

# The Effect of Using Small Group Discussion Toward Students' Speaking Ability at SMA Al-Washliyah 1 Medan

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## Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat pengaruh yang signifikan dari penggunaan diskusi kelompok kecil terhadap kemampuan berbicara siswa. Jenis penelitian ini adalah penelitian kuantitatif dan dilakukan dengan menggunakan dua kelas sebagai sampel penelitian yaitu kelas X-IPS 2 sebagai kelas eksperimen yang berjumlah 20 siswa dan kelas X-IPA 1 sebagai kelas kontrol yang berjumlah 20 siswa. Dalam teknik pengumpulan data, peneliti melakukan pre-test, treatment dan post-test dengan memberikan tes berupa contoh tes berbicara. Hasil penelitian ini menunjukkan bahwa terdapat pengaruh yang signifikan dari diskusi kelompok kecil terhadap kemampuan berbicara siswa. Hal ini terlihat setelah data dianalisis, pada post-test kelompok kontrol diperoleh nilai rata-rata sebesar 69,75 yang berarti pencapaian kemampuan berbicara siswa termasuk dalam kategori cukup, dan pada post-test kelompok eksperimen diperoleh rata-rata skornya adalah 76,25 artinya prestasi siswa dalam kemampuan berbicara termasuk dalam kategori baik, kemudian setelah dilakukan pengujian hipotesis penelitian ternyata hipotesis tersebut diterima. Artinya siswa kelas X SMA AL-Washliyah 1 Medan menerapkan diskusi kelompok kecil dalam pembelajaran berbicara lebih tinggi dibandingkan tanpa diskusi kelompok kecil.

**Kata Kunci:** : *Kemampuan Berbicara, Diskusi Kelompok Kecil*

## Abstract

The objective of the research is to determine whether there is a significant effect of the use small of group discussion to the students' ability in speaking. This type of research is quantitative research and was conducted using two classes as research samples, namely class X-IPS 2 as the experimental class consisting of 20 students and class X-IPA 1 as the control class consisting of 20 students. In the data collection technique, the researcher conducted a pre-test, treatment and post-test by giving a test in the form of an example of a speaking test. The results of this study indicate that there is a significant effect of small group discussion to the students' ability in speaking. This can be seen after the data was analyzed, on the post-test of controul group got the score mean is 69,75 it means the students' achievement in speaking ability is categorized as sufficient category, and on post-test of experimental group got the score mean is 76,25 it means students' achievement in speaking ability is categorized as good category, then after testing the research hypothesis, it turns out that the hypothesis is accepted.. This means that the tenth grade students of SMA AL-Washliyah 1 Medan apply small group discussion in learning speaking higher than those without small group discussion.

**Keywords:** *Speaking Ability, Small Group Discussion*

## INTRODUCTION

As we know learning a language is a way to communicate. Language is a communication tool that is essential to everyday life. Language allows us to communicate with one to another, share information and ideas, and express our thoughts, feelings, and needs.

Human life is strongly intertwined to linguistic activities. Human communication is facilitated by language (Sitti, 2023) There are several ways to carry out the language learning process, one of which is through speaking practice, without speaking practice learning language has no meaning. In developing speaking skills, especially in communication activities, then we can learn a foreign language. Learning a foreign language can help us to communicate more broadly, especially learning English, because in general we know that English is an international language. However, English is not the second language of Indonesian so it requires deeper practice to understand it.

According to Harmer in Lai-Mei (2017:34), speaking is a verbal means of conveying ideas and messages. People use communication to tell what they want and what they need from the information. Human communication is a complex process for a person when they want to say something and transmit information. The students who learn English are supposed to be able to communicate the language orally. These students in foreign language learning should be able to implement the knowledge of language into real performance. They believe that speaking English is very important especially for the future, but their learning has not promoted learning good speaking. Regrettably, the students' speaking competence is still far from being satisfactory. The facts also show that the students' problem in speaking is their limited number of vocabulary. If there are students who do not know the meaning of a word or change it into English, then they will ask their friend. Even in the learning process it is not uncommon to find students who are afraid to speak or say words in English. The students find English to be quite difficult when it comes to pronunciation and grammar. Because of their lack of understanding of how to read and pronounce words, students have trouble pronouncing vocabulary words, the problem with the other learners is that they lack confidence when speaking English, even though the subject is commonplace, the environment has an impact on the student's speaking difficulties. The students seldom ever attempt to practice speaking English since they find it intimidating. (Fatimah, 2021).

