

CHAPTER IV

RESULT OF THE RESEARCH

In this chapter, the researcher presents research findings and discussion. It reports the result of the data collection. Detailed description of the result from this study is presented.

A. Data Description

The researcher used this case study at the first grade of senior high school at MA Al-Khairiyah Pabuaran Cilegon and the researcher used qualitative method. On the field research, the researcher collect the data from the observation and interview. On the method of the research, the time and location of the observation begins on 15th of August 2019 at the first grade of MA Al-Khairiyah Pabuaran Cilegon.

In this section, the researcher showed result about data revealed in the research. It is to answer the problems mentioned earlier in chapter one, those are how is Small

Group Discussion applied in learning Speaking, how is the students respond in speaking using Small Group Discussion, and what is difficulties faced by students in learning Speaking.

B. Research Finding

1. Observation

Table 4.1

NO	Aspects of Observation	Criteria and Score					
		Poor	Not Bad	Enough	Good	Excellent	Total
		1	2	3	4	5	
1.	Student's interaction	7	5	3	0	0	15
2.	Student's effort to speak English	8	4	3	0	0	15
3.	Bravely speak English	7	3	3	2	0	15
4.	Nervous	6	5	3	1	0	15
5.	Pronunciation	9	3	3	0	0	15
6.	Grammar	8	5	2	5	0	15
7.	Intonation	7	3	3	3	0	15
8.	Fluency	8	5	2	0	0	15

From the table above that students' has a very low ability to speak. Before start to study, the teacher

prepared the learning resources method and technique of learning, learning instruments and media. And then, the teacher said that students' who are discussing have to actively speak for presentation. But, students' who have low ability to speak do not pay attention to what the teacher explains. Only a few students' pay attention.

2. The Data of Interview

The interview is done to know opinion about speaking English skill in small group discussion and to know the students responses.

- a) Question One "***Do you feel enjoy in this small group discussion?***" there are 9 students answer enjoy and happy. So that researcher thought the students feel enjoy and comfortable when discussion and sharing with friends.
- b) Question Two "***Please tell me something about how you have felt during the English activities?***" there are

9 students answer that they feel so happy because learning groups like this make their easy to understand and don't feel bored. So that researcher thought the students prefer learning in groups rather than the usual teacher who always explain.

- c) Question Three “*Do you think English is a difficult language to learn?*” there 2 students answer easy to learn English language for material. And then 7 students answer that English language so difficult to learn, as for talking and translating. But if learned everyday maybe it will feel easy and understand. So that researcher thought the students difficult to learn English when speaking and translating a sentence.
- d) Question Four “*Do you have any idea of how to study English in class students not feel stressed?*” there 5 students answer have idea when study English, they talk learn English is serious but relaxed and before study teacher give like ice breaking. And 4 students answer that they not have idea to study English. So

that researcher thought the students prefer when the teacher explains not monotonous and gives a reward for students who can answer questions from the teacher.

- e) Question Five “*Have your teacher played role in your feelings, either good or bad about your class?*” there 5 students answer good about their class. And 4 students answer I don’t know, because some of them know respect teacher with their class.

C. Discussion

After long observation, and deep interview. Here, there will be discussed about Applied Small Group Discussion in Learning Speaking, students respond in Speaking, and difficulties faced by students in learning Speaking.

1. The Application of Small Group Discussion in Speaking

Before the writer does the research at MA Al-Khairiyah Pabuaran, the writer do an observation to see the students’ learning activity in the class, especially in

the speaking skills. The observation does at the first meeting that the writer present in the class to know the students in speaking. So, the researcher conducted the observation:

a. Preparation

On the first occasion of the observation that has been done by the writer on Thursday, 15 August 2019, it was seen that the teacher has arranged and designed the planning and objective of learning well. It is supposed that the purpose of teaching learning process in the class can be guided more, so the maximal of learning result can be reached. Besides, the teacher has prepared the learning resources method and technique of learning, learning instruments and media. Which will be used to support teaching learning process.

b. Presentation

The teacher control students' readiness to make the condition more comfortable in teaching and learning.

