

**USING DISCUSSION TECHNIQUE TO IMPROVE STUDENTS'  
SPEAKING SKILL IN ENGLISH**  
(pre-Experimental Research at The Eleventh Grade of SMAN 2 Camba)



**A THESIS**

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**By:**

**FITRAH AZIZAH**  
**10535564613**

**ENGLISH EDUCATION DEPARTEMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MAKASSAR MUHAMMADIYAH UNIVERSITY**

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Skripsi atas nama **FITRAH AZIZAH**, NIM **10535 5646 13** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **212 Tahun 1440 H/2018 M**, tanggal **11 Rabiul Awal 1440 H/19 November 2018 M**, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Kamis tanggal **22 November 2018**.

Makassar, 14 Rabiul Awal 1440 H  
22 November 2018 M

**Panitia Ujian :**

1. Pengawas Umum : **Dr. H. Abdul Rahman Rahim, S.E., M.M.**
2. Ketua : **Erwin Akib, M.Pd., Ph.D.**
3. Sekretaris : **Dr. Baharullah, M.Pd.**
4. Dosen Penguji : 1. **Sulfasyah, S.Pd., M.A., Ph.D.**  
2. **Dra. Radiah Hamid, M.Pd.**  
3. **Maharida, S.Pd., M.Pd.**  
4. **Dr. Saiful, M.Pd.**

*Jamil*  
(.....)  
(.....)  
(.....)  
(.....)  
(.....)  
(.....)

Disahkan Oleh :  
Dekan FKIP Universitas Muhammadiyah Makassar

  
**Erwin Akib, M.Pd., Ph.D.**  
NBM : 860 934





بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : **Using Discussion Technique to Improve Students' Speaking Skill in English (Pre-Experimental Research at the Eleventh Grade of SMAN 2 Camba)**

Name : **FITRAH AZIZAH**

Reg. Number : 10535 5646 13

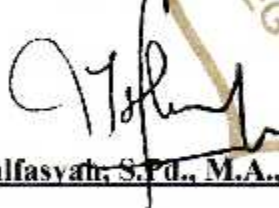
Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, November 2018

Approved by:

Consultant I

  
Sulfasyah, S.Pd., M.A., Ph.D.

Consultant II

  
Maharida, S.Pd., M.Pd.

Dean of FKIP  
Makassar Muhammadiyah University

  
Erwin Akib, M.Pd., Ph.D.  
NBM: 860 934

Head of English  
Education Department

  
Ummi Khaerati Syam, S.Pd., M.Pd.  
NBM : 977 807

## ***Motto***

**“Don’t pull a long face although you have a stack  
problem.**

**You have to try to put a good face on something.**

**Having bravery in facing a phase of life will make you  
elder”**

## ABSTRACT

**FitrahAzizah, 2018. *Using Discussion Technique to Improve Students' Speaking Skill in English at the Eleventh Grade of SMAN 2 Camba-Maros (Pre-Experimental Research)*** under the thesis of English Education Department the Faculty of Teachers Training and Education, Muhammadiyah University of Makassar (supervised by **Sulfasyah** and **Maharida**).

This study aims to determine the improvement of speaking skill of students by using discussion technique that focuses on the level of understanding in terms of in English improves students' fluency and accuracy at the Eleventh Grade of SMAN 2 Camba-Maros.

The researchers used Pre-experimental Methods with one pretest-posttest design group, and collected data by providing pre-test and post-test. The sample of the research is the students of Class XI Exact SMAN Camba-Maros consisting of 27 students. Samples were taken using purposive sampling technique. The results showed that students of class XI Exact SMAN Camba-Maros have sufficient score in pre-test. After treatment, speaking skill increases significantly.

The result of data analysis showed that the means score of post-test was higher than the mean score of pre-test in term of fluency ( $5.9 > 4.43$ ) and in term of accuracy ( $6.0 > 4.76$ ). After analyzing the data by using of t-test value in fluency (15) and the result of t-test value in accuracy (9.29) were greater than t-table value (2.05553). This indicated that alternative hypothesis (H1) was accepted and null hypothesis (H0) was rejected. It means that there was significantly differently different of the students' achievement before and after giving treatment by Discussion Technique at the Eleventh Grade of SMAN 2 Camba-Maros.

**Keyword: Discussion Technique, Speaking, Fluency, Accuracy.**

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*BILLAHl Fii Sabilil Haq Fastabiqul Khaerat*

Makassar, 2018

Fitrah Azizah

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# CHAPTER I

## INTRODUCTION

### **A. Background**

English is a foreign language in Indonesia. The objective of teaching English in Indonesia is to enable the students to communicate in English each other and the objective of teaching English is to develop English communicative skills both receptive and productive. English as one of the international languages plays an important role in the international communication. English is used as a tool for international communication in many fields such as transportation, commerce, banking, tourism, technology, diplomacy, and scientific research (Brown, 2001). Based on the importance of English as a tool in the development of the country, both for international relations and scientific-technological advancement, English was chosen by policy makers in Indonesia as a foreign language to be taught in school nationwide.

Therefore, speaking is one of crucial skill that must be thought in school especially in senior high school. However, this is not running as well as expected so far. In which getting students to speak in class sometimes can be extremely easy but another times it is not easy to get them going. The fact that speaking is one of the important language skills that must be taught in senior high school is uncountable.

According to Brown (1990:8) There are four skills that should be mastered in learning English: Speaking, reading, listening, and writing. One of the skills is speaking. Speaking is an important competence that should be mastered by students when they learn language. The ability of speaking can measure the success of learning language. Speaking skill should be taught and practiced in the language classroom. In reality, in human daily life people mostly write more than they speak, yet many English teachers still spend most of the class time on reading and writing practice and many teachers only focused on teaching grammar than teaching communication.

Therefore, most of students get difficulties when the teacher asks them to practice their speaking skill. Most of them prefer to keep silent than to speak up and they are reluctant to speak because they are shy and are not predisposed to express themselves, even though in front of their friends especially when they are being asked to give personal information or their opinions. Moreover, to solve those difficulties, some strategies could be implemented in the classroom. Consequently, the teacher should be able to understand and implement the strategy. If the teacher cannot carry out the strategies, students find it easily to get bored and do not have attention to the teacher. To get students accustomed in doing activities teacher have to give them series kinds of activities.

Speaking is important for some reason. First, it helps students' to be active learners because they have something to speak. Second, speaking can help students' to interact and communicate with others. Third, they can share



their idea, thought feeling and opinion about something through speaking. However, speaking have some problem in learning speaking, such as : The students always feel difficult about expressing ideas in his mind into speaking speech performance because their skill in vocabulary is very low and the students are not fluency in speak and also the students low self confidence in using English in speaking class, and they are shy to speak English in front of their friends.

