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IMPROVING STUDENTS' SPEAKING COMPETENCE THROUGH SMALL GROUP DISCUSSION

(A Classroom Action Research in the Fifth Year of MI Al Islam Grobagan
Surakarta in Academic Year of 2009/2010)

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A THESIS

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CHAPTER I

INTRODUCTION

A. Background of the study

There are ways of communicating language. One of the ways is speaking. It is the way that a language communicated orally. Speaking, indeed, is not the most determining way whether a communication goes as it is expected or not. People can also write to communicate the language. But most people speak, they speak everyday. Therefore, the writer limits his study by carrying out a research on speaking, especially English speaking for real-life use.

English speaking is very important to be mastered since it is world-wide used, in other words it is the language which is internationally used. As part of the international community, it is necessary to master English speaking for it plays important roles in the coming era where everything is going to be globalized. When someone is in Japan, for example (or in any other countries whose mother tongue is not English), and he does not speak Japanese, he can communicate with English to interact with people there. People will not excuse for he speaks English since it have been an agreement that English is the language which can connect people all over the world. That is why English is needed to be learnt.

People tend to assume that the successfulness of mastering foreign language is by communicating the language (in this case, orally), in other words by speaking it out. Littlewood (1992: x) believes that there is nothing new, of course, about the basic idea that communicative ability is the goal of foreign language learning. Students of language learning supposed to be able of communicating the language orally, not only in the written form. Those students of foreign language learning should be able to implement the knowledge (theory) of language into its real performance. For then their learning is successful.

Students tend to write rather than to speak. Isn't English supposed to be both written and spoken? Ur (1994: 2) believes that much language teachers' time is taken up teaching particular features of phonology, lexis or structure, presenting them, getting students to practice them, testing them and soon. But when students have learnt them, teachers have the problem of getting them to use their knowledge for actual purposeful verbal communication. That problem is now the major consideration to be solved.

In the contrary from what it is expected, today lots of foreign language (English) learners "failed" in mastering English as a means of communication. What is emphasized in this study is the students' failure to communicate the language they learn orally in real-life conversation. That was what the writer saw when he was conducting his pre-observation to students of the fifth grade of MI Al Islam Grobagan Surakarta. He

found that the students were great at answering some extracted questions, but when they had to use English in an oral way spontaneously, they found themselves difficult to do so. Their pronunciation was not good, so was their organization of structure. Both their performance and motivation of speaking were not satisfying.

It is strengthen by the fact the writer found from the interview with some students. The writer asked them about the quality of their English speaking, whether they have got adequate ability of speaking or not. They had same answers although they uttered them in different languages. They said that their English speaking was not yet good. It indicates the existence of problem in students' speaking competence.

From the interview with some students, the writer found various answers to the questions. However, for some focal questions, their answers are pretty much similar. They think that English plays important roles. Although the roles of English for each student are sometimes personal for them. They told the writer what English is for them.

The first student thinks that English is a foreign language which should be learnt for communicating. The second student thinks that English is very important for its role as an international means of communication. The third student thinks that English will be very useful for her future; He also thinks that when one masters English he or she will be a 'cool' person. He believes that mastering English makes his gain more confidence. The fourth student has more or less similar opinion with

4

the third student about the way he sees English. And just like his friends, the fifth student also thinks that English is important for he wants to be a tour guide. So, they are in one voice stating that English is important.

Yet, they have different interest in learning and practicing language skills. Some like speaking or listening, but some others do not think the same way. Since the writer focuses his interest in speaking competence, he asked them few questions about speaking. How they see English and their performance in speaking out the language so far. The answers are various.

From the interview, the writer can draw a conclusion that there are some points (answers) which are more or less similar. The points are as follows: (1)they are having the same opinion that they have not yet had an 'adequate' ability in speaking, however, they want to learn and practice more to improve their speaking ability, (2)they have problems (in speaking) if they have to speak in front of the audience, and (3) they way 'speaking' taught in classroom (according to them in an undirected language) still needs improvement.

The result of the interview above was emphasized by the classroom teacher's (Mr. I) statement at September 2nd, 2009. What he said is as follows;

> *Problemnya itu biasanya, susah kalau ngajak anak improve bahasa Inggrisnya. Kadang tu anak teorinya bagus tapi belum tentu prakteknya. Padahal menurut saya bahasa itu kan ngga' cuma dibatin ya, tapi juga dilahirkan. Tapi sampai saat ini susah*

gitu lho, anak itu berpikir kalau mempelajari bahasa itu kaya'nya sama seperti IPS,mempelajari matematija. Pada saat mengajar bahasa Inggris, karena anak memandang bahasa Inggris sebagai bahasa asing. Jadi kalau gurunya bercerita dalam bahasa Inggris itu anak pada termangu-mangu. Apa itu yang dibicarakan tadi, gitu. Terus, kalau kita mengajak conversation, misalnya bisa hidup itu kan asik ya, akhirnya kan debatnya bisa hidup ya. Tapi kalau anaknya ngga' siap ya gimana.

In other words students have difficulties in using the language in real. The writer also directly asked the classroom teacher whether speaking is a real problem in his classroom activity, and he said *"Ya. Gimana ngga' jadi problem, karena menurut saya anak itu mempelajari bahasa sama dengan mempelajari exact tadi, padahal anak itu pintar sekali writingnya, tapi kalau suruh mengekspresikan sulit alasannya anak itu katanya malu, sungkan, takut salah padahal kan kalau kita ngga' latihan ya ngga' bisa."* It was proved when they had to present a story to be told in front of the class in their own words.

From the close-look the writer had conducted, he saw that there were only few of the students presented it well, most of them did not meet the "requirements" (correct vocabulary, good pronunciation, firm manner,

etc). There were even students who made some excuses to run away from their duty. Two students came forward and said to the teacher *"Pak, maaf saya tidak bisa"* until the bell rang they had not come back yet. When the teacher called their names to perform their speaking in front of the class they were not available. So the classroom teacher turned out to call other students available in the classroom to perform their speaking.

Another case but similar happened. A student came forward and stood up in front of the class after the teacher called out his name. But he didn't speak. What he did was just greeted his friends and mentioned the title of the story that he wanted to retell. But there was no story came out from his mouth. After a quite long pause finally he said *"Lupa pak"*

There are some things which indicates that oral English is still a problem in today foreign language learning, especially in the classroom the writer observed. The indicators can be seen from the production of language itself, the result of their speaking achievement, and the students' psychological performance in speaking out the language. The first indicator is the unsatisfying pronunciation and structure they used in their language. Although pronunciation and structure are not the most essential thing in communicating the language, it sometimes distractful. The failure of implementing correct pronunciation and structure sometimes makes the communication less meaningful and a bit confusing.

In the classroom activity the writer observed, most students did not tell the story in their own words, they told the story exactly the same with

the language used in the book. They memorized the story words by words. The students did not creatively produce their own language, they learnt it by heart. It indicates that their speaking performance didn't flow naturally. It became one of the indicators that speaking (communicatively, as it is expected to be used in everyday conversation) is one of the problems in an English classroom activity.

The second indicator that proved speaking is a problem in classroom activity is the fact that was said by the classroom teacher about students' achievement in speaking through the interview that the writer conducted with him. The writer asked his about the result of speaking evaluation for class five A, whether the result of the speaking evaluation had met the target of speaking mastery or not. He said *"Belum, ya paling dalam satu kelas itu cuma ada tujuh anak itu sudah lumayan."* There are 35 students in a class, if there're only three students made it through, it means only 8,5 % of the students are considered successful, while the rest are assumed failed. It indicates that students' achievement in speaking mastery is unsatisfactory. It needs improvement indeed.

The third indicator is students' self-esteem in performing their speaking. The writer found that self-esteem really affects the students' performance in speaking as the writer found through an interview with some students of class five A MI Al Islam Grobagan Surakarta. They said *"Saya takut, karena speaking itu menakutkan, karena harus ngomong dengan bahasa inggris berhadapan dengan pak guru."* And when they are

nerveous they tend to lose the words and finnaly they don't speak, they just think. And such case is called as " I am afraid of speaking English" phenomenon. What happens with making mistakes anyway? Isn't it mistake which teaches us from wrong to right?

There are some causes which make students do not speak the language. The causes may come from both the teacher and the students themselves. From the teacher point of view, it is related to the way he teaches speaking. Speaking is taught together with reading, writing and listening in the same time. He said:

> *Kalau kurikulum yang dulu itu terpisah, tapi kalau system KBK itu satu kesatuan, saling berkaitan walaupun masih tergantung dari kebijakan guru. Kalau secara descrete waktunya ngga' nyampe gitu lho. Jadi sekali mempelajari text misalnya, didalamnya itu semuanya akan terkupas habis, cyclenya itu cycle spoken, kemudian writing, listening, kemudian reading.*

It means that students do not have adequate opportunities to practice their speaking. They have no opportunities to promote feedback. It is also emphasized by the students' confession about the way speaking is taught in the classroom. The writer asked them whether the way the teacher teaches them has promoted speaking or not. From their answers it can be concluded that speaking is not satisfyingly taught.

9

From student point of view, the cause is related to their language performance, psychological performance, and motivation. Students have no adequate knowledge in presenting language in oral way, in other words they are lack of vocabulary. Such case may lead students to burdened situations which end to the unspoken language. It means students do not speak.

Students' low motivation and low awareness of how important of mastering speaking skills, and self-esteem has become the indicators which can be seen clearly. The students tend to make some excuses to avoid speaking. As what the classroom teacher also said;

> *Pokoknya setiap kali saya sarankan, kalau bahasa itu tidak hanya dibatin, tapi dipraktekkan. Bagaimana kamu bisa mempraktekkan kalau kamu tidak pernah mencoba dirumah atau di sekolah, saya bilang seperti itu. Misalnya, setiap hari kan bisa dengan gurunya say hello. Terus ketika ada hal yang sulit di sekolah, cobalah bertanya dalam bahasa inggris, tapi kadang anak ya jawab "Pak, pak, saya masih takut bahasa inggris" banyak yang seperti itu. Terus kalau diajak serius yang aktif ya cuma beberapa.*

From the description above, the writer assumes that there should be an appropriate method (or technique) in teaching speaking to overcome such problems. A method (or technique) which will accommodate the improvement of students' speaking competence. From six students the

writer had interviewed, all of them were in one voice that speaking English communicatively is still a problem for them, but it is the skill that they mostly want to master. They believe that speaking English is very important, especially for their future. But their learning today has not promote learning good speaking.

In dealing with such problem, the writer is eager to give a try in overcoming the problem in English speaking by conducting an action research wich attempts to improve students speaking competence through small-group discussion technique. The writer believes that small-group discusion is a good technique in managing classroom activity especially in conducting speaking activity. Wallwork (p. 311) says that small-group discussion provides a psychologically safe situation in which to master the material, and encourage the students to contribute to class activity. For then it is said that small-group discussion is a friendly technique. It is also a technique which gives students opportunity to speak the language creatively in communicative way and unburdened situation.

B. Problem Statement

The problems are formulated as follows:

1. Can Small-group discussion improve students speaking competence?

2. What problems arise when small-group discussion is being conducted in classroom activity?

C. The Aim of the Study

The study is aimed generally at improving students speaking competence through small-group discussion. In specific way, the study is aimed at finding out of how a small-group discussion can improve students' speaking competence and other problems arises during the action.

D. The Benefits of the Study

Through this study, it is expected that some benefits will be met. The first benefit goes for students of foreign language learning in general, the study can enhance the students' awareness at using English communicatively rather than theoretically. That they will have higher motivation and awareness to speak the language not only to write the language. They will also understand that there is nothing wrong with making mistakes in learning language, especially in speaking it out. It will be understood by the students that mistakes in foreign language learning is tolerateable since they are not the natives.

The second benefits is for English teachers, the study can give contribution to the attempt of solving problems related to teaching speaking. Teachers will concern on teaching speaking more. They will see that what their students need is not only formulating words into sentences in written form but also to communicate it orally as the application of language in day-to-day use. So that English is not only "wanted" but also

"needed." Teachers will treat English as something which is needed to be used in real communication.

Last but not least, the third benefit goes for the writer himself. The study can bring him to a better understanding of bringing about changes and improvement in students speaking competence. As one of the English program students, who will be an English teacher, the study helps his learning more through the whole of action research process. It also gives him a hand in sharing ideas to other researchers dealing with problems in English language learning, especially speaking. This study is expected able to enhance the writer's expertise in speaking field both in its research and its teaching.

