

ABSTRACT

Nurhayati, Siti. 2015, Increasing Speaking Ability Using Buzz Group Technique to the Eighth Grade of SMPN 2 Jetis Ponorogo in 2014/2015 Academic Year. Thesis, English Education Department, Tarbiyah Major, State Islamic College of Ponorogo (STAIN Ponorogo). Advisor Nurul Khasanah, M.Pd

Key Words: Speaking, Buzz Group Technique

Speaking has important role in our life. By having good speaking ability, the students will be able to communicate each other and develop themselves to be wise speakers both in the class and life. One of the techniques that can increase the students' speaking ability is Buzz group technique and it is give the solutions to students' and teacher' problems. The goals of Buzz group are to built the communication among students and create the social life. The main purpose of this research are: (1) to describe the Buzz group technique used in teaching speaking, (2) to know the problems faced by the researcher in implementing Buzz Group technique.

This research used Classroom Action Research (CAR) which consists of two cycles. Every cycle consist of four phases, those were: planning, acting, observing and reflecting. The subject of this research was the students in the eighth grade B of SMPN 2 Jetis Ponorogo. In sustaining the research result, two type data were collected: qualitative data that was derived from observation and interview. On the other hand, the quantitative data was derived from the test result. Then those data were analyzed by the researcher by using descriptive analysis and statistic analysis to know the final result.

The result of this research shown that the implementation of Buzz group technique can increase students' activeness and students' speaking ability. The researcher got the data that the students active in teaching speaking using Buzz Group, it shown from students activeness increased in every aspect: (1) students giving questions increase from 60% in cycle I to 75% in cycle II, (2) students giving answer increase from 55% in cycle I to 80% in cycle II, (3) students paraphrase the text increase from 45% in cycle I to 75% in cycle II. And also the students speaking ability was increased from 55% in cycle I to 80% in cycle 2 or from 11 to 16 students who passed the standard score. Finally, the teaching speaking by using Buzz Group technique help students in increasing their speaking ability and also helps to increase their activeness.

CHAPTER I

INDRODUCTION

A. Background of the Study

Communication is an essential need for human being. Language is the tool of communication. The language can be expressed in the spoken or written form. Communications in English needed because English is an international language.

English is a foreign language in Indonesia. English is one of the important subjects for all students. In learning it, students must consider the four skills. They are listening, speaking, reading, and writing. Speaking is an important skill because one of the keys in English communication. The students should master speaking in English especially in daily conversation because conversation is foundation to communicate with foreigners.

According to Jack C. Richards and willy A. Renandya “Speaking is also important to make social contact with people, to establish rapport or change the harmless chit-chat that occupies much of time spends with friend”.¹ The statements above are meant that when we engage in discussion with someone the purpose is to express opinion, to persuade someone about something or to clarify information. In some situation, we use speaking to give instruction or to get thing

¹ Jack C. Richards, willy A, Renandya, Metodology in Language Teaching, an Ontology of Current, (Cambridge: University Press.2002), 201

done. Usually, we use speaking to describe things, complain about people's behavior, to make polite request, or to entertain people with jokes and anecdote. The mastery of speaking skills in English is a priority for many second language or foreign language learners.² It means that English is more important than other languages in the world of globalization era. Then, the success of mastery is measured in the terms of the ability to carry out a conversation in the language.³ In other hand, the speaking mastery of English is who understood, and give feedback each other related to the topic or content as well as possible.

In speaking class, speaking not only learn the theory but also should be practiced. The people can convey the information or opinion or idea through speaking. In fact, the majority in Indonesia assume speaking ability as a part of difficulties in learning foreign language. Although the way be able to speak English is practice it in everyday life but this case as something difficult to do it by learners. Causal factor is feel shy, there is no opportunity and afraid to speak English.⁴

Many students have less of enthusiasm for English lesson especially in speaking, because of the technique that used not interest for students. How to cope the participants who did not want to participate? To overcome this situation teacher can use many techniques that can force them to participate.

² Jack C. Richards, *Teaching Listening and Speaking*, (Cambridge: University Press. 2008), 19

³ David Nunan, *language Teaching Methodology*, (Cambridge: University Press. 2008), 39

⁴ The result of Pre-Research on 8th October- 8th November 2014

The same case also takes place in SMPN 2 Jetis. Many students of SMPN 2 Jetis especially in class VIII B, can't speak English well. These happened because of some factors. First, they feel shy and afraid to speak English. Second, the teacher seldom invited the students to communicate with their friends and teacher in the class. Third, the students only memorize the material and fourth, they less active to speak English.⁵ Then, the students are often doing writing in learning process. According to the students in this school, they like for writing and reading because in the last examination both of them are more important.⁶

Based on this statement, English teachers must be able to increase students' activeness to study English better by creating an interesting situation that makes students actively ask, discuss, and express their ideas and feeling. The teachers should think critically in order to find creative technique in teaching speaking, so that the students will take much participation during the learning process. One of the creative techniques in teaching English speaking is buzz group, the use of small groups can be especially valuable.⁷

Liu & Littlewood stated that "the lecturers can arrange for students to engage in small discussion in a buzz group at appropriate moments".⁸ The advantage of this kind of group work is that it allows the use of English in a low-

⁵ The result of observation on 8th October- 8th November 2014

⁶ See Appendix 5

⁷ Katherine K. Gottschalk, *Facilitating Discussion: A Brief Guide*, (Ithaca: Cornell University), 20

⁸ Zhengdong Gan, *Australian Journal of Teacher Education: Understanding L2 Speaking Problems: Implications for ESL Curriculum Development in a Teacher Training*, (Hong Kong: Hong Kong Institution, 2012) 55

risk environment and makes students become less dependent on the teacher and more dependent on the group for their learning, and thus builds their self confidence in using English for meaningful communication. This type of learner-centered learning activity clearly meets the students' desire for an active speech role in lectures and tutorials expressed in the interviews.⁹

The Buzz group technique is a good to use for enhance discussion, especially when the overall group is large. It helps identify the needs and interests of learning group and sets up a situation where a strong helps the weak in a team effort.¹⁰

Buzz groups can also be used when the presenter becomes aware that there are several class members who are hesitant to speak up before the large group. Often the buzz group technique helps to draw those people out and obtain their contributions. Buzz groups also allow the large audience to help evaluate the learning experience. Sometimes suggestions for improving the meeting can be developed in a buzz group setting. And a buzz group technique allows the everyone's ideas to be expressed, participants learn to work in a real – life where the other's opinions are considered, buzz group sets groundwork to get discussion started, and because the participants in this group are expressing opinions, it is good for dealing with controversial subjects.¹¹ Based on the

⁹ Ibid, 55-56.

¹⁰ Ernest W. brewer, 13 Proven Ways to Get Your Message Across, (California: Corwin Press, INC, 1997), 75

¹¹ Ibid.

statement above, the title that will be taken in research is Increasing Students' Speaking Ability Using Buzz Group Technique to the Eighth Grade Students of SMPN 2 JetisPonorogo in 2014/2015 Academic Year.

B. Identification and Limitation of the Problem

From the background of the study above, according to the researcher's observation the indicators of the problems are as follows:

1. The students feel shy to express their ideas in English.
2. Teacher seldom invited the students to communicate with their friends and teacher in the class.
3. Students only memorize the materials.
4. The students often write and read than speak in learning speaking.
5. The students are afraid of making mistakes in grammar or pronunciation and afraid to be laughed by teacher or the others students.
6. The students less active to speak English.

Based on identification of the problem above, the researcher concludes that there are some problems that are faced by students in teaching speaking. They are caused by teacher's technique that not suitable with teaching speaking, for developing the speaking learning the researcher try to offer buzz group technique to increase students' speaking ability. This research will focus on: the students' speaking ability on English language subject.

C. Statement of the Problem

How can the speaking ability of the eighth grade students of SMPN 2 Jetis Ponorogo in 2014/2015 academic year be increased through Buzz group technique?

D. Objective of the Study

The researcher hoped to this study to get problem solving. Based on the problem formulation above, the objective of the study aims at increasing the speaking ability through Buzz group technique.

