The Implementation of Group Discussion in Teaching Speaking to The Tenth Grade Students of SMA Negeri 4 Surabaya

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Abstract

This study investigated how the implementation of Group Discussion in teaching Speaking in lights of the theories of group discussion. It sought the answers to the following questions: How does the teacher implement Group Discussion in her English lesson? What are the teacher's reasons in using group discussion to teach speaking?. This study was limited to one teacher who used Group Discussion in teaching speaking in SMA Negeri 4 Surabaya. This study used descriptive qualitative as a research method. The data were taken from the results of field notes, and semi-structured interview. The data that were gotten were analyzed qualitatively. It was found that when the teacher used Group Discussion to teach Speaking at the class X-3 at SMA Negeri 4 Surabaya, her implementation was not similar with the theories of Group Discussion. The teacher added an activity in the implementation, but the students was quite active in the class. According to the teacher statement, group discussion is a good method, because it gives students some cognitive points. The teacher used narrative text as a topic of the discussion, the topic was not suitable to teach speaking. In conclusion, the implementation of group discussion in tenth grade students of Senior High School of SMAN 4 Surabaya was not similar with the theories of group discussion, but it still effective to develop students speaking ability.

Key words : Speaking, Teaching Speaking, Group Discussion

Abstrak

Penelitian ini menginvestigasi bagaimana penerapan *Group Discussion* dalam mengajar speaking berkaitan dengan teori dari *Group Discussion*. Penelitian ini digunakan untuk menjawab pertanyaan berikut ini : Bagaimana gutu menerapkan Griup Discussion pada kegiatan mengajar bahasa inggris? Apa saja alasan guru menggunakan Gropu Discussion untuk mengajar speaking?. Penelitian ini dibatasi pada seorang guru yang menggunakan *Group Discussion* untuk mengajar speaking di SMA Negeri 4 Surabaya. Penelitian ini menggunakan deskriptif kualitatif sebagai metode penelitian. Data penelitian diambil dari hasil fieldnotes dan semi structured interview. Data yang sudah diperoleh akan dianalisis secara kualitatif. Ditemukan bahwa ketika guru menerapkan *Group Discussion* untuk mengajar speaking di kelas X3 SMA Negeri 4 Surabaya tidak sesuai dengan teori penerapan group discussion. Guru menambahkan kegiatan tambahan dalam penerapan Group Discussion, tetapi para murid cukup aktif ketika belajar di kelas. Berdasarkan keterangan dari Guru, Group Discussion itu metode yang bagus, karena memberi poin kognitif kepada siswa. Dalam penerapannya guru menggunakan narrative text sebagai topic untuk *Group Discussion,* topik tersebut tidak cocok untuk digunakan mengajar speaking. Disimpulkan bahwa penerapan *Group Discussion* pada kelas sepuluh di SMA Negeri 4 Surabaya tidak sesuai dengan teori dari *Group Discussion*, tetapi *Group Discussion* masih cukup efektif untuk mengembangkn kemampuan speaking siswa.

Kata-kata Kunci: speaking, megajar speaking, group discussion

INTRODUCTION

People expressed their opinion, feeling and thought through language. English has become one language which is used by most of people in the world. By learning English, people will be able to communicate with other people from another country. Based on that fact, as a student they must be able to learn English. In learning English, there are four skills that they have to learned, they are speaking, writing, reading and listening. One of the skills that students must learn is speaking. Having a good skill at speaking in language learning is very essential (Richard and Roger, 1986). Speaking skill is very important for their life, students should develop their

speaking or communicative skills, because through speaking they can express and learn to adapt in certain social condition and cultural rules (Kayi, 2006).

Unfortunately, most students in X grade of Senior High School have difficulty to learn speaking skill, because in daily life they do not communicate in English. The students seem to be passive in speaking class, in fact that, their activeness is very important in speaking class. Active participation in the class is important in all the language skills, but especially in speaking. It is important to teach speaking to students, because through speaking they can express and learn to adapt in certain social condition (Kayi, 2006). So as a teacher they should teach speaking in a good way, especially choose a method which suitable with the students.

