

**TEACHING SPEAKING USING SMALL GROUP
DISCUSSION FOR THE FIRST GRADE STUDENTS
OF SMK KADIRI KRAS, ACADEMIC YEAR
2019/2020**

SKRIPSI

Presented as a Partial Fulfillment of The Requirements to Obtain
The Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



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**ENGLISH EDUCATION DEPARTMENT
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UNIVERSITY OF NUSANTARA PGRI KEDIRI**

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APPROVAL PAGE

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ENTITLED:

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Approved by the advisors to be proposed to


The English Education Examination Committee of

University of Nusantara PGRI Kediri.

Kediri, 14 Juli 2020

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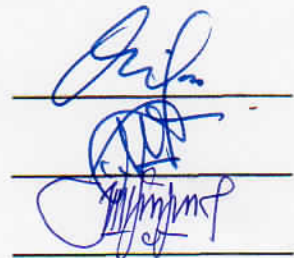
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1. This Skripsi was never submitted to any institute of higher education for any academic degree
2. This Skripsi totally independents of my work and not the result of plagiarism from the work of the others
3. If someday proved of this Skripsi as a result of plagiarism, I would be willing to bear all the legal consequences occur

Kediri, 14 July 2020

Signed by,



Kholila Mifdhatul Ulum
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MOTTO AND DEDICATION

MOTTO:

“Make your own way, and leave the footstep”

This skripsi dedicated to:

- *The Almighty Allah SWT who always gives me mercies and blessing.*
- *My Parents (Mat Mu'in & Hartini) who always give their support, love, everlasting pray for me so I could finish this skripsi well.*
- *My big family thanks for your support and pray.*
- *My beloved friends (Ayu, Rizkina, Febrina, Nayla, Rurin and Eni) who always complete and support me.*
- *All friends who always help me finish this research, thank you for togetherness.*

ABSTRACT

Kholila Mifdhatul Ulum: Teaching Speaking Using Small Group Discussion For the First Grade of SMK Kadiri Kras. Skripsi. English Education Department the Faculty of Teacher Training and Educational University of Nusantara PGRI Kediri, 2020.

Keywords: speaking, teaching speaking, small group discussion.

Speaking skill should be owned by the students to do interaction in daily life. Some students have some problems that faced in mastering speaking. Students should speak up in learning speaking, but they students couldn't speak up to express their idea and most of them get lack of confidence. The teacher should find the technique how to improve students' speaking ability. In this case, the teacher should motivates the students to enjoy and happily in speaking their speaking ability in the class. In this research, the researcher applied small group discussion to make students enjoy and interested in learning speaking skill.

This is a quantitive research using experiment method with one group pretest and post-test. This research is conducted at SMK Kadiri Kras and the subject is the first grade students which consist of 28 students as the sample of the reserach. The researcher give three activities, they are pre-test, treatment, and post-test. The data result got from students' score in pre-test and post-test that analyzed using t-test formula.

The result of this research shows that post-test higher than pre-test. The mean score of post test (73,50) is higher and pre-test score (60,64). It means there is significant effect using small group discussion in teaching speaking which supported by the result of t-test. From the explanation above we could know that Ha (alternative hypothesis) is accepted and Ho (null hypothesis) is rejected.

In conclusion, small group discussion is effective to improve students' speaking skill in teaching learning process. They would speak up in freely in express their idea and solving the problem and enjoying the learning process. Furthermore, the teacher should give an interesting topic that will be discussed to make the students interested in doing the activities.

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Be grateful to Allah SWT the Almighty who has been giving blessing and mercies so the researcher is able to finish this skripsi as a partial fulfillment of the requirements for Sarjana Degree well.

This skripsi entitled “Teaching speaking Using Small Group Discussion for the First Grade Students of SMK Kadiri Kras in Academic Year 2019/2020”. The researcher realizes that this skripsi is far from perfect and has many weaknesses, thus she still needs criticism and suggestion to make it better. Therefore, she would like to express her gratitude to:

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8. All of the researcher's friends who help to finish this skripsi. Thanks for the time.

The researcher knows that this skripsi still has many mistakes. Thus, she needs any critics, advises, and suggestions from all readers. Finally, she hopes that this skripsi will be useful for every reader.

Kediri, July 19th 2020

Kholila Mifdhatul Ulum

14.1.01.08.0025

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CHAPTER I

INTRODUCTION

As an Introduction of the research, this chapter is intended to present the background of the research, identification of the problem, scope of the research, formulation of the problem, objectives of the research, and significance of the research.

A. Background of the Research

Speaking is one of language skills out of listening, speaking, reading and writing, those skills must be mastered in teaching and learning process because this part is very important in learning English. Ur (1996: 120) states: “Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language, as if speaking included all other kinds of knowing: and many if not most foreign language learners are primarily interested in learning to speak”. From that statement researcher can conclude that speaking is important skill and the students should be mastered this skill in order to communicate English fluently to get the target of language.

To strengthen from Ur’s opinion, Lado in fulcher (2000: 488) states: “Speaking ability is described as the ability to express oneself in life situations, or the ability to report acts or situation in precise words, or the ability to converse, or to express a sequence of ideas fluently”. From that statement, speaking is the main

point of learning process because speaking is used to communicate in daily life situation to send and receive message.

