

CURRICULUM VITAE



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CHAPTER I

INTRODUCTION

A. Background of Study

Language is a fundamental human faculty used for creative expression, face-to-face communication, scientific inquiry, and many other purposes. Most humans are born with the ability to acquire language automatically and effortlessly if provided the right input by their environment. We differentiate among languages based on whether they are mutually understandable, but this distinction gets murky and many linguists consider a language to be a “dialect with an army (or navy),” i.e. a political construct. The number of languages is decreasing rapidly as some languages disappear and a few others — English, Spanish, Chinese, Arabic, and Hindi — become more wide spread as a result of globalization.¹

In globalization era, all people must master many foreign languages such as English. English has become an international language used by people around the world. For this reason, it becomes the need of everyone to be able to speak English nowadays. Furthermore, English is necessary to be taught at school to cope with the world challenge, so that students will be able to face it with English.

¹ Elly Van Gelderen, *A History of the English Language* (USA : John Benjamins Publishing Company, 2006), 1.

English has been taught to students in teaching process. In teaching process, students learn to read, to write, to listen and to speak English. English teacher always guided students to master simultaneously. In fact, most of students still find difficulty to master them. One of the students' difficulties is to speak English. Students can read, write, and listen English well, but when they are invited to speak English orally, they can't do it. Beside it, students decrease motivation in teaching speaking.

Speaking is one of the four language skills which should be developed in teaching English. For that, the teacher must give learning speaking in teaching English. According to Tricia Hedge, "Learning speaking is very important for students. For many students learning to speak in English is a priority. They may need this skill for a variety of reason such as to exchange the information of influence people."²

Speaking is included in productive aspect as a communicative competence, in which means that there is a process to conceptualize data happen in a brain then produce it as an orally information. In line with the statement, Jeremy Harmer says that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language.³

² Tricia Hedge, *Teaching and Learning in the Language Classroom*. (Oxford University: Oxford University Press, 2003), 261.

³ Jeremy Harmer. *How to teach English* (longman: England, 2001)

Speaking also important to make social content with people, to establish rapport or to engage the harmless chit-chat that occupies much of the time spend with friends.⁴ Three statements above, explained that speaking is important for students in English learning process and people in general.

In teaching speaking, the teacher should invite students to study the material speaking forms and practicing. Teacher cannot just give one material only as to master the skill of speaking; it takes a lot of practices, both inside and outside the school. The teacher should give opportunity to students to express their thought or arguments not only always memorize the dialog and then practice.

English teachers have responsibility as they are demanded to have teaching method in order to solve the problem.⁵ Group discussion is a method of interaction that allows for the interchange of ideas within a context presented by the facilitating instructor. A group discussion follows democratic guidelines and allows everyone to contribute many ideas for others to discuss and reflect upon.⁶ Actually group discussion can use in small class or big class, and discussion in small class can move effective

⁴ Jach Ricard, A Remandya G Willy, Methodology in Language teaching, an Ontology of Current Practice. (Cambridge: Cambridge University Press, 2002), 201.

⁵ Gaies, Srephen, Peer Involvement in Language Learning, (USA: Practice Hall INC, 1985), 37.

⁶ Ernest W. Brewer, Moving to online: Making the Transition from Traditional Instruction and Communication Strategies (New Delhi: Corwin Press. Inc, 2001), 107.

than big class. But in big class do not hindrance teacher ability to push participation student think.⁷

To improve students' speaking skill, teacher can use interesting method like group discussion. Through group discussion, the student can learn to speak effectively, because the students will have motivation to say or to convey their argument when speak in group discussion for example. Beside it, they can discuss well in group.

Based on the description above, the researcher would like to conduct communicative activity using group discussion method as an alternative choice in speaking class, especially toward speaking English achievement. So the researcher investigate "The Effectiveness of using Group Discussion Method in Teaching Speaking at the eighth grade of SMPN 2 Ponorogo in Academic Year 2014/2015".

B. Identification of The Problems

From the background of the study above, some problems can be identified as follow:

1. The students feel ashamed and afraid to speak English, so they never practice and use target language and they always use mother tongue in the classroom
2. Students often write than speak in the speaking class.

⁷ Hisyam Zaini, Strategi Belajar Aktif di Perguruan Tinggi (Yogyakarta: CTSD Center For Teaching Staff Development, 2002), 113.

3. For the teacher, they did not use variety of teaching such as visual aids. The teacher has to motivate the students to learn English in the class, and create the method of teaching

On the identification of the problems above, for developing the speaking learning process, the researcher tries to offer use group discussion to improve students' speaking ability in eighth grade of SMPN 2 Ponorogo in academic year 2014/2015.

C. Limitation of the Study

This research only focused on using group discussion, as mean to compare the score of teaching speaking post test students taught using group discussion and not being taught using group discussion at the eighth grade of SMPN 2 Ponorogo.

D. Statement of the Problems

Based on the background stated above, the researcher formulates the question as follows: Do the students who are taught by group discussion method achieve better score in speaking than those who are not taught by group discussion method?

E. Objectives Of The Study

Based on the statement above, the objective of the study as follow:

To investigate the difference achievement in speaking between students taught using group discussion and not being taught using group discussion at the eighth grade of SMPN 2 Ponorogo in academic year 2014/2015.

F. Significance of the Study

1. Theoretically

To explore the effectiveness of using group discussion, to know the steps of using group discussion and to know the advantages and disadvantages of using group discussion in teaching speaking at the junior high school.

2. Practically

a. School

In order to be a contribution and reference in technique on teaching speaking.

b. Researcher

In order to know the effectiveness of group discussion method on teaching speaking.

c. Teacher

Significance of the research is expected to develop group discussion as the way of learning or method on teaching speaking.

d. Students

The significance of the research is expected to make students more autonomous in learning speaking, particularly students at the eighth grade of SMPN 2 Ponorogo in academic year 2014/2015.

G. Organization of the Thesis

in this research the researcher makes the organization of thesis that consists of five chapters as follow:

Chapter I: introduction includes: Backgroud of the study, identification of the problem, limitation of the problem, problem statement, objective of the study, significance of the study and organization of the study.

Chapter II: Review of related literature include: theoritical description of speaking, group discussion, teoritical framework and hyphothesis.

Chapter III: Research methodology includes: research design, population and sample, research instruments, data collection technique and technique of data analysis.

Chapter IV: finding and discussion includes: location of the study, data description, data analysis, discussion and interpretation.

Chapter V: Closing includes: Conclusion and suggesstion.

CHAPTER II

RELATED LITERATURE AND PREVIOUS RESEARCH

A. Related Literature

1. Speaking

a. Definition of Speaking

Speaking is one of the language skills demands the students to master since the mastery of speaking skills in English is a priority for many foreign-language learners. The definition of speaking is explained in many ways: In Webster New World Dictionary, speaking is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech.⁸

In short we can define speaking as the way to carry out our feeling through words, even conversation with others. It means that we use words and phrases fluently in an interactive process of constructing meaning of speaking.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the

⁸ David Nunan, Guralnik, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd., 1995), 593.

effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.⁹

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage. In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.¹⁰

When someone speaks to other person, there will be a relationship. The relationship itself is communication. Furthermore, according to Wilson defines speaking as development of the relationship between speaker and listener. In addition speaking determining which logical linguistic, psychological a physical rules

⁹Jack C. Richards , Teaching Listening and Speaking From Theory to Practice (2008), 19

¹⁰ Definition of Speaking Skill. Journal Rujukan Skripsi, (online), No. 2 Tahun 2013. <http://rujukanskripsi.blogspot.com/2013/06/definition-of-speaking-skill.html>

should be applied in a given communicate situation". It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or in individual.

Based on the statements above the researcher infers that if someone speaks, he/she should understand what he/she is about. In this section, the writer should develop ideas or build some topics to be talked and to make other responds to what speakers says.

On the other hand, speaking can be called as oral communication and speaking is one of skills in English learning. This become one important subject that teacher should given. That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class.

According to D'Arcy-Adrian Wallace stated that oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.

b. Speaking Ability

In learning foreign language, speaking is very important. The goal of it is to get the ability to communicate the target language. According to Robert Lado, speaking ability is the ability to express oneself in life situations, or the ability to report acts or situations in precise words or the ability to converse to express sequence of ideas fluently.¹¹

There are three basic reasons why it is a good idea to give students speaking task which provoke them to use all and any language at their command:

- 1) Rehearsal: getting students to have a free discussion gives them a chance to rehearse having discussion outside the classroom.
- 2) Feedback: speaking task where students are trying to use all and any language they know provides feedback for both teacher and students.
- 3) Engagement: good speaking activities can and should be highly motivating. If all the students are participating fully and if the teacher has set up the activity properly and can then give, sympathetic and useful feedback. They will get tremendous satisfaction from it. Many speaking task (role-

¹¹ Robert Lado, *Language Testing Language as a System of Communication* (New York: George Town University, 1961), 240.

playing, discussion, problem-solving etc) are intrinsically enjoyable in themselves.¹²

c. The Importance of Speaking

The spoken language is the focus of classroom activity there are often other aims which the teacher might here. For instance, helping students to gain awareness of or to practice some aspect of linguistic knowledge (whether a grammatical rule, or application of a phonemic regularity to which they have been introduced), or to develop production skills.¹³ Students always get difficult thing in their lesson, the teacher must give clear instruction so the student understand well. The importance of speaking is here, how teacher build good communication with their students.

