THE IMPLEMENTATION OF GROUP DISCUSSION TECHNIQUE IN TEACHING SPEAKING SKILL AT THE TENTH GRADERS OF SMKN 1 JENANGAN PONOROGO

THESIS

By:

IRENE PUTRIANI
NIM : 204190017

**ENGLISH LANGUAGE TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO
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ABSTRACT

Putriani, Irene. 2023. *The Implementation of Group Discussion Technique in Teaching Speaking Skill at the Tenth Graders of SMKN 1 Jenangan Ponorogo.* Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor: Wiwin Widyawati, M.Hum.

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Speaking is a person's ability to express or articulate ideas and thoughts. Teaching speaking is a process where a teacher helps the students to provide and to facilitate them to obtain the learning goal. Students need to develop their communication as they can learn to express themselves through speaking and adapt to certain social conditions. Group discussion occurs in learning English in the classroom during speaking performances. This research describes the implementation of group discussion with material a procedure text that contain how to make or operate or do something.

The aims of this research are: 1) To describe how the teacher implements of group discussion techniques in teaching speaking skill at the tenth graders of SMKN 1 Jenangan. 2) To determine the challenges and barriers that teacher encounter when implementing group discussion technique in teaching speaking skill at the tenth graders of SMKN 1 Jenangan.

This research was designed using a qualitative method, a descriptive qualitative type. The data in this study was sourced from the English teacher and the entire class X students. The subjects of this research were 36 students in X TPM A SMKN 1 Jenangan, Ponorogo. The data were collected using three data collection techniques, which included observation, interview, and documentation. Observation were carried out when the teaching process in the tenth graders, interview were conducted with the teacher and five students, the last documentation were conducted when teaching speaking through discussion implements.

The result of this study show that: 1) There are three steps for implementating of group discussion, that is preparation; then implements consist pre-teaching, whilst-teaching and post teaching. The process of pre-teaching are salaam, ask news, check the attendance, ice breaking, and watch video about procedure text. The process of whilst-teaching are students gather in group, teacher divided the assignment, give the rules of presentation of the results, students discuss of the topic, and students presented of the results. The process of post-teaching are teacher reviewing and summarizing the topic all of students discuss. The last is assessment of the lesson. 2) The challenges or barries of group discussion technique are a) group discussion technique are not effective when applied in the large group b) group discussion need many times before implement c) group discussion not suitable technique to students who can't speak in public.

APPROVAL SHEET

This is to certify that Sarjana's thesis of:

Name   : Irene Putriani
Students Number : 204190017
Faculty   : Tarbiyah and Teacher Training
Department   : English Language Teaching
Title   : The Implementation of Group Discussion Technique in Teaching Speaking Skill at the Tenth Graders of SMKN 1 Jenangan Ponorogo

Has been approved by the advisor and is recommended for approval and acceptance.

Advisor

Wiwin Widyawati, M.Hum.
NIP 197505212009122002

Ponorogo, 10 November 2023

Acknowledge by
Head of English Education Department of
Tarbiyah and Teacher Training Faculty
State Islamic Institute of Ponorogo

Dr. Esti Yuli Widayanti, M.Pd.
NIP 197907192006042002

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MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC INSTITUTE OF PONOROGO

RATIFICATION

This is to certify that *Sarjana*'s thesis of :

Name : Lisa Khoirun Nisa
Student Number : 204190021

Department : English Language Teaching
Faculty : Tarbiyah and Teacher Training
Title : The Implementation of Using the Block System in Teaching Speaking at the Tenth Grade of SMKN 1 Jenangan Ponorogo

Has been approved by the board of examiners on:

Day : Monday
Date : 6th November, 2023

and has been accepted as the requirement for the degree the *Sarjana Pendidikan* on:

Day : Monday
Date : 13th November, 2023

Ponorogo, 13th November, 2023
Ratified by
Dean of Tarbiyah and Teacher Training
State Islamic Institute of Ponorogo

Dr. H. Moh. Munir, Lc., M.Ag.
NIP. 196807051999031001

Board of Examiners

1. Chairman : Dra. Aries Fitriani, M.Pd.

2. Examiner I : Wiwin Widyawati, M.Hum.

3. Examiner II : Dr. Dhinuk Puspita Kirana, M.Pd.

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LETTER OF AUTHENTICITY

I, the undersigned:

Name : Irene Putriani
Students ID number : 204190017
Major : English Education Teaching
Faculty : Faculty of Tarbiyah and Teacher Training
Institution : State Islamic Institute of Ponorogo
Title of the thesis : The Implementation of Group Discussion Technique in Teaching Speaking Skill at The Tenth Graders of SMKN 1 Jenangan.

I, hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

I confirm that this thesis, in whole or in part, has not been submitted for assessment to any other degree or diploma in any other institution or university. Furthermore, I declare that this work has not been published or submitted for publication elsewhere.

I fully understand the gravity of the consequences of any form of academic dishonesty, plagiarism, and I take full responsibility for the authenticity and originality of this thesis. I certify that all information presented in this work is accurate and based on research conducted by me.

Thank you for your attention to this matter.

Ponorogo, September 22 2023
Sincerely,

Irene Putriani
204190017

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the most commonly spoken languages throughout the world. It is also widely spoken across the globe and the most widely taught foreign language; about a third of the world's population speaks English.[2] So, it can be concluded that English is the language of choice for communication in several countries.

Communication is used in common talk to mean speaking, writing, or sending a message to another person. It is central to organizations; schools, colleges, community groups, and our city or town are the organizations in which teachers live and act.[3] The organizations share and exchange thoughts and meanings about something. Communication is the process of passing information and understanding from one person or group to another.[4] The process of communication is successful only when the receiver understands an idea as the sender intended it. When a message or piece of information is received, the person receiving it interprets these meanings. Messages have five characteristics that are origin, mode, physical character, organization, and novelty.[5]

In relation to learning English at school, teachers must have communication competence in teaching English. Communication

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[2] English Language. *Britannica*. Retrieved. (2023).
[3] Urmila Rai, *English Language Communication Skills,* (Himalaya Publishing House, 2010), p. 3
[4] Ibid p. 6
[5] Alo Liliweri, *Komunikasi Serba Ada Serba Makna,* (Jakarta: Prenada Media Group, 2011), p.39

competence is also important and a basic skill as a teacher. A teacher must have the competence to teach or deliver the material, especially in teaching speaking.[6] Teaching speaking was important for some reasons. First, it helps students be active learners. Second, speaking can help students interact and communicate with others. Third, students can share their ideas, opinions, and disagreements about something. The researcher also agreed with the teachers' explanation about the advantages of teaching speaking. The teacher explains that teaching speaking can increase student self-confidence and encourage students to speak in front of friends. If the students have high self-confidence, they can speak in public with good delivery. For these reasons, the researcher discussed teaching speaking.

In fact, innovation in teaching speaking is very challenging. Nowadays, teaching speaking is more attractive and involves various techniques or strategies. Students can learn from the internet, so much material on the internet can help learners understand and practice speaking English easily. In class, teachers can teach speaking through communication games, role play, retelling stories, and group discussion. In communication games, the teacher can be directive when describing or telling about a place or something. So, students can speak a lot. In role play, students can be illustrated by another person. Students become various characters or public figures in a story. Retelling stories is practicing speaking about a daily activity, experience, or short story. Group discussion are some students

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[6] Jennings Bryant & Dolf Zillmann, *Handbook of Communication and Social Interaction Skills* (London: Lawrence Erlbaum Associates, 2003), p. 39.

gather to discuss material from the teacher and deliver the result in front of the class.

There are many techniques for teaching speaking that can help students to overcome difficulties in speaking. Speaking technique can help students improve their fluency and accuracy. Each teacher may use different techniques to teach students' speaking skills.[7] Teachers have to deliver the material in an attractive way so that students can follow the English lessons and not get bored. Group discussion is one of the technique used to teach English speaking skill. This technique can be used to build students' stimulation for learning English speaking skill.

Technique refers to the specific activities in the classroom that were consistent with a method and therefore in harmony with an approach as well. It means that technique can increase the student's motivation to learn English, especially in speaking English. In applying technique, the teachers have to prepare many things, like teaching material, classroom management, and many other aspects. At last, the teacher hopes that technique can stimulate his students to speak English to communicate their needs, especially in the classroom and in student daily lives.[8]

Therefore, group discussion refers to people talking with each other in order to achieve understanding or a solution to a shared problem.[9] Because they have a chance to think of ideas and the language to express them with

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[7] Honang Riyanto, *Improving Speaking Skill Through Small Group Discussion (A Classroom Action Research for the Third Grade Students of Vocational Secondary School Pancasila Salatiga in the Academic Year 2015/2016)*, *2015*, n.d., 172.

[8] Rosadi, Nuraeni, and Priadi, *The Use of Small Group Discussion Strategy in Teaching English Speaking.*

[9] ibid

before being asked to talk in front of the whole class, the stress level of that eventual whole-class performance is reduced.[10] A group consists of people who interact with one another in such a manner that each person influences and is influenced by the other's.[11] This means that students have the opportunity to have brief discussions in groups before being asked to speak in front of the class.

There are two approaches to teaching speaking: indirect and direct. In an indirect approach, the learners are more or less set loose to take part in interaction, which does not actually teach speaking but gives students meaningful tasks. The direct approach involves planning the specific microskills, strategies, and processes that are involved in fluent speaking. The direct approach explicitly calls students' attention to conversational rules, conventions, and strategies. For example, indirect teaching students usually use language to complete tasks and direct teaching students usually practice language in groups or individually.[12]

This research analyzed the implementation of teaching speaking using group discussion by the teacher. In group discussion, has some procedures or steps that students have to follow to speak confidently in front of friends. The goal of learning English is to be able to use the four English language skills that acknowledge students the interdependence to communicate. The four skills of learning English are speaking, listening, writing, and reading.

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[10] Jeremy Harmer. *The Practice of English Language Teaching the Third Edition* (2007). p 217.

[11] Gloria J Galanes and Katherine Adams, *Effective Group Discussion: Theory and Practice*, 14th Ed. (NY: McGraw-Hill. 2013) p. 7

[12] H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (USA: Pearson Education, 2007) p.276.

English is an international language, and most of the country uses it as a second language. English is one of the most important subjects at schools in Indonesia, even though it is a foreign language. From the levels of elementary, junior high, and senior high until college studies. Since the researcher was in elementary school, English has been decided as a subject matter that must be taken by all of the students. So, this fact shows that English is an important subject that students take and follow. One of the basic problems in foreign-language teaching is preparing learners to be able to use the language. It is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary.[13]

Speaking is one of the most important skills in learning a language. Speaking is a tool for communicating with each other. Speaking is an activity conducted from person to person to communicate and express ideas, opinions, etc. It is also used to share information among people, negotiate, and solve problems to maintain social relationships. Speaking is one part of language skills that can be used by people to express their ideas orally in a foreign language. When they are speaking, the students learn how to organize their ideas and express the language in spoken form.[14]

Teaching English is the way for students to express or show their emotions and communicative needs, interact with other people, and influence others. Teaching and learning English will be successful if some

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[13] Fanny Selvia Rosadi, et al., *The Use of Small Group Discussion Strategy in Teaching English Speaking, Pujangga* 6, no. 2 (7 December 2020): 134, https://doi.org/10.47313/pujangga.v6i2.992.
[14] ibid

factors, such as the technique that was used by the teacher in explaining English, the completeness of teaching facilitation, interesting media, and the school environment. Facilitation is the use of tools and materials before implementing a teaching and speaking process. For example, a multipurpose building, classroom, table, and chair. Interesting media is tools that used by teacher to deliver information in teaching speaking process, like video. School has to created conducive learning atmosphere that can help students in understanding material and simplify teachers in delivering learning material.

