

SPEAKING SKILL THROUGH SMALL GROUP METHOD OF NIGHTLY SPEAKING PROGRAM AT BASIC ENGLISH COURSE

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Abstract

This study aims to describe the implementation and the students' responses toward the use of Small Group Method in teaching speaking. The research design of the study was qualitative which focus on case study research. It involved the A Class of TC Program as the subject of the research. The data were obtained through the observation during the teaching and learning process and an interview with the students. In this study, the researcher accomplished several steps to analyze the data, namely organizing and familiarizing, coding and reducing, interpreting and representing.

Keywords: Small Group Method, teaching speaking, implementation, and students' response

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan dan respon siswa terhadap penggunaan kelompok kecil dalam pembelajaran berbicara. Desain penelitian ini adalah deskriptif kualitatif. Penelitian ini melibatkan siswa kelas A di TC Program sebagai subjek penelitian. Data diperoleh melalui observasi selama proses belajar-pembelajaran dan wawancara dengan siswa. Dalam penelitian ini, peneliti melakukan beberapa langkah untuk menganalisis data, yaitu *organizing and familiarizing, coding and reducing, interpreting and representing*.

Kata Kunci: Kelompok kecil, mengajar speaking, implementasi, dan respon siswa.

1. Introduction

In addition, as argued by Nunan in Halima (2016) speaking as a productive skill focuses on how learners use and communicate in the foreign language, but in reality they seldom speak in the classroom because of speaking has so many awareness and other communicative consideration. Such as awareness to make mistake in pronunciation, fluency or in grammar. In addition, Rababa in al-hosni (2016) pointed out that there are many factors that cause difficulties in speaking English. Some of these factors are related to the learners themselves, the teaching strategies, and the curriculum. And major activities that can be implemented to promote speaking are discussion, speeches, role-plays, conversation, audiotape oral dialogue journals, and other accuracy-based activities.

Discussion is one of the methods which can be used to teach speaking. According to Harmer cited in Saputri (2017) in the discussion activity, the learners have opportunities to express their ideas and opinions and to interact in meaningful realistic context. So the teacher use one of the method, which method make the students more active in the speaking. Small group method is one of a good method from any methods because the students can help others students to be confident, so it can help the students to speak English more. In these activities, students must work together to develop a plan, resolve a problem or complete the task. It is supported by Ur (2015: 105) said that in a small group discussion, the students would study more and more and they would be able to learn from each other. They might also correct each others mistakes and they might help out their friends with a needed word and teach each other some material through the content of the discussion.

The researcher has conducted some research that in the Basic English Course, teachers often find some students can hardly use English for communicative objectives even in the simple form or the teacher may find the students who are able to the point of answers the question on the text but they cannot explain their reasons in choosing the

answers. It is also evident that in class, the students have limited time to practice their speaking skills and the students also have little time know more how to speak English well, and result on their ability to use the language target. the students should be given many opportunities to develop their proficiency in speaking ability.

2. Literature Review

A. Speaking

As explained in the background of the study, speaking is oral communication and it is the second language skill.

Speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning (Nunan, 2003: p.48). It is supported by Brown (2004: p.140) states “speaking as a productive skill can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-takes”’s listening skill, which necessarilly compromises the reliability and vailidy of an oral production test”’.

Speaking is a part of English language, speaking as the important skill in learning English especially in daily activities, furthermore, speaking is a key to communicate as an interactive process of developing meaning that involves producing, receiving, and processing information.

B. Small Group Method

Small group discussion or working in a small group is arrangement of students into small groups to participate in a range of activities to develop thinking or to complete practical task. Thornbury (2006: p.102) say that discussion is an excellent way to give students opportunities to speak, especially if the classis a large one.

Kindsvatter (1996: p.242) states that “a small-group discussion 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”.

Refer to Bany and Johnson in their book (1997, 210) cited by EkaSaputri, 2017 that is a group may be said to exist when two or more persons have as one quality of their relationship some interdependence and posses some recognizable unity. Group discussion refers to one or more meetings of all small groups of people who thereby communicate, face-to-face, in order to fulfill a common purpose and achieve a group goal. The key concept in the definition of group discussion is communication. The practice of group discussion requires, therefore, an understanding of communication theory and an ability to communicate.

C. Research Design

According to the Creswell (2012) defines that qualitative research is best suited to address a research problem in which you do not know the variables and need to explore.

In conducting research, we need research designs. This research used a qualitative approach because it only focused on the analysis or interpretation of speaking material in context. Furthermore, the procedure of data collection in this research was obtain by observation. In the observation, the researcher observed English language teaching learning activities by implementing Small Group Discussion strategy in nightly speaking program. Here, the researcher also took part as the companion teacher to teach them.

D. Subject of the Research

The subject of the research is the A class of TC class of Basic English Course in the academic year of 2021 exspecially period of JJA. There are eight classes of TC program, but the selected class to be a main subject of the research is A class of TC class. That class consists of 10 students. They became the respondent and also the participant of the research.

E. Data Collection Technique and Instrument

Data is information that has been collected by conducting research. To get reliable data, researchers must do several techniques to collect data. Data collection techniques are an important step in research because the purpose of the research is to obtain data. According to the Creswell (2017) assumes that another aspect of qualitative data collection is identifying the type of data that will answer your research question.

Mostly in qualitative research, the data collection technique can be seen through; questionnaires, interviews, observation, documents, etc. For this research, the researcher uses the students' assignment by asking the students to speak English

a. Observation

The observation was used to record the activities that happened in the class. According to Gay, Mills, & Airasian (2017) observation is one of data collection techniques where the researcher gather the data by watching the participants and the activities happened in that place. To do the observation, the researcher must not manipulate the participants' attitude, event, or activities that happened, the researcher must observe it naturally. For certain research questions, observation is the most appropriate and effective data collection approach. However, there are two types of observation, they are participant observation and nonparticipant observation. In this case, the researcher used participant observation, because the researcher involved and participated in the situation being observed.

b. Interview

The researcher uses a one-on-one interview to interview the students to get more information about the method that the students used in their speaking activity.

Interview was conducted to know the students' responses about the use of Small Group method implemented by the English teacher in teaching Speaking. According to Gay, Mills, & Airasian (2012) interview is an activity which persons give the information to another. It is done by doing the communication and interaction in one place. By interviewing, the researcher could explore and probe more about participants' responses to gather in-depth data about the students' experiences and feeling during they used Small group method as a method in studying about speaking.

Beside that, the researcher could obtain the information which can not be obtained by only doing the observation, such as the students' responses toward the use of Small group method. In this case, the researcher only interviewed some students of the class within few hours. It was done through whatsapp application, because the situation was not possible to do it at school so the researcher will use whatsapp application to do interview with the students.

F. Techniques of data analysis

After collecting the data, the researcher analyzes the data. According to the Sugiyono on (Hermanto, Lutfatullaili, Sin, & Zuluaga, 2019) emphasizes that data analysis in qualitative research is a systematic process of tracking and regulating interview transcripts, field notes, and other materials collected to improve understanding of these materials so that their findings can be interpreted to others.

From the task, the researcher describes what type of speaking method used by students. Also supported by interviews is used to complete the data which are obtained from the test about why the students using that method in their speaking activity. Last, the document to complete the research report. From all of the data, the researcher must organize what she or he has seen or heard to make explanations. However, there are three

stages of qualitative data analysis. Those are organizing and familiarizing, coding and reducing, and interpreting and representing (Ary & Jacobs, 2010).

Result

In this part, the researcher describes the research findings, it is gotten from the observation and the interview with the students. The researchers divides two points for the findings, it covers the implementation of small group method to teach the students' speaking skill at Basic English Course and the students' responses toward the use of small group method implemented by the teacher on teaching speaking.

