THE USE OF SMALL GROUP DISCUSSION IN TEACHING SPEAKING TO THE STUDENTS AT SMPN 1 SAKRA IN THE ACADEMIC YEAR 2022/2023

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Abstract: This research aims to determine whether the use of small group discussion has a significant effect on student speaking skills at SMPN 1 Sakra. A small group discussion is one of the techniques used to promote meaningful personal interaction and learning. This research used a pre-experimental research design, the samples were taken from students in ninth grade in SMPN 1 Sakra. The data of this research were taken from the Pre-Test and Pos-Test of the students' speaking ability. This research used the t-test formula and SPSS in calculating the data. Based on the mean score of the Post-test for the group, there was significant progress shown by the experimental group which was from 58.54 to 77.09. The result of students' learning outcomes on paired sample tests shows the sig. value is $0.00 < 0.05$. Then the null hypothesis (Ho) which states that "there is no significant effect of using dubbed video on students' speaking skill" is rejected. The result of the research shows that the implementation of small group discussions could improve the students' ability in speaking.

Key Words: *small group discussion, teaching, speaking skill*

INTRODUCTION

A teacher is someone who transfers knowledge to his students. Djamarah (2000:31) says in a simple sense, a teacher imparts knowledge to students. Nasution (in Sudiana, 2006: 5) proposed three definitions of teaching. Firstly, the impact of knowledge on the children. Secondly, teaching is conveying culture to children. Third, teaching is an activity of organizing the environment as well as possible and connecting it with children so that the learning process occurs.

Therefore, a teacher must master the basic skills of teaching. Turney (in Mulyasa, 2005: 69) reveals eight teaching skills that greatly determine the quality of learning, namely (1) strengthening skills, (2) asking skills, (3)variations, (4) Explaining, (5) skills to open and close lessons, (6) skills to manage classes, (7) teach small groups and individuals, and (8) skills to guide small-group discussions.

Based on the researcher's experience at the PLP program at SMPN 1 SAKRA, during the teaching practice program (PLP), the researcher found many problems faced by the student, some students said, they did not really like English lessons because they felt bored.

Therefore, the researcher tried to apply small group discussion learning techniques where students could train themselves to talk with their groups. So, this technique could improve speaking skills. However, small groups discussion did not only solve problems by discussion at the table but also practically accounted for their arguments in front of the class. It provided opportunities to be involved in the speaking class. There were many cases that the researcher found at SMPN 1 Sakra where some students felt nervous when speaking in front of the class. Therefore, the researcher is interested in researching or experimenting using small group discussion in teaching speaking skills: Procedure text in SMPN 1 Sakra.

RESEARCH METHODS

The method in this research is a pre-experimental research design. As the name suggests, pre-experimental research happens even before the true experiment starts. This is done to determine the researchers' intervention on a group of people. This method could help them tell if the investment of cost and time for conducting a true experiment is worth a while. Hence, pre-experimental research is a preliminary step to justify the presence of the researcher's intervention. The pre-experimental approach helps give some sort of guarantee that the experiment can be a full-scale successful study.

This study uses a one-shot case study design. This design practices the treatment of a single group. It only takes a single measurement after the experiment. A one-shot case study design only analyses post-test results. The one-shot case study compares the post-test results to the expected results. It makes clear what the result is and how the case would have looked if the treatment wasn't done.

FINDINGS AND DISCUSSION

A. Research Findings

As mentioned previously, the researcher wanted to know whether there as different scores between the students before and after using the small group discussion in speaking. In this research, the researcher did pre-experimental research about the effectiveness of the use of small group discussion in teaching speaking of ninth-grade students at SMPN 1 Sakra, in the academic year 2022/2023. The researcher involved C class consisting of 26 students. The data were collected through administering test. The first test was a pretest done before the treatment was applied to the students. The purpose was to know the students' speaking ability before the treatment. The result of the pretest showed that their speaking ability was poor.

After administering the pretest, the researcher gave treatment to the students by using small group discussions. During the treatment, the students enjoyed learning and they were enthusiastic to follow the teachers' instructions.

Paired Samples Test

		Paired Differences				t	df	Significance	
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					One-Sided p	Two-Sided p

					Lower	Upper				
Pair 1	Pre-test - Post-test	-18,8709	6,015	1,080	-21,07	-16,66	-17,467	30	<,001	<,001

Based on Table 4.3, the test result shows that the sig (2-tailed) of the Pre-test and Post-test is 0.01. This sig (2-tailed) is (0.01 < 0.05). It can be seen that (alternative hypothesis) H1 is accepted and (The null hypothesis) H0 is rejected. So, it could be assumed that there is a significant difference in the students' scores before and after being taught dubbed video media in learning to speak.

B. Discussion

Regarding the data gained and the discussion presented in the previous chapter, small group discussion has a significant effect on students' speaking skills. Based on the mean score of the Post-test for the group, there was significant progress shown by the experimental group which was from 58.54 to 77.09. The result of students' learning outcomes on paired sample tests shows the sig. value is 0.01 < 0.05. Then the null hypothesis (Ho) which states that "there is no significant effect of using small group discussion on students' speaking skill" is rejected.

The speaking test result shows that the significant value is lower than the t value (0.01 < 0.05), in this small group discussion effects on students' speaking skills. From those results, small group discussion is effective to be used in teaching speaking skill to the ninth-grade students in SMPN 1 Sakra.

CONCLUSION

The results of the research are as follows:

1. Based on the mean score of the Post-test for the group, there was significant progress shown by the experimental group which was from 58.54 to 77.09. The result of students' learning outcomes on paired sample test shows the sig. value is 0.00 < 0.05.

2. Then the null hypothesis (Ho) which states that "there is no significant effect of using dubbed video on students' speaking skill" is rejected. The result of the research shows that the implementation of small group discussions could improve the students' ability in speaking.

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