

**IMPROVING THE STUDENT'S ENGLISH SPEAKING SKILLS
USING DISCUSSION METHOD AT CLASS X OF
SMA N 1 KALITIDU**

¹⁾ Language and Art Education, ikip pgri Bojonegoro, (Sefani Kensasi)

Email : sefanikensasi421@gmail.com

²⁾ Language and Art Education, ikip pgri Bojonegoro, (chyntia Heru Woro Prastiwi)

Email : chyntia_heru@ikipgribojonegoro.ac.id

³⁾ Language and Art Education, ikip pgri Bojonegoro, (Oktha Ika Rahmawati)

Email : oktha_ika@ikipgribojonegoro.ac.id

Abstrac

Keywords : speaking skills, Discussion method

This study aimed to determine the increase conversational skills trough discussion method. In class X SMA N 1 Kalitidu, which include (1) a descriptions of the involvement off all students actively in group discussion through the implementation of discussion, (2) a descriptions of how to cope with students who have difficulty in expressing opinions. English learning not also no longer prioritizes absorption through the attainment of information processing, for that activity students needs to be improved.

The purpose of this research is to improve the speaking ability, which includes Students self confidence and communication using English the srategy used in teaching, this study uses a classroom action research design. The research was carried out at SMA N 1 Kalitidu class X with using classroom action research the author took 35 students as research subject. To find out these result, this study obtained informations from of post test and pre test

Abstrak

Kata Kunci : Kemampuan Berbicara , Metode Diskusi

Penelitian ini bertujuan untuk mengetahui peningkatkan keterampilan berbicara melalui metode diskusi pada kelas X SMA N 1 Kalitidu.(1. Gambaran seluruh siswa secara aktif dalam diskusi) (2. Tentang cara mengatasi siswa yang mengalami kesulitan dalam berbicara bahasa inggris untuk meningkatkan kemampuan bicara Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan bicara dan komunikasi menggunakan bahasa inggris) penelitian ini dilaksanakan di SMA N 1 Kalitidu kelas X menggunakan penelitian tindakan kelas. Penulis mengambil 35 siswa

sebagai subjek penelitian untuk mengetahui hasil penelitian mendapat informasi dari siswa dengan menjawab soal post test dan pre test

Background of the Study

English language is important for our lives in fact, it is the second most spoken language in the world. The use of English language more widely, the speaking ability to speak and to write English properly has become skills in professional world. As a professional teacher in teaching language learning, especially teaching English. English methodology for greater effectiveness in students' English mastery, design and implement materials, tests, and practices. Teacher is responsible to educate students from little or no knowledge to speaking adequate English environment. Most of the teaching before the last few decades, found the teacher tend to carry out the teaching process in the classroom by applying traditions and the monolingual principle of unsatisfactory teaching methods. This shows that teacher enrichment in the right way teaching atmosphere, that's why in teaching English as a second language by applying the new and the modified, mode so that the results of the teaching process can make a greater contribution input to achieve satisfactory learning outcomes. The whole world recently, where people encourage English as their target language or second language based on. At the core, all students are required to discuss and interact and communicate in groups. According to Maryam Bahadorvar (2014) speaking skills is one of the skills that have to be mastered by students in learning English. Speaking skills is an essential tool for communicating.

In the classroom, improving the speaking abilities of students has always been a concern. In the fast developing 21st century various innovative technologies are being introduced to teach speaking skills in the classroom. Students experience many difficulties in learning speaking. according to Swari, Utami (2014) the difficulties of students in learning speaking are the lack of English in students, students low interest in speaking English, students habits in learning speaking, students problem in learning speaking and topics, students preferred from. According to Mandarani (2016) in his

Research methods

Techniques and Instrument of Data Collection

The data of this research was obtained through several techniques, such as observation, and test.

The instrument used in this research study were in the forms of observation sheets, and speaking.

The procedure of data collection techniques are presented below.

1. Observation

To gather the information about teaching and learning process, the research conducted classroom observation, observation sheet and checklist were to collect data, the research team put mark on the activities which had been done. the technique was conducted in reconnaissance and also during the action and observation steps of the research.

2. Test

Speaking test were also done to obtain the information about the students speaking skills before and after the implementation of pictures in the teaching and process of speaking. the test were done twice, in the forms of post test, the research used speaking rubric to collect the scores of the students speaking performance

Data source in SMA N 1 Kalitidu

1. Result and discussion

Report of cycle 1

a. Planning

The researcher planned to conduct the first cycle in four meetings, the plan of cycle are presented as follows :

Using discussion teaching and learning process of speaking, discussion method are a variety of forums for open ended, collaborative exchange of ideas among a teacher and students. The fields problem to solve most students were less confident to speak because they were afraid of making mistake, not only having difficulties in expressing ideas they also often mispronounced some English word, they lacked vocabulary mastery besides their grammar competencies were also poor, therefore, they preferred to be silent and did not fully in the activities.