Another problem that prevent the developing of speaking ability of the student is the method that the teachers use. Sometimes the method is not suitable with the students, and makes them boring when joining the speaking class. It is important to teach speaking to students, because through speaking they can express and learn to adapt in certain social condition (Kayi, 2006). In teaching speaking there are many methods that the teacher can use, one of them is using group discussion. Actually discussion is an activity that most of the students in X grade of Senior High School familiar with it. It is not difficult to applying this method in the class. One of the reasons why many people suggest using discussion is that this method can develop students' abilities not only in speaking but also developing creative problem solving, reflective thinking, application and evaluation.

Group discussion is one type of discussion method (Sudrajat, 2010). Most theories of discussion is similar with group discussion, the difference is only in the amount of people who applied this method. In the discussion, all of the students discuss one topic. In the group discussion there are several different topics, so the students should make several groups contains of 3 until 6 students, and each group discuss one topic which is different with the other group.

Applying group discussion in speaking class is good, but some teachers do not know how to apply it correctly.The researcher's experience conducting the use of group discussion does not suitable with the theories above. When he was in Senior High school his English teacher applied group discussion in the class, but the teacher could not apply it effectively. Concerning with his experience, many teachers applied group discussion but it did not work so well.

Nawawi (2004) conducted their studies on the implementation of Group Discussion for teaching speaking. The study found that group discussion is good technique to develop students speaking ability, the researcher in that study applied the group discussion, but what happened after he left the schools, do the teacher can applied the discussion as good as him. In this case, the researcher will investigate about the way of the teacher in SMAN 4 Surabaya applying group discussion, is it suitable with the theories of group discussion or not

This research attempt to investigate how an English teacher in SMAN 4 Surabaya applies a group discussion in English lesson in lights of the theories of group discussion. In this study, using discussion for teaching speaking will be focused on the way of the teacher used the group discussion and find what the teacher's reasons in using group discussion to teach speaking are.

METHOD

In conducting this study, the researcher uses a descriptive qualitative research design. It describes the situation that happening in the process of teaching and learning in the process speaking in the classroom using group discussion. The main procedure of this study followed the occurring phenomena naturally. The teacher that will be observed is an English teacher of 10th grader of Senior High school

In this study, the researcher did not take part when the process of discussion was applied. He just observed the teaching and learning process in the class, described and reported what was be heard and everything that happened during the class. He evaluated and formulated the students' responses and the teacher's role when group discussion was applied. Hopefully, at the end of the study, the implementation of group discussion as a technique in learning speaking could be implemented in the teaching of speaking of Senior High School students in lights of theories of group discussion

The data of the study were collected by using field note and interview. The researcher observed from the start of teaching until the end of teaching, in this case the teaching of speaking using group discussion. The researcher was as an observer. As an observer, he used a field note to observe the teaching and learning process using group discussion since the class begins up to the end of the class.

The data that was gained from the interview is used for finding out the teacher reasons toward the use of group discussion. The information from the

teacher will be concern with the teacher's reason in applying group discussion, and also the teacher's obstacle when applying the group discussion.

In analyzing the data, the researcher used field note to answer the first research question. The researcher took some notes about the situation when the group discussion was applied. In addition, the field note will comprise the material, the students' responses, the technique, and the teaching and learning process. The researcher compared and analyze the notes with the theories of group discussion, then the researcher made a conclusion from the analysis in the form of descriptive explanation In this study, the researcher interviewed the English teacher to get the complete data. The data from the interview used to answer the second research question. The result of the interview would be transcripted in the form of words

Findings

In this study , most of the implementation of group discussion in Tenth grader in SMA Negeri 4 Surabaya is similar with Lubis (1988). First, the teacher divided the class into groups. If the class is a large one, a good way to give students opportunities to speak English is to schedule small group discussions from time to time (Lubis:1988). By dividing the class into groups, it will help to students to shows their arguments easily. If there are too many students it has a big possibility that there are too many arguments in the discussion process, and some students may not be able to express their arguments. The amount of the student also affect the duration of the group discussion. As the researcher stated above, if there are too many arguments, the discussion can take a long time.

Second step, the teacher gave the students some topics and she asked them to find the answer and discussed it at least ten minutes. The teacher used exercises about narrative text to discuss. Using exercises or questions as a topic for group discussion is not wrong, but it is not effective. Most students are easily bored, if the discussion's topic is not interesting, they will get bored.