E. Significance of the Study

1. Benefit of the Theory

The result of this study is expected to add the references of teaching technique which can be accessed by some educational practice. It hopes give contribution of knowledge to develop in teaching learning process, to give an alternative way in teaching learning and also give variation technique in teaching speaking.

2. Benefit of the Practice

a. Teachers of SMPN 2 Jetis

It is expected that the research can give inspirations to the teachers to have effort in developing various teaching techniques and it's also the

teachers will conduct the same research with his/her colleagues to get some improvements in the teaching learning process since being a self-reflective teacher is important for teacher professionalism development.

b. Students

It is expect to be able to create more enjoyable and meaningful learning for the Eighth grade students of SMPN 2 Jetis in academic year 2014/2015 they should get a new experiences especially speaking ability during using buzz groups so they can compare which one method perfectly.

c. Readers

The writer hope to be useful for all readers particularly the students of English department of STAIN Ponorogo in enriching references related techniques for English speaking classroom.

F. Organization of the thesis

Chapter I Introduction; Consists of: Background of the Study, Identification of the Problem, Limitation of the Problem, Statement of the Problem and Problem Solving, Objectives of the Study, Significances of the Study, and Organization of the Thesis.

Chapter II Review of Related Literature; Consists of: Theoretical Background, Previous Research Finding, Theoretical Framework, and Hypothesis.

Chapter III Research Methodology; Consists of: Classroom Action Research Object, Setting and Research Subject Characteristic, Research Procedure, Classroom Action Research Procedure, and Research Schedule.

Chapter IV Research Result; Consists of: Research Setting, Explanation per-Cycle, Process Data per-Cycle Analysis and Discussion.

Chapter V Conclusion; consists of: Conclusion and Recommendation, this chapter involves of cover which includes conclusions and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

This part presents review of related literature used in this study. The reviews of related literature have purpose of providing previous studies and information concerned with research problem including: Speaking, teaching speaking, and Buzz group technique.

1. Speaking

Speaking is the single most important aspect of learning a second or foreign language.¹² Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.¹³

Florez stated that “Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open-ended, and evolving, but is not completely unpredictable”.¹⁴

Speaking is such a fundamental human behavior that we don't stop to analyze it unless there is something noticeable about it. For example, if a person is experiencing a speech pathology (if a person stutters or if his speech

¹² David Nunan, *Language Teaching Methodology*, (New York: Prentice Hall, 1991), 39

¹³ Kathelen M. Bailey, *Practical English language Teaching*, (New York: The McGraw-Hill Companies, 2005), 2

¹⁴ *Ibid*, 2

is impaired due to a stroke or a head injury), we may realize that the speech is atypical.¹⁵

Speaking is an oral interaction can be characterized in terms of routines, which are conventional ways of presenting information, which can either focus on information or interaction.¹⁶ Ability to speak means can be communicate using English designs appropriate with situation in somewhere the people need to express the thought, mind and their opinion.¹⁷

The word of speaking can be constructed as “the single most important aspect of learning a second or foreign language and success intern of the ability to carry out a conversation in the language”. It indicates that speaking is a means of communication. Speaking is a process for conveying meaning (spoken message) from one to another person by using verbal or nonverbal symbols.

Speaking ability is an effort to use language freely, being able to speak which puts more emphasis on interaction, communication and understanding each other. In other hand, speaking is one if basic skill that must be mastered by the students since it’s very important for them to communicate in the class or outside of the class.

¹⁵ Ibid

¹⁶ David Nunan, *Language Teaching Methodology*, (London: international book distributors Ltd, 1998), 40

¹⁷ Kasihani K.E. Suyanto, *English for Young Learners*, (Jakarta: BumiAksara, 2008), 58

The students or the people assumed that mastering of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. It's mean that mastering speaking ability is one of way to communicate each other. So, in order to be able communicate with the others we must increase our speaking ability.

Based on the statements above, speaking can be stated a form of communication for transferring information which human being try to express their feelings and to express ideas though oral production of language.

2. Teaching Speaking

Teaching speaking is showing people how to do something so that they will be able to do it themselves and encouraging them to accept something as a fact or principle.¹⁸ Teaching speaking is sometimes considered a simple process.¹⁹ Teaching speaking involved providing students with the components of the language, in hopes that they would eventually put them all together and speaks.²⁰

According to Tricia Hedge, teaching speaking is very important for students, for many students learning to speak English is priority. In fact, they

¹⁸ Hornby, AS, *Oxford Advanced Learner's Dictionary of Current Language*, (New York: Oxford University Press, 1995), 1225

¹⁹David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill Companies, Inc, 2003), 48

²⁰ *Ibid*, 49 - 50

need this skill for variety of reason such to exchange the information of influence people.²¹

Teaching speaking is the process of constructing knowledge of the student. Teaching speaking is somewhat difficult, sometimes, because the teacher has to check each student capability in producing language orally. The goal of teaching foreign language is defined as enabling the learners to behave in such a way that the learners can participate to some degrees and for certain purpose as member of community other than individual.

Teaching speaking is a process of transferring some information to others to provide them with the information to make behavioral changes. Teaching speaking is not as easy as we think. It needs a strategy that can make the students more active and they are able to share what they want to say.

a. Reasons for Teaching Speaking

Harmer stated that there are three main reasons for getting students speak in classroom:

- 1) Speaking activities give opportunities changes to practice in real life speaking at the classroom.
- 2) Speaking task in which students try to use any or all of language they know give feedback for both teacher and students. Everyone can see

²¹ Tricia Hedge, Teaching and learning in the Language classroom, (new York: Oxford University Press, 2000), 261

how well they are doing: how successful they are and what language problems that faced them in teaching learning process.

- 3) In speaking students have opportunities to active the various elements of language they have stored in their brains, as long as possible it is become more automatic their use of these elements. As the result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.²²

b. The Functions of Teaching Speaking

According to the Brown and Yule there are three functions of speaking:

1) Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction especially social function. When people meet, they exchange greetings, engage small talk, recount recent experiences, because they wish to be friendly and to establish a comfortable zone of interaction with others.

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and

²² Jeremy Harmer, *How to Teach English*, (Harlow: Pearson Education Limited, 2007), 123

accurately is the central focus, rather than how the participants interact socially each other.

3) Talk as performance

The third type of talk has been called talk as performance. This refers to public talk. This talk transmits information before an audience, Such as classroom presentations, public announcement and speeches.²³

c. The Problems With Speaking Activities

There are some problems in speaking activities in which these issues will disrupt greatly the activity of speaking if not immediately find a solution, these issues include:

1) Inhibition

Unlike reading, writing and listening activities, speaking needs some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention to their speech.

2) Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves, they only forced to speak.

²³ Jack, C Richards, Teaching Listening and Speaking, from Theory to Practice. (New York: Cambridge University Press. 2008), 22 - 27

3) Low or uneven participation

Only one participant can talk at a time if he or she is to be heard: and in the large group every students have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4) Mother-tongue use

In classes the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue.²⁴

In summary, if we want our speaking classes running smoothly and well, we should be able to give listeners motivations early, so they all want to actively speak and not be ashamed or afraid to make mistakes.

d. Aspect of Speaking

1) Accuracy

Accuracy is the ability to speak properly that is selecting the correct words and expressions to convey the intended meaning.²⁵

Accuracy involves over the linguistic code.²⁶

²⁴ Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 1991),

²⁵ Kathleen M. Bailey, *Practical English Language Teaching: Speaking*, 5

²⁶ *Ibid*, 124

2) Fluency

Fluency is the capacity to speak fluently, confidently and at rate consistent with the norms of the relevant native speech community.²⁷ And also fluency is an important dimension of communication. It means that we don't very ignored quality of speaking, but we have to speak quite and possible.

The term of fluency relates to language production and it is normally reserved from speech. It is the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation.