The first action was using pictures in the teaching and learning process as a the main media. It was aimed to stimulate students, interest, to improve their motivation

and to engage their attentions in the teaching and learning process the picture were expected to enrich the students vocabulary mastery as well, as there many items in the picture which could be explore by the students.

b. Action and observation

The actions were conducted two times on april, the research team shared some duties during the cycle, the research implemented the actions, while the english teacher and the observed and teaching and learning process, the completed descriptions of cycle 1 is prenseted as follow.

- 1) First meeting was started with building students knowledge about the today materials though having discussion. Firstly the students were to have a conversation between vive people talking about their past activities this was aimed at leading the students to the topic picture.

After that, researcher presented some pictures about the text model, these pictures caught students attentions, the students were introducted with a simple picture, picture sequence activity, In this task they were asked to simply sequence the picture, before they did task, the class discussed the picture one by one, below described the implementation of the picture. Each group come to the front, after that, each group asked group to retell the story of each of the picture that had been given when finds it difficult

- 2) Second Meeting

Member about recount text and speaking, another example of an oral dialogue discussion for the next meter. afther that they discussed the text and learned some new vocabulary.

For this material, there are still some students who have difficulty in speaking, so this material will be repeacted in the next cicle.

My vacation in Bali

When I was 3nd grade of junior school, my friends and I trip to bali for vacation, we were there for vife days, we got many precious experience during the vacation.

3) Third Meeting

She reread the discussion on the previous materials she also introduced the other expressions commonly used to start the monolog such as, I want to tell story, I want to tell you about my holiday, next they recalled about the language features of recount

c. Reflections

As the plans had been implemented in the actions in the first cycle the researcher it was to reflect to the actions based on the observation, interviews, filled by the students after the end cycle 1, as mentioned in chapter 3, this was to fulfill the validity of the research. the reflection was addressed to be an evaluation of the first cycle, besides it was used for planning the next actions of the next cycle, having discussion the research team

found some strengths and weakness in the result of cycle 1.

Table 1 types of data, instrument and data collection of the research

Data	Instruments	Collection data	Usage
Test	speaking	Test	

Discussion

The procedure speaking of Applying Discussion Method

Speaking is one of the four language skills which learners must acquire in order their competence in the use of English language. However students consider it as one of the most difficult skills for it requires the applications of the knowledge of the other skills. There are many reasons why speaking as difficult such as students limited vocabulary and grammar mastery, among these factors the teaching strategy was considered the most urgent problem since teaching speaking.

Conclusions

This research was conducted at the grade X of SMAN KALITIDU , it was carried out from april to may 2022. The objective of this research study was to improve the students speaking skills through the use of pictures, based on the result and discussion in the previous chapter , it can be concluded that the implementation of picture of speaking is believed to be effective to improve the students speaking skills. The result of this research revealed the improvements contributed by the implementation of the picture in

the teaching and learning process of speaking in grade X of SMAN KALITIDU , first picture were believed to be effective to improve the students, motivation . they were able to engage the students atten

The results of the study indicate that the use of the discussion method is able to improve students' speaking skills which include pictures to explore ideas, to organize their ideas, to use the right words in speaking, by using correct grammar, and using pronunciation right. Improving students' speaking skills is also supported with test scores. The mean values of the pre-test were 68.70, and 75 .increases to 78.80 and .85 in the final post-test. He ,proves that the use of the discussion method in teaching speaking can improve students' speaking skills..

References

- Anggraini, Septia Nur. (2012). Otimizing the Use of YouTube video to Improve Students' Competence In. Thesis. English epartent Teacher Training and Education Faculty Sebelas Maret University. Surakarta.
- Arikunto, Suharsimi. (2010). Prosedur Penelitian suatu Pendekatan Praktek. Jakarta: Rineka Cipta.
- Boarman, C A. (2002). Writing to Communicative. New York.
- Brown, H Douglas. (2001). Teaching by Principle an Interactive Approach to Languages Pedagogy. New York: Longman Inc.
- Burns, Anne. (2010). Doing Action Research in English Language Teaching. New York: Routlage.
- Cooper, Robin; Robert, S Kaplan;. (2002). The Design of Cost Management System: Text, Caes and Readings. Newjersey: Prentice Hall International.
- Hall, D. (2011). Debate: Innovative Teaching To Enchance Critical Thinking And Communication Skills In Healthcare. Internet Journal Of Allied Health Sciences And Practice. Vol 9 No. 3.
<https://nsuworks.nova.edu/ijahsp/vol9/iss3/7/>. Diakses pada tanggal 17 Agustus 2019.
- Harmer, Jeremy. (2007). The Practice of English Languages Teaching. Malaysia: Logman
- Kemmis, S; Mc, Taggart R;. (1988). The Action Research Planner. Victoria: Deakin University Press.

tions and interest during the teaching and learning process of speaking