IMPROVING STUDENT'S SPEAKING ABILITY OF THE ELEVENTH GRADE OF SMAN 1 MOJO BY USING GROUP DISCUSSION METHOD

THESIS

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By:

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of *Sarjana (S1)* in English Study Program, State Islamic Institute of Kediri.

Kediri, October 10th 2019

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MOTTO

"The Magnificence of Somebody is Measured By His Own Determination, No

Success Without Determination."

(Syech Syarifudin Yahya al-Imrithi)

DEDICATION

Absolutely, with strongly thanks to Allah SWT, and Rasulullah SAW. I would like to dedicated this thesis to :

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ABSTRACT

Baihaqi, M Iqbal.2019. Improving Students Speaking Ability Of Eleventh Grade Students Of Sman 1 Mojo By Using Group Discussion Method. English Language Education Department Faculty of Tarbiyah, State Islamic Institute of Kediri. Advisors (1) Drs. H. Nur Akhlis, M.Pd., (II) Mohammad Muhyiddin, M.Pd.

Keywords : group discussion, speaking, action research

Speaking is one of crucial skill that must be thought in school. The fact that speaking is one of the important language skills that must be taught in seniorrr high school is undoubtable. Unfortunately, many teachers only focused on teaching grammar than teaching communication. Therefore, most of students get difficulties when the teacher asks them to practice their speaking skill. The purpose of this study is to find out how group discussion method can improve student's speaking ability of the eleventh grade of SMAN 1 MOJO.

The research design of this study is Classroom Action Research (CAR). The subject of this study is student's of the eleventh grade of SMAN 1 MOJO in academic year 2019/2020. The class which consist of 34 students. The researcher used instruments to collect data. There are speaking test, scoring rubric, observation checklist, and the criteria of success. The researcher gave a treatment to students and after that conducted a test and the results of the test were calculated using scoring rubric. And the results of the test can be concluded using criteria of success. The criteria of success achieved if at least 80% students get score minimum 75, based on minimal mastery level criterion (KKM) from the English teacher.

The result of data analysis showed that there was an improvement on the students speaking ability from each cycle. It was showed from the mean of pre-test was 63 with the precentage of success students only 20.5% (7 students). After the implementation of group discussion strategy, there was an improvement of the result of the students' mean which was 71.5 with the precentage of success students was 41% (14 students). And for the second cycle after reflection on the first cycle there was improvement of the students' mean which was 78,7 with the precentage of success students was 88.2% (30 students). It means that the criteria of minimum score have reached. Thus, it can be concluded mind mapping technique was successful to improve students' writing skill at the eleventh grade of SMAN 1 MOJO.

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CHAPTER I

INTRODUCTION

This chapter discusses about the background of study, the problem statement of the study, the objective of the study, the significance of the study, the scope of limitation, and definition of key term. Those are very important to give a brief explanation about the intended study.

A. Background Of Study

English is a foreign language in Indonesia. The objective of teaching English in Indonesia is to enable the students to communicate in English each other and the objective of teaching English is to develop English communicative skills both receptive and productive. Therefore, speaking is one of crucial skill that must be thought in school. The fact that speaking is one of the important language skills that must be taught in seniorrr high school is undoubtable. Unfortunately, many teachers only focused on teaching grammar than teaching communication. Therefore, most of students get difficulties when the teacher asks them to practice their speaking skill. Most of them prefer to keep silent than to speak up, and they are reluctant to speak because they are shy and are not predisposed to express themselves, even though in front of their friends especially when they are being asked to give personal information or their opinions.

Speaking is one of four language skills, which is basic function of language as communication instrument. Students who study at the school which use certain language will became a good speaker, different from students who

study at the other schools. They will get difficulties in using English to speak with each other; it is caused by condition of school environment and media that are used in teaching them.

Speaking is important for the students to practice their capability and their understanding, how to send their idea, and how to spell word well. In this case the students' motivation and interest are very needed to make the process of their understanding more easily.

