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CONTENTS

THE IMPLEMENTATION OF DISCUSSION MEETING TECHNIQUE TO IMPROVE STUDENTS' SPEAKING ABILITY AT SECOND GRADE OF SMAN 1 BANGKUNAT-BELIMBING IN 2016/2017

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Abstract

The objective of this research were to know how discussion meeting technique can give an effect to students' motivation, and confidence in the class, and to see student improvement of speaking in experiencing discussion meeting technique. This technique used as an effort to help the students to improve their speaking ability. Discussion meeting technique made the students have motivation and more confidence to improve the students' speaking ability. In this research, the researcher used the descriptive qualitative method. This kind of method was used to feel the experience the real world, and also to know people's point of view of a certain phenomenon. It was also used to obtain the truthful, precise, and well-organized explanation about students' speaking in experiencing discussion meeting of speaking class. The research was done at SMAN 1 Bangkunat Belimbing that consisted of twenty students. To gather the data, the researcher did the observation and distributed the questionnaire at the end of her observation. The data was analyzed by combining the result of observation and questionnaire in several paragraphs. The result of this research showed that when firstly the researcher implemented this technique, student felt confused of what they should do in the class, but finally they are able to follow the instruction from the researcher. So, the class in the end ran successfully. From the questionnaire result also showed mostly positive feedback in experiencing discussion meeting technique. So, the improvement of students' speaking ability was better than before. The combination of those two instruments is that discussion meeting technique is able to facilitate them in speaking class. They mostly agreed this technique could make them have motivation and more confidence in this class and could help them in improving their skill; also it could awake them that they need to be more responsible of their own learning in the class.

Keywords: discussion meeting technique, speaking ability, motivation and confidence.

1. INTRODUCTION

As we know that in this modern era we have been able to communicate for expressing our ideas and feeling, to solve this problem we are ready to master speaking skill for communicate with the others. According to (Moody, 2009; Al-Issa, 2011) as cited by Al-mahrooqi (2012) One of the most important skills that education in the Arab Gulf has failed to equip their graduates with is a communicative ability in English.

Communication is the most necessary of all human in life interaction. Language is considered to be a system of communication in expressing ideas, emotional and desire. According to (Bloomfield, 1914) as cited by Bashir et al (2011) Language is a formal system of signs governed by grammatical rules of combination to communicate meaning. This definition stresses the fact that human languages can be described as closed structural systems consisting of rules that relate particular signs to particular meanings. All people in the world have a language that they use for communicating to each other's. Moreover, language is also used for communication and we need it for daily activity, because in every interaction we need a language. So they need interact among people. That's why we have to master the English language so that ready for facing the world education in the future.

As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world.

Recently, English become important. Since it's important, English is taught widely at formal school starting from elementary school up to universities, even at informal school course. According to Bailey and Savege (in Fauziati, 2010:15) as cited by Darwanto (2012), "speaking in a second or foreign language has often been viewed as the most demanding of the four skills" there are four skills in learning English there are speaking, reading, writing, and also listening. Speaking is very important because speaking and human being cannot be separated from each other. Speaking is used to express their ideas, and to communicate to people in civilized world. Brown and Yule (1983) as cited by Richard (2009:21) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. Richards (2008:19) as cited by Nirmawati (2015) the mastery of speaking skills in English is a priority for many second-languages or foreign language learners. Why it is become the priority, because English is an international language which is used by all people around the world to communicate with others. Speaking seems intuitively the most important skill to master.