Students acquire pronunciation and intonation naturally by listening teacher. When teacher talk they absorb the sound of the language. But this does not mean that they will produce perfect word or phrase when they begin to speak English. It is means that speaking establishes and maintains social relations, and transactional functions, which focus on the exchange of information. By speaking, human beings can

¹² Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*(England: Addison Wesley Longman Limited, 2001), 87-88.

¹³ Rebecca Hughes, *Teaching and Researching Speaking*, (United Kingdom: Logman, 2002). 6

express their ideas and mind toward something.¹⁴ Besides focus on the exchange of information, speaking can make different between one people to the others. The idea that delivered can influence a several person depend on the ability its people.

An important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, ages, sex, and status of participants in interactions and also reflect the expression of politeness. It's one of many aspects that are very important in speaking. Conversation is a tool of people to communicate with other. To understand well communication, conversation as element of speaking must be a priority.

Numerous attempts have been made to classify the functions of speaking in human interaction. Douglas Brown and George Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.¹⁵ The importance of speaking is how we exchange of information to the other, Included in classroom when teacher gives materials

¹⁴ Mary Slattery and Jane Willis, *English for Primary Teacher, Handbook of Activities and Classroom Language*, (New York: Oxford University, 2004) 52

¹⁵ Jack C. Richards , *Teaching Listening and Speaking From Theory to Practice* (2008), 21.

to the student. Good Interaction in learning process can give different result, which is one of part the function of speaking.

Three core issues need to be addressed in planning speaking activities for an English class. The first is to determine what kinds of speaking skills the class will focus on. Is it all three of the genres described in the preceding section, or will some receive greater attention than others? Informal needs analysis is the starting point here. Procedures for determining needs include observation of learners carrying out different kinds of communicative tasks, questionnaires, interviews, and diagnostic testing. The second issue is to identifying teaching strategies to “teach” (i.e., provide opportunities for learners to acquire) each kind of talk.¹⁶ There are some implications of speaking in the learning process. The implication of speaking basically to create student more understand about the materials.

Many students find it difficult to respond if the teacher asks them to say something in a foreign language. They may have little idea about what to say, they may not know the words to use, or they may not be sure how to use the grammar. When students write, they have time to sit and think about what they will write, and how they will write it. But in

¹⁶ Ibid, 29

speaking, they have to respond more quickly.¹⁷ The differences between speech and write, brings consequent the teacher give more time when students using speech in learning process.

Speaking English well also helps students to access up-to-date information in fields including science, technology and health. By learning to speak English well, students gain a valuable skill which can be useful in their lives and contribute to their community ad country. There are also very good educational reasons to practice speaking during a lesson:

- ◆ Speaking activities can reinforce the learning of new vocabulary grammar or functional languages
- ◆ Speaking activities give students the chance to use the new language they are learning
- ◆ Speaking activities give more advanced students the chance to experiment with the language they already know in different situations and on different topics.¹⁸

There are so many importance of speaking in learning process. For that reason, not only teacher but also students must open their mind when learn about speaking.

¹⁷ Joanna Baker Heater Westrup, *Essential Speaking Skill* (London : British Library, 2003), 16.

¹⁸ *Ibid*, 5.

2. Teaching Speaking

Teaching speaking seems so difficult and challenging for English teacher, many activities implementation order to increase the students' ability in spoken English language. So that's why does the English teacher has to teach speaking in the classroom? For this question there are some reasons, there are; firstly, speaking activities provide rehearsal opportunity, chance to practice real life speaking in the safety of classroom. Furthermore, getting students to have a free discussion give them a chance discussion outside the classroom. As the result, the students will feel as if talk in the real situation.

Secondly, the speaking activities provide feedback both the teacher and the students.¹⁹ It is known that giving feedback to the students not only motivate them to do their best in their classroom and to help the teacher to know how well the students get lesson, but also to know the students' problems during the learning process.

Thirdly, speaking activities help students to activate the various language elements they have learned and stored up to their brain, the more students practice the target language, the autonomous learner will be. As the result, the students will be able to speak without very much thought. Finally, the use of good activities is intrinsically enjoyable that it will stimulate the students to do the task in the classroom.

¹⁹ Jeremy Harmer. *How to teach English*, (England: Longman, 2001), 87.

a. Principle for Teaching Speaking

In the teaching speaking, there are three principles for teachers to keep in mind speaking to beginning and false beginners.

1) Provide something for students to talk about.

The teacher give the material discussion to students. Thus, the students will be active discuss the material with their friends. It means that the students learn talk.

2) Create opportunities for students to interact by using group work or pair work.

It means that, the teacher give the time to the students in order to communicate with other students. As the result, using group can create the interaction among the students.

3) Manipulate physical arrangements to promote speaking practice.

It means that, the teacher creates speaking activities through set a plan. In conclusion, principles of teaching speaking must be mastered by the teacher.²⁰

b. Techniques in Teaching Speaking

Many of classroom speaking activities which are currently used are:

²⁰ Kathleen M. Bailey, Practical English Language Teaching: Speaking. (Singapore: Mc Graw Hill, 2005),2.

1) Acting from script

This activity encourages students to act out scenes from plays or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves.²¹This frequently involves them in coming out to the front of the class.

2) Communication games

Speaking activities based on games are often a useful way of giving students valuable practice, where younger learners are involved. Games based activities can involve practice of oral strategies such as describing, predicting, simplifying, and asking for feedback.²²

3) Discussion

One of the reasons that discussion fail 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 confident of the language they might use to say it. Many students feel extremely expose in discussion situations.²³

4) Prepared talks

A popular kind of activity is the prepared talk where students make a presentation on a topic of their own choice.

²¹ Jeremy Harmer, *How to Teach English*, (England: Longman, 2001), 271.

²² Jo Mcdonough and Christopher Shaw, *Materials and Methods in EL : A Teacher's Guide*, (UK:Blackwell Publishing,2003), 144.

²³ Jeremy Harmer, *How to teach English* (England: Longman, 2001), 272.

Students should speak from notes rather than from a script. Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listener.

5) Questionnaires

Questionnaires are useful because by being pre planned they ensure that both questioner and respondent have something to say each other. Depending on how tightly design they are, they may well encourage the natural use of certain receptive language pattern and thus be situated in the middle of our communication continuum. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process.²⁴

6) Simulation and role-play

Many students derive great benefit from simulation and role play. Students simulate a real life encounter as if they were doing so in the real world. A simulation and role-play can be used to encourage general oral fluency to train students for specific situation.

7) Debate

²⁴ Ibid, 273.

Debate is an activity in which opposite points of view are presented and argued. Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue.²⁵

All speaking activities above encourage students to practice speaking in classroom. Teacher should choose appropriate activities above based on the level of the students. Every teaching and learning process can be enjoyable if teacher gives the appropriate activity based on students' levels. Beside it the process of transferring knowledge can be done easily.

c. Assessing Speaking

There are three main methods for scoring students' speaking skills: objective scoring, analytic scoring, and holistic scoring.²⁶ Which approach use depends in a part on what skill or knowledge which is trying to assess and partly on the tasks the learners do. The choice is also influenced by the wash back message wish to send to the students.

1. Holistic Scoring

In holistic scoring, a speech sample (such as: an interview, a recorded conversation, or passage that the learner reads aloud) is given one overall evaluation, which may be a

²⁵ J. Michael O' Mallay and Lorraine Valdez Pierce, *Assessment for English Language Learners*, (Addison-Wesley company inc :1996), p.87.

²⁶ David Nunan, Kathleen M Bailey, *Practical English Language Teaching Speaking*, (Newyork: Mc Graw Hill, 2005) 24

rating (a six or ten point scale) or a designation (pass versus not pass, intermediate, advance, or supervisor categories).

2. Analytic Scoring

This scoring involves rating system in which the abilities underlying the speaking skill have been analyzed and the test-takers are evaluated on how they perform the various sub skill.

3. Group Discussion

a. Definition of Group Discussion

Group discussion is one from instrument valuable important in method list that has teacher. Actually group discussion can use in small class or big class, and discussion in small class can move effective than big class. But in big class do not hindrance teacher ability to push participation student think.²⁷

Group of discussion is a method of interaction that allows for the interchange of ideas within a context presented by the facilitating instructor. A group discussion follows democratic guidelines and allows everyone to contribute many ideas for others to discuss and reflect upon.²⁸

²⁷ Hisyam Zaini, Strategi Belajar Aktif di Perguruan Tinggi (Yogyakarta: CTSD Center For Teaching Staff Development, 2002), 113.

²⁸ Ernest W. Brewer, Moving to online: Making the transition from traditional instruction and communication strategies (New Delhi: Corwin Press. Inc, 2001), 107.

