

# THE USE OF BUZZ GROUP STRATEGY IN TEACHING SPEAKING REPORT TO ENGLISH STUDENTS OF STKIP PGRI SIDOARJO

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## Abstract

The research explains about teaching speaking using buzz group strategy to English students of STKIP PGRI Sidoarjo. Speaking is important skill, speaking, has been officially as a foreign language which is first from elementary school until university level and speaking for first English students in university about speaking for beginning level. In this thesis there are two purposes study, that is a 1) How is the implementation of Buzz Group Strategy in teaching speaking report? and 2) How is the student's response of learning speaking report by using of Buzz Group Strategy?, Especially class 2019 C English education study program which the researcher have chosen for observation. The researcher used Descriptive Qualitative method. The researcher used two instrument to get the data. First, the researcher used observation field note to teaching speaking report using Buzz group strategy. The second, the researcher used questionnaire draft to observe students' responses using Buzz group strategy in teaching speaking report. The researcher used meetings to observation in STKIP PGRI Sidoarjo that was twice Friday. From the analysis, the research found the average from students' response questionnaire that answered yes 83 and the students answered no 37. The finding of the research showed that the implementation of the use of buzz group strategy in teaching speaking report to English students of STKIP PGRI Sidoarjo is included in good category. Thus, the use of Buzz group strategy in teaching speaking report to English students of STKIP PGRI Sidoarjo is appropriate for using by students.

*Keywords: Teaching speaking, Buzz group strategy, Report text*

## Abstrak

Penelitian ini menjelaskan tentang pengajaran speaking menggunakan strategi Buzz group kepada mahasiswa semester satu jurusan Pendidikan Bahasa Inggris STKIP PGRI Sidoarjo. Speaking adalah keterampilan yang penting, speaking, telah resmi sebagai bahasa asing yang pertama dari tingkat sekolah dasar hingga universitas dan speaking untuk siswa bahasa Inggris pertama di universitas bertujuan untuk tingkat pencapaian besar. Dalam skripsi ini ada dua tujuan studi, yaitu 1) Bagaimana penerapan Strategi Buzz Group dalam mengajar report speaking ? dan 2) Bagaimana tanggapan mahasiswa terhadap materi report dalam pembelajaran speaking dengan menggunakan strategi Buzz group?, khususnya kelas atau angkatan 2019 C program studi pendidikan bahasa Inggris yang telah dipilih peneliti untuk penelitian. Peneliti menggunakan metode deskriptif kualitatif. Peneliti menggunakan dua instrumen untuk mendapatkan data. Pertama, peneliti menggunakan catatan lapangan observasi untuk mengajar report dalam speaking menggunakan strategi Buzz Group. Kedua, peneliti menggunakan rancangan kuesioner untuk mengamati tanggapan mahasiswa menggunakan strategi Buzz Group dalam mengajar report speaking. Peneliti menggunakan pertemuan untuk observasi di STKIP PGRI Sidoarjo yang dua kali setiap hari Jumat. Dari analisa, peneliti menemukan rata-rata dari tanggapan siswa, berdasarkan hasil akhir respon mahasiswa pada kuisisioner yang menjawab iya 83 dan siswa menjawab tidak 37. Temuan penelitian menunjukkan bahwa penerapan strategi Buzz group dalam mengajar report speaking kepada mahasiswa program studi pendidikan bahasa Inggris STKIP PGRI Sidoarjo termasuk dalam kategori baik. Dengan demikian, penggunaan strategi Buzz group dalam mengajar report speaking kepada mahasiswa semester satu jurusan Pendidikan Bahasa Inggris STKIP PGRI Sidoarjo sesuai untuk digunakan oleh mahasiswa

*Keywords: Teaching speaking, Buzz group strategy, Report text*

## INTRODUCTION

Learning language has four part of skills, it consists of listening, speaking, reading, and writing. The researcher will choose speaking to be implemented in the research. Speaking is most important of four skills in a second language, especially in English as a second or foreign language (Sun & Yang, 2015). Therefore, speaking is the human act and process of sharing and delivering information, emotions, and ideas to other people in oral form. By mastering English speaking skill, people will be able to communicate with all people from foreign countries. However it related to the current situation and condition, there are some English students of STKIP PGRI Sidoarjo who have a low ability in speaking. In fact, many students find difficulties in speaking. Many students still have difficulties in communicating in English orally although they already learning for years. There are some problems that are faced by students in speaking activities such as inhibition, nothing to say, low participation, and mother tougue use (Ur, 1999, p.121).

