

**CHAPTER II**  
**SMALL GROUP DISCUSSION TECHNIQUE TO IMPROVE STUDENTS'**  
**SPEAKING SKILL**

**A. Speaking Skill**

**1. Definition of Speaking**

Speaking is one of the four main skills in learning English. According to Mufidah (2017:29), speaking or speech is a form of human behavior that uses physical, mental, neurological, semantic, and linguistic elements. When speaking, a person uses physical factors, namely speech tools to produce language sounds. Psychological factors contribute to the fluency of speech, such as emotional stability is very supportive. Speaking cannot be separated from neurological factors, namely the nervous network that connects the cerebellum with the mouth, ears, and other organs that participate in speaking activities. Mufidah also explained that the purpose of speaking is to (1) inform something, (2) entertain, and (3) attract sympathy. Furthermore, Rofi'uddin (1998:13) says that speaking is a skill to pronounce articulation sounds or words to express, state, and convey thoughts, ideas, and feelings verbally. From this, it can be seen that speaking can create an interaction between humans even in an interesting way. In addition to entertainment purposes, speaking can also be used as a form or form of speaking referred to as a tool to communicate ideas that are compiled and developed according to the needs of the listener or listener (Tarigan, 1983).

From the statement above, the researcher concludes that speaking is a form of verbal communication activity by mouth and is used as a form of delivering messages, information, ideas, and ideas from the speaker to the other person. In learning English speaking at school, of course, speaking is very necessary because of the demands for interaction. Both student-student interaction and teacher-student interaction.

## 2. The Components of Speaking Skills

Speaking is a part of communicating. There are components of speaking that build a communication. In this study, the speakers are the selected sample of students, the listeners are the teacher and other students in a small group and the utterances are written materials that will be used as teaching materials.

In addition to components, speaking also consists of several aspects. According to Harris (1974), there are five aspects of speaking skills concerned with comprehension, grammar, vocabulary, pronunciation, and fluency. Furthermore, Brown (2001) mentioned they are categories for testing speaking proficiency, they are; Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation.

- a. Comprehension. Oral communication requires the subject to respond, speak, as well as start it. Comprehension is the ability to receive and interpret communicative activities. Understanding a second language or a new language is sometimes be difficult. The combination of verbal and non-verbal responses makes comprehension or understanding English challenging for students.
- b. Grammar. Students must compose correct sentences in conversation. Following skills of students to manage structures and distinguish the correct grammatical forms is inappropriate. Grammar also used for learn to gain proficiency in a language in spoken and written form.
- c. Vocabulary. Vocabulary means the real diction used in communication. If one does not have enough vocabulary, one will find it difficult to communicate or express ideas both orally and in writing effectively. Limited vocabulary can be a barrier for learners to learn a language. Without mastery of grammar very little can be conveyed, and without vocabulary, nothing can be conveyed. From the explanation, the researcher concludes that vocabulary is a very important component of speaking. Because without sufficient mastery of English vocabulary, students will not able to speak English or write English properly.

- d. Pronunciation. Pronunciation is how to produce clearer language or words through the mouths when they speak. This relates to the phonological process which refers to the grammatical component which consists of the elements and principles that determine how the variations and patterns of sounds in a language. From the explanation, the researcher concludes that pronunciation is a study how words in a certain language are produced when people speak. In speaking, pronunciation plays an important role to make the communication process easy to understand.
- e. Fluency. Fluency can be defined as the skills to speak fluently and accurately. Fluency in speaking is the goal of many language learners. Someone is said to be fluent when they have a fairly fast speaking rate and only a few pauses and "ums" or "ers". These signs indicate that the speaker did not spend much time searching for the language items needed to convey the message. The researcher concludes that fluency means a person's skills to speak fluently and accurately with minimal use of pauses or distract such as 'um' and 'ers', etc.

Based on the above theories, the researcher concludes that the aspects of speaking include grammar, vocabulary, comprehension, fluency, and pronunciation.

## **B. Small Group Discussion**

### **1. Definition of Small Group Discussion**

Small Group Discussion is one of the learning techniques using a student-centered approach. According to Mufidah (2017:7) in general, it is often stated that strategy is a technique used to achieve a goal. At the same time, language learning strategies are strategies are adopted by learners to improve language learning efficiency, language skills, self-confidence, psychological activities, behaviors and other techniques (Mufidah, 2017: 8). In this study, the learning strategy is cooperative learning. By using small group discussion as a learning technique, the objective is students'

speaking skill. Small group discussion is the technique uses a group learning system. The group in question is a small group consisting of 4 to 6 people in one group.