3) Vocabulary

Vocabulary is multiword units, word families and core meaning.²⁸ Vocabulary can be defined, roughly as the words that teach in the foreign language.²⁹

4) Pronunciation

Pronunciation refers to the way a word of language is spoken, or the manner in which someone utters the word. Pronunciation is the way

²⁷Ibid, 5

²⁸ David Nunan, Practical English Language Teaching, 132

²⁹ Penny Ur, Course in Language Teaching: Practice and Theory, 60

to talk some word of language.³⁰ Mastered the ability to produce a particular English sound.³¹

e. The characteristics of a successful speaking activity

1) Learners talk a lot

As much as possible this period of the time allotted used learners talk activities. But often most time is taken up with teacher talk or pauses.

2) Participation is even

Classroom discussion is not dominated by a minority of talkative participants: all a chance to speak and contribution are fairly evenly distributed.

3) Motivation is high

Learners are wants to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4) Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible each other, and of an acceptable level of language accuracy.³²

³⁰Kasihani, English for Young Learners, 43

³¹Robert Carmer, Spoken English Flourish your Language, (India: Abhishek publications, 2010), 25

Teaching speaking process not only a matter of transmitting knowledge but it is also to do with the activeness of both the teachers and students. Some students come to the task of learning a foreign language with the expectation of being active learners.³³ And the use of some technique in teaching learning process aims encourages learners to become more involved, active, and responsible in their own learning.³⁴

According to Nana Sudjana suggests that the students' activeness in following the teaching-learning process can be seen in:

- a. Taking a part in learning task.
- b. Involving in problem solving.
- c. Asking other students or the teacher if he or she does not understand the faced issues or problems.
- d. Trying to find a variety of information needed to solve the problem.
- e. Conducting discussion in groups in accordance with teacher's guidance.
- f. Assess the ability of her/himself and the results obtained.
- g. Drill themselves to solve the problem
- h. Opportunity to use or implement that they got to solve the problems.³⁵

³² Penny Ur, *A Course in Language Teaching, Practice and Theory*, (New York: Cambridge University Press, 1996), 120

³³ Tricia Hedge, *Teaching and Learning in the Language Classroom*, (New York: Oxford University Press, 2000), 85

³⁴ Ibid.

³⁵ Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: PT Remaja Rosdakarya, 2008), 61

Teaching is the guidance of learning experiences, and experiences got from students activeness in their environment interaction. And then, the success of learning process must pass many activities, including physical and psychological activities. Physical activities include; students active with their body movement make something, playing, working, listening and seeing. Psychological activities include; their Psychological totally active in learning process, such as listening, observing, investigating, remembering, analyzing, and associating.³⁶

From those definitions above the success of teaching speaking process characterized by students' activeness in speaking English, every students have chance to speak, the students actively ask about the problem that faced, taking part in teaching learning process, and students active in discussion and followed teacher's instruction. And the success of teaching speaking also characterized by the students' ability in reaching percentage of standard minimum score (KKM). Completed percentage of standard minimum score can be seen at the appendix.³⁷

³⁶ Ahmad Rohani, *Pengelolaan Pengajaran*, (Jakarta: PT Rineka Cipta, 2010), 7-8

³⁷ See Appendix 2

3. Buzz Group Technique

a. Definition of Buzz Group

Buzz groups got its name because students sound like a group of busy bees while working on a task.³⁸ A buzz session consists in dividing an audience into small groups to discuss an issue or carry out a task. The groups work simultaneously in the same room (the word buzz comes from the resulting noise). The task is brief and relatively simple.³⁹

Buzz group are formed by dividing large groups into small discussion groups of 2 to 15 people who meet simultaneously for a specified time to discuss a specific discussion, problem or issue. Bellon, and blank note that “such groups allow for an environment that fosters independent, cognitive thinking among group members with less reliance or presenter- based rote memorization”.⁴⁰

The Buzz group is one way in which a teacher can avoid such difficulties. All it means is that students have a chance for quick discussions in small groups before any of them are asked to speak in public. Because they have a chance to think of ideas and the language to express them before being

³⁸ Jerry G. Gebhard, Teaching English as a Foreign or Second Language, 177

³⁹ Handbook practical tool, (Conseil De L ‘ Education Medicale Continue Du Quebec)

⁴⁰ Ernest W. Brewer, Proven ways to Get Your message Across, (USA: Corwin Press, Inc, 1997), 72

asked to talk in front of the whole class, the stress level of that eventual whole class performance is reduced.⁴¹

Buzz group is dividing the class, lecture or seminar group into sub-groups of three to five people. Give each group a topic to discuss – either all the same topic or a different one per group. Allow a few minutes for discussion then hold a plenary session.⁴²

One of the reasons that discussion fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway confident of the language they might use to say it. Many students feel extremely exposed in discussion situations.

If possible, one member from each group should report its findings to the whole class. Buzz groups can be in pairs, trios or more, depending on the activity. While they are buzzing, pupils are able to exchange ideas drawn from their collective abilities, knowledge and experiences.

b. Guidelines for Effective use of Buzz Groups

- 1) Explain the task to be discussed before the class breaks into groups
- 2) Organize pupils into mixed ability groups or same ability groups as need

be

⁴¹ Jeremy Harmer. *The Practice of English Language Teaching*. (Longman: Third Edition) 272

⁴² Tom Burns & Sandra Sinfield, *Teaching, Learning & Study Skills*, (London: SAGE publication, 2004), 175

- 3) Supervise the discussions in the groups so as to encourage and help pupils in difficulty
- 4) Manage feedback concisely
- 5) Rotate group leadership roles regularly
- 6) Try to give different but related tasks to each group to motivate and give each group a special responsibility
- 7) If the task is the same for all groups, organize feedback in such a way that one group present their ideas; with other groups only contributing new ideas or let one group report one point at a time until all the groups have contributed
- 8) Be time conscious.⁴³

Buzz groups can be used in any class. Select areas in any subject on the curriculum where buzz groups can be used and prepare a lesson on one area reflecting the technique.⁴⁴

Buzz group technique is commonly known as group work.⁴⁵ Liu & Littlewood stated that the lecturers can arrange for students to engage in small discussion in a buzz group at appropriate moments. The advantage of this kind of group work is that it allows the use of English in a low-risk environment.⁴⁶

⁴³ Mesa, Participatory Teaching and Learning, (USA: Malawi Institute of Education, 2004), 5 -

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⁴⁴ Ibid, 6.

⁴⁵ *Ibid*, 5

⁴⁶ ZhengdongGan, Australian Journal of Teacher Education: Understanding L2 Speaking Problems: Implications for ESL Curriculum Development in a Teacher Training, (Hong Kong: Hong kong Institution, 2012) 55

Tutor tips group work made simple, first get the students into Buzz group.⁴⁷ During a lesson, the class can break into groups to discuss one or two specific questions or issues. The room soon fills with noise as each group buzzes in discussions. In group work discussion the students get more chance to speak up. It can force the students' responsibility, independence and can increase their motivation. So, they can express their opinion and feeling.

In group work learners perform a learning task through small-group interaction. It is a form of learner activation that is of particular value in the practice of oral fluency: learners in a class that is divided into five groups get five times as many opportunities to talk as in full-class organization. It also has other advantages: it fosters learners' responsibility and independence, can improve motivation and contribute to a feeling of cooperation and warmth in the class.⁴⁸

Besides the advantages of group work, there are many the disadvantages of group work such as: classroom become noisy, they comfort to use their mother tongue and only some students do the task well. And the success of the group work dependent on social climate, and on how habituated the class is to using the group.