In teaching, the researcher focusses to teach speaking. Teaching English speaking is one of important parts in teaching language. Teaching speaking means to teach people to be able to interact with the others verbally in the right way. Based on Fauziati (2010) states that teachingspeaking skill is

fundamental point to prepare students to able to speak or to is to direct the class activity for increasing students' speaking skill. Moreover, teaching of new language is considered successful if the learners are able to use the language. Thus, english lecturers must provide students enough time to practicing English speaking skill.

There are many kinds of text that can be taught in classroom, such as narrative text, procedure text, descriptive text, and report text. The research chooses the materials that is report text. Report text is in academic sylabusof English students. Report text is a piece of text which aims to describe something in a general way. A report text needs students to create format for sharing information and to explore factual information (Moss & Lapp, 2010, p.310). Thus, Report is a text that contains information that defines something in reality, from source like natural, man-made, and social phenomena in our environment. The researcher must describe the subject in correct information as it is researched.

The researcher would like to apply Buzz Group Strategy in teaching speaking report. According to Barkley (2012) that Buzz Group is an effective strategy to gather information and ideas in a short time. The researcher will apply this strategy as an active and collaborative learning of students in teaching speaking report text. By dividing students into some small group, more

students will have the opportunity to present their arguments. Furthermore, from the Buzz Group Strategy is useful to teach the students speaking report, communication skills, it makes possible to work together for their group. It does not make only one member to be active in the classroom, but all of members can be active and responsible with their group. Thus, it can be able to understand successful what is the topic that is discussed at the time. Students who have low ability in speaking can be helped to overcome their speaking problem by using this strategy.

By looking the reason above, the researcher will apply a strategy especially to teach speaking report by using Buzz Group Strategy. The researcher wants to proof the strategy does not make students saturated in learning speaking in the classroom. Thus, the researcher wants to give new fresh condition in the classromm with this strategy.

## **RESEARCH METHODOLOGY**

In this research, the researcher used the descriptive qualitative. The qualitative research focused on making a description sistematically and accurately based on facts about a certain project (Suryana, 2010, p. 14). According to Sugiyono (2010) states that the research method was a natural way to get a data for a special purpose and function. Furthermore, based on Bogdan and Moleong (2003) defines that qualitative research was

research procedure that represents the descriptive data such as word in speaking and oral form the people and the behaviour that can be observed. Qualiatative research was one of research method is easily used to describe the situation of the class environment while learning process used field note.

The subject of this research were English Lecturer and English students of STKIP PGRI Sidoarjo, English class 2019 C with 11 number of students. The researcher chose them to be the subject of the research because they always refused to speak English and they did not have self confidence when they were asked to speak English in front of class.

The source of data of this research the researcher used the primary source in this research. The data were the activities of the students in the class, the activities between the English lecturer and students of English Education Study Program 2019 C in STKIP PGRI Sidoarjo in English learning teaching process, students behavior, and class condition.

There were two instruments used in this research. They were field note and questionnaire draft.. There researcher took an important role in her own research. It was as the main instrument of this research. To collect information, the researcher can weild instruments. A research instrument was what researcher use to collect information (data) to

answer your research question (Carol, 2009, p. 6). It was important that the test instrument or observations used in research were both valid and consistent. Therefore, the main instrument in this research was researcher herself.

The data which was needed for this research was used of Buzz Group strategy in teaching speaking report to students of English Education Study Program 2019 C. There were some steps to get the data for this research. They are: (1) the researcher observed the teaching process that happened in the classroom. The research observed teacher's and student's in teaching and learning activities during the implementation of buzz group strategy activity in speaking report text; (2) at the end of teaching learning process using Buzz Group strategy, the researcher given the questionnaire to the students in teaching speaking using Buzz Group strategy for presenting of the report text.