There are some problems in teaching speaking, based on the experience of the researcher after doing interviews with teachers, most of the students of senior high school were not able to speak English. Other problems are the students often confused about how to practice their English skills, especially in speaking, they are not interested in studying English, and the technique of teaching English in class. However, there are some problems with teaching and learning. The students are afraid to start a conversation or express their ideas in English. The students are not confident to speak in front of the class because they do not have many ideas for the speech. Whereas the important thing to master speaking ability is more practice every day.[15]

Based on the interview conducted by the researcher with one of the teacher at SMKN 1 Jenangan, the researcher found some problems that can be observed. First, students can't speak English well and feel shy. Second,

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[15] Fanny Selvia Rosadi, et al., *The Use of Small Group Discussion Strategy in Teaching English Speaking, Pujangga* 6, no. 2 (7 December 2020): 134, https://doi.org/10.47313/pujangga.v6i2.992.

students confuse how to practice English with their friends. Third, some students want to practice English but not confidence to speak with friends or in front of the class. From that interview, the researcher wants to analyze the implementation of teaching speaking through group discussion in the class.

From the problems above, after the researcher did interviews with one of the English teachers. The researcher also found some similarities in the difficulties or problems that are faced students learning English, especially English speaking. The thesis by Honang Adi Riyanto, entitled Improving Speaking Skill through Small Group Discussion, explains the difficulties of learning English. This thesis has three aims. First, describe the procedure for implementing group discussion to improve the students' speaking skill. Second, to find out whether there is improvement in students' speaking skill through small group discussion or not. Last, to find out to what extent use of group discussion improves students' speaking skill.[16]

One of the vocational high schools in Ponorogo that studies English is the state vocational secondary high school (SMKN) 1 Jenangan. This school is one of the most popular and famous school in Ponorogo. It has a very large region, has more than 100 teachers and administrative staff, as well as school administrators, and has more than 400 students. Overall, this school has 48 buildings, consisting of 2 mosques, 1 guest house, a canteen, 44 classrooms, a field, 2 teacher offices, a hall, a toilet, etc. there are many extracurriculars that students can follow: OSIS, SCOUTS, THEATER, etc. All students here ought to be proud because SMKN 1 Jenangan is already

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[16] Honang Riyanto, *Improving Speaking Skill Through Small Group Discussion (A Classroom Action Research Fo the Third Grade Students of Vocational Secondary School Pancasila Salatiga in the Academic Year 2015/2016), 2015*, n.d., 172.

used as an example for other schools because this school has been accredited with an A.

The students are obligated to follow the English language subject. English lesson in vocational high school are very important because if the students are able to speak English actively they have more value in employment opportunities. In particular, graduates of vocational schools usually work rather than attend college.

The researcher chose SMKN 1 Jenangan as the research location. One of the techniques used to teach English in SMKN 1 Jenangan is Group Discussion. Other reasons are group discussion technique give students an understanding that by discussing students can express their opinions constructively and group discussion can make students accustomed to listening to other students' opinions.

From the clarification above, the researcher is interested in conducting the research that will generate from the problems. This research focused on the implementation of group discussion in English speaking. So, it is the reason why the researcher chooses the title **"The Implementation of Group Discussion Technique in Teaching Speaking Skill of the Tenth Graders at SMKN 1 Jenangan".**

B. **Research Focus and Limitation of the Study**

This research will be focused on teacher's technique in teaching speaking skill through group discussion technique of the tenth graders at SMKN 1 Jenangan. The limitation problems are teacher's technique in

teaching speaking skill of the X TPM A at SMKN 1 Jenangan and the material is procedure text.

C. Statements of the Problems

Based on the background of the study the researcher have some questions:

1. How does the teacher implement group discussion technique in teaching speaking skill at the tenth graders of SMKN 1 Jenangan?

2. What are the challenges and barriers that teacher encounter when implementing group discussion technique in teaching speaking skill at the tenth graders of SMKN 1 Jenangan?

D. Objectives of the Study

Based on the statements of the problem, the objectives of this study are:

1. To describe how the teacher implements of group discussion technique in teaching speaking skill at the tenth graders of SMKN 1 Jenangan.

2. To determine the challenges and barriers that teacher encounter when implementing group discussion technique in teaching speaking skill at the tenth graders of SMKN 1 Jenangan.

E. Significances of the Study

The finding of this research are an expected contribution given both theoretically and practically, those are:

1. Theoretical Significance

   The findings of the research will give more explanation needed by English teacher especially how to improve the students' speaking skill through group discussion.

2. Practical Significance

a) For the students: The result of the research can improve their speaking skill better and also with this technique they can get more knowledge not only in English education, but also teamwork in social relationship.

b) For the English teacher: This research can give additional contribution to English teacher to develop their technique to teach English and can avoid students bored.

c) For the researcher: The findings of the research can be known that there are many techniques to improve students' English speaking skill.

F. Organization of the Study

The researcher formulates this thesis into five chapters. These chapters are related one to another which has aimed to arrange the thesis easier. The organization of this study are as follows:

Chapter I is the introduction of the research. The researcher will explain about the general background of the study, research focus, limitation of the study, statement of the problems, objectives of the study, significances of the study, organization of the study.

Chapter II describes the review of related information about teaching speaking and group discussion technique and theoretical background. The researcher takes some books and journal written by many experts as references which will explain more about teaching speaking and group discussion.

Chapter III discusses research method. This chapter explains research design, research setting, an instrument of data collection,

technique of data collection, data analysis, checking of data validity, and research procedure.

Chapter IV describes the research findings and research result. It includes the analysis of the group discussion an how to enhance students' speaking skill in English lessons. This chapter contains the school background, the geographical location of SMKN 1 Jenangan, the student's result in speaking with group discussion technique, the description of findings, and the summary of findings.

Chapter V is closing which covers the conclusion of the research and recommendations for further study.
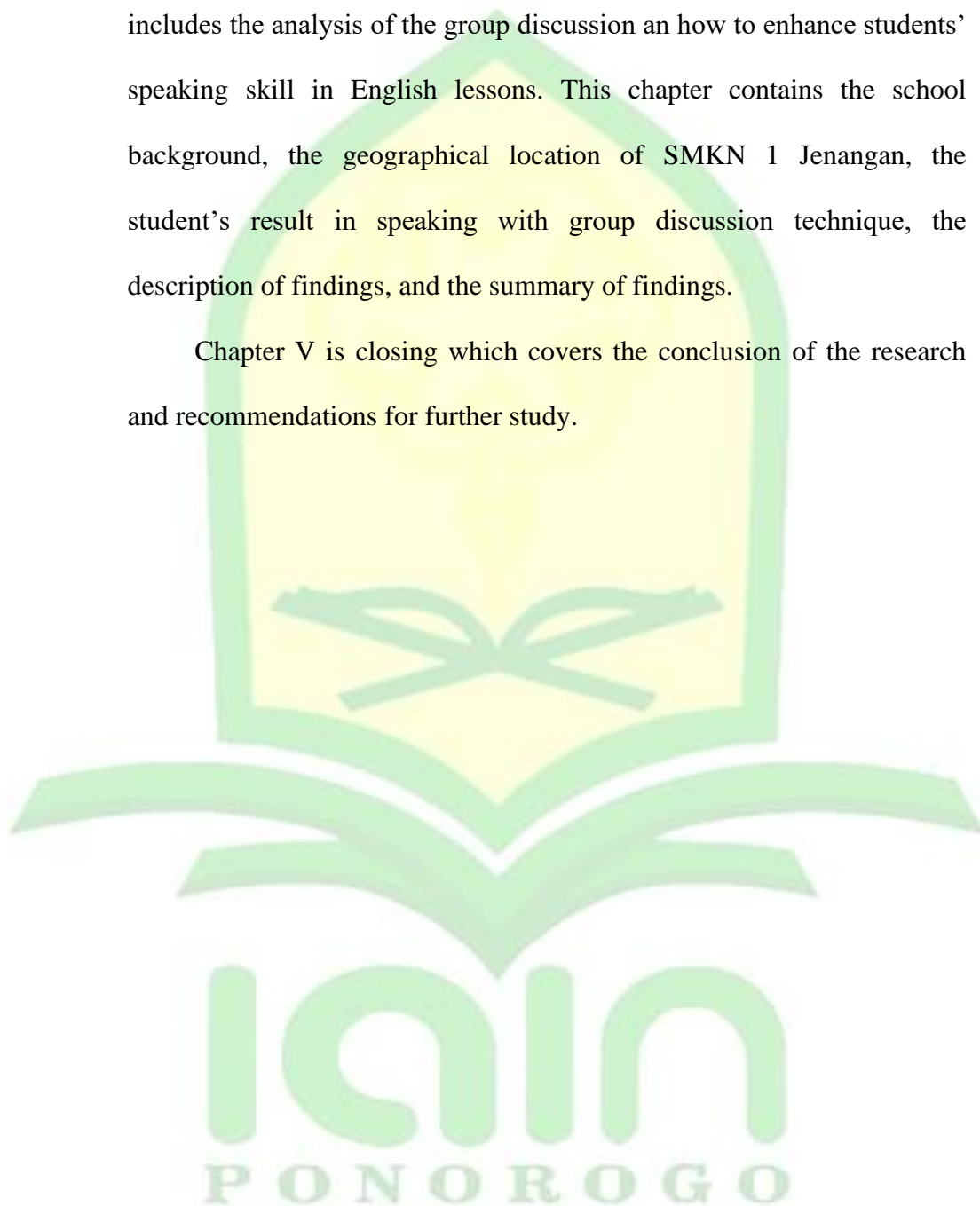
CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

a. The Concept of Teaching Speaking

1) Teaching Speaking

Teacher gives techniques for helping students increase English speaking abilities through communicative student to student activities and exposure to the language.

One of the language skills that must be mastered by English learners is speaking, although there are some other aspects like reading, listening, and writing. Speaking is a person's ability to express or articulate ideas and thoughts that are in his or her mind and to involve others in communicating that information in words. Speaking is a mean of conveying ideas organized and developed according to the listener or the needs of the listener.[16]

Students need to develop their speaking or communication skills as they can learn to express themselves through speaking and adapt to certain social conditions and cultural rules. Speaking skill is skill of producing the stream of an articulated sound systems to convey purpose, feeling needs, and desires to others. Skill of speaking also based on confidence to speak naturally, honestly, and responsibility by avoiding shame, tension, low self-esteem, etc.[17]

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[16] Annisa Aulia Dwi Cahyani, *Pengemangan Media Berasis IT,(*2017)

[17] Iskandarwassid, *Strategi Pembelajaran Bahasa* (Bandung: Remaja Rosdakarya, 2013), 241

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Furthermore, teaching speaking is a process where a teacher helps the students to provide and to facilitate them to obtain the learning goal which is the needs to improve their performance in speaking skill. Teacher might encourage the students' desire in learning speaking during the teaching and learning process to help them obtain student goal.[18]

There are several techniques that have many advantages in teaching speaking. Many techniques have some factors after implements the technique, the advantages are as follows:[19]

a. Guided Speak

   Phrase, sentence, paragraph, dialog, and poem.

b. Semi-Guided Speak

   Telling Story, retell the book contents, and chain story.

c. Open Speak

   Discussion, drama, interview, speech, and role play.

Speaking naturally implicate an interrelation between speakers and listeners having an interaction and a communication occur properly. It means speakers and listeners are able to interact each other which depends on how they bring the interaction into specific conditions and situations that will affect to communicative case.