The third step, the teacher asked one representative from each group to explained their result of the discussion in front of the class. The students explained their result of discussion for 5 minutes or so and the activity finished until all the groups presented their results. In this step, the teacher also asked other group to asking questions about their explanation. After gives a short presentation (five minues or so), class members should ask anyone else in his group on viewpoints expressed. The teacher can help this general discussion along by addressing his own questions to members of the group (Lubis, 1988).

The last step that the teacher did was discussed the correct answer for each question with all the students. This step was not included in the Lubis theories of group discussion. The teacher add this step, so she can explained the correct answer and tried to encourage their students to speak. In this step, she asked the students about their result of discussion, and also the students reasons or arguments that they have made in the discussion.

The teacher's reason for using group discussion in teaching speaking is that group discussion is a good techniques. It is also supported in teacher's statement

"Shortly, discussion is good, cocok apabila digunakan untuk membahas genre-genre text, seperti narrative, discussion dan lainya. Also gives kognitive poin ke students"

According to the teacher's statement,group discussion is suitable to be used in explaining some texts, for example narrative, discussion text and etc. It also gives student cognitive points. Cognitive point in this activity including the students' confidence, appreciation for other arguments, student's understanding. If the students have a good cognitive skill, they might be able to become a critical thinker. Critical thinking is a common objectives of various discipline and a goal that most faculty must have.

Discussion

Most of the implementation of group discussion in Tenth grader in SMA Negeri 4 Surabaya is similar with Lubis (1988) but there are several points that not similar with the theories. First is the teacher's way in dividing the group and the seonf is the topic of the discussion

In dividing the class into group, actually there was an important point that the teacher forgot, it was the characteristic of the students. The teacher divided the class into groups randomly, she gave the students opportunity to choose their own member. There are two types of students' characteristic in group discussion, they are talkative students and shy students. A talkative students has a possibility to dominate the whole discussion, so as a teacher he or she should tell them privately to give an opportunity for the other students to speak. The teacher should divide the group according the characteristic of the students. If a shy student is in a group with three talkative students, he or she has no chance to express his or her arguments. It shows in the teacher's implementation, the researcher found that there are

some students who dominate the whole discussion. The teacher should know the characteristic of her student. In this case, each group consist of 4-5 students, the teacher should add at most 2 or 3 talkative students in each group. By doing this, it will decrease their chance in dominating the whole discussion.

The teacher used exercises about narrative text to discuss. Using exercises or questions as a topic for group discussion is not wrong, but it is not effective. Most students are easily bored, if the discussion's topic is not interesting, they will get bored. The teacher should give different topic for each group in the discussion (Lubis, 1988). In this point, the teacher's step was not similar with the theories of group discussion. The topic that used in the discussion is quite boring, even though the topic (narrative text's exercises) is important for the student, but it is not effective to encourage them to speak. For this method, the teacher should use more interesting topic, for example global warming, idol's gossip, nuclear energy and etc. In the teacher's implementation, the students was more active, but the researcher believe that if the teacher used more interesting topic, the students would be more active than that time.

The teacher also stated that she tried to use this topic (Narrative text's exercises) because she would like to improve the students speaking ability and their understanding of narrative texts. From the explanation above, the researcher found that the teacher's implementation of group discussion in Tenth grader in SMA Negeri 4 Surabaya was not similar with the theories of group discussion.

The teacher's reason for using group discussion in teaching speaking is that group discussion is a good techniques. It is suitable to be used in explaining some texts, for example narrative, discussion text and etc. It also gives student cognitive points. Cognitive point in this activity including the students' confidence, appreciation for other arguments, student's understanding. If the students have a good cognitive skill, they might be able to become a critical thinker.

A critical thinker will be able to find the relationship among statement of data, explain phenomena from different point of view, and have the flexibility to recreate student's thinking when there another reason opposing them. In the discussion the student can improve their cognitive skill, so this technique not only improved their speaking skill but also give more advantages for their daily life.

CONCLUSION

This study concluded that the teacher's implementation of group discussion was not suitable with the theories of group discussion.

The topic that she used was not suitable for teaching and speaking.

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