In analyzing the data, researcher described teaching speaking report by using Buzz Group strategy to students of English Education Study Program 2019 C. The researcher analyzed the data obtained from the two meeting by using descriptive qualitative manner, the data will analyze from the observation class by using field notes and questionnaire. Data analysis was the process of systematically searching and arranging the interview transcripts, field

notes, and other materials that you accumulated to increase your own understanding of them and to enable you to present what you have discovered to others (Bogdan in Sugiyono, 2010, p. 334). The data analyzed as follows : (1) the researcher used field notes to answer the first research question. The researcher took some notes that told about the situation of the learning teaching process when buzz group applies in the class; (2) the researcher took note the students' answers from the student's performance and questionnaire, then made a conclusion from the analysis uses descriptive explanation. Then, the researcher made a chart; (3) and the last, the researcher collected all data from observation class, student's performance and questionnaire then described them.

## **FINDING AND DISCUSSION**

The observation was obtained two meetings, which were conducted from 29<sup>th</sup> November until 6<sup>th</sup> December 2019. The first meeting wonly explained material of report text, and the second meeting was activity using Buzz group strategy.

### **A. Finding**

#### **The Process of Teaching Speaking Report by Using Buzz Group Strategy**

- a. The First Meeting of Observation  
Field Note

The first meeting was conducted on 29<sup>th</sup> November 2019 and the lecturer started class at 18.00 pm. The teacher entered the class followed by the researcher. The researcher sat at the right corner in the back row of the class to observe the teaching learning process and sometimes the researcher come to in front of the class to took photos for documentation picture for the data. When the lecturer entered the class situation were conductive and the lecturer made the class active. Before starting teaching learning process, the teacher showed a motivation video to students.

At 18.15 pm the lecturer started the teaching learning process by greeting “Assalamu’alaikum Warrohmatullahi Wabarokatuh”, and also said “Good evening my sweet student? How are you today?” and praying together to start the lesson. Next the lecturer check the attendant list and called their name one by one to know who was absent that day to make sure that all the students were present.

While the lecturer prepared the material, many students were still busy with their smartphones. Before entered the main was point, the lecturer asked questions to the students report text. The students were just silent when the lecturer asked questions about definition of report text. After all of the students payed attention to the lecturer at 18.30 pm the lecturer explained about report

text, the generic structure of report text, and language features of the text.

The example of the lecturer asked about definition descriptive text before entered point.

Lecturer : (Gave a slide about “Report Text”) Do you know what is the descriptive text based on your opinion?

Students : (Silent.... And start to pay attention to the lecturer)

Lecturer : (Repeat the question) Do you know what is report text?

Students: I don’t know mom.

Lecturer: Okay now please pay attention and lets check the slide!

Next the lecturer opened the next slide. It was generic structure of the report text. While the teacher explained about the slide, all of students keep calm and pay attention to the lecturer, they were good attitude. The lecturer gave an example and explained the location of generic structure of report text through the example. After they understood about that, at 19.15 pm the lecturer asked one student to read the example of report text, and the lecturer always accompanied to made sure the students who read in her set to felt comfort and not afraid. And then the lecturer asked the students to wrote the point in the slides.

At 19.30 pm the lecturer explained about the language features of report text. The first meeting the lecturer only gave explained the materials of report text. After all of the

materials have been explained. At 20.00 pm the lecturer gave a ice breaking to active students in the class.

After that, the lecturer summarized and reflected the lesson. The reflection here the lecturer asked some students about the material. At 20.15 pm the lecturer closed the meeting because the time was over, thus the next meeting will be made some group to present secret material from the lecturer.

b. The second Meeting of Observation

Field Note

In the second meeting 1<sup>st</sup> semester English students, it was conducted on 6<sup>th</sup> December 2019. The class started at 18.00 pm. The lecturer began the class by greeting to the lecturer with said Assalamu'alaikum WR WB, like a previous day and ask the condition of the students. When the students and the researcher came to the class, like usually the class clam and quite. After five minutes lecturer prepared the class and make sure that all of students were sat on their chair, the teacher start the lesson. Firstly the lecturer check the attendant list, praying together before started the lesson and then the teacher gave a motivation's video to the students. After that, the lecturer asked to students "what is moral value about the video" and some students tried to answer the question.

