

# TEACHING SPEAKING BY USING GROUP DISCUSSION FOR TENTH GRADERS

## (PEMBELAJARAN BERBICARA DENGAN MENGGUNAKAN GRUP DISKUSI)

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### **Abstract**

Speaking is one of the most important skill in language learning. By speaking, people can convey information and ideas, and maintain social relationship by communicating with other. But in speaking lesson, some students said that they was still difficulties to express what ideas in their minds to speak because their lack of actual language. This research conducted tenth graders at SMK PGRI 3 Sidoarjo with 35 students and this research use qualitative research. To solve the student's problem in speaking lesson, teachers may use an interesting teaching to present their materials to help them in the classroom. One of the alternative techniques is group discussion. With this technique, this research used to know teaching procedure by using proverb as speaking material through group discussion. Because that, statements of the problem in this research are "how is teaching procedure by using proverb as speaking material through group discussion for tenth graders at SMK PGRI 3 Sidoarjo? And "how are the students' responses in teaching speaking by using proverb as speaking material through group discussion?". After this research was done. Found that used proverb as speaking material through group discussion was help the students to be more active and critic in learning teaching process. And, this research can be inspiration for further researcher, student and the teacher whose teach English to always create something new in learning process especially in English lesson.

**Key Words:** Speaking, Proverb and Group Discussion

### **Abstrak**

Berbicara adalah salah satu skill didalam belajar Bahasa. Dengan berbicara, manusia dapat menerima suatu informasi dan dapat berhubungan sosil dengan berkomunikasi dengan yang lainnya. Akan tetapi, didalam pelajaran berbicara, murid murid merasa masih merasa kesulitan untuk mengekspresikan apa yang ada didalam fikiran mereka karena Bahasa Inggris adalah

bukan Bahasa mereka. Penelitian ini melibatkan angkatan kelas sepuluh di SMK PGRI 3 Sidoarjo dengan jumlah siswa 35 dan menggunakan penelitian qualitative. Untuk mengatasi masalah yang terjadi pada murid, guru harus menggunakan pengajaran yang menarik untuk menjelaskan materi. Salah satu alternative Teknik yaitu diskusi secara Bersama sama. Melalui Teknik ini, penelitian ini digunakan untuk mengetahui cara mengajar dengan menggunakan peribahasa sebagai materi melalui diskusi Bersama – sama didalam pelajaran berbicara, sehingga dapat membantu dalam belajar berbicara. Oleh sebab itu, rumusan masalah dalam penelitian ini adalah “Bagaimana langkah – langkah dalam mengajar dengan menggunakan peribahasa sebagai materi secara diskusi Bersama – sama bagi kelas sepuluh di SMK PGRI 3 Sidoarjo?” dan “Bagaimana respon murid terhadap materi ini?”. Setelah penelitian ini dilaksanakan, ditemukan bahwa menggunakan materi peribahasa dengan Teknik diskusi secara Bersama – sama dapat membantu murid menjadi lebih aktif dan kritis didalam proses pembelajaran berbicara. Dan juga hasil dari penelitian ini dapat menjadi inspirasi bagi mahasiswa dan guru – guru yang mengajar Bahasa Inggris untuk selalu berkreasi dan menciptakan hal yang baru didalam proses pembelajaran.

**Kata kunci:** Berbicara, Peribahasa dan Diskusi Bersama – sama

## **Introduction**

Basically, the aim of teaching English is to make the students be able to smart four language skills, namely speaking, listening, writing and reading. Based on those skills, speaking is one of the most important skill in language learning. By speaking, people can convey information and ideas, and maintain social relationship by communicating with other. According to Ladous (in Eva Eliyanah 2016:7) speaking is described as the activity to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. According to Nunan (in Elly Sulistyowati 2016:7) Speaking is the same as oral interaction which are conventional ways of speaking information, expressing our idea, and thought have in our mind. According to Meyers (in Elly Sulistyowati 2016:7) speaking is about sharing an idea, giving information, expressing a greeting, sharing an opinion.

But in speaking lesson, some students said that they was still difficulties to express what were on their minds to speak because their lack of actual language. To solve the student’s problem in speaking lesson, teachers may use an interesting

teaching to present their materials to help them in the classroom. One of the alternative techniques is group discussion. Group discussion technique is essentially an interactive oral process. The group members needs to listen to each other and use voice and gesture effectively, use clear language and persuasive style. According to Syah (in Anisa Muflukhati 2015:6) Discussion is a scientific conversation by some people who Affiliated to a group to exchange opinions about a problem or work together to find a solution, an answer to a problem.