Teaching speaking is therefore considered as a very complex communicative process that requires a variety of linguistic and contextual aspects among speakers. In consequence, communicative

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[18] Siti Mualiyah, *Teaching Speaking.* (2017)
[19] Iskandarwassid, *Strategi Pembelajaran Bahasa* (Bandung: Remaja Rosdakarya, 2013), 24.

framework in the teaching of speaking is believed can contribute to develop the students' communicative competence. In communicative competence well-known an approach namely communicative language teaching (CLT). Teachers' role is the central pillar in the teaching process. Communicative language teaching has main goal is to make students to communicate in fluent way. Analyzed the student's needs and the current level of their spoken competence, as a teachers need to design teaching-learning sequences which can help students and develop student's ability to use oral language in the class.[20] The design teaching-learning are determined based on teacher observations of students in class during the teaching English.

There are seven principles for designing speaking techniques. They are:[21] 1) use technique that cover the idea of learners' needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency; 2) provide intrinsically motivating technique; 3) encourage the use of authentic language in meaningful context; 4) provide appropriate feedback and correction; 5) capitalize on the natural link between speaking and listening; 6) give students opportunities to imitate oral communication; and 7) encourage the development of speaking technique.[22] Teacher should prepared the material about English before entered the class. What kind of media or

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[20] Pryla Rochmawati, *Task-Based Active Leaning in EFL Speaking Class*. (2014), p 13.

[21] Douglas H Brown. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. (2001), p 275.

techniques are used in teaching process that make students easy to accept and understand about the explanation from the teacher.

Speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. From this statement, the researcher can conclude that speaking is an activity involving two or more people in which the participants are both the listeners and the speakers having to act what they listen and make their contribution.[23]

The grammar used in speaking activities tends to be less complex than the grammar used in writing because speaking activities do not require a lot of planning times.[24] Some people fluent in speaking English, but the grammar have some error. If the listeners understood about the meaning of the topic or conversation that speaker said that's no problems. However, if students are writing about essay or journal to apply scholarship, the grammar is very important thing.

The conclusion of the explanation above, speaking is a person's ability to express or articulate ideas and thoughts. Speaking skill are very important in life. Students need to develop their communication

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[23] Riyanto, *Improving Speaking Skill Through Small Group Discussion (A Classroom Action Research Fo the Third Grade Students of Vocational Secondary School Pancasila Salatiga in the Academic Year 2015/2016).*

[24] Fitrah Azizah, *Using Discussion Technique to Improve English Students Skill, 2018*, n.d.

as they can learn to express themselves through speaking and adapt to certain social conditions.

2) Kinds of Activities in Teaching Speaking Skill

Speaking is generally known as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Many activities that may be useful for students while learning English speaking, these some activities that related in group discussion technique are as follows:[25]

1) Communication games

Games-based activities and playing can involve students' practice of oral strategies such as describing, predicting simplifying, asking for feedback.

2) Role Play

In role play activities, the teacher gives some information to the students such as who they are and what they think or feel.

3) Retelling Story

Retelling story have many benefits to practicing speaking skill. Retell about daily activity, short story, sad experience, until unforgettable moment.

4) Group Discussion

Discussion is an activity that some students makes a group work to talking about the story, information or material from the teacher. Group discussion usually consist four until six people in one group.

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[25] H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd edition* (Longman: 2000), p. 183.

From the explanation above, the researcher would like to use discussion technique in this research. The researcher can conclude that activities by using group discussion is hoped to overcome boredom on learning English speaking.

3) Types of Speaking

Speaking have a various types, the types of speaking are as follows:[26]

a. Imitative

At one end of the continuum, performance is the ability to simply imitate a word or phrase. Includes the ability to practice an intonation and focusing on some particular elements of language form. Although this is purely phonetic level of oral production, number of prosodic (intonation, rhythm, etc.), lexical, and grammatical properties of language. The important thing is focusing on pronunciation of students.

b. Intensive

Intensive assessment tasks may include directed response tasks (request for specific production of speech), reading aloud, sentence, and dialogue completion, limited picture-cued task including simple sequences, and translation up to the simple sentence level.

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and

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[26] H. Douglas Rown, Priyanada Aeywickra, *Language Assessment Principles and Classroom Practices*, 3nd Edition (Pearson, N.D.) p 157.

comments, and the like. This is a kind of short replies to teacher or student

d. Interactive

Interactive speaking is in the length and complexity of interaction, which sometimes includes multiple exchanges and/or multiple participants. Interactive can be broken down into two types: transactional language and interpersonal exchanges. A distinctive feature of intense speech is that it is usually interpersonal rather than transactional. Interpersonal means talking to maintain a relationship. As is common at the responsive level, transactional speaking is used to exchange information.

e. Extensive (Monologue)

Extensive oral production tasks include speeches, oral presentation, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

From the statement above, the research can conclude that there were some types of classroom speaking performance can be used by the students. The first was imitative. In this performance, the students just imitate how to say in correct intonation not meaningful interaction. The second was intensive. The students practice some phonological/grammatical aspect of language. The third was responsive. The student should have question or command for their teacher. The fourth was interactive was consist

two types: transactional and interpersonal. The fifth was extensive that include speeches, oral presentation and story-telling.

4) Language Features of Teaching Speaking

There are some elements that teachers need to pay more attention and to concern in teaching speaking skill. The elements necessary for spoken production, are the following:[27]

1) Connected speech: effective speakers of English need to be able to produce the individual phonemes of English. Connected speech sounds are modified (assimilations), omitted (elision), added (linking r), or weakened (through contractions and stress pattering). It is for reason that teacher should involve students in activities designed specifically.

2) Expressive device: native speakers of English change the pitch and stress of particular parts of utterances, volume, and speed of speech. With expressive device people will be able to show what and how they are feeling and thinking to whom they are talking to.

3) Grammar and lexis: teachers should supply a variety of phrase for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

4) Negotiation language: effective and efficient speaking benefit from the negotiator language teacher use to seek clarification and show the structure of what are saying. Teacher need to ask for clarification when we are listening to someone else talks and it is very crucial.

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[27] Saniyati, *The Influence of Using Discussion Technique Towards Students Speaking Skill at The Eighth Grade of SMP PGRI 6 Bandar Lampung in The Academic Year 2020/2021'* (Lampung, Raden Intan State Islamic University of Lampung, n.d.).

In addition, part of a speakers productive ability involves the knowledge of language skills such as those discussed above, success is also dependent upon the rapid processing skills that necessitates.

5) The Successful of Teaching Speaking

The successful of teaching speaking are the learners talk a lot, participation even, motivation is high, language is of an acceptable level. The things that make successful in teaching speaking are as follows:[28]

1. Students talk a lot

In teaching and learning speaking activities, it should be obvious that students take the opportunity to talk as much as possible in the class.

2. Participation is even

In speaking activities should be equal between minority talkative students and the majority students.

3. Motivation is high

In speaking activities should be a thing that can be motivation for students to contribute and follow the activities.

4. Language is of an acceptable level

All participants in speaking activities have to expression in acceptable level which mean students who talk should show

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[28] Penny Ur, *A Course in Language Teaching,* ed. Marion William and Tonny Wright, 17th ed. (New York: Cambridge University Press, 2009), 120.

themselves by using expression and easily understood by others friends.

The conclusion from the explanation above is the aim of teaching speaking in a language context is to promote communicative efficiency, teachers want to learners to actually be able to use the target language as correct as possible and with a definite purpose.

6) **Components of Speaking**

There are four components in speaking. The component of speaking are as follows:[29]

a. Pronunciation

Pronunciation as the sounds we make while speaking with others. How we pronounce word, phrases, and sentences communicates to others considerable information about who we are, and what we are like, as people. The major as well as the oldest representative organization for phoneticians called IPA (International Phonetics Alphabet). The aim of the IPA is to promote the scientific study of phonetics and the various practical applications of that science.[30]

b. Vocabulary

Vocabulary is all the words known and used by a particular person.[31] Vocabulary also means the proper articulation which is used in conversation to other. In the absence of a sufficient vocabulary, cannot be effectively or express ideas in oral or

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[29] David Harris, *Testing English as a Second Language* (New York: Mc. Graw. Hill Book Company, 1974).

[30] David Nunan, *Practical English Language Teaching*, First (New York: Mc Graw Hill, n.d.). 112

[31] dictionary.cambridge.org

written. Teacher should process considerable knowledge on how to manage an interesting activity in the class so that the students can gain a good vocabulary in their learning.

c. Grammar

Grammar is the rules about how words change their form and combine with other words to make sentences.[32] Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level.[33] It concerns with how to arrange a correct sentence in conversation. In academic grammar also important to make a good essay in requirement of scholarship.

d. Accuracy and Fluency

Accuracy is which students' speech matches what people actually say when they speak the target language with extend. Fluency is which speakers use the language quickly and confidently, with few hesitations or natural pauses, false starts and word searches with extend.[34] In language teaching the beginning students must be given opportunities to develop both their fluency and accuracy. Students cannot develop fluency if the teachers is constantly interrupting them to correct student oral errors. Teachers must provide students with fluency-building practice and realize that making mistakes is a natural part of teaching a new language. If students want to use language fluently and want to sound like

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[32] dictionary.cambridge.org

[33] David Nunan, *Practical English Language Teaching*., First Edition (New York: Mc Graw Hill, n.d.) 154

[34] David Nunan. 55

native-speakers, students need to be able to put words together quickly.

7) Assessing Speaking

In evaluating the students' speaking skill, used the oral English rating sheet proposed by Brown. Teachers can assess students by asking specific questions during class, and talking student personally. Based on this oral rating sheet, there are five aspects: pronunciation, vocabulary, grammar, comprehension, and fluency.[35]

The following are a rating sheet for assessing students' speaking skill:

Table 2.1 Oral Proficiency Categories Pronunciation

Rating Score	Description
1	Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his/her language.
2	Accent is intelligible though often quite faculty.
3	Errors never interfere with understanding are rarely disturb the native speaker. Accent maybe obviously foreign.
4	Errors in pronunciation are quite rare.
5	Equivalent to and fully accepted by educated native speaker.

Table 2.2 Oral Proficiency Categories Vocabulary

Rating Score	Description
1	Speaking vocabulary insufficient to express anything but the most elementary needs.
2	Has speaking vocabulary sufficient to express his simply with some circumlocutions.
3	Able to speak the language with sufficient vocabulary to participate effectively I most formal and informal

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[35] H. Douglas Brown, *Language Assessment Principle and Classroom Practice*, (New York: Person Education, Inc. 2004), p. 172-173.

	conversations on practical, social, and professional topics. Vocabulary is broad enough that he 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 educated native speaker in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural of vocabulary.

Table 2.3 Oral Proficiency Categories Grammar

Rating Score	Description
1	Errors in grammar are frequent, but speaker can be understood by native speaker used to dealing with foreigners attempting to his/her language.
2	Can usually elementary handle elementary constructions quite accurately but does not have through.
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation 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.

Table 2.4 Oral Proficiency Categories Comprehension

Rating Score	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.