13
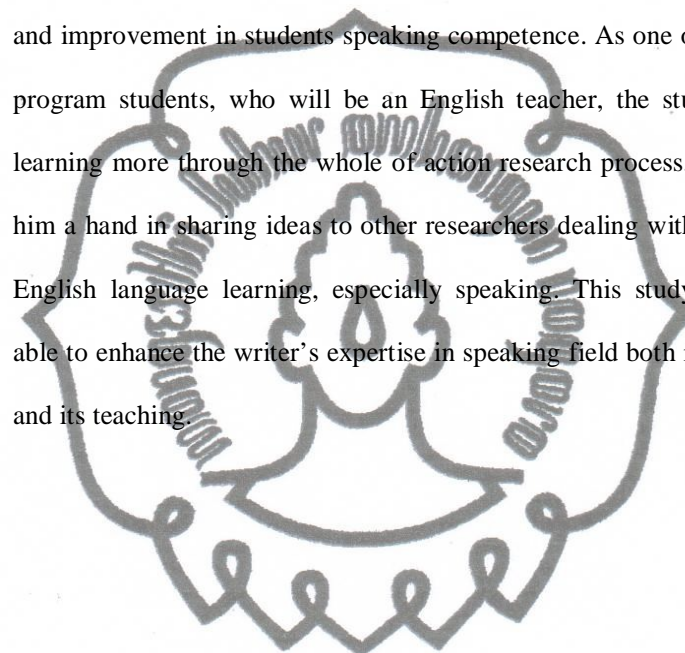
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer deals with literatures related to the research. It explains of how English is taught and learnt which described in the nature of language teaching which covers both language teaching and language learning, what communicative competence is, and what effective language learning and teaching is. As the major consideration in this research, speaking competence is automatically explained, from its meaning, its skills, its position in ELT, and the technique of teaching speaking. Small-group discussion is also explained in this chapter. The explanation of small-group discussion includes its definition, its mechanism, the competencies which are developed, its advantages and disadvantages, and the role participants in small-group discussion. The logic of how small-group discussion can improve speaking competence is shown in rationale. Last but not least is action hypothesis.

A. Theoretical Description

1. The Nature of English Language Teaching

a. Language Learning

One of the main features of the development of language paedagogy has been the continious attempt to renew language teaching through changes in teaching method. These efforts have gone on unabated from the late nineteenth century up to the

14

present time. During the final decades of the last century a vigorous reform movement arose in Western Europe and spread to most countries in which modern languages were part of the curriculum. The traditional Grammar-translation method, then current in schools, came under heavy fire. The reformers advocated a new direct method, which emphasized oral practice and dispensed with translation as a technique on language teaching.

The debate on language teaching methods continued into the period between the two world wars. With World War II a sudden demand emerged for language capability in the pursuit of military objectives, and the next two decades were a time of extraordinary efflorescence of new ideas and bold experiments in language paedagogy, culminating around 1960 in the audiolingual method, the spread of language laboratories, research in language methods, and the extension of second language teaching into primary education. By the late 1960, radical changes in linguistic and psychological thought were precipitating the erosion and decline of audiolingualism and a search for a more satisfactory teaching approach. Several new directions were pursued in the 1970's. one was to look for improvements through more attention to curriculum and curriculum design which try to determine the

15

content and objectives of language teaching in a more systematic way by focusing on the needs of learners.

Inovation through new teaching methods has continued to flourish to this day. Some recent trends in language teaching came up. Various theoretical positions found among theorists and practitioners today can be characterized either as: eclecticism, or variations on the theme of communicative language teaching (Stern, 1996: p. 11). Of all concepts in language teaching which had been widely used in recent years, the terms 'communication' or 'communicative' no doubt top the list. While some years ago everything in language paedagogy was 'audiolingual' and 'structural', 'communication' and 'communicative' have taken over the dubious privilege of being the fashionable terms today. This development had implications for language teaching which was quickly recognized by the explosion of research in second language learning which led to the conviction that the learner construct his own second language competence relatively independently and not necessarily following the graded steps of planned syllabus.

Teaching a language with an emphasis on message rather than on form has had advocates elsewhere, too. The communicative approach, understood in this comprehensive way,

has had a bearing on second language curriculum, on teaching methodology and materials, and also on evaluation.

According to Richards (2001: 22), although specific theories of the nature of language may provide the basis for a particular teaching method, other methods derive primarily from a theory of language learning. A learning theory underlying an approach or method responds two questions. They are what the psycholinguistic and cognitive processes involved in language learning are and what conditions that need to be met in order for these learning processes to be activated are. Learning theories associated with a method at the level of approach may emphasize either one or both dimensions. Process-oriented theories build on leraning processes, such as habit formation, induction, inferencing, hypothesis testing, and generalization. Condition-oriented theories emphasize the nature of the human and physical context in which language learning takes place.

Krashen in Richards (p. 22) distinguishes between acquisition and learning under the process of learning. Acquisition refers to the natural assimilation of language rules through using language language for communication. Learning refers to the formal study of language rules and is a cinscious process. While the conditions of learning he addressed ia what the so-called "input" that the learners receive. The input must be

17

comprehensible, slightly above the learner's present level of competence, interesting or relevant, not grammatically sequenced, in sufficient quantity, and experienced in low-anxiety contexts..

b. Language Teaching

According to Stern (1996: p. 20), individuals growing and living in given societies, require, to varying degrees, new languages (second languages) after they have learnt their first language. The principal question is what provision must be made by society to help these individuals to learn the second languages needed. The answer to this question is what is meant by Language Teaching. He says that language teaching can be defined as the activities which are intended to bring about language learning (1996: p. 21).

At the basic theoretical or philosopical level, there are four central concepts which are considered to be essential building blocks of any theory of language teaching, they are concepts of: (a) language, (b) society, (c) learning, and (d) Teaching. These four concepts are the basic minimum, the essential ones without which any type of language teaching is unthinkable (1996: p. 24).

In the first place, a language course always implies a view of the nature of language in general and of the target language itself. How the language is treated in the curriculum, and in the

18

teacher's day-to-day work in the classroom. Is language treated mainly as sounds, or words, or grammatical pattern, or is reference made to discourse structures and sociolinguistic appropriateness?

The view of society and of language in society permeates the approach to language teaching. A social view of language would make us conscious of the sociolinguistic text of the learners we are concerned with. It is obvious to most teachers that the presence or absence of the second language in the wider milieu will have a profound effect on students motivation; the opportunity to use the language and the resources of language learning.

It's hardly possible to teach a language without having an underlying conception of the language learner and learning. A controversial issue is whether second language learning follows rules which are similar to the regularities of first language acquisition and whether L2 teaching should be based on such 'natural' first language experience.

From what has been said, it is clear that the concept of language teaching and the role of teacher are bound to be modified by changes in the other basic concepts. But the views of teaching are not only shaped by current concepts of learning, language, and society, important though these concepts may be. They are also influenced by educational tradition and educational thought.

Sometimes students come to the language class with very fixed ideas of what to expect from a teacher and what they think teaching should be like. Their view maybe quite different from the self-image that teachers themselves wish to project. Moreover, views of language teaching are affected to some extend by historical developments in the discipline

c. **Communicative Competence.**

According to Littlewood (1992: P. 1), one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining this into more fully communicative view. To understand what communicative competence is, it it necessary to know the structural and functional view of language. The structural view of language has not been in any way superseded by the functional view. However, it is not sufficient on its own to account for how language is used as a means of communication. The writer gives an example of how structure and function of language can be differentiated. There is an example of a sentence 'Why don't you close the door?'

From a structural point of view, it is unambiguously an interogative. Different grammar may describe in it different terms, but none could argue that its grammatical is that of a declarative or

imperative. From functional point of view, however, it is ambiguous. In some circumstances, it may functional as question - for example, the speaker may genuinely wish to know why his companion never closes a certain door. In others, it may function as a command – this would probably be the case if, say, a teacher addressed it to pupil who had left the classroom door open. In yet other situations, it coul be intended (or interpreted, perhaps mistakenly) as a plea, a suggestion, or a complaint. In other words, whereas the sentence's structure is stable and straightforward, its communicative function is variable and depends on specific situational and social factors.

Just as a single linguistic form can express a number of functions, so also can a single communicative function be expressed by a number of linguistic forms. For example, the speaker who wants somebodyto close the door has many linguistis options, including 'close the door, please', 'Could you please close the door?', 'Would you mind closing the door?', or 'Excuse me, could I trouble you to close the door?'. Some forms might only perform this directive function in the context of certain social relationship – for example, 'You've left the door open!' could serve as a directive from teacher to pupil, but not from teacher to principal. Other forms would depend strongly on shared situational

knowledge for their correct interpretation, and could easily be misunderstood (e.g. 'Brrr! It's cold, isn't it?')

Littlewood (p. 6) comes into a conclusion that there are four broad domains of skill which make up a person's communicative competence, and which must be recognised in foreign language teaching. They are presented from the speaker's perspective.

a. The learners must attain as high a degree as possible of linguistic competence. That is, he must develop skill in manipulating the linguistic system, to the point where he can it spontaneously and flexibly in order to express his intended message.

b. The learner must distinguish between the forms which he has mastered as part of his linguistic competence, and the communicative functions that they perform. In other words, items mastered as part of a linguistic system must also be understood as part of a communicative system.

c. The learner must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situation. He must learn to use feedback to judge his success, and if necessary, remedy failure by using different language.

d. The learner must become aware of the social meaning of language forms. For many learners, this may not entail the ability to vary their own speech to suit different social circumstances, but rather the ability to use generally acceptable forms and avoid potentially offensive ones.

d. Effective (Language) Learning and Teaching

Cole, Peter G and Chan, Lorna K. S (1994: 3) defines effective language teaching as the actions of professionally trained persons that enhance the cognitive, personal, social and physical development of students. The effectiveness of language learning and teaching deals with teaching principles. These principles are differentiated three. They are levels of organisation of principles, appropriate sets selection of principles, and advantages of the principles approach.

The levels of organisation of principles deals with teachers action in the classroom. It consists of three order of principles, first-order principles, second-order principles, and third –order principles. The first-order principles deals with communication in the classroom. It is essential for teachers to convey messages in a form that will be easily interpreted by students. The second-order principles are concerned with information control. These are aimed at the organisation and delivery of subject matter for

productive learning. Efficient information control allows for the proper formulation and transmission of messages between teachers and students.

Now it comes to the selecting appropriate sets of principles. Some teaching principles are more important that others. Important principles are called high-priority principles. For example, the principle "Teachers should emphasize meaningful aspects of subject matter" is a high priority principle. Low-priority principles are more limited in in application and generality. For example, "Teachers should ensure that students keep their desks tidy" is a low-priority principle which is considerably less important than the high-priority principle outlined above. The selection of teaching principles depends on the age, level of attainments and motivation of students.

The last but not less important than the two other principles mentioned above is advantages of the principle approach. The principle approach has great value in the classroom context. The principle approach carried out in classroom activities: (1) is based on research on students' learning, (2) is based on research evidence and practical experience, (3) is eclective and comprehensive, (4) encourages teachers to be flexible, (5) can be applied to most methods and techniques already in use in the

classroom, (6) provides the basis for purposive teacher action, and

(7) encourages teachers to be analytical and reflective.

2. Speaking Competence

a.   The Meaning of Speaking Competence.

The definition of speaking varies according to some experts. Bygate (p. vii) believes that speaking is in many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted. Speaking is often thought of as a 'popular' form of an expression which uses the unprestigious 'colloquial' register: literary skills are on the whole more prized. This relative neglect may perhaps also be due to the fact that speaking is transient and improvised, and can therefore be viewed as facile, superficial, or glib.

Speaking is however, a skill which deserves attention every bit as much as literary skills, in both first and second languages. It is a complex activity, when people speak they produce not only sounds. Like Laughin relies on Levets in O'mally and Chamot (p. 66), he believes that speaking is an example of a complex cognitive skill that can be differentiated into various hierarchical subskills, some of which may require controlled processing while others could be processed automatically. Lewis and Hill (p. 54) state that speaking is aprocess that covers many things in addition to the pronunciation of individual sounds. And Widowson (p. 54) believes that speaking is simply the

physical embodiment of abstract system in the usage sense involve the manifestation of the phonological system or of the grammatical system of language or both. It means that the speakers have kept at least phonological system and grammatical system in themselves.

Burkart (1998) says that speaking is an activity which involves the areas of knowledge, they are the mechanics (pronunciation, grammar, and vocabulary); it is the use of the right words in the right order with the right pronunciation. The functions (transaction and interaction); it is knowing the clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building). And the social and cultural rules and norms (turn-taking, rate of speech, length of pause between speakers, relative roles of participants); it is understanding how to take into account who is speaking to whom in what circumstances, about what, and for what reason.

It can be concluded that speaking is more than just producing sounds, it is an activity which involves three areas of knowledge, they are the area of mechanics, functions, and social and cultural rules and norms.

Now it comes to competence in speaking. One of the basic problems in foreign-language teaching is to prepare learners to be able to use the language. It is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar

and vocabulary (knowlegde of language). Part of language course is therefore generally devoted to this objective. But there are other things involved in speaking (skills in speaking). Speaking indeed is not as simple as it seen.

"Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words" (www.linguallinks/speakingskills.htm). It needs not only physical performance but also psychological performance to be competent in speaking that is speaking in communicative and correct way. Good speaking is the combination of good flow of thinking, good micro-skills, and good psychological performance (the absence of feeling nerveous, afraid, shy,etc). The flow of thinking is the way the students organize their knowledge about the topic of discussion in a correct "sequence". The lack of knowledge and the disability of organizing the knowledge might disturb the performance of speaking. Micro-skills is the the way the students organize the features of language.

The disability of organizing micro-skills also makes problem in speaking. Psychological performance is related to students' attitude and behavior in performing their speaking. Their readiness, confidence, brave, self approval, etc.