The process of learning a language requires quite a long time, but to be able to use English as a communication tool, we can learn it through educational institutions such as schools, but English subjects in class also have limited hours, usually met only 2 meetings in a week, this can be seen based on the observations I made during my first internships and after observing directly to see what problems are happening at SMA Al-Washliyah 1 Medan. From that the researchers also got some problems that occurred in class, namely:

1. They have the same opinion that they don't have good skills in speaking English.
2. The students have problems in speaking English in front of the class.
3. Students do not have enough space for them to practice speaking English.

Indeed, students can learn language in various ways students can also learn self-taught through books, watching movies, and many other ways. Even so, learning a foreign language still requires direction and encouragement for students. In learning language, there are four language skills that we generally know, namely listening, writing, speaking and reading. All of these processes will usually be taught by the teacher to their students in various ways and methods that the teacher understands.

From the condition, the researcher concluded that there should be an appropriate method or technique in teaching speaking and the researcher found out a kind of small group discussion that the researcher believes that the method can help students to speak well. Students communicate freely in small groups while seated together facing one another. Due to these conditions, students can speak freely and fearlessly in class without feeling self-conscious (Mogea, 2019) The researcher also thinks that the small group discussion in improving speaking skill. First, discussion is used to increase teacher-student interaction and student-student verbal interaction in the classroom. Second, from group discussion is an interaction technique with which the students can feel more enjoyment if teaching English with it. And the last is group discussion can solve the problem on the table and also practically responsible for their argument in front of friends. It can be said that small group discussion is one of the friendly techniques for learning English.

In order to deal with this issue, the author is enthusiastic to try and solve the difficulty of speaking English by engaging in action research that aims to boost students' speaking

abilities through small group discussions. Of course, from here the researcher believes that this small group discussion method is friendly to students if later applied in class in English speaking material, and of course it can have an impact on improving students' ability to speak English in a simpler and friendlier way.

## METHOD

This research conducted by using the research with experimental design. In this research, researcher collects and evaluates data using quantitative research. In said Creswell, which is a quantitative method is a method to test the theory objectively by examining the relationship of variables (Ultra, 2013). As for the application of the research design using experimental design, namely using the accumulation and calculation of data obtained from research. The researcher only uses one class and uses a two-stage data collection process and scores obtained from students, namely getting grades through measurements in the pre-test and after that getting grades through the post-test. Then the researchers can see the effect of at least one independent variable and dependent variables in such studies

## RESULT AND DISCUSSION

In this chapter, the researcher explained the result of the research. As mentioned in the previous the instruments in collecting the data in this research was the test. The data were collected from the results of students' scores of pre-test and post-test in experimental class (X-IPS 2) and control class (X-IPA 1) at SMA AL-Washliyah 1 Medan

The researcher decided class X-IPA 1 as the control class. The students' in control class were taught using small group discussion. In this research the control class was consisted of 20 students.

**Table 1. The Score of Pre-test and Post-test of Control Class**

| NO. | Students' Initials | Pre-test | Post-test |
|-----|--------------------|----------|-----------|
| 1.  | AJ                 | 50       | 60        |
| 2.  | AH                 | 40       | 60        |
| 3.  | DN                 | 50       | 65        |
| 4.  | ES                 | 60       | 70        |
| 5.  | GAA                | 55       | 70        |
| 6.  | IKT                | 65       | 75        |
| 7.  | JMV                | 45       | 60        |
| 8.  | KN                 | 55       | 70        |
| 9.  | MIP                | 60       | 80        |
| 10. | MA                 | 40       | 60        |
| 11. | MN                 | 55       | 70        |
| 12. | MDR                | 50       | 80        |
| 13. | MAH                | 65       | 70        |
| 14. | NA                 | 60       | 75        |
| 15. | NIN                | 50       | 75        |
| 16. | NNP                | 45       | 65        |
| 17. | RNP                | 45       | 60        |
| 18. | RP                 | 55       | 70        |
| 19. | RPR                | 50       | 75        |
| 20. | SH                 | 60       | 85        |
|     | $\Sigma$           | 995      | 1395      |

|         |       |       |
|---------|-------|-------|
| Average | 52,75 | 69,75 |
|---------|-------|-------|