Table 2.5 Oral Proficiency Categories Fluency

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

There are five components usually used to analyze speech performance, they are pronunciation, vocabulary, grammar, comprehension, and fluency. The teacher used those speaking scoring to asses students speaking in the class. The purpose of the assessment is to know the student abilities in speaking, improve student learning activities, encourage student enthusiasm in speaking, and as a feedback for improvement in leaning for teacher.

b. Group Discussion

a) Definition of Group Discussion Technique

Group discussion is one type of discussion technique. Most theories of discussion are similar to group discussion, the difference is only in the number of people who applied this method. In the discussion, all of the students discuss one topic. In the group discussion, there are several different topics, so the students should make several groups containing 4 to 6 students, and each group discuss one topic which is different from the other group.[36] Discussion technique is sharing information, opinion, and experience to obtain the same and clear understanding about the problems that being discussed.[37]

In discussion group, learners have the opportunity to interact, question, ask, and elaborate with peers more frequently than they have in teacher centered environment, thus enhancing learning and understanding. Discussion is the process of talking things over among two or more persons, preferably face to face. The total discussion process ideally is a cooperative effort on the part of a number of individuals to work together as a group, through the exchange of thought orally.[38] Discussion is an important way for people to affiliate with one another, to develop the sympathies and skills that make participatory democracy possible. Discussion technique could be an

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[36] Bagus Witya Meiarta and Ahmad Munir, *The Implementation of Group Discussion in Teaching Speaking to The Tenth Grade Students of SMA Negeri 4 Surabaya,* n.d., 4.

[37] Miftahul Huda, *Cooperative Learning* (Yogyakarta: Pustaka Pelajar, 2013), p 24.

[38] Dinda Ismaputri, et all, *Improving Students Speaking Skill through Discussion Technique*, n.d.

effective organizational medium for encouraging, clarifying, and guiding students' participation in planning classroom activities.[39]

Group discussion is a group of people communicating with each other to achieve some interdependent goal, such as increased understanding, coordination of activity, or solution to a share problem.[40]

From the explanation above, group discussion is a group consist 4 to 6 students that discuss about one topic or problems to find out solution. Each group discussing different topic that have to solve. Teaching with group discussion technique helps students develop their interpersonal skill confidence by making student aware of different perspective on the material. Group discussion to engage students more actively when learning the lesson English speaking.

b) Activities for Group Discussion

Several of activities are collaborative and easy using group as follows:[41]

1) Projects

For young learners who can greatly benefit from hands-on approaches to language, certain projects can be rewarding indeed. As learners get absorbed in purposeful projects, both receptive and productive language is used meaningfully.

2) Interview

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[39]ibid

[40]Gloria J Galanes and Katherine Adams, *Effective Group Discussion: Theory and Practice*, 14th Ed. (NY: McGraw-Hill. 2013) p. 9

[41] H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition* (Longman: 2000), 183

Interview are useful at all levels of proficiency. The purpose of doing interview could be limited to using requesting function, learning vocabulary, producing question, etc.

3) Jigsaw

Jigsaw involves cooperative learning strategy gives students the responsibility for purpose setting, generation of questions, and comprehension monitoring.[42] Jigsaw is given some specific information and the goal is to gather all information to achieve some objective. The goal is to determine where each of their sentences belongs in the whole context of the story, to stand in their position once it is determined and to read off the reconstructed story.

4) Problem solving and decision making

Problem-solving group techniques focus on the group's solution of specified problem. They center learners' attention on meaningful cognitive challenge and not so much on grammatical or phonological form.

c) **Procedures of Group Discussion Technique**

Teaching speaking through discussion is not different from teaching speaking in general. There are many techniques in learning such as group discussion. The steps of group discussion technique are as follows:[43]

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[42] Margaret Bouchard, *Comprehension Strategies for English Language Learners* (New York: Scholastic, 2005) p.113

[43] Sudiyono, *Metode Diskusi Kelompok dan Penerapannya dalam pembelajaran Bahas Indonesia di SMP* (Indramayu: CV Adanu Abimata) p 12.

1) Students are divided into groups. Each group consist four to six students. Give each group a different topic and choose one students as the group leader. The group leader should be responsible with his/her group and share the duties of each member fairly. For example who is write the points as they merge from discussion.

2) The teacher explains the purpose and the process of the discussion to the students.

3) The teacher divided the material or topic into each group

4) When group member has finished their discussion, they should report their thoughts in front of class. Each member of the group must speak one by one.

5) The teacher hand out some related information and question to each student and asks them to respond only after the discussion is over.

6) The teacher gives the conclusion about the material that have been discussion together.

d) Characteristics of Group Discussion

Teaching with group discussion technique have some characteristics, such as:[44]

1) Group discussion enough number of people for each to be aware and have 3 to 7 people.

2) Each person having belonging, of being part of the group.

3) Having mutual interdependent purpose can making the success of one member contingent on the success of all.

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[44] Gloria J Galanes and Katherine Adams, *Effective Group Discussion: Theory and Practice*, 14th Ed. (NY: McGraw-Hill. 2013) p. 9.

4) Interaction involving verbal and nonverbal behaviors, with words conveying the content of the discussion. Members continuously respond to and adapt their actions to each other. The give-and-take of impromptu communication, rather than prepared speeches, is the essence of group discussion.

5) Cooperation among members. All members perceive themselves as searching for a group outcome that will be as satisfactory as possible to all members.

e) Advantages of Group Discussion Technique

Involving collaboration and self-initiated in group work that assign two or more learners to do a task, that is why teachers should consider the importance of the interaction in the language classroom. The advantages using group discussion in English language classroom are as follows:[45]

1. Every students have to speak to sharing their idea and opinion.

2. Every students have to respect each friends.

3. Every students have to record and collect the important ideas.

4. Through discussion each students must be able to develop his knowledge and understand the issues being discussed in discussion.

5. Increase students' self-confidence because they are trained to speak in front of the class.

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[45] Sudiyono, *Metode Diskusi Kelompok dan Penerapannya dalam Pembelajaran Bahasa Indonesia di SMP* (Indramayu: CV Adanu Abimata) hal 13.

B. Previous Research Studies

In this study there were several previous studies used by researcher, including:

First, the research entitled "Improving Students' Speaking Skill Using Group Discussion (Experimental Study on the First Grade Students of Senior High School)" by Ningtyas Orilina Argawati. This study have two aims, first is to prove that group discussion can improve the students' speaking skill of the first students of Wijaya Kusuma Vocational High School. Second is to describe how group discussion improves students' speaking skill. This study shown improvements of their scoring and performance. The similarity between this research and previous study is that both of them are research use of discussion technique in teaching English speaking. Meanwhile, the differences between this research and previous study are the method used. This research used a qualitative descriptive approach, while the previous research used a classroom action research and there are two cycles on the research done by the researcher.[46]

Second, the research entitled "Implementation of Discussion Techniques in Teaching Speaking" by Faoyan Agus Furyanto. This study chooses the 8th grade of MTSM 3 al-Furqon Banjarmasin. This study employed descriptive qualitative research because this research was designed to describe some activities of teaching speaking occurred naturally. The aim of this previous study is to know the procedures of discussion technique and to find out the strengths and weaknesses of discussion

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[46] Ningtyas Orilina Argawati and UNISRI- Surakarta, *Improving Students' Speaking Skill Using Group Discussion,* 2 (2014): 8.

technique when it was used to teach speaking. The similarity between this research and previous study is both of them used same research method. In addition, this research and previous study also used the same data collection techniques namely observation, interview, and documentation. The differences between this research and previous study are grade students. This research chooses tenth graders in vocational school, while previous study chooses eighth graders in Islamic junior high school. In conclusion, the procedure of discussion technique was implemented properly and this technique gave more strengths than weaknesses.[47]

Third, the research entitled "Improving Speaking Ability through Small Groups Discussion for the Eighth Year Students of SMPN 2 Saluputti in Tana Toraja" by Roni La'biran. The aim of this previous study is to know the small group discussion can improve the students' speaking ability. This study employed quantitative method and designed an experimental method with pre-test and post-test. The similarity between this research and previous study is that both of them are researching the use of discussion technique in learning English. The differences between this research and previous study are the method used, the data collection technique, and the data analysis technique. The previous study was quantitative experimental research, while this research used a qualitative descriptive approach. The data collection technique, this previous study used pre-test and post-test, which were then analyzed using the quantitative methods. On the other side, this research using some instruments such as observations, interviews, and

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[47] Faoyan Agus Furyanto, *The Implementation of Discussion Technique in Teaching Speakin,* 30 (2015): 6.

documentation to collecting the data. Which are then analyzed descriptively by referring to the theory of qualitative data analysis.[48]

In summary, from those previous study has similar aims that is improving speaking skill by using group discussion. The grouping students' is more beneficial than the weaknesses. This implies that students' grouping is effective for teaching speaking in large classes and can motivate students communicatively.

Table 2.6 Previous Research Studies

No	Title and name of researcher	Similarities	Differences
1.	Improving Students' Speaking Skill Using Group Discussion (Experimental Study on the First Grade Students of Senior High School) by Ningtyas Orilina Argawati.	Researching the use of group discussion technique in teaching English.	Using classroom action research method.
2.	Implementation of Discussion Techniques in Teaching Speaking by Faoyan Agus Furyanto.	The research method using descriptive qualitative approach.	This research chooses second grade of junior high school
3.	Improving Speaking Ability through Small Groups Discussion for the Eighth Year Students of	Both of them are researching the use of discussion	The research method using quantitative method and

	SMPN 2 Saluputti in Tana Toraja by Roni La'biran	methods in teaching English speaking.	designed an experimental method.

C. Theoretical Framework

The theoretical framework is a concept in the thesis about how theories can be related to the factors which are identified as important problems. This research has variables, namely the group discussion technique and teaching speaking. There are various ways to teach English speaking skill. For example, teachers apply the group discussion technique. The theoretical framework can be seen in the following figure:

English Speaking

Preparation

Delivery

Advantages

Disadvantages

Group Discussion
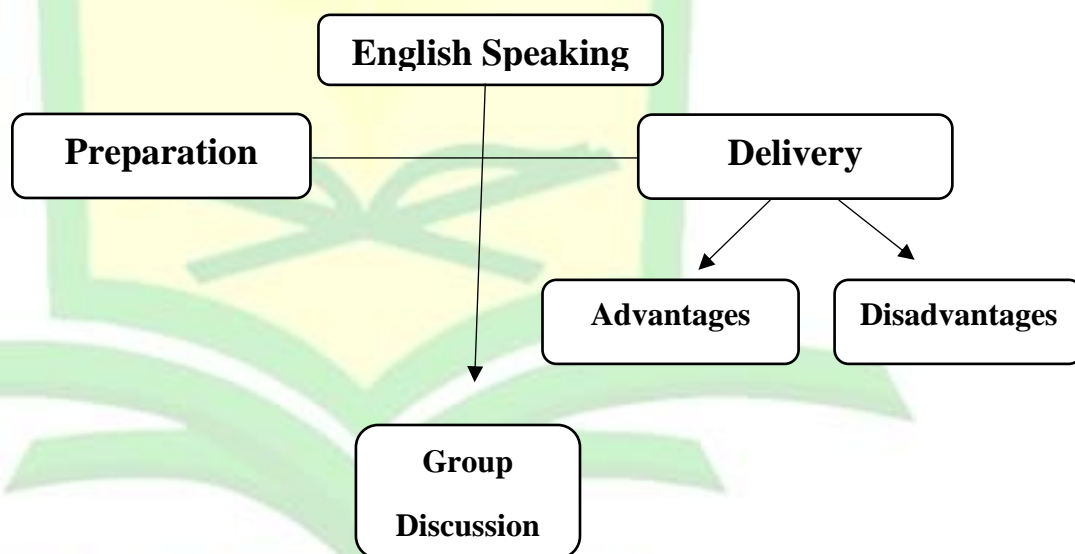
Figure 2.1 Theoretical Framework

From the figure above, it is show that the discussion technique is one of the technique of leaning English. Discussion technique is technique of delivering material that focusses more on activating students in learning because, with the discussion technique, students are required to follow the activities both as a group and individually in solving the problems. So, with

this technique, students can develop their speaking directly. Students can try to solve and answer the problems by using the knowledge that student have with English speaking.