The success is measured and term of the ability to carry out conversation in language speaking in an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is very important because by mastering speaking skill, people can carry out conversation with others, give the ideas and exchange the information with others. According to Tarigan (1990:15) as cited by Muflikhah (2013) the goal of the speaking is "communication". Mastering speaking doesn't mean we just express the ideas or feeling by using oral or spoken, but we have been intentioned on some elements that become important things for us to master speaking well. Student should master the elements of speaking, such as vocabulary, pronunciation, grammar and fluency. According to Harris (1994) as cited by somjai and jansem (2015) builds on this stating that speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. He adds that there are five components of speaking ability as follow: 1. Pronunciation 2. Grammar 3. Vocabulary 4. Fluency 5. Comprehension. As a foreign learner in Indonesia, many students have amount vocabulary and mastering the grammatical structure but the still have difficulty in speaking. This problem also appears at SMAN 1 Bangkunat-Belimbing. The students' difficulties occur when they speak English. The caused by students' limitation in mastering the component of speaking. Besides the students practice speaking English rarely they only have a little chance to practice speaking English out of class because most of their friends speak in Indonesia. Students' speaking problem can be solved by giving a lot chance to them for practicing English either in the classroom should be interested with appropriate technique in order to make students speaking skill can be developed and the process of learning can be enjoyable. One of technique can be used in teaching is discussion meeting. Discussion meeting is technique to develop verbal communication and critical thinking skill. Discussion meeting is presented as a valuable learning activity for teaching critical thinking and developing communication skill. Discussion meeting is an effective pedagogical technique because of the level of responsibility for learning and active involvement by all students. This technique is very effective for making students speaking ability be better because they will make them feel confident and attractive to communicate each other's. Discussions meeting it also teach the

student how to huddle up each other when they try to present their ideas in front of their friends and then they teach them how important of togetherness in every situation without feel egoistic. Based on problem above, the researcher decides to carry out a research entitled "The Implementation of Discussion Meeting Technique to Improve Students' Speaking Ability at Second Grade of Sman 1 Bangkunat-Belimbing". Students' speaking skill hoped can be influenced after implementing of discussion meeting technique.

2. LITERATURE REVIEW

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance, therefore, recent pedagogical research on teaching students conversation has provided some parameters for developing objectives and techniques.

According to Zamdani (1998:113) as cited by Wibowo (2008) teacher is not a central focus in learning. Teaching speaking focuses on making students active and creative. Students dominate the process of learning speaking; afterwards, it is dominated by the teacher or instructor. In this case, teacher is only a facilitator and controller who create the material, method, and technique. Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard to break habits. Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity vs. quality, and neither approach is wrong so how shall we prioritize the two clearly important speaker goals of accurate (clear, articulate, grammatically and phonologically correct) language and fluent (flowing, natural) language? However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom. Break the silence and get students communicating with whatever English they can use correct or not and selectively address errors.

Brown (2000:7) as cited by Anjani (2014), states that teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn and setting the conditions for learning. Teaching is a way how to do something for getting something better than before. Here are some further detail explanations about learning definition from Brown which can be listed as followed. Now many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

After a content-based lesson, a discussion can be held for various reasons. The

students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas.

Killen, (1996:24) as cited by Made at el (2013) affirms that discussion is an orderly process of face-to-face group interaction in which people exchange ideas about an issue for the purpose of solving a problem, answering a question, enhancing their knowledge of understanding, or making a decision. Furthermore, Killen (1996:27) affirms that discussion technique is an appropriate technique for EFL teachers because it helps students to: (1) think critically about the subject and develop their skills of analysis, synthesis and evaluation, rather than just memorize facts; (2) encourage students to work together and share their ideas by talking about them publicly; (3) develop students' communications skills such as stating their ideas clearly, listening to others, or responding appropriately to others; (4) generate students' own ideas; and (5) discover new knowledge through sharing ideas in group.

3. METHODOLOGY

This research used qualitative research. According to Lincoln (2005) as cited by Vargas and Zamora (2016) qualitative research consists of a set of interpretative, material practices that make the world visible. These practices transform the world. At this level, qualitative research involves an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural setting, attempting to make sense of, or to interpret phenomena in terms of meanings people bring to them. It is interesting, because the researcher involves in the real world experience, the researcher also explores human behaviour. So, in the end the researcher would understand that world from the perspective of the people in that place, although the researcher could add the perspective from his or her own opinion. In doing this qualitative research, the researcher would finds the meaning of certain phenomenon happens in the society, in forms of their behavior when they engaged in certain activity. (Creswell, 2014:48).

The researcher used descriptive qualitative method to make the explanation truthfully, precisely, and well-organized. The researcher described how is students' influence and achievement in speaking ability by using discussion meeting technique. There are three ways in conducting this research. First, the researcher would observe the class and the students and then record them as my main data. Finally, all of the data that will be

gathered would be analyzed and described based on the problems of the research.