At 18.15 pm the lecturer instructed the students to make a random group consist

three or four students in a group by themselves to shorted the time. The teacher chose a big leader in the class and small leader every group.

**Table 1. Table of Member and Leader of The Group**

Big Leader in The Class		
Syahri		
No	Leader of Group	Name of Members
1.	Santy	Silvia Novi Theresia
2.	Mei	Aulia Nailul Syahri
3.	Taufan	Putri Eka

After the students made a group and sat with their group, at 19.00 pm the lecturer explained that they analyzed a text about report text. Then, the lecturer asked to come forward every leader in group and they can choose one of title of report text. The topic of report text was natural disaster like earthquake, tsunami, and volcanic eruptions. The analysis about generic structure, language features, and the so forth. There are only three group in the class. The students were gave time 15-20 minutes to discuss their topic. The students have to search the information about natural disaster and report text in the internet. They were enthusiastic with assignment and have a good attitude,

but the class was a little bit noisy because they started to browse with their own smartphone and confirm each other that each member will share about the information.

When the students discussed their assignment, the lecturer came to one by one of group to check and make sure that all of member did the assignment together. They were busy to answer of the question from the text. In one group they were one student who wrote the information that they get from the internet. While they were discussing, they had a conversation in a group.

The example of conversation between each member of group.

Student A: I found the information of language features in the internet

Student B: Really?

Student A: Yes, sure can you search in the text which one is suitable with this?

Student C: Okay, I will write that.

Student B: Come on guys, it is limited time to finish this assignment!

The conversation happened when they discussed, but they spoke only a language, that was English. When the teacher monitored the students, sometimes the students actively asked questions about what is the meaning of the question.

At 19.20 pm the lecturer asked the students to pay attention that time was to prepare the performance in group. Before the students' performance the lecturer gave a game "Buzz game" that is related with the

strategy. The students were happy and enthusiastic with the game. The lecturer wanted to build the class more active because the class is evening. Some students looked weak and not enthusiastic in the lesson.

At 19.30 pm the first group was ready to be presented in front of the class, therefore all of members came in front of the class and started their presentation. They presented about Tsunami and when they started to say "Good evening", all of students in 2019 C class gave attention to them. The example of the result presentation in first group.

Student A: Assalamualaikum WR.WB. We are from first group. My name is Santy, and my friend who named Silvi, and Novi. Now, we are going to present about tsunami. The first is the type of the text is report text.

Student B: The generic structure of the text consists of general classification and description. For general classification of the text is the first paragraph and for description of the text is the second until the last paragraph.

Student C: Next, the function of text is to present information something in general. The language features, there are general noun is tsunami, relative verb is are, and technical term is Richter scale. The last, the conclusion of the text that the tsunami is dangerous disaster. The preparation and maximum vigilance, we

can minimize the impact of the tsunami itself.

And then at 19.40 pm the first group came in front of the class and started the presentation. The situation of the class was good atmosphere and they were ready to listen the presentation. They present about Volcanic Eruption.

At 19.50 p.m the second group was finished their presentation and closed the question answer. In the second performed the students more active to speak up and they was very enjoy when performed in front of class. There is one question from the other group.

After they prepared the material, the last group come in front of the class and started their presentation. Same with the previous group, they open the presentation by greeting salam and said that want to present about the material that have been discussed. They present about Earthquake.

The presentation finish at 20.15 pm and they ended the presentation with giving applause to each other and they felt enjoy to join the lesson. The last a big leader gave previous the lesson and the result of the presentations. And the lecturer felt so proud of the students because they can more active, more confident to speak English, and gave their opinion about some informations from the report text. Before the lecturer ended the lesson, she asked students to sing a song together.

### Students' Response

In the end of the study, the lecturer gave the students a piece of paper that contained the questionnaire of learning process. And then, the researcher asked them to fill it by themselves without any compulsion from anywhere. The questionnaire was administered in order to know the student's response in learning speaking report text by using buzz group strategy. This instrument was distributed to 11 students. This questionnaire was distributed on Friday 6th December 2019 at 20.15 pm this questionnaire was designed for the last meeting only for 10 minutes. There were eleven question in the questionnaire. The questionnaire was in the form of "Yes" or "No" questions.

