. Douglas Brown states "grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence".¹⁷ Moreover, Carol mentioned, "Some grammarians are more concerned, however, with determining how the meaningful arrangement of the basic word- building units (morphemes) and sentence-building units (constituents) can best be described".¹⁸

c. Vocabulary

¹⁴ Douglas Ehninger, Alan H Monroe & Bruce E Gronback, *Principles and Types of Speech Communication*, (Scott Foresman Company: USA, 1978), p. 342

¹⁵ Dollman Martha, *Teaching the Language Arts in the Elementary School.*, (IOWA WMC Brown: Company Publisher, Inc., 1966)p. 48

¹⁶ Webster Noah, *Webster's New Twentieth Century Dictionary. Second ed.* (USA: William Collins Publishers, Inc., 1980), p.1077

¹⁷ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Fransisco State University: Addison Wesley Longman, Inc. 2001), Second Edition, p. 362.

¹⁸ Contributed by Carol M. Eastman, Ph. D., *Microsoft Encarta Encyclopedia 2004*, All right reserved.

“Vocabulary is defined as the “words” in foreign language. Words are perceived as the building blocks upon which knowledge of a second language can be built. However, a new item of vocabulary may be more than a single word. For example police office and father -in-law, which are, made up two or three words but express a single idea. They are also multi-word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of the word components”.¹⁹

d. Fluency

David Riddell, defines in simple terms, fluency is the ability to talk freely, without too much, stopping or hesitating. To ‘keep going’ more than that, it also requires that the listener understands what is being said, so there must be intelligibility and meaning with ‘accuracy’ the emphasis is on ‘correct English – the right grammar, the right vocabulary.’²⁰

In order for learners to become fluent users of the language, they need time to develop their language ability.

e. Comprehension

“The last speaking element that becomes a prerequisite in making a conversation possible is idea comprehension what is state and discussed by both speakers. Comprehension is defines as the ability to understand something by reasonable. Comprehension of the subject or as the knowledge of what a situation is really like”.²¹

¹⁹ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (London: Cambridge University Press, 1996), p. 75

²⁰ David Riddell, *Teach Yourself; Teaching English as a Foreign/second Language*, (Hodder Headline in UK, 2001), p. 11

²¹ Della Summers, et al., *Longman Dictionary of Contemporary English*, (English Pearson Education Limited, 2001), p.273

4. Some Problems Faced by the Students in Learning Speaking

Penny Ur suggests how these problems faced by learner in learning a foreign language as follows:²²

a. Inhibition

Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

b. Nothing to say

When observing one of IIBS classes, the writer heard students' complain, they couldn't think of anything to say when their teachers asked them some questions about the subject. As defined by Ur:"It is because of the guilty feeling that they should be speaking".

c. Students don't want to talk

Only one participation can talk a time if he or she is to be heard, and; and in a large group, this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others spend very little or not at all.

d. Mother tongue use

As a consequent of the environment, they tend to use their own mother tongues because they feel easy to do so.

On the other hand, she classified some characteristic of a successful speaking activity, as follow:²³

a. Learners Talk a lot

²² Penny Ur, *A Course in Language Teaching: Practice and Theory*. (London: Cambridge University Press. 1996), p. 121

²³ Penny Ur, *A Course In...*, p. 121

As much as possible of the period allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

- b. Participation is even

A minority of talkative participants does not dominate classroom discussion: all get a chance to speak, and contributions are evenly distributed.

- c. Motivation is high

Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

- d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.²⁴

In practice, however, few classroom activities succeed in satisfying all the criteria above. For that, speaking need a comprehensive cooperation between teacher and students themselves in order that they can help each other to express their idea and act out it, because if they feel comfortable in speaking class activities and they are given the same chance to practice their language, their speaking ability will improve even without they realize it.

5. The Assessment Grading Scale of Speaking

In this paper the writer quoted the one that used by Harris as it is the most applicable to our speaking class rating system. According to Harris, speaking is a complex skill requiring the simultaneous use of different ability which often develops at different rates. Five components are generally recognized in analysis of speech process that are pronunciation, grammar, vocabulary, fluency (the ease and speed of the flow of the speech) and

²⁴ Penny Ur, *a Course in...*, p. 120

comprehension (an understanding of what both the tester and the testee are talking about or the ability to respond to speech as well as to initiate it).²⁵

Harris presented the sample of an oral English rating scale that used 1-5 points. Below is the frame of Harris's oral English rating scale.

No	Criteria	Rating Score	Comments
1.	Pronunciation	5	Has few traces of foreign language
		4	Always intelligible, though one is conscious of definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2.	Grammar	5	Make few (if any) noticeable errors of grammar and word order
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence and or rest rich himself to basic pattern.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3.	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4.	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often farced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.

²⁵ David P. Harris, *Testing English as a Second Language*, (New York: MC. Graw Hill Book Company, 1969), p. 84-85

5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition.
		2	Has great difficulty following what is said can comprehend only" social conversation" spoken slowly and with frequent repetition.
		1	Can not be said to understand even simple conversational English.

The oral ability test is divided into five elements; pronunciation, grammar, vocabulary, fluency, and comprehension. Each element's characteristics are then defined into five short behavioral statements as stated in the frames above. This helps to make the test reliable, since it avoids subjectivity because it provides clear, precise and mutually exclusive behavioral statements for each point of the scale. The writer will objectively see the characteristics of each student's speaking ability whether they achieve 1,2,3,4, or 5 score. Then, it can easily calculate the score. The amount of maximum scores gained is 25. It is gained from the five elements of speaking as stated above. This amount of score can be described as follows:

Pronunciation : 5
Grammar : 5
Vocabulary : 5
Fluency : 5
Comprehension : 5

Since our speaking class rating system is used the range of point 1-10 or 1-100, then, to make it easier to calculate, the score is converted into 100 point scale by multiplying it with 4. The rating system used here is based on the rounding system. According to the rounding system, writer concludes that 100 point is the highest score gained by student and 50 point is the lowest score gained by student.