Freeman (1986) as cited in Fathul Aziz (2013) states that the students may know the language usage but they are unable to use in the target language. English is one of the subject that is regarded by most of the students even their teacher has already introduced them teaching method in teaching English but they still got less opportunity to practice the target language.

At SMAN 1 Mojo, especially class XI IPA 4, there are not many strategies used to improve students' speaking ability. The teacher use the old method in many times. The teachers always dominant in the class, so the students never active in the teaching learning process. Many students are afraid to speak in the class, most of them scared if they get some wrong sentences when they speak in front of many people.

Moreover, to solve those difficulties, some strategies could be implemented in the classroom. Consequently, the teacher should be able to understand and implement the strategy. If the teacher cannot carry out the strategies, students find it easily to get bored and do not have attention to the teacher. So, Helgesen (2003) as citen in Fathul Aziz (2013) states that to get

students accustomed in doing activities teacher have to give them series kinds of activities.

Method must be able to increase the students' motivation in learning English, especially in speaking English, and method has to be able to be understood. At last the teacher hopes that method can motivate his students to speak English to communicate their need especially in the classroom and in their daily need in general.

Discussion is one of the methods which can be used to teach speaking. According to Jones (1994) "discussion is an activity in which people talk together in order to share information about a topic or problem or to seek possible available evidence or a solution". Discussion is one of the way for people that can improve their speaking ability with talk to each other. It is means to make students active to communicate with others then they can learn second language not intentionally. The student ought to build their critical thinking and being brave to say what in their main. The aims of the discussion based on Brookfield (2006) are to develop critical, informed understanding, enhance self-critique, foster appreciation for diverse views, and help people take informed action.

Previous studies have studied about method of teaching speaking, for example Khomah (2009) used jigsaw to improve speaking skill, Nugroho (2011) used animated video, Chandra (2008) used language game for teaching speaking, Awaliaturrahmawati (2012) used outdoor activities to increase speaking skill, Hartati (2012) used games to improve students speaking skill, Wijayani (2012) used stimulation to improve students speaking skill, Ristyawati (2012) used telling short story to improve students speaking skill, Salam (2011) used Role –

Play to improve students speaking skill, and Sulistyatini (2011) used semantic mapping to improve students speaking skill. in this study, the researcher use discussion method to improve speaking skill of students.

B. Statement Of The Problem

Based on the background of the study above, the statements of the problems in this research is : How can group discussion method improve students' speaking ability ?

C. Purpose Of The Study

Based on the problem statement, this study is aims to know directly improvement of students speaking ability of XI grade of SMAN 1 MOJO. The researcher hopes this method can help the students to increase their speaking ability.

D. Significance Of The Study

The result of this study are expected to give benefits for teacher, students, and the researcher also as follows :

a. Teacher

The teacher can contribute experience to use group discussion strategies in the learning process, especially learning speaking to improve the quality of classroom learning. With this method, the teacher can make students focus on the material to be tough. This is expected to provide a new perspective as a variation of new strategies that can be developed in the teaching and learning process in high school.

b. Students

For the students, this learning method will make students easy to understand about how to say something. And it will improve the student's ability in speaking also.

c. The next researcher

The next researcher gets general knowledge of how to improve students' speaking skill. The research also can be used as the foundation for the next research.

E. Scope And Limitation

Based on the background of the study above, this study limited on discussion group as teaching method to improve students' speaking ability. The subject of this study is the eleventh-grade students' of SMAN 1 MOJO in 2019-2020 academic year.

F. Definition Of Key Terms

To make the readers clear in comprehending topic that have been discussed in this study, the writer provides some definition of key terms as follows:

1. Speaking

Speaking is one of the ways to give and get the information with other people. Speaking is also to make someone understand what the people talk about by using verbal and non-verbal symbols based on the contexts. Tarigan (1990) as cited in Fathul Aziz (2013) states that "speaking is ability to produced articulation sounds or sentences that express an idea or feeling". Based on his theory speaking is the device to

communicate ideas arranged and developed depending on listener needed. Then, Hurlock (1998) as cited in Fathul Aziz (2013) states that "speaking is language form that used articulation or sentences that used for delivered mean of the idea". He defines that the idea of speaking is the effective one for communication, broader, and the important one. Speaking not only engages coordination between the different voice muscle mechanisms, but also has a mental aspect which is a capability to catch the meaning and the sound produced. The goal of the speaking is "communication". For the effectiveness to deliver the meaning of the idea then both the speaker and the listener ought to understand the idea of the conversation. There are many aspects of speaking skill there are utterance, Vocabulary, grammar, content and meaning, and pronunciation.

Speaking skill is very important because language is primarily speech. Oral communication is seen as a basic skill, so it is needed. Not only serious threatment is needed in teaching but also a great effort in order to be able to master the skill. The most people, mastering the art of speaking is the single most important aspect of learning a second or a foreign language, and success is measured in terms of the ability to carry out conversation in the language.

2. Discussion Method

A discussion is one of the ways to share an idea of an event,or find the solution of the problems. Discussions must be done by the students in a group. The teacher just sets of the discussion activity. The

teacher may not give input in a process of discussion, and Allow students to solve a problem (Kluge. P,2008).

This activity can make students learn how to say politely to other people when their idea is different from the others. This activity also teaches students to talk about something spontaneously. However, students that had presented their topic have to ask question, give their ideas or check for clarification. The teacher should give explanation about the topic of the group that present their topic at the end presentation. Teachers just become a commentator and a facilitator in the discussion. Students must be active in the classroom than the teacher.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with theories used as the basis of the study. It mainly covers the discussion of speaking and group discussion. In the discussion of speaking, the research elaborates the nature of speaking, the speaking ability, and teaching speaking. In the discussion of group discussion, the researcher elaborates the nature of group discussion, conducting group discussion, and advantages of group discussion

A. Speaking

1. Nature of speaking

Speaking is one of the four language skills that must taught in the English lesson. Many experts have their own ideas in defining the meaning of speaking. Speaking is perhaps the most demanding skill for the teacher to teach (Scott and Ytreberg, 2004). Speakers talk in order to have some effect on their listeners. When someone speak to other people, speakers try to make their communication run well. Speakers have to speak when they want to assert things to change their knowledge. They ask them some questions to get them to provide information. They request things to get them to do things for them. In speaking, communication between two people should happen.

Thornburry (2001) as cited in Dian (2012) states that speaking requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with the little time for the detailed planning. Further, he adds the nature of speaking process means that the grammar of the written language.

Hence, the study of written grammar may not be the most efficient preparation for speaking. The standard of the successful language acquisition is the learners' ability to interact with others. Brown (2001) cites that when someone speak a language, it means that he/she can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other speakers of language.

Harmer (2001) adds that speaking happens when two people are engaged in talking to each other. It can be fairly sure that they are doing so for good reasons. Their reasons may be that they want to say something, they have some communicative purposes, and they select from their language store.

According to the theories, speaking is the ability to express something through a spoken medium; speaking is concerning putting the ideas into words about someone's perception, feelings, and intentions to make other people grasp the message that is conveyed. People speak to other people to make communication run well. They have to speak to express their ideas about something. If they want something, they have to say it. It makes other people know what they want.

2. Speaking Ability

Speaking ability is the ability to express oneself in a life situation, or the ability to report act or situation in precise words to express a sequence of ideas fluently. According to Harmer (1991) as cited in Dian (2012), speaking happens when two people are engaged in talking to each other. It involves using speech to express meanings to other people. It means that speaking is one of crucial abilities

to use a language. A successful teaching speaking depends on interactive discourse within the speakers that is the communication between teachers and students or students with other in the classroom.

Nunan in Brown (2001) divides the spoken language into two types: monologue and dialogue. According to Brown (2001), in monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, speakings, news broadcast, and the like, the hearer must process long stretches of speech without interruption. The stream of speech will go on whether or not the hearer comprehends. In dialogues, two or more speakers can share those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey proportions or factual information (transactional). In accordance with the definition above, it can be said that both dialogues and monologue are two types of speaking learning activities.

3. Teaching speaking

Speaking is one of the central elements of communication. The functions are interactional and transactional. Therefore, teachers should provide learners with opportunities for meaningful communicative behavior about relevant topics. That requires the teacher to give guidance for the learners' needs. Freemen (2000) as cited in Dian (2012) states that the goal of Communicative Language Teaching (CLT) is to enable students to communicate in the target language. To do this, the students need the knowledge of the linguistic forms, meanings and function. They need to know that many different forms can be used to perform a function and that a single form can often serve a variety of functions. They must be able to choose among the most appropriate form, give the social context and the roles of the

interlocutors. They also must be able to manage the process of negotiating meaning with their interlocutors.

Brown (2001) argues that in planning and implementing techniques in the interactive classroom, teachers need to make sure that their students can deal with types of spoken language. Moreover, Nunan in Brown (2001) states that much of our language teaching energy is devoted to instruction in mastering English conversation. However, numerous other forms of spoken language are also important to incorporate into a language course. In teaching oral communication, teachers need to show the details of how to convey and negotiate the ever-elusive meaning of language.

Dian (2012) states some important points must be apply in teaching speaking process. They are :

1. The Elements of Speaking

Harmer (2001) mentions some elements of speaking, that is language feature and mental/ social processing**.**

a. Language Features

There are four elements applied in the language features. The first element is connected speech. A speaker should not only be able to produce the individual phonemes of English. The second element is expressive devices. A speaker should be able to do as what native speakers of English do. Native speakers of English change the pitch and stress of particular parts of utterances, very volume and speed, and use paralinguistic features to show what they are feeling.

The third element is lexis and grammar. Speaker can make spontaneous speech by using a number of common lexical phrases, especially in the performance of certain language functions. The fourth element is negotiation of meaning. Speaking requires the ability of the speaker to negotiate the meaning used to seek clarification and to show the structure of what he or she is saying.

b. Mental/ social Processing

There are three components in mental/ social processing. The first component is language processing. Speakers needs to be able to process language in his or her head and put it into coherent order so that it can be comprehensible and can also convey the meanings that are inherited. The second component is interacting with others. Speaking involves a good deal of listening to other participants, understanding or how they are feeling, and also the ability on how to take turns or allow to do so. The third component is information processing.

2. Types of Classroom Speaking Performance

According to Brown (2001) there are six similar categories which are applied to oral production that students are expected to carry out in the classroom. They are: The first is imitation. Learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation in this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

The second is intensive. Intensive speaking is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be

self-initiatt or it can even form part of some pair work activity. The third is responsive. Responsive is a good deal of students' speech in the classroom, short replies to teacher or students initiated questions or comments. The fourth is transactional (dialogue). Transactional dialogue is carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language.

The fifth is interpersonal (dialogue). Interpersonal dialogue is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The sixth is extensive (monologue). Extensive monologue is given to students at intermediate to advanced levels in the form of oral reports summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

3. Key Concept of Teaching Speaking in the Classroom

Spartt, Pulverness and Williams (2005) say that the key concepts of teaching speaking in the classroom are:

a. Teachers can develop learners' speaking skills by focusing regularly on particular aspects of speaking : those are fluency, pronunciation, grammatical accuracy, body language.

b. Learners do controlled practice activities in which thay only can use the language that has just been taught.

c. Tasks and less controlled practice activities give more opportunities than controlled activities for learners to practice communication, interaction and fluency.

d. Sometimes learners speak more in class when they have a reason for communicating, to solve a problem or to give other classmates some information they need.

e. As speaking is such a complex skill, learners may need a lot of help to prepare for speaking, practice of necessary vocabulary, time to recognize their ideas and what they want to say, practice in pronouncing new words and expressions, practice in carrying out a task, before they speak freely.

f. Learners, especially beginners and children, need much time to process all the new language they hear before they produce it in speaking.

4. Principles for designing Speaking Technique

In relation to the teaching of speaking, Brown (2001) proposes some principles for designing speaking teaching techniques. They are presented as follows:

a. Use techniques that cover the spectrum of learner need, form language based that focused on accuracy to message-based on interaction, meaning, and fluency.

b. Provide intrinsically motivating techniques.

c. Encourage the use of authentic language in meaningful contexts.

d. Provide appropriate feedback and correction.

e. Capitalized on the natural link between speaking and listening.

f. Give students opportunities to initiate oral communication.

g. Encourage the development of speaking strategies.

5. Stages in Teaching Speaking

According to Harmer (2001) there are three stages in teaching speaking. They are introducing the new language, practice, and communicative activities. The first is introducing the new language. English is the new language for the students: they should be introduced to its meaning, forms, and functions. The meaning relates to its denotation, connotation, and culture. The function relates to the social life and the form relates to its linguistics. The second is practice. Practicing a new language is not just once. A teacher should reinforce again and again so that students become familiar and automatic in producing the language. Teachers can create an atmosphere in which the students are able to find the words to express themselves in a real situation. The third is communicative activities. Communicative activities should be aimed to practice the communication that happens daily. Students are prepared to learn speaking within the text available in the students' book. These models of dialogues are limited because students do not have a chance to express their own ideas, and to create new situations.

6. Assessing Student's Performance

Harmer (2001) states that assessments of students' performance can come from teacher or from students themselves.

a.) Teachers assessing students

Teachers can assess their students' performances by giving some ways. The first way is by giving comments. Commenting on students' performance happens at various stages both in and outside the class. Thus teachers may say *well*, and these comments are a clear sign of a positive assessment.

The second is by giving marks and grades. When students are graded on their work, they are always keen to know what grades they have achieved. Awarding a mark of 9/10 for a piece speaking or giving B+ assessment for speaking activity is the clear indicators that students have done well.

The third is giving report. At the end of term of the year, some teachers write reports on their students' performance either for the students, the school or the parents of those students. Such report should give a clear indication of how well students have done in the recent past and a reasonable assessment of their future prospects. According to Sugeng (1997), what the teacher does in the teaching-learning process is teaching. The most effective teachers are those who can vary their styles, are so flexible that they include a great number of strategies and tactics, and are therefore readily adaptable to the different sorts of the teaching-learning situation that may be developed. The teachers' characteristics will greatly influence the quality of the teaching-learning process.

b.)Students assessing themselves

The effectiveness of the teaching-learning process is influenced by students themselves. The process of teaching-learning might fail if the students do not pay attention to the teachers' explanation because there is no interaction between teachers and students. Students are the center of learning. In relation to it, Sugeng (1997) states that the learners or students should be regarded as the center of the teaching-learning process. Learners are the objective of learning. It is for the learner that everything in the teaching-learning process is designed.

B. Group Discussion

1. Nature of group discussion

A discussion is one of the ways to share an idea of an event,or find the solution of the problems. Discussions must be done by the students in a group. The teacher just sets of the discussion activity. The teacher may not give input in a process of discussion, and Allow the students to solve a problem (Kluge. P,2008). Before the discussions, the teacher asks students to make a group of 5 or 6 students and sit in circle. After that the teacher asks them to find about a problem or topic. Each group must present their topic in front of the class for given time period.

The other group has to give critics, share the best ideas, question, support agree or disagree or give the other reasons. Every student in each group must rise their hand and say about something. They may not just keep silent and listen to their friends. The group that are presenting in front of the class must answer

their friends' questions. And then the group explains about that question (Kluge.2008). This activity can make students learn how to say politely to other people when their idea is different from the others. This activity also teaches students to talk about something spontaneously. However, students that had presented their topic have to ask question, give their ideas or check for clarification. The teacher should give explanation about the topic of the group that present their topic at the end presentation. Teachers just become a commentator and a facilitator in the discussion. Students must be active in the classroom than the teacher.

2. Conducting group discussion

there are some points that we have to notify in conducting a group discussion. These are the points that are also essential in leading a small-group discussion (Davis, Barbara Gross, 1993) cited in Sovenda (2010):

1. Make certain each student has an opportunity to talk in class during the first two or three weeks. The longer a student goes without talking, the more difficult it will become.

2. Plan an icebreaker activity early in the semester. Games can work well for the first or second class meeting if they aren't too childish or embarrassing. For an architectural history course, for example, you could ask students to bring a picture of a building from any source and describe to the rest of the class what they like about that building. Or each student could be asked to introduce themselves and explain which historical period they would most like to live in and why. Or students could introduce themselves and explain what they think they will learn from the course or what they hope to learn. The advantage of the

above exercises is that the instructor can gain some useful insight while the students get to know a little about each other. Often the most effective icebreaker can be a field trip because it moves the students out of the classroom and gives them a common experience.

3. Ask students to identify characteristics of an effective discussion then ask them to list characteristics of poor discussions. Have the students contribute items from their lists in a "brain storming" method (meaning no criticism) while you make a list on the blackboard or on newsprint. Then encourage discussion about how the group can maximize the characteristics of good discussions while minimizing the characteristics of poor discussions. Students will take more ownership of the class when they have had a part in setting the expectation level.

4. Periodically divide students into smaller groups with a specific goal such as a question to answer, a problem to solve, or perspectives to list then report back to the larger group.

5. Assign roles to the students. You could have one or two students each session assigned to observe and assess the process of the group, with time set aside for their report and some group response at the end of each session. You could have one or two students assigned to summarize the discussion at the end of each session.

6. One method to both encourage participation and limit those who tend to dominate is to hand out three poker chips (or something else) to each student. Each time a student contributes, he or she puts a chip into the pot. Students must

spend all of their chips by the end of the session but when they run out of chips, they have to keep quiet.

7. Don't forget non-verbal communication. Smiling and nodding are very positive reinforcers. Look at the student who is speaking to show that you are listening and appreciate his or her contribution. Sit upright and a bit forward to show your interest and anticipation. And watch for non-verbal cues from your students as well. If they look bored, sleepy, disinterested, then it may be time to change tactics, stand and stretch, move on to another topic, etc.

8. Be careful not to get into private conversations with one or two students which excludes the rest of the class. Where you stand or sit affects whether the entire class feels included so you may need to move away from one student to bring the rest of the students into the discussion.

3. Advantages of group discussion

According Dushi (2012), there are several advantages of discussion method. Each of them is discussed briefly below.

a. Emphasis on learning instead of Teaching.

b. Emphasizes pupil-activity in the form of discussion, rather than simply telling and lecturing by the teacher. Thus, this method is more effective.

c. In this method, everybody participates in the discussion and therefore thinks and expresses himself. This is a sure way of learning.

d. Everybody cooperates in the discussion and the ideas and opinions of everybody are respected. Thus, there is a development of democratic way of thinking and arriving at decision.

e. Training in Reflective Thinking. Students, during the course of discussion, get training in reflective thinking, which leads to deeper understanding of the historical problem under discussion.

CHAPTER III

RESEARCH METHOD

To find the scientific truth, we need a research. In this chapter, the researcher will discuss the steps that are used in conducting the research. Those are consist of the research design, the location of the study, the population and sample, the instrument of the study, and data analysis.
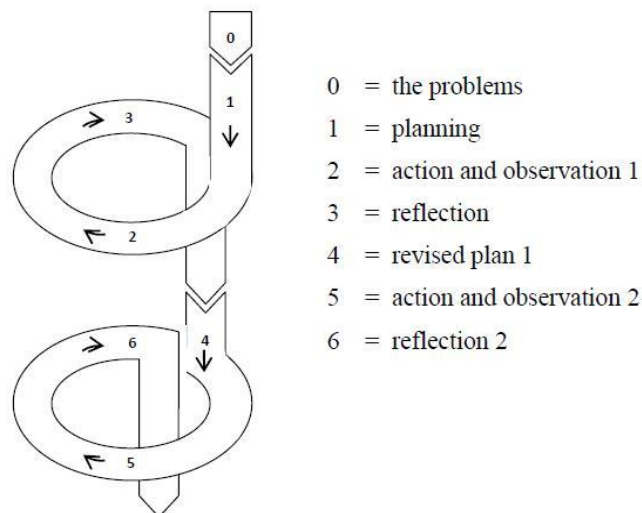
A. Research Design

Research design is steps to get the information that is needed to do in observation. And that is based on the researchers' knowledge or the references that the researcher got. Based on the research problems mentioned in the previous chapter, the research of this study is classroom action research(CAR). (Khasinah, 2013) action research is essentially the *scientific* method of teaching. Classroom action research since it focuses on a particular problem faced by the teacher when practices in a certain classroom. Classroom action research has a goal to improve the quality of teaching and learning activity. Besides that, this research hopefully can improve both for the students' achievement and the quality of the teaching and learning process. The classroom action research in this study is done following Kemmis' cycle process. Each cycle covers four steps; Planning, Acting, Observing, and Reflecting. This research is observed about how discussion method can improve speaking ability of students' at XI class of SMAN 1 MOJO.

B. Setting and Subject of the Study

This research take data from the students' at XI class of SMAN 1 MOJO, academic year 2019/2020. The subject of the study are the students' at XI class of SMAN 1 MOJO.

C. Research Procedure

The research applies classroom action research model proposed by Kemmis and McTaggart (1988) Classroom action research is done through a cycle and is designed into four steps. (1) Planning (2) Action (3) Observation, And (4) Reflection. Before conducting this research, preliminary study is necessary to do first to identify and analyze the real problem that should be overcome. The cycle of action research:


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0  = the problems
1  = planning
2  = action and observation 1
3  = reflection
4  = revised plan 1
5  = action and observation 2
6  = reflection 2
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Preliminary Study

Preliminary study was conducted to identify and obtain the information related to the students' problem faced in teaching and learning process. In the

preliminary study, the research starts with observing and identifying classroom problems. A classroom problem refers to a classroom activity that can still be improved to be better learning achievement of the students.

1) Planning

In this section, researchers carry out the following activities:

a. Prepare the lesson plan

1. Preparing materials, making lesson plan and designing the steps in doing the action.

2. Preparing list of students' name and scoring

3. Preparing test

b. Prepare the instrument

The researcher needs some equipment to help them find some data. The instruments are note taking, recorder, and speaking score sheets. Note taking are used to note some important points when making direct observations. Researchers need a tape recorder to help the researchers to retrieve data for easy analysis of data that has been obtained. Speaking score sheets is the last tool to collect data, this is to help researchers to know whether the strategy used is successful or not.

Speaking Criteria Score Sheet by Brown (2010).

CRITERIA	E(5)	VG(4)	G(3)	E(2)	P(1)
Grammar					

Vocabulary					
Fluency					
Pronounciation					
Comprehension					

Note :   E   : Excellent

VG   : Very Good

G   : Good

E   : Enough

P   : Poor

Here the band score of oral proficiency scoring categories in speaking skill (Brown, 2004). It can be seen on the tables below:

- Oral Proficiency Scoring Categories Grammar

Score	Proficiency Description
1	Errors in grammar are frequent, but 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.

- Oral Proficiency Scoring Categories Fluency

Score	Proficiency Description
1	(No specific fluency description refer to other four language areas for 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 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.

- Oral Proficiency Scoring Categories Vocabulary

Score	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 be 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 educate native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

- Oral Proficiency Scoring Categories Comprehension

Score	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.

- Oral Proficiency Scoring Categories Pronunciation

Score	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	Accent is intelligible though often quite faulty.
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
4	Errors in pronunciation are quite rare.
5	Equivalent to and fully accepted by educated native speakers.

    c. Prepare the criteria of success

        1. The criteria of success are to judge whether the implementation of the action is effective or not. Therefore, the criteria of success were used to see the application of the use of group discussion strategy was succeed or failed. In this study the researcher set the criteria of success, the students get minimal score 75 in speaking test. This method can be said successful if meets two criteria of success. The criteria those are students' ability in speaking

improve and students actively involved in learning activity. The percentage of successfulness of this research is 80% minimum. So the students who get score ≥75 must reach 80% of the students of the class. The formula that will be used for this research is:

- To measure mean score

$$\text{Score} = \frac{\text{Total score in the class}}{\text{the total students}}$$

- The result of the test will be calculated using formula, the formula is:

$$\text{Score} = \frac{\text{The score that get by students}}{\text{maximum score}} \; x \; 100$$

 The formula above is used to measure the score of every student.

- The collected data from achievement test will be analyzed by looking at the score of every cycle. The criteria of minimum score (KKM) is 75, so if the student's score is ≥75, it means they are successful in teaching and learning process. The percentage of successfulness of this research that the researcher wants to reach is 80%. So 80% of the students who get score ≥ 75 must reach 80% of the students of the class. The formula that will be used for this research is:

$$\text{Percentage} = \frac{\text{The student who gets minimally 75}}{\text{the total students}} \; x \; 100\%$$

2) Acting

After the first step was done, the next step is action. Action is the second step after the planning step to implement the instructional strategy

that has been planned. Steps to apply the strategy (1) The teacher divides the students into some small groups. (2) The teacher explain about the material that will be learn today. (3) The teacher give some topic to each group. (4) The students discuss a topic with the group and exchange information about the text that has been read. (5) Each student comes forward and tell what they have discuss in front of other friends. (6) Inter-group questions. (7) Evaluation by teachers and students. In the evaluation stage the teacher and the students share their opinions. Teachers convey the lack of students in their speaking, how their pronunciation, vocabulary, and grammar.

3) Observing

Observing is the process of collecting data indicating the success of the strategy in solving the classroom problems. The focus of the observation is on the data related to the criteria of success that have been decided. In this study the researcher uses direct observation and speaking test to collecting data.

4) Reflecting

Reflection is the process of analyzing data to determine how far the data collected have shown the success of the strategy to solving the problem. The reflection stage aims at evaluating which criteria or target of success has been achieved. In the data analysis, speaking test is a quantitative data, the data is collected by using a speaking score sheet, to record the data by putting scores aspect such as: grammar, pronunciation, Ccontent, fluency, and the interaction. The target score of students is 75

minimum. So, if the learners get score of speaking test minimal 75, the students enjoy with this method, and the students more active in the class, it can be said that this method is successful.

D. Data Collection

The data in this research is taken by observing, interviewing, and testing form the students' speaking. The test include pre-test and post-test. And to get the original data the researcher records when the student speaking. Then after take them all, the researcher takes some note. And also give them some test in order to measuring their speaking ability.

E. Data Analysis

After getting the data by observing, interviewing, and testing, the researcher check the result of each students. The researcher also listens the recording of the students' speaking. Then transcribe the data that had been recorded to written text. After the voice become a text the researcher analyze with the criteria of the advanced speaking student and checking their test to whether their test and their criteria are match or not.