The amount of the students who chosen an option for each question in reflected in percentage (100%). The formula will be given as follows :

$$\frac{\text{The number of students who answer the options}}{\text{The number all of the students}} \times 100$$

The questions were about 11 point. They were : Do you like English? In question number 1, the opinion of find difficulty in learning English in question number 2, the opinion of often read natural disaster on newspaper or online article in question number 3, the opinion of like speaking in question number 4, the opinion of difficulty in



speaking in question number 5, the opinion of difficulty in speaking about report text to identify generic structure in question number 6, the opinion of difficulty in speaking about reporttext to find the main idea in question number 7, the opinion of difficulty in speaking about reporttext to identify language features in question number 8, the opinion of like using buzz group strategy in teaching speaking report in question number 9, the opinion of difficulty in using buzz group strategy in question number 10, and the opinion of effect of using buzz groupstrategy with your encouraging in speaking ability especially in report text in question number 11.

The table of the student's response result of the questionnaire can be as follow :

**Table 2. The Student's Response Result of The Questionnaire.**

No.	Questions	Students' Response		Percentage
		A : Yes	B : No	
1.	Do you like English?	11	0	100% (Yes)
2.	Do you find difficulty learning English?	8	2	90% (Yes)
3.	Do you often read types natural disasters on newspaper or online article?	4	7	63% (No)
4.	Do you	11	0	100% (Yes)

	like speaking?			
5.	Do you find difficulty speaking?	9	2	81% (Yes)
6.	Do you get difficulty in speaking about report text to identify generic structure?	5	6	54% (No)
7.	Do you get difficulty in speaking about reporttext to find the main idea?	4	7	63% (No)
8.	Do you get difficulty in speaking about report text to identify language features?	6	5	54% (Yes)
9.	Do you like using buzz group strategy of teacher's application in teaching speaking report	10	1	60% (Yes)
10.	Do you get difficulty in using buzz group strategy?	5	6	54% (No)
11.	Is there any good effect of using buzz group strategy with your encouraging Report text	10	1	90% (No)
TOTAL		83	37	

The researcher also present percentage of each questionnaire

1. The first question was "Do you like English?" and the percentage were 100%

- answered Yes and 0% answered No. It means that all of students like with English.
2. The second question was “Do you find difficulty in learning English?” and the percentage were 90% answered Yes and 10% answered No. It means that almost all the students find difficulty in learning English.
  3. The third question was “Do you often read types of natural disasters on newspaper or online article?” and the percentage were 37% answered Yes and 63% answered No. It means that most of the students did not often read natural disaster on newspaper or online article.
  4. The fourth question was “Do you like speaking?” and the percentage were 100% answered Yes and 0% answered No. It means that all of the students like speaking.
  5. The fifth question was “Do you find difficulty in speaking?” and the percentage were 81% answered Yes and 19% answered No. It means that almost of the students find difficulty in speaking.
  6. The sixth question was “Do you get difficulty in speaking about report text to identify generic structure?” and the percentage were 46% answered Yes and 54% answered No. It means that most of the students did not get difficulty in speaking about report text to identify generic structure.
  7. The seventh question was “Do you get difficulty in speaking about report text to find the main idea?” and the percentage were 37% answered Yes and 63% answered No. It means that most of the students did not get difficulty in speaking about report text to find the main idea.
  8. The next question was “Do you get difficulty in speaking about report text to identify language features?” and the percentage were 54% answered Yes and 46% answered No. It means that almost half of the students like using buzz group strategy in teaching speaking report.
  9. The ninth question was “Do you like using buzz group strategy of teacher’s application in teaching speaking report?” and the percentage were 60% answered Yes and 40% answered No. It means that almost of the students get difficulty in using buzz group strategy.
  10. The tenth question was “Do you get difficulty in speaking about report text to identify language features?” and the percentage were 46% answered Yes and 54% answered No. It means that most of the students get difficulty in speaking about report text to identify language features.
  11. The last question was “Is there any good effect of using buzz group strategy with your encouraging in report text” and the percentage were 90% answered Yes and 10% answered No. It means that almost

all the students were any effect effect of using buzz group strategy with your encouraging in report text.