The terms small group teaching are used to refer to teaching in which small groups of students meet regularly under the guidance of a lecturer or postgraduate teaching assistant to discuss a particular topic. Often, students will have been expected to do some preparatory work prior to the session. The purpose of the session itself will usually be to develop students' abilities to formulate and debate arguments and/or to refine their critical understanding of a particular topic.²⁹

Small group work involves high degree of interaction. The effectiveness of learning group is determined by extend to which the interaction enables members to clarify their own understanding, build upon each other contributions, sit out meaning, ask and answer question.³⁰

Small group sometimes called cooperative learning, requires students to work together to exchange ideas, make plan and propose solutions and work addresses both academic learning and social skill learning.³¹ In other hand, students have always gathered together to practice and study. It means that, it refers to the students discussing with a small group of students on a specific learning objective.

²⁹ Jonathan Gibson, *Small Group Teaching in English Literature: A good Practice Guide* (Egham: English Subject Centre, Report 18, 2009), 4.

³⁰ *Small Group Teaching* (UNSW Faculty of Medicine, OME 2009), 1.

³¹ <http://www.ukcle.ac.uk/resources/teaching-and-learning-practices/groups/four/> accessed 20 October 2015.

Cooperative learning is part of a group of teaching / learning method where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals.³²

Group discussion help to summaries the ideas and information that a group of informants may come to hold as a group, rather than the information held by the individual members. The general idea is that each participant can act to stimulate ideas in the other people present. And that by a process of discussion the collective view becomes greater than the sum of the individual parts.

Group discussion can be used to serve a variety of purposes, and may be used to assist in problem identification in clarifying the issues relevant to a particular topic, and in the evaluation of products. Group discussion form a part of such techniques as brainstorming and focus groups, and these will be discussed in turn. Group discussions are very common in the “User Requirement” stage of product development.³³

Group discussion can be run with large numbers, but to be effective it is better to have small group. Experience shows that between six and eight participants is easy for a single facilitator to manage, and that such size groups allow all participants to

³² Alice Macpherson, Cooperative Learning Groups Activities For College Courses. (Kwantlen University College, 2000-2007), 1.

³³ Group Discussion: Tool and Techniques Group Discussion. 79

contribute. If larger are desired it can be a good idea to break these down into sub groups of between six and eight members and for each sub group to have its own facilitator.³⁴

e. Teaching Procedure of Group Discussion

The discussion procedure, according to Dobson, are as follows:

1. The class is split into small groups consisting of three to six members each.
2. A different discussion topic or the same topic of discussion can be assigned to each group.
3. The assigned topic is discussed by each group for about 10 minutes prior to class discussion.
4. For the class discussion, a spokesperson of each group is supposed to express or report the group's opinion: / view point to the entire class. The spokesperson should be of different person.
5. To conduct the discussion, some suggested seating arrangements are exhibited underneath.³⁵

³⁴ Ibid, 81.

³⁵ K.E, Kasihani, Suyanto, Sri Rachmajanti. *Let's Communicates in English: A Speaking Course for Intermediate Level*. (Malang: Bayumedia Publishing, 2003),2.

f. The Advantages and Disadvantages of Using Group Discussion

The application of group discussion in teaching speaking provides both advantages and disadvantages. In this research, the researcher selects group discussion method to teach speaking because this method has some strength. The strengths of group discussion are:

- a. Help student to learn to think from their viewpoint.
- b. Help the students evaluate the fact.
- c. Give the students opportunity to arrange the implementation of the principle.
- d. Help the students realize about problems and arrange them using information that is found from the reading text.
- e. The group can use the material that come from all member of the group.
- f. All member of the group can get a lot information.
- g. Develop students' motivation.
- h. The students can get feedback as fast as possible.

Although the group discussion has some strength, but also has some weaknesses, the weaknesses of group discussion are:

- a. Cannot be use in large groups.
- b. Participants receive discussion limited information.
- c. Can be controlled by people who love talk.
- d. Usually people want a move formal approach.³⁶

³⁶ Hisyam Zaini, Strategi Belajar AKtif di Perguruan Tinggi. 112-114.

B. Previous Research Finding

Many researches were conducted in discussing of group discussion. One of the research was from Setiyono. The title was “Increasing speaking skill through group discussion method to the eight grade of SMP Islam Thoriqul Huda Cekok in academic year 2011/2012”. The implementation of using group discussion method in improving speaking skill to the eight grade students of SMP Islam Thoriqul Huda Cekok Ponorogo in academic year 2011/2012 has done in two cycles. The process of implementation group discussion method is teachers divide students into six groups. Second, teachers distribute materials to each group discussion. Third, the teacher asked the discussion leaders to guide the discussion by giving a few questions, then another friend who respond with answers to agree and disagree. This activity used to help students in improving speaking skill. In two cycles, the researcher got the result that show the development of students in speaking class increased. The mean of students increased from 68, 33 to 74,58. The passed students also increased from 70, 83% to 91, 66%. From the result above, the researcher conclude that teaching speaking using group discussion method helped students in improving their speaking skill. The use of group discussion method regularly will help the students improve their speaking skill.³⁷

The other previous study that is found by researcher, this research was presented by Ninda Munjiyatul Ashariyah under the title “Teaching

³⁷ Setiyono, Increasing speaking skill through group discussion method to the eight grade of SMP Islam Thoriqul Huda Cekok in academic year 2011/2012 (Unpublished Thesis), 1.

Speaking Using Small Group Technique to the Seventh Grade Students of MTs Darul Istiqomah Ngumpul Balong Ponorogo in Academic Years 2013/2014. The result of this research can be concluded: first, the processes of the implementation of small group technique at the seventh grade students of Mts Darul Istiqomah Ponorogo are (1) Dividing class into some group. (2) Distributing material, example descriptive pictures. (3) Asking the student to discuss in group. (4) asking the students to write the result of discussion. (5) Asking one of the members of the group to present in front of the class. (6) Evaluating the result of presentation. Second, the result of the problems faced by the teacher in implementing small group technique are limited time allocation. It means that there are 1x45 minutes in teaching English lesson. Besides, when teaching learning process running some students are crowded. It is make the uncomfortable class condition.³⁸

The third research was conducted by Eka Puspita Sari under the title “The Use of Group Work Technique in Teaching Speaking (Descriptive Research in MTs Darul Istiqomah Ponorogo)”. The result of the study showed that: (1) Teacher applied seven stages in presents group work technique in the class, they are: the teacher explained that his students will study in groups, teacher demonstrated it in front of the class alone or with some students, teacher changed the whole class into groups, starting the learning process with group work activity, teacher gave

³⁸ Ninda Munjiyatul Ashariyah, Teaching Speaking Using Small Group Technique to the Seventh Grade Students of MTs Darul Istiqomah Ngumpul Balong Ponorogo in Academic Years 2013/2014. (Unpublished Thesis), 1.

opportunity to practice the language with their group, during discussion took places teacher walked around the class to make notes common mistakes or help students if they needed a help, teacher gave feedback and correction about students' common mistakes. (2) There are many advantages of group work technique in teaching speaking, namely: group work makes students more active in speaking class, group work makes direct interaction with others, group work increases student's cooperation, respect and care for the others; There are some disadvantages of group work, they are: group work make the class becomes crowded, makes passive students be more passive, this is needs a long time.³⁹

Though it was Qualitative Study but was not quite similar with my research. However it can be good starter to assume that the using of group discussion can either improved students speaking skill. Those researches above was different with my research, because my research was to showed the effectiveness of using group discussion actually in teaching speaking. So it was to compared between the speaking score of students taught using group discussion and the students not being taught using group discussion.

C. Theoretical Framework

Theoretical framework is a concept in the thesis about the theories can be related with the factors which are identified as the important problems. In teach the student's speaking skill, the teachers need other

³⁹ Eka Puspita Sari, *The Use of Group Work Technique in Teaching Speaking (Descriptive Research in MTs Darul Istiqomah Ponorogo)*. (Unpublished Thesis), 1.

way to make their students master about it. By using group discussion can develop the student's speaking skill. The writer thinks that the students feel more interested, easy and of course they will be motivated to learn and understand the subject matter.

This research is experimental research, with the effectiveness of using group discussion method in teaching speaking at the eighth grade of SMPN 2 Ponorogo in academic year 2014/2015. The research used group discussion to teach speaking skill. After that the researcher observed this process to know, is there any significant difference achievement between students taught using group discussion and not being taught using group discussion method at the eighth grade of SMPN 2 Ponorogo in academic year 2014/2015.

This research consists of two variables :

X : Group discussion

Y : Speaking Skill

The researcher assumes that speaking skill students at the eighth grade of SMPN 2 Ponorogo is better while using the group discussion in teaching speaking.

D. Hypothesis

The hypothesis for this research is the students who are taught by using group discussion gain better score than who are not taught by using group discussion method in teaching speaking at the eighth grade of SMPN 2 Ponorogo in academic year 2014/ 2015.