The implementation of the discussion technique on English in class at X TPM A of SMKN 1 Jenangan is to implement the theory of group discussion technique in the classroom. In this case, researcher apply treatments in the classroom using discussion technique, and discussion technique of this treatment using group discussion. Discussion material that discusses the students about procedure text, which are about how to make and operate something. The students are divided into 6 groups that consist 6 students and teacher share the material to be discussed in each group.

The teacher divided the task such as: how to make fried rice with egg, how to make hot tea, how to make hot ginger, how to make hot coffee, how to operate blender, and how to operate laptop. The teacher instructions to all of the students are make an easy procedure text and must to different each group. Then, the researcher is observe and note the teacher and students activities in the class. After observe in the class the researcher also write the advantages and disadvantages about group discussion technique in the note.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study used a qualitative research with a descriptive research design. The result of this study is intended to describe the teacher technique in implementing teaching English speaking skill using group discussion. A method is an important factor that should be used as a guide by the researchers. This paper uses descriptive qualitative method because the problem was discussed and provided through descriptive data. Qualitative methods rely on text and image data, have unique steps in data analysis, and draw on diverse design.[49]

The researcher using qualitative method and descriptive approach is able to answer the problems that have been described in the chapter one. Because, research using qualitative method is a research method based on the philosophy of positivism which is used to examine an object where the researcher is the key of instrument.[50]

This descriptive qualitative research provides an overview of factual situations and events systematically by collecting data and facts. Descriptive qualitative design was designed the procedures of teaching speaking using discussion and described the advantages and disadvantages when it was done in teaching speaking at the tenth graders of SMKN 1 Jenangan.

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[49] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches,* (Los Angeles: SAGE Pulications, 2014).

[50] Sugiyono. *Metode Penelitian: Kualitatif, Kuantitatif, dan R&D.* (Bandung: Alfabeta, 2015), 298.

B. **Researcher's Role**

The researcher make each steps of the research and decide the data needed while in the school. The presence of a researcher in the field was important. Therefore, the researcher conducted as an observer, interviewer, and data collector.

The researcher first role is as an observer. Observational research has two types of observation. That are participant observation and non-participant observation. Participant observation is when the researcher also participate in the activities as a member activities and being a passive observer, it called non-participant observation. In this occasion, the researcher as a non-participant observation. Non-participant observation is when the researcher not participating in activities and only as observer.

The researcher's second role is as interviewer. The researcher conducting interviews after learning was completed. At the same time, the researcher saw and observed the activities of the students and the teacher during teaching English speaking process.

The researcher's third role is as data collector. The researcher conducting the filed notes during the observation in the class and collecting other resource from the book, journal, thesis, etc.

C. **Research Location**

The researcher conducted the research at the tenth-grade students at X TPM A of SMKN 1 Jenangan, located in Niken Gandini Street, Number 98, Plampitan, Setono, Jenangan, Ponorogo, East Java. NPSN

20510101. This school is one of the favorite school in the level of vocational high school at Ponorogo. Not only favorite, this school also has a lot of achievements in various competitions. Some of the achievements in non-academic are Scouts, Traditional and Modern Dance, Music etc. from local and national competences. Some of the achievements in academic are story telling competitions, Debate competitions, and speech competitions. The researcher choose this school because one of the vocational school that have implemented the Group Discussion in teaching English.

D. Data and Data Source

The data were collections of information that had been obtained in the form of symbols, numbers, and others. It is in accordance with Houghton's opinion in Moleong's book that the data is something that was known to be considered.[51]

The definition of data is a collection of text, numbers, or symbols in raw or disorganized. In this research, the researcher presented the data related to implementing the group discussion technique in teaching speaking at the tenth graders students at X TPM A of SMKN 1 Jenangan. The data provided an overview of how the teacher implement the group discussion could enhance students' speaking skill and explained the benefits of after used group discussion technique in teaching speaking class. Data sources include both primary and secondary data, the explanation are as follows:

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[51] Lexy J. Moleong. *Metodologi Penelitian Kualitatif*. (Bandung: PT Remaja Rosdakarya, 2017), 157.

1. Primary Data Source

In this research, the researcher used observation and interviewed to collected the primary data. The source of data were the description of the difficulties which faced by students at the tenth grade of SMKN 1 Jenangan and the data from observation, interview, and documentation during learning process at the tenth graders of SMKN 1 Jenangan.

The observation were made by researcher during teaching and learning process in the class and filled the observation instruments that had been prepared previously. The observations relate to the teacher and students' activities during the teaching and learning process. Furthermore, the researcher conducted interviews with the teacher who teach English using group discussion technique in the tenth graders at X TPM A and interviews with the tenth graders students at X TPM A.

2. Secondary Data Source

Secondary data is data that has been interpreted and recorded in written sources. Secondary data is also known as ancillary data or supplements to primary data used by researchers. Sources of secondary data include books, magazine, newspaper, websites, government document, etc. The researcher used both primary and secondary data to support the data obtained from observations and interviews.

E. **Data Collection Technique**

Data collection technique is the most important step in the research. Because the main purpose of the research is get the data from sources.[52] The term data collecting technique refers to all of the methods employed by researchers to obtain data for their studies. He researcher was as an observer. As an observer, the researcher used a field note to observe the teaching and learning process using group discussion since the class begins up to the end of the class. The data collection methods used in this study were as follows:

1   Interview

Definition of interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.[53] Interviews were conducted for each respondent within a certain period of time, up to several times, until all questions were answered. An interview of collecting data used to obtain information directly from the source.

Interviews was conducted orally in face-to-face with students and teacher individually. The interviewer as information collector that able to convey questions clearly, so respondents will answer questions and record all the required information correctly. Respondent is provides information that able to answer all

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[52]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung. Alvabeta, 2016), 308.
[53]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung. Alvabeta, 2016)

questions what interviewer need clearly and completely. Content of the questions are include fact, data, opinion, concept, perception or evaluation respondents related to research focus or variables discussed in research.[54]

The interview is a constructed and usually a specifically planned event rather than a naturally occurring situation, and this switch it different from an everyday conversation; the researcher, therefore, has an obligation to set up, and abide by, the rules of in an interview. [55]

Those question are going to present clearly in this research within description from which is as like researcher's field note after observing and joining the teaching process in the class. The researcher conducted interview the students of X TPM A and one of the English teacher of SMKN 1 Jenangan, by given several questions:

Table 3.1

Interview Questions List for English Teacher

No	Questions
1.	Why teacher choose the discussion method?
2.	How the preparation before implement the group discussion in teaching speaking at the tenth grade?
3.	How the process group discussion technique in the class?
4.	Any others method in implementing English speaking skill?
5.	Are the teacher using active learning strategic to overcome the results of English speaking process?
6.	What are the benefits of using group discussion technique?

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[54] Sudaryono, *Metode Penelitian Pendidikan*. Prenamedia Group. Jakarta. 2016, 82.
[55] Louis Cohen, *Research Methods in Education. Routledge*. NY. 2011, 507. n.d.

7.	What kind of the advantages in implement the group discussion technique?
8.	How to solve the problems or disadvantages?
9.	How to assessing speaking skill through group discussion technique?
10.	What kind of challenges that teacher encounter when implementing group discussion?

Table 3.2

Interview Questions List for Students

No	Questions
1.	How you prepared the English lesson before the class?
2.	Do you find some new vocabularies when teaching English speaking in the class?
3.	What difficulties did you experience while learning English with discussion technique?
4.	What material do you not understand related to learning English with group discussion technique?
5.	What do you get after participating in learning using group discussion technique? Has your speaking skill improved?
6.	What wrong thing make you worry when speaking?
7.	What do you think about group discussion?

The interview of this research was conducted on Tuesday, 7 March 2023 until 8 March 2023, and Monday, 13 March 2023. The respondent consist of 5 students and one of the English teacher at SMKN 1 Jenangan. The researcher chose 5 students who have good speaking during the teaching speaking process using group discussion. It was conducted by direct meetings, with the English teacher in the teacher's office at 8 a.m. The students need to deep-talk.

2 Observation

Observation is the selection and recording behaviors of people in their environment. Observation is useful for generating

in-dept descriptions of organizations or events, for gain details or facts that is otherwise inaccessible and for conducting research when other methods are inadequate.[56] A way to collect data by watching people, events, or noting physical characteristics in their natural setting. Observations can be overt (subjects know they are being observed) or covert (do not know they are being watched).[57]

The use of observation as a principal mode of research has the potential to gain more valid or authentic data than would otherwise be the case with mediated or inferential methods. This is observation's unique strength. Observation is strong on face validity; it can provide rich contextual information, enable first-hand data to be collected, reveal mundane routines and activities, and can offer an opportunity for documenting those aspects of life worlds that are verbal, non-verbal and physical.

In this step, the researcher entered on the tenth grade of SMKN 1 Jenangan that handled by the English teacher to observe the situation and the interaction of students and teacher in the class during the learning. During the observation, the researcher took a picture between the students and the teacher in order to get data to analyze. Before observing the class, the researcher also observing the school environment to support this research. The school environment like vision, mission, background, profile, and organization of SMKN 1 Jenangan.

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[56] Sari Wahyuni, *Qualitative Research Method (Theory and Practice).* Salemba Empat. 2012, 21.

[57] https://guides.library.duke.edu/c.php?g=289813&p=1934020

In qualitative research, observation are those in which the researcher takes field notes on the behavior and activities students in the class during the implemented group discussion.

3 Documentation

The researcher took photos of each activity in the class that would be attached to the research results. For instance, photos of each group in discussion the class, photos during interviews with teacher and some students', and photos during observations.

The researcher at SMKN 1 Jenangan used the documentation to collect data about the course of teaching and learning activities, particularly English speaking. In X TPM A students using discussion technique. The data obtained will be in the form of photos when English speaking teaching activities take place and field notes that relate to support the result of the interview and observation. In this technique, the data from written and record such as vision, mission, lesson plan, photos, etc. which is related to the research as the supported of interviews and observation.

F. Data Analysis Technique

This research used descriptive qualitative method, that is, it was based on the characteristics of phenomenon and data analyzed using the description not numbers. After all the data had been collected, the researcher analyzed their data. It is to solve the problem that the researcher was determined. Data analysis is carried out interactively and

continues until it is complete and the data is saturated.[58] This analysis consist of three processes, there are as follows:

1. Data reduction

This research used data reduction to analyzed the data. Data reduction is to make summarizing the information relates to a certain topic. Selecting the main information, concerned with the important information by looking for the topic research. In this research, the researcher collected data through interviews, observation, and documentation then the researcher displayed in the descriptive form. The results of the data obtained from the field were arranged systematically.

2. Data display

Data display is to present the data that collecting in primary and secondary data. The primary data was gained from the observation, the interview, and the documentation. The secondary data was gained from book, journal, or thesis. This process could be done in the form of brief descriptions, charts, relationships between categories, flowchart, etc.

3. Conclusion

The last stage of analyzing the data was determined the conclusion. Conclusion was answer the research problems. Conclusion involves stepping back to consider what the analyzed data mean and to assess their implication for the question at hand.

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[58] Sugiyono, *Metode Penelitian: Kualitatif, Kuantitatif, dan R&D.* (Bandung: Alfabeta, 2015), 338.

