

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH DISCUSSION  
IN GRADE XI OF SMA MUHAMMADIYAH 5 JATEN 2012/2013  
ACADEMIC YEAR**

**Linna Marngatun Muflikhah, S.Pd**  
**marngatunmuflikhah@gmail.com**  
**0857 0267 2810**

**Muhammadiyah University of Surakarta**

*The objectives of this research are to describe whether or not teaching speaking by using discussion method can increase students' speaking skill and to identify the difficulties faced by the students in using discussion as method to increase their speaking skill in grade XI of SMA M 5 Jaten. In achieving the objectives of this research, the researcher uses collaborative research. Each cycle of this research consists of four steps: planning, implementing, observing, and reflecting. The subjects of this research consist of 26 students. In analyzing the data the researcher uses both qualitative and quantitative analysis. Qualitative analysis was done based the process of teaching and learning process. While quantitative analysis done based to the scores of pre-test and post-test. There were three cycles in this research, each cycle conducted in two meetings. The result of the research shows that the average score of pre-test is 37.6, post-test one is 5.6, post-test two is 2 53, post-test three is 3 66.15 and final test is 63. Those scores indicate that the students have an improvement in speaking ability. Through discussion the students become more confident and more critical. Then, it can be called that teaching speaking through Discussion is succesful to improve students speaking ability in SMA M 5 Jaten. There were some weaknesses of discussion; (1) just problematic materials could be used, (2) some of them depend on with clever students, (3) many students may dominated the discussion, (4) subjective scoring, (5) moves slowly the class, and (6) takes long time.*

**Key word:** *Speaking skill, Discussion, Improvement, Teaching Method, Collaborative research.*

**A. Introduction**

Tarigan (1990:3-4) defines speaking as a language skill which is developed in childhood preceded with listening skill. It means that speaking is the basic skill in learning language. Indeed, people mostly use language for communication. Hornby (1997:37) states that through speaking language learners will be judged upon most in real life situation. It is an important part of everyday interaction and most often the first impression of a person based on his or her ability to speak fluently and comprehensively.

Discussion is one of the methods which can be used to teach speaking. According to Jones (1994:1) "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 people 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 (2006:2) 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 Nugroho (2011) used animated video, Chandra (2008) used language game for teaching speaking, Hanim (2011) used U-shape seating arrangement for teaching speaking, Awaliaturrahmawati (2012) used outdoor activities to increase speaking skill, Hartati

(2012) used games to improve students speaking skill, Ristyawati (2012) used telling short story to improve students speaking skill, Wijayani (2012) used stimulation 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. Nevertheless research on the use of discussion has never been studied before, therefore this study to fill the gap.

## **B. Literary Review**

### **1. Speaking Skill**

Tarigan (1990:15) 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 (1998:176) 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. Hurlock (1998:176) 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. According to Tarigan (1990:15) 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.

### **2. Notion of Discussion**

According to Jones (1994:1) “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 for solution”. Arends (2008:74) states that “discussion is to engage in verbal interchange and to express thought on particular subjects”. Tarigan (1985:36) states that “discussion is one of the methods that solve the problems through think group, cooperation, and steps”. Brookfield (2006:2) states that “discussion is discipline and focused exploration of mutual concerns but with no end point predetermined in advance”. According to Jones (1996:1) there are types of discussion;

- a. The *whole-class* Discussion is the type generally referred to when facilitators employ the discussion method. The facilitator simply leads an informal discussion involving the class as a whole. The facilitator, as the director of the discussion, asks questions, clarifies student comments, and makes tentative summaries to help students achieve understanding of the topic.
- b. *Debate* is generally used in the classroom as a small- group technique, with a small number of students teamed on either side of an issue. Each team is given a specific amount of time to present its "side" of the issue. The members can alternate presentations and often are identified as "pro" and "con" with respect to the issue. Rebuttals of specific time duration then follow the presentations. Upon conclusion of the debate, the facilitator can enter into a whole-class discussion on the issue.
- c. *Position Reversal Debate* is similar to debate, except both groups are required to take notes on the other team 's "position presentation." Teams then switch positions and debate the other point of view using the notes. They then work on solving the problem that started the debate utilizing vantage points from both points of view. This discussion format helps students develop conflict resolution, problem solving, and consensus building skills.

### 3. Previous Study

There have been some previous studies on method of teaching speaking; Nugroho (2011) had conducted a research on the use of Animated video to improve speaking skill. He found that the animated video could improve the students' speaking skill especially in using grammar, using the appropriate vocabulary, and pronouncing the words correctly. Candra (2008) had conducted a research on the use of Language Games in teaching speaking skill. Her research shows that most of the students of the English as a Foreign Language are quite difficult to improve their English speaking ability since they are accustomed to use their native language in their daily life.

Although many previous study studied on methods of teaching speaking, nevertheless research on the use of discussion has never been studied before, therefore this study to fill the gap.

### C. Research Method

The writer used collaborative method. A collaborative method is the method that the researcher makes collaboration with the teacher for teaching lessons. Katz and Martin (1997: 1) state that "research collaboration" could be defined as the working together of researchers to achieve the common goal of producing new scientific knowledge". Then, both researcher and the teacher are working together to achieve the goal.

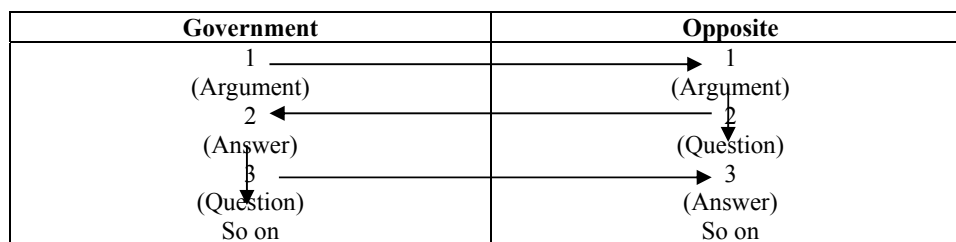
The data of this research taken from the result of pre-test and post test. Technique of collecting data, the researcher used instrument namely: observation, interview and documentation. The steps in analyzing the data as follows:

1. Observing the process of teaching learning before used the discussion method in teaching speaking in grade XI of SMA Muhammadiyah 5 Jaten
2. Discussing the process of the discussion method in teaching learning process in grade XI of SMA Muhammadiyah 5 Jaten
3. Collecting the data from the observation of teaching learning process and interview the teacher and the student
4. Classify the data from observation and interview at SMA Muhammadiyah 5 Jaten
5. Discussing the finding of the research
6. Drawing conclusion and giving suggestion from the research

### D. Findings and Discussion

In this research the researcher found the students' pronunciation and fluency increased significantly.

In this research the researcher used discussion in the form of *debate* for her method of teaching speaking. The following is the model used by the researcher:

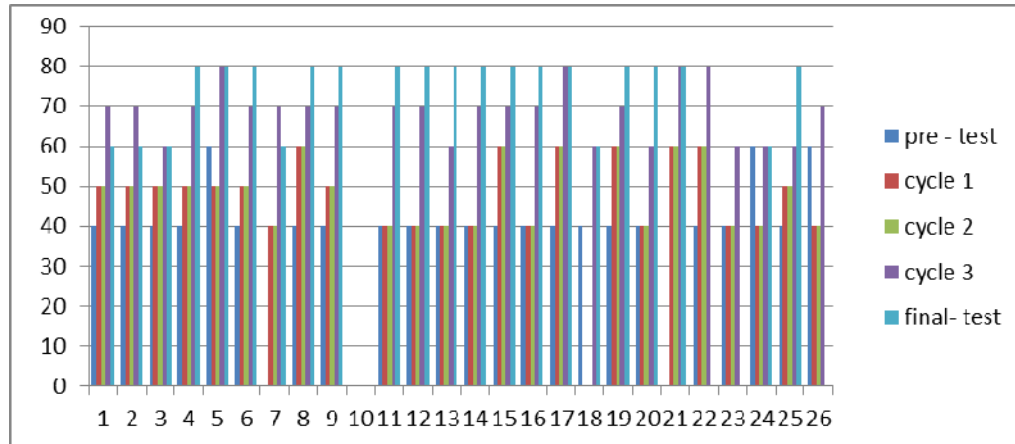


The researcher divided the class into two groups government and opposite. After that the teacher gave the students the issue for debate, the researcher gave them ten minutes for *building case*. After finishing building case the researcher asked government team to deliver their argument, then it was continued by opposite team argument and their

question. Next, the government team answered the opposite question and so on. Every student have chance to deliver their argument, question or answer. Then, they have to drill their speaking ability in discussion session.

Not all students speak only few of them. Just the speaker could measure their speaking ability. The researcher solved this problem by giving direction to the students to organize their teams such as some of them delivered arguments, some of them asked question, and some of them answered the questions.

The implementation of the discussion method was conducted in three cycle and eight meetings. The researcher used discussion as her method in teaching speaking. The researcher showed the increasing students' speaking ability in the diagram bellow:



The diagram shows that the average scores were pre-test (37,6), post-test 1 (45,6), post-test 2 (53), post-test 3 (66,15) and final test (63). The diagram above shows the effectiveness of discussion method implemented in speaking class. The students increased their speaking ability rapidly. It is supported by the result of the questionnaire. It is shows 96,15% students agreed to apply discussion as their method for learning English.

The result of the graphics above showed that teaching speaking using discussion method was effective because it could improve students speaking ability. The students could learn from her/his friends and solve the problems by discussion. Then, the teacher was not as the main source of the materials but her/his friends. The students who had the background knowledge tried to explain to their friends.

Although, the students still made errors in pronouncing some words such as: [s] cell phone, [ʌ] study, [aɪ] mobile, [e] lesson, and [ɜː] disturb, the researcher also showed students' errors as follows:

Students Number	Pre –Test	Final –Test
1	Silent	-
2	[ə]	[ŋ]
3	[ʌ]	-
4	-	-
5	[i] [e]	-
6	-	[aɪ]
7	Absent	[e]
8	-	-
9	[tʃ]	-
10	Absent	Absent
11	[e] [aɪ]	[aɪ]

12	-	-
13	Silent	-
14	-	-
15	-	-
16	[tʃ]	-
17	-	-
18	[tʃ] [s] [ə]	[ɜ:]
19	[ɜ:] [z]	-
20	Silent	-
21	Absent	[e]
22	-	Absent
23	[ŋ]	Absent
24	-	-
25	[ʌ]	-
26	[ʊ]	Absent

The student improvement showed not only from their pronunciation but also from their fluency. In pre test the researcher used theme of discussion *should not bring mobile phone to the school* in the class in discussion session. The researchers choose this theme because this theme is the hot issue in that school. Then they used it for discussion in the pre and post test. Here are the example of student discussion with the theme *should not bring mobile phone to the school* in pre and final test:

Name	Pre Test	Final Test
Devi Anggraini	"I am agree because very disturb teaching learning, can make student lazy"	"In my opinion I am agree with the case, because can lose students concentration in study, to hit school discipline, make students be lazy to study. I think better should not bring mobile phone to the school. In other not disturb students achievement in study"
Istiqomah	"I am agree because disturb teaching learning process better teaching..."	"In my opinion I am agree with the case, because if students bring mobile phone to the school of course will effected playing mobile phone and not study, I think better school should not give permission to bring mobile phone to the school"
Jantung Nawang	Did not say anything	"I am agree with it. Because if we bring mobile phone to the school can disturb teaching learning and maybe they will use mobile phone for something not useful, for example: send message, facebook or etc. I think better if we not bring mobile phone to the school, so we can more focus in teaching learning process."
Aliffunny Pusparirin	"I am agree because because disturb the study. I hope the students pay attention the teacher and study process"	"I am agree because bring mobile phone to the school students can play games and disturb teaching learning process. I think better should not bring mobile phone at school or off it and save it in the

		home, then the students can focus in study”
--	--	---

After several treatments the students were more quickly memorized sentences they wrote. Because they had been familiar with the vocabularies they could memorize faster in post test than before in pre test.

Based on the result of research, discussion had advantage and disadvantage. There were some advantages of discussion; (1) it gave entire class opportunity to deliver their idea, (2) the students could drill the target language; (3) discussion could stimulate critical thinking, (4) discussion involved the whole class, and (5) the students solved the problem as teamwork. There were some disadvantages of discussion; (1) just problematic materials could be used, (2) some of them depend on with clever students, (3) many students may dominated the discussion, (4) the class moved slowly, and (5) discussion took long time.

#### **E. Conclusion**

Teaching speaking by using discussion method can improve students' speaking ability by drilling them in argument, question and answer. It can be seen from their increasing average from pre-test till final test. By teaching speaking using discussion the students were more active, and it increased student enthusiasm, and made them think critically.

#### **BIBLIOGRAPHY**

- Awaliaturrahmawati, Dewi .2012. *Increasing Students' Speaking Ability Using Outdoor Activities At The Seventh Year Of SMP PGRI 13 Gondangrejo In 2011/2012 Academic Year*. Skripsi thesis, Universitas Muhammadiyah Surakarta.
- Arikunto, Suharsimi. 1998. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka cipta
- Arends, R.I. (2008). *Learning to Teach*. McGraw-Hill Higher Education
- Brookfield, Stephen. 2006. *Discussion as Away of Teaching*. USA. Stephen Brookfield
- Candra, Noor Eka. 2008. *Teahing Speaking Skill through Language Games*. Skripsi thesis. UNLAM Banjarmasin
- Fauziati, Endang, 2009. *Introduction to Methods and Approaches in Second or Foreign language Teaching*. Surakarta: Muhammadiyah University Press.
- Fauziati, Endang, 2010. *Teaching English as a Foreign Language (TEFL)* . Surakarta: Muhammadiyah University Press.
- Gall, Meredith Damien and Maxwell Gillet. 2001. *The discussion method in classroom teaching*. Autralia: copyright 2001
- Hurlock, Elizabeth B. 1998. *Perkembangan Anak*. Jilid 1. Jakarta: penerbit Erlangga
- Hornby. 1995. *Definition of Speaking skill* .New York: publisher.

- Hartati, Sih Minarsi .2012. *Improving Students' Speaking Competence By Using Games For The Second Grade Students Of Sma Al Islam 1 Surakarta Academic Year 2008/2009*. Thesis thesis, Universitas Muhammadiyah Surakarta.
- Jones. 1996. *Discussion*. The expert educator, 1 (1-4)
- Khomarudin, Mohamad. 2012. *A Descriptive Study Speaking Teaching-Learning Process at the Second Year of SMA N 2 Sukoharjo*. Unpublished Research Paper. Surakarta: Muhammadiyah University of Surakarta.
- Katz, J. S., & Martin, B. R. (1997). *What is research collaboration?* Research Policy, 26, 1-18.
- Kartono, Kartini, 1990. *Pengantar Metodologi Riset Sosial*. Bandung: Manda Maju.
- Kerap, gories. 1991. *Tata Bahasa Indonesia*. Jakarta: Nusantara
- Nugroho, Aris sulisty. 2011. *Improving Students' Speaking Skill By Using Animated Videos (An Action Research at the First Year of SMP N 15 Surakarta in the 2010/2011 Academic Year)*. Skripsi thesis. Sebelas Maret university
- Ristyawati, Dhiana .2012. *Increasing Student's Speaking By Telling Short Story At The First Year Of SMP N 2 Bendosari Sukoharjo in 2011/2012 Academic Year*. Skripsi thesis, Universitas Muhammadiyah Surakarta.
- Sajjad, Shahida. 2012. *Effective Teaching Methods At Higher Education Level*. Thesis. University of karachy Pakistan
- Salam, Afdhalus .2011. *Improving Students Speaking Ability By Using Role-Play (A Classroom Action Research At The Sixth Grade Of Sdn 01 Karangturi-Lasem)*. Skripsi thesis, Universitas Muhammadiyah Surakarta.
- Sulistiyantini, Sri Esti .2011. *Improving Students' Speaking Skill Through Semantic Mapping (A Classroom Action Research of the Tenth Grade Students in SMK Negeri 2 Karanganyar in the Academic Year 2009 / 2010)*. Skripsi thesis, UMS.
- Sugiyono. 2012. *Statistika Untuk Penelitian*. Bandung: Alfabeta
- Tarigan. 1985. *Prinsip-Prinsip Dasar Sastra*. Bandung: PT Aksara
- Tarigan, Hendry Guntur. 1985. *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa
- Tarigan, Hendri Guntur. 1990. *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa
- Tarigan, Hendri Guntur. 1991. *Metodologi Pengajaran Bahasa*. Edisi 1. Bandung: Penerbit angkasa
- Welty, William M. 1989. *Discussion Method Teaching: a Practical Guide*. Nebraska Licoln: digitalcommons@university of Nebraska Licoln

Wijayani A.N.R , Arifah .2012. *Improving Students' Speaking Competence Through Simulation in SMA Al Islam 1 Surakarta Academic Year 2009/2010*. Thesis thesis, Universitas Muhammadiyah Surakarta.