B. Group Discussion

1. The Concept of Discussion

A discussion is a technique most commonly used in speaking skills classroom activity. It is a common fact that discussion really useful activity for the teacher in order to activate and involve student in classroom teaching.²⁶

Typically, students are introduced to a topic via reading, listening passage or a video tape and then asked to get into pairs or groups to discuss a related topic in order to come up with a solution or a response or the like.

Definitely, what is discussion? As the term is used here, discussion is not “just plain talk” which is unplanned and undisciplined, nor it is argumentation or persuasion. Definitely, *discussion is the systematic, objective sharing and evaluating of ideas and information by two or more persons for the purpose of investigating and solving a problem.*²⁷

Penny Ur defines in simpler terms, *to discuss* as practice talking freely in English is by thinking out some problem or situation together through verbal interchange of ideas.²⁸

Meanwhile, Aleksandra said in her theory, a discussion is a communicative activity. In which learners retain their own personalities and views. Their task is to come to an agreement regarding an issue introduced by the teacher.²⁹

From the theories above, we understand that discussion is a part of communicative activity conducted by the students in which they share their ideas in order to solve a problem.

2. The Aims of Discussion Activity

The main aim of discussion in a foreign language course may be *efficient fluency practice*. For the purposes, a discussion that works is

²⁶ Celce Marrienne, Murcia (ed.). *Teaching English as a Second Language* (Boston Massachusetts : Heinle and Heinle Publishers, 1991), Vol.2 . p. 106

²⁷ White E. Eugene, *Practical Speech Fundamentals*, (McMillan Company, New York, 1960), p. 425

²⁸ Penny Ur, *Discussions that Work; Task-Centered Fluency Practice*, (Cambridge University Press, 1981), p. 2

²⁹ Aleksandra Golebiowska, *Getting Student to Talk*, p. 5

primarily one in which as many students as possible say as much as possible.³⁰

Penny Ur stated, the purposes of discussion activity, are:

- a. **Achieving an objective, it is one of the aims in holding discussion. As language teachers we may see this as more or less secondary, but never negligible; and for the students at least it should be the central thought focus during talking.**
- b. **Solving Problem, exploring the implications of an idea constructing proposals, is to be taken very seriously and the results respected by teacher and students alike.**
- c. **Learning from Content, in many discussions there is much learnt, from what is said; information may be acquired, for example, or new points of considered.**
- d. **Clear, Logical, Thought, that is things like the ability to generalize, for examples, or the converse, to draw analogies, judge priorities, infer causes and so on. Debating skills include listening to what someone else has to say, not interrupting speaking relevantly and clearly.**³¹

3. Group Discussion Technique in the Classroom

Class group are powerful social units and group characteristics considerably influence the rate of learning and the quality of time spent in class.

According to Rupert Brown, “a group is a unit consists of two or more people and defines themselves as members of it and when its existence is recognized by at least one another.”³² In other words, a group qualifies as a ‘group’ when it has become a psychological reality for insiders and outsiders alike.

Furthermore, Aleksandra stated in her book ‘Getting Student to Talk’, Group work is an inherent part of any effective lesson, because:

³⁰ Penny Ur, *Discussions that Work; Task-Centered Fluency Practice*, p. 4

³¹ Penny Ur, *Discussions that Work; Task-Centered Fluency Practice*, p. 4

³² Zoltan Dornyei and Tim Murphy, *Group Dynamics in the Language Classroom*, (Cambridge University Press, 2003), p. 13

- it generates more student talking time than any other technique;
- It frees the teacher to teach more effectively
- it is learner-centered and thus actively involves all learners;
- It makes learners responsible for their own learning.
- It is beneficial to the development of group dynamics.³³

Ehrman and Dornyei (1998:72) identified the following characteristics features of a ‘group’:

1. There is some interaction among group members.
2. Group members perceive themselves as a distinct unit and demonstrate a level of commitment to it.
3. Group members share some purpose or goal for being together.
4. The group endures for a reasonable period (i.e. not only for minutes).
5. The group has developed some sort of a salient ‘internal structure’, which includes:
The regulation of entry and departure into/from the group;
Rules and standards of behavior for members;
Relatively stable interpersonal relationship patterns and an established status hierarchy,
Some division of group roles.
6. Finally, as a direct consequence of the above points, the group is held accountable for its members’ actions.³⁴

To achieve the main aim in teaching speaking, we often find ways of enabling many students to speak as much as possible. Sometimes an all-class speaking activity is useful but if take up the whole lesson, it actually offers very little speaking time to each individual student. It’s usually a good idea to organize speaking activities in groups, as well as with the class as a whole.

Christison and Bassano have developed activities based on a taxonomy of students grouping activities which is consider being very helpful. They describe six sorts of grouping techniques. The strategies are:³⁵

- a. Restructuring

³³ Aleksandra Golebiowska, *Getting Student to Talk*, (Prentice Hall, London, 1990), p. 6

³⁴ Zoltan Dornyei and Tim Murphy, *Group Dynamics in the Language Classroom*, p. 13

³⁵ Stephen D. Krashen and Tracy D. Terrel, *The Natural Approach; Language Acquisition in The Classroom*, (Prentice Hall International (UK), 1988), p. 124.