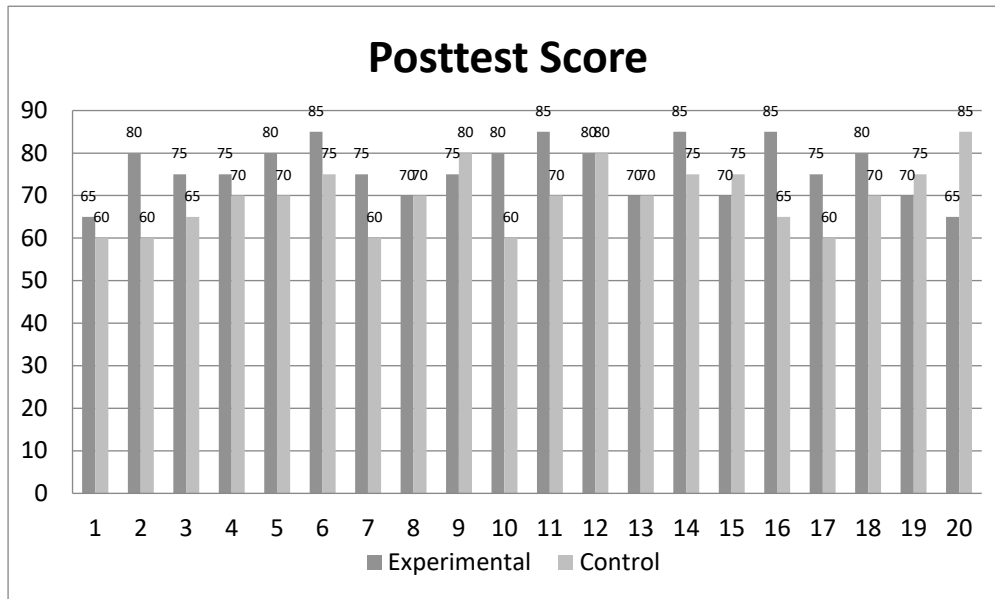
Based on the table above, it is seen that total score of pre-test for control class was 995 while the total score of post-test was 1395.

#### 4.1.2. The Students' Achievement in Speaking Ability After Applying Using Small Group Discussion

The researcher decided class X-IPS 2 as the experimental class. The students' in experimental class were using small group discussion. In this research the experimental class was consisted of 20 students.

**Table 2. The Score of Pre-test and Post-test of Experimental Class**

| NO. | Students' Initials | Pre-test | Post-test |
|-----|--------------------|----------|-----------|
| 1.  | AR                 | 60       | 80        |
| 2.  | AP                 | 60       | 70        |
| 3.  | AA                 | 55       | 65        |
| 4.  | AS                 | 45       | 60        |
| 5.  | AD                 | 55       | 70        |
| 6.  | IR                 | 50       | 60        |
| 7.  | JF                 | 45       | 60        |
| 8.  | JS                 | 55       | 70        |
| 9.  | LH                 | 55       | 70        |
| 10. | LA                 | 60       | 80        |
| 11. | MN                 | 65       | 80        |
| 12. | MDA                | 55       | 80        |
| 13. | MR                 | 50       | 70        |
| 14. | MZ                 | 70       | 85        |
| 15. | NR                 | 50       | 60        |
| 16. | NS                 | 60       | 65        |
| 17. | PS                 | 60       | 70        |
| 18. | RA                 | 65       | 80        |
| 19. | RP                 | 55       | 60        |
| 20. | RH                 | 70       | 85        |
|     | $\Sigma$           | 1140     | 1420      |
|     | Average            | 57       | 71        |



Based on the results of experimental class above, it seen that total score of pre-test for experimental class was 1140, while the total score of post-test for experimental class was 1420. Due to the implementattion of small group discussion provide some advantages, namely enhancing students' motivation in speaking ability, making the class interesting, and more relaxing, giving information for students in class and also developing students' leadership skill.

### Analyzing the Data

After getting the data and result of the test, then data was analyzed.

After the collection of data, the appropriate preparations were required to conduct a comprehensive statistical analysis. This process encompassed altering the data to a format that is suitable for analysis, and arranging the data in a manner that facilitates its accessibility and analysis. This step included measuring the data whether or not the data was in normal distribution. The measurement used was the Saphiro-Wilk test in SPSS 26.

Once the data has been prepared, it was imperative to delve into it in order to gain a more comprehensive comprehension of its properties and interconnections. This may entail employing methodologies such as descriptive statistics and data visualization to encapsulate and present the data. This step included calculating the basic statistical analysis to measure means between the experimental class and the control class. The researcher employed the SPSS to calculate this basic statistical analysis.

Then, the researcher utilized the pertinent statistical techniques and models, the independent t-test in SPSS. This process encompasses examining hypotheses, detecting patterns and correlations, and formulating projections predicated on the data.

Fourth, the researcher interpreted the results. The researcher conducted a hypothesis testing to determine whether the treatment is successfully to improve the students' skill. The hypotheses tested are:

- H0: there is not a statistically significant difference between the experimental and control class
- H1: there is a statistically significant difference between the experimental and control class

Meanwhile, the criteria of the test were to reject H0 if the significance level was  $< .05$  or to accept H0 if the significance level was  $> .05$ .

Finally, the researcher presented the data in a clear and concise manner using appropriate table, graph as well as summaries.

### Testing Hypothesis

The hypothesis testing is aimed to know whether the hypothesis is accepted or rejected. The basic of theory that the writer used:

If the value is sig. (2-tailed) < 0.05, then there are significant differences between learning outcomes in the experimental class and the control class.