First, the teacher try to evaluate the last lesson that have been studied by asking the students' one by one. After that, the teacher continued to give a new material for the students'. The teacher divide the group into 3 parts. And then the teacher gives material that has been determined according to RPP. After that, the teacher gives students' the opportunity for looking books in the library.

The teacher said that students' who are discussing have to actively speak, and several steps must be taken when conducting small group discussion : a. Introduction, b. Directing the Discussion, and c. Summarizing the Discussion. Judy Mckimm says that small group teaching provides opportunities for learning that are difficult to establish in large group settings, although it can be more demanding of staff, space and time. Small group teaching pays attention to group processes as well as to achievement of tasks".¹ So, the teacher must make students' brave and confident when speak English in

¹ Judy Mckimm, *Small Group Teaching* British Journal (London, 2009) Vol.7 No.11. p. 654

classroom. Even though there are some students' who are still not confident when speak English.

c. Evaluation

Evaluation is the important step, which can not be separated from the teaching learning process. By the evaluation process, the teacher can measure how far the success of his teaching by looking how far his students are able to master the material that has been taught. The evaluation refers to the evaluation rubric; which the teacher has made refers to the scale of evaluation in order to minimize the subjectivity. The scale include; accuracy, fluency, vocabulary, pronunciation and understanding. The teacher said with a group discussion the students' can find out their friends to discuss about material so they could make conversations with each others. In the last activities, the teacher gave the students' a directive and motivation to develop students' interested in learning English.

2. The Students Respond in Speaking

This part, covers the characteristics of student's speaking of SGD which is identified from many aspects: (1). Readiness to speak English, (2). Self-confidence, (3). Speaking itself. Result observation the students respond in Speaking that has been done by the researcher.

Table 4.2
All of student's activity

NO	Aspects of Observation	Ideal Score	Average of Score Result	Percentage	Categories
Readiness Students to speak English					
1.	Student's interaction	5	1.73	34.6	Bad
2.	Student's effort to speak English	5	1.67	33.4	Bad
Self Confidence					
1.	Speak bravely	5	1.73	34.6	Bad
2.	Nervous	5	1.6	3.2	Bad
Speaking					
1.	Pronunciation	5	1.47	2.94	Bad
2.	Grammar	5	1.6	3.2	Bad
3.	Intonation	5	1.47	2.94	Bad
4.	Fluency	5	1.53	30.6	Bad

The observation can also be seen in Appendix 1. And the table 4.1 showed students' activity in Speaking, can be explained as below :

a. Students Readiness

1. Student's interaction 5 students out of 15 have a good speak English with the percentage 34.6% even their vocabulary and pronunciation is lack but they tried to speak up what they should to discuss in a classroom. When the start to discuss and interaction to ask-question they mix language Indonesian and English, because they dont know vocabulary they want to convey.
2. Student's effort to speak English it proven from their interactions and efforts to speak English is bad. Even bad but students tried to discuss speak English although they not unusual speak English, but I see some of them have a quite and bad effort to learn speak English in front of their friends even ridiculed because what is said not clear. According

to Brown Hughes stated interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationships.²

b. Self Confidence

In students Self Confidence results show approximately 5 students with percentage 34.6 % students have bad self confidence in speaking bravely and 3.2% in speaking nervous. Some of them can speak English confidently, and don't brave to speak English in front of their friends because they feel nervous. As the researcher explained in discussion which showed the students effort to interaction is bad and some of them seem so nervous when their speak in the class.

c. Speaking

² H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco State University, 2004), p.141-142

In this aspect, students Speaking results like Pronunciation, Grammar, Intonation and Fluency. In the table of data they have so low to pronunciation approximately 4 students with percentage 2.94%, grammar 7 students with percentage 3.2%, intonation 4 students with percentage 2.94% and the last fluency 5 students with percentage 30.6% when they do speaking. Then in this aspect showed the most of students have a low in speaking. Rebecca Hughes says that speaking is the most difficult language skill to assess reliably. A person's speaking ability is usually judged during a face to face interaction, in real time, between an interlocutor and a candidate.³