Ismail (2008:87) states that small group discussion is the learning process by conducting group discussions designed to provide students with problem-solving skills related to the topics and problems encountered in daily life. Furthermore, Hasibuan (2000:20) explains that small group discussion also means the process of seeing two or more people interacting on a global scale and confronting each other about specific goals by exchanging information, defending opinions, or solving problems. In this study, small group discussions learning techniques will be implemented to speaking learning.

From several experts above, the researcher concluded that speaking in small group discussion is one of the speaking learning techniques in which activities include discussion and interaction between students in small groups. So that students can exchange ideas, thoughts, ideas, and opinions in a small scope.

## **2. Procedure of Small Group Discussion Technique**

A procedure is a process, steps, or stages of a series of activities that are interconnected with one another to achieve a goal. In this study, the goal to be achieved is learning to speak using the small group discussion techniques by going through the appropriate procedure. Dobson (1981: 62-63) explains that small groups discussion technique is procedured as follows:

- a. Divide the class into groups of three to six students. Each group was given a different topic for discussion and several points needed to be made. Have one student in each group to write down ideas that emerged from the group members' discussion.
- b. Give groups at least 10 minutes to discuss their topics. When the group members are finished their discussion, a speaker should be selected to report in front of the class on the collective thinking to entire class.

- c. Call a speaker for one of the groups. After he gives a short speech (about five minutes), students should ask him or anyone else in the group for his perspective. You can contribute to the general discussion by asking the group member your own questions.

Furthermore, Ismail (2016) explains that the procedures or steps for implementing the small group discussion technique are:

- a. Divide the class into groups (maximum 5 students) by pointing a chairperson and assistant
- b. Give case study questions (by teacher) according to the Competency Standards (SK) & Basic Competencies (KD).
- c. Instruct each group to discuss the answers to the questions
- d. Make sure each member actively participates in the discussion
- e. Instruct each group through a designated spokesperson to present the results of their discussion in the class forum.
- f. Clarification, conclusion, and follow-up (Teacher)

Based on the steps above, in this study the researcher determined the steps of the speaking in small group discussion technique as follows:

- a. Divide the class into small groups (3 – 6 students).
- b. Students will be distributed teaching materials in form of copied according to SK and KD
- c. Each group is asked to discuss the material by interacting with each other to make a conversation
- d. The teacher ensures that each group member interacts, discuss, and learning with the members of the group
- e. Each group member will be asked to present or speaking in front of the group members. This is a form of testing the students' speaking ability in small groups.
- f. Clarification, conclusion, and follow-up by the teacher.

### **3. Advantages and Disadvantages**

In practice, a method or technique used as a teaching aid, certainly has advantages and disadvantages. Likewise with the small group discussion.

This techniques, small group discussion has advantages and disadvantages when applied.

a. Advantages of Small Group Discussion Technique

Basirudin (2002:15) explains that the advantages of small group discussion are:

1. Learning outcomes are more perfect when compared to individual learning
2. Opinions expressed collectively are more convincing and stronger than individual opinions.
3. The collaboration carried out by students can bind the ropes of unity, shared responsibility, and a sense of belonging and eliminate egoism.

Furthermore, Brewer (1997:27) states that the advantages of the small group discussion technique are:

1. All students can participate in the groups
2. To get participants interested in a topic is a good way
3. Understanding another participant's explanation may easier than a presenter's explanation
4. Identify participants who need assistance can be done by presenter
5. Identify individual opinions about the topic can be done by presenter
6. It helps the participant see relationships among ideas or concepts related to the topic at hand (U. S. Professional Teacher Training, 1983).

b. Disadvantages of Small Group Discussion Technique

Zuhairini (2003:89) explains that the shortcomings of small group discussion are:

1. This model requires preparations that are more complicated than other methods so it requires higher dedication on the part of educators.

2. If there is negative competition, the results of work and assignments will be worse.
3. Lazy students, get the opportunity to remain passive in the group and are more likely to influence other members.

Meanwhile, Brewer (1997: 27) states that the disadvantages of the small group discussion technique are:

1. Consuming of time
2. Some participants in the group may do chatting with others
3. It involves less presenter involvement than other methods
4. The discussion get off track esier.