These potential advantages are not, however, always realized. Teacher fear they may lose control, that there may be too much noise, that their students may over-use their mother tongue, do the task badly or not at all: and their fears are often well founded.⁴⁹

The success of group work depends to some extent on the surrounding social climate, and on how habituated the class is to using it; and also, of course, on the selection of an interesting and stimulating task whose performance is well within the ability of the group. But it also depends on four sections: presentation, process, ending, feedback.⁵⁰

⁴⁷ Tom Burns & Sandra Sinfield, *Teaching, Learning & Study Skills*, 175

⁴⁸ Penny Ur, 232

⁴⁹ *Ibid.*

⁵⁰ *Ibid.*, 232-233

c. The advantages of Buzz group

- 1) Early in an event, when participants may be unwilling or unable to express themselves openly
- 2) At any time when there may be barriers that inhibit individuals stating views which may be critical of themselves or the group
- 3) Allows individuals to retain anonymity in the report back, though they can express a personal view should they wish
- 4) Takes less time, and is less disruptive, than a syndicate; it could replace a syndicate if time is running short;
- 5) Breaks up a Q (Question) & A (Answer) session; particularly appropriate if there is not much response from the group and
- 6) Generates ideas very quickly.

d. The disadvantages of Buzz group

- 1) Effectiveness of the group may be lowered by the immature behavior of a few
- 2) It may not be effective for younger groups or groups that know each other too well to take each other's opinions seriously
- 3) It can be time-consuming when dealing with very large groups.⁵¹

⁵¹ Ernest W. Brewer, 76

B. Previous Research Finding

There are previous related studies, which are related to be present in study. Engkoy Nurkoyah, the students of Faculty of Language Education Swadaya Gunung Jati university. The title is “The Implementation of Buzz Groups Technique in Teaching Pronunciation at the tenth grade students of MA Al-Fajar Kalapa dua”. This research was aimed to find out whether The Implementation of Buzz Groups Technique in teaching pronunciation at the tenth grade students of MA Al-fajar Kalapa dua. From the result of data analyzed the researcher from the first cycle to the third cycles concluded that there is positive result in applying the treatment. The writer can conclude that buzz group can develop students’ English pronunciation⁵².

The second previous from thesis that written by Binti Aniyah, the students of Faculty of Language Education IAIN Tulung Agung. Her title is “The Effectiveness of Using Buzz Group Toward Students’ Speaking Ability of The First Grade students of MAN Kunir Blitar in Academic Year 2011/2012”. So there was significant difference in the scores between the students who were taught using buzz group, and those who were not taught using buzz group. It means that Ha states that the students of the class X at MAN Kunir Blitar who are taught by using buzz group get better speaking ability than those who are not taught by using buzz group is accepted. While, Ho which states that the students

⁵²EngkoyNurkoyah, The Implementation of Buzz Groups Technique in Teaching Pronunciation at the tenth grade students of MA Al-FajarKalapadua, (Majalengka: SwadayaGunungJati university)

of the class X at MAN Kunir Blitar who are taught using buzz group get better speaking ability than those who are not taught using buzz group is rejected. In other words, buzz group can be used as an alternative to teach speaking and to improve students' speaking ability to the students at the senior high school level.⁵³

The third previous from thesis that written by Anita Ariyani, the students of Faculty of Language Education Muria Kudus University. Her title is "The Use of Buzz Group to Improve the Students' speaking skill of eleventh grade students of SMK NU Ma'arif Kudus in Academic Year 2013/2014". The result From the observation sheet, the writer knew that the students enjoyed doing discussion by using Buzz Group technique and made them easier to produce their idea. They became more enthusiastic in the class. So, the writer concludes that buzz group can increase students' speaking skill and this technique is effective in teaching speaking⁵⁴.

From those three previous researches finding concluded that buzz group technique effective applied in speaking class and can increase students' speaking ability. Buzz group technique make the students easier to produce their idea and they became more enthusiastic in the class, especially in speaking class.

⁵³BintiAniyah, *The Effectiveness of Using Buzz Group Toward Students' Speaking Ability of The First Grade students of MAN KunirBlitar in Academic Year 2011/2012*, (TulungAgung: IAIN TulungAgung, 2012)

⁵⁴Anita Ariyani, *The Use of Buzz Group to Improve the Students' speaking skill of eleventh grade students of SMK NU Ma'arif Kudus in Academic Year 2013/2014* (Kudus: Muria Kudus University, 2014)

These researches have the different and the same aspect with this research. The difference this thesis from those three thesis are; in the first previous research, the researcher implemented this technique for teaching pronunciation. In this research, researcher tried to implement for teaching speaking. In the second previous research, the researcher implemented this technique in experimental research, in this researcher tried to implement in Classroom Action Research. In the third previous research, the researcher implemented this technique for teaching speaking with procedure text by describing picture, in this research, researcher used this technique for teaching speaking by giving instruction to paraphrase recount text, that need more students speaking ability to express their ideas, opinion and less depend on their teacher. Besides those differentiate this research have the same aspect, they have same skill (speaking ability).

C. Theoretical Framework

Speaking is one of the four skills which should be developed in teaching English because according Hedge learning speaking is very important for students. For many students learning to speak in such as to exchange the information or influence people. To master speaking ability, it requires a lot of practices, both in out of school. But in fact, as one of productive skill, speaking is often neglected in the classroom.

The goals of using buzz group in teaching speaking is to create an opportunity for discussion even in a large group, A buzz session gets more people

to participate and is less intimidating than a forum, to identify an audience's needs and points of interest, to encourage the contribution of participants who would be reticent in a large group, to obtain participants' feedback on the conduct of the activity and to warm up a group before a forum.

D. Hypotheses

The hypothesis can be interpreted as a temporary answer and an alternative action to the problem of research, until the data collected through classroom action research. The aim of researcher purpose the hypothesis is that in these research activities, the attention of researchers only focused on information and data necessary for hypothesis testing.

From the description above, the writes takes the hypothesis as follow”
There is an increasing students' speaking ability using buzz group technique at the eighth grade students of SMPN 2 Jetis in academic year 2014/2015”

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology used in this study. A scientific research requires an existence of research methodology to answer the research problem. The research methodology covers a set of research activities conducted by researcher. In this research, the researcher discusses about the research methodology of the study related to classroom action research object, setting and research subject characteristic, research variables, classroom action research procedure, and research schedule.

A. Object of Classroom Action Research

Classroom action research object of this research is on increasing speaking ability using buzz group technique at the eighth grade students of SMPN 2 Jetis Ponorogo in 2014/2015 academic year.

B. Setting and Research Subject Characteristic

Setting of this research is conducted at SMPN 2 Jetis Ponorogo. This school is located at Jl. Raya Jetis-Bungkal, Desa Ngasinan, Kec. Jetis, Kab. Ponorogo, Provinsi Jawa Timur.

Subjects of this research are the eighth grade students of SMPN 2 Jetis Ponorogo in academic year 2014/2015, consists of 20 students and it was conducted on April 2015.

This research conducted teaching and learning process in the classroom. The researcher chose this class based on the result of pre – observation and interviewing students, English teachers shown that the students' speaking ability was still so poor.

Based on those observation concluded that learning activity in the class that still often found some problems such as, complete silence and low participation; Most of students are shy or unwilling to speak; They often feel afraid to speak in foreign language.

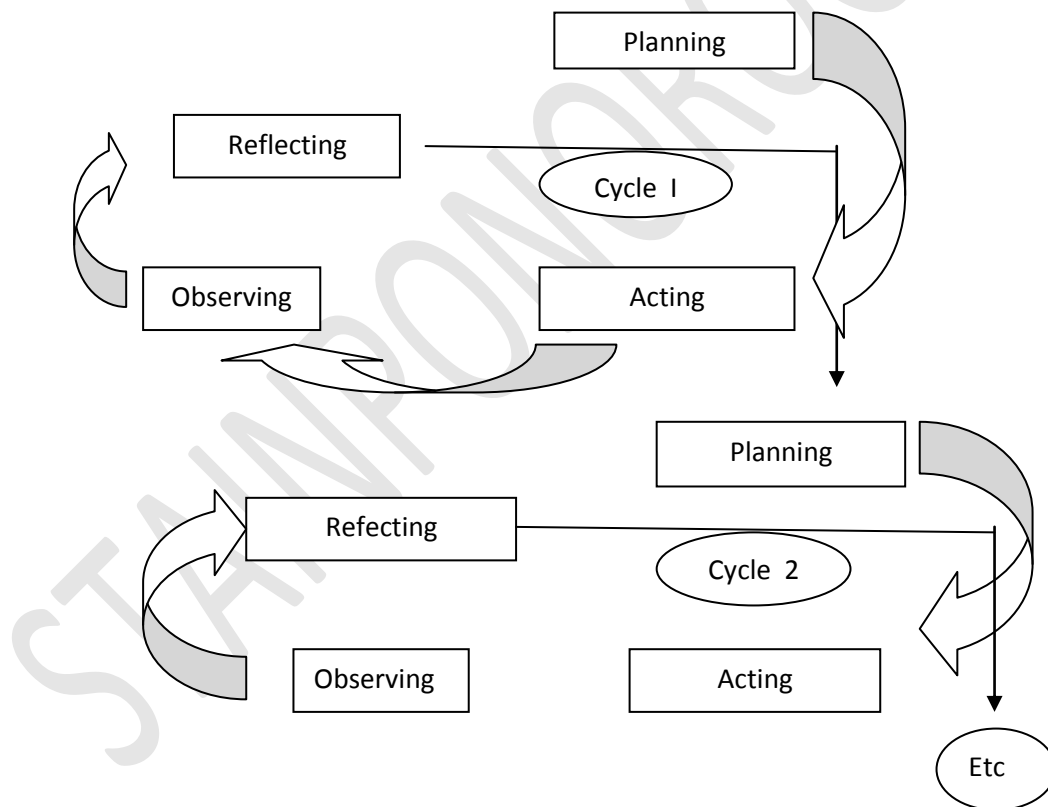
C. Research Procedure

In term of research methodology, the researcher uses Classroom Action Research (CAR) as the method of the study. Classroom action research is an effort to solve the problem in the class scientifically. (CAR) also used to increase teachers' professionalism and also increase students' achievement.

Action research is on concrete and practical issues of immediate concern to particular social groups or communities. It is conducted in naturally occurring setting, primarily using methods common to qualitative research such as: observing, and recording events and behaviors, it is approach are essentially 'participatory', in that they are conducted by and with members of the actual

community under study.⁵⁵ Means that its practical nature and focus on immediate concern, it holds particular appeal for classroom teacher and a promising direction for the building of theories related to teaching and learning.

The procedures of classroom action research are divided in the form of cycles which is each cycle consists of four main activities: planning, acting, observing, and reflecting. The process of classroom action research as in the diagram below:⁵⁶



⁵⁵ Anne Burns, Collaborative Action Research for English Language Teachers, (USA: Cambridge University, 1999), 24

⁵⁶ Daryanto, Penelitian Tindakan Kelas dan Penelitian Tindakan Sekolah, (Yogyakarta: Gava Media, 2011), 31

1. Planning

Planning is developing a plan of action so critical to improve what has happened. Classroom action research plan should be composed and in term of the definition should be prospective in the action plan, it must look ahead.⁵⁷ The activities were:

a. Make a lesson plan

In the first cycle, the researcher made lesson plan based on the topic “when I was child” this topic discuss about past tense in recount text. The lesson plan which is made by researcher can be seen in appendix.⁵⁸ The researcher would divide students become some groups, and every group must have moderator or leader to guide discussion.

b. Prepare the facilities needed in the class

In the first cycle, the researcher prepared facilities needed during learning process such as: board marker, recount text, and handout

c. Prepare the instrument to record and analysis the data about process and result

In the first cycle, the researcher made students instrument. They were as follow: check list, field note, direct observation and test

- 1) Check list was used to know the teaching learning process progress like students’ activeness.

⁵⁷ Kunandar, Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru, (Jakarta: PT Rajagrafindo Persada, 2008), 71

⁵⁸ See appendix 1

- 2) Field note was used to record the students and teacher activities during teaching learning process in Classroom Action Research (CAR)
- 3) Test was used to know the students' achievement
- 4) Direct observation was used to know condition of the class during teaching learning process.

2. Acting

Action is an act of conscious and controlled, which is a variation of careful and prudent practices. Practice is recognized as the ideas in action, and it is used as a basis for the development of the next act, the act with the intention to improve the situation.⁵⁹ In this step, the teacher must do activities which prepared in lesson plan in actual situation. Included are pre-activities, main activities, and post activities.

a. Pre Activity

- 1) The teacher begins a class with small conversation
- 2) The teacher introduce her self
- 3) The teacher asked students to introduce themselves one by one
- 4) The teacher done apperception
- 5) The teacher gives explanation about the subject material

⁵⁹ Kunandar, Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru,72

b. Main Activity

- 1) The teacher divides the students into five small groups consist of four students
- 2) The teacher gives five different recount text
- 3) The teacher asked the students to read the conversation
- 4) The teacher asked the students looking for the difficult word
- 5) The teacher gives handout included the difficult vocabularies
- 6) The teacher asked the students to translate into Indonesia language
- 7) Every students convey their idea about the meaning of that text
- 8) The teacher asked some students to convey their idea
- 9) The teacher taken around the class to observe the discussion
- 10) The presenter retelling story by paraphrasing the text

c. Post Activity

- 1) The teacher give oral questions to each group
- 2) The teacher give a feedback
- 3) Closing

3. Observing

In this step, the researcher has to do: (a) to monitor attitude of students in learning process, (b) to monitor students discussion activity that does one by one of student or group, and (c) to observe understanding student toward master of subject matter.

4. Reflecting

In this step that must do by researcher are: (a) to write observation result, (b) to evaluate observation result, (c) to analyze learning result. According these observations the result of teaching learning process in the first cycle is not success and then needed for researcher to apply second cycle.

C. Technique of data collecting

1. Observation

Observing is a natural process, and much can be learned from recording observations and making judgments about those observations. Observations may involve participant observation where the observer is part of the context, or it may involve nonparticipant observation where the observer watches actions and interactions in a classroom and is not involved in the activity.⁶⁰ It means that observation is all activities do to get the object of the study accuracy using our sense organs. It was used to record all of the students' activeness in teaching learning process.

2. Test

Test is a method of measuring a person's ability, knowledge, or performance in a given domain.⁶¹ First, method is an instrument-a set of

⁶⁰ Karen Goodnough, *Taking Action in Science Classroom Through Collaborative Action Research*, 35

⁶¹ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (California: Longman, 2003), 3

techniques, procedures, or items that requires performance on the part of the test-taker. Second, a test must measure. Some tests measure general ability while others focus on very specific competencies or objectives. Third, performance is imply the test-takers' ability, or, to use a concept common in the field of linguistics, competence. Most language tests measure one's ability to perform language that is to speak, write, read, or listen. Finally, a test measures a given domain. In the case of a proficiency test, even though the actual performance on the test involves only a sampling of skills, that domain is overall proficiency in a language-general competence in all skills of a language.⁶² In this research, the test was in a form of oral test. The questions were about the story related to the recount text.⁶³

3. Interview

Interviewing is a means to gain in-depth insight into the beliefs and perspectives of others.⁶⁴ According to Patton, interviews may be informal and conversational, semi-structured, or structured. The informal or conversational interview is the most open-ended of the three; the interviewer takes the opportunity to ask interviewees about particular topics without using predetermined questions. The interviewer aligns his/her questions with the responses being provided by the interview (going with the flow).⁶⁵ Thus

⁶² Ibid, 4

⁶³ See Appendix 3,4

⁶⁴ Karen Goodnough, 37

⁶⁵ Ibid.

interview method has a goal of getting information done through verbal communication between an interviewer and obtain information used a source of data. Interviewee in this research were miss Endang Yuni Mariana as English teacher interviewed to know students' speaking ability in SMPN 2 Jetis Ponorogo,⁶⁶ Annisa and Siti Nur Indah interviewed to know students' opinion about speaking.⁶⁷

4. Documentation

Another category of data collection involves documents, many of which are naturally-occurring. Schools generate many types of documents that can provide insight into the culture of schools and classrooms. One example includes archival data sources, such as attendance rates, discipline referrals, standardized test scores, memos, and meeting minutes, to name a few. Student materials (written texts or passages, picture presentations, art work, graphic organizers, etc.) are also natural products that are generated in classrooms.⁶⁸ In this research, the researcher took document about; vision, mission and organization of the school.⁶⁹

⁶⁶ See Appendix 6

⁶⁷ See Appendix 7

⁶⁸ Karen Goodnough, 38

⁶⁹ See Appendix 8

D. Data analysis

Students' involvement and test are classified as quantitative data and field notes are classified as qualitative data. The data obtained from the result of observation of the students responses from teaching activities by using buzz group technique.

The data from the test is analyzed by calculating the mean, the formula is as follow:⁷⁰

$$X = \sum \frac{fx}{n}$$

In which:

X = Means of post test score

fx = Number of scores

n = Number of students

It is also analyzed by using percentage method, is as follows:

$$P = \frac{f}{n} \times 100\%$$

In which:

P = Percentile

f = Number of scores

n = Number of students

E. Research Schedule

Table 3.1
The schedule of CAR

No	Plans	April weeks			
		I	II	III	IV
1	Research Design	×			
2	Making Lesson Plans and Pre-Teaching	×	×		
3	Classroom Action Research		×	×	
4	Data Collection		×	×	
5	Data Analysis			×	
6	Making Draft Report			×	×

CHAPTER IV

RESEARCH FINDING

This chapter describes about the classroom action research that has been done by the researcher for three weeks and four meetings in SMPN 2 Jetis Ponorogo in 2014/2015 academic year. Data collected through classroom action research are describes in detail as follows:

A. Research Setting

The researcher was conducted this research in SMPN 2 Jetis Ponorogo that located at Jl. Raya Jetis-Bungkal, Desa Ngasinan, Kec. Jetis, Kab. Ponorogo, Provinsi Jawa Timur. After the thesis proposal approved by advisor, researcher looked for the data related with the problem of the learning English especially in speaking. After the researcher got the data of problem learning speaking there, the researcher asked the permission from the head master of SMPN 2 Jetis Ponorogo, (Drs. Dandun Santoso). The classroom action research is done on the eighth grade students of SMPN 2 Jetis Ponorogo especially B class eighth graders.

B. Research Process

The classroom action research was done from , 8 until 22 of April 2015. It was about four weeks. It was done for two cycles. The subject of the research was VIII B class consist of 20 students with 14 male and 6 female students. In doing classroom action research, the researcher was helped by the English teacher. The

English teacher on SMPN 2 Jetis Ponorogo was Miss Endang Yuni Mariana. The descriptions of the classroom action research process of each cycle, as follows:

1. Cycle I

a. Planning

In the first cycle, the researcher planned about everything for her research based on the information she got earlier from the English teacher of SMPN 2 Jetis Ponorogo. The researcher prepared treatment in improving speaking ability of B class eighth graders. The activities in the stage were involving:

1) Made lesson plan based on theme

The researcher prepared the lesson plan for the first cycle with “When I was Child” as her theme. Completed lesson plan see to the appendix.⁷¹

2) Prepare the material

In this cycle, the researcher chose that was “When I was Child” taken from When English Rings a Bell textbook.

3) The researcher prepared the research instruments, as follows:

a) Observation sheet which would be used in observing the activities of students in the class like activeness.

b) Evaluation sheet which would be used in the test

⁷¹ See appendix 1

- c) Interview sheet which would be used to interview the English teacher and the students.
- d) Field notes which would be used to note the situation when students do the activity.

b. Acting

In the first meeting, the researcher did some activities, they are:

1) Pre Activity

- a) The teacher came into the classroom
- b) The teacher gave greeting to the class and introduced herself to the students and explained about the purpose of her coming
- c) The teacher begins a class with small conversation
- d) The teacher checked attendance list by calling the students' name one by one. Completed attendance list see to the appendix.⁷²
- e) The teacher asked students to introduce themselves one by one
- f) The teacher asked the students, the question related to the topic which they would study. The teacher tried to guide the students to introduce the material which they would study by done apperception
- g) The students answered the questions
- h) From those answer the teacher gave explanation about the material that they would study

⁷² See Appendix 9

2) Main Activity

- a) The teacher explained about past tense
- b) The teacher asked the students to make a simple sentence of past tense, and wrote down on the whiteboard
- c) From those sentences the teacher and students discuss about the form of verb and adverb of time that used in the past tense
- d) After the students understood about past tense the teacher asked the students to tell their past experience

3) Post Activity

- a) The teacher gave oral questions to the students about past tense
- b) The teacher gave a feedback
- c) The teacher closing this meeting by saying Hamdalah and the teacher gave motivation to the students to study hard at home

In the second meeting, the researcher did some activities, they are:

1) Pre activity

- a) The teacher came into the classroom
- b) The teacher gave greeting to the class
- c) The teacher opened the learning by saying Basmalah together with the students
- d) The teacher checked attendance list by calling the students' names one by one

- e) The teacher made apperception and explained that their experiences which they retold in the past meeting named recount text
- f) The teacher explained about Buzz group

2) Main Activity

- a) The teacher divided the students into five small groups consist of four students. Completed list of group see to the appendix.⁷³
- b) The teacher gave five different recount text
- c) The teacher asked the students to read the text
- d) The teacher asked the students looking for the difficult word
- e) The teacher gave handout included the difficult vocabularies
- f) The teacher asked the students to translate that text into Indonesian
- g) Every students conveyed their idea about the meaning of that text
- h) The teacher asked some students to convey their idea
- i) The teacher took around the class to observe the discussion
- j) The chosen student retold story by paraphrasing the text

3) Post Activity

- a) The researcher assessed the group how do they performance of paraphrase of the text
- b) The researcher observed their activeness, besides the researcher monitored the students the researcher also help them founded the difficult words and made good sentences

⁷³ See appendix 10

- c) The oral test finished just before the bell rang.
- d) Researcher assessed to mark the students totally
- e) The teacher gave motivation to the students to paid attention and should be active to participate in group discussion.

c. Observing

In this study, researcher did not only teach but also observe. While teaching, the researcher observed activeness and students' speaking ability. The researcher used observation sheets to record students' participation in the whole learning process. The teacher measured the students' activeness: how they participated in the learning process, how they followed researchers' instructions in answering question, and how they spoken English in their group. Below is the record of students' activeness during teaching learning process.

1) Observation sheet

In the observation of the first cycle, the researcher noted the students' activeness; in giving question, answer the questions, and students' text paraphrasing in during teaching learning process. The students' speaking ability record result as follow:

Table 4.1
The Result of Students Activeness of Cycle 1

No	Name	L/P	Component of Activeness		
			Q	A	P
1	Anang Priyanto	L	√	–	√
2	Arya Hindy Saputra	L	–	√	–
3	Mujahidin Syaban	L	√	–	√
4	Feri Dwi Syaputra	L	√	√	–
5	Taufik Heriyanto	L	–	√	–
6	Untoro	L	√	√	–
7	Muhammad Faizur . R.	L	–	√	√
8	Octavia Nurhidayati	P	√	–	–
9	Popi Kusuma Dewi	P	√	√	–
10	Rizki Kurnia Salsabila	P	–	–	√
11	Sidik Andrianto	L	–	√	–
12	Suyono	L	√	–	–
13	Aldo Alfaro	L	√	√	–
14	Bagus Putra Perdana	L	–	√	√
15	Ilham Mulya Wiguna	L	√	–	–
16	Nadia Dwi	P	√	√	–
17	Dimas Julianto	L	–	–	√
18	Nur Lisawati	P	√	√	–
19	Sudarsono	L	√	–	√
20	Yesika Edi Lorenza	P	–	–	√
SUM			12	11	9
PERCENTAGE			60%	55%	45%

Notes:

Q: The students giving question

A: The students giving answer

P : The students paraphrase the text

From the table above, the researcher can conclude that the students' activeness still less than 75% in each component, so the researcher must continue to the next cycle.

2) Evaluation sheet

Besides observed students' activeness, the researcher also observed students' speaking ability. Below is the test result of the students' speaking ability.

Table 4.2
The Result of Students Speaking Ability of Cycle 1

No	Name	Aspect				Sum	Value	Standard \geq 75
		A	F	V	P			
1	Anang Priyanto	2	2	3	3	10	62,5	Unsuccessful
2	Arya Hindy Saputra	3	3	3	3	12	75	Success
3	Mujahidin Syaban	3	3	3	3	12	75	Success
4	Feri Dwi Syaputra	3	2	3	3	12	75	Success
5	Taufik Heriyanto	3	2	3	3	11	68,75	Unsuccessful
6	Untoro	3	2	3	3	11	68,75	Unsuccessful
7	Muhammad Faizur . R.	3	3	3	3	12	75	Success
8	Octavia Nurhidayati	3	2	3	3	11	68,75	Unsuccessful

9	Popi Kusuma Dewi	3	3	3	3	12	75	Success
10	Rizki Kurnia Salsabila	3	2	3	3	11	68,75	Unsuccessful
11	Sidik Andrianto	2	2	3	3	11	68,75	Unsuccessful
12	Suyono	3	3	3	3	12	75	Success
13	Aldo Alfaro	3	3	3	3	12	75	Success
14	Bagus Putra Perdana	3	3	3	3	12	75	Success
15	Ilham Mulya Wiguna	3	2	2	3	10	62,5	Unsuccessful
16	Nadia Dwi	3	3	3	3	12	75	Success
17	Dimas Julianto	3	2	3	2	10	62,5	Unsuccessful
18	Nur Lisawati	3	2	3	3	11	68,75	Unsuccessful
19	Sudarsono	3	3	3	3	12	75	Success
20	Yesika Edi Lorenza	3	3	3	3	12	75	Success

Notes:

1. A: Accuracy

2. F: Fluency

3. V: Vocabulary

4. P: Pronunciation

$$\text{Value of students} = \frac{\text{Score Obtained}}{\text{Score Max}} \times 100$$

$$\text{Percentages} = \frac{f}{N} \times 100$$

$$= \frac{11}{20} \times 100$$

$$= 55\%$$

From the table, the researcher can conclude that 55% or 11 students passed the test. And there were 45% or 9 students did not pass

the target scores. To know the number of students who got scores based on classification, the data were presented below:

Table 4.3
Students Speaking Ability in Cycle 1

Classification	Total Students	Percentages
Success	11	55%
Unsuccessful	9	45%

From the data above, the researcher can conclude that the study had not been successful yet because the students did not reach percentage of minimum score which had been determined by researcher.

3) Field Note

The notes were taken by researcher based on the situation in the classroom. There were some items that are different between first meeting and second meeting. In the first meeting, there were many students did not have preparation to follow teaching learning process; they were difficult to speak English, the students often asked the teacher about the vocabularies, needed a long time in making a sentence, the students did not active to speak English but they were active to speak Indonesian, and the condition of discussion was disturb with their movement outside discussion needed, so it made the times did not

effective. It means that the students' participation was still low. Before classing the second meeting, teacher required students to study about past tense and the adverb of time that usually used in past tense.

In the second meeting, few students more active than the first meeting, only few students active to discuss in the group, few students play with their friend and talk themselves, some students are crowded in teaching learning process and make the other students disturbed, they looked still confused to think and said related to the theme of the text in their group and most of them were less active, and this discussion need very long time to understand the meaning.

d. Reflecting

On the first cycle the students were not enthusiastic and active to join teaching learning process. They only read the text and did not ready yet to practice in front of class. It caused the situation of study were disturbing and boring. So, the teacher helps the students' activity and should give motivation for the students to speak English in the next cycle.

2. Cycle II

a. Planning

In the second cycle, the researcher planned about everything for her research. Based on the result of observation and evaluation students of SMPN 2 Jetis Ponorogo in the cycle I, the researcher prepared treatment in

improving speaking ability of VIII B class. The activities in the stage were involving:

1) Made lesson plan based on theme

The researcher prepared the lesson plan for the second cycle with “Yes, We Made It!” as her theme. Completed lesson plan see to the appendix.⁷⁴

2) Prepare the material

In this cycle, the researcher used five kinds of recount text, past tense. The researcher divided students into five groups, and every group consist of four students.

3) The researcher prepared the research instruments, as follows:

- a) Observation sheet which would be used in observing the activities of students in the class like activeness.
- b) Evaluation sheet which would be used in the test
- c) Interview sheet which would be used to interview the English teacher and the students.
- d) Field notes which would be used to note the situation when students do the activity.

⁷⁴ See appendix 2

b. Acting

In the first meeting, the researcher did some activities, they are:

1) Pre Activity

- a) The teacher came into the classroom
- b) The teacher gave greeting to the class
- c) The teacher begins a class with small conversation about their condition and feeling
- d) The teacher checked attendance list by calling the students' name one by one
- e) The teacher began the lesson by saying Basmallah together
- f) The teacher asked the students about the topic that they had learned last week
- g) The teacher explained about the rule of that meeting

2) Main Activity

- a) The teacher gave five different recount texts
- b) The teacher asked the students exchange to read that text loudly
- c) After that the teacher gave a handout included the difficult vocabularies
- d) After that the students made a group every group consist of four students
- e) The students discuss the recount text in their group

f) To invite the students' activeness the teacher instructs one student to translate one paragraph, then every student response to translate one paragraph.

3) Post Activity

- a) The teacher gave explanations what they must to do in the next meeting
- b) The teacher gave a feedback
- c) The teacher said that they were more active to participate and motivate them to be more active.

In the second meeting, the researcher did some activities, they are:

1) Pre activity

- a) The teacher came into the classroom
- b) The teacher gave greeting to the class
- c) The teacher checked attendance list by calling the students' name one by one
- d) The teacher opened the learning by saying Basmalah together with the students
- e) The teacher asked the class whether they would remember about the activity last week and the material they studied

2) Main Activity

- a) The teacher required the students to form a group look like the group in the last meeting
- b) The students continued to discuss the last meeting topic
- c) The teacher asked some students to convey their idea
- d) Some students convey their idea about the meaning of that text
- e) The teacher asked every students to paraphrase the paragraph by giving questions
- f) The teacher went around the class to observe, evaluate and monitoring the class discussion
- g) The teacher gave score or mark in her observation and evaluation sheet
- h) The chosen students retold story by paraphrasing the text

3) Post Activity

- a) The researcher assessed the group seen from how did they make their paraphrase of the text
- b) The researcher observed their activeness, besides that researcher monitored the students and helped them
- c) The oral test finished just before the bell rang.
- d) Researcher assessed to mark the students totally
- e) The researcher said thanks to the students for their participation and activeness.

f) Then researcher closed the learning process by saying Hamdallah together.

c. Observing

In this cycle, researcher paid attention and observe during teaching learning process. The researcher filled observation sheet. It used to record all of the activeness and students speaking ability in teaching learning process.

1) Observation Sheet

In the observation of the second cycle, the researcher noted the students' activeness; in giving question, answer the questions, and students' text paraphrasing during teaching learning process. The students' speaking ability record result as follow:

Table 4.4
The Result of Students' Activeness in Cycle II

No	Name	L/P	Component of Activeness		
			Q	A	P
1	Anang Priyanto	L	√	–	√
2	Arya Hindy Saputra	L	√	√	√
3	Mujahidin Syaban	L	√	√	√
4	Feri Dwi Syaputra	L	√	√	√
5	Taufik Heriyanto	L	–	√	√
6	Untoro	L	√	√	–
7	Muhammad Faizur . R.	L	√	√	√

No	Name	L/P	Component of Activeness		
			Q	A	P
8	Octavia Nurhidayati	P	√	–	–
9	Popi Kusuma Dewi	P	√	√	√
10	Rizki Kurnia Salsabila	P	–	√	√
11	Sidik Andrianto	L	√	√	–
12	Suyono	L	√	√	√
13	Aldo Alfaro	L	√	√	√
14	Bagus Putra Perdana	L	√	√	√
15	Ilham Mulya Wiguna	L	√	–	√
16	Nadia Dwi	P	–	√	√
17	Dimas Julianto	L	–	√	–
18	Nur Lisawati	P	√	√	–
19	Sudarsono	L	√	√	√
20	Yesika Edi Lorenza	P	–	–	√
SUM			15	16	15
PERCENTAGE			75%	80%	75%

Notes:

Q: The students giving question

A: The students giving answer

P : The students paraphrase the text

From the table above, the researcher can conclude that the students' activeness reaches 75% in each component, so the researcher must not continue to the next cycle.