Bygate (p. 3) states that we do not merely know how to assemble sentences in the abstract; we have to produce them and adapt

them to the circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting the conversation as unexpected problems appear in our path. Thus, simply mentioned as competency in speaking. W. F Mackey in Bygate (p. 5) summarized speaking as follows:

> Oral expression involves not only […] the use of the right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning.

This simply means, in order to be competence at speaking one should be able to choose the right forms; put them in the correct order; sound like a native speaker; even produce the right meanings. But then David Wilkins added that an important one is that ensuring a satisfactory transition from supervised learning in the classroom learning to real-life use of the **skill**. Wilkins in Bygate (1987, p. 6) stated as follows:

> As with everything else he will only learn what falls within his experience. Iff all his language controlled from outside, he will hardly be *competent* to control his own language production. He will not be able to transfer his knowledge from a language-learning situatuion to a language-using situation.

The point is that in addition to the knowledge of the language there are other skills to be developed, which, as Wilkins says, are those of controlling one's own language production and having to make one's own choices. These skills involve making decisions about communication, such as: what to say, how to say it, and whether to

develop it in accordance with one's intentions, while maintaining the desired relations with others.

Competency in speaking is a whole package in mastering the language to be spoken orally, meaning that students are able to speak the language spontaneously in appropriate grammar and unburdened situation. Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Speaking competency deals with fluency, accuracy, and mental management. Fluency (is the quality of speaking so that words and thoughts flow from your mouth in a gentle stream. Some of the verb synonyms of fluency are flow, run, and pour). Think of the words coming from your mouth in that fashion. It has to do with learning control.

Speech mastery would require learning how to have control of what we say and the way we present our message. Really, this is an essential aspect of speech mastery. Lack of control can be described like a percolator, words bubbling up with brief interruptions groping for more words. At other times we may be lost for words when the kettle is dry. It results in out groping for what to say or how to say it. When a lack of this quality develops into a practice, public speaking becomes an impossibility.

29

In conclusion, speaking competency is the ability of organizing and synchronizing both the knowledge of the language and the skills of the language in real-life use or other word, in real communication.

b.   The Macro and Micro skills of Speaking

Macro skill in speaking deals with what the so-called interaction skill. It is the skill of controlling one's own language production and having to make one's own choices to achieve communication. Interaction skills inivolve making decisions about communication, such as: what to say, how to say it, and whether to develop it, in accordance with one's intentions, while maintaining the desired relation with others.

Micro-skills is the the way the students organize the features of language.

Here are some of the micro-skills involved in speaking. The speaker has to:

1) pronounce the distinctive sounds of a language clearly enough so that   people can distinguish them. This includes making tonal distinctions.

2) use stress and rhythmic patterns, and intonation patterns of the

language clearly enough so that people can understand what is said.

3) use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.

4) put words together in correct word order.

5) use vocabulary appropriately.

6) use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.

7) make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.

8) make the discourse hang together so that people can follow what you are saying

(www.linguallinks/speakingskills.htm).

c.   **The Position of Speaking in English Language Teaching (ELT)**

Skills in language learning are grouped into two major categories, productive and receptive skills. Productive skill refers to the production of language. Speaking and writing belong to productive skill. When one speaks, he produces languages with his mouth and when one writes, he produces languages in written form. Meanwhile,

receptive skill is the way language is received. Reading and listening belong to receptive skill. When one listens, he receives languages through his ears, and when one reads, he receives languages in written form.

Speaking is one of language skills which is developed in language learning. Together with Listening, Reading, and writing, speaking is seen as one of four language skills. It is the way people communicate the language orally. Speaking is in many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted. Speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second language.

Bygate (1997) says that speaking is the vehicle parexcellence of social solidarity, of social ranking, of professional advancement and of bussiness. And in Language learning, speaking is a medium through which much language is learnt, and which for many is particularly conducive for learning.

d.   Techniques for Teaching Speaking

According to Burkart (1998), to help students develop communicativeness in speaking, teachers can use a balanced activities that combine language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners material they need to begin producing language themselves. Language input may be content oriented or form oriented. Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and example of their use. Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In the presentation part of a lesson, a teacher combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depens on students' listening proficiencyand also the situation.

Structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced. Structured output is designed to make learners

comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Teachers often use structured output exercises as a transition between the presentation stage and the practice stage a alesson plan. Textbook exercises also often make good structured output practice activities.

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language the teacher has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterrion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

3.   Small-group Discussion

a. The Definition of Small-group Discussion

The writer suggests the implementation of small-group discussion as one variety of teaching techniques in improving students' speaking competency. Before defining what small-group discussion is, it is necessary to understand each term in it.

According to Gulley (1960: 62), a group is more than a collection of individuals assembled in the same place. He adds that the accomplishment of the group tasks has involved interaction.

Cattel in Gulley (1960:63) has defined a group as a collection of organism in which the existence of all is necessary to the satisfaction of certain individual needs in each. Schmuck (2001:29) also gives another definition about what a group is, according to him, a group may be defined as a collection of interacting people with some reciprocal influence over one another. Frequent face to face communication is the bedrock of such mutual exchanges. Hoover says that a group may be described as an assemblage of people seeking to satisfy individual needs through the exchange of ideas.

Based on the definitions above, it can be summarized that a group is a collection of individuals in the same place in which there are interactions among the members.

A collection of students in a classroom itself is actually referred to as a group. However the group is a big one. One of the important components of learning is the opportunity for active practice and feedback (http:/www.utexas.edu/academic /cte/sourcebook/groups.pdf). As classes get larger and larger, the avaibility of such opportunities grows less and less. In this case small group plays role.

Most researchers define a small group as having at least three or no more than twelve or fifteen members. Too large of a group (more than twelve or fifteen members) inhibits the group members' ability to communicate with everyone else in the group

(http://www.abacon.com/commstudies/gruops/definition.html).

Ornstein and Lesley say (2000:294) that small group occurs when the large group is broken up into subgroups according to ability, interest, project, or other criterion. Dealing with classroom activity, it can be said that small group means dividing a large classroom into small group of students, normally between 3-12 students.

During the actions that will be implemented, the class being studied will be divided into some groups in which in which there are about five students in each group. It is inline with what is said by Ornstein, when there are fewer than five, especially in group discussion, students tend to pair off rather than interact as a group. He also states that dividing students into small group seems to provide an oportunity for students to become more actively engaged in learning and for teachers to monitor students progress better. It can also enhance students cooperation and social skills (2000:311).

Whenever people associate with each other they usually discuss (Hoover, 1964:110). It is also occurs in a group activity where member of the group assembling and interacting each other. According to Hoover, discussion is the process of talking things over among two or more persons, preferably face to face (1997:13). He adds that the total discussion process ideally is a cooperative effort on the part of a number of individuals to work together as a group, through the exchange of thought orraly, toward some group

objectives. Whereas, according to Gulley discussion occurs when a group with group orientation purposefully interacts orraly for enlightment of policy-determination (1964:4). Risk states that discussion means thoughtful consideration of the relationship involved in the topic or problem under study. The relationships are analyzed, compared, and evaluated, and conclusion may be drawn (1958:239). Ur states thet thinking out some problems and situations together through verbal interchange of ideas is simply called as to discuss. From those definitions, it can be shorten that discussion is the exchange of informations, opinions, and ideas.

After understanding the concept of each term, the writer comes to the definition of small-group discussion. It is the exchange of informations, opinions, and ideas among all members of a group which consists about five members to solve the problems.

If the class is a large one, a good way to give students opportunities to speak English is to schedule small-group discussion from time to time. According to Halbert E gulley, a small-group discussion occurs when a group having at least 3 or no more than 15 members with group orientation purposefully interacts orally for policy. Kidsvatter (1996: 242) states that a small-group discussion is dividing the large classroom into small groups of students to achieve specific objectives permits students to assume more responsibility for their own learning, develop social and leadership skills and

become involved in an alternative instructional approach. According to Bothelo (in http:/www.nature.com/bdj/jurnal/253a.htm) small-group discussion is defined as creating an active, save learning environment with beneficial, opportunities for peer-peer interaction such as questioning, teaching and learning from students.

b.   The Mechanism of Leading Small-group Discussion

The mechanism of leading a small-group discussion is not an easy thing though, it needs a detailed procedure which carried out in a careful attention. These are the steps of conducting a small-group discussion (Lee Haugen, 1998):

1. Make a safe place. Students will not contribute to a discussion if they are afraid that they will be ridiculed for what they say. This needs to be done by an explicit statement and by demonstration.

2. Have clear objectives for the discussions and communicate them clearly. Are the small groups meant to discuss specific assigned readings? Are they where students ask questions to clarify what they do not understand (and if they have no questions are they all excused)? Are these "mini lectures" in which you are presenting new information?

3. Formulate and communicate your expectations of the students. Will they be graded on participation? This is not usually a good incentive because it's difficult to coerce participation and students

have the impression that participation can never be graded fairly, anyway. It's better if they form more intrinsic reasons for participation such as a feeling of responsibility to the group or because it's fun and interesting. Also, let students know that a discussion is not a series of two-way exchanges between the instructor and each student. Some students have not had much experience with group discussions and do not really understand what is expected of them.

4. Avoid yes/no questions. Ask "why" or "how" questions that lead to discussion and when students give only short answers, ask them to elaborate. Also, avoid questions that have only one answer. This isn't "Jeopardy" and students shouldn't be put into the position of trying to guess which set of words you have in mind.

5. Don't fear silence. This may be the most difficult thing to do but it's absolutely essential. When we are responsible for facilitating a discussion, we tend to feel that a lack of response within one or two beats is stretching into an eternity. But even if you have posed a very interesting question or situation, the students will need some time to think and formulate a response. If you have very reticent students, you can try asking them to write down one or two ideas before you open up discussion. Or try handing out a list of discussion topics at the end of the session for the next session to give them time to think. Even so, there may be times when there is

just no response. That's when you need to re-state the topic, use a different example, take only a part of it at a time, or throw out a "what if" scenario or devil's advocate proposition. But the important thing is to learn to bide your time and bite your tongue and wait for the students to respond.

6. When possible, set up the room for discussion. A circle works best, especially if the group can sit around a table. If you can't re-arrange the furniture, then move around the room, sit among the students; become a discussion participant rather than a teacher.

7. Get to know the students' names and who they are. Students are more likely to be engaged with the group if addressed by name rather than by being pointed at. If the techer knows the interests, majors, experiences, etc. of the students, it becomes much easier to think of ways to involve them. For example, if the teacher asks "Jane" to contribute a perspective based on her semester in Rome, you're more likely to get her involved in the discussion than if the teacher ask if anyone wants to say something about the Coliseum.

8. Provide positive feedback for participation. If a student is reluctant to speak up and then makes a contribution that just lies there like a dead fish, that student is not likely to try again. If the teacher can't think of anything better, thank the student for his/her contribution. But it's much better to build on what the student has said, add an insight, ask others how they would respond to what the student

said, and otherwise weave that contribution into the fabric of the discussion. Feedback can be a good means of getting through a lull in the discussion also. A recap of what has been discussed so far lets students know that the teacher heard what they said, helps to reinforce main points, and often stimulates further discussion.

9. Show enthusiasm for the subject. Teacher can't expect students to become interested in a discussion topic for which the instructor shows no enthusiasm. This usually means that the instructor has not done his/her homework, a part of which is to think about what is interesting, why the subject is worthwhile or relevant, personal experience with the subject, how the topic relates to current events, etc. If the teachers are interested in the subject, then they will be interested in discovering what their students think and feel.

10. Teach your students how to participate. Many of them may have had little or no experience with small group discussion, and most of those who have experience have never been taught how to do it well. There are all kinds of resources in the library in the Speech/Communications area about small-group discussion. Teacher could prepare a handout for your students or assign a project (preferably in small groups) that involves their preparing information for the rest of the group about small-group communications.

11. Ease students into discussion. One tactic is to arrive at the classroom early and engage the first students to arrive in "chit chat" about the weather, a recent sports event, something in the news, etc. The point is to get students comfortable and talking so that as you ease them into the subject for the day, you are not making a sudden demand for performance. Teacher will also be establishing the idea that discussion is a natural process, not cruel and inhuman punishment, or something with which they have no experience.

12. Clarify for the teacher himself how he sees his role as a discussion facilitator. If the teacher is uncomfortable, his students will also be uncomfortable. So not trying to be "Great Communicator" if he is not. is the teacher more comfortable with a prepared list of topics and questions or does he like a more free-wheeling atmosphere? Does he feel that some topics are strictly off limits or does he feel that he can manage even very "touchy" topics by keeping the discussion relevant and on course? Is he able to give over enough control to the students so that they feel some ownership and responsibility to making the course work?

13. Provide opportunities for students to talk to each other in smaller, unsupervised groups so that they get to know each other and become comfortable with sharing ideas. Teacher can do this with small "break-out" groups which are assigned a specific task about

which they will report to the larger group. He can assign group projects, encourage the formation of small study groups, or have the class form interest groups which are responsible for contributing something related to their particular interest periodically. The point is to encourage interaction that is not under the watchful eye of the instructor and helps students to become comfortable with each other.

14. Manage both process and content. This is often rather difficult at first but becomes much easier with practice. Good discussion is as much about process as it is about content and if the teacher concentrates on one but neglect the other, he is likely to have problems. The tendency is to become caught up in the content and forget to encourage quiet students to contribute or forget to minimize your own contributions. But concentrating too much on making sure everyone contributes or on acknowledging and rewarding contributions can allow the conversation to stray too far afield or become mired in a tangle of irrelevant minutiae. To a great extent, he will need to take his cues from the students. While he is part of the discussion, he has the added responsibility of monitoring it as well. During the course of a class session, he will probably have to do some of each.

15. Bringing students into the process of the course and even having them contribute to content does not mean that the teacher has to

give over total control. It's still his course and his responsibility to inform the students what information they should study, how they will be expected to demonstrate their knowledge and understanding, and his standards for performance. It is their responsibility to read, study, participate, and perform. When the teacher asks students to participate, he is not asking them to simply voice their unformed and uninformed opinions. At the developmental stage for most freshmen and sophomores, students tend to believe fervently that everyone has a right to his/her opinion. Unfortunately, the corollary, for them, is that therefore all opinions are equal. Part of your mission, therefore, is to help them understand the difference.

16. Listen, learn, and adapt. There is no single prescription for all groups. Much like individual people, groups have individual characters and the teacher will need to adapt his style to them as much as is comfortable for him. If he can be open to those differences, they will become part of what makes teaching an interesting challenge year after year after year.

However, there are some other points that we have to notify in conducting a small-group discussion. These are the points that are also essential in leading a small-group discussion (davis, Barbara Gross, 1993):

44

1. Make certain each student has an opportunity to talk in class during the first two or three weeks. The longer a student goes without talking, the more difficult it will become.

2. Plan an icebreaker activity early in the semester. Games can work well for the first or second class meeting if they aren't too childish or embarrassing. For an architectural history course, for example, you could ask students to bring a picture of a building from any source and describe to the rest of the class what they like about that building. Or each student could be asked to introduce themselves and explain which historical period they would most like to live in and why. Or students could introduce themselves and explain what they think they will learn from the course or what they hope to learn. The advantage of the above exercises is that the instructor can gain some useful insight while the students get to know a little about each other. Often the most effective icebreaker can be a field trip because it moves the students out of the classroom and gives them a common experience.

3. Ask students to identify characteristics of an effective discussion then ask them to list characteristics of poor discussions. Have the students contribute items from their lists in a "brain storming" method (meaning no criticism) while you make a list on the blackboard or on newsprint. Then encourage discussion about how the group can maximize the characteristics of good discussions

while minimizing the characteristics of poor discussions. Students will take more ownership of the class when they have had a part in setting the expectation level.

4. Periodically divide students into smaller groups with a specific goal such as a question to answer, a problem to solve, or perspectives to list then report back to the larger group.

5. Assign roles to the students. You could have one or two students each session assigned to observe and assess the process of the group, with time set aside for their report and some group response at the end of each session. [This suggestion has its drawbacks because it tends to draw one or more students out of the discussion.] You could have one or two students assigned to summarize the discussion at the end of each session.

6. One method to both encourage participation and limit those who tend to dominate is to hand out three poker chips (or something else) to each student. Each time a student contributes, he or she puts a chip into the pot. Students must spend all of their chips by the end of the session but when they run out of chips, they have to keep quiet. [This may be helpful early in the semester but it could quickly become too artificial and stifling.]

7. Don't forget non-verbal communication. Smiling and nodding are very positive reinforcers. Look at the student who is speaking to show that you are listening and appreciate his or her contribution.

Sit upright and a bit forward to show your interest and anticipation. And watch for non-verbal cues form your students as well. If they look bored, sleepy, disinterested, then it may be time to change tactics, stand and stretch, move on to another topic, etc.

8. Be careful not to get into private conversations with one or two students which excludes the rest of the class. Where you stand or sit affects whether the entire class feels included so you may need to move away from one student to bring the rest of the students into the discussion.

c. The Competencies Which are Develop Through Small-Group Discussion.

Small-group discussion is very effective in achieving four types of learning outcomes:

a. Subject –matter mastery. Small-group discussion enables students to develop their understanding of the concept.

b. Problem solving. By conducting small-group discussion, students are able to acquire or improve strategies and approaches to problems.

c. Attitude change and moral development. Small-group discussion plays role in building students' confidence and create cooperative learning.

d. Communication skills. This technique is very helpful for students to engage in meaningful communication directed towards a goal or set of goals (http://www.hrea.org/pubs/smallgroups.html).

According to Gulley (1960:30) if the purpose of discussion is for decision-making, problem-solving, or policy determination so it will result in a decision or policy as the outcome. It will obtain on increased understanding if the purpose is of enlightment. Alexander (1957:56) says that group discussion also greatly extends the variety of learning which individual may engage in. First, it serves problem-solving skills. The skills are acquired in part through participation with others in such activities. That is, the individual learner sharpens his own ability to define his problems and related goals by seeing how other learners do this.

The second skill which is gained is practice. Once the reason for learning a particular skill is understood by a group of learners, and once each understand how to perform the skill, learners may help each other. Frequent use of such practice situations help learners acquire a degree of efficiency in their learning that might not occur under conditions of self-drill alone. The third, group discussion provides

meaningful learning. In group situations where questions and comments are encouraged, learners have the opportunity to ask about what they do not understand, to get others' ideas, to attach meaning to what might otherwise be meaningless.

In speaking, small-group discussion is hoped will improve students' speaking competency, that is to communicate the language in real-life used. Individual learner sharpens his own ability of solving problems in speaking by seeing how other learners do this and by doing exchange ideas among other learners.

d.   The Advantages and Disadvantages of Small-group discussion

According to Hoover (1964: 250) there are number of values to be gained through the use of small-group discussion:

a.   It tends to develop group cohesion and responsibility.

b.   It encourages the timid person to participate.

c.   It enables to develop greater creativity than would otherwise be possible.

d.   It offers additional opportunities for leadership.

e.   It may be used effectively to assit the class in planning and directing over-all learning activities.

It is also assumed that having a variety of group activities in the classroom will be effective in the way:

a. It helps teachers deal with differences among learners.

b. It provides opportunity for students to plan and develop special project on which groups can work together.

c. It increases students interaction and socialization.

In short, social and emotional aspect is achieved as well as cognitive purpose (Ornstein, 2000: 329). In addition to this, Walton says that if it is not used all the time, it adds interest and variety to the classroom (1966: 162). This type of instruction also provides opportunities for teachers to measure individual students' growth and development (Hoover, 1968: 333). It is hoped that the advantages will be gained during the actions of this study.

Ur (1981: 7) also believes that group work bring advantages. The first advantages of group work is of course the increased participation. If we have five or six groups then there will be five or six times the amount of talking. Class discussions are very wasteful in terms of the ratio of teacher or student-effort and time to actual languagepractice taking place; group discussions are relatively efficient. Moreover, this heightened participation is not limited to those who are usually articulate anyway; students who are shy of saying something in front of the whole class, or to the teacher, often find it much easier to express themselves in front of a small group of their peers.

Just like a piece of coin having two faces, everything has its own good and bad. So does small-group discussion, it also has both advantages

50

and disadvantages. The primay difficulties in using small-group discussion are: group work takes a lot of time in class (http://www.utexas.edu/academic/cte/sourcebook/groups.pdf). Dealing with thedisadvantages of small-group discussion, Walton says that in a discussion some tend to do all the talking, and those who do not participate may learn less from hearing their fellow students talk than from hearing their teacher (1966: 162). In all small-group discussion designs, however, the key to success will be in the instructors' direction to the group. They need to be clear on what they are to be doing. The instructors should be aware of what goes wrong during the implementation of small-group discussion in a classroom activity. The instructor should be able to manage the time of discussion and should also pay attention to the individual participant in group. The students should be made more aware of their role as individual learners who study and work in a team so that it encourages them to be active and cooperative during the activity.

e.   Roles Participant in a Small-Group Discussion.

Each member in a group discussion has different roles to kepp the discussion flowing well. Roles in a group discussion include discussion leader, group recorder, and group observers (Hoover, 1964:235). The leader is responsible for getting the discussion started. He sets the stage for a "meeting of minds" by encouraging full

participation. There may be times when the verbose individual must be ignored, to allow a shy individual to make a contribution. The leader also builds a broad outline of the problem under discussion. Besides, major responsibilities of the leader are getting the discussion going, keeping the discussion on the topic, and developing time to periodic summaries.

The roles of recorder is to keep a record of discussion content. His job is to make a record of the important aspects of the discussion. One of his major responsibilities is to report to the group when requested. The observer are one of member in other groups or one of which is usually the instructor. The observers are given time at the end of each session to offer evaluations of group progress. The observer tries to observe what goes on in an objective manner and identifies the role which each member of the group is playing. The teacher as the instructor has a role as a consultant, guide, and resource person. The instructor's energies are used in creating and maintaining a mutual feeling of responsibility to achieve group goals.

During the actions which the students are divided into some groups to discuss speaking material, the teacher will ask the group to share the role of each member in group. Some of the group members will be pointed as one recorder and one reporter. However, the most important is the activeness of the group members to participate during the lesson. How they contribute their speaking to solve the problem

during the discussion. Here, the teacher's role is as the instructor and the resource person who guides the students and give needed explanation dealing with the material.

B. Rationale

It's how a small-group discussion can lead to an improvement of students speaking competency. Ur believes that that the most natural and effective way for learners to practice talking freely in English is by thinking out some problem or situation together through verbal interchange of ideas; or in simpler terms, to discuss (1994:4). Ur (p.3) states that the main aim of a discussion in foreign language course maybe efficient fluency practice. A discussion that works is primarily one in which students say as much as possible. A discussion gives students chances to rehearse their speaking as much as possible.

Underlining that language is a habit, speaking needs to be rehearsed as often as possible and to be used in real communication as natural as possible. Ur (p. 7) says that the motivation of participants improves when they work in small group. The physical focus of the discussion is close and directed towards the individual student; that is to say, whoever is speaking is only a small distance away, clearly audible, facing the others and addressing them personally. As it is stated before, and the writer would like to emphasize more, a collection of students in a classroom itself is actually referred to as a group. However the group

is a big one. One of the important components of learning is the opportunity for active practice and feedback (http:/www.utexas.edu/academic/cte/sourcebook/groups.pdf).

As classes get larger and larger, the avaibility of such opportunities grows less and less. So, small group discussion it is to overcome such problems or situations. It gives students opportunities to speak more. That is the way small group discussion goes in its trial of improving students' speaking competency.

C. Action Hypothesis

Small-group Discussion can improve students' speaking competence.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

The research was conducted in MI Al Islam Grobagan Surakarta. The school is located on Grobagan Danukusuman Surakarta. It is in the rural of the town, therefore supporting facilities are easy to find. Hospital, gas station, internet cafe, photo copy services, outdoor and indoor sport field, and stores surround the school. With its credibility and popularity in town, it is 'the most wanted' MI in Surakarta. It has been the best elementary school / madrasah ibtidaiyah in town for so long.

B. Research Subject

The subject of this research was the fifth grade students of MI Al Islam Grobagan Surakarta, especially class VA. It consists of 35 students, 13 male students and 22 female students. The research chooses the fifth grade students, because the age level of these students supposed to be able to speak out the language as means of communication. According to the teacher, class VA is the class having the ultimate problem in speaking, a treatment for them is needed to improve their speaking competence.

From the way they behave, it was noticed that they inherit pop culture. It means that they do not like to be ruled but to rule. They act like they are the center of attention who can be trendsetter to everyone.

Therefore, they seem that they are not afraid of anyone including their teachers. It is like "I do what I want to do and I say what I want to say." However, they are students who have a solid togetherness. Although, sometimes, their togetherness goes crazy. Once they hate a figure, they would never be able to like it, but if someone is able to steal their attention he/she is going to have the students' great respect.

In school hood, class VA was seen as the most violent class for its students are so noisy and "naughty." Some other students from different classes said that class VA students are annoying and wild. Somehow, there are two students in the class who are included in the top ten students, Bening and Aisyah. But their existence doesn't change the image the class has.

C. Research Design

This study was carried out under an action research method. It is done by systematically collecting data on one's everyday practice and analyzing it in order to come to some decisions about what your future practice should be. This process essentially what is meant by Action research (Wallace: p. 1). Gregory, Kemmis and McTaggart (in Richard, 2000: 12) says that action research is used to refer to teacher-initiated classroom investigation which seek to increase the teachers' understanding of classroom teaching and learning, and to bring about change in classroom practices. Bogdan and Biklen (in Burns, 1999: p. 30)

states that action research is the systematic collection of information that is designed to bring about social change.

The writer conducted classroom activities under an action research method which covers observation, analysis, and adjustment where the educators involve their selves in action to come into the goal of understanding teaching and learning process in the classroom, and to bring about a better change (or improvement) in classroom practice. He firstly conducted a pre research to know what problem the students had, and then he conducted meetings in his trial of solving students' problem. He observed and investigated occurrences and changes happened during the classroom activities to know what should be maintained and what should be revised to adjust students' necessity in improving their speaking competence.

Taken out some similar points from the definitions of action research, there is a suggestion of a number of common features which can be considered to characterize action research. Burns (1999; p. 30) composed the characteristics as follows:

1. Action research is contextual, small-scale and localized-it identifies and investigates problems within a specific situation.

2. It is evaluative and reflective as it aims to bring about change and improvement in practice.

3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.

4. Changes in practice are based on the collection of information or data which provides the impetus for change.

He decided to conduct her research under an action research for it brings benefits. There are some benefits that both teacher and students can take from the implementation of action research in classroom activity. Why action research? As it is emphasized by Rochsantiningsih (2007; p. 10).

For teachers:

1. Action research improves professional practice through reflection and study.

2. Action research develops a sense of ownership.

3. Action research bridges learned knowledge into actual practice.

4. Action research builds confidence as decision-makers and beliefs about curriculum and instruction.

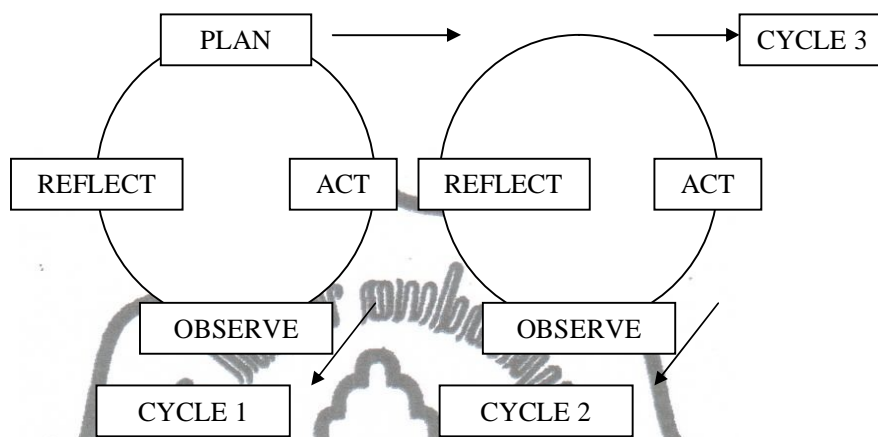5. Action research encourages collaboration at many different levels.

For students:

1. Action research enables student learning being studied.

2. Through action research instructional practices are being designed to accelerate learning and build upon student knowledge.

3. Close monitoring is occurring to ensure appropriate progress is being made.

4. Adjustment in instruction when needed.

Kemmis and McTaggart in Anne (p. 32) states that action research occurs through a dynamic and complementary process, which consists of four essential moments: of planning, action, observation and reflection. Each moment will be explained as follows:

1. Moment of planning is a process of developing a plan of critically informed action to improve what is already happening.

2. Moment of acting is a process of taking the action to implement the plan.

3. Moment of observation is a process of observing the effects of the critically informed action in the context in which it occurs.

4. Moment of reflection is a process of reflecting the effects as the basis for the future planning, subsequent critically informed action and so on, through a succession of stages.

Richard (p. 12) also has similar idea as Kemmis and Mctaggart do. He states that action research typically involves small-scale investigative projects in the teachers' own classroom, and consists of a number of phases which often recur in cycles; planning, action, observation, and reflection. Planning, action, observation, and reflection are covered in one cycle. In a research a researcher may have more than one or two cycle depends on how difficult the problem she faces. Each cycle is followed by another cycle where the previous cycle is used as the basis of deciding what should do in the next cycle. McNiff (1992; 23) put the procedure of conducting an action research into this visual figure as it is shown below:

59

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            ┌──────────┐                    ┌──────────┐
            │   PLAN   │ ────────→       ──→│ CYCLE 3  │
            └──────────┘                    └──────────┘

┌──────────┐        ┌──────────┐   ┌──────────┐        ┌──────────┐
│ REFLECT  │        │   ACT    │   │ REFLECT  │        │   ACT    │
└──────────┘        └──────────┘   └──────────┘        └──────────┘

            ┌──────────┐              ┌──────────┐
            │ OBSERVE  │              │ OBSERVE  │
            └──────────┘              └──────────┘

       ┌──────────┐               ┌──────────┐
       │ CYCLE 1  │               │ CYCLE 2  │
       └──────────┘               └──────────┘
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D. The procedure of Action research

The procedure which should be followed in this study consists of six steps. Each cycle is begun from planning the action until revising the plan. The procedure conducted is as follows:

1. Identifying the problems

The problems which were identified include the factor causing the lack of speaking competence of the students. The problems were identified by using three techniques, they are:

a. Observation

The observation was done to know both teacher and students' behavior during teaching and learning process, the model of class management, and teacher technique in teaching speaking.

b. Using test

The pre-test was given to know students' ability in speaking, especially in the level of competence.

c. Interview

The interview the writer had conducted was for both teacher and some students (for sample). The interview with the teacher was aimed to know the difficulties faced by the teacher in teaching speaking. While the interview with the students was aimed to know what difficulties which halt them in speaking out the language (English) they learn.

2. Planning the action

In making the action plan, the writer made it herself under the both counselors and teacher notice. The action plan was made before implementing the action. Here is the preparation:

a. Deciding the topic or the material

b. Making the lesson plan and designing the steps in doing the action based on the treatment carried out

c. Preparing teaching aids (pieces of paper containing topics of discussion, papers for students to record the process of discussion)

d. Learning how to convey all of the material which had been made to the students

e. Preparing camera (to take pictures of the teaching and learning process)

    f. Preparing sheets for classroom observation during the teaching and learning process (to know the situation of the class, what happen to the students and the process of teaching and learning when Small-group discussion is applied)

    g. Preparing post-test (to know the improvement of students' speaking competence)

3. Implementing the action

        The writer (which acted as both the teacher and the researcher) implemented the action. The writer taught and let the students practice their speaking by discussing the topic given.

4. Observing/monitoring the action

        He observed and recorded the whole activity during the teaching and learning process in both written (observation field note) and visual form (pictures).

5. Reflecting the result of observation

        He asked questions about what they felt and why to students at the end of the teaching and learning process after the treatment. He noticed and analyzed what went wrong during the action and what must be revised in order to have a better action.

6. Revising the plan

        The weakness which had been found became the basis or a foundation to revise the action plan for the next cycle.

E. Data Collecting

There are two kinds of data that the researcher collected. The first one is quantitative data, and the second one is the qualitative data. Quantitative data refers to students' speaking scores which he took both in pre test and in post tests. He collected quantitative data by using document collection. As it is stated by Anna and Hood, document analysis sets out document relevant to the research context, e. g. course overviews, lesson plans, students' writing, classroom materials/texts, assessment tasks/texts, students profiles, student records.

Qualitative data deals with any occurrences and changes happen during classroom activities. Students' behavior, classroom situation, and the process of classroom activity are the examples of qualitative data. The researcher collected qualitative data by using observation. Field notes, recording, and interview. Observation is closely watching and noting classroom events, happenings or interactions, either as a participant in the classroom (participant observation) or as an observer of another teacher's classroom (non-participant observation). Observation can be combined with field notes, recording and logs or journals. Field notes are descriptions and accounts of observed events, including non-verbal information, physical settings, group structures, interaction between participants. Notes can be time-based (e. g. every 5 minutes) or unstructured according to the researcher's purpose. Recording can be either audio or video recordings. It provides objective records of what

occurred, which can be re-examined. Photograph or slides can also be included. Interview is face to face verbal sessions conducted by researcher as unplanned, planned or structured interactions. The researcher can use previously planned questions, structured interview schedules or allow the interview to unfold spontaneously.

F. The Technique of Data Analysis

If the data have been collected, they have to be analyzed. Data analysis in action research involves moving away from the 'action' components of the cycle, where the main focus is on planning and acting, to the 'research' aspects, where the focus changes to more systematic observing and reflecting. Davis in Burns (1999: p. 153) says that data analysis is the point where statements or assertions about what the research shows are produced. During the process of action research, this study collected the following group of data: transcript of the interview result, pre-research observation report, field notes, photographs of teaching and learning process and speaking test, research documents consisting lesson plan, list of students' pre-test and post test results. The data which will be analyzed are:

1. Transcript of the interview result

2. Pre-research observation report

3. Students' speaking score

4. Field notes

5. Photograph of teaching and learning process.

Quantitative data which is students' score of speaking is analyzed by searching for its average score of each aspect of speaking competence. Then he also counted the average score of students' speaking for the whole performance. At the end he compared the result of students' pre test score and post test score. Therefore, chances in students' quantitative achievement could be monitored.

Qualitative data were analyzed by using constant comparative method. Strauss and Glasser in Moleong (2004: p. 288-289) said that the date analysis process includes data reduction, data classification, data synthesis, and ended with action hypothesis. They are as follows:

a. Data Reduction

    a) Unit identification. First, the smallest unit found in the data is identified, and it should have close relation to the research problems.

    b) Codification. It means that we have to code every unit in order to know where the data come from.

b. Categorization

    a) Categorization arrangement. It is aimed at choosing every unit that has the same characteristic.

    b) Every category must be labeled.

c. Synthesis

    a) To synthesize means to look for the relation between one category and the others.

65

b) Then, relating the one category and the others should be labeled

again.

4. Stating "Action Hyphothesis"

He analyzed qualitative data by reading transcript of interview,

pre-research observation report, and field notes; reviewing the

photographs of teaching and learning process. Then she coded which were

the answer of the research question and made the notes in separated paper.
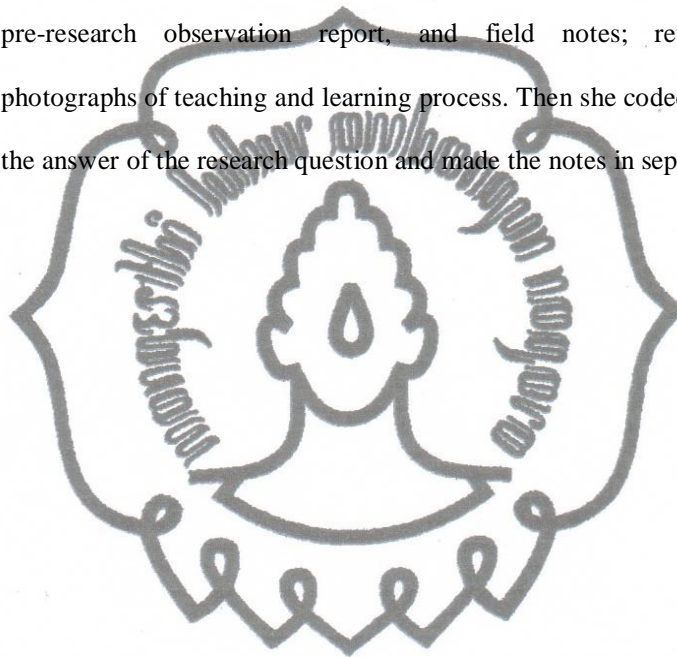
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The aims of the research are describing whether or not and to what extent Small-group discussion can improve students' speaking competence, finding out the changes that may happen after implementing Small-group discussion climate. Those findings and the discussion are described in chapter IV. Each cycle of the research consisting the moment of planning, acting, observing, and reflecting are described in this chapter.

A. Introduction

As what had been stated in chapter I, it is known that through pre-research problem was identified. It was clear that the main problem faced by the students were the disability of speaking English in simple communicative way. Students' speaking competence was low. As what the teacher said only one third or 12,5% of the students were successful in performing their speaking.

The indicators of the problem can be seen from both factors within the language and factors outside the language. Factors within the language are those related to the knowledge of the language. Poor pronunciation and structure applied in their sentences indicated that they had problem in mastering speaking competence. The lack of vocabulary was also an indicator to students' low speaking competence.

Besides within the language indicators, there were also outside the language indicators. The outside language indicators are those related to students' performance in speaking out the language. Students' low self-esteem in performing the language was one of the indicators. They tend to say "saya malu', 'aku tidak bisa' or 'saya takut' before they even tried to speak. Another indicator was students motivation' in speaking which was unsatisfying. They made some excuses to avoid speaking.

The causes which lead the emerge of the problem came from both the teacher and the students. The way the teacher teaches speaking was a contribution to the cause of students' low competence in speaking. The teacher had no particular technique in teaching speaking. Drilling by memorizing it before was something not natural and not spontaneous. Drilling was something done individual, so there was almost no interaction happened. Individual work put more burden to students. Besides, there was no adequate portion of time for students to practice their oral English. So they did not get used of speaking the language.

While from the students, the causes were from their lack knowledge of language, the unexistence of speaking partners and lack time of practise, their psychological performance, and their motivation. They said that the lack of vocabulary made them did not speak since they did not know what words to be spoken. The disability of implementing correct stucture was also the factor which made them remain silent. It lead to a burdened situation for them to speak. the unexistence of speaking partners and the lack of time for

practise made them did not get used of speaking. Their motivation of speaking out the language was still low. Their unawareness of using English made them did not speak.

That is why the writer proposed to conduct teaching speaking under small-group discussion technique through a classroom action research to solve the problem. Small-group discussion is the right technique to deal with such problems for it encounters things which did not exist in teaching-learning speaking both teacher and students had before. First, it gives students opportunities to practise their English oral ability by delivering ideas and giving feedback. Opportunities make students get used of speaking. The second one is that it is not an individual work, so students have partners to talk with. The thing that should be underlined is that it is interactive so they would speak in communicative way. They would feel secure since they work with their friends. So it minimizes their psychological worries.

There was a target which the writer wanted to achieve by conducting the action. That was the improvement of students' speaking competence. The improvement of students' speaking competence involved some points. First point was the development of students' motivation in speaking. The second one was the elimination to 'saya takut salah', 'aku tidak bisa' or 'aku malu' phenomenon. The third point was the enrichment of their vocabulary mastery and the lead of their pronunciation to a better way. The fourh point was the improvement on students' speaking fluency. And the last

one was the development of students' speaking activeness in spontaneous and communicative way.

Refering to the problem happened and the target the writer wanted to achieve, he planned to work in an action which was intended to encounter the points for the problem to be solved. This research was planned to be conducted in two cycles, with two meetings in each cycle. It means that there would be four meetings during the research implementation.

B. CYCLE 1

1. Planning

Since there were four points in the target he wanted to achieve, there were also four plans to do. the first plan was aimed at enhancing students' motivation in speaking, therefore the researcher would manage it through the topics he was going to give to the students. Attracting topics which were closely related to their world (children world) seemed to be the choice. Those topics were about hobbies. It gives students genuine reason to speak, that they wanted people to listen to what they say, what their opinions about the topics are, and so on. So they were not only speaking which people had already known. Those were expected would be able in triggering students' motivation to deliver their ideas in oral way, in other words to speak.

The second plan he was going to do was related to the elimination of 'saya takut salah', 'aku tidak bisa' or 'aku malu' phenomenon. This

phenomenon would be eliminated through a regular process of training. The way to do it was to share activeness to students to speak in front of their friends (the audiences). Speaking domination by 'certain' students would be avoided. All students had the same chances to perform their language in oral way. Through this process of trainning it was expected that students would realize that mistakes are not to be affraid of, it is indeed something that is toleratable since they are not the native of English. So, they would be freely speak the language.

The third plan dealt with students' correct pronunciation and their enrichment of vocabulary. To correct students pronunciation, the writer intended to have a pronunciation drill at the end of the discussion. The words which were going to be drilled were those said by the students before. Those were the words which are related to the topics they had discussed. Related to structure applied he was going to show students what should be corrected in sentences they used, both during the discussion when he was supervising and at the end of the discussion. It was expected that students would have a better improvement in vocabulary, pronunciation, and structure.

The fourth plan was related to the students' speaking activeness development in spontaneous and communicative way. That was by maximising the discussion the students had. He asked the students to discuss the topics given in english. He would have it controlled by himself. He would supervise groups during the discussion, making sure

that they were having an Englilsh discussion. They had to contribute their ideas in English. There would be interaction among students per group during the discussion. What they said was unplanned before, so it was spontaneous.

2. Acting

The action he conducted in cycle 1 covered two meetings. Each meeting was 75 minutes activity.

a. The first meeting

The meeting was coducted on Monday 2 nd of March 2010, at 08.25-09.00 WIB. In first meeting, he conducted a pre-test. He wanted to know how's the students' speaking competence before he conducted a treatment. The result of the pre-test showed that most of the students did not do their speech in a good way.

At the beginning of the process when he said that he would conduct a pre-test, which means students had to deliver their speech in front of the class and asked to introduce themselves. It resulted some excuses from some students. Some of them said that they were not ready, they couldn't do the speech, they were shy, laugh, etc. *"Ha..!! Speaking mister?!"*, *"Belum siap mister...",* *"Nggak bisa I mister."*, *"Ga mau mister...mister..!!"* those are excuses that they said. There were even two students avoiding the pre-test by tricking out the researcher. They asked the researcher for a permission to go to the

toilet *"Mister, ke belakang ya mister? Sebentar kok mister."*, but after the pre-test was over the did not get back to the classroom.

The process of pre-test ran well without any particular problems. The researcher called out their names one by one in turn to perform their speaking ability. Starting from the first number until the last one. Most of them did average in speaking. The score for speaking test used ranges from 0 until 10. Most of the students got 6 and 7, few of the students have score of 5 and 8. The average score they got was 5,93 or it can be said almost 6.

b. **The second meeting**

The second meeting was used by the reesearcher to conduct classroom activity under small-group discussion technique. The first treatment was conducted on Friday, the 5th of March 2010 at 10.25-11.00 WIB. The researcher initiated the treatment by dividing students into groups consisting of seven persons. So there were five groups. Each meeting of treatment was divided into three terms, namely: warming up, discussion, presentation, and evaluation.

It was 10. 30 WIB when the lesson begun. The researcher took 5 minutes warming up session. Warming up means making students get used of speaking (especially in delivering their ideas) to trigger their activeness. He asked them about 'what a group is' based on their point of view. There were voices answering his question. Most of the

voices were in Indonesian, only few of the students tried to answer it in English. *"Diskusi itu ngumpul mister, buat mecahin masalah bareng." "yes, itu mister."* Those are the voices he heard. Finally he pointed one of the students who tried to answer him in English *"Ok, Mustofa, what is a group to you?"* he answered *"group itu orang berkelompok mister." "How about you Bening?"* he pointed another student *"Hee..sama mister."* Done with the 'discussion', he lead students to know what the topics they were going to discuss were all about. The topis were closely related to children's world. They were about hobbies. *"Ais, do you have a hobby?"* he asked one of his students. Finally, Ais answered in her blushing face *"blanja, mister."* Then he asked other questions to other students related to the topic.

After having warming up session, the researcher conducted discussion session. He explained them how to have a discussion. He explained that there should be a spokeman in each group to deliver the result of his group discussion to the entire class, and a recorder whose job is to record any ideas in the process of discussion, while the members are incharge of contributing ideas. He also explained that there would be a question and answer session after the presentation. The groups which were not in charge of having presentation might may raise questions to group presenting the result of their discussion.

After finished explaining, he asked the representative of each group to come forward to pick up the topics they had to discuss. He

had prepared five topics to be discussed. The topics are as follows: (1) fishing, (2) cooking, (3) camping, (4) playing football, (5) singing. Group members were selected randomly by asking students to count number 1 until 5 in turn. Those belonged number 1 were group one, those who got number two belonged to group two, etc.

Group 1 consisted of Achmad, Arifah, Asma, Aulia, Fitri, ismail, Arya. They were in charge of discussing 'fishing'. Group 2 consisted of Zaini, Nur, Nurul, Oldri, Parasdya, Putri, Rahadian. They were in charge of discussing 'Cooking'. Group 3 consisted of Salma, Wahyu, Mujahid, Adif, Afifah, Aisyah, Bima. They were in charge of discussing 'Camping'. Group 4 consisted of Eka, Fatimah, Fauzan, Hayyi, Mahmud, Said, Munawar. They were in charge of discussing 'Playing football'. Group 5 consisted of Anshori, Muslikah, Nisa, Nur Aini, Ummu, Bening, Farhana. And they were in charge of discussing 'Singing'.

After all was set up, the researcher asked them to start discussing the topics. He supervised the process of discussion as well as helped (or facilitated) them in case they had difficulties. He supervised group to group. From group 1 until 5 in turn. When he was supervising the process of the discussion she found something interesting which might become the answer of how small-group discussion can improve students' speaking competence. She found

that students were doing vocabulary take and give as part of their discussion. Thus, might enrich students' vocabulary mastery.

Ahmad, the student who has excellent performance in speaking, besides contributing ideas was also helping their friends in corecting the structure of a sentence. *"Itu harusnya pake are bukan is."* He said to his friends when he explained the pattern of present continous tense. When the time for discussion was over, he asked students to be ready for the presentation and question and answer session.

The presentation is the time for each of the group through the spokeman to deliver the result of the discussion and ready to answer the questions which are raised by the audiences. The first presentation was done by group 1 with Arifah as the group's spokeman. Related to the topic discussed 'fishing', here are the result of their discussion: *"One day I want fishing with brother. We fishing at six o'clock.we fishing at lake toba…"* the question came from Ainul, he asked *?"*.

Then came the chance for group 2 delivering the result of their discussion. Aini was the spokeman of the group. Related to the topic discussed 'cooking' here are what the spokeman said *"…I preparing receipe I need. After thet I live cooking…"*

The third group got their turn. The spokeman was Bima. Related to the topic 'Camping', here is what Bima said *"I go camping with my friend. I enjoy camping. My friend cooking with me… "* There

was no question raised for group 3. group 4 was then the group presenting the result of their discussion. Fatimah was the spokeman of the group. Related to the topic discussed 'playing football', here is what she said *"one day, I playing football in the field together my friends. At the time I and friends playing happily."* There was also no question for this group.

It finally came the last group to deliver the result of their discussion. The spokeman of the group was Ummu. Related to topic 'singing' she said *"one day, I singing in my house. I do not singing loud..."* Again there was no question raised. The researcher thanked them and ended the discussion and question and answer.

Evaluation covers both the language performed by the students and their feeling. In evaluation the researcher did the pronunciation drill. He notified that there were some words mispronounced. The words are as follows: brother, because, chicken, receipe, awhile, coming, nice.. Once he had done with the vocabulary drill, he asked the students' feeling about the process they had been through. Evaluation in vocabulary drill and students' feeling was the end of classroom activity.

c. **The third meeting**

The third meeting was used to conduct the first post-test. It was held on Monday, the 9th of March 2010 at 08.25-09.00 WIB the resulf

of the first was not yet satisfying. But all students were involved in the first post-test, none of them made trick to avoid making speech in front of the class.

He began the activity by greeting students and then checking students' attendance. for the time she had was very limited, he decided to start taking students' speaking score. Overall, students' performances were still the same from what they did in pre-test. Although all students involved in the first post test, they were stil hesitate in doing so for they said "Ga bisa i mister," "Malu i mister," and some other excuses.

He called out students' name by the list, so it made some students in the last turns got noisy. It was really disturbing. The speaking score taking was finished although the class situation was chaotic. The result of the first post test is not really satisfying if it is seen from the quantity improvement of students' speaking score.

3. **Observing**

He noted down things happened in classroom activities. He also took pictures. Observation conducted in research implementation deals with both the technique used and the result.

When he conducted a pre-test which required students to do speech in front of their friends, he noticed that most students were not expecting to have a pre-test. They were surprised and not ready yet. That is why they made excuses. The pre-test they had was very different from speaking test they usually have. The pre-test required them to do speech spontaneously while the speaking test they usually have is prepared before. Somehow, they had to do the pre-test.

It resulted on students' poor performance in speaking. It was not speech that they made, they just said 'Hi' in front of the class. Some did not even have any clue of what to say and what to do. Only few students did it well. Meanwhile, the class situation was not supporting. The class was so noisy. They did not pay attention to the their friend who was delivering the speech in front the class. The researher had warned them to respect their friends but some disobeyed the warning he gave.

The next meeting was the first treatment of small-group discussion technique in teaching speaking. The way small-group discussion worked in first meeting was new for them. Therefore, at the beginning of the process, so many questions were arised. Students often asked what to do and how to do although the writer had explained it before. In bottom line, small-group discussion worked well as a classroom activity thhough it was
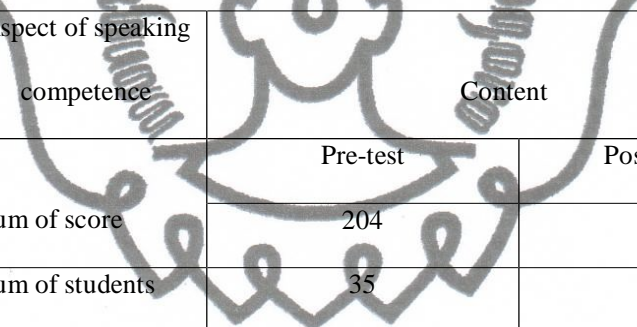
not yet maximumly accomplished. All procedures of small-group discussion were accomplished, from dividing groups until the end of the process. He noticed that they were very enthusiatically following the procedure for it was fresh technique to them to do. It was reflected from their enthusiastic answer when he asked their readiness of having group discussion and their work during the process of discussion.

There were some points that he noted down from the implementation on the technique. They are as follows: (1) the topic attracted their attention, it could be noticed from their responses in warming up session, (2) somehow, class noise was became a problem, especially in presentation and question and answer session where others' ignorance happened, (3) spontaneous correction of sentence happened among students in the same group, (4) spontaneous vocabulary take and give happened among students in the same group, (5) gap filling happened.