A. The Result Of Implementation of Small Group Method

To investigate the implementation of Small group method to teach the students' speaking skill at Basic English Course, the researcher did the observation in A class of TC Class. The observation was conducted in three meetings, from the observation that has been done by the researcher, the researcher got many things that improved by the teacher at Basic English Course when they used Small Group method to teach the students speaking skill.

a. Opening

The researcher held the meeting of the observation. Based on the observation, the Nightly Speaking Program began at 7.00 pm. The researcher found that the teacher opened the class by a good greeting to the students and asked the students' condition. All of students responded the teacher. Meanwhile, the researcher observed the activities happened in the Nightly Speaking Program by taking notes and observation sheet.

b. Giving the Lesson

The teacher started to explain the material about *drama*. The teacher directly gave some review about drama, because drama has been explained before. The teacher asked the students about the definition of drama.

c. Dividing the Class into Small Group

In the next activity, the teacher asked the students to make a drama, before gave the topic teacher make small group of the students. The teacher make 2 groups and the teacher asked to the chief to devide into 2 groups and the topic of drama is free, it is meaned up to the students.

d. Showing the Drama

After the students wrote the drama in the paper, the teacher asked to the first group to come forward to show your drama and the teacher said that if we still had time we would continue to the next group.

e. Giving the Question

After asking the first group to come forward to show their drama, the teacher asked to the other groups to ask something about the drama of first group.

f. Closing

At 09.00 p.m, the teacher closed the class. He said “leave taking to the students”. The students also responded the teacher, before he left the class.

The researcher find that before the teacher cloose the class the teacher gives the students some motivation and the teacher hopes that the students understand more about the lesson today and the teacher does not forget to asks to the students to study more and more about speaking and the teacher asks to the next group have to be better than before and they have to have a good preparation.

From the observation before, the researcher get many good things from the implementation of Small Group method to teach speaking skill at Basic English Course. First the teacher asked to the chief to divides the class to the small group and all the stuedents no comment about they will be in the same group with anyone, second the teacher just gave them a little time to the students to make some drama and the students could do that, third the teacher directly ask to the students to directly show the drama in front of their friends.

B. The Result of Students' Responses Toward The Use of Small Group Method

The students responded very well and very good to those criteria of Small Group method if the Small group method implemented in Nightly Speaking Program, such as the use of Small group method to teach speaking skill at Basic English Course. They responded that Small group method is very easy to be used in Nightly Speaking Program and facilitates the students to speak up in front of their friends. Students also gave very good response to Small Group method, such as Small group method is an interesting method to the students because it consists of simple method to leave a comment or some suggestion toward their work. Therefore, it assisted the students to develop their speaking ability.

By using Small group method, the Nightly Speaking activity becomes more interesting and fun. The students responded that Small group method eases the students to interact with their friends and the teacher, and commented their friends' speaking. Beside, the students assumed that Small group method is an effective method and they felt motivated when learned using Small group method.

C. CONCLUTION

The research was conducted in Basic English Course. It involved three meetings started on July 1st and finished on July 3th 2021. The subject of the research is A Class of TC class of Basic English Course in the academic months JJA of 2021. The data were obtained through the observation during the teaching and learning process of speaking and an

interview with the students. In this study, the researcher accomplished several steps to analyze the data.

Based on the analysis and discussion before, it could be concluded that Small group method has been utilized by the teacher and the students in the class and out of the class. In the class during face-to-face learning, the teacher utilized the feature of Small group method such as a group to teach drama. On Small group method, the teacher asked the students to create some drama and asking the group to show their drama in front of the class. The teacher utilized the features of Small group method as the method for the students in creating drama. Beside, it also facilitates the students to speak English more and more, and by Small group method can give feedback and correction toward the students' speaking. Through the existing feature, the students can give some comments and correction toward their classmates' work. Based on the finding, most of students active to speak English and asking some question to others groups, such as grammar and conclusion of the drama so by Small group method could be motivated the students in speaking, developed the students' speaking ability, and made the learning activities became more interesting and fun.

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