From the explanation above, this research used three stages of analyzing the data, such as data reduction, data display, and conclusion. First, data reduction to found the important information, classify, and select the data which are required. Second, data display to find what is happening and justified conclusion. Third, conclusion that a result of data collected based an observation.

G. Checking of Data Validity

Validity is one of the strength of qualitative research and based on determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account.[59]

The researcher uses triangulation to validate the data. This research used triangulation from sources or informant to checking the validity. The researcher compare the results of observations, interviews, and documentation of the implement group discussion technique in teaching English speaking skill at the tenth graders of SMKN 1 Jenangan. Therefore, the research results are obtained from one source can be further verified, because one data can be compared with other data obtained.

In this research, the researcher want to know how implementation of Group Discussion technique in teaching speaking skill at the tenth graders of SMKN 1 Jenangan, the data collection process was obtained from Drs. Herwi Ratnani as English teacher and some students from X TPM A itself.

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[59] Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*., SAGE Publications. New Delhi. 2018

H. Research Procedure

The researcher has some procedures that used in this research:[60]

1. Pre-research

In this stage, the researcher proposes three titles to the head of department to get approval on which title will be used. After one of the research title is accepted, the researcher begins to develop a research outline, which will be submitted again to the head of the department to serve as the basis for preparing a thesis proposal. Then, when the head of the department has decided that the research outline is suitable to be used as a reference, the researcher begins to compile a research proposal. Research proposal that have been completed are then submitted to take part in proposal seminars. After the research proposal is declared eligible to be tested and is received by the examiners, the researcher can carry out the thesis proposal exam.

2. Field-research

The research is done at this stage. The first thing that was done to apply for a permit from faculty, addressed to SMKN 1 Jenangan. Researcher can collect data after waiting for approval from the school and can introduce themselves in advance to the subject or informant to make observations in the school environment. After that, the researcher begin to collect data, conduct interviews with information, manage the teaching

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[60] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2006),123.

schedule, record statements from documents, and record things that were being observed. The researcher tried to obtain as much as information about the application of the discussion technique to English speaking. Before doing the research, the researcher prepared a list of questions to the teacher and students in advance. When executed the interview with teacher, the researcher not only got about the theory of discussion technique, but also the challenge of teacher SMK in this era.

3. Post research

The data gathered during field research is still raw; consequently, it needs to be analyzed so that the data is neat and systematic. At this stage that the researcher categorizes and organizes the data into a pattern so as to procedure a clear, detailed, and systematic description. As explained earlier, data analysis was carried out during and after data collection.
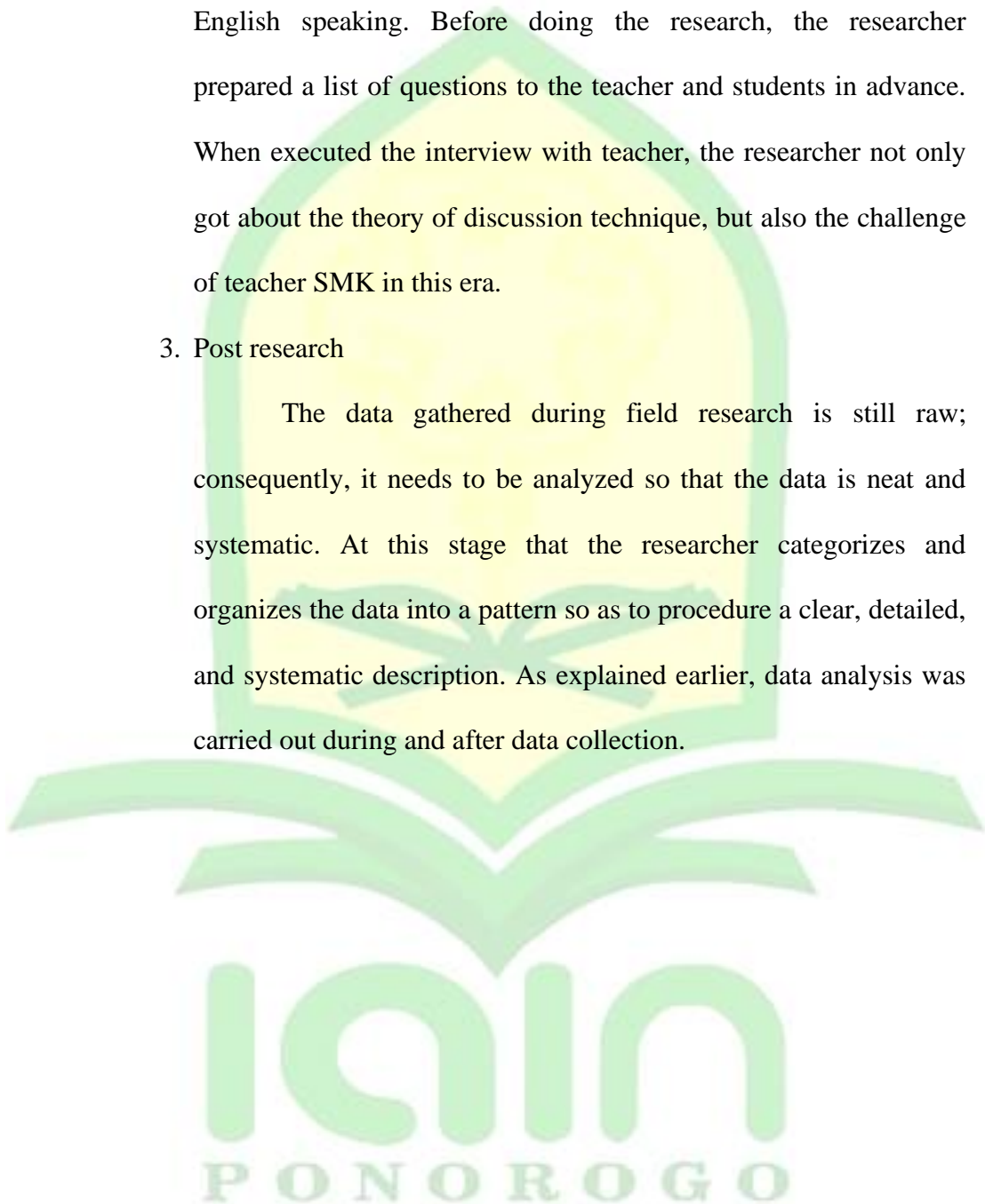
CHAPTER IV

RESULTS AND DISCUSSION

A. General Data

1. Background of School

The name of the school is Sekolah Menengah Kejuruan Negeri 1 JENANGAN (SMKN 1 JENANGAN) or State Vocational High School of Jenangan. This school was founded in 1964 as a result of the initiative of the local government and the business / industrial world in Ponorogo which for the first time was called STM (Intermediate Technology School) Ponorogo State Preparation. Officially this institution became the Ponorogo State STM based on the Decree of the Minister of Education and Culture number 148/Diprt/BI/66 dated 1 February 1966. The change from the Ponorogo State STM to Jenangan State Vocational School based on the Decree of the Minister of Education and Culture number 036/0/1997 dated 7 March 1997.[61]

SMK Negeri 1 Jenangan is a vocational school that focuses on engineering. Skill programs available at this school are as follows:[62]

1. Construction and Property Bussiness (Wood Construction Engineering)

2. Modelling Design and Building Information (Building Drawing Engineering)

3. Machining Engineering

4. Welding Technique

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[61] https://profilbaru.com/SMK_Negeri_1_Jenangan_Ponorogo.(15 March 2023)
[62] ibid

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5. Motorcycle Electronics Engineering

6. Software Engineering

7. Refrigeration and Air Conditioning Engineering

   The extracurricular are as follows:

1. TARUNA (Pendidikan Semi Militer)

2. Pramuka (Praja Muda Karana)

3. PMR (Palang Merah Remaja)

4. PALA (Pelajar Pecinta Alam)

5. Rohis

6. Jurnalistik

7. Tunas Hijau

8. Koperasi

9. Debat Bahasa Inggris

2. School Profile

a.	School Name	: Sekolah Menengah Kejuruan Negeri 1 Jenangan
b.	School Statistics Number (NPSN)	: 20510101
c.	School Accreditation	: Accredited A
d.	Street	: Niken Gandini No 98
e.	Village	: Setono
f.	District	: Jenangan
g.	Regency	: Ponorogo
h.	Telephone Number	: (0352)481236
i.	Postal Code	: 63492
j.	Email	: smknjenpo@yahoo.com /

https://smkn1jenpo.sch.id

k. Land Size   : 40,716 M^2

l. Building Status   : State[63]

3. Visions and Missions of SMKN 1 Jenangan

SMK Negeri 1 Jenangan as an educational institutions have vision and missions:

a) Vision: "Become STMJ excellent"

b) Missions:

a. Develop students who are religious, nationalist, mutual cooperation, integrity, and independent.

b. Provide technological education services according to customer needs.

c. Implementing modern management that is accountable, transparent, collegial collective.

d. Creating a sustainable network.

4. Schools Objectives

a) For the students

Produced graduates with religious, nationalistic, cooperative, integrity, and independent characteristics.

b) For the technology

a. Application of learning service base teaching factory (TEFA)

b. Available sustainable educational services

c. Produce graduates who meet the needs of the industry (IDUKA)

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[63] https://sekolah.data.kemdikbud.go.id (15 March 2023)

c) For the management

    a. Optimizing management of the region's public services bodies (BLUD)

    b. Embody and environmentally cultured school

d) For the network

Increased quantity and quality networking

5. **Students Data**

The total number of SMKN 1 Jenangan in academic year 2022/2023 are 2.297 both male and female students. There are 771 students in the tenth grade, 777 students in eleventh grade, 680 students in the twelveth grade, and last 69 students in thirteenth grade.[64]

6. **Teachers Data**

The number of teachers, staff and employees are 140. One of that is the English teacher Mrs. Dra. Herwi Ratnani and the rest are staff and employees. They have their own skills and expertise in their respective fields.[65]

In the tenth grade of TPM A, English subject is taught by Mrs. Dra. Herwi Ratnani. The result of the preliminary interview on 24th February 2023 in the teacher's office, it was stated that she had taught English at SMKN 1 Jenangan for 10 years. During this time, she had been quite experienced in teaching, especially in English language. Learning resources were completed and learning strategies were various. One of the various teaching techniques is using group discussion.

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[64] See the appendix 01/D/2023 documentation transcript
[65] See the appendix 02/D/2023 documentation transcript

Thus, the researcher's presence at SMKN 1 Jenangan was to describe and analyze the group discussion technique that implement by teacher. Especially, to enhance students' speaking skill at the tenth graders of TPM A in procedure text.

7. **School Structure Organization**

In general, organization can be interpreted as providing structure or composition, namely in the placement of people within cooperative groups, with the aim of establishing relationships between people in their respective obligations, rights, responsibilities each. In SMKN 1 Jenangan as educational institutions have good organization so that the goals of formal education are fully achieved.[66]

B. **Specific Data**

1. **The Implementation of Group Discussion Technique in Teaching English Speaking Class**

Group discussion technique is one of the technique that used in the learning process with dividing several students in one group and solve the problems they have determined by holding discussions or exchanging opinion. Group discussion technique can be increasing students' emotional intelligence by respecting other people opinions so that students have self-confidence to convey his opinion to others, be able to do it good interaction with other people.

Based on the observations to the teacher and the students activities during learning activity in the class, analyzed the lesson plan, and

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[66] See the appendix 03/D/2023 documentation transcript

analyzed of students' scores that the teacher has conducted in three meetings from 17 February 2023 until 17 March 2023. The researcher know the implementing the group discussion technique in teaching English speaking class.