CHAPTER III

RESEARCH METHOD

This chapter present the research method used in this study. The research methodology covers a set of research activities conducted by researcher. It involves approach and research design, population, sample, data collection instrument, technique of data collection and technique of data analysis.

A. Research Design

In this study, the researcher used quantitative research method. Quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics).⁴⁰ It means, to analyse the data the researcher used statistical calculation.

This research applied an experimental research. Experimental research manipulates and controls the cause variable and proceeds to observe the change in the effect variable. According to Manion in experimental research, the researcher deliberately controls and manipulates the conditions or makes change in the value of the independent variable and observes the effect of that change in the dependent variable. So when doing an experiment, the researcher controled the environment as much as possible and only concentrated on those variables that the researcher wanted to study.

⁴⁰ Daniel Muis, Doing Quantitative Research in Education, 1.

There are several types of experimental research; some of them are true experimental, quasi-experimental, and pre-experimental.⁴¹ In this research, the research employed quasi-experimental and used Non-equivalent (pre-test and post-test) control group design. Quasi-experimental research is a research that directly attempts to influence a particular variable, and when properly applied, it is the best type for testing hypothesis about cause-effect relationship.⁴² This design was assumed to meet with the aim of this research that is to know whether or not there is a significant difference of the students' achievement that is given by using certain treatment.

Quasi-experimental indicates that random assignment of subjects to treatment groups was not accomplished.⁴³ Therefore, the researcher can only assign randomly different treatment to two different classes. They were control class and experimental class.

In Non-equivalent (pre-test and post-test) control-group design, a popular approach to quasi-experiment, the experimental group A and the control group B were selected without random assignment. Both groups took a pre-test and post-test. Only the experimental group received the treatment.⁴⁴

⁴¹ M. Adnan Latief, *Research Methods On Language Learning An Introduction* (Malang: UM Press, 2012) 92.

⁴² Jack Fraenkel and Norman Wallen, *How to Design & Evaluate Research In Education* (San Fransisco: Mc Graw Hill companies, 2000), 283.

⁴³ Walter R. Borg, *Educational Research: An Introduction* (London: Longman, 1983), 680

⁴⁴ John W. Cresweel, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Third Edition* (United Kingdom: Sage Publication, 2009), 160.

This research employed Quasi-Experimental Design. This design had a control group, but can be fully controlling variables during experiment held on. Quasi-Experimental Design is used because in fact, it is a little bit difficult to create a control group in research. Quasi-Experimental on Pretest-post-test non-equivalent group design.⁴⁵

In this research H_a is expressed as follow: The students who are taught by using group discussion achieve a better score in speaking than the students who are not taught by using group discussion at the eighth grade of SMPN 2 Ponorogo in academic year 2014/2015.

B. Population and Sample

A population is all of the research subjects.⁴⁶ In this research the population is eighth grade of students of SMPN 2 Ponorogo is 200 students in academic year 2014/2015. There were 6 classes. For those classes, the researcher choosed two classes of the eighth grade as experiment class and controlled class. To select samples, the researcher took a reading test data that has been done by the teacher. Then, from the results of speaking score, the researcher measured the means and standard deviation of the classes to know whether or not the classes had similar characteristics of capability.

⁴⁵ Louis Cohen, Lawrence Manion, and Keith Marrison, *Research Methods In Education* Sixth Edition, (New York: British Library Cataloguing in Publication Data, 2007), 282.

⁴⁶ Prof. Dr. Suharismi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta : PT Rineka Cipta, 2006), 130.

The result of homogeneity found that there were only 3 classes that considered homogen or had similar ability. They were E, F, G classes. Then among the three classes, it was chosen two classes that would be taken as experiment class and control class by using a lottery technique. The result revealed that class F became an experimental class and class E as a control class. Meanwhile, class G was used as a validity class. Validity class was used to measure the validity of test. In this study, the researcher used content validity. It means that a measuring instrument was deemed valid if it was in accordance with the curriculum to be achieved. So, before the data was tested to experiment class and control class, it should be tested for its validity.

Sample is the representative of the population studied.⁴⁷ The sampling technique applied in this research is cluster random sampling. Cluster random sampling or sample area (group) is determined based on the sampling areas or groups that exist in the population such as school, class, region, and not individual.⁴⁸ Besides that, because among of classes have not significant difference and choosing based on ability. The sample from eight that researcher choose are E class and F class. Each class consists of 30 students. F class is became an experiment class and E class is became an control class.

⁴⁷ Ibid, 131.

⁴⁸ Margono, Metodologi Penelitian Pendidikan (Jakarta: PT Rineka Cipta, 1997), 127.

C. Data Collection Instrument

Table 3.1 The Research Instrument

Title	Variable	Indicators	Instruments	Item of instruments
The Effectiveness of using Group Discussion Method in Teaching Speaking at the eighth grade of SMPN 2 Ponorogo in Academic Year 2014/2015	X= Group discussion Y= Speaking skill	The students are able to describe the picture about an animal orally.	Performance Test	Spoken/ oral assessment.

Table 3.2 Analytic Oral Assessment Grid by Michael O'Malley⁴⁹

Grade	Score	Criteria
Speaking	5	Communicates completely in social and classroom setting
	4	Any errors but do not interfere with meaning
	3	Begins to communicate in classroom
	2	Ask and responds to simple question
	1	Begins to communicate personal and survival needs
Fluency	5	Speak fluently
	4	Any hesitations do not interference with communication
	3	Speaks with occasional hesitation

⁴⁹ Michael O'Malley, Authentic assessment for English Language Learner,(USA: Addison-Wesley, 1996), 68.

	2	Speaks hesitantly because of rephrasing and searching for words
	1	Speak in single words utterances and short pattern
Structure	5	Master a variety of grammatical structure
	4	Uses variety of structures with occasional grammatical errors
	3	Applies grammar but lacks control of irregular forms
	2	Uses predominantly present tense verb
	1	Un known grammatical usage
Vocabulary	5	Uses extensive vocabulary but may lag behind native speaker
	4	Uses varied vocabulary
	3	Some words usage irregularities
	2	Uses limited vocabulary
	1	uses functional vocabulary

Before the instrument used in this research, the researcher test the instrument with two tests, the first test is test of validity and the second test is test of reliability.

1. Test of Validity

Validity basically concerns whether we are measuring what we want to measure appropriately.⁵⁰ In this study, the writer counted the validity of writing test instrument.

The formula is:

$$r_{xy} = \frac{n \sum xy - \sum x \cdot \sum y}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}} \cdot$$

r_{xy} = digit of indeks Product Moment Correlation

$\sum x$ = the total score X

⁵⁰ Andhita Dessy Wulansari, M.Si, Penelitian Pendidikan Suatu Pendekatan Praktik dengan Menggunakan SPSS, (Ponrogo: STAIN Po PRESS, 2012), 81

Σy = the total score Y

Σxy = the total of result multiplication between score X and Y

N = Total of responden⁵¹

With df or db is $n-r$ ($30-2$) = 28 in 5% significance the price of r table is 0,361. When the price of rxy or r count is under r table it could be concluded that the grains were not valid instruments. Thus, the item said to be valid instruments if the coefficient of correlation (r count) of magnitude more than 0,361.

To validity and reliability instruments research, the researcher put the total sample 30 responden in students class VIII G. In this validity test research, the researcher gave 1 question for this class.⁵² And with the speaking scoring rubric speaking, fluency, structure/grammatical, and vocabulary. So the researcher calculate the validity test from four scoring rubrics of speaking. From of result the test validity instrumen all questions or scoring rubric are valid. To knew score validity test the researcher uses program of SPSS 18 for windows.⁵³ Finally the result calculation item validity instrument above could be conclude in table as follow:

⁵¹ Ibid, 84.

⁵² See Appendix 1.

⁵³ See Appendix 2.

Table 3.3 The Result of Validity Calculation

Item	“r” calculated	“r” table	Notes
Speaking	0,527	0,361	Valid
Fluency	0,607	0,361	Valid
Structure/grammatical	0,487	0,361	Valid
Vocabulary	0,683	0,361	Valid

2. Test of Reliability

Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring.⁵⁴ To test reliability of instrument, in the study of internal consistency, try out instrument in a way only once, and then the data were analyzed with specific techniques. The result of analysis could be used to predict the reliability of the instrument.

The technique to analyze of reliability of this instrument was Cronbach Alpha coefficient.⁵⁵ The detailed results of the calculation of reliability of the instrument could be explained as follow :

Step 1: Group the items into two parts, namely about the odd item and the even item

Step 2: Find the values for the odd item, even item and the total test score

Step 3: Substitute those values into Cronbach’s Alpha formula.

⁵⁴ Ibid., 237

⁵⁵ James dean brown, *Testing In Language Programs: A Comprehensive Guide To English Language Assessment International Edition*, (New York: Mc Graw Hill, 2005), 179

In this research, the researcher conducts reliability test. To counting the reliability the researcher uses program of SPSS 19 for windows. Finally the result of the calculation reliability is as follows:

Table 3.4 The Result of Reliability

Case Processing Summary			
		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.335	4

High coefficient shows that high reliability on the contrary, if the coefficient test is low so test has low reliability. If a test has perfect reliability, it means coefficient +1 or -1. Reliability less than 0,6 is lack of good, reliability 0,6 is enough, reliability 0,7 is accepted, reliability more than 0,8 is good.⁵⁶.

