



THE EFFECTIVENESS OF TEACHING SPEAKING USING DISCUSSION AT THE ELEVENTH GRADE STUDENTS OF MAN PRAMBON IN ACADEMIC YEAR 2015/2016

SKRIPSI

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University of Nusantara PGRI Kediri



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**ENGLISH DEPARTMENT
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UNIVERSITY OF NUSANTARA PGRI KEDIRI
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Approved by the Advisors to be proposed to
the English Department Examination Committee of
University of Nusantara PGRI Kediri


Kediri, August 2015

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ABSTRACT

The objective of this study was to investigate whether there is a significance effect of teaching speaking using Discussion Technique. It was conducted at the eleventh grade students of MAN Prambon in academic year 2015/2016 in IPA 2 consists of 20 students. In this research uses quantitative and the design is experimental design. It was use test as instrument. They are pre-test that was given in the beginning of the research and post test that was given in the end of the research. The formula that was used to analyze the data was t-test of non independent sample. From the result, it is showed that the total score of pre-test is 1202 in which Mean of pre-test is 60.1 and only 3 students who pass the test. But after in post test, total score is 1410 which Mean of post-test is 70.5 and the students who can pass the test are 9 students. It means that, post test score is higher than pre-test which means that the students' score is increasing. Besides, it was found that the obtained t-test was 8.25, whereas t-table was 2.861 at the degree of significance 1%. The t-score was higher than t-table ($8.25 \geq 2.861$). It meant that H_a was accepted while H_o was rejected. So, there was very significant effect of Discussion Technique to the eleventh grade students' speaking ability at MAN Prambon in academic year 2015/2016. It is recommended that the teachers use Discussion Technique in speaking activity.

Keywords: Effect, Discussion, Speaking ability



I. INTRODUCTION

In language learning, speaking is very useful and helpful in communicating ideas. It seems when people cannot speak using a language absolutely they will get difficulty in expressing their idea so another cannot catch their target of language, so the communication cannot be done. Chane (2006) says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It can be said that speaking is the symbol of communication. According to Syafrudin (2001), “speaking is as active productive skill makes us of oral communication”. From the statements above, it is allowed to conclude that speaking is as active of productive skill to communicate with other people in communication.

In communication, there are so many people want to learn English, not only in the form of written but also in spoken form of language. Then, the question now is that why people need to learn speaking. It has some reasons. According to Flohr and Paesler (2006: 6), “speaking is the most important skill in learning a foreign language. The focus in learning a foreign language is on communicative activities and expressive abilities and the goal is to become a fluent speaker”. It means that

speaking should be learnt by foreign language learners in fluent communication when they use English. Then, Ur (1996: 120) said that of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: 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. From those statements above, it can be concluded that speaking is one of important English skill in learning language. Therefore, it is effective when the students should be able to use their English in oral communication.

The English learners must have the competence in speaking. But the problem emerge that many factors make the students unable to speak up fluently.

Ur (1996: 121) states some problem that may prohibit the students to develop their speaking skill. First, students have low motivation in learning since English is not used all the time in classroom or at school or in their outside school. Second, students are lack of prior knowledge especially deals with vocabulary and grammar of language. Third, students are lack of ideas, having low participation, and only using mother tongue to talk in the classroom. It means that the



students cannot speak fluently because of those problems. So, it is difficult for students to raise their knowledge in English speaking skill.

In this way, to solve the problems above, teacher needs to use an interesting technique. So, the teacher has an important role to make the students interested in learning English speaking is by using technique. Because technique can help the students understand the speaking materials given by the teacher easily. The use of technique attracts the students' interest and motivates them to learn more seriously. There are many kinds of technique that can be used in the teaching and learning process. One of the techniques that can be used in English speaking teaching and learning process is discussion. Killen (1996: 28) said that discussion technique is an appropriate technique in the area of teaching speaking. Those are: (1) discussion is an active learning process, which is more likely to maintain students' interest than a passive, teacher-directed learning experience; (2) it secures active involvement in learning which motivates students, particularly when they can see that others value their contributions and respect their points of view; (3) it develops students' ability to analyze the lesson content and express ideas orally, thus enhancing their thinking and

communication skills; (4) 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; (5) it can generate new ideas or produce original solutions to problems by stimulating divergent or lateral thinking; (6) it is better than lecture as a way of helping students develop problem-solving and critical – thinking skills; and (7) it is a technique in which teachers show tolerance to students' opinions and attitudes, which can help to develop rapport between instructors and students. According to Harmer (2001:272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions. It means that discussion is a communication interaction between two people or more. Then, Cannon (2000) says that discussion is one of method that can help student when students are talking with other students and also practice to delivering ideas. This method hopes students can be able to work in a team, improving their interpersonal skills and independence. Besides, they are also going to be encouraged, innovated, and have creativity for learning English speaking. Newsletter (2005: 1) in his journal states, "Several of teaching goals that are

well-served by discussion: 1. Increase students' comfort with the specialized language and methods of a field. 2. Develop critical thinking. 3. Develop problem-solving skills". From those statements above, it is clearly mentioned that the discussion method is an alternative method for teaching English speaking to help the teacher to reach the goal of teaching, especially to improve the students' speaking ability. So, they can develop their skill and knowledge.

In regard to the problem above, the writer intends to conduct a research entitled "The Effectiveness of Teaching Speaking Using Discussion at The Eleventh Grade Students of MAN Prambon in Academic Year 2015/2016".

II. METHOD

This research uses quantitative and the design is experimental design. Based on the title "The Effectiveness of Teaching Speaking Using Discussion at The Eleventh Grade Students of Man Prambon in Academic Year 2015/2016", it can be said that discussion technique is the independent variable and speaking ability is the dependent variable.

This research was carried out at the eleventh grade of MAN Prambon in academic year 2015/2016 and it was

conducted in first semester. The activities were started from treatment up in pre test until post test to collecting the data which were the score of the students' speaking test.

The population of this research was eleventh grade students of MAN Prambon in academic year 2015/2016 consisting of fifth classes. The number of the population was 143. While the sample of this research was only one class that was class XI-IPA 2 consisting of 20 students.

In this research, the instruments were oral test. Oral test used to measure the score of students in speaking. There were two test; they were pre-test which is given before teacher used discussion technique and post-test after giving the material by using discussion technique. While, they are some scoring rubric of speaking that should be evaluated. They are grammar, vocabulary, fluency, pronunciation, and content.

In analyzing the data, t-test was used to prove the hypothesis and to know whether this research was significant or not by looking at the results of pre-test and post-test.

III. FINDINGS AND DISCUSSION

Based on the result of students' score in pre-test, the total pre-test score of class XI-IPA 2 was 1202, means = 60.1. The standard score of English subject for

eleventh grade students of MAN Prambon is 75. So, if the students' score less than 75, they do not pass the test. But, if they score more than 75, they will pass the test. From the data of pre-test score, there was only three students who passed the test, the others were failed.

After being given the treatment, the students' speaking ability was improved that can be seen from the result of students' speaking ability in post-test with the total score was 1410, and the mean = 70.5. The standard score of English subject for eleventh grade students of MAN Prambon is 75. So, the requirement for the students to passed the test is their score has to be 75 or above. From the data of post-test score, the total students who could pass the test were 9 students.

Then, the scores from pre-test and post-test were compared to get $Md = 10.4$ to analyze pre-test and post-test using t-test. From t-test computation, $t = 8.25$ and the degree of freedom is 19. With $Df = 19$, the value of t-table with the degree of significance 1% = 2.861 and the value of t-table with the degree of significance 5% = 2.093. Based on the t-score above, the researcher can conclude that the students' speaking ability is increasing and Discussion technique gave very significant effect to the students' speaking ability. It can be proven

by the table difference degree of significance from t-table and t-score below.

Table 1. The statistical computation of using t-test

Df	t-score	1%	5%	Alternative Hypothesis (Ha)	Null Hypothesis (Ho)
19	8.25	2.861	2.093	Accepted	Rejected

Based on the calculation above, if t-score \geq t-table, and the degree of significance 1%, it means that it is very significant, so H_0 is rejected. It can be seen that t-score is 8.25 and the degree of freedom $(N-1) = (20-1) = 19$.

Finally, the t-table is 2.861 in the degree of significance 1% and 2.093 in the degree of significance 5%. It means that t-score is higher than t-table or can be concluded that the result of the research is very significant. So, there is very significant effect of Discussion technique to the eleventh grade students' speaking ability at MAN Prambon in academic year 2015/2016.

IV. CONCLUSION AND SUGGESTIONS

Regarding to the result of the data analysis, it can be concluded that speaking is one of active productive skill to communicate with others in which the students should produce English orally. Speaking is used to express idea, asking and giving information in communication. One

of the good techniques that can be used is by using Discussion. Discussion is interesting technique because one of method that can help students when students are talking with other students and also practice to delivering idea. Besides, discussion technique can help the teacher to reach the goal of teaching. And also, it can help the students to express their idea. So, the students will have much opportunity to practice their speaking in the classroom. In short, the researcher concludes that the Discussion technique gave significant effect to the eleventh grade students' speaking ability at MAN Prambon in academic year 2015/2016.

Finally, suggestion is given to the English teacher, students of MAN Prambon and other researchers. For the English teacher should be able to choose the best technique for the students. So that the students should be active and can express their idea and practice in class or out class especially in English speaking. The last for the other researcher, hopefully they can make another research on teaching speaking using some other teaching techniques or media.

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