The first step for the implementing group discussion technique in English speaking class is preparation. Before implementing the group discussion technique, the teacher should prepared the material before the method was presented in the classroom with well-planned and well-organized preparations. Not only the teacher that should to prepare before learning process, but also the students should to prepare all of things before get the material. The results of the interview with Alvillosya Riky, explained that, as follows:

> I prepared the book, stationary, and reading material that will be taught by Mrs. Herwi.[67]

Other students who prepare the English lesson before are Arda Nanda Pratama and Danish Arfa Diaurohman students of X TPM A, they explain that as follows:

> I prepared the book, stationary, and reading the material that will be taught by teacher.[68]

> I prepared the English book, stationary, and mentally.[69]

Preparation is the process of getting teaching materials ready for use or for a particular purpose in teaching English speaking. Preparation is include pre-teaching implementation, teaching implementation, and post-teaching implementation. The results of the interview with the

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[67] Interview transcript code 01/I/7-3/2023
[68] Interview transcript code 02/I/7-3/2023
[69] Interview transcript code 01/I/8-3/2023

teacher about the preparation group discussion technique in the office as follow:

> Before teaching English speaking skills as a teacher we should prepare the material until the assessment. The things that to be prepared is pre-teaching, whilst-teaching, and post-teaching implementation. The first thing is pre-teaching the group discussion technique is decide the material or topic, RPP (lesson plan), decided the problems that will be discussed, greetings, praying to God, student absences, ice breaking, explaining the study purpose, and dividing the students' group discussion into 6 group. The second thing is whilst-teaching this section consist the procedure of group discussion in the class. The last is post-teaching about the assessing the result of the discussion.[70]

From the explanation above, it can be concluded the result of interview with teacher and researcher. The researcher sees it is related based on the existing theory about preparation for the implementation of the group discussion in class is appropriate with the theory in previous research. Not only interview, but also the researcher following when the teacher teaching English using group discussion. The researcher sees that students can enjoyed starting with ice breaking in the class. The things that needs to be considered is how to prepare the classroom conditions for learning. Conditioning the class is very important because the discussion requires good direction from the teacher so that the discussion is conducive and there is no discussion that does not lead to learning objectives.

Based on observations, the researcher saw Dra. Herwi Ratnani, conditioning the class so that they were ready to learn, namely by asking students to tidy up their seats, prepare stationery to be used for learning, and the whiteboard has to clean. The results of the interview with Dra.

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[70] Interview transcript code 02 /I/13-3/2023

Herwi Ratnani, explained the implementation of the group discussion technique in English speaking, as follows:

> The first thing we have to do is stimulate their interest, because their interest in waiting to learn and understand what we teach. I stimulates students with ice breaking, I give games vocabulary to students to recall past vocabulary that had been learning. Next is I divided students into 6 groups. One group consist 6 students. By utilizing technology, students are watched video about procedure text. The video is about definition, language features, structure of the text, and steps or ingredient. First, the teacher gives a different topic discussion for every group. Like group 1 the topic is making fried rice, group 2 makes ginger drinks, group 3 operates the blender, group 4 makes guava juice, group 5 makes hot coffee, and group 6 makes tea. After that, each group was given 20 minutes to discuss the topic the class agreed on, and then the teacher scrambled the order of presentations of group discussions in front of friends in English. After the presentation of the questions and response session, each group must give one question or response of another group presentation that already explains the result. After the group representative presentation should collect the discussion results to the teacher.[71]

Based on the results of observations on March, the researcher found that Dra. Herwi Ratnani divided the group discussion into six groups. The researcher saw that the process of implementing the discussion technique in learning began by salaam, saying greetings, praying, and strengthening student understanding by providing additional material about 10 minutes. Students with their teams discussing the task after being divided by the teacher. Then, the results of the discussions were presented in front of class by each group, and other groups have to gave their responses. Other group can asking and giving opinion about the group presentation. The group that presented the result of discussion have to answer the question from others group. Lastly, Dra. Herwi

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[71] Interview transcript code 03 /I/13-3/2023

Ratnani resume and explained the material so that students can understood it better.

The researcher not only asking about the advantages of group discussion, but also the disadvantages and solution of group discussion to the teacher. The teacher said that:

> Each learning method definitely has its own advantages and disadvantages. Therefore, I have to adapt to the conditions and abilities of the students in class. The disadvantages of group discussion are, first some students pay less attention to their friends who explain the presentation in front of class. Second, takes quite a long time in implementation. Third, some students active to asking question and other passive in class. The solution of the first problem is teacher should give the check to other group regularly during the process of discussion. Second, teacher should limit the time among presentation the result of discussion and question. Third, teacher should give the rules that one group one question.[72]

From the explanation above, it can be concluded the result of interview with teacher and researcher. The researcher sees it is related based on the existing theory about the disadvantages of group discussion. The researcher also observed that it found during in the class.

Based on the observations of researcher during teaching English in the class. The researcher noted that as a teacher must, first pay attention to students if they not paying attention to his friend's presentation and crowded with classmate. Second as a teacher must be pay attention the time, so the teaching can be completed on time. Third as a teacher must be teach good behavior and manners in social and community life.

From the results of interviews and observation above, the process of implementing teaching speaking through group discussion are prepare the pre-teaching, whilst-teaching, and post teaching.

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[72] Interview transcript code 04 /I/13-3/2023

In post teaching as a teacher should prepared the lesson plan, media, until assessing the material an as a students should prepare the English book and dictionary. Whilst-teaching is about the procedure or process of implementing group discussion in the class. Post-teaching is about the assessing the final results of the discussion in group.

Whilst-teaching is about the procedure or process of implementing group discussion in the class. The member of group discussion is have divided by teacher. There is two meeting that implementing of teaching speaking through group discussion. The first meeting about explained procedure text by teacher. The rules of teaching on the first meetings are salaam, ask news, check the attendance, ice breaking to train students focus, review material in the past meeting, explain the purpose of procedure text, share link video about procedure text that can gives students overview in general, next is teacher explain the definition, structure, language features, and example of procedure text. Teacher explains about the contain of video, then ask to students understanding. Teacher also explains the rules of teaching, students discuss about the topic, students choose the leader and writer of the results of discuss. After students writes the results of discussion, students have to presents in front of class the results of students group discussion. Next is students gather with each member of group from group one until group six. Then, students discuss about assignment that have been divided by teacher. Teacher gives 20 minutes to discuss, after that students have to explain and presented students team. Because the time was up, the lesson

continued to the next meeting. The next agenda is second group presentation. Each group presents the results of discussion and give asking and responding section in the last presentation.

Post-teaching is reviewing and summarizing the lesson of procedure text. Teacher re-explains about what is procedure text, the generic structure, language features, and steps. Then ask to the students was students understand about procedure text and identify about it.

2. **The Challenges and Barriers that Teacher Encounter When Implementing Group Discussion Technique in Teaching Speaking**

Each learning technique definitely has its own challenges. The challenges can be from students, teacher, or facilitate. The teacher chooses learning techniques according to the students' conditions. Not all students can use the same learning technique.

The challenges of the group discussion technique are student's less of understanding in using the group discussion technique, it is less effective when applied to large groups, need a lot of time when group discussion technique was applied, and there are several students who cannot apply the group discussion technique because this technique is preferred by students who can speak in public or class and is only done by outstanding students. The teacher said that:

> The challenges that I usually faced are not effective when applied to large groups, requires many time when group discussion applied, and there are several students who cannot apply the group discussion because it preferred by students who can speak in public or extrovert. Not only challenges in implementing of group

discussion in the class but also students' attitude. In this era, so many students smart in understanding material but low in attitude in front of teacher or elderly people. This is one of the challenges to all of teacher now and in the future.[73]

Based on the observations of researcher during teaching English speaking through group discussion in the class. The researcher sees that when implementing group discussion have some challenges that explain by the teacher. The challenges are needs a lot of time. When students gather with members of their group, some students play with other friends. Such as joking or borrowing his handphone. This situation can minimize the time allocation of teaching. Therefore, as a teacher have to reprimand or warning students and give them directions. The teacher said that:

> Other technique/ method that I have been used are problem based learning and jigsaw.

Teacher has to choose the suitable technique to teaching English. Several factors that students usually face are students' backgrounds, low of enthusiasm in the learning process, the environment, both family and surrounding environment. Students background usually influenced by intelligence. Sometimes, there are students who easy to understand the material and students who difficult to understand because they are low interest. When teacher encounter a student that difficult to understand the material, she have to give more attention and help the students to understand the material.

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[73] Interview transcript code 01 /I/13-3/2023

According the interview to the teacher and the students' activities during learning activity in the class that the teacher has conducted in two meetings from 17 February 2023 until 17 March 2023. The researcher knew the advantages about group discussion technique in teaching English speaking class. The results of the interview with the teacher about the advantages of group discussion technique in the office as follow:

> I think the advantages of group discussion are first it encourages students able to teamwork like interaction and socialization. Second, It develop group cohesion and responsibility. Next, additional opportunities for leadership. Then, may be used effectively to assit the class in planning and directing over-all learning activities. Last, increase students self-confidence in public speaking.[74]

Based on the results of an interview conducted on March after teaching group discussion technique, Dra. Herwi Ratnani explained the advantages or benefits of group discussion technique in the teaching speaking process. The researcher found it is related based on the existing theory about advantages group discussion in class is appropriate with the theory in previous research. Not only interview, but also the researcher following when the teacher teaching English speaking using group discussion. The results of the interview and observation that carried out by the author is strengthened by documentation about the implementation discussion technique in the class.

Based on the results of an interview with the students conducted on March 8th, 2023, Andhika Qurunulbahri Hibatullah, explained that after

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[74] Interview transcript code 05 /I/13-3/2023

learning English with group discussion, his speaking skill and self-confidence increased. The statements as follows.

> I think, after learning with the group discussion my speaking skill and self-confidence have increased.[75]

The researcher found that students can speak in English. They have self-confidence to explain the results of discussion in front of class with good delivery. Students, get better score and performance in speaking skill. Many students ask questions and the presenter answer the question with team. Students who often ask questions using English, it can be concerted that they have self-confidence in speaking English. Students who active asking or responding in the class have good self-confidence.

Based on the interview with the teacher, to assessing students speaking skill the teacher used three kind of asses students' performance. Three kinds of assessing students are assessment of attitude, knowledge, and skill of the students. Assessment of attitude have three factors such as self-confidence, teamwork, and discipline. Assessment knowledge is about the assignment that teacher give to the students. Assessment skills have four factors such as pronunciation, vocabulary, fluency, and accuracy.

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[75] Interview transcript code 04 /I/8-3/2023

C. Findings and Discussion

1. The Implementation of Group Discussion Technique in Teaching English Speaking Class

The schedule in SMKN 1 Jenangan used a system block schedule type. System block schedule is different from regular schedule that usually used in other school. System block schedule is process based on the number of hours accumulation that has been determined the number of hours accumulated lessons must not be less than the number of accumulated lesson hours that have been accumulated determined in the curriculum. System block learning organizes the process learning in a number of meetings less but the meeting will carried out over a longer period of time, thus increasing flexibility instructional activities.[76] This schedule type usually implements in vocational high school, like SMKN 1 Jenangan.

The process of implementing the discussion technique in teaching English speaking at SMKN 1 Jenangan, includes three main processes: the preparation process, the implementation process, and the assessment of the process. The preparation process is about the teacher and students' readiness before teaching English speaking. The implementation process is consist pre-teaching, whilst-teaching, and post-teaching. The last is about assessment of the process group discussion technique in teaching speaking skill.