⁵⁶Uma sekaran.. Research method for business, fourth edition. (John wiley& son inc 2003)

Reliability of the results of the above calculations by SPSS 18 was the value of the variable instrument reliability students' of VIII G class is 0,335. And it can be call by lack of good.

D. Technique of Data Collection

1. Documentation

Documentary is kind of important technique to get data about everything or variable which is in form of notes, transcript, book, newspaper, magazine, meeting result, legger, etc.⁵⁷

In the study, the documentary technique is used to get the data about students' names, condition of teachers and staffs, vision, mission, goals, facilities, infrastructure, and the structure organization of SMPN 2 Ponorogo.

2. Test

Test is some questions that given for people to show the condition or the level of development the people. The fundamental use of testing in an educational program is to provide information for making decision, that is for evaluation.⁵⁸

The data in this research are the result of test. The data are taken from speaking test. In this study, the data are taken from the result of two group samples.

⁵⁷ Prof. Dr. Suharismi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta : PT Rineka Cipta, 2006), 231.

⁵⁸ Lyle F. Bachman, *Fundamental Considerations in Language Testing* (New York: Oxford University Press, 1990), 54.

E. Technique of Data Analysis

Analysis of data involves a variety of descriptive and inferential statistics. Descriptive statistics that will be used as following:

1. The mean which indicated the average performance of a group on some measure of a variable.
2. The standard deviation which indicates how spread out a set of scores is around the mean that is whether the scores are relatively homogeneous or heterogeneous around the mean.

Before the researcher use t test, the researcher applied Assumption test, namely normality test and homogeneity test :

1. Normality test using Kolmogorov-smirnov test. Each of the two populations being compared must follow a normal distribution. The steps of analyzing normality test as follows:
 - a. Formulated hypothesis
 - Ho : the data were not normality distributed
 - Ha : the data were normality distributed
 - b. Calculate the average (mean) to create a table
 - c. Calculating the value of fkb
 - d. Calculated each frequency divided by the number of data (f/n)
 - e. Fkb calculating each divided by the number of data (fkb/n)
 - f. Calculated the value of Z by the formula $Z = \frac{X - \mu}{\sigma}$ is the original value of data and μ is the population mean can be estimated using the average of the sample or the mean while σ was the standard

deviation of the sample values. Z values would be calculated each value after sorted smallest to largest.

- g. Calculate $P \leq Z$
 - h. For a2 values obtained from the difference between columns 5 and 7 (f_{kb}/n and $P \leq Z$)
 - i. For a1 values obtained from the difference between columns 4 and 8 (f/n and a2)
 - j. Comparing the highest number a1 with Kolmogorov-Simirov table
 - k. Test the hypothesis
 - l. If a1 maksimum < kolmogorov simirov table, receive H_a and data is normal distribution.⁵⁹
2. Homogeneity test using Harley test. Homogeneity test is the variance ratio test between two group or more.⁶⁰ The steps of analyzing homogeneity test as follows:
- a. Make a frequency distribution table
 - b. Calculated SD formula
 - c. Using the formula Harley:
 - d. $F(\max) = \frac{\text{Var max}}{\text{Var min}} = \frac{SD^2 \max}{SD^2 \min}$

⁵⁹ Retno Widyaningrum, Statistik (Ponorogo: STAIN Ponorogo Press, 2009), 206-210.

⁶⁰ Ibid. 214.

- e. Comparing F (max) results calculated with F (max) table,
with $db = (n-1 ; k)$
3. T-test is used to determine whether the means of two groups are statistically different from one another.

The data analysis that used is T-test non-independent experiment with 5% significance level or 1% significance level with this formula as follow:

- a. The formula of mean variable I and II
- b. Score of standard deviation of variable I and variabe II
- c. Determining standard error mean variable X and Y
- d. Difference standard error score of the means variable I and variable II
- e. to score

CHAPTER IV

RESEARCH RESULT

A. Research Location

1. Historical Background of SMPN 2 Ponorogo

SMPN 2 Ponorogo has been established by Department of Culture and Education Indonesian on 1960. It is located at Jendral Basuki Rahmat Street 44 Surodikraman, Ponorogo, East Java. Since 1960, SMPN 2 Ponorogo has been several leaderships change. They are:

- a. Lamsari, BA
- b. Sukardi
- c. Duryati
- d. Hajar Suryoto, BA
- e. Pemit Subagyo
- f. Rundap, BA
- g. Drs. Murdiaso
- h. Drs. Subagiyo
- i. Drs. Asisno
- j. Drs. Warsono
- k. Darmawan, BA
- l. Drs. Suryono

m. Drs. H. ahmad Sofyan, M. Pd.

n. Dra. SY. Christine Suala, M. Pd.

2. Geographical Location of SMPN 2 Ponorogo

SMPN 2 Ponorogo is located at:

Street : Jendral Basuki Rahnat

Number : 44

Village : Surodikraman

Regency : Ponorogo

Province : East Java

Limits area of SMPN 2 Ponorogo

North side : Kodim 08 – 02 of Ponorogo

East side : Jendral Basuki Rahmat

South side : Sembodro Street

West side : People's house

It takes along 5.777 m at strategic area. To visit and reach this school easy because it is located on protocol street edge intercity.

3. Visions, Missions and Aims of SMPN 2 Ponorogo

The visions of SMPN 2 Ponorogo are excellent achievement, virtuous, based on nation culture, faith and piety. And it involves.

- a. Realization of educational service in a fair and equitable
- b. Generating graduates who are qualified, accomplished, skilled, virtuous character noble, faithful and obedient to God Almighty.
- c. Making the school as a place to develop themselves according to students' talents and interest.

SMPN 2 Ponorogo has some missions to render those visions.

They are:

- a. Creating a conducive learning environment
- b. Developing a diversified curriculum
- c. Improving primary education service system
- d. Fostering a sense, love and proud nation and landless Indonesian.
- e. Developing appreciation and experience of teaching religion

The primary education goal is laying the basic of intelligence, knowledge, personality, character, noble, and the skills to live independently and to follow further education. In line the facts, the policies of the ministry of education in SMPN 2 Ponorogo are expected to generate graduates who are:

1. Qualified, intelligent, skilled, and independent
2. Virtuous noble character in accordance with national culture values
3. Faithful and obedient to God Almighty
4. Have a race of love and proud Indonesian nation.

B. Data Description

The population that was used in this research was the eighth grade students of SMPN 2 Ponorogo in academic year 2014-2015. The researcher took 60 students as a sample. From the 60 students as sample, the researcher divided them into two groups. Each group consisted of 30 students. The first group was the students who are taught using group discussion and the second group was the student not being taught using group discussion.

1. The Result of Students' Pre Test in Experimental Group (8F)

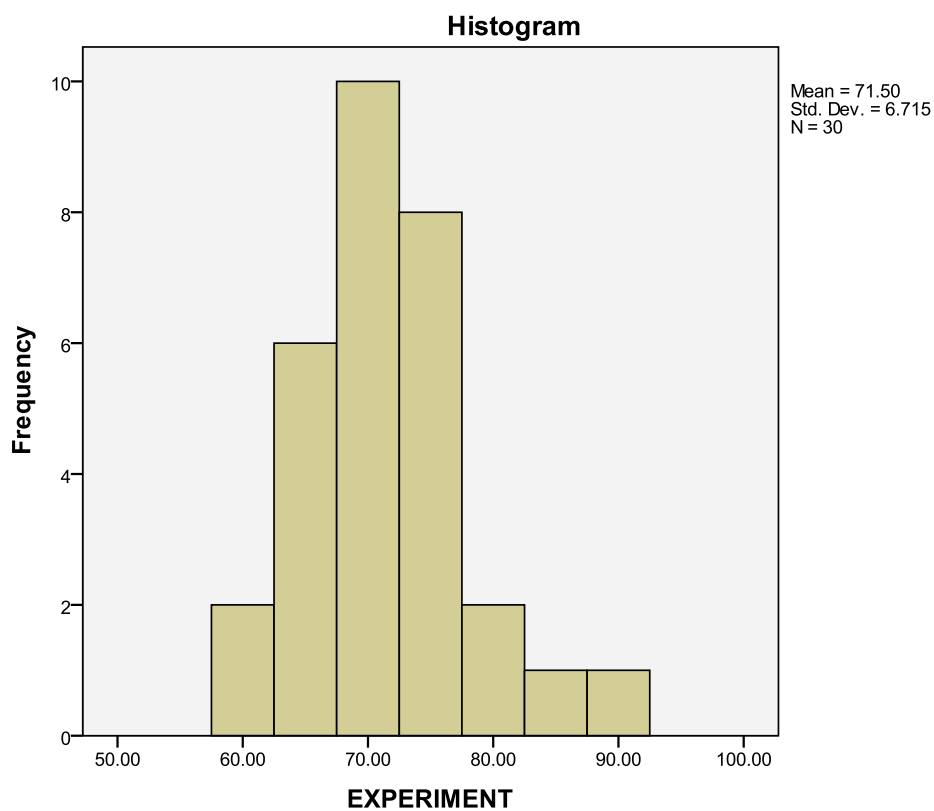
The table below showed the score of the pre test of the students who are taught by using group discussion.

