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Fakultas Keguruan dan Ilmu Pendidikan
Kampus A Universitas Bandar Lampung
Gedung Rektorat Lt.3 Jl. Z.A. Pagar Alam No. 26
Labuhan Ratu 35142, Bandar Lampung
Telp. (0721) 771331
e-mail: fkip@ubl.ac.id

Penerbit:

Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Bandar Lampung

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THE ROLE OF GROUP DISCUSSION IN IMPROVING STUDENTS' VOCABULARY AT SMA PERSADA BANDAR LAMPUNG

Dian Cahyaning Pertiwi¹, Helta Anggia²

English Education Study Program, Bandar Lampung University, Indonesia

Abstract

This research aimed to know how the role group discussion in improving students' vocabulary mastery at SMA Persada Bandar Lampung. This research was qualitative method which used triangulation method – observation, questionnaire, and interview. The researcher also gave activity for students to strengthen the result of triangulation data. This subject of research was consisted of 24 students of X.2 at SMA Persada Bandar Lampung.

The result showed that the highest percentage 62.5% strongly agree was about 'active participant' as indicator which made improvement for students' vocabulary. Students felt active while they were having group discussion. On the other hand, the result also showed the students' social skill development in during group discussion. Some students said they could share their opinion with their friends. It meant that the role of group discussion could give influence to students' vocabulary in learning English at SMA Persada Bandar Lampung. In conclusion, the role of group discussion was very helpful in learning.

Keywords: group discussion, vocabulary.

1. INTRODUCTION

Language is an important part of human life. By using language, people can communicate and interact with other. People also use language to get information, knowledge, and culture. There are many languages in the world. Especially English, it has become the most important language in the world. Almost all people from different countries in the world use English as a language to communicate with other people. In teaching and learning a language, there are four aspects that support four language skills such as grammar, vocabulary, spelling and pronunciation.

Vocabulary generally means knowledge of word and meaning of word. Kamil&Hilbert (2005:3) said "Vocabulary is that set of words for which an individual can assign meanings when listening or reading." Vocabulary is a very important factor that can help students in listening and reading. Murcia (2001) said that some students claim that their primary problem in acquiring English is because lack

vocabulary. Vocabulary is one of the important elements that should be mastered by student in learning English. Mastering vocabulary is required to make students easier to comprehend the texts or speaking in English. In other word, lack of vocabulary in learning English will make the students difficult in comprehending the text.

Vocabulary can also help the students to have good listening, speaking, reading and writing skills. The students who have enough vocabulary will not get difficulties to understand the meaning of words so that they are easier to know the meaning of the text. Thornbury (2002:13) states, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". From the statement above, the researcher realizes the importance of vocabulary. Mastering vocabulary does not mean that the learners only memorize an amount of words, but also understand meaning of words and how they are constructed and use in language. Mastering vocabulary in large amount will make the

students able to use vocabulary in their communication.

Therefore, the English teacher should choose and use the unique method or technique to teach English effectively and try to make the condition in teaching learning process more conducive in order to fulfill target stated. Wilkins (1983) states those teachers have to find out any technique that is relevant to student interest in order to get better result of the students' score. In learning and teaching English, the teacher becomes a motivator for her or his students and helps the students in improving language skills. An English teacher should be able to select an interesting technique or game to make students more interesting in learning vocabulary. From the case above, the researcher decided to use the group discussion to help the students to improve their vocabulary mastery.

2. LITERATURE REVIEW

Some concepts that related to improve students' vocabulary mastery through discussion at SMA Persada. The concept of teaching English as a foreign language describes about how teacher decides appropriate technique in teaching English. The concept of vocabulary tells about the important tool in learning English. The concept of teaching vocabulary discusses about the way that teacher uses in teaching. The concept of group discussion tells about the role of group discussion to make students mastery in vocabulary.

The Concept of Teaching English as a Foreign Language

Learning English is very important especially English. It is one of the languages that are used to or as an instrumental in order to get science and technology. Teaching English as foreign language is the symbolic system used to communicate one person to another person in learning English as a foreign language. It is very difficult because it has different

characteristic from our mother tongue. Although students have studied it for a long time but their English are still low not only in speaking also in writing. Many students think that English is one of difficult subjects at the school. So, in teaching English, the teacher must have criteria, like good English knowledge teaching skill, qualities person, professionals and has some interesting teaching techniques in order that the students interested to learn and understand the knowledge of English. Brown (2000) "Teaching is guiding and facilitating learning, enabling the learner, to learn, setting the condition for learning." It means teacher does not only teach students but also become as a facilitator.