To make easy to teach speaking, the teacher can use a proverbs as media to teach speaking ask and give opinion, as Indonesian people have proverbs, people in the entire world also have proverbs. According to Hirsh, Kett & Trefil (2002:47) proverbs are short, generally known as sentences which contain wisdom, truth, morals, traditional views in a metaphorical, fixed, and memorial form and which handed down generation to generation. According to Kevin Swanson (2013) proverbs is packed with God's wisdom, and what's more, these short sayings are easy to understand and apply to your life. There are advantages of using proverbs to teach speaking through group discussion: first, the students easy to speak ask and give opinion about proverbs through discussion with their friends, the second, the teacher is easier to send the material.

The objective of the study of this research are: first, to describe teaching procedure by using group discussion. And the second, to describe the students' responses in teaching procedure by using group discussion technique

### **Finding and Discussion**

The researcher used qualitative research. Because the researcher was just observe in teaching learning process in the class. The reason why the researcher choosed qualitative design is because the researcher wanted to know about how teaching procedure by using group discussion

The observation of teaching procedure by using proverbs as speaking material through group discussion conducted two times observation, the researcher got the data needed. At the beginning the data was still on the form proverbs student's answer of questionnaire. So, the first meeting was describing the teaching procedure by using proverbs as speaking material through group discussion. The researcher used the data from observation field note and documentation which is takes a picture. The first meeting was used to obtain the data related to how the teacher applied teaching speaking using proverbs through group discussion. And the second meeting, the researcher describes the data from the questionnaire in order to find out the student's responses after using proverbs through group discussion in speaking activity.

The first observed meeting was conducted on Saturday, 5<sup>th</sup> May 2018. The teacher started greeting and brainstorming. Then, the teacher asked students about definition of proverb. And there is the student answer "I know miss, proverb in bahasa is peribahasa like a perumpamaan". But the most the students were still misunderstanding about proverb. So, the teacher gave an example of proverb before the teacher explained definition of proverb, characteristics of proverb and kinds of proverb. The student gives response about proverbs to ask and give opinion. And the teacher gives a chance for the student to ask about the material. Then, the students understood about definition of proverb. The students observe about proverb as material to ask and give opinion was given by the teacher. The teacher asked students makes some group to discussion about proverbs. The students have six group. The teacher asked students to stand up and presentation about it has given. The teacher corrected the students when they mispronounced some words and asked them to practice pronouncing. She also corrected the grammar and pronunciation mistakes only if the sentence were not understandable. But, when group 3 presented their proverb, there is student refute about their presented. The students enthusiastic to asking and giving opinion about proverb. And then teacher explained about proverb has given by group 3. The teacher reviewed materials about proverb. And the teacher asked the researcher to give some motivation

for students. The researcher always appreciated the student's participation by saying "excellent" in order that the students were always motivated to be active to speak English without any hesitation.

The second meeting was held on Monday May 14<sup>th</sup> 2018. At the first time, the teacher greeting and check attending list students and then teacher reviewed about lesson yesterday. And she explained the learning objectives to be achieved. The teacher gave a paper for students. The teacher asked the students to make some group and search some proverb with kinds of proverbs through group discussion then the student wrote proverb in paper. After that, the teacher asked the students stand up to read the proverbs. The teacher gave a feedback to them after that. Then, the teacher gave students questionnaire to find out the student's responses after using proverb through group discussion in teaching speaking.

### **Conclusion**

In the first result, there are two meeting in teaching speaking by using group discussion. The first, the teacher entered in the class and the teacher give explanation about proverb through group discussion. And the teacher gives some proverb to distribute the students and the students discuss about it. The second meeting, the teacher asks the students to make group discussion and the teacher gives some paper to the students for search kinds of proverbs and present it. In every meeting, the teacher gives motivation and moral value about the material. The students try to ask and give opinion about proverb from another group. There is one of student ask for another group and that group cannot answer about question from the student. So, the teacher gives explanation about that question. The teacher always tries to make situation in the class more active. In this lesson really helps the students to discuss with their friends and able to ask and give opinion with their group. Even though there are some pronunciation errors from the students when they speak English but the teacher always corrects about their pronunciations.

In the second result, the students interest speaking English using proverb through group discussion besides the guidance of the other group and the explanation of the teacher given were really help them in speak English by using proverb as speaking material. It can look on students' responses of questionnaire that more answer "yes" than answer "no" in questionnaire given by the teacher.

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