Table 4.1
The Score of the Pre-Test for Students Who are Taught by Using Group Discussion (8F)

No	Name	Speaking	Fluency	Structure	Vocab	Total
1	Ahsania Janatul Naim	20	15	15	15	65
2	Andria Septia Devi	20	20	15	15	70
3	Caesar 'Adlu Hakim	20	15	15	15	65
4	Deva Purna Irawan	20	20	15	20	75
5	Ela Tri Arisma	20	20	20	20	80

6	Fransiska Dyah A.	25	20	20	20	85
7	Izha Maulana Purnomo	15	15	15	15	60
8	Virsa Bella Nora R.	20	20	20	15	75
9	Abrori Dwi Restu Aji	20	20	15	15	70
10	Cintya Nelda Y. P.	25	20	15	15	75
11	Dimas Hada Saputra	20	15	15	15	65
12	Handika Hengky A.	20	20	15	15	70
13	Alista Vida Saputri	20	20	20	20	80
14	Ardyansyah Ilham P.	20	20	15	20	75
15	Dyah Ayu Fitriana	20	15	15	15	65
16	Jihan Fauzyah	20	15	20	15	70
17	Muhammad Fahrizal R	20	15	15	20	70
18	Rayssa Giovan Azaria	20	20	15	20	75
19	Silvina Faiza Davi	20	20	15	20	75
20	Anisa Dwiki Gusrinda	20	15	15	20	70
21	Hesti Wahyu K.	15	20	15	15	65
22	Muhammad Rifal A.	15	15	15	15	60
23	Puput Risma Dayanti	20	20	15	15	70
24	Rohayati Umilatus S.	20	15	15	20	70
25	Yoga Akbar Priambudi	20	15	20	20	75
26	Ardhi Nur Wahid	20	20	15	20	75
27	Belqis Priya Nanda D.	20	20	15	15	70
28	Gilang Mandala Sakti	20	15	15	15	65
29	Laila Anggraini	20	15	15	20	70
30	Suqya Riza Ahsani	25	25	20	20	90

From the table above, could be seen that the pretest of the students taught using group discussion was varieties. There were 1 student got 90, 1 student got 85, 2 students got 80, 8 students got 75, 10 students that got 70, 6 students got 65, and 2 students got 60. So that, could be concluded the pre test of the students who are taught by using group discussion was moderate. The histogram below showed the score of the pre test of the students who are taught by using group discussion.



4.1 Histogram for the pre test of the students who are taught using group discussion.

2. The Result of Students' Pre Test in Control Group (8E)

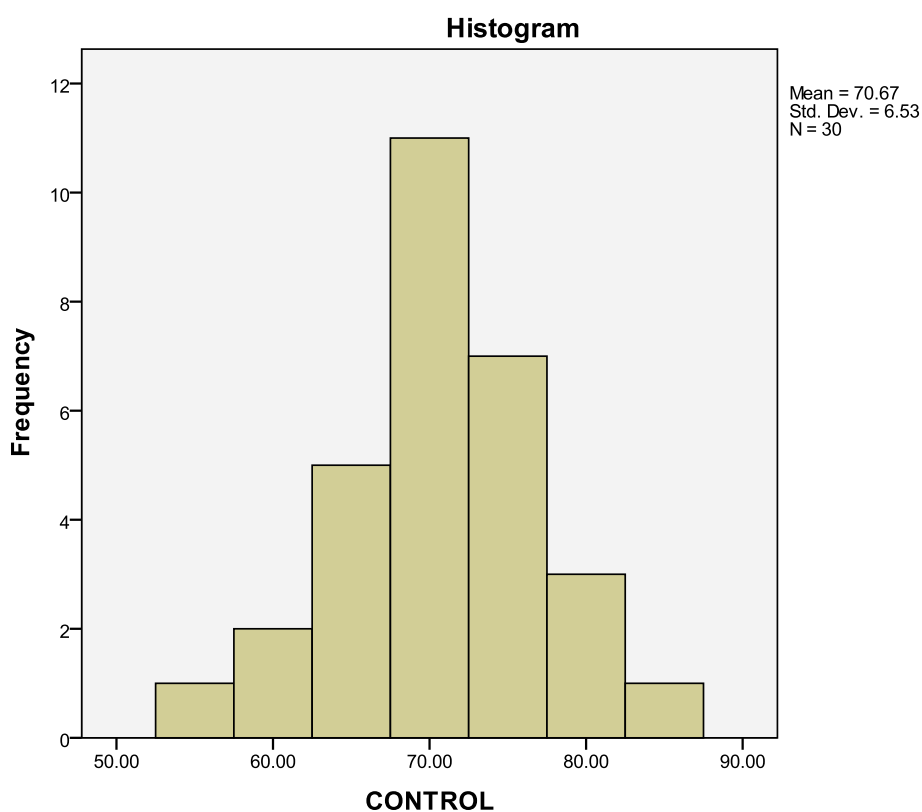
The table below showed the score of the pre test of the students who are not taught by using group discussion.

Table 4.2
The Score of the Pre-Test for Students Who are not Taught by Using Group Discussion (8E)

No	Name	Speaking	Fluency	Structure	Vocab	Total
1	Ananda Rama P. B.	20	15	15	15	65
2	Devi Erlindhea F.	20	20	15	15	70
3	Fatur Rohman W.	20	15	15	15	65
4	Meyda Chairunnisa	20	15	15	20	70
5	Venus Ihsa M.	15	15	15	15	60
6	Diaz Reza A. P.	20	20	15	15	70
7	Fahrija Zea Alfaan	20	20	15	15	70
8	Fitria Putri Anggini	20	15	15	15	65
9	Maratus Sholikah	20	15	15	20	70
10	Nindy Fradistya H.	20	20	15	15	70
11	Siti Nur farika	20	20	20	20	80
12	Andre Dwi Pangestu	20	15	15	15	65
13	Bagas Meiwan Adhi	20	20	20	15	75
14	Radisa Meyra K.	20	20	15	20	75
15	Sheva Putra Genio	20	15	15	15	65
16	Yessi Kumala Dewi	20	20	20	15	75
17	Anggraini Sarining S	20	20	15	20	75
18	Anjas Erik Ficardo	15	15	15	15	60
19	Bagas Adjie Pratama	20	20	15	15	70
20	Ferlyn Cintya A.	20	20	20	20	80
21	Nando Rahman A.	20	20	15	20	75
22	Reny Fatmawaty	20	15	15	20	70
23	Sri Wulandari	25	20	15	15	75
24	Andre Roha Nadzifa	20	15	20	15	70
25	Bayu Nor Cahyo S.	20	10	10	15	55
26	Cahyaning Putri P.	20	20	15	20	75
27	Intan Fransisca F.	20	20	15	15	70
28	Muhammad Zaqy Y.	20	20	20	25	85
29	Putricia Inas Yumna	20	20	15	15	70
30	Vera Yulianti	20	20	20	20	80

From the table above, it could be seen that the pretest of the students who are not taught using group discussion was varieties. There were 1 student got 85, 3 students got 80, 7 students got 75, 11 students got

70, 5 students got 65, 2 students got 60, and 1 student got 55. So So that, it could be concluded the pre test of the students who are not taught using group discussion was moderate. The histogram below showed the score of the pre test of the students who are not taught by using group discussion.



4.2 Histogram for the pre test of the students who are not taught using group discussion.

3. The Result of Students' Post Test in Experimental Group (8F)

The table below showed the score of the post test of the students who are taught by using group discussion.