Restructuring activities require the students to move about the classroom and interact with each other. They are particularly good in beginning stages and with classes in which the students do not yet know one another. They provide for maximum physical movement and interaction with minimum threat. The level of language use can be minimal in some restructuring activities.

b. One-Centered

One-centered activities are concentrated on a single volunteer but involve the entire class. This individual may be required to use a great deal of language or only respond minimally. They can be used to give a highly verbal student the attention required or to give the shy student a chance to perform successfully.

c. Unified Group

All members of the group participate in a unified group activity. The groups may be any size and there may be several in the classroom. The main characteristic is that every member of the group must participate for the activity to be successful.

d. Dyads

Dyad activities involve the student working in pairs and are probably the most common of the Natural Approach activities for intermediate and advanced-beginners. Dyads allow for more sincere interpersonal communication between the participants and give each student more opportunities for speech in a given class hour.

e. Small Groups

Small groups are useful in many Natural Approach activities. Many instructors prefer to do almost all acquisition activities first in small groups (especially problem-solving and

information gathering activities) before doing them with the class as a whole.

f. Large Groups

These activities usually involve larger groups (7-15) or the class as a whole.³⁶

The class is, after all, a purely arbitrary unit whose size may vary, and to increase the amount of practice the students can get, as well as making it more realistic by getting them to talk to one another, a creating group is the efficient way to provide the students to communicate easily and freely and it richer climate for interaction.³⁷

4. The Causes of Discussion Failure

When group discussion fails to accomplish its purpose, the cause is usually rooted in one or more of these following overlapping factors:³⁸

a. Insufficient time

For the discussion method to work most effectively, all participants should feel free to speak as often they believe they have relevant, worth-while contributions. When insufficient time exists for adequate discussion, either the group is acutely pressed for time, the chairman tends to exert greater control over the development thought.

b. Inadequate information

The exploring of a topic or the evolving of a policy demands the highest type of reflective thinking and the basic tools of reflective thinking are facts. Without an adequate understanding of the relevant evidence, meaningful discussion is impossible.

c. Faulty evaluation of ideas and evidence

³⁶ Stephen D. Krashen and Tracy D. Terrel, *The Natural Approach...*, p. 126

³⁷ Don Byrne, *Teaching Oral English*, (Longman Handbook for Language teachers, 1976),p. 76

³⁸ White E. Eugene, *Practical Speech Fundamentals....*p. 430

Discussion may lack skill in detecting irrelevancies or fallacies in reasoning. An absence of evaluations, or faulty evaluations of the shared information, may result in misunderstanding or in feasible decisions.

d. Group pressure

Another limitation of the discussion of the discussion method is the susceptibility of many persons to the influence of group pressure. True discussion cannot function if group pressure forces members into pseudo-agreement or causes them to hesitate to offer ideas because of fear of group disapproval.

e. Poor interpersonal relationships

Although something of a catch-all term, “poor interpersonal relationship” is a major cause of discussion breakdown. Efficient deliberation requires a congenial climate in which individuals appreciate the intrinsic worth of each other and afford of fair.³⁹

5. The Characteristics of Good Discussion

Effective discussion is characterized by an appropriate subject in which:

- a. Phrased suitably
- b. Reflective thinking
- c. Systematic organization
- d. Effective language
- e. Qualified leadership and participation⁴⁰

According to Betsy Parrish, the successful discussion activities have the following features:

- a. An Identified purpose and outcome
- b. Clear roles for all participants: facilitator, scribe, timekeeper, for example.
- c. A Clear time frame
- d. A genuine reason to communicate. The group needs to make a decision, create groups, reach consensus, or generate a list, for example.⁴¹

³⁹ White E. Eugene, *Practical Speech Fundamentals*....p. 435

⁴⁰ White E. Eugene, *Practical Speech Fundamentals*....p. 437

Normally, people need to assemble their thought before any discussion and that is something needs to consider. So, teacher must take care in planning and setting up a discussion activity.

According to Marianne Celce-Murcia, there are several steps that should be done by the teacher before starting the discussion activity, that are: first, planned (versus random) grouping or pairing of students may be necessary to ensure a successful discussion outcome. Second, students need to be reminded that each person should have a specific responsibility in the discussion, whether it is kept on time, take note or report results. And finally, students need to be clear about what they are discussing it, and what outcome is expected.⁴²

In order to manage a good discussion activity, the writer concludes that the steps above are really important to do because most teachers hope that they will be able to organize discussion session in their classroom, particularly, if the exchanges of opinions provoke spontaneous fluent language use.

C. Profile of IIBS, RI (International Islamic Boarding School), Cikarang

1. General Information of IIBS

Educational reformation is the key words to perceive the overall educational system of IIBS. A part from all concepts that might be a positive contribution, IIBS exposes their students to an experience, as a part of the whole experiences which may be considered as 'IIBS experience', of international and multicultural circumstances during the overseas program. Not only will this particular experiences stimulate them to widen their global perspective while preparing themselves to play their role as *khalifatullah* in this world but also to strengthen their spirit of nationalism and patriotism as they perform and introduce some unique Indonesian cultures and traditions to people of any particular country where they visit for study.

⁴¹ Betsy Parrish, *Teaching Adult ESL; A Practical Introduction*, (McGraw-Hill ESL/ELT, 2004), p. 107

⁴² Celce Marrienne, Murcia (ed.).*Teaching English as a Second Language...*p. 107

2. Historical Sketch

International Islamic Boarding School (IIBS) Republic Of Indonesia was founded on February 28, 2003. Since than, IIBS has been progressing to fulfill its task as a school with an educational system integrating what has been currently known as emotional and spiritual intelligences. There have been four batches of students graduating from it with sufficiently good, even excellent, passing grades, those of both school-based and state-based assessment measures. To improve this achievement is, of course, not an easy task. However, under the leadership of its current principal, Agus Setyo Budi, M.Sc. PhD., IIBS has no choice but to strictly uphold its ever-challenging task to actively participate in offering a positive contribution to reforming and developing the educational achievements of Indonesia in the eyes of the world.