Brown (2004: 140) defines that speaking as a productive skill that can be directly and empirically observe, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. From those statements above, the researcher can conclude that speaking is an activity involving 2 or more people in which are the participants as a listeners and the speakers. Speaking is the most important skill that should be mastered by students in order to communicate in English fluently. People need interaction with others people to pass information through communication as human social being (Khoiriyah: 2015). From that statement, Speaking consists of producing is needed in daily life.

The purpose of teaching English is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. As what government stated in syllabus mata pelajaran sekolah menengah atas/ madrasah aliyah/ sekolah menengah kejuruan/ madrasah aliyah kejuruan (sma/ma/smk/mak) kompetensi inti of tenth grade students is:

Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

Which has kompetensi dasar as follow:

Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

So, to reach what stated above is not easy especially in speaking skill because most of students difficult to communicate and response what do they think. The factors that make them difficult such as: they don't believe to communicate in English, they don't know the vocabulary what should they use, also they can not utterance in good sentence.

In teaching speaking skill, there have been many techniques that used by teacher to make students interested in English, some techniques that can be used like pictures, games , discussion dialogue and so on.

It is stated by Harmer (2001: 271-275): "Speaking activities can do with acting from script, communication games, discussion, prepared talks, questionnaires, simulation and role play".

Meanwhile, Rivers in Sukrianto (2008: 12) states:

There are many techniques which can be used in natural interaction contexts, they are: 1). Establishing and maintaining social relations. 2). Hiding one's reactions. 3). Expressing one's intentions. 4). Talking one's way out of trouble. 5). Seeking and giving information. 6). Learning or teaching others to do or making something. 7). Conversing over telephone, 8). Solving problem. 9). discussing ideas. 10). playing with language, 11). Acting social roles. 12). Entertaining others. 13). Displaying one's achievements. 14). Sharing leisure activities.

From some techniques which have been developed, researcher believe that discussing can improve the students speaking ability.

According to Orlich et.al (1985) as quoted by Antoni (2014: 56) proposes that:

“Small group discussion could improve the student’s speaking skill. There are 3 reasons why we can use small group discussion in improving speaking skill. First discussion is used to increase teacher-student interaction and student-student verbal interaction in the classroom. Second, discussion is used to promote meaningful personal interaction and learning. The learning may be of contents, skills, attitudes or processes. Third, it is used to help students adopt more responsible and independent mode of learning.”

Small group discussion is the effective technique in teaching speaking that used to stimulate and improve the student’s speaking ability. It is stated by Fitriah (2015: 42-43): “Using small group discussion technique helps students in improving speaking performance. It is proven by the improvement of students’ speaking”. Based on that statement the researcher would like to conduct a research entitled Teaching Speaking Using Small Group Discussion In SMK Kadir Kras in Academic Year 2019-2020.

B. Identification of the Problem

Teaching speaking is one of the most difficult tasks when the teachers teach English. The successful in speaking skills it should need over time to practice more and more, it makes students frustrated because they should speak English to reach the target of communication.

The students difficulties are caused by many factors, some of them are lack of idea, difficult to utterance and low in participant in the classroom. To

solve that problem, the teacher can use the suitable technique in teaching speaking skill.

One of suitable technique that can be used to solve the student's speaking ability is using small group discussion. So that, the research aims to observe if it is small group discussion really effective to teach speaking comprehension by discussion the task with another people in their group. So that students can produce the idea and share with another friends.

C. Limitation of the Problem

In this research, the researcher focuses on discussing about speaking and small group especially on some aspect of speaking. The limitation is used to avoid the case too wide for the researcher. In this research proposal, researcher focuses on increasing speaking score of the student's. There are kinds of text that can be used in teaching learning process such as narrative, analytical exposition, hortatory exposition, recount, report description, etc. In this research, researcher use analytical exposition as the way of discussion in small group in teaching speaking. Analytical exposition is a type of written or spoken text that is intended to persuade the listeners or readers that something is the case. So, here the students need to explore their idea and giving some argument based on what they know and hear. It can help them to stimulate and creative to find opinion. The researcher used Analytical exposition as the way of small group discussion in teaching speaking of the second year grade of SMK Kadir Kras in Academic Year 2019- 2020

D. Research Problem

Based on the background of the problem and identification of the problem above, the researcher formulates the problem as follows:

1. How is speaking skill of students before being taught using small group discussion at SMK Kadiri Kras?
2. How is speaking skill of students after being taught using small group discussion at SMK Kadiri Kras?

E. The Objective of Research

Based on the research problems, the objective of the research are as follows:

1. To find out the student's speaking skill before being taught using small group discussion
2. To find out the student's speaking skill after being taught using small group discussion

F. Significance of the Research

The result of this research is expected will be useful to:

1. Students

They know how effective small group task to help their speaking comprehension and facilitate them to develop their ability

2. Teachers

Teachers get a new technique, method and approach to help her to get the highest satisfaction result in speaking comprehension or they can use it (conducted the small group task) in the other subject class.

3. Other Researcher

Other researcher could applied small group task in the other subjects class to prove that this is suitable conducted in all subjects.

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