Table 4.3
The Score of the Post Test Students Who are taught by Using Group Discussion
(8F)

No	Name	Speaking	Fluency	Structure	Vocab	Total
1	Ahsania Janatul N.	20	15	20	15	70
2	Andria Septia Devi	20	20	20	20	80
3	Caesar 'Adlu Hakim	20	20	15	20	75
4	Deva Purna Irawan	25	20	20	20	85
5	Ela Tri Arisma	20	20	15	20	75
6	Fransiska Dyah A.	25	25	20	20	90
7	Izha Maulana P.	20	15	15	15	65
8	Virsa Bella Nora R.	20	20	20	20	80
9	Abrori Dwi Restu A.	20	20	15	20	75
10	Cintya Nelda Y. P.	20	20	15	20	75
11	Dimas Hada Saputra	20	15	15	20	70
12	Handika Hengky A.	20	20	15	20	75
13	Alista Vida Saputri	25	20	20	20	85
14	Ardyansyah Ilham P.	20	20	15	20	75
15	Dyah Ayu Fitriana	20	20	20	20	80
16	Jihan Fauzyah	20	20	20	20	80
17	Muhammad Fahrizal	20	20	20	20	80
18	Rayssa Giovan A.	20	20	15	20	75
19	Silvina Faiza Davi	25	20	20	20	85
20	Anisa Dwiki G.	20	20	15	20	75
21	Hesti Wahyu K.	20	20	20	20	80
22	Muhammad Rifal A.	20	15	15	15	65
23	Puput Risma D.	20	20	20	20	80
24	Rohayati Umilatus S	20	15	20	20	75
25	Yoga Akbar P.	20	20	15	20	75
26	Ardhi Nur Wahid	20	20	20	20	80
27	Belqis Priya Nanda	20	20	15	20	75
28	Gilang Mandala S.	20	15	15	15	65
29	Laila Anggraini	20	20	20	20	80
30	Suqya Riza Ahsani	25	25	20	20	90

From the table above, it could be seen that the post test of the students who are taught by using group discussion was varieties. There

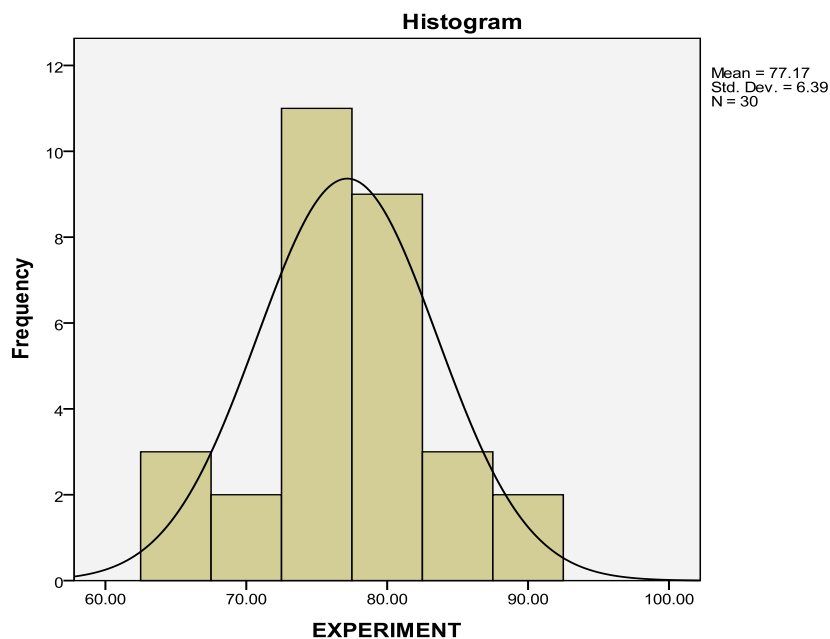
were 2 students got 90, 3 students got 85, 9 students got 80, 11 students got 75, 2 students got 70, 3 students got 65. So So that, it could be concluded the post test of the students who are taught by using group discussion was better than pre test. That proved from students' score after using group discussion method, there was not score under 70. The table below showed the frequency distribution of the post test of the students who are taught by using group discussion.

Table 4.4 Frequency Distribution the Post Test of the Students Who are taught by Using Group Discussion.

EXPERIMENT

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 65.00	3	10.0	10.0	10.0
70.00	2	6.7	6.7	16.7
75.00	11	36.7	36.7	53.3
80.00	9	30.0	30.0	83.3
85.00	3	10.0	10.0	93.3
90.00	2	6.7	6.7	100.0
Total	30	100.0	100.0	

The histogram below showed the score of the post test of the students who are taught by using group discussion.



4.3 Histogram for the post test of the students who are taught using group discussion.

From the histogram above, it is stated $M = 77,17$ and $SD = 6,39$. To determine the category of speaking skill was good, medium, or low, the researcher grouped scores using the standard as follows:

- 1) More than $M + 1.SD$ ($77,17 + 6,39 = 84$) is categorized into good
- 2) Between $M - 1.SD$ to $M + 1.SD$ ($70 - 84$) is categorized into medium.
- 3) Less than $M - 1.SD$ ($77,17 - 6,39 = 70$) is categorized into low

It can be seen that the scores which are more than 84 is considered good, while the scores which are less than 70 is categorized into low and the score of between 70 - 84 is categorized into medium. That categorization can be clearly seen as following:

Table 4.5 The Categorization of the Students Who are taught by Using Group Discussion.

No.	Score	Frequency	Percentage	Category
1	More than 84	5	17 %	Good
2	70 – 84	22	73 %	Medium
3	Less than 70	3	10 %	Low
Total		30	100 %	

From those table can be seen that the students who are not taught using group discussion showed that 17 % in the good category, 73 % in the medium category and 10 % in the low category.

4. The Result of Students' Post Test in Control Group (8E)

The table below showed the score of the post test of the students who are not taught using group discussion.

Table 4.6
The Score of Post Test Students Who are not taught by Using Group Discussion (8E)

No	Name	Speaking	fluency	structure	vocab	total
1	Ananda Rama P. B.	20	15	15	15	65
2	Devi Erlindhea F.	20	15	15	20	70
3	Fatur Rohman W.	20	20	15	10	65
4	Meyda Chairunnisa	25	20	20	15	75
5	Venus Ihsa M.	20	15	15	15	65
6	Diaz Reza A. P.	25	25	10	10	70
7	Fahrija Zea Alfaan	10	15	15	10	50
8	Fitria Putri Anggini	20	20	20	15	75
9	Maratus Sholikhah	20	15	15	20	70
10	Nindy Fradistya H.	20	20	15	10	65
11	Siti Nur farika	20	15	15	10	60
12	Andre Dwi Pangestu	15	15	15	20	65
13	Bagas Meiwan Adhi	25	20	10	10	65

14	Radisa Meyra K.	20	20	15	10	65
15	Sheva Putra Genio	20	20	15	20	75
16	Yessi Kumala Dewi	20	20	10	10	60
17	Anggraini Sarining S	20	20	20	15	75
18	Anjas Erik Ficardo	20	20	15	10	65
19	Bagas Adjie Pratama	20	20	15	15	70
20	Ferlyn Cintya A.	20	10	15	20	65
21	Nando Rahman A.	20	20	10	10	70
22	Reny Fatmawaty	20	15	15	20	70
23	Sri Wulandari	20	20	20	10	70
24	Andre Roha Nadzifa	20	15	10	20	65
25	Bayu Nor Cahyo S.	20	20	15	10	65
26	Cahyaning Putri P.	20	20	10	10	60
27	Intan Fransisca F.	20	20	15	15	70
28	Muhammad Zaqy Y.	20	15	15	10	60
29	Putricia Inas Yumna	20	20	20	10	70
30	Vera Yulianti	20	20	20	20	80

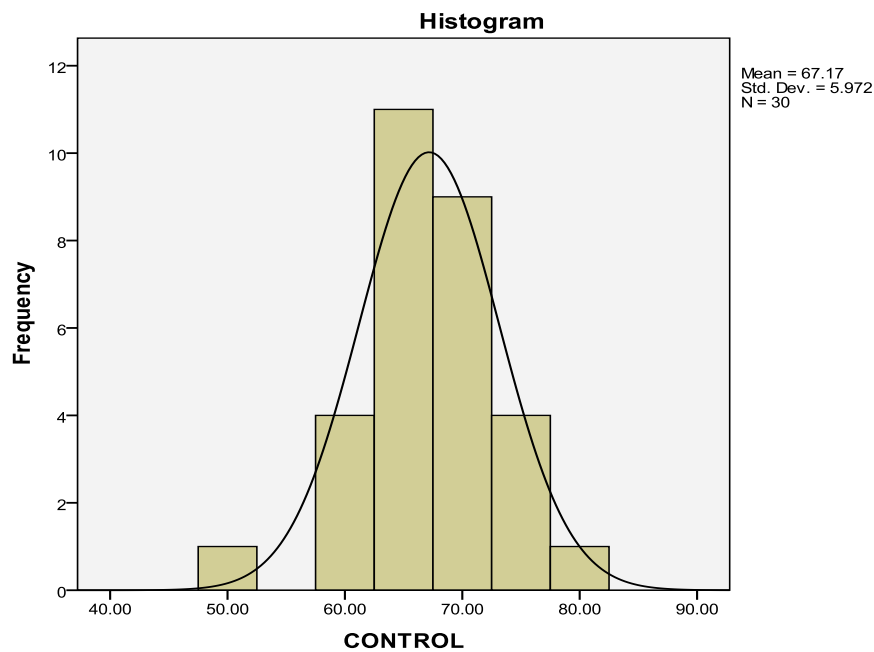
From the table above, it could be seen that the post test of the students who are not taught by using group discussion was varieties. There were 1 student got 80, 4 students got 75, 9 students got 70, 11 students got 65, 4 students got 60, and 1 student got 55. So So that, it could be concluded the post test of the students who are not taught by using group discussion was enough. There is no differences significance from pre test and post test, although post tests score better than pre test score but there are students got mark under 70. The table below showed the frequency distribution of the post test of the students who are not taught by using group discussion.

Table 4.7 Frequency Distribution the Post Test of the Students Who are not taught by Using Group Discussion.