The researcher chooses the title and decided to research in the school of SMA 2 Camba because the researchers had previously carried out the teaching and learning process at the school at the time of conducting the internship. And researchers looked at and observed students in the school who were quite active in speaking, especially speaking in English. However, as for what makes students quite insecure, they appear to speak English in front of the class because their vocabulary and pronunciation in English is very lacking in SMAN 2 Camba.

Based on the statement above, researchers wants to implement of the Discussion Technique towards students' speaking skill. This time, the focus on the research is students' accuracy and fluency. The reason why researchers choose this topic because researchers thinks one discussion technique that can help solve the problems in English special speaking speech performance. Researcher consider that it is important in investigating students problem in speaking skill and what the cause of the problem in speaking skill. After doing that, researcher has reference in teaching because

when the researcher knows Discussion technique that impact towards students' speaking speech performance they can use right technique in English. Based on all reasons motioned previously, the researcher interest conduct a pre-experiment research under the title **“Using Discussion Technique to improve Students’ Speaking Skill in English at the Eleventh Grade of SMAN 2 Camba-Maros”**.

## **B. Problem Statements**

Referring to the background above, the research problem formulated into two question as follows;

1. How the use of discussion technique in English improving the students' fluency in terms of pronunciation at the Elevent Grade of SMAN 2 Camba-Maros?
2. How the use of discussion technique in English improving the students' accuracy in terms of vocabulary at the Elevent Grade of SMAN 2 Camba-Maros?

## **C. Objective of the Research**

In general, the objective of this research is to improve the students' speaking skill. Specifically it aims :

1. To find how the discussion technique improve students' in English fluency in terms of pronunciation.

2. To find how the discussion technique improve students' in English accuracy in terms of vocabulary.

#### **D. Significance of the Research**

- a. To the students

The students was enjoy to learn speaking using the discussion technique and learn how to speak in English through interesting activities.

- b. To the English teachers

The teachers was learn that there were so many things that can be done to make the classes more lively and enjoyable to learn.

- c. To the other Researchers

The other researchers, they can be expected as one of the references in conducting a research that relates with the teachers Discussion technique in learning process

#### **E. Scope of the Research**

In this section the researcher focuses only on the using discussion technique to improve students' speaking skill in English. The researcher focuses only on the using Panel Discussion. It is focusing on the students' speaking fluency in especially pronunciation and accuracy include vocabulary at the Elevent Grade of SMAN 2 Camba-Maros.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Findings

Many researchers have reported students' motivation in learning speaking; some of the researchers' findings are acted concisely below:

1. Fajriah (2013) in this research entitled “ *Using Group Discussion Tasks to Improve the English Speaking Learning Process of Year XI Students of MA AL-AMANAH Gunung Kidul.*”. The findings of research is most that using group discussion to improve the speaking learning process. Group discussions were effective to train the students in the speaking learning process. They enjoyed this activity and got involved in the teaching learning process although this activity made the class very noisy. This activity could make the students to speak up. Finally, the students became more active and communicative during the speaking learning process.
2. Hadriana (2009) in this research entitled “ *Improving Students' Speaking Skill through Communicative Activities In small Group Discussion at the Third Semester A Of the English Study Program of FKIP UNRI* “ . The findings of the research showed that the use of small group discussion in this research successfully improved students' speaking skill. Small group discussion could create fun atmospheres of the class, so that they will be confidence in learning speaking. The improvements covered, students'

fluency, pronunciation accuracy, grammatical accuracy, and vocabulary in speaking English.

3. Menggo (2013) in this research entitled “*The Effect of Discussion Technique and English Learning Motivation Toward Students’ Speaking Ability. English Language Education Postgraduate Program Ganesha University of Education. Singaraja, Indonesia*”. The research indicates discussion technique gives better contribution to the students’ speaking ability than the conventional technique and there is a significant difference in speaking ability between the students who have low English learning motivation who are taught by using discussion technique and those students who have low English learning motivation who are taught by using the conventional technique.

Based on the result of some researchers above, the researcher concludes that research findings indicated that there is an effectiveness of Discussion Technique in influencing the students’ Speaking skill. The research above have a similarity and difference with the researcher’s study.

## **B. The Concept of Speaking**

### **1. The Definition of Speaking**

There are four skills of language that need to be learned by the language learners. They are listening, speaking, reading, and writing. Bailey in Nunan (2003: 48) states that the four skills are described in terms of their direction. Language generated by the learner (in speech or writing) is referred as productive, while language directed at the

learner (in reading or listening) is called receptive. Another important idea is the channel, which refers to the medium of the message (aural/oral or written). So that, Bailey in Nunan (2003:48) describes speaking as the productive aural or oral skill which consists of producing systematic verbal utterances to convey meaning. Harmer (2001: 269) defines speaking as the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language “on the spot”. It requires the ability to cooperate in the management of speaking turns and non-verbal language. In addition, Thornbury (2005: 20) states that speaking is an activity in real life that is carried out by speaker to convey his or her ideas to interact with the listeners. The activities are unplanned and the continuity of the activities is based on situations. Since the speaking activities do not have much planning time, so the grammar used in speaking activities tend to be less complex than grammar in writing. However, speaking activities are not simply producing words and sounds, yet every speaker has purposes on doing the activities. From some definitions above, it could be concluded that speaking is productive skill in which it is used to communicate with others. It is not only producing words and sounds, but the speakers has purposes on doing the activity which is to convey meaning and share the speakers’ ideas to the listeners.

## **2. Kinds of Speaking**

According to Martin (1991:9), speaking is commonly divided in two kinds; namely speaking competency and speaking performance.

### **1) Speaking Competency**

According to Martin (1991: 80), competency is having ability, skill, and knowledge to do something then through this basic definition, researcher also may concludes that speaking competency is the ability of someone to speak in combining their inclusive skill and how to delivered competence is what one knows.

### **2) Speaking Performance**

According to Martin (1991: 306), performance is the person's process or manner of play therefore may conclude that speaking performance is the way of one's manners in speaking with accessed opinion with fluency and accuracy performance is what one does.

## **3. Elements of Speaking**

According to Harmer (2001: 89), speaking covers two elements that can not be separated one another they are accuracy which consists of pronunciation, grammar, vocabulary, and fluency which consists of effectiveness and accent. In this research the writer only focus on speaking fluency to know the effect of Discussion Technique.

### **a) Accuracy**



Based on Webster Dictionary(1991: 29), accuracy is the quality of being accurate. While in Oxford Dictionary, accuracy is degree of being correct. Marcel in Rahmawati (2008: 9) states that accuracy is a manner of people in using appropriate word and pattern of sentences. Accuracy covers with three elements that can not be separated one another. They are pronunciation, grammar, and vocabulary.

b) Fluency

Based on Webster Dictionary (1991: 35), fluency is ready and expressive use of language. It is probably best achieved by allowing the “stream” of speech to “flow” then, assume of this speech spills over beyond comprehensibility the “riverbank” of instruction or some details of phonology, grammar or discourse explain that fluency is defined as the ability to get across communicative intent without too much hesitation and too many pauses or breakdown in communication. It refers to how well people communicate in natural manner. It is possible to be fluent build not accurate, that is accurate but not fluent, Crystal (1997:532).

#### 4. Principles for Designing Speaking Technique

In teaching speaking, the teacher needs to consider what kind of technique could be best applied in the classroom. In order to implement the appropriate technique in the teaching and learning process, the teacher needs to pay attention on principles for designing speaking technique. Brown (2001: 275-276) proposes seven principles for designing speaking technique.

1. *Use techniques that cover the spectrum of learners needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency.* In current interactive language teaching, teacher can easily slip into an activity that does not capitalize on grammatical pointers or pronunciation tips. So that, teachers need to pay attention to the language should be taught, however teachers could not make the students bored due to repetition drills. It is important to make drilling as meaningful as possible.
2. *Provide intrinsically motivating techniques.* Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be".
3. *Encourage the use of authentic language in meaningful contexts.* The teacher should encourage the students to use the authentic language during the speaking activities, so that the activities would

be meaningful for them. It is not easy to keep coming up with meaningful interaction, so the teacher needs to be creative to provide what kind of authentic language should be done during the speaking activities.

4. *Provide appropriate feedback and correction.* In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. When the students make some mistakes during the activities, the teacher should give appropriate feedback and correction so that the students would not make the same mistakes.
5. *Capitalize on the natural link between speaking and listening.* Speaking could not be separated from listening, so that during speaking activities, the teacher should also integrate the listening activities. Skills in producing language are often initiated through comprehension.
6. *Give students opportunities to initiate oral communication.* Initiate conversation is a part of oral communication competence. Asking questions or engaging the students in a conversation could give opportunities for the students to practice their communication competence.
7. *Encourage the development of speaking strategies.* During the process of learning language, the students usually are not aware of developing their own personal strategies for accomplishing oral communicative purposes. The strategies include asking for

clarification, asking someone to repeat something, using fillers, using conversation maintenance cues, getting someone's attention, using paraphrases for structures one can't produce, appealing for assistance from the interlocutor, using formulaic expressions, using mime and nonverbal expressions to convey meaning.

The principles proposed by Brown above imply that the teacher needs to consider the learners' needs in order to design good technique in teaching speaking. The technique implied in the classroom should be accompanied by activities that could motivate the students to practice their English. The appropriate technique would boost the students' motivation and maintain good atmosphere during the teaching and learning process. However, the technique should also cover the students' lack and improve their speaking as well.

The role of the teacher is also an important aspect in designing the speaking technique. The teacher should provide appropriate authentic materials in order to make the speaking teaching and learning meaningful. The teacher should also be a feedback provider and corrector during the speaking practice to improve the students' speaking ability. Since oral speech derives from listening activity, the teacher should integrate the listening activities and speaking activities.

In other words, the listening skill should be integrated with speaking skill. In order to make the students accustomed in using English, the teacher needs to give opportunities to initiate conversation

since it is a part of oral communication competence. The last, the teacher needs to build an atmosphere where the students could improve their confidence to express their ideas and opinions.

### **5. Teacher's Roles during the Speaking Lesson**

According to Harmer (2007:56), teachers use many metaphors to describe what they do. Some says they are actors because we are always on the stage". Others think they are like orchestral conductors because „I direct conversation and set the pace and tone". From those statements, we could see that teachers have so many roles depend on the point of view of the teacher. Besides, the teachers also need to play a number of different roles, including during the speaking activities. Below are three particular roles of the teacher proposed by Harmer (2007: 275-276).

- a. Prompter. This role could be applied by the teacher when the students "get lost", cannot think of what to say next, or in some other way lose the fluency expected from them. The teacher could help the students by offering discrete suggestions.
- b. Participants. The teacher acts as a participant when she or he participates in the discussions, role plays, or dialog with the class. However, teacher needs to be careful not to participate too much and dominate the speaking and drawing all the attention to themselves.
- c. Feedback Provider. The teachers' feedback on the students' speaking depends upon the teachers' tact and the appropriacy

of the feedback given in particular situations. The feedback could cover the content of the activity as well as the language used.

### **C. The Concept of Vocabulary**

In Oxford learner pocket dictionary (2005:482) states that vocabulary is all the word in language that a person knows or uses. Vocabulary also the list of words with their meanings. The list of words that are orderly alphabetical and usually has meaning.

Thornbury (2002: 14) Vocabulary is an important part of language proficiency and grant much of the basis for how well learners listen, speak, read, and write. He said that learners can achieve less than their potential without an extensive vocabulary and strategies for acquiring new words, Furthermore, states that vocabulary means a large collection of items.

Stahl (2005) learning vocabulary is important because it enriches someone's knowledge of words. In line with Thornbury, vocabulary as knowledge; the knowledge of a word not only implies a definition, but also how that word fits into the world. Vocabulary knowledge is not something that can over the course of a life time.

From these definitions, the researcher define vocabulary is part of language system that people used to communicate which consists of a large collection of items. Vocabulary is knowledge of how the words fit into the world.

#### **1. Kinds of Vocabulary**

According to Howard Jackson these two kinds of vocabularies, are elaborated as the following:

a. Active vocabulary

The active vocabulary is the words that the students use in their own speech and writing. It is used in oral or written expression by the students.

b. Passive vocabulary

The passive vocabulary is the words that the students recognize and can make sense of in the speech or writing of other people. It means the words that the students recognize and understand when they occur in a context, or students need someone to say something that helps them recall the word meanings. The students usually find passive vocabulary in listening or reading materials. They will find the meaning of the word when they read the word in a text and they will know the meaning of the unknown word on the text.

Furthermore, the National Reading Panel (NICHD, 2000) identified four types of vocabulary listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.

- Listening vocabulary is all the words people can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice. Speaking vocabulary is all the words people can use in speech.



- Speaking vocabulary is all the words people can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse though slight and unintentional may be compensated by facial expressions, tone of voice, or hand gestures.
- Reading vocabulary is a list of words or vocabularies that people use when they are reading.
- Writing vocabulary, that is, all the words used by people to express their ideas in written form. In another word, vocabularies which are developed in each skill functions in different usage.

## 2. Parts of Vocabulary

The fact is most of students are no able to communicate grammatically correct because they don't use and function of each part of speech. Therefore, the first important step is we have learned part of speech if we want to communicate well.

According to Harmer (2001:36) when considering sentences structure the teacher needs to know the various things one of them is parts of speech.

- a. Noun : Noun is defined as a group of words that is the names of person, place, thing, activity or quality or idea. Noun can be used as a subject or object of a verb. These examples of nouns (Ricardo, office, shoes, etc).
- b. Verb : It is defined as a group of word which is used to three kind of verb, they are auxiliary verb (shall, be, etc), main verb is the verb

that carries the meaning (sit, arrive, eat, etc), and phrasal verb is the verb that is formed by adding adverb or preposition to a verb to create a new meaning (traffic light, sit down, go on, etc).

- c. Adjective : it is usually defined as a word that gives more information about noun or pronoun. Adjective describe nouns in term of such qualities and size, color, number and kind. The adjective is commonly used in the first time. These examples of adjective (good, young, sad, happy, etc).
- d. Adverb : It is usually defined as a word that gives more explanation about verbs, an adjectives, and adverbs in the term of such qualities as time, frequency and manner. These examples of adverb (slowly, quickly, hardly, etc).
- e. Conjunction : It is defined as aa word that connects words, phrases, clause or sentences. The examples (moreover, therefore, but, so, etc).
- f. Preposition : It is often defined as a word that shows the way in which other words are connected. The relationship includes direction, place, time, manner and amount. For examples (in, at, on, etc.) in the class, on the floor , at school.

Generically vocabulary is the knowledge of meanings of words. That definition is the fact that words come in two forms at least: oral and print. In the rule of language uses oral vocabulary is defined as the set of words from which we know the meaning when we speak or read orally. Print vocabulary consists of those words for which the meaning

is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. (Kamil and Hiebert 2005:3).

The researcher define vocabulary is a collection of words used in everyday life and very useful, in it there is the meaning of words, vocabulary is very important we learn because by learning vocabulari we can understand the English parts such as writing, reading and translation.

### **3. The roles of Vocabulary**

David Wilkins in Thornbury (2002: 13) Vocabulary has an important role in the language learning. As a linguist stated that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Thus, vocabulary is the flesh of a language while grammar is the skeleton. It means that learning vocabulary is very important. One should know a certain amount of vocabulary in order to be able to use the language productively.

In addition the importance of vocabulary knowledge has long been recognized in the development of reading skills. As early as 1924, researchers noted that growth in reading power rely on continuous growth in word knowledge”. It means that to master the language skills someone needs to master the vocabulary first. The Report of the National Reading Panel (2000) in John and Shane (2004)

To show how important vocabulary is, Bromley (2004) states that vocabulary holds some important roles in teaching learning process. They are as follows:

a. Promoting fluency.

Students who are understand many words read more quickly and easily than those who are not.

b. Boosting comprehension.

c. Improving achievement.

Students with large vocabularies score higher an achievement tests than those with small vocabularies.

d. Enhancing thinking and communication.

A large vocabulary allows for communicating in ways that are precise, powerful, persuasive, and interesting.

In conclusion, learners have to pay a greater attention to the vocabulary teaching because the knowledge of vocabulary is very important. The teacher must have an effective and efficient method in order to make the goal of teaching of vocabulary successful. Someone will be able to improve achievement and enhance communication if he/ she can master vocabulary well.

#### **4. Vocabulary Mastery**

Cameron (2001: 74) Vocabulary development is a continuous process, not just adding new words but also building up knowledge about words already known partially. Moreover, building vocabulary knowledge can support learners' language learning process as a basic foundation in mastering the four language skills. Encouraging memorization technique may usually make the students bored, that is why teachers need to find the appropriate activity in order to motivate the students to join but before that she/he may also understand the principles that lie behind teaching vocabulary, especially for young learners.

Harmer (Longman: New Edition) Vocabulary mastery is very important in learning English. By having a high vocabulary it will help the students learn the four basic skills of English. In learning a language, vocabulary plays an important role because it carries content to convey ideas or information. The decision about what vocabulary to teach and learn will be heavily influenced, then, by information the students can get about frequency and use. But this information will be assessed in the light of other considerations such as topics, function, structure, teach ability, needs and wants.

A good mastery of vocabulary helps the learners to express their ideas precisely. By having many stocks of word learners will be able to comprehend reading materials, catch other talking, give response, speak fluently and write some kind of topics. On the contrary, if the learners do

not recognize the meaning of the words used, they will be unable to express some ideas, or unable to ask information.

If the students' want to make communication in a foreign language runs well, they should know a lot of words by studying vocabulary; they can write, read, listen or speak in the foreign language easily. To achieve this goal, the students must master adequate number of English vocabulary and structure as well.

Considering the important of vocabulary role in learning foreign language, the mastery of this element should be ensured and developed. Otherwise, the vocabulary of the teens will be limited and subsequence. Consequently they will find difficulties in learning the skills of the language. A considerable amount of vocabulary, learning is associated with primary language learning in early years.

## **5. The learning of Vocabulary**

(Mehring, 2005 Carpenter & Olson, 2011) Vocabulary is an essential component in second/foreign language learning because it is needed for expressing meaning and conveying thoughts through both receptive and productive skills.

Komachali and Khodareza (2012) vocabulary learning is important because it is needed by learners to acquire a lot of words so they can use the vocabulary in any needs especially academic needs.

According to Gardener (2009, as cited in Adger, 2002) vocabulary is not only confined to the meaning of words but also include show

vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases.

Thornbury (2002:13), by quoting David Wilkins, says that “Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed.” This shows that learning vocabulary is almost more important rather than learning grammar. By looking at the importance illustrated by Thornbury, it must be realized that teaching vocabulary must be interesting to students for it to reach the goal.

Harmer (2002:229) In teaching vocabulary, the teacher can start by showing or drawing picture. Harmer (2002:239) One of the methods Harmer proposed is “Snap”, where students have to checking-off the picture and the words, but in this research, the researcher didn’t use the technique.

Followed by meeting those words repeatedly, each time extending knowledge of what the words mean and how they are used in the foreign language. It means that every time the students meet those words they are indirectly improve their knowledge about the words.

Nation (2008) states that “vocabulary learning cannot be left to itself”. This should be well prepared. He describes how to maximize vocabulary learning from communicative task as presented below.

- a. Make sure that the target vocabulary is in the written input to the task and occurs in the best place in the written input.

- b. Design the task so that the written input needs to be used.
- c. Get each learner in the group actively involved.
- d. Ensure that the vocabulary is used in ways that encourage learning.
- e. Make an observation checklist for monitoring the activity, and if possible, use it.

Brown (in Cameron, 2001) meanwhile, five essential steps in vocabulary learning based on research into learners' strategies. The five essential steps are having sources for encountering new words, getting a clear image whether visual or auditory or both, for the forms of new words, learning the meaning of the words, making a strong memory connection between the forms and meanings of the words and using the words.

Cameron (2001: 86; Brewster and Ellis, 2003: 88) as mentioned earlier that learning vocabulary includes the understanding of the forms of new words. Related to this, learners are expected to know how a word is pronounced and how it is written. These are key parts of the words knowledge. Several ways can be done by the teacher to attend to word forms. First, students listen and repeat what the teacher says. Second, the students observe the written form such as word spelling, the first and last letters, etc.

Third, the students notice grammatical information such as giving attention to the article used in plural or singular nouns. Fourth, students copy and organize the new words in language activities.



(Berne & Blachowicz, 2008) recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning.

#### **D. The Concept of Pronunciation**

In many English language classrooms, teaching pronunciation is granted the least attention, because there are many students who have not been able to pronounce English vowels properly. Pronunciation is the production of sound by using our speech organs for communication. English pronunciation has problem also, for example a native speaker of English most often have to grapple with the spelling system of the language as writer, words whose meaning and pronunciation are well known have to be written down, and it is this situation that native speakers become very conscious of the intricacies of the English spelling system. Only occasionally do we have attempted to write an unknown word. With non-native learners of English the predominant problem is usually how to pronounce an unknown word in a written text. According to Joanne, et.al (2002:97) says that “The English spelling system is rich in both regularities and irregularities which present problems to non-native learners (and to English-speaking children learning to write their language)”. General observation suggests that it is those who start to learn English after their school years are most likely to have serious difficulties in acquiring intelligible pronunciation, with the degree of difficulty increasing markedly with age.

### a) The Importance of Pronunciation

There are some reasons why pronunciation is important; improved, pronunciation shows that students have become more native-like their categories perception of sounds. This means that they are more likely not only to sound like native when they speak, but also to understand which sound that in words that native to them (i.e. improved reading aloud). In addition, they are more likely to have improved phonetic spelling skill, and improved abilities to correctly sound out new words they read. Thus, more native-like speech sounds can lead to better listening skill, reading skill, and spelling skill. Pronunciation is generally much easier to learn at early age. The longer a teacher ignores the subject, the less his/her students will ever be able to learn about it. Thus, ignoring pronunciation skills until grammar and vocabulary have improved will often mean pronunciation together. Ignoring pronunciation means that for the most part, students will always have a foreign sounding accent. Granted, understanding what the students mean to communicate is much more important than the accent they use when communicating. As what Jones says: "However, the unfortunate is fact that when laypeople (non-language educators) listen to someone with a foreign accent speak, they tend to focus on how the message is expressed as much even more than on what is expressed. Communication suffers, because of the accent and the listeners. So, we can conclude that pronunciation is very important to improve

communication skill, and it makes easily communication.” (Jones, 2006:269).

#### b) Factors that Effect pronunciation learning

Many students have difficulty in pronunciation of the English Language, most likely due to many factors and specific effects that many students became difficult in pronunciation. There are several factors and the effect on student learning pronunciation is among them. According to Joanne (2002: 4) factors that affect pronunciation learning as follow:

- 1) The native language: the native language is an important factor in learning to pronounce.
- 2) The age factor: someone pronounces a second language like a native; they probably started learning it as a child.
- 3) Amount of exposure: it is tempting to view this simply as a matter of whether the learner is living in English speaking country or not.
- 4) Phonetic ability: it is commonly view that some people have a, better ear” for foreign languages than others. This skill has been variously termed aptitude for oral mimicry, phonetic coding ability” or auditory discrimination ability.
- 5) Attitude and identity: it has been claimed that factors such as a person’s sense of identity” and feelings of group affiliation are strong

determiners of the acquisition of accurate pronunciation of a foreign language.

- 6) Motivation and concern for good pronunciation some learners seem to be concerned about their pronunciation than others. From the above statement states that the language factor will increase and pronunciation will change with age, because the more we mature, increasing the ability that we have.

Based on the previous research conducted by Isyuniandri (2014) on students' pronunciation error at ESP 2 program, he found that one of Indonesian students' problems in studying English is their poor pronunciation and sometimes they still pronounce the words in Indonesian style and they seldom speak up because they are afraid to make mistakes. In addition, Isyuniandri (2014) also found that 49.11% students got error in vowel, 18.70% in Consonant, and 32.18% in diphthong.

Next research conducted by saundz research team entitled "Students' Attitudes towards Learning English Pronunciation" in 2015 found that When asked the students to express their agreement or disagreement with the statement "Pronunciation is very important to me," majority of students expressed a strong agreement. Only about 8% of students said that they either disagree or don't know how they feel about this statement. 92% expressed agreement and strong agreement (in most cases). It is indicates

that learning pronunciation is very important and needed by the students in learning English.

### **E. The Definition of Discussion**

Discussion is a type of activity, which involves breaking the class into small groups for effective talking on a topic, a problem or issue. It is a thinking together process in which pupils talk freely to the teacher and to one another. It is a student-centered method since students participate actively. The role of the teacher is that of a moderator. There is a flow of information from teacher to student, from student to student. The teacher should not allow individuals to dominate the discussion (Yusuf, 2012).

Discussion as a technique could also be defined as in which the teacher leads or guides the students in expressing their opinions and ideas with a view to identifying and solving problems collectively. Oyedele (1996) explained that the discussion method works on the principle that the knowledge and ideas of several people are likely to find solutions or answers to specified problems or topics.

Discussion as a method of teaching engages both the teachers and students in thinking. It also develops in students social skills of talking and listening. Of course, the method also has some demerits including the possibility that class may be diverted from the topic. Academically weak students may not actively take part in the lessons. Some brilliant ones may likely take over the discussion. Problems may occur among the participants owing to lack of respect for other people's opinions and the

whole class may turn into a state of pandemonium. The above problems may arise as a result of poor handling of the discussion method.

Discussion is a method of teaching that works on the principle that many people are to put heads together in terms of knowledge and ideas to find solutions to specified problems. The activities of the discussion group are to be regulated and directed by the teacher or an appointee of the class.

Some of the advantages of the method are sharing of ideas by students, development of social skills of talking and listening, clarification of ideas and promotion of team work. Despite all the above mentioned advantages, the demerits are numerous. Discussion can get out of hand if not properly controlled, the class may turn to a market place and confusion may arise as a result of poor management and informal nature of the organization.

According to Stephen (2005), discussion as a process of giving and talking, speaking and listening, describing and witnessing which helps expand horizons and foster mutual understanding. They explained further that it is only through discussion that one can be exposed to new points of view and exposure increases understanding and renews motivation to continue learning.

**a. Types of Discussion**

Discussion is an activity that is used for various purposes. In language teaching, discussion is divided into some types. There are some types of discussion proposed:

#### a. Forum Discussion

If there is a special time aside during the program for audience participation, the program is a forum discussion. If the discussion program is presented on radio and television, the audience may ask question by letter or telephone. Regardless of the form of the discussion proper, the producers may aim for audience participation if one of their purposes is to involve the audience and thus stimulate their interest. A forum period is sometimes not used because of time limitations or the explosive nature of the subject and the occasion.

#### b. Panel Discussion

In panel discussion, a small group of discussants talk, much as in a conversation, about the topic. Informality is the keynote, and the members of the group can interrupt one another. A moderator may be assigned the role of cutting off verbose members and encouraging quiet ones. The panel discussion is often organized around an outline of topics or questions, and the participants extemporize their comments much as a speaker might outline and deliver a speech extemporaneously.

#### c. Symposium Discussion

Another widespread form of public discussion is the symposium discussion. In the symposium, a group of experts divides up the topic. Each is allotted a certain amount of uninterrupted time in which to make

a brief statement. After the prepared of speeches, the experts may participate in a panel discussion, they may question one another, another group of interrogators may question them, of the audience may be invited to participate.

d. Interrogation

Broadcasters have popularized another version of the discussion program a format that, essentially, involves the questioning of experts. In the dialogues of Plato, Socrates plays a game in which one party to the dialogue agrees to answer all of the other person's questions. In this fashion the questioner is given a chance to test the adequacy of the one person's ideas.

**b. Stages of Discussion**

In the oral class, discussion is implemented as an activity. Green, et. al and Lam in Richards, et, al (2002: 226) propose three stages in the implementation of a classroom discussion.

a. Pre-discussion

In this stage, viable discussion and associated partner groups are formed. Students have found groups of four to be the most appropriate number of participants for fluent interaction. Each group draws up a list of possible discussion topics, deriving principally from their current professional, academic or developmental concerns. Next, a topic for discussion is selected and divided into manageable areas of enquiry for the time available. Responsibility may then be apportioned



among individuals for researching and exploring particular aspects of the topics. If preferred, the whole topic may be researched and thought about by each participant.

b. Discussion

In this stage, the groups discuss the topic while partner groups of observer evaluators monitor the process, using a variety of instruments to record the data. This procedure is described in details later.

c. Post-discussion

In the last step, first there should be peer feedback from the observer evaluators. The teacher may then give feedback on content, intra group dynamics and linguistic appropriateness to groups and individuals. Finally, the groups decide on ways to enrich and extend the topic or, alternatively, to choose a new topic. In conclusion, in a discussion people need to have stages of discussion to create a good discussion. Stages of discussion will make discussion process well organized.

d. Group Discussion

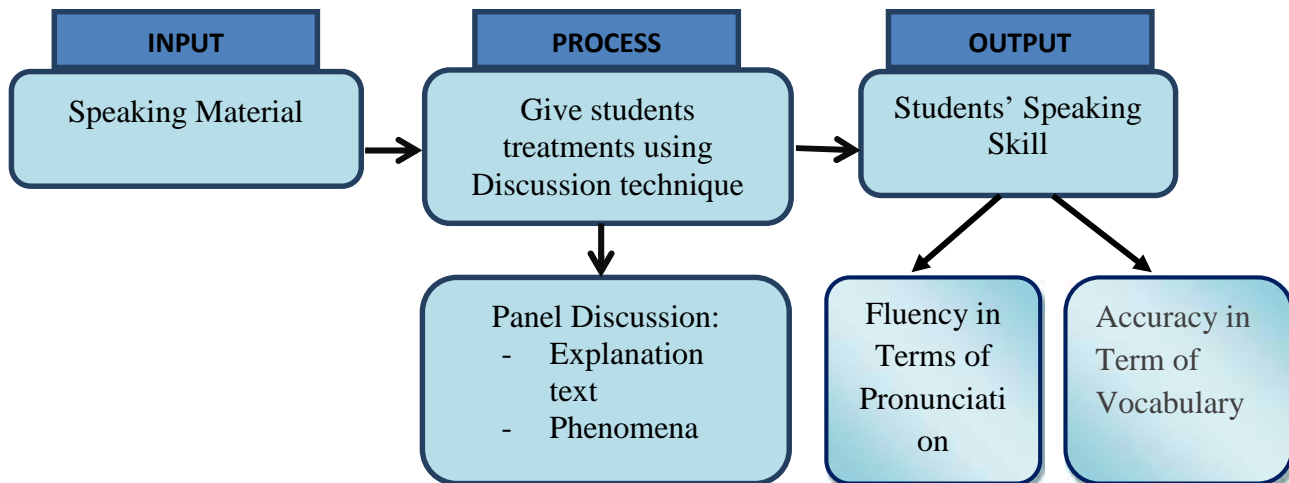
In its implementation, discussion can be divided into 7 types. They are round table discussion, group discussion, panel discussion, symposium, colloquium, debate, and fishbowl. Implementing group discussion in the program is aimed to organize discussion in large classes which has students with different levels of proficiency, age, and background of education. Group work is one of ways to organize

discussion in large classes. Group discussion refers to an activity done by a small group of people which involves communication and exchange information in order to understand and achieve something. In the pre-discussion in the stage of discussion proposed by Green, Christopher, and Lam in Richards and Renandya (2002), forming the group is the first activity in a discussion. They add that the most appropriate number of students in a group discussion is group of four. Moreover, Gulley (1960: 62) states that discussion occurs only in groups, and cannot be studied systematically without considering the concept of the group. Therefore, group is an important thing in discussion.

However, with regard to the background of the members, the grouping is something that needs to be considered as the first number. Group is the key to the success or failure the discussion will be. Every member of group has accepted their own a common goal, and in the discussion they are attempting to find the way how to get the goal by sharing ideas, thinking together, and doing interaction.

## F. Conceptual Framework

The researcher wants to show the framework in this research. The conceptual framework can be seen in the following figure:



**Figure 2.1 Conceptual Framework**

Input, process and output above are briefly describe as follow: input refers to the material applied in the classroom. In this case, researchers' apply treatments in the classroom using discussion technique, and discussion technique of this treatment using panel discussion. Discussion material that discusses the students about the explanation of the text, in which the explanation text is about natural phenomena, social, cultural and other. In this case, the students' are though using the input variable. Output refers to the students' achievement in speaking skill in terms of fluency and accuracy.

## G. Hypothesis

This research formulates the hypotheses as follows:

- $H_0$  (Null Hypothesis): The use of discussion technique in English is ineffective in improving students' speaking skill.

- $H_1$  (Alternative Hypothesis): The use of discussion technique in English vocabulary is effective in improving students' speaking ability.

## **CHAPTER III**

### **RESEARCH METHOD**

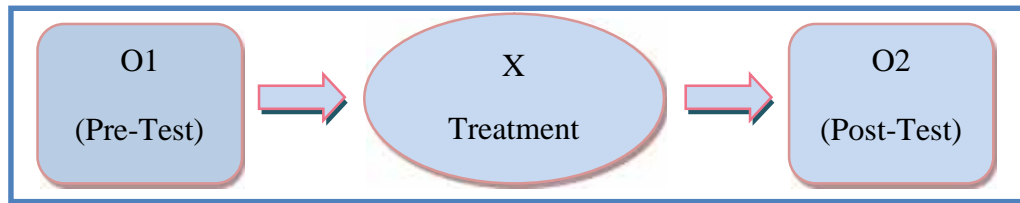
This chapter dealt with description of the research design, research variables, population and sample, research instrument, data collection, procedure and data analysis. The design of this research was Experimental Research Design.

Experimental research was a research which had the purpose to find the cause- effect relationship among variables in a controlled condition. The essential feature of experimental research was investigators deliberately controlling and manipulating the conditions which determined the events, in which they were interested, introduced an intervention and measured the difference that it made. Sugiyono (2006:80).

#### **A. Research Design**

The design of this research was pre-experimental research, with one group pre-test and post-test design.

This research was conducted through three steps of process: pre-test, treatment and post-test. Pre-test was used to assess the students' speaking ability before treatment. The treatment, in which teaching and learning process was conducted eight meetings with discussion technique as material to improve the students' speaking skill. Post-test was conducted to assess the students' speaking skill after treatment.



**Figure.3.1.Research Design**

Note:

O1 = Pre-Test

X = Treatment

O2 = Post-Test

Source: Sugiyono(2015:111)

## **B. Research Variable**

- **Variable**

- a. Independent variable was panel discussion
- b. Dependent variables were fluency and accuracy.

## **C. Population and Sample**

### **1. Population**

The population of this research was the eleventh grade students of SMAN 2 Camba in Academic Year 2017/2018. The total numbers of eleventh grade students were 80 students which consisted of 4 classes.

### **2. Sample**

In this research, researcher used purposive sampling technique in one class as sample. In which purposive sampling is a sampling technique and in accordance with all necessary samples. In this study the researchers decided to choose the appropriate class, it was XI Class consisting of 27 students. The researcher chose the class because they believed that the students in the class were able to follow the English Lesson well and could be delivered as well.

## **D. Instrument of the Research**

The instrument was the tool or facility that could be used by researcher in setting the data to make more easily. The instrument of this research was speaking test, based on the curriculum of SMAN 2 CAMBA. The intended test was to give an image to be described in front of the class with the time set by the researcher. Kind of the test was speaking where the researcher gave the test as pre-test and post-test. The post-test was intended to find out the change of the students' speaking skill after the treatment was given.

## **E. Procedure of Data collection**

In collecting data the researcher used some procedures as follows:

### **1. Pre-Test**

Pre-test was the starting point before conducting the treatment. Pre-test was used to assess the students' speaking skill before the treatment. Before performing a pre-test, the researcher gave an explanation of the pre-test to the students and the purpose of pre-test. Then the model of pre-test questions which would be given to students was in the form of an image that they should describe individually in front of the class during the time set by the researcher.

### **2. Treatment**

In the treatment, the researcher taught speaking to the experimental by using discussion technique cards for six meetings, the treatments of this research were described as follows:

- The researcher introduced and gave explanation Describing picture and Explanation text
- The researcher involved all students to follow the discussion in the class.
- The researcher divided into five groups, and each group consisted of four persons.
- The researcher used the panel discussion in the class in teaching learning process.



- The researcher led the discussion and asked the students to give their opinion about the material.

### 3. Post-Test

After doing the treatment, the researcher gave the post-test to the students and explained what the post-test was and the purpose of post-test. Then the model of post-test questions given to the students was similar to the model of the question that the researcher gave during the pre-test that was a drawing to be described with time determined by the researcher. After the test was done so that researchers could find out whether by doing post-test improved students' fluency and accuracy in speaking English.

## F. Technique of Data Analysis

The procedure was undertaken in analysis as follows:

Speaking fluency was in term pronunciation and accuracy in term of vocabulary.

### 1. Fluency

Classification		Criteria
Excellent	9.6 – 10	They speak effectively and excellent of pronunciation.
Very good	8.6 – 9.5	They speak effectively and very good of pronunciation.
Good	7.6 – 8.5	They speak effectively and good of pronunciation.
Fairly good	6.6 – 7.5	They speak sometimes hasty, but fairly

		good of pronunciation.
Fair	5.6 – 6.5	They speak sometimes hasty, fair of pronunciation.
Poor	3.6 – 5.5	They speak hasty and more sentences are not appropriate in pronunciation.
Very poor	0.0 – 3.5	They speak hasty and more sentences are not appropriate in pronunciation and little or no communication.

(Layman, 1972: 219)

## 2. Accuracy

<b>Classification</b>		<b>Criteria</b>
Excellent	9.6 – 10	They speak effectively and excellent of using vocabulary.
Very good	8.6 – 9.5	They speak effectively and very good of using vocabulary.
Good	7.6 – 8.5	They speak effectively and good of using vocabulary.
Fairly good	6.6 – 7.5	They speak sometimes hasty but fairly good of using vocabulary.
Fair	5.6 –	They speak sometimes hasty, fair of using

	6.5	vocabulary.
Poor	3.6 – 5.5	They speak hasty, and more sentences are not appropriate using vocabulary.
Very poor	0.0 – 3.5	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication.

(Layman, 1972: 219)

- a. Scoring the students correct answers of pre-test and post-test by using this formula:

$$\text{Score} = \frac{\text{Students Correct Answer}}{\text{Total Number of Items}} \times 10$$

- b. Calculating the mean of the students answer by using formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:  $\bar{x}$  = Mean score

$\sum x$  = The raw of all score

N = The number of subjects

(Gay, 1981: 298)

- c. The percentage of increasing achievement used the following

formula:  $X_2 - X_1$

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where: P= Percentage

$X_2$  = Average score of Post-test

$X_1$  = Average score of Pre-test

(Gay, 1981: 320)

- d. After collecting the data of the students, the researcher classified the score of the students into the following criteria:

**Table 3.1 classify the score of the students**

Score	Classification
9.6-10	Excellent
8.6-9.5	Very good
7.6-8.5	Good
6.6-7.5	Fairly good
5.6-6.5	Fair
3.6-4.3	Poor
0-3.5	Very poor

(Depdikbud in Amirullah 2012:32),

- e. The significance difference between the students' pre-test and post-test, the writer applied the formula as follow:

$$t = \frac{\bar{D}}{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T = Test of significance

D = The difference between the method pairs (X<sub>1</sub>-X<sub>2</sub>)

$\bar{D}$  = The mean of DS

D<sup>2</sup> = The sum of the square

(D)<sup>2</sup> = The square of D

N = Number of students

(Gay, 1981: 335)

**Table 3.2 Hypothesis Testing**

Comparison	Hypothesis	
	H0	H1
t-test <table	Accepted	Rejected
t-test >table	Rejected	Accepted

The table above meant (1) the t-test value was smaller than t-table value, the null hypothesis was accepted, while then alternative hypothesis was rejected, and (2) the t-test value was equal to greater than t-table value, the null hypothesis was rejected while the alternative was accepted.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

##### 1. Students Speaking Skill in Terms Fluency Especially of Pronunciation and Accuracy of Vocabulary

###### a. Students' Speaking fluency in Terms of Pronunciation

The findings of this research deal with the students' score. They are the mean scores of pre test and post test, the rate percentage and frequency of pre test and post test and the t-test value. These findings describe as follows:

**Table 4.1 The Mean Score the Students' Fluency in Terms Pronunciation**

Variable	The Students' Score		Percentage (%)
	Pre Test	Post Test	
Pronunciation	4,43	5,9	35%

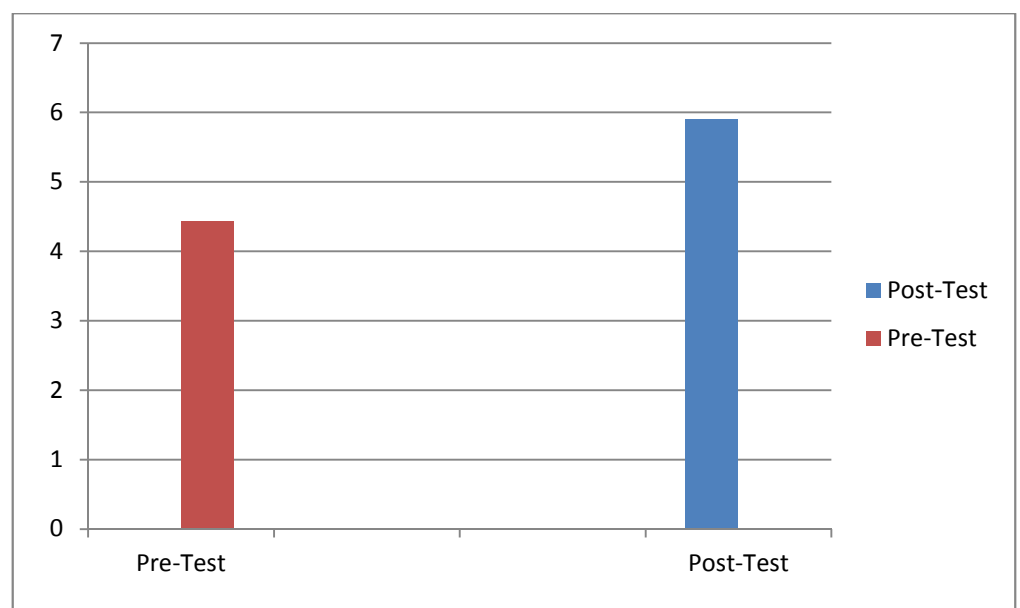
The table 4.1 above shows that there is improvement of the students' speaking fluency from the pre-test and post-test which in pre-test the mean score of the students' in speaking fluency is 4,43 after giving a

treatment, the mean score of the students' of the students' speaking fluency becomes 5,9. So the percentage improvement of the students' speaking fluency from pre-test to post-test is 35%.

From the data above proves that the application of Discussion technique to improve speaking skill was able to improve the students' fluency dealing with pronunciation at the Eleventh Grade of SMAN 2 Camba-Maros.

To see clearly the improvement of the students' speaking fluency dealing with pronunciation, the following chart is presented.

**Graphic 4.1: The Mean Score and Improvement of the Students' Speaking Fluency**



The graphic figure 4.2 above shows that is improvement of the students' speaking fluency from the pre-test with the mean score is 4.43. The post-test with mean scores is 5.9, so the improvement from pre-test to post-test is 35%.

**b. Students' Speaking Accuracy in Terms Vocabulary**

The finding of the research deal with the students' scores of pre test and post test, the rate percentage and accuracy of pre test and post test and t-test value. these findings describe as follow:

**Table 4.2 The Mean Score the Students' Accuracy in Terms of Vocabulary**

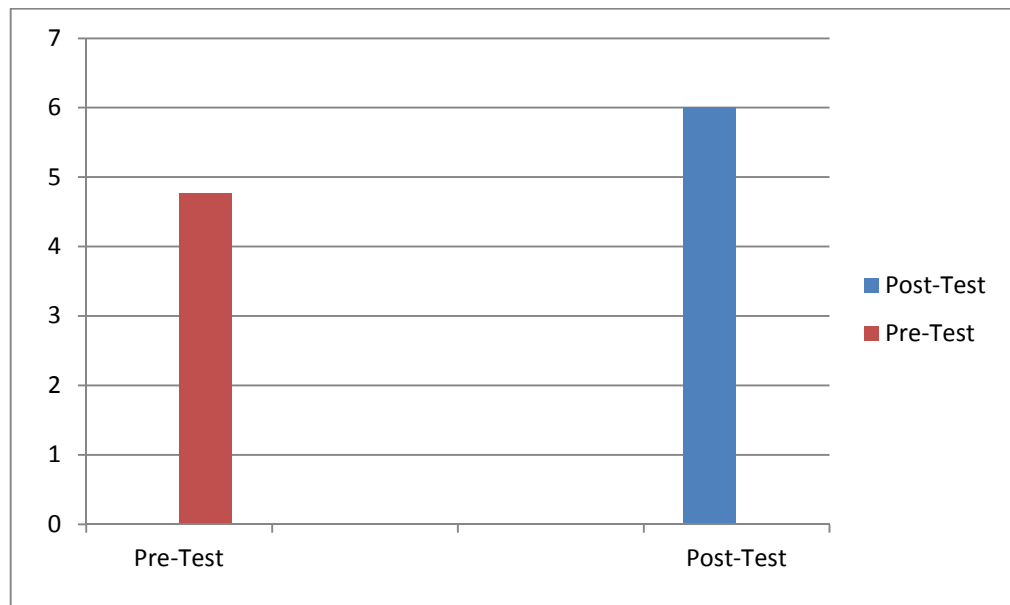
Variable	The Students' Score		Percentage (%)
	Pre Test	Post Test	
Vocabulary	4,76	6,0	28%

The data in table 4.3 shows that the students' Vocabulary in speaking as the calculating of students pre test and post test after taught by used Discussion technique.

The mean score of the students in pre test was (4.76) the mean score of the post test was (6.0). Therefore the used of Discussion technique can enhance the students vocabulary in pre test and post test. The students' vocabulary in post test is greater than in pre test.



**Graphic 4.2: The Mean Score and Improvement of The Students' Speaking Accuracy**



The graphic figure 4.3 above shows that is improvement of the students' speaking accuracy from the pre-test with the mean score is 4.76. The post-test with mean scores is 6.0.

## 2. Test of Significance Testing

To know the significance of the pre-test and post-test for the students' speaking skill in terms of speaking fluency dealing with pronunciation and speaking accuracy dealing with vocabulary, the researcher used t-test analysis in the level of significance  $p$  (0.050) with the degree of freedom (df) =  $N-1$ , where  $N$  number of subject (26) students then the value of t-table is 2.05553.

In other to know whether or not the mean score was different from two test(pre-test and post-test), the writer used the t-table, The following table shows the result of the t-test calculation:

**Table 4.3 : The t-Test and t-Table of Students' achievement**

Variable	t-Test	t-Table	Comparison	Classification
Pronunciation	15	2.05553	t-Test > t-Table 15 > 2.05553	Significant
Vocabulary	9.29	2.05553	9.29 > