

**THE EFFECT OF DISCUSSION TECHNIQUE
TO THE SECOND GRADE STUDENTS' SPEAKING ABILITY
OF SMA N 3 KEDIRI IN ACADEMIC YEAR 2014/2015**

SKRIPSI

**Presented as Partial Fulfillment of the Requirement to Obtain
The Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri**



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**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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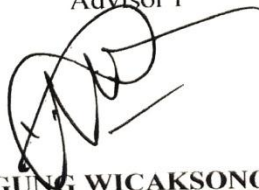
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Approved by the Advisors to be proposed to the
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Kediri, December 14th, 2014

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ABSTRACT

Mia Rohana : The Effect of Discussion Technique to the Second Grade Student's Speaking Ability of SMAN 3 Kediri in Academic Year 2014/2015. Thesis, English Department, the Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri 2014.

Speaking is an important tool that can be used to communicate a language in a society. In teaching and learning English there are some factors that must be taken by the teacher as the main person who teaches the English materials for their students. There for she has to be familiar with the kind of methods used in teaching process. Discussion technique is a technique in which students work in group. Discussion technique can be used in a variety of ways for variety goals, but it is primarily used for the acquisition and presentation of a new material, review, or informed debate.

The purpose is to know the students' speaking ability before and after being taught using Discussion Technique and to find whether there is any influence of Discussion technique on the students' speaking ability of Second Grade students of SMAN 3 Kediri in academic year 2014/2015.

It uses an experimental method and quantitative approach to do the research. This is consist of two variables, they are using discussion technique as independent variable and students' speaking ability as dependent variable. The writer took one class as sample of the research which consisting of 32 students with 20 females and 12 males. The instrument that is used to get the data is test. There are two kinds of test, they are pre-test that is given to the student before they are taught using discussion technique and post-test that is given after they are taught using discussion technique.

In addition, the result shows that the total score that was gotten by the students is increasing after they were being taught by using Discussion technique in which the total of post-test score (1977) is higher than score of pre-test (1658). Furthermore, discussion technique gives significant effect to the students' speaking ability of SMAN 3 Kediri. It is caused that t-score (15,245) is higher than t-table (2,042) at the level significance of 5%. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Finally, the writer concludes that using discussion technique gave a better result on the students' speaking ability. Thus, the writer suggests that the English teacher should use discussion technique to teach speaking which can make the students more interesting in teaching and learning process. So, the students can practice English in their daily activity as can as possible.

Key Words: Discussion Technique, Speaking Ability.

I. BACKGROUND

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998:13). Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994:86). Its function is to convey message which lies in the structure and meaning of all languages, whether this is written or spoken.

Speaking English is still a difficult skill for senior high school students. It was found that most of the students had low ability in speaking English. Furthermore, most of the students got stuck because they did not know what they wanted to say. Many students seemed unconfident to speak English. They were afraid of making mistakes and shy to express their opinions. The students made a lot of mistakes in pronouncing words. Most students spoke Javanese and Indonesian during the class. They made many mistakes in speaking English like grammatical mistakes and poor vocabularies. They also pronounced words incorrectly and so many pause when they were speaking English. So the English language teachers and several educational institutions must have several

ways to teach more creative by using different methods and techniques to help their students communicate in English more effectively. The teacher should be able to recognize the students' problem and to create conducive atmosphere in the classroom that will raise the students' ability to speak English. Consequently, English teachers are expected to apply the appropriate technique which will surely work to fulfill learners' need of English communication.

Successfully learning a foreign language is assessed in terms of how well learners have developed their communicative competence, which can loosely be defined as their ability to apply knowledge of a language with adequate proficiency to communicate. Communicative activities try to get students to talk in ways that approximate the way they will actually have to use the language outside of the classroom (Galloway, 1993:87)

Based on Yiwei (in Littlewood, 1981:107) proposed:

There are two types of communicative activities: the pre-communicative activities and the communicative activities, both of which are needed in the communicative language teaching classroom. Activities and materials which engage students in the

classroom communication include: games, music, discussion, stimulating pictures, dramatic stories, amusing anecdote, role play and the etc.

It means that the communicative approach helps us understand the learner's communication needs, be attentive to meaningful and realistic communication, provide the opportunities for learners to engage actively in real communication and skills, and recognize the importance of the learner's native language skills. Related to this purpose, discussion technique is potential to be implemented, which is expected to enable students to promote their speaking ability.

According to Killen (1996:28) "discussion technique is an appropriate technique in the area of teaching speaking". Discussion is an active learning process, which is more likely to maintain students' interest than a passive, teacher-directed learning experience. It develops students' ability to analyze the lesson content and express ideas orally, thus enhancing their thinking and communication skills and it can be an effective way of allowing students to share their knowledge and experience and an appropriate way to demonstrate to students the relevance of their background

knowledge. It is very applicable in teaching speaking because it is a modified form of lecture and students have a tendency to stay focused on the lesson, they might prepare to share their ideas.

By regarding the strengths and logical reasons described above, it is obvious that discussion technique encourages students to communicate in English. The researcher considers implementing this method in teaching speaking whether this method gives influence or not in teaching speaking. Finally the researcher hopes that the use of discussion technique can improve the students' speaking skill and it can be one of the attractive methods to teach foreign language.

II. METHOD

According to the title of this research, these are two variables addressed:

1. The students' speaking ability at the second grade students of SMA N 3 Kediri is the dependent variable. It seems clearly that each student has own ability to speak up their ideas in English teaching learning process.
2. The discussion technique as independent variable. The researcher

uses discussion technique to affect the speaking skill.

The research design that is used in this study is quantitative. Where the writer manipulates the independent variable, where dependent variable is controlled by the purpose of determining the effect of the independent variable on the dependent variable. Mouton and Marais (1992:159) define quantitative research as the approach used by researchers in the social sciences that is more formalized in nature than qualitative research, as well as explicitly controlled, with a more carefully defined scope. Burns and Grove (1999:23) describe quantitative research as a formal, objective, rigorous and systematic process for generating information about the phenomenon. This information is translated into numeric information and analyzed using statistical procedures (Polit & Hungler 1995:13). It means that quantitative method is a method that is used to observe the population or sample and to collect the data, it uses research instrument that is analyzed statistically to measure the hypothesis explained in the previous chapter.

The technique used by the researcher in this research is experimental research. The researcher uses this technique because

the purpose of the research is to know the effectiveness of using discussion technique in increasing the student's speaking ability of second grade students SMA N 3 Kediri. In this research, the researcher gave the treatment to the students that were teaching speaking by using discussion.

The kind of experimental design that is used in this research is the one group pretest – and posttest design. According to Best and Kahn (1995:147) “The one-group pretest- and posttest design provides some improvement over the first, for the effect to the treatment is judged by difference between the pretest to obtain the data. For this research pretest is done to measure the students' speaking ability before they got the treatment, while post-test is done to know the effect of certain technique through treatments given.

Finally it can be concluded that experiment design is applied where the researcher want to measure certain treatment that is given to the object of assignment, and the treatment is hoped bring positive effect to the object of the research.

In choosing the population, the researcher has decided to use students that have different characteristics and abilities to be experimented. The researchers must know about the characteristic of her

students as well as possible, meanwhile before her research is done she tries to overcome and welcome all students and become a controller to master the material given, because they have different characteristic and ability. The researcher takes a sample on of second grade students in SMA N 3 Kediri.

In this research, the writer chooses test as the instrument. Brown (2001:384) said that “A test is a method of measuring of person’s ability or knowledge in a given domains’. It means that is an instrument which is arranges to measure the students’ ability. The test that is used in this research is performance test. There are pre-test and post-test for scoring system.

The technique of data analysis is used by the researcher is t-test. This technique is used to prove the hypothesis based on the researcher in the previous chapter. From this process, the researcher will know whether the research is significant or not by looking at the result of pre-test and post-test. The technique of data collection that the researcher uses is performance test. There are three processes of the data collection:

1. Pre-test

In this section, the researcher collects the data through the students’ performance. She gave the students a

text report and asked the students to report it in front of the class. The students have to perform it individually. The scores are taken in three criteria, which are the scores of fluency, accuracy, performance. It is used to know how far the students speaking ability before she gives them treatment by discussion technique.

2. Post test

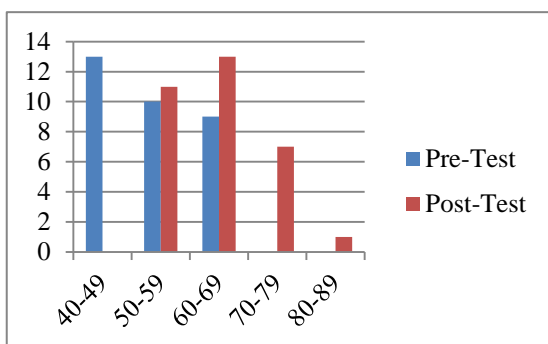
On the second meeting, the researcher gave a treatment. The researcher asked the students to make a group consist of 3-4 students and asked to make a dialogue about report text. After the researcher gave treatment to the students, she gave posttest. The posttest is different with pretest. In pre-test, the students performed individually but in post test the students performed with their group.

The technique of data analysis is used by the researcher is t-test. This technique is used to prove the hypothesis based on the researcher in the previous chapter. From this process, the researcher will know whether the research is significant or not by looking at the result of pre-test and post-test.

III. FINDING AND CONCLUSION

a. Finding

There is significant influence in teaching speaking using discussion technique in teaching speaking of report text at the second grade students of SMAN 3 Kediri. It can be seen from the score of post-test was higher than pre-test.



The Diagram of Frequency of
Pre-test and Post-test

It's also stated that there was an improving ability on the students' speaking skill at the second grade students of SMAN 3 Kediri after they were given a treatment. Before the students of SMAN 3 Kediri being taught using discussion technique, there were many errors in constructing sentences because they were lack of pronunciation, vocabulary, grammar, and fluency in reporting something, they were not able to perform confidently because they were afraid or shy, and also had a difficulties in understanding meaning from the other

speaker that causing do not have a good comprehension in understanding report text material. But after they were taught using discussion technique, they have a better ability in constructing sentences because they have a new vocabulary and better grammar that can be used. The students' pronunciation was also increasing that influencing their fluency when they spoke. They spoke more confident and also had a better fluency. Their speech could be understood clearer than before. It was because of during discussing, the students were required to make sentences with a good grammar and then speak up to explore their idea in which can train their speaking ability. It means that discussion technique has good advantages in teaching and learning process.

b. Conclusion

Based on the previous chapter, it can be concluded that speaking has an important part in teaching and learning process. Through speaking, interaction is able to occur in the classroom. Without speaking teaching and learning process is not running well. Thus, teaching speaking to the senior high school students is not easy because teacher should have good understanding in constructing the activities

to teach speaking. One activity that can be used is using discussion. Discussion helps the teacher to attract the students' interest to participate in the speaking activities. It is also help the students to feel enjoy following the activity and understand the material easier. By using discussion, the students can improve their speaking ability, in which the students have a better ability in constructing sentence, they are able to speak more confident and also have a better fluency to practice their speaking ability.

From the result of the data analysis, shows that there is significant influence of using discussion technique to the second grade student of SMA N 3Kediri. The result of t-score is 15,245 and t-table is 2,042 at the level of significant of 5%. It means that t-score is higher than t-table. Based on the result, the writer signifies that using discussion technique give a better result on the students' speaking ability.

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