2) Evaluation Sheet

Besides observed students' activeness, the researcher also observed students' speaking ability. Below is the test result of the students' speaking ability.

Table 4.5
The Result of Students' Speaking Ability in Cycle II

No	Name	Aspect				Sum	Value	Standard \geq 75
		A	F	P	G			
1	Anang Priyanto	3	2	3	3	11	68,75	Unsuccessful
2	Arya Hindy Saputra	4	3	4	4	15	93,75	Success
3	Mujahidin Syaban	4	3	4	4	15	93,75	Success
4	Feri Dwi Syaputra	4	3	4	3	14	87,5	Success
5	Taufik Heriyanto	3	3	4	3	13	81,25	Success
6	Untoro	3	3	4	3	13	81,25	Success
7	Muhammad Faizur.	4	3	4	3	14	87,5	Success
8	Octavia Nurhidayati	3	3	3	3	12	75	Success
9	Popi Kusuma Dewi	3	3	4	4	14	87,5	Success
10	Rizki Kurnia S	3	3	3	3	12	75	Success
11	Sidik Andrianto	3	2	3	3	11	68,75	Unsuccessful
12	Suyono	3	3	4	4	14	87,5	Success
13	Aldo Alfaro	3	3	4	4	14	87,5	Success
14	Bagus Putra Perdana	4	3	4	4	15	93,75	Success
15	Ilham Mulya W	3	2	3	3	11	68,75	Unsuccessful
16	Nadia Dwi	3	3	3	3	12	75	Success

17	Dimas Julianto	3	2	3	3	11	68,75	Unsuccessful
18	Nur Lisawati	3	3	3	3	12	75	Success
19	Sudarsono	3	3	4	3	13	81,25	Success
20	Yesika Edi Lorenza	3	3	4	3	13	81,25	Success

Notes:

1. A: Accuracy

2. F: Fluency

3. V: Vocabulary

4. P: Pronunciation

$$\text{Value of students} = \frac{\text{Score Obtained}}{\text{Score Max}} \times 100$$

$$\begin{aligned} \text{Percentages} &= \frac{f}{N} \times 100 \\ &= \frac{16}{20} \times 100 \\ &= 80\% \end{aligned}$$

From the table, the researcher can conclude that 80% or 16 students passed the test. And there were 20% or 4 students did not pass the target scores. To know the number of students who got scores based on classification, the data were presented below:

Table 4.6
The Students' Speaking Ability in Cycle II

Classification	Total Students	Percentages
Success	16	80%
Unsuccessful	4	20%

From the data above, the researcher can conclude that the study had been successful because 80% of the students reach percentage of minimum score which had been determined by researcher.

3) Field Note

In this meeting, the students were more active in class, they feel enjoy and relaxed to follow the teaching learning process. They liked and interested in studying English. In this meeting the students were still active; few of them made noisy in the class but they could do the test fluency, the students' capability in pronunciation increased then previous meeting, the condition of discussion was more conducive because the students more focus on the text. Their vocabulary increased than before, because the students know and understood about the Buzz group role, the students quickly translate the text and ready to paraphrase the text. So, it is did not wash the time.

d. Reflecting

On the second cycle from acting and observing stage, the researcher made reflection from the repaired treatment in this cycle. The researcher made some reflection related about theme follow:

- 1) Students had more enthusiastic to paraphrase the text
- 2) Students more active to give attention in speaking then the first cycle.
- 3) The students actively participated in teaching learning process
- 4) The activities run smoothly and well
- 5) The students were more active than before
- 6) The students had enough preparation then before
- 7) The students more competitive in the oral test
- 8) In the students activeness and also students speaking ability percentage increased although there were some students who were in low standard, but many students passed standard scores.

C. Data Analysis

Process data analysis as the result of the study includes improvement of the activeness and students speaking achievement. The implementation of the Buzz group in teaching speaking had two cycles as follow:

Table 4.7
The Result of Students' Activeness

The Students Activeness	CYCLE	Criteria of Active Students	SUM	Percentages
	I	The students giving question	12	60%
		The students giving answer	11	55%
		The students paraphrase the text	9	45%
	II	The students giving question	15	75%
		The students giving answer	16	80%
The students paraphrase the text		15	75%	

From the table above, the researcher showed that the students' activeness always increased in every cycle. In the second cycle, it reached criteria of the success, so the researcher didn't need to continue to the next cycle. And then the result of students' speaking achievement will be showed in the following table:

Table 4.8
The Result of Students' Speaking Ability

The Students Speaking Ability	CYCLE	Classification	SUM	Percentages
	I	Success	11	55%
		Unsuccessful	9	45%
	II	Success	16	80%
Unsuccessful		4	20%	

From the table above, the researcher showed that the students' speaking ability always increased in each cycle, the students passed the scores were 11 students (55%) to 16 students (80%).

D. Discussion

In this study, classroom action research was done in two cycles. Based on the classroom action research, the researcher found many advantages in applying Buzz group in classroom. Some of the advantages were learning process become interesting, enjoyable and made students more active. It happened because the Buzz group technique is joyful technique that could help students to speak English well.

In the first cycle, the researcher was not enough satisfied with the result so the researcher decided to continue to the next cycle. So, the researcher decided to continue to the next cycle with a hope that the researcher got what the researcher hoped for, in the second cycle, the researcher did more deeply than before cycle, it was relieving, the students' score increased although there were some who did not pass the target score.

After doing the classroom action research, the researcher concluded that using Buzz group technique was able to increase students' activeness and students' speaking ability at the eighth grade students of SMPN 2 Jetis ponorogo in 2014/2015 academic year.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the data analysis and the reflection from the first cycle to the second cycles, the researcher can draw some conclusions as follows:

1. The implementation of Buzz group increased students' activeness in learning speaking. The result of observation check list and field note proved that students were more active in the class. The students' activeness increased in every cycle, in both of cycles, the researcher got result that shows the students activeness; in the first cycle (the students give questions: 60 %), (the students answer the questions: 55 %), (the students present the text: 45 %). In the second cycle, (the students give questions: 75%), (the students answer the questions: 80%), (the students present the text: 75%)
2. The Buzz group technique was able to increase the students' speaking ability. It was proven that the students' speaking ability increased in every cycle. From 20 students in class VIII B, 11 students or 55% passed the standard score in the first cycle. The result in the first cycle, 3 students got score 62,5, and 6 students got score 68,75, and 11 students got 75 score. In the second cycle, 16 students or 80% from 20 total students in class VIII B passed the standard score. The students who get score under 75 only 4 students, and 4 students got score 68,75, and 4 students got score 75, and 4 students got score

81,25, and 5 students got score 87,5 and 3 students got score 93,75. Then 16 students got score more than 75

In conclusion, the use of Buzz group technique can increase students' activeness and students' speaking ability to the eighth grade students of SMPN 2Jetis Ponorogo In 2014/2015 academic year.

B. Recommendation

Based on the discussion and conclusion, the researcher offers some recommendation to improve the quality of teaching speaking using Buzz group as follows;

1. For the Students

- a. The students should try to discuss the problem with others, so they can practice to speak well
- b. The students should be more active to practice their English with the teacher and each other
- c. The students should be active to participate by showing and keeping their spirit in attending classroom in which team teaching is implemented to present lesson or materials.

2. For the Teacher

- a. The teacher must give various teaching technique in teaching and learning process that suitable with subject matter

- b. The teacher must apply an interesting teaching method in order to students are not bored and always happy
 - c. The English teacher should give a chance to the students to speaking actively
3. For the Reader
- a. The researcher hopes that the reader would be willing to give constructive critical appreciation for the kindness of this script
 - b. The researcher also hopes that this study can contribute to the development of students' speaking ability of SMPN 2 Jetis Ponorogo

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