## **C. Learning Material**

### **1. Congratulating Others**

In this study, researcher used the material 'Congratulating Others'. The selection of this material is in accordance with research needs. Because this material is suitable for learning speaking. The material was taken from the book "English SMA/MA/SMK/MAK Class X". This book was chosen by the researcher because it is appropriate with the 2013 curriculum of Education and Culture.

According to Syllabus, the learning objectives of the material "Congratulating Others" are:

- a. Shows the seriousness of learning English in communicating with teachers and friends to congratulate them with wings (extended).
- b. Demonstrate honest, confident, and responsible behavior in carrying out communication about extending congratulations.
- c. Identifying social functions, text structures, and linguistic elements of extended congratulatory expressions.
- d. Compose spoken and written texts to say and respond to extended congratulations.

## **2. Cooperative Learning**

Aswan (2016:71) states that cooperative learning is a model of learning in which students learn and work in the collaborative groups with members consist of four to six people. Cooperative learning is a broader concept encompassing all types of group work including forms led or directed by the teacher. In this case the teacher guides assignments, questions, and provides materials and information designed to help students solve the problem (Agus Suprijono, 2011: 54-55).

Therefore, cooperative learning can be concluded as one of the learning models in groups in accordance with the procedures in achieving an effective learning. This learning model prioritizes collaboration between students to build activeness. In this study, the model used is cooperative learning because it is in accordance with the technique to be used, namely small groups discussion technique.

## **3. Syllabus and Lesson Plan (RPP)**

In the learning process at school requires written standards or designs to achieve certain learning targets. Therefore, in the learning process requires a syllabus and lesson plan (RPP) as a guide for teachers to teach.

Kunandar (2011: 244) states that syllabus is a lesson plan for a group of subjects or particular theme which includes competency standards, basic competencies, subject matter, learning activities indicators of achieving competence for assessment, time allocation, and learning resources. Syllabus can be concluded as a written standards for educational institutions, especially teachers to be applied during learning process. In the teaching process, teachers are required to make a lesson plan that oriented to the syllabus.

In this study, the teacher as a collaborator and researcher designed a lesson plan (RPP) which was sourced from the applicable syllabus in accordance with the 2013 curriculum, namely the Tenth Grade High School Syllabus.



#### **D. Previous Study**

Previous Studies are the results obtained from searches that carried out by previous researchers. To avoid plagiarism/duplication, this researcher is supported by research before, among others. The previous studies that researcher use to prove this study are below:

1. The research by Roni La'biran (2017) entitled "Improving Speaking Ability through Small Group Discussion for the Eight-Year Students of SMPN 2 Saluputi in Tana Toraja". This study is purposing to know the small group discussions can improve students' speaking abilities. In the result, the researcher concludes that the small group discussion strategy is one of the effective strategies to increase the activity and the student learning outcomes in the speaking subject.
2. The research by Lina Susanti (2021) entitled "Improving English Speaking Skills Through Small Group Discussion". The research aimed at inquiring the use of small group discussion in the improvement of speaking skills studied in CAR. The result of this research is can improve students' speaking ability for the eight-year students of SMPN 2 Curug.
3. The research by Fanny Selvia Rosadi (2020) entitled "The Use of Small Group Discussion Strategy in Teaching English Speaking". The result of this research is small group discussion can build confidence of students in speaking, engage students in work group discussion communicatively, and the students have the opportunities to improve their speaking skills.
4. The research by Rivi Antoni (2014) entitled "Teaching Speaking Skill Through Small Group Discussion Technique at The Accounting Study Program". The result of this research was, from two cycle it could be concluded that small group discussion better improved the students' speaking skill at second semester students of Accounting of Pasir Pengairan Univesity.
5. The research by Tini Mogeia (2022) entitled "Applying Small Group Discussion to Enhance Students' Speaking Ability at SMAN 1 Poigar". The results of this research discussed that the small group discussion

strategy used to facilitate students who are not brave enough to presented opinions in public, by using small groups and a minimal number of group members can encourage the ability to think and interaction with other students without any hesitation and shame.

This research entitled "Using Small Group Discussion Technique to Improve Students' Speaking Skill" aims to find out the results how can small group discussion technique improve students speaking skill at SMKN 1 Rasau Jaya. This research is important because based on previous studies, students were still afraid to speak in public and one of the effective strategies applied to learning is through small groups. Therefore, this research was conducted with the hope that it can be a new learning experience for students as well. In addition, the results of this study are expected to be a reference for further research related to the implementation of English-speaking teaching strategies.