Since English is as foreign language, there are some students who wanted to learn this language, and the aim of teaching English is to provide the students with the skills to use English. Burner in Cameron (2001) states "in foreign language teaching, there is an onus on the teacher to provide exposure to the language and provide opportunities for learning through classroom active, many advantages are claimed for stating to learn a foreign language."

The Concept of Vocabulary

Richards and Renandya (2002:225) states that vocabulary is a core component of language proficiency and provides much of the basis of how well learners speak, listen, and write. Based on the theory above it is very clear that vocabulary is very need in learning language. The students should mastery adequate vocabulary that covers their need for communication in real communication.

Dealing with the ideas above the writer assumes that word of vocabulary are entirely important for human in order they can express their minds, make sentences, interact and also catch the meaning of the content.

As Thornbury (2002) states, "The most important thing in teaching vocabulary is

to choose the appropriate method or strategy". From the definition above, it seems that the teacher has to think and select different a good method to motivate their students interest to the lesson. Vocabulary is the important aspect in learning any languages. Vocabulary is the knowledge of word and word meaning.

Based on the statement above the writer assumes that by having adequate vocabulary mystery the students can improve knowledge of words and the role of teacher is very important to guide the students to learn new vocabularies. The teacher must know vocabulary that would be presented relating to the teaching learning process.

The Concept of Teaching Vocabulary

However vocabulary has not always been very responsive to such problem a teacher has not full recognized the tremendous communicative advantage in developing and extensive vocabulary. In other word most of teachers do not pay attention much in developing teaching vocabulary, they teach for grammar, reading, speaking, listening and writing.

Teaching vocabulary can start from elementary school or kindergarten when the students still in optimum grow up. When they gain vocabulary from early education, they can not face the problem in higher education. Nation (2005) "The main problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time." In Indonesia, teaching vocabulary has not done optimally yet, it can be seen that the average students face difficulties in speaking. For example, when students join a speech competition, they often stop speaking because they have limited vocabulary.

Thornbury (2002:13) states that "If you spend most of your time studying grammar, your English will not improve very much. You see most improvement if you learn more words and expression. You

can say very little with grammar, but you can say almost anything with words." It means that you will see most improvement if you learn word and express the word. Vocabulary is one of the components of language and that language exists without words. Teaching vocabulary should not interrupt the whole lesson. Furthermore Nunan (2003), states that one of the difficulties in planning the vocabulary components of a course is making sure that it does not overwhelm other essential parts of the course.

The Concept of Group Discussion

Group discussion is an activity that is created for helping students to discuss and argue about the certain topic. The purpose of this activity is to make students interact with each other. It helps students to express about their ideas. Wright and Lawson (2005) said, "Group discussion helped students feel that the class was smaller and encourage them to come to class more often." It means that this activity is able to make students more invested in the course. It is strengthen by Westwood (2008) stated, "Working in group is not only increases students' active participation. It also encourages socialskill development, enchances communication and increases independence."

Group discussion is one type discussion method Sudrajat (2010). Most of discussion theories are similar with group discussion in the number of students who applied this method. However, this method also has some disadvantages that maybe can disturb teacher's process in the process of teaching and learning. As stated by Sravani (2016) in wisestep.com, there are some problems in implementing group discussion. First is about the participation. It has possible belief that in a group only some of the members worked very hard while others don't. It can be a major issue among the members of that group, and it can distract the harmony of the teaching-learning process if they have a fight in the class. Everyone has their own ego, and

they will defend something that they feel right. Last, when they felt bored in endless discussion, they can loaf around. When other members are discussing about the group, other members are talking about other discussion such as gossiping.

Pre-Understanding

From some theories above, group discussion is one of ways that teacher can do to help students in improving their vocabulary. Vocabulary is very important for every individual in doing any activity. Based on some theories that related to group discussion, group discussion can control students and also make students active in learning process. It is not only improve students' activeness but also increasing students' social development, communication and increasing students' independent. The researcher will do triangulation in the data collection – observation, questionnaire and interview in hoping to be able to know group discussion can give influence students' vocabulary.