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[76] Sanjaya, W. (2008). *Perencanaan dan Sistem Pembelajaran*. Jakarta: Kencana Prenadamedia Group.

Based on the findings in the field, both from the results of interviews, observations, and documentation, the preparations made prior to the implementation of the discussions technique in order to improve student's English speaking. The preparation for the implementation to the first discussion technique is to make learning devices. The learning devices is form of handout and RPP (Lesson Plan) of procedure text.

English speaking process delivered also needs to be prepared for the implementation of discussion technique on material procedure text in English subjects in X TPM A SMKN 1 Jenangan. Preparing how to interact actively with students' interest and attention in learning English.

Based on the results of research conducted through interviews, observations, and field notes things that need to be considered in preparing for the implementation group discussion technique in this English speaking include making lesson plans, mastering the material, and preparing the classroom environment. Making a lesson plan (RPP) to carry out this discussion technique is not much different from the implementation of other learning technique. Lesson plan is a learning plan subjects per unit that the teacher will apply in learning. Based on this lesson plan, a teacher is expected to be able to apply programmed learning. Without careful planning, learning targets will be difficult maximally achieved. Therefore, the ability to make lesson plan is the first step that must be possessed by teachers.[77]

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[77] M. Muslich, *Kurikulum Tingkat Satuan Pendidikan: Dasar Pemahaman dan Pengembangan.* (Jakarta: Bumi Aksara. 2008)

Mastering the material very important because a good teacher at explaining makes students feel more interested because the material being explained more easier for students to understand.

Preparing class environment was seen when Dra. Herwi Ratnani, entered the class, then ordered students to tidy seats, dispose of trash if there was scattered trash, sweep class, cleaned whiteboard, prepare stationary to be used for learning, and tidy up the class. Students understanding and receiving the material can influences by neat and clean a classroom.

Based on the research results from interviews, observations, and documentation, it is known that the member of groups discussion have been divided by the teacher. So, students have to pay attention the teacher instructions. The implementation of the group discussion technique for teaching speaking is carried out with the following steps:

Table 4.4 The Steps For Implementing for Group Discussion

Technique in Teaching Speaking Skill

No	Steps
1.	The teacher entered the classroom on time.
2.	The teacher greets students, pray, and check the attendence students.
3.	The teacher makes perceptions beore explaining the procedure text.
4.	The teacher explain the description of subject matter and shared a handout about the procedure text.
5.	The teacher give an ice breaking before starting the studying.
6.	The teacher shared a link video about procedure text.
7.	The teacher divided students into 6 groups.
8.	The teacher explain the assigned task to all of students.

9.	The teacher instructs students to discuss in formulating results.
10.	The teacher instructs each group to present the result by random number.
11.	The teacher invites other groups to give feedback regarding the results of the discussion that has been presented.
12.	The teacher gives question for test the students understanding.
13.	The teacher conclude the procedure text that has been studied.
14.	The teacher closed the lesson by saying hamdalah and salaam.

The discussion technique carried out by Mrs. Dra. Herwi Ratnani, is a type of small group discussion. Which is carried out by dividing students into some groups. The implementation of group discussion begins with presenting the problem in general, then the problem is divided into sub-problems that must be solved by each group. The last discussion in group, the each member group presents the results of the discussion in front of class.

Based on the results of observations that have make above, the implementation of group discussion technique in the English speaking conducted by Mrs Dra. Herwi Ratnani, began with: teacher entered class on time at 07.00 WIB, said salaam when entering class, asked news and checked the student attendance, asked about students' readiness, asked the piket schedule, asked that did not start the lesson before around the table is clear, started learning activities by given ice breaking about vocabulary to stimulates students enthusiasm about English speaking, watching videos about procedure text from Youtube in their phone.

2. **The Challenges and Barriers that Teacher Encounter when Implementing Group Discussion Technique in Teaching Speaking**

The challenging factors of the discussion technique that teacher encounter when implements are group discussion not effective if applied in a large group, needs many times that over from time allocation, and suitable to students who have confidents to speak in public.

Group discussion not effective if applied in a large group. Because the member of one group, consist many group members. In general, one group consist 4-6 students, if more than it should make a new group.

Therefore, group discussion also needs many times that over from time allocation. Teachers should have alternative to implementing that not over from time schedule or allocation. If teaching speaking through group discussion can disrupt to the next lesson. The solution is teacher should divided the groups member last meeting before. This way can minimize time over.

Suitable to students who have confidents to speak in public. Students who are confidents to speak in public have an enthusiast during learning English speaking. This is because the enthusiasm for students learning is greatly influenced. Students who were not have confidence and enthusiastic at the beginning of learning will become joking and not enthusiastic about learning English.

Based on the results of the interview conducted on March, 2023, the advantages factors after implementing group discussion technique include interest in learning and discussion rules. For more details, the

advantages in implementation of the discussion technique in teaching English speaking are described as follows:

Students' interest in learning activities is one of the most important things to supporting the implementation of group discussion. Because, without interest in learning from students, the learning process will be passive. Before begin the discussion, the teacher gives an ice breaking to motivate students. Ice breaking has some function like make the class atmosphere conducive and not tense. So, the students can focus, enjoy, and ready to study. Ice breakings also carried out in training leadership, workshop, teaching, and product launching.[78]

Group discussion rules can support the use of the discussion technique in the learning process. Based on the observation, rules for the group discussion can be in the form of task division and time allocation as well as rules on how to give and responds to opinions during the discussion. The rules help create conducive conditions during discussion so that all students can express their own opinions. This is very important considering that one of the things that must be considered in implementing the discussion technique is a conducive situation that supports the discussion so that it can be stimulate students' speaking English with confident in front of friends.

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[78]Adi Waluyo, *Amazing Virtual Ice Breaker (Panduan Praktis Virtual Ice Breaking),* (Yogyakarta: Diandra Kreatif, 2022), 5

BAB V

CLOSING

A. Conclusion

1. **The Implementation of Group Discussion Technique in Teaching English Speaking Class**

    Based on the results of the research of implementing teaching speaking through group discussion can be conclude that before implementing or applying the group discussion technique, there are several things that need to be prepared, which include lesson plan, making learning goals, learning tools, making assessment, and preparing class conditions. The researcher notes that in implementing group discussion technique has several steps which cover: formulating objectives and problems that will be used as topics, explain the rules of group discussion, and giving directions to students to involve them. In the end of discussion teacher gives the summary and review the material that relate with procedure text.

2. **The Challenges and Barriers that Teacher Encounter when Implementing Group Discussion Technique in Teaching Speaking**

    Teaching English speaking in groups is a fun task. But it should be noted that the study group does not turn into an only fun group or a social group. During the group gather, only the pre-decided topics should be discussed. Every learning technique definitely has advantages and disadvantages, including group discussion technique.

There are some factors that can support the implementation of group discussion technique in learning English. Several factors that support the implementation of group discussion technique in learning English. The first factor students' interest in learning during the discussion. Before start the English speaking teacher gives ice breaking or game to the students that can make students interest about the learning. The game can give in 10 minutes and all of the students have to participate actively. The second factor increasing teamwork each student. In group discussion have a division of tasks that can train students cooperation. It can manage and save time in teaching. The third is leadership students can deliver the results of tasks in front of class. The last is self - confidence in public speaking. Public speaking not only speech in front of people but also share the opinion, suggestion, or disagreement about something. So, students can share with anyone.

B. Recommendations

After getting the results of this study, the researcher would like to provide the following recommendations given are:

1. For the English Teachers

The implementation of group discussion technique is further developed and supported by the teacher and also material in order be able to increase student's English speaking skill in class.

2. For the Students

   The benefits for students are can build communication in speaking ability and increase self-confidence in front of friends.

3. For the Future Researchers

   The researcher hopes that this research can be beneficial for the further researcher to increase their knowledge about implementation of group discussion technique in vocational school especially in SMKN 1 Jenangan.
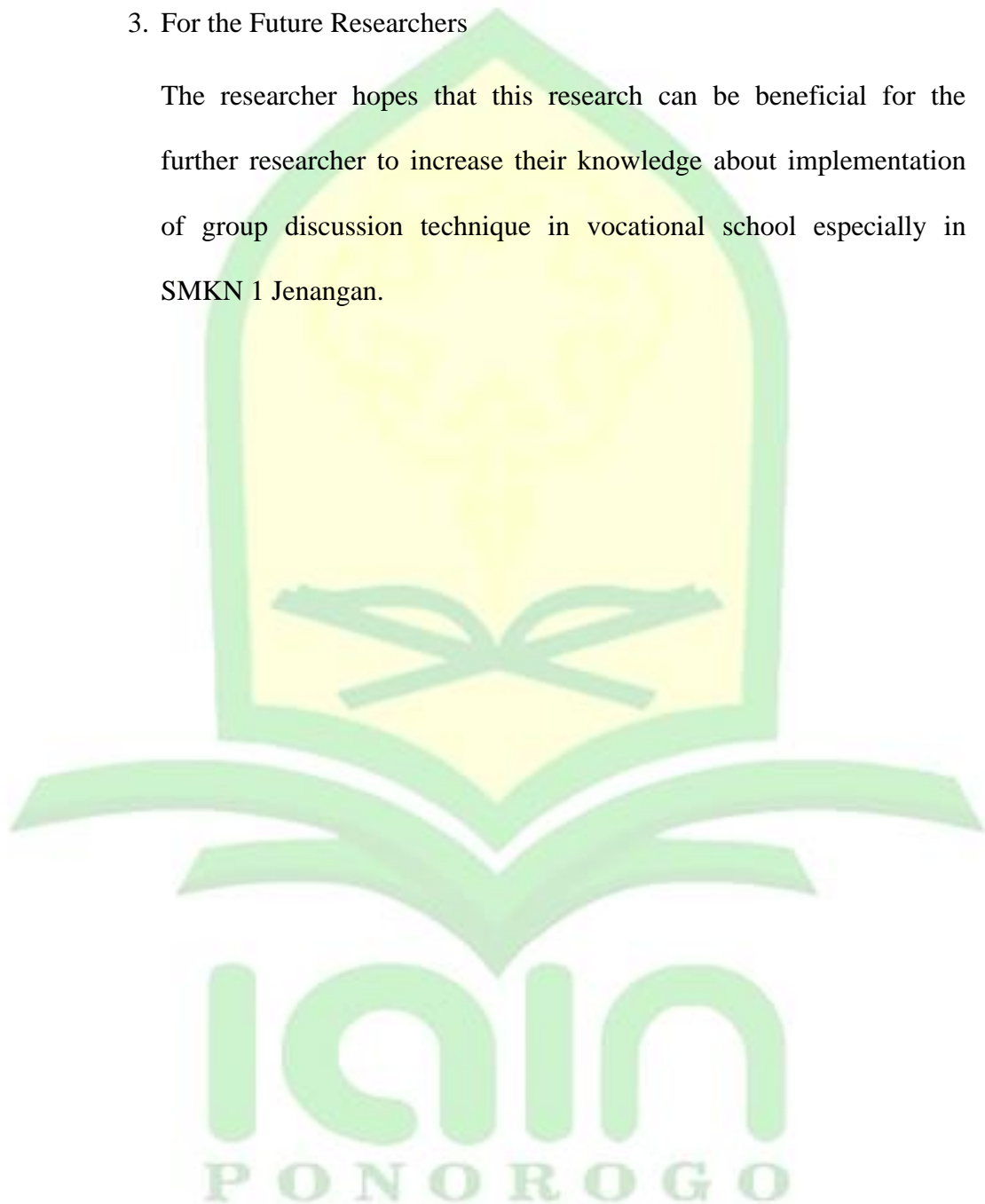
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