The research has done at SMAN 1 Bangkunat-Belimbing. The reason why the researcher did the research here is the researcher had been familiar with the teaching and learning situation here, including the problem that the students faced in learning speaking with the teacher. They still confused to find the idea of what they should speak when the teacher asked them to do that. So, the students cannot produce the good speaking product later on. The next reason is that the researcher could consult with the teacher easily when the research is ongoing. The researcher would take one class as the participant of this research.

Yin (2011:130) explains data is the smallest unit that is an effect from experiences, observation, or other situation. The data would be gathered by observing the students in the class, providing them questionnaire in the end of my observation, and then analyzing the data from the questionnaire. In the research, firstly the researcher did the observation how the teaching learning process is ongoing, especially the researcher concerned in students' effectiveness and achievement. The result of this observation would be the baseline in making the questionnaire; it would be distributed in the end of the observation. The researcher would use opened-ended question in producing the questionnaire. The purpose of giving the questionnaire to the students was to know the perspective of the effectiveness of discussion meeting technique from the students' side, and then it would be combined with the observation that has done before in making the result of this research.

After the all of the data are gathered, the researcher combined the result in forms of several paragraphs. In this research the researcher using two techniques to analyse the data they are observation and questionnaire. For the observation they are

some points that want to analyse by the researcher: Students' improvement, Students' motivation, & Students' confident. For the questionnaire, the researcher would give the students some questions based on the indicators for measuring whether or not this technique is achievement.

4. DISCUSSION
Students' Performing to Improvement Speaking Ability
For Students' Grammar, based on the observation and the questionnaire, the grammars of the students are better than before. It is showed when they performed, they could be differentiated how to use grammar correctly. It showed in the first meeting, they do not know how to use s-es: "I happy today", "My mother buy a book in the market", & "She go to the beach". In the second meeting, they have known how to use grammar s-es correctly: "I am happy today", "My mother buys a book in the market", & "She goes to the beach".

For Students' Vocabulary, based on the observation and the questionnaire, the student could be rich the vocabulary that they used. It is showed, when they performed, they used new vocabulary. They are more confidence to produce some new vocabulary such as go, happy, good, interesting, enjoy, amazing, perfect, memorized etc. The student are more creative to find and rich their vocabulary.

For Students' Fluency, based on the observation and questionnaire, the students' performed gave the significant changed of the students' fluency. In the first meeting, when the students perform they feel nervous it's caused they have long break of speaking. But in the second meeting, they more confidence to speak more and they could control they space of speaking.

For Students' Pronunciation, based on the result of observation and questionnaire, the students could spell word clearly. It showed when they performed, the students

known how to produce the pronunciation correctly. There are some words such as she, buy, confused, condition. In the first meeting, they spell the words based on how to white those words. But in the second meeting, they have to know how to spell those words correctly.

 Students' Motivation, based on the observation and questionnaire, the student has motivation to learn speaking English. It is showed when they discuss with their friends in group they are very active students. In the first meeting, the students just keep silent and they don't have passion to study. But in the second meeting, they have more active to share ideas and they are enthusiasm to study. It is also showed that motivation is supported to make students more enthusiasm in teaching learning process especially for speaking ability.

Students' Confidence, based on the observation and questionnaire, confidence also became important point to build up students' confidence. Students Without felt confidence, they will difficult to express their ideas. In the first meeting, some students feel shy and didn't have confidence to perform in front of class. But in the second meeting, they speak louder than previous meeting. It is showed when they performed in front of class, they could be comfortable and enjoy they perform. It means that confidence also gave an effect and supported to the students' speaking performing.

Based on the result of those instruments, had already achieved the target during learning English. The discussion meeting could make the student' more confidence to practice their speaking. The result of all methods showed that the discussion meeting technique could improve students' speaking ability. When they felt enjoy learning English, they could be active in learning English or gaining the speaking practice.

5. CONCLUSION

The finding of this research revealed that the role of discussion meeting technique in improving speaking ability. The researcher showed the data of all method to support the final result. From the result of the observation, the researcher saw the background of students' and the atmosphere during teaching learning process in the class. Then the final result of the measurement of the questionnaire indicated most of the students more confidence and has motivation to improve their speaking ability. The result of the questionnaire showed that discussion meeting technique gave significantly influence the students to be more active in learning English. After all of data was gaining, the researcher analyzed the data.

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