3. METHODOLOGY

This is was a qualitative research. In the case of thesis, the researcher was more interested in describing students' activities in the classroom. In doing the research, there were 3 instruments; the first instrument was held in classroom by observing the students while they had teaching learning process. The second instrument was questionnaire consisting of 8 questions to know how group discussion improved their vocabulary. The third instrument was conducting interview.

Population and Samping

The researcher took the students of SMA Persada Bandar Lampung as population in this research. X2 class was chosen as sample of this research. The research chose this school as a place to do this research because this school was near from the researcher's place.

Data Collection Technique

The data collection technique in this research was done through observation, questionnaire, and interview to find out the role of Group Discussion in improving students' vocabulary. There are 5 point in the questionnaire using Likert Scale from 1 (totally disagree) -5 (total agree).

The results of both techniquest were strengthened by the interview, the researcher took 5 students as the example to carry out the interview.

Research Instruments

As has been mentioned, the researcher used triangulation in collecting data. The guideline of observation, questionnaire and interview used Westwood (2008). The target of the observation was based on the indicators. The indicators used in the observation were about active participant, socialskill development, communication and increasing independence. The result of the observation showed the students' background in the class. The result of questionnaire adapted from Westwood (2008) which was developed the questionnaire based on some indicators referring to Westwood theories. The last result was from interview. She took 5 students as example of the whole class which she used open-ended answers in each question of the interview. The result of the interview was used to strengthen the result of the observation and questionnaire. In intention the researcher also collected data of students' vocabulary during the learning process.

4. DISCUSSION

This was a qualitative research using triangulation methof. The first data was collected through observation, the second was through wuestionnaire, and the third was through interview. The research also gave group discussion activity as the real strengthen in this research. From the results of the observation the researcher saw students were active and discipline, they were also very enthosuasm in

delivering opinion and had group discussion.

On the other hand, during group discussion some students involved in group but the other did not. The researcher also saw some students were not active in discussing the topic.

Improving students vocabulary through Group Discussion

The highest percentage of the questionnaire was from active participant and social skill development (62,5%). From the result, it was shown that most of the students can improve their vocabulary through group discussion. Based on the students' answers, most of the students had already achieved the target during learning English. The group discussion could make the students' more confident in delivering their opinion. The result of all method showed that the group discussion could improve students' vocabulary. When they feel enjoy learning English, they could be active.

5. RESULT

Result of Observation

The observation was done by the researcher one time in X.2 of SMA Persada Bandar Lampung. The observation was to know the situations of students in the classroom when they had English class. She also took a note while having observation. Based on the observation, it is shown that students were very active and discipline. If the teacher was explaining the lesson, students gave full attention to teacher's explanation.

In this class, the researcher saw that students very open to other students. They just kept silent when their friends tried to tell about the meaning of vocabulary. They also accepted their friends' opinion and they used the vocabulary in class activity.

The Result of Questionnaire

The researcher prepared 24 questionnaire sheets which were given to 24 students.

Each sheet consisted of 8 questions that were based on the indicators.

The indicators were based on Westwood (2008). Questions number 1 to 3 were about "active participant", questions number 4 and 5 were about "social skill development", question number 6 was about "enhanced communication", and question number 7 and 8 were about "increased independence". The highest result of questionnaire was showed in the first question (62,5% strongly agree). The result of highest indicator – active student – was supported by the result of observation. The second highest percentage of the questionnaire was pointed out in number 4 (62,5% agree) (social skill development).

The Result of Interview

The interview was dialogue by the writer in order to get some data to support the result of questionnaire. She used some prepared questions to know the students' opinion about group discussion. She made a guideline before asking the students. The questions were based on the indicator of Westwood Theories. The following points were related to the students' expected answers in the interview :

1. Students' opinion about English and the importance in learning English.
2. Students' opinion about group discussion.
3. Students' feeling about their activeness in learning English by using group discussion.
4. Students' feeling in delivering their opinion.
5. Students' confidence in delivering opinion.
6. Students' feeling when they have interaction to their friend.
7. Group discussion influence students in delivering their opinion.
8. The role of group discussion in improving students' vocabulary.

6. CONCLUSION

The finding of this research revealed that the role of group discussion in improving students' vocabulary. The research showed the data of all methods to support the final result. From the result of observation, the researcher saw the background of students' and the atmosphere during teaching learning process in the class. The final result of the measurement of the questionnaire indicated most of the students had active and high social skill development. The data was also supported by qualitative data from the interview. The result showed that group discussion gave significantly influenced the students to be more active in learning English

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