3. School's Profile

Name	:International Boarding School	Islamic
School Identity Number	: 300440	
Chairman	: Muhdi Prawiro	
President	: Emil Abbas, MBA. PhD	
Executive Vice President	: Arsil Ibrahim, MA	
Establishment	: February 23, 2003	
Ownership Status	: Corporation	
Accreditation	: A	
School Status	: private	
Educational Level	: High school	
Teaching and Learning System	: Moving Class	
School Address:	Jl. Raya Industri No. 1 Hyundai Lippo Cikarang Selatan	
Region	: Bekasi	
Province	: West Java	
Postcode	: 17550	
Telephone No.	: 021-8972181-82, 89907735	
Fax No.	: 021-89907736	
Website	: www.smaiibs.sch.id	
Principal	: Agus Setyo Budi, MSc. PhD.	
Degree	: S 3 (Doctorate)	
Building Status	: full ownership	
Land/Building Size	: 12.470 m2/	
Building Lots	: » School	
	: » Dormitory	

4. Vision and Mission

Vision

To offer an education of international standard with word class management system based on *Al-qur'an* and *Sunnah Rosul*.

Mission

To create a generation with Islamic Global Mindset who can really represent themselves as khalifah fi al-ard and implement Islam as rahmah li al-alamin for the sake of Allah, The Almighty.

5. Curriculum and Teaching Learning

IIBS blends three types of curriculum-national, international and Islamic-to present a typical IIBS curriculum, International curriculum which is adopted and further developed from that introduced by internationally well-know institutions, e.g. IGSCCE, IB or AP, etc. is intended to help students boost their self-confidence in global competition while actively absorbing and imparting positive contributions or a better world in the future. As with the commitment in creating a generation with Islamic studies which are far more advanced compared to those available in other schools.

- **National Curriculum**

IIBS applies 2006 National Curriculum of KTSP (Kurikulum Tingkat Satuan Pendidikan) as the basis which is further modified with improvement and adjustment to the international curriculum. It also pays its utmost attention to the idea of islamization of knowledge, bridging the gap between the western and Islamic values and traditions, in its efforts to implement its vision and mission.

- **International Curriculum**

In order to help students actively engage in the global community and posses internationally-acknowledged skills and competencies, IIBS offers overseas program. Students will study abroad for almost 3 months in any Arabic or English country not only learn the languages from authentic sources but also to be exposed to cultures and traditions of that particular country. By doing so, they are expected to absorb as may inputs as possible from communicative functions while speaking, reading, listening, and writing in the two languages.

f) Teaching and Learning System

Accelerated process of teaching and learning with a three-semester academic year requires a very tight scheduling and planning as students are expected to accomplish their study in two years. Moving class system is really a help for them to focus on their daily learning routines. In addition, teachers are ready to help and assist them frequently in remedial programs with a

small group to gain effective results. On the other hand, the fast learners among them whose academic achievements are above the average will have enrichment programs to enhance their capability. Students can perform in min. 3 languages and in teaching presentation, the teacher taught science subject in class XII presented in English.

D. Framework of Thinking

From the previous theories the writer concludes, speaking is the most important skills that needs to be mastered by all students. It is because people judge the students are good in English if they can speak in English.

As Penny Ur (1996) says, *‘ People who know a language are referred to as ‘speakers’ of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.’*

Speaking is a skill used by some one to communicate orally in daily life, whether at school or outside the school. Most teachers find ways how to make students interested in learning speaking. At least, they can say in a foreign language when they agree or disagree with the statement. It was one of the teachers reason has for asking the students to practice speaking in the classroom. For many students, learning to speak competently in English is priority. They may need this skill for many reasons, for example to keep up rapport in relationships, to influence people, and win or lose negotiations. It is an activity aimed in encouraging free expression. Furthermore, the purposes of conversation vary, but generally, they involve making and keeping up social contacts, exchanging news, information, opinions, and making decisions with other people.

In process speaking, a speaker has a concept of thinking to express what she/he wants to say. To convey his/her ideas and meanings in a certain situation he/she has to use appropriate pattern and choose the correct words that fit into it. But many students find the problem when they want to express their ideas. Commonly factor, most learners are often inhibited about trying to say things in a foreign language in the classroom; worried about

mistakes, fearful of criticism or simply shy of the attention that their speech attracts.

In order to solve learner's problem and they can speak in the best way possible, group discussion technique may provide for helping the students to develop their oral ability. We understand that discussion is a part of communicative activity in which students are presented with a problem and they have to express their opinions.

The good characteristic of discussion is the exchange of information each other. It's useful for the students to express their ideas and classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are evenly distributed.

To create discussion lively, making group is the efficient way for the students. They can exchange information and share their ideas easily. In forming groups, they can use pairs, small or large groups depends on amount of students in classroom.

There are many discussion possibilities, the important thing in a group discussion; the students need to be engaged with the *topic*. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task of objective.

When the writer observed at the second grade of IIBS RI, she found that group discussion was used in teaching speaking. Because through group discussion students can deliver their ideas freely, they more attractive to speak act it out, and they learn how to solve a problem by discussing each other. Based on this observation, the writer assumes, group discussion will help students in developing their proficiency in speaking and also encourage them to learn well because they are held accountable in their learning process in classroom teaching.

Generally, learning speaking through group discussion, students have many useful things can do:

- 1). they can more participate in talking foreign language
- 2). Easier express their ideas in front of a small group of peers.

- 3). there is scope for peer-teaching
- 4). they can build their self-confidence.

E. Hypotheses

This research is to answer such question: is there any significance difference of students' achievement between those who are taught by using group discussion and those who are taught speaking without group discussion?"

To get answer of question above, the writer should propose hypotheses as follows:

Alternative Hypothesis (Ha)

"There is significance difference of students' achievement between those who are taught by using group discussion and those who are taught speaking without group discussion"

Null Hypothesis (Ho)

"There is no significance difference of students' achievement between those who are taught by using group discussion and those who are taught speaking without group discussion".

CHAPTER III

RESEARCH METHODOLOGY AND FINDINGS

A. The Methodology of Research

1. The Place of the Research

The research of the study was held at IIBS (International Islamic Boarding School), Cikarang. The writer conducted the research about four weeks. It was begun by observation and finished by giving the test in speaking ability. From 19th September up to 17th October 2008, the writer did the research for eight meeting. It consisted of giving pre-test, presenting lesson and giving post-test.