In their first post-test, still they got to do their speech in front of their friends. There were not too many excuses. And the most releiving was that none of them skipping out from the post-test. It shows that they behaved better than before. The researcher also told them how to pay attention and to respect others. They should pay attention at their friend who was delivering his speech in front of the class. Some obeyed the instruction but some did not do the same. For its quantitative result, here was changes in students' speaking score, but it can't be considered as the

thing which indicates students' improvement in speaking. in the first post-test, there was no significant chances in students' speaking score. Score change happened because of the change of speaking participants. In other words there was not yet the increase of students' speaking score. Here is the table showing the result of first post test:

Table 1. The change in students' content aspects

Aspect of speaking competence	Content	
	Pre-test	Post test 1
Sum of score	204	214
Sum of students	35	35
Mean score	5.83	6,11

Table 2. The change in students' speaking accuracy

Aspect of speaking competence	Speaking accuracy	
	Pre-test	Post test 1
Sum of score	207	221
Sum of students	35	35
Mean score	5,91	6,31

Table 3. The change in pronounciation aspect

Aspect of speaking competence	pronounciation aspect	
	Pre-test	Post test 1
Sum of score	218	224
Sum of students	35	35
Mean score	6,23	6,40

4. The change in fluency aspect

Aspect of speaking competence	Speaking Fluency	
	Pre-test	Post test 1
Sum of score	202	219
Sum of students	35	35
Mean score	5,77	6,25

As it is stated before, the increase of mean score is caused by the addition of participants in speaking. Therefore it can be said that there was not yet a better achievement, quantitatively, in students speaking performance.

4. **Reflecting**

82

Reflecting is the process of identifying what went right and what went wrong after the treatment. He identified what points had been encountered and what points which should be treated in on going process. He also noticed why both success and failure happened. Therefore she knew what to do in the next plans. He would know how to strenghten the success and how to deal with the failure.

After the first treatment, there were things which are considered as positive results. Related to the first point he found, the students' motivation were getting better triggered by the topics given. Then all he had to do was keeping the topics alive, kept giving students genuine reason for them to speak. Giving students topics which they know or which are closely related to their world, and the most important is topics which trigger their activeness in speaking.

Related to students achievement in vocabulary enrichment, he was happy finding out that they naturally enriched their vobabulary by doing unplanned vocabulary take and give. They who did not know certain words in English were helped by others who knew it in spontaneous and natural way. Besides positive results, there were also negative results emerged. The domination of speaking by 'certain' students made the others remained silent. So there was no equal chances for students to practise their speaking. It seemed that the activeness only belong to the spokemen and few students who are good at speaking. It could be seen in

the presentation and question and answer session. Those who did not in charge of speaking (delivering the result of the discussion) did not talk.

Students' noise and ignorance during the presentation and question and answer session was really disturbing. Some students were having a chat while the others were presenting or doing the question and answer. They did that because they assumed that they had no job to do since they were group members. And some were still shy to speak so they kept quiet. Their noise affected the classroom climate and the process of presentation and question and answer. The presentation and question and answer did not run as it was expected to train students communicative ability in speaking since most of them were in ignorance.

The writer expected students to discuss the topics in English, but what happened was way from what he expected. Gapfilling happened. When he supervised group one, for example, those in group one tried to discuss in English. But groups which were far from the writer reach, group four and five for example, discussed the topics given in Indonesian language. And when he approached group five, they tried to discuss in English, but group one would turn their discussion in Indonesian. Therefore, english discussion did not run well since gapfilling always happened.

Referring to what he identified as both positive and negative resutls above, he planned to take a revised action which aimed at accomplishing target he had set. From four points he planned to encounter, there were

only two of them accomplished. The first one was students' motivation which was increased. However, it should be maintained as always. The second point that was encountered, although it was not significant, was students' vocabulary enrichment. That was promoted by the existence of natural and spontaneous vocabulary take and give. Meanwhile, negative result should immediately be solved since there were two more points to encounter. Students were still shy and most of them did not speak. Plus, the target of achieving students communicative speaking was not yet accomplished.

The revised action he was going to conduct in his second treatment was to maximize students' participation in speaking. since gapfilling always happened during the discussion and was very difficult to deal with, the writer maximize students' speaking performance in presentation and question and answer session, that was by delivering new rules in presentation and question and answer session. The rules were as follows: (1) one student would not be spokeman for more than once, so spokemen were always different persons, (2) each group besides present the result of the discussion, should also raise questions, it was an obligatory that at least two questions should be raised by two different persons. The rule of obliging group to raise questions was done by giving group lottere which contained numbers, from 1 until 5. The group who got num 2, for example, would raise questions to group number 2, (3) the writer was going to be more discipline in using the time and in managing students'

behavior. The revised plans were expected to be able to deal with what went wrong in the first treatment and to bring the research into the accoplishment of the targets .

C. Cycle 2

1. Planning

In cycle two there were two meetings which consisted of treatment meeting and second pre-test. The meetings are the continuity of the previous meetings. Therefore, the meetings in cycle 2 became the fourth and the fifth meeting. Since there were two meetings, there were also plans to be conducted in each meeting.

Plans in the fourth meeting were related to the revised plans stated in the result of reflection in cycle 1. The fourth meeting was a treatment meeting. So, the researcher started with making a lesson plan which aimed at strenghtening the positive results and encountering two other points which should be accomplish. The procedures used in the treatment were same as those in the first treatment, however there were some points modified.

The researcher concerned on how to deal with students' ignorance in presentation and question and answer session in order to reduce class noise. He also concerned on how to make students actively engaged in communicative speaking. Therefore, he maximized the role of presentation and question and answer session by giving new rules to be obbeyed by students during the processs. The rules are as follows: (1) one

student would not be spokeman for more than once, so spokemen were always different persons, (2) each group besides present the result of the discussion, should also raise questions, it was an obligatory that at least two questions should be raised by two different persons, and (3) Not only spokemen answer the questions. He would also be more discipline in using the time and stating her command and rules in a friendly way. This aimed at changing students' behaviour to be more attentive.

Meanwhile, plans in the fifth meeting dealt with organizing the second pre-test. He learnt from what happened in the first pre-test, the class situation during students' speaking performance was really noisy. It happened because some students counted on their number of attendance list. The knew their own number so they're only ready when their turn was about to come. Therefore the researcher had a plan to deal with this case. He planned to call out students' names randomly. So all of them would be ready all the time. Once he notified that there was student who's in ignorance, he would ask him to perform his speaking right away. It makes students paid attention better, so the class situation would be under control.

2. **Acting**

The action he conducted in cycle 2 covered two meetings, the fourh and the fifth meeting. Each meeting was 90 minutes activity. So, there was 180 minutes spent for conducting cycle 2 of the research.

a. **The fourth meeting**

The meeting was conducted on saturday, the 14th of March 2010 at 8.30-10.00 WIB. It was the second implementation of the technique through an action research in his trial of improving students' speaking competence. The procedures of acting in the fourth meeting was like those in the second meeting. The treatment was divided into four terms, namely: warming up, discussion, presentation and question and answer, and evaluation. As stated in planning, there were rules which modified the procedures of the action.

The classroom activity was started at 8.30 WIB. The very initial things done by the researcher were stating the greeting, asking students' condition, and cheking students' attendance. He continued the activity by having a warming up session for five minutes. He asked questions which were related to the topics that would be discussed by the students. *"Class, do you do sport?"*, some of them answered *"ya sometimes mister."* One of the boys answered at loud *"Afan suka futsal mister."* And all the entire class laughed. Then he turned his question to Affan *"Is that right Affan? Do you like futsal?"* and he answered *"sometimes yes mister, tapi lebih suka basket owg mister."*

Then he emphasized the question to the entire class *"ok class, now please answer my question, do you like sport?"* most of them answered it loudly *"Yes mister."* After that he proceeded his question *"do you know what sport that is very popular today?"* just like what

happened before, they answered the question but none of them stated clearly. The he pointed one of the students to answer the question *"Bima, can you please answer my question?"* he replied with another question *"Apa mister?"* the he asked him again *"do you know a spoet that very popular? Today sport Bima?"* then he answered the question *"O..yes mister, anu sepakbola mister."* He thanked him and asked the question to another students *"Thank you Bima, and you, Munawar, what sport do you know?"* he answered *"Tenis."*

After the warming up session, the researcher asked them to make group of eight just like what they did before. Since they had known about the procedure of having a discussion they did not raise to many questions. Then he explained about the additional rules he had made to the students. Those were the new rules applied in presentation and question and answer session. Then he asked the students to make groups of seven. The members of the group were decided randomly.

Group 1 consisted of Affan, Arifah, Asma, Auliya. Group 2 consisted of Fitri, Ismail, Sena, Zaini, Aisyah. Group 3 consisted of Nurul, Oldri, Parasdta, Putri, Rahardian. Group 4 consisted of Salma, Wahyu, Rahmat, Adif. group 5 consisted of Eka, Fatimah, Mahmud, Mustofa, Ansori.

After the groups were clear, the researcher asked the representatives of each group to come forward and pick the topics of discussion. Group 1 was in charge of discussing "Football." Group 2

was in charge of discussing "Badminton." Group 3 was in charge of discussing "Basketball." Group 4 was in charge of discussing "Tennis." And group 5 was in charge of discussing "Volleyball."

Once the groups had got their topic discussion, he asked them to start discussing the topic. He supervised the groups one by one. Just like what happened in the previous discussion, gapfilling was never absent. But vocabularies take and give always happened. There were also sentence structure corrections here and there among students. He also facilitated the students by answering their questions both about the technique of discussion and the language factors.

Some of the students asked him about what the English words for some indonesian words. Aisyah for example, she asked him the question when she was supervising her group *"Mister, sepatu itu apa mister?"* Some other questions from different students arised *"Di picu apa mister?" "What is di lari mister?"* and so on. But they asked the researcher only when none of the group members could not find the English words they wanted to say. When the discussion time was over, he asked the groups to be ready delivering the results of their discussion.

After all group performed their presentation and got through their question and answer session, the researcher came into an evaluation time. First to be done in his trial of improving their pronunciation is by having a pronunciation drill.. The second thing to

be done in his trial of developing students' understanding of structure is by showing them some sentences which should be corrected. There were two sentence structures that she explained. The first one is about how to apply Ving if someone wants to tell about "the way" things are done. Students tend to say By+V1, The sentence pattern should be By+Ving, therefore the sentence must be "By giving money to poor people." He also noticed the wrong use of "can".

The fifth meeting

The meeting was used to conduct the second post-test. The post-test was carried out on the 19th of March 2010 from 8.30-10.00 WIB. At the beginning, a question was raised by one of the students *"test nya kaya kemarin ow mister, maju gitu kan mister?"* and the researcher answered it *"yes, now are you ready for that?"* he heard a student said in javanese *"Halah, koyo ndek wingi ae kok, santai wae."* There was no complain from the students about the second post-test.

Then he conducted the post-test. For this time he did not call students' names in turn based on the attendance list. He asked students to perform their speaking randomly. This aimed at overcoming class noise. By doing this, students became more aware of their turn and pay attention to it since is was unpredictable. There was improvement in the second post-test, both the improvement of students' behaviour and students' score of speaking. the improvement indeed, is clearly notified on those who are actively engaged during the treatment.

3. Observing

The technique used to know what happened during the treatment in the fourth meeting is observation which was done by the researcher himself. Then he wrote down what he had observed in a field note. He also took pictures to ilustrate the situation happened in the classroom during the treatment.

In the fourth meeting he noticed that the process of leading small-group discussion ran well. The application of new rules in question and answer session really helps. It helps to control the class situation and trains students' responsibility in handling their duties. Therefore, the class noise was able to overcome and students' participant in producing the language were increased. There were some students who were still unaware of the class situation, but it did not disturb the process of the treatment.

The idea of obliging them to ask at least two questions to the group makes them pay more attention to the group presenting the results of the discussion. It is impossible to ask questions if they do not know what the group is presenting. So, like it or not they should pay attention to the presentation. The more they pay attention the less class noise produced. He noticed that the class situation was controlable although some were still in ignorance. Somehow, he noticed that the ignorance happened because it was not their turn of asking questions since everything was being lottered.

92

Then, the idea of sharing duties (obliging different persons in raising at least two questions and the rolling of spokemen's job) helps to increase the activeness of students' speaking. Those who are passive in the first treatment are helped to be more active. They are not only in charge of group members whose job is only listening, but they are also in charge of delivering ideas through questions. And it works, the active participants in speaking increased. Those who were very shy in speaking tried to speak up although they did it in a very tough effort. It is a positive progress that the researcher found in the fourth meeting.

The topics they discussed were popular, therefore they had no difficulties in constructing ideas. Only on the language they sometimes found it difficult. But vocabularies take and give always happened. Therefore the enrichment of vocabularies occurred. When they got stuck of not knowing the language they had to use they raised questions to the researcher.

Overall, the class situation as well as the individuals were under control. As the meetings were getting more intense, the relationship built between the researcher and the students of class V A was also getting much closer. He found that it's not only student-teacher relationship, it's also brother-sister or friend-friend relationship. The interaction happened not only in the classroom but outside the classroom as well, through SMS, phone call, even chat room. They talked not only about academic matters but also personal matters that they shared to the researcher. Jokes and

laughter sometimes happened in the middle of classroom activity. It indicates that personal problems like rejection and hesitance were no longer exsist.

Meanwhile the improvement of speaking aspects can be seen from the tables below

Table 5. The change in students' content aspect

Aspect of speaking competence	content aspect	
	Pre-test	Post test 2
Sum of score	204	230
Sum of students	35	35
Mean score	5,83	6,57

Table 6. The change in students' grammar aspect

Aspect of speaking competence	grammar aspect	
	Pre-test	Post test 2
Sum of score	2423	2865
Sum of students	35	35
Mean score	69,22	81,86

Table 7. The change in students' pronounciation aspect

94

Aspect of speaking competence	pronounciation aspect	
	Pre-test	Post test 2
Sum of score	218	241
Sum of students	35	35
Mean score	6,23	6,88

Table 8. The change in students' fluency aspect

Aspect of speaking competence	fluency aspect	
	Pre-test	Post test 2
Sum of score	202	235
Sum of students	35	35
Mean score	5,77	6,74

4. **Reflecting**

From the second cycle he had conducted, he found both the positive and negative occurences. The positive results he found are as follows: (1) the class situation are under control where little noise is not a threat, (2) students' participations (activeness) in speaking increased, (3) the relationship between the researcher and the students is getting better, (4) topics given are still encouraging the students to deliver their ideas, and (5) vocabulary take and give always happened among the students.

The first and the second points deal with the apllication of new rules in presentation and question and answer session. The rules make more students actively participate in speaking. The students who are already active would be more active and the students who are shy and passive could be trained to be active in speaking. Therefore the class situation were under control and manageable.

While the third and the fourth poins are the enhancement of what went well in the first cycle. The researcher kept working on the topics to give students genuine reason to deliver their ideas, in other words to speak. He also built good relationship with the students. It was aimed at "stealing students' heart" to be more respectful and friendly to the researcher. Therefore he could bring them more easily to a better improvement, both the improvement on students english speaking and students' behaviour.

The negative results that he found after observing the second cycle are as follows: (1) because of the lottere he apllied in arranging groups' turn to ask questions, some groups which were not in turn became ignorance, (2) gapfilling still happened. It is true that the students' participation in speaking increased, but the application of new rules had not optimized the studets' participation yet. Therefore, the rules must be revised. Dealing with the gapfilling, it always happened although the researcher had told and encouraged them to discuss in English. The researcher somehow, could not insist them to speak English all the time

notifying that they are "Social students" who are less "controlable than "Science students".

Therefore, revised actions are needed to encounter the things which should be fixed. In the next treatment, the researcher would work on how to optimize the students' participation in speaking. new rules he had applied in the previous treatment are revised. Lottere is ommited, he would point directly the group which should raise the questions to the group presenting the result of their discussion. He points the group randomly. The groups would not know their turn therefore they would be ready all the time and would pay more attention.

Gapfilling is taken for granted since it is very difficult to overcome. He did not insist students to speak English during the discussion. All he has to do is encouraging them to speak English. He could not turn the students' habit in speaking in very short time. When he realized that he could not optimize students' English speaking in discussion session, he worked hard in other sessions which became the parts of small-group discussion. He also used each post-test as part of the treatment which aimed at habitualizing their English speaking in front of the audience. So, it is like killing two birds with one stone, having two purposes of both treatment and taking scores of students' speaking.

The describtion above are the way he deals with both positive and negative results of the second cycle. The revised actions are planned

to eliminate what went wrong and enhancement are carried out to maintain what went well.

D. Discussion

From what the writer has discussed above, it is true that small-group discussion can improve students' speaking competence. It can be seen from the score improvement happened after some treatments, from 5.9 became 6.7. It is not a great change in students' speaking score, but referring to its criteria of assesment, the time of research, and students' characteristics, it is, indeed, not a failure. From what he had done, he believes that it is true that small-group discussion gives students opportunities to speak more. As it is stated in Chapter II "As classes get larger and larger, the availability of speaking opportunities grows less and less", that is why small-group discussion works well in providing students opportunities to speak more, because it divides students in smaller groups which enables them to have opportunities to speak more.

Small-group discussion provides students with partners of speaking. it works especially to active students who want to enhance their speaking ability. In everyday activities, they have no partners in practising their speaking, but through small-group discussion they are facilitated to speak English more.

It triggers students to speak through topics given. It means that small-group is motivating. Ur (1994: p. 7) says that the motivation of participants improves when they work in small group. The appropriate

chose of topics which meet students' world determines whether students' speak or not. Topics given should give students genuine reason for they know what they speak for. Lee Haugen (1998) said, avoid yes/no questions. Ask "why" or "how" questions that lead to discussion and when students give only short answers, ask them to elaborate. The researcher gave students reasoning topics which enable students to explain their reasons rather than stating agreement or disagreement.

Hoover, (1997: p. 13) discussion is the process of talking things over among two or more persons, preferably face to face. It means that there are interaction/communication/feedback delivery among participants, and that is what real-life language use is all about. It was what happened to students during the research. They delivered the ideas, asked and answered the questions.

The writer realises that this improvement, especially in the students' speaking score, is still far from what he expected, but he believes it is not the only thing that she can take from his research. There are other things that he can learn from his study. The process of his research has brought him into a deeper understanding of how to deal with teaching and learning activities, how to interact with students in such characteristics, and how effectively adjust to the changes.

It is necessarily for teachers to get "close" to their students, to understand them, to respect them as well. That was what he experienced in his research with class V A students. Not only students-teacher

99

relationship that he has until today, but also friend to friend relationship. In fact, the students still keeps in touch with him. It proves that he is succesful in gaining students' respect, which means students attitude and behavior had changed into a better one. He finds out, no matter how chaotic students are, they deserve respect and rights. It is elders who take responsibility to lead them into positive changes.
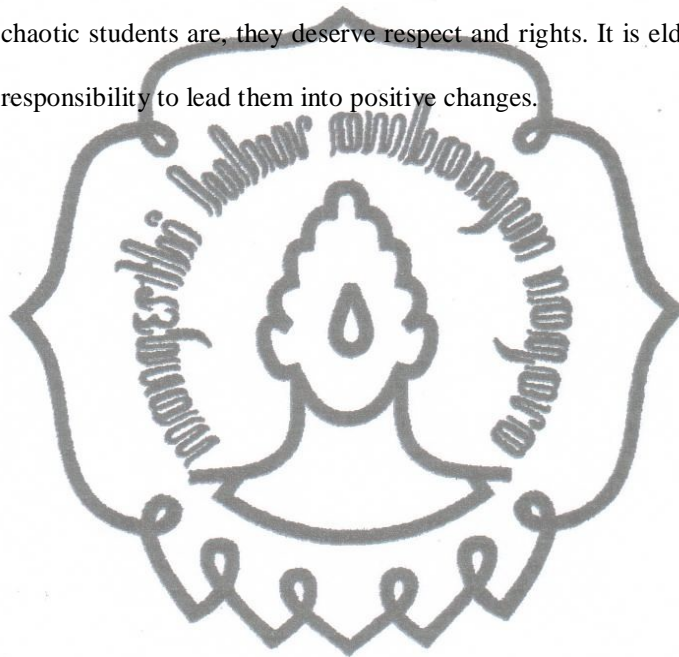
CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

After analyzing chapter IV, the researcher comes to the last chapter of his writing. Referring to what he said in the previous chapter, he would conclude his study in this chapter. The conclusion of his study is closely related to what the problem is. It is clear that students are lack of English speaking competence which is indicated by some points. Therefore the researcher decides to deal with it by conducting a classroom activity in small-group discussion technique. Here are some conclusions he can take from her study:

1. Students' achievement in speaking performance which is measured quantitatively increased although it was not that big.

2. Small-group discussion is carried out through topics. Giving appropriate topics brings up students' motivation in speaking out their ideas. Appropriate topic means the topics which are familiar and closely related to their world. It becomes a genuine reason for them to speak, they feel that they need to speak. Genuine reason really brings them forward to speak because they know exactly what they speak for,

101

it is not just a matter of speaking to get good scores in the classroom but it is also the speaking which will be beneficial in real life. As it is stated before, in this study, genuine reasons included in topics given.

Students at this age (10/11 years old), they like to talk about simple things. That is why the researcher decides to give them topics which talk about hobbies and sports. Those topics bring up students' motivation in speaking. Therefore one problem solved. Students' motivation in speaking can be overcome by giving them genuine reason through topics.

3. To speak up the language students must not afraid of making mistakes. As it is stated before, mistakes are not to be afraid of, it should be tolerated and taken for granted as people sometimes learn from mistakes. In small-group discussion, students have to deliver their ideas at the end. It means that they have to put their fear of making mistakes away ant try as best as they can to communicate their ideas. Somehow, only spokesmen deliver ideas, but after some steps of modification, the others have chances in delivering their ideas. They have to face their fears and start to talk even if they have many mistakes in the language they use.

"I am afraid of making mistakes" phenomenon is related to students' psychological performance. Therefore the researcher always encouraged them to speak without being burdened. He also makes rules in small-group discussion which he mentions as "sharing

chances" which enables every student to experience speaking. Speaking is not only ruled by those who are already good at English speaking but also shared with those who want to improve their capability in speaking English. Sharing chances shows them that no one's perfect, mistakes are here and there but speaking goes on.

4. In his study, what makes students afraid of making mistakes are related to the knowledge of the language they have. In this case, structure, vocabularies, and pronunciation are identified as the obstacle for them to speak freely. However, those are the components of competence in speaking. Lack of structure, vocabularies, and pronunciation reflects their low competence of English speaking. Small-group discussion helps students to deal with this through student to student and teacher to students' exchanges and corrections. Structure and pronunciation correction, and vocabularies enrichment happen naturally during the process of discussion. While the structure, vocabularies and pronunciation drills at the end is only the way the researcher strengthen what they have already got. Somehow it is not a guarantee that they would speak appropriately later, but it is indeed an eye opening effort for them to speak better.

5. Then it comes to the students' communicative activeness in English speaking. At the beginning, it is hoped that the process of discussion would encounter students' communicative English speaking. in fact, it is not as it was expected before, gap filling happened. The whole

English speaking in discussion is not achieved in this class. Therefore question and answer session, which is one of the small-group discussion procedures, becomes the alternative way to make students speak communicatively since it brings about questions and answers which means giving feedback to each others. When one asks questions and the questions are well answered, it brings a conclusion that feedback happens and the language is understandable. It means the oral interaction they make is communicative.

So, When students in this level of age (especially students of class V A MI Al Islam Grobagan Surakarta) are motivated to speak, when the are no longer afraid of making mistakes, when structure, vocabularies, and pronunciation are no longer a major obstacle in speaking, and when they understand each others' language, competence in speaking are no longer a problem. Small-group discussion encounters each of the improvements in different ways as those stated above.

6. However, it is not only good techniques that the researcher needs to succeed his study. As both the researcher and a teacher, he also builds good relationship with students in and out the classroom. He acts both as a teacher and the friend of the students, therefore his existence would not be a threat for the students. It is true that good relationship he has with the students makes everyone enjoys the process of classroom activities under small-group discussion. And this

relationship lasts until today, tomorrow, and the days after tomorrow. It is really a process of an action research, which the process and the result are the mirror whether it is successful or not. In this study, the researcher would say that both the process and the result are satisfying.

B. Implication

The implication is the logic consequences which resulted from the research findings. Therefore, there are things which should be taken as considerations when one wants to lead a small-group discussion as one of the techniques in conducting classroom activities. It is not necessarily following the procedures of small-group discussion strictly, small-group discussion, indeed, is a flexible and fun process, so it is not to be afraid to modify and to adjust whatever it takes to fit the learners' needs. For a small-group discussion might lead into a chaotic situation, it is important to firstly make students appreciate the teacher's existence in the middle of the process, therefore the classroom situation would be manageable. As it is stated before, the topics given determines whether the students speak or not.

A study under an action research is an activity which undergoes a process; it is, indeed, not an instant research. Therefore the research should be conducted in its order where reflection plays rule to know what should be maintained and what should be revised. Patience, awareness,

105

and creativity are needed when one deals with a study under an action research.

C. Suggestion

Some suggestions which might be useful for the students, the teacher, and the other researchers who are interested in this study are as follows:

1. To the students

The students, particularly elementary students who learn English should learn how to use the language in real. One of the ways to easily practice it is to experience small-group discussion. The keys are to pick up interesting topics which are genuine reason for them to speak and not to afraid of making mistakes. Indeed, they can use small-group discussion in everyday live. Discussing their problems and finding out the solutions with their friends for example. If those are accomplished communicative English speaking will flow as a river reaches ocean.

2. To the teachers

In conducting classroom activities, especially speaking activities, teachers should have several references of teaching techniques. Small-group discussion is one of the techniques. Conduct small-group discussion as one of the alternative ways of promoting

speaking activity to avoid students bore of lecturing. It gives students a non-threatening condition. As it is stated before the key is giving appropriate topics. For teachers, they should encourage students to speak without fears. Bring the procedures of leading small-group discussion in a fun way.

3. To the other researchers

The writer realizes that this research gives a little knowledge only, so further researches are required. The study of improving students' speaking competence through small-group discussion from other point of view is needed to fulfill the need of this knowledge. Besides, in this study the writer only deals with students of the eleventh grade with certain characteristics, whereas there are other grades of students with some other characteristics which are not analyzed here. Finally the writer hopes that the result of this study can stimulate other researchers to conduct other researchers related to this field.