## **B. Discussion**

### **a. Discussion Of Process Teaching**

#### **Speaking**

The data obtained two meetings. The observation process included the topic and the teaching learning process. The researcher observed the activity directly with documentation picture, field note and the questionnaire.

In the first meeting, the researcher found that the implementation of teaching speaking report text by using buzz group strategy almost was done goodly and effectively it related with the statement of Mandal (2009), A buzz group is a small group discussion which is used to help overcome the problem of silence in group situations and to ensure that everyone got a chance to contribute to the discussion, within a specific period of time. It was also beneficial because it gave all participants the space and freedom to express themselves equally, thus ensuring that as many creative voices as possible contribute to solving the problem in question. In the research the students really enthusiastic to study report text. For the first meeting the teacher only explained about the material that is report text such as definition, generic structure, language features of report text. While the students were more active to

answered some question from the teacher. The implementation of buzz group strategy was in the second meeting.

In the second meeting. The teacher decided some small group that are conducted three until four students. The students expressed their idea to their group about natural disaster and they can answer and analysis well the report text. The students have a good interact with other friends, they work together to finish the assignment and while the students were performed in front of class they showed the best performance they tried to speak English. Buzz Group strategy was a strategy that makes students work in small group in limited time. The room soon filled with less noise as each sub-group 'buzzes' in discussion. There were some factors why the room soon filled with less noise when presented their assignment. The first reason was evening class that almost students worked and tired their agenda before the study. The second was the last session of meeting that was at 18.00 until 20.15, thus several students less spirit. While the strategy ran well.

Buzz groups consisted in pairs, trios, or more depending on the activity. While they are buzzing, participants were able to exchange ideas and draw on their wide collective experience. Buzz Group was the strategy to organize the students into group work in time already specified. In discussion,

the class was noisy because students' buzzing. Buzz groups may be two or more. While they were speaking, the other group must share their ideas and explain their large story (Tarigan Eunike, 2012, p.2). But several groups did not give response in the presentation. The teacher could feel the students' effort to speak English. The teacher really appreciated it and felt so proud of the

#### **b. Discussion of Students' Response**

After the teaching strategy was implemented, the students gave a piece of paper that contained the questionnaire of learning process.

From the questionnaire the researcher got the result that there were more students who liked using buzz group strategy, they could focus, interested, enjoy the lesson, critical, confidence and understood the material. But there were some of students who did not like buzz group strategy in learning speaking English. It related with statement of Gratton (2010), Buzz Group Strategy can enhance students' learning in many ways. When teaching a skills course, such as critical thinking, they get all the students involved, and give each one of them an opportunity to practice the skills taught, and to offer and receive feedback, and help to increase their self-confidence.

#### **CONCLUSION**

After conducting the research, the

researcher comes to the conclusion, as follows :

a. The lecturer implemented Buzz Group Strategy for teaching speaking ability of first semester English education students. Based on discussion and finding on previous chapter, it can be taken the conclusion that the first was that the teacher could use Buzz Group as a strategy to teach report text. From the result of the observation, the researcher said that teaching speaking by using Buzz Group Strategy for presenting natural disaster could make the students more confident to answer and ask when discussed the material. The lecturer could do assessment with a fun way and almost students were not felt shy and afraid to speak up their mind, but several groups did not give response in the presentation. The teacher could feel the students' effort to speak English. The teacher really appreciated it and felt so proud of the students. The use of Buzz Group Strategy in the teaching speaking class also facilitated the student to interact with the others by asking and giving information in target language. Working in group, the students could learn from each other. Moreover, the students practiced their knowledge and skill through speaking. Through Buzz Group strategy the students understood the report text.

b. The result of students' response on the questionnaire, the students answered yes = 83 and no = 37. The conclusion is yes  $\geq$  no. Based on the students' response on the questionnaire, the researcher can said that teaching speaking report text using Buzz Group Strategy was conducted by the lecturer can make the students enthusiastic, critical thinking and comfortable to learn speaking English. The students were more confident and enjoyable when the lecturer asked them to speak in front of the class. They could decrease their fearful feeling and be more motivated to speak English.

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