CONTROL

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50.00	1	3.3	3.3	3.3
60.00	4	13.3	13.3	16.7
65.00	11	36.7	36.7	53.3
70.00	9	30.0	30.0	83.3
75.00	4	13.3	13.3	96.7
80.00	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The histogram below showed the score of the post test of the students who are not taught by using group discussion.



4.4 Histogram for the Post Test of the Students Who are not taught by Using Group Discussion.

From the histogram above, it is stated $M = 67,17$ and $SD = 5,972$. To determine the category of speaking skill was good, medium, or low, the researcher grouped scores using the standard as follows:

- 1) More than $M + 1.SD$ ($67,17 + 5,972 = 74$) is categorized into good
- 2) Between $M - 1.SD$ to $M + 1.SD$ ($52 - 74$) is categorized into medium.
- 3) Less than $M - 1.SD$ ($67,17 - 5,972 = 52$) is categorized into low

It can be seen that the scores which are more than 74 is considered good, while the scores which are less than 52 is categorized into low and the score of between 52 - 78 is categorized into medium. That categorization can be clearly seen as following:

Table 4.8 The Categorization of the Students Who are not taught by Using Group Discussion.

No.	Score	Frequency	Percentage	Category
1	More than 74	5	17 %	Good
2	52 - 78	24	80 %	Medium
3	Less than 52	1	3 %	Low
Total		30	100 %	

From those table can be seen that the students who are not taught using group discussion showed that 17 % in the good category, 80 % in the medium category and 3 % in the low category.

C. Data Analysis

a. The Result of Assumption Test

1. Normality

Normality test was conducted to know whether the data distribution was normal distribution or not.⁶¹ For this test, it would be proposed the hypothesis as follow:

Ho: the data was not normal distribution

Ha: the data was normal distribution

The table below showed the normality of data and calculation of the students post test who are taught by using group discussion.

4.9 Table

Normality of Data and Calculation of the Students Post Test Who are taught by Using Group Discussion.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
EXPERIMENT	.192	30	.006	.922	30	.030

a. Lilliefors Significance Correction

Based on the table 4.6 above, the researcher concluded that the data of the students post test who are taught using group discussion is normally distributed, because the value of statistic is upper than Kolmogorov-Smirnov table ($0.30 > 0,05$). The table below showed the

⁶¹ Retno Widyaningrum, Statistik (Ponorogo: STAIN Ponorogo Press, 2009), 206.

normality of data and calculation of the students post test who are not taught by using group discussion.

4.10 Table
Normality of Data and Calculation of the Students Post Test Who are not taught by Using Group Discussion.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
CONTROL	.201	30	.003	.922	30	.031

a. Lilliefors Significance Correction

Based on the table 4.7 above, the researcher concluded that the data of the students post test who are not taught using group discussion is unnormally distributed, because the value of statistic is lower than Kolmogorov-Smirnov table ($0.031 < 0,05$).

2. Homogeneity

Homogeneity test is the variance ratio test between two group or more.⁶² The calculation those research by SPSS 18 Windows as follows:

4.11 Table
Classifications of Homogeneity Test

Output (F)	Interpretation
Sig: $p < 0,05$	Data is not homogeny
Sig: $p > 0,05$	Data is homogeny

The table below showed the result of homogeneity test.

⁶² Ibid. 214.

4.12 Table
The Result of Homogeneity Test

ANOVA

Post Test Control and Experiment

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	485.051	5	97.010	3.330	.020
Within Groups	699.116	24	29.130		
Total	1184.167	29			

Based on the table 4.7 above, the researcher concluded that the data is normally distributed, because the value of statistic is higher ($0.20 > 0,05$).

b. The Result of Test Hypothesis

From both table above, the researcher compare the mean score of students' speaking skill who are taught by using group discussion method (H_0) and the students' speaking skill who are not taught by using group discussion method (H_a) with this steps.

4.13 Table
Classifications of T-Test

Output (t)	Interpretation
Sig: $p < 0,01$	There is difference on level sig. 1%
Sig: $p < 0,05$	There is difference on level sig. 5%
Sig: $p > 0,05$	There is no difference

In this study to calculate the hypotheses, the researcher is using SPSS 18 for windows. The result of computation is described in each hypothesis as follows:

4.14 Table The Result of T-Test.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	EXPERIMENT	77.1667	30	6.39010	1.16667
	CONTROL	67.6667	30	5.97889	1.09159

Base on the paired sample statistic table above, can be seen that from experiment class $N=30$, $Mean=77,1667$, Standard Deviation= 6.39010 , Standard Error= $1,16667$. It shown good result because of mean score was $77,1667$. Meanwhile, in control class $N=30$. The table below showed the correlations of the post test score on the experiment and control group as following:

4.15 Table The Result of Paired Sample Correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	EXPERIMENT & CONTROL	30	.701	.000

In table above, was gotten information that the correlation between experiment and control group from 60 students = $0,701$ where level of significance = $0,000$ or 95% $r = 0.701$ shown the correlation 1 pair of data was positive and had correlation. For determine the

correlation was significance or not, it could be found from the comparison between value of significance and $\alpha = 5\%$. The determine as follow:

If significance value $> 5\%$ the correlation was not significance

If significance value $< 5\%$ the correlation was significance

Because level of significance value= 0,000 or $95\% > 5\%$, it could be seen that correlation between student score in speaking from experimental and control class was significance. It means that the result of students' performance in speaking between control and experimental was different. The table below showed the pair sample test of the post test score on the experiment and control group as following:

4.16 Table The Result Paired Sample Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	EXPERIMENT-CONTROL	9.50000	4.79763	.87592	7.70854	11.29146	10.846	29	.000

Paired sample test table above, described the calculation of T-Test result. Mean= 9,50000. it refers to the average difference of students speaking score between experimental and control class. Standard Deviation= 4,79763, Standard Error= 0,87592. Confidence

interval in lower and upper refers to size of confidence in 95% level. T value is the result of T-Test=. Degree of free (df) = 29 refers to total of sample each groups minus 1 (N-1), $30-1= 29$. Score $t = 10,846$. And the last column is sig.(2-tailed) = 0,000 as image of T-Test or conclusion, because of sig.> 0,01 there is difference between two groups.

To interpret data, can do with test the hypothesis below:

Ha: there was a difference between students who are taught using group discussion and the students who are not taught using group discussion or the students taught using group discussion get a better score in speaking.

The research result, $t = 10,846$, with $df = 29$, on level significance 5%. Pursuant to the table value "t" show = 2,00. Then t-account more than t-table ($10,846 > 2,00$). It can be concluded that the students taught using group discussion get a better score in speaking then the students who are not taught using group discussion.

D. Discussion

From the computation above, it was shown that the difference coefficient of students who are taught using group discussion and the students who are not taught using group discussion is 10,846 it was used to find out whether the difference coefficient was a significant coefficient or not, and furthermore it could be used as a basic to generate the population.

The researcher could know that in 5 % significance level $t = 10,846$ and “t” table = 2, 00. Based on this statement, the researcher interprets that there was a significant difference between both the students who are taught using group discussion and the students who are not taught using group discussion or the students taught using group discussion get a better score in speaking.

So Alternative hypothesis (H_a) that states there was a difference between students who are taught using group discussion and the students who are not taught using group discussion or the students taught using group discussion get a better score in speaking, it meant H_a was accepted.

From the data above, the researcher could conclude that there was a significant difference in speaking score between the students who are taught using group discussion and the students who are not taught using group discussion. In other words, group discussion was effective in increasing students' speaking skill at the eighth grade students of SMPN 2 Ponorogo in academic year 2014/2015.

Speaking is included in productive aspect as a communicative competence, in which means that there is a process to conceptualize data happen in a brain then produce it as an orally information. In line with the statement, Jeremy Harmer says that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language.⁶³ Speaking is one of the most important skills that

⁶³ Jeremy Harmer. How to teach English (Longman: England, 2001)

students should have in learning English. The students learn to speak in English in order to explore their idea. Group discussion method considered gives good impact to the students speaking skill.⁶⁴ Especially in SMPN 2 Ponorogo.

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⁶⁴ Hisyam Zaini, Strategi Belajar Aktif di Perguruan Tinggi (Yogyakarta: CTSD Center For Teaching Staff Development, 2002), 113.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the analysis of data, the researcher could conclude that there was a significant difference in speaking score between the students who are taught using group discussion method and the students who are not taught using group discussion method. In other word, group discussion was effective in increasing students' speaking skill at the eighth grade students of SMPN 2 Ponorogo in academic year 2014/2015. The coefficient comparison is 10,846 it is higher than the "t" table = 2,00 at 5% significant level.

B. Recommendations

Having known the result of research, the writer give some suggestions:

1. For the teacher

English teacher are suggested to enrich their teaching skill, and take a part in increasing technique of group discussion method.

2. For the school

Refer to the result of research, school should give more attention to the using group discussion method in teaching speaking, because it is proved that group discussion method has positive correlation with students' speaking skill.

3. For parents

Parents should give more support to their children to study hard in English lesson especially in speaking.

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