And the table shown the result of observation that the researcher found the students have bad speaking in communication willingness, it seems from their interactions and their efforts to speak English is low. And in confidence aspect they have several skill, some of them

³ Rebecca Hughes, *Teaching and Researching Speaking* (Great Britain: Pearson Education, 2011), p. 92

have quite confidence and some of them have low confidence it shown when they do speaking. Furthermore, the students have bad in speaking skill caused by high anxiety which they have so low self-controlling and calmness when they do speaking.

When the students give a question do you feel enjoy in this learning? Their answer enjoy and very happy, because with learn this group they can know about new vocabulary. And they can sharing with friends about that material.

3. Difficulties in Learning Speaking

The data were gathered through structured interview with the group participants who considered to be difficulties in speaking English class.

A. Do you think English is a difficult language to learn?"

The students answer that English language so difficult to learn, as for speaking and translating. But if learned everyday maybe it will feel easy and understand. So, any two difficulties in learning Speaking. As follow :

1. Speaking, when I asked why? The participants respond that they feel afraid when do not understand what teacher said. Again, they also speak fear of being ridicule by peers so they became afraid to speak English in front of the class. They thought that they feel afraid and anxious because only has limited vocabulary and grammar knowledge. They also felt that other students are better than them. They believed that in order to understand what being said in English they must understand every word. They preferred to wait for the teachers, just followed, and did whatever the teacher told them to do. According to Brown Hughes stated Speaking is productive skill

that can be directly and empirically observed, those observations are invariably color by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test.⁴

2. Translating, why translating so difficult in learning Speaking? They give reason to me, because they has limited by vocabulary and grammar to find out the meaning of each word. And some of them when learn English never carry a dictionary so they never know what the meaning of the sentence.

So the main problem belong to the students is low anxiety. Referring to results above the researcher took a theory stated by Sari Luoma Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well.

⁴ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco State University, 2004),p. 141-142

Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose.⁵ Besides that the students also have to be able to transmit information before an audience, such as classroom presentations, public announcement and speeches which are usually done in the classroom activities as it is the function of speaking as performance.

The transcript interview can also be seen in Appendix 2.

B. Process Small Group Discussion in Learning Speaking.

1. Introduction

⁵ Sari Luoma, *Assessing Speaking* Cambridge Language Assessment Series, Cambridge University Press, 2004.

In introduction students should be given to the participants for the beginning of the discussion, but the students not given participants for the beginning. Next, the purpose. Presenter should be explain what the explain the groups. And then, relationship. The presenter must explain how this information what will be learned in the future. The last, advanced organizer. It's some sort of attention grabber that attracts participants interest. So, the students in a groups must know how to start a discussion. Some of groups can be explain the introduction in groups. Because the students have a low knowledge vocabulary to speak English for explain an introduction from their groups.

2. Directing the Discussion

In the part a discussion for ask a questions about the topic. The presenter should try to keep control of the discussion yet not it dominate, in

the directing very difficult to students ask questions about that material. Just one a group ask questions to them, because they not understand what their explain to review this material. But the some of them when a groups explain about material, friends play and talk. So, can be concluded that the students less in vocabulary when speak English, always joking when learn, and material described friends not understand.

3. Summarizing the Discussion

The presenter should summarize to make sure the participants understand what has been discussion, conclusion should be chalkboard so all can see them. Every groups can given conclusion about materials, but all the students in a school not given conclusion. They give reason to me, that their difficult to speak English because they not bring dictionary. Just some of them bring a dictionary, but to given a conclusion is nothing.

Conditions of the class many students lazy to learn English, with the reason is difficult to understand. Every learning they not a bring dictionary, so that they are difficult to translate the sentence.