2. The Objective of Research

As mentioned in chapter one that the objective of research is to know the effectiveness of group discussion and also to find out whether there is significance different in speaking achievement of the students who are taught using group discussion and those who are not using group discussion.

3. The population and Sample

The population of the study is 166 students from the second year of IIBS RI Cikarang, Bekasi. The writer only took two classes that are XI 1 consists of 17 students and XI 4 consists of 17 students. The sample of this research is 34 students, which is divided into 2 classes, XI 1.as the experiment class and XI 4.as the control class. The sample was taken purposive using random sampling technique.

4. Instrument of the Research

To know the effectiveness of teaching speaking by using group discussion, the writer gives oral test to the students. The writer has designed the items for speaking test and used the interaction with group technique. In this technique, the writer divided the student into a group of four and then they are asked to discuss a certain topic. Because the test is oral test, the writer divided the scores into five criteria, which are the scores of pronunciation, grammar, vocabulary, fluency and

comprehension. Each criteria, then, is rated into five scale of rating scores, it is based on David P. Haris' rating scores.⁴³

After that, to get the mean, the scores from all criteria are sum and divided into five.

5. The Technique of data collecting

The techniques of collecting data used in this research are:

a. Pre-Test

The pre-Test was given by the writer in the beginning of attending class XI.1. and XI.4. class to know the students knowledge of the material that will be taught.

b. Post- Test

The writer gives the students post-test for the XI.1. and XI.4.class after the lesson finished.

6. The Technique of data Analysis

Data analysis is the last step in the procedure of research. In analyzing of data from the pre-test and post test, the writer used the statistical calculation of T-test in which the sample is not related each other. T-test is used in order to find out the differences of the result / score of student's achievement in studying speaking by using group discussion.⁴⁴

After getting the data, they are proceeded and analyzed through the following steps:

- a. Seeking gained score from student's speaking test and describing it in the tables. The gained scores of experiment class are variable I That symbolized by X and the gained scores of control class are variable II that symbolized by Y
- b. Determining mean of variable of experiment class with formula:

$$MX = \frac{\sum X}{N}$$

- c. Determining mean of variable of control class with formula

⁴³ David P. Harris, *Testing English as a Second Language*,...lampiran

⁴⁴ Prof. Drs. Anas Sudijono, *Pengantar Statistik Pendidikan*, PT. Raja Grafindo Persada, Jakarta, 2003, p. 264

$$MY = \frac{\sum Y}{N}$$

- d. Determining deviation score of variable X with formula $\chi = X - MX$ sum of χ or $\sum \chi$ must equal to null. From the square of χ the writer found out $\sum X^2$
- e. Determining deviation score of variable Y with formula $\gamma = Y - MY$ sum of γ or $\sum \gamma$ must equal to null. From the square of γ the writer found out $\sum \gamma^2$
- f. Analyzing the result by using statistic calculation of T-test

$$t_o = \frac{MX - My}{\sqrt{\frac{(\sum X^2 + \sum \gamma^2)}{(NX + NY - 2)} \cdot \frac{(NX + NY)}{(NX \cdot NY)}}}$$

- g. Giving Interpretation.

B. The Finding of research

1. The Description of data

The writer conducted field research. The writer held this research by teaching learning process that was done at two classes that are XI. 4 as control class and X1 1 as experiment class. The writer got the data from pre-test and post-test. The pre-test was given before the lesson began and the post test was given after the lesson finished.

The result of data analysis can be described as follow:

- a. The experiment class using group discussion.

The result of pre-test is gained with range score between 60 and 82 and the mean score is 72. Meanwhile in the post-test, the range score is between 61 and 87 and the mean score is 75.

The result of data analysis, both data calculation and raw scores, can be describe as follows:

Table 3.1

The Result of Experiment Class with Group Discussion

Student	Pre-test	Post-test	Gained Score
---------	----------	-----------	--------------

1	76	86	10
2	72	74	2
3	72	74	2
4	82	85	3
5	71	74	3
6	71	74	3
7	60	61	1
8	82	83	1
9	73	73	0
10	81	87	6
11	72	72	0
12	66	71	5
13	79	80	1
14	66	71	5
15	72	80	8
16	63	63	0
17	66	67	1
	$\sum \chi I = 1224$ $M \chi I = 72$	$\sum \chi I = 1275$	$\sum X = 51$ $MX = 3$

$$M_i = \frac{\sum X}{N} = \frac{1275}{17} = 75$$

Ratio (R) is the highest score (H) minus the lowest score (L)

$$\begin{aligned} R &= H - L + 1 \\ &= 87 - 61 + 1 \\ &= 25 \end{aligned}$$

Number of class (C)

$$\begin{aligned} C &= 1 + (3.3) \log n \\ &= 1 + (3.3) \log 17 \\ &= 1 + (3.3) (1.230448) \\ &= 1 + 4.060478 \\ &= 5 \quad \text{Classes} \end{aligned}$$

$$\text{Interval (I)} = \frac{R}{C} = \frac{25}{5} = 5$$

Table Score of Result Evaluation from Experiment Class

Score	F
--------------	----------

85 – 89	3
80 – 84	3
75 – 79	-
70 – 74	8
65 – 69	1
60 – 64	2
	N = 17

$$\begin{aligned}
M_o &= I + \frac{(fa)}{(fa + fb)} \times i \\
&= 69.50 + \frac{3}{3 + 2} \times 5 \\
&= 69.50 + 3 \\
&= 72.5
\end{aligned}$$

b. The control class

The result of pre-test is gained with range score between 60 and 74 and the Mean score is 68.88, meanwhile in the post-test, the range score is between 63 and 87 and the mean score is 74.47.

The result of data analysis, both data calculation and raw scores, can be describe as follows:

Table 3.2
The Result of Control Class without Group Discussion

Student	Pre-test	Post-test	Gained Score
1	61	71	10
2	76	82	6
3	76	77	1
4	73	78	5
5	68	63	-5
6	69	67	-2
7	61	63	-2
8	69	79	10
9	70	77	7
10	77	81	4
11	74	74	0
12	61	68	7
13	70	81	11
14	71	80	9

15	72	87	15
16	60	65	5
17	63	73	10
	$\sum \gamma 1 = 1171$ $M \gamma 1 = 68.88$	$\sum \gamma 2 = 1266$ $M \gamma 2 = 74.47$	$\sum Y = 91$ $MY = 5.35$

$$M_i = \frac{\sum X}{N} = \frac{1266}{17} = 74.47$$

Ratio (R) is the highest score (H) minus the lowest score (L)

$$\begin{aligned} R &= H - L + 1 \\ &= 87 - 63 + 1 \\ &= 87 - 64 \\ &= 23 \end{aligned}$$

Number of class (c)

$$\begin{aligned} C &= 1 + (3.3) \log n \\ &= 1 + (3.3) \log 17 \\ &= 1 + (3.3) (1.230448) \\ &= 1 + 4.060478 \\ &= 5 \end{aligned}$$

$$\text{Interval (I)} = \frac{R}{C} = \frac{23}{5} = 4.6 = 5$$

Table Score of Result Evaluation from Control Class

Score	F
85 – 89	1
80 – 84	4
75 – 79	4
70 – 74	3
65 – 69	3
60 – 64	2
	N = 17

$$\begin{aligned} M_o &= 1 + \frac{(f_a)}{(f_a + f_b)} X_i \\ &= 74.50 + \frac{2}{2 + 3} X 5 \\ &= 74.50 + 2 \end{aligned}$$

$$= 76.50$$

2. The Analysis of Data

After the writing of comparison between the score of experiment and the control class, the writer calculates the deviation and square deviation for two classes as follow:

Table 3.3
The comparison of scores of each student in experiment class and control class

Student (N)	X	Y	χ	γ	χ^2	γ^2
1	10	10	7	4.65	49	21.62
2	2	6	-1	0.65	1	0.42
3	2	1	-1	-4.35	1	18.92
4	3	5	0	-0.35	0	0.12
5	3	-5	0	-10.35	0	107
6	3	-2	0	-7.35	0	54.02
7	1	-2	-2	-7.35	4	54.02
8	1	10	-2	4.65	4	21.62
9	0	7	-3	1.65	9	2.72
10	6	4	3	-1.35	9	1.82
11	0	0	-3	-5.35	9	28.62
12	5	7	2	1.65	4	2.72
13	1	11	-2	5.65	4	31.92
14	5	9	2	3.65	4	13.32
15	8	15	5	9.65	25	93.12
16	0	5	-3	-0.35	9	0.12
17	1	10	-2	4.65	4	21.62
N= 17	$\sum X = 51$ MX = 3	$\sum Y = 91$ MY = 5.35	$\sum \chi = 0$	$\sum \gamma = 0.05$	$\sum \chi^2 = 136$	$\sum \gamma^2 = 473.72$

From the table at the page above, the writer has got the result of $\sum X = 51$, $\sum Y = 91$, $\sum \chi^2 = 136$ and $\sum \gamma^2 = 473.72$, while each NX and NY is 17. Then, the writer found out the mean score of variable X and Y as follows: MX =

3 and MY = 5.35. After getting MX, MY, $\sum \chi^2$, $\sum \gamma^2$, NX and NY, the writer calculated them based on the steps of t-test formula as follows:

$$\begin{aligned}
 \text{a) } t_o &= \frac{MX - My}{\sqrt{\frac{(\sum X^2 + \sum \gamma^2)}{(NX + NY - 2)} \cdot \frac{(NX + NY)}{(NX \cdot NY)}}} \\
 &= \frac{3 - 5.35}{\sqrt{\frac{(136 + 473.72)}{(17 + 17 - 2)} \cdot \frac{(17 + 17)}{(17 \cdot 17)}}} \\
 &= \frac{-2.35}{\sqrt{\frac{(609.72)}{(32)} \cdot \frac{(34)}{(289)}}} \\
 &= \frac{-2.35}{\sqrt{(19.05) \cdot 0.12}} \\
 &= \frac{-2.35}{\sqrt{2.286}} \\
 &= \frac{-2.35}{1.51} = -1.55
 \end{aligned}$$

$$\begin{aligned}
 \text{b) } df &= N1 + N2 - 2 \\
 &= 17 + 17 - 2 \\
 &= 32
 \end{aligned}$$

There is no degree of freedom from 32, so the writer uses the closer df and it is 30

$$\begin{aligned}
 \text{c) In degree of significance } 5\% & \text{ (see appendix) from } 30 \text{ in } t_t = 2.04 \\
 \text{In degree of significance } 1\% & \text{ (see appendix) from } 30 \text{ in } t_t = 2.75
 \end{aligned}$$

d) The writer compared t_o to t_{table} that If $t_o > t_{\text{table}}$ it means that H_o is rejected and H_a is accepted, but when $t_o < t_{\text{table}}$ it means that H_o is accepted and H_a is rejected

$$t_o: t_t = 1.55 < 2.04 \text{ in degree of significance } 5\%$$

$t_o: t_t = 1.55 < 2.75$ in degree of significance 1 %

3. The test of hypotheses

This research is to answer the question about the significance different between experimental class taught with group discussion and the controlled class without group discussion

To get the answer of question, the writer should propose alternative hypothesis (H_a), and null hypothesis (H_o) as bellow:

H_a = "There is a significant difference between the students speaking score taught by group discussion and taught without group discussion",

H_o = "There is no significant difference between the students speaking score taught by group discussion and taught without group discussion",

The criteria of hypothesis presentation states that: if $t_o > t_t$, H_a is accepted and H_o rejected, and if $t_o < t_t$, H_a is rejected and H_o is accepted.

From the result of the statistic calculation indicates that the value of t_o is 1.55 and the value of degree of freedom (df) was 32. In this research the writer used the degree of significance of 5% and 1%. The writer used df =30 for there is not df for 32. Meanwhile the degree of significance of 5% is 2.04 and for 1% is 2.75.

After obtaining t_o , the writer compared it with each values of degree of significance, the result is $t_o: t_t = 1.55 < 2.04$ in degree of significance 5% and $t_o: t_t = 1.55 < 2.75$ in degree of significance 1%.

Since t_o score is smaller than t_t it means that alternative hypothesis (H_a) of research is rejected and null hypothesis (H_o) is accepted. In another word it means that there is no significant difference between the students speaking scores taught with group discussion and taught without group discussion.

4. The interpretation and discussion of data

Having analyzed the data of pre-test and post-test by using t-test formula, the result shows that the coefficient is 1.55. It means that there is no significance increase in teaching speaking by using group discussion.

From the result of calculation, it is obtained the value of the t observation (t_o) is 1.55 the degree of freedom (df) is 32 (obtain from $N_1 + N_2 - 2 = (17 + 17 - 2 = 32)$). The writer used the closer df and it is 30. The writer used the degree of significance of 5% and 1%. In the table of significance, it can be seen that on the df 30 and on the degree of significance of 5% and 1%, the value of degree of significance are 2.04 and 2.75. If the t_o compared with each value of the degree of significance, the result is $2, 04 > 1.55 < 2.75$. Since t_o score obtained from the result of calculating, the alternative hypothesis (H_a) is rejected and the null hypothesis (H_o) is accepted.

1. If the result of t observation is higher than t table ($t_o > t_i$), the null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted. It means that there is a significance different between variable X and variable Y
2. If the result of t observation is lower than t table ($t_o < t_i$), the null hypothesis (H_o) is accepted and alternative hypothesis (H_a) is rejected. It means that there is no significance different between variable X and variable Y.

Based on the result of the data analysis, it is proven that the student's score of speaking taught by using group discussion is not better. It means that the use of group discussion in teaching speaking at class XI of SMA IIBS RI is not quite effective. Although the students scores taught with group discussion higher than taught without group discussion, but its not significant differences. The writer found the problem that the students lack cooperative as a team work and the lack of time. Even though there many problem faced by the students, they can deliver their ideas and confidence when they speak up on the stage.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. The Conclusion

According to the result of the analysis of the research, it shows that the value of t_o (t observation) is 1,55 and the writer used degree of freedom (df) 32 since it closer for df 30, Which she got from the research. After consulting to the t-table, she obtained t_o is smaller than t_t both in degree of significance 5% and 1 % that is $t_o < t_t$ $1.55 < 2.04$ and $1.55 < 2.75$.

Consequently, she stated that the hypothesis of the research she proposed, “The students taught by using group discussion will get better score than those who are taught without group discussion” **is rejected**. On the contrary, the result of calculation showed that h_o (null hypotheses): “There is no significant difference between the students speaking score taught by group discussion (experiment class) and taught without group discussion (control class)” **is accepted**, while h_a is rejected.

It can be concluded that using group discussion in teaching speaking for the second grade of IIBS RI, Cikarang was not more effective than teaching without group discussion.

B. The Suggestions

In line with the conclusion above, the writer would like to suggest the following notes:

1. To the English Teachers
 - a) The teacher should decide whether or not to set up groups in which the English of all the learners is approximately at the same level. It means that weak learners will not inhibited by the more advanced ones, and that the advanced learners will not be held back by the weaker one.
 - b) Before assigning the group discussion to the students, the teacher should make sure that the students have fully understood and have the information they need.

- c) The teacher should present the language in an enjoyable, relaxed and understandable way.
- d) Student need to be reminded that each person should have a specific responsibility in the discussion.

2. To the students:

- a) The students should know about each other as much as possible in order they learn how to accept the other friends in their group.
- b) The students should take part much in acting out in participating group discussion.

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APPENDIX 1

The followings are the lesson plan using group discussion method.

LESSON PLAN

Date	: 24 September 2008	Topic	: Be a sales girl
Class	: Science girls1	Semester	: II (Two)
Subject	: Speaking	Time	: 2 x 45 minutes
Teacher	: Novie W Hasanah	Source	: The Snapshot Audio C

I. Objective:

- Students must be able to identify information on listening passage
- Students must be able to comprehend on listening passage
- Students must be able to discuss and express their ideas about the topic clearly.

II. Language Skills:

- Listening
- Speaking

III. Teaching – Learning Activities:

- Strategic : Two way- communications
- Model : face to face, group discussion and presentation
- Approach : Communicative approach
- Method : Question and answer, discussion.

IV. Learning Activity:

Procedures	Teacher	Students activity	Time
Warming up	<ul style="list-style-type: none"> • Greetings and Checking students' attendance lists 	<ul style="list-style-type: none"> • Respond greeting 	10 minutes
Lead in	<ul style="list-style-type: none"> • Flash back the last topic to 'ice breakers' students mind • Opening the new topic by explaining about how to create and advertisement and to be a sales boy/girl. • Asking to the students about their opinion about selling product 	<ul style="list-style-type: none"> • Giving comments • Listening carefully to the teacher's explanation • Students tell their opinion. 	
	<ul style="list-style-type: none"> • Asking the students to listen carefully the radio commercial about a health product and answer questions about the topic 	<ul style="list-style-type: none"> • Listening to the dialog carefully 	
	<ul style="list-style-type: none"> • Asking one or two students to identify about the information what they're heard 	<ul style="list-style-type: none"> • Answer the question 	
	<ul style="list-style-type: none"> • Giving the students a little time to think about the issues teenager's problem and asking them to discuss it. 	<ul style="list-style-type: none"> • Students think the problem and try how to solve it. 	

	<ul style="list-style-type: none"> • Create the group based on accounting number • Asking groups to present what they have discussed. • Asking to another group to give a question to the group presenter. • Tell to the groups about the mistake they have done after activity. 	<ul style="list-style-type: none"> • They join at their group and discuss as a team work. • They come forward and present their material • Giving a question to the group presenter • Review their mistake and ask to the teacher how to correct it. 	75 minutes
Closing	<ul style="list-style-type: none"> • Asking students to give some opinion and question related to the topic • Asking students to prepare about the next topic. 	<ul style="list-style-type: none"> • Giving some comments and question. • Learn about the next topic. 	15 minutes

Cikarang, 18 September, 2008

Teacher

Novie W Hasanah
NIM 103014000305

APPENDIX 2

LESSON PLAN

Date	: 24 September 2008	Topic	: Be a sales girl
Class	: Science girls1	Semester	: II (Two)
Subject	: Speaking	Time	: 2 x 45 minutes
Teacher	: Novie W Hasanah	Source	: The Snapshot Audio C

I. Objective:

- Students must be able to identify information on listening passage
- Students must be able to comprehend on listening passage
- Students must be able to discuss and express their ideas about the topic clearly.

II. Language Skills:

- Listening
- Speaking

III. Teaching – Learning Activities:

- Strategic : Two way- communications
- Model : face to face, individually, and presentation
- Approach : Communicative approach
- Method : Question and answer, discussion.

IV. Learning Activity:

Procedures	Teacher	Students activity	Time
Warming up	<ul style="list-style-type: none"> • Greetings and Checking students' attendance lists 	<ul style="list-style-type: none"> • Respond greeting 	10 minutes
Lead in	<ul style="list-style-type: none"> • Flash back the last topic to 'ice breakers' students mind • Opening the new topic by explaining about creating an advertisement and how to be a sales boy/girl. • Asking to the students about their opinion about selling product 	<ul style="list-style-type: none"> • Giving comments • Listening carefully to the teacher's explanation • Students tell their opinion. 	
	<ul style="list-style-type: none"> • Asking the students to listen carefully the radio commercial about a health product and answer questions about the topic 	<ul style="list-style-type: none"> • Listening to the dialog carefully 	
	<ul style="list-style-type: none"> • Asking one or two students to identify about the information what they're heard 	<ul style="list-style-type: none"> • Answer the questions 	

	<ul style="list-style-type: none"> • Giving the students a little time to think about the issues teenager's problem and asking them to discuss it. • Asking student one by one to come forward to present their opinion. • Asking to other students to give a question to the group presenter. • Tell to the students about the mistake they have done after activity. 	<ul style="list-style-type: none"> • Students think the problem and try how to solve it. • Students come forward and present their material. • Other students giving a question. • Review their mistake and ask to the teacher how to correct it. 	75 minutes
Closing	<ul style="list-style-type: none"> • Asking students to give some opinion and question related to the topic • Asking students to prepare about the next topic. 	<ul style="list-style-type: none"> • Giving some comments and question • Learn about the next topic. 	

Cikarang, 18 September, 2008

Teacher

Novie W Hasanah
NIM 103014000305

Reality TV Shows

TELEVISION

Trust Me, I'm a Teenager

Channel 4 from May 13th, 9-10pm

The problem

The first family in this ordeal were the Nevilles, from north London, with their children aged 17, 14 and 12. The family's normal way of trying to solve a problem is to shout at each other.

The solution

In last week's programme, the teenager mentors, two girls and a boy, all aged 16 called the eldest son, Simon, arrogant and lazy, and criticized the way he watches TY for hours. They thought younger daughter, Georgia was 'moody' and told her to 'stop' whingeing all the time. They made the youngest son, Jacob, the 'head' of the family and told everyone to listen to him. They told Mrs. Neville. 'you need to get out of the house more. Get job!'

Uncomfortable experience

'It was an uncomfortable experience,' says Mrs. Neville, but it seems to have worked. Simon has been much less aggressive since the programme and we haven't had a row for almost a week.

Huge audiences

Since it started a month ago, the programme has had huge audiences, and there is a waiting list of families who want to take a part.

References:

- The Snapshot (Intermediate) page 11
- Audio CD.

Students Task:

Talk about these questions:

1. What things get on your nerves in family?
2. Who do you talk to about your problem?

Listening Script

Ms Dynamite (THE MESSAGE IS THE MUSIC)

It's not just the music that interests ambitious Ms Dynamite, it's the message that she can give. The young talented, R&B singer has become a new role model for young black people in Britain.

Since, she arrived on the music scene a few years ago, Ms Dynamite, whose real name is Niomi McLean-Daley, has won nine top music industry awards, and has become the youngest person ever to win the important Mercury Music prize. Ms Dynamite comes from a large family in North London. Her childhood and her teenage years were difficult. She was only two when her father left his family, and when she was 14, her mother became seriously ill. As a teenager Niomi was suddenly looking after her brothers and sisters. For many years she was depressed and she struggled at school. 'I was angry about life,' she says.

But in spite of all her problems, she left school with nine GCSEs and three A levels. 'Well, if the music fails, I'll have something to go back to,' she says. She originally wanted to be a teacher or a school worker and her mother was disappointed when she decided not to go to university and chose a musical career instead. Now she is successful, she says, 'I want my mum to be proud of me, so I'm quite pleased that I've won some music awards to make her happy.'

Ms Dynamite writes her own song lyrics. Before she came on the scene, British R&B music wasn't about anything serious, but Ms Dynamite's lyrics are different. They are intelligent and well expressed, and they usually carry strong messages. She writes about the issues such as racism and other types of oppression and she isn't frightened of having political opinions. 'I sing about problems. I get angry about things. I may sing about war situation. It's important to make people think.'

Student's task

1. Do you think the opinions and actions of pop stars and film stars are important?
2. Make the small report about lyrics about lyrics or activities by a singer or a group of singers which deal with social issues in societies!