If the value is sig. (2-tailed) > 0.05, there is no significant difference between learning outcomes in the experimental class and the control class.

**Table 3. Group Statistics**

|                |                    | Group Statistics |       |                |                 |
|----------------|--------------------|------------------|-------|----------------|-----------------|
|                | Class              | N                | Mean  | Std. Deviation | Std. Error Mean |
| Posttest Score | Experimental Class | 20               | 76.25 | 6.463          | 1.445           |
|                | Control Class      | 20               | 69.75 | 7.518          | 1.681           |

**Table 4. Independent Samples Test**

|                |                             | Independent Samples Test                |      |       |                              |                 |                 |                       |   |        |
|----------------|-----------------------------|---|------|-------|------------------------------|-----------------|-----------------|-----------------------|---|--------|
|                |                             | Levene's Test for Equality of Variances |      |       | t-test for Equality of Means |                 |                 |                       |   |        |
|                |                             | F                                       | Sig. | t     | df                           | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |        |
|                |                             |   |      |       |                              |                 |                 |                       | Lower                                     | Upper  |
| Posttest Score | Equal variances assumed     | .126                                    | .725 | 2.932 | 38                           | .006            | 6.500           | 2.217                 | 2.012                                     | 10.988 |
|                | Equal variances not assumed |   |      | 2.932 | 37.165                       | .006            | 6.500           | 2.217                 | 2.009                                     | 10.991 |

From the tests above, it means that Ha is accepted meanwhile Ho is rejected. According to calculation, it is possible to infer that the use of small group discussion has a significant effect at tenth grade of SMA AL-Washliyah 1 Medan.

The research was done at SMA AL-Washliyah 1 Medan. The researcher decided to take class X IPS 2 as the experimental class and X IPA 1 as the control class. The researcher using small group discussion method in speaking ability in the class suitable method for an active class. The method can apply in teaching and learning process.

There were many factors that influenced the result of the research. One of factors was teaching method. When a teacher employed an appropriated teaching aid or method that was suitable to the lesson material. The research concluded that there was improvement on students' ability in speaking by using small group discussion method. Besides, it could help students to remind information that they got before and information could be used to connect to the text. Some students found it challenging and didn't know how to speak English well before using small group discussions. They become more interested and careful in speaking with correct pronunciation and good confidence after instructional learning processes using small group discussions. On post-test of control group, they got the mean score is 69,75 it means the students' achievement in speaking skill is categorized as sufficient category, and then on post-test of experimental group they got mean score is 76,25 it means students' achievement in speaking skill is categorized as good category.

Therefore, the students in experimental group which is used small group discussion method is better than the students in control group which is not used small group discussion method. In other words, the use of small group discussion method has a significant effect in speaking ability at the tenth grade of SMA AL-Washliyah 1 Medan. The atmosphere of the classroom Students were uninterested in English lessons prior to the use of small group discussions, therefore when English lesson time got there, they were reticent to enter the classroom. When some students wait for the teacher's instructions to prepare their materials before an English session and then appear bored, it can be assumed that their preparation in the class was poor.

The classroom situation after using Small Group Discussion students' look happy, enjoy and the students join the English lesson with enthusiasm, they more active to ask the teacher and active talking in the discussion space, then it can be said that this method has

succeeded in increasing the good impact to be applied in class and according to what Hammer 2001 said in his research that some pairs work is not sufficient, and pairs work isn't always effective. In light of this, a small group discussion might assist the teacher in planning the students' participation in a language-learning activity that involves role playing or telling a group tale. In the same way, He was claims that in small group discussions, students have a lot of opportunity to voice their opinions and ideas, and the interaction between them might develop unconsciously into a discussion of the subject matter (Crisianita, 2022). Through interesting material and in accordance with small group discussion method, students feel more comfortable and confident in carrying out group discussion activities and conveying the results of their discussions using English, their score become increased and more better to get good score in speaking ability.

## CONCLUSION

Based on the results of research and discussion that the use small group discussion has succeeded in increasing students' speaking abilities the tenth grade of SMA AL-Washliyah 1 Medan, the conclusions of the research can be drawn as follows:

The students' ability in speaking by the use of small group discussion method is better than without small group discussion.

The students' ability in speaking without the use of small group discussion is not better than small group discussion because after analysed the data, the researcher found that t-test.

The difference between the experimental and control group was shown up, it was seen from the result of the test that the researcher gave to the students where the hypothesis (Ho) is rejected because the alternative hypothesis (Ha) of the research was accepted. It means there is significant effect of the use of small group discussion in speaking ability of SMA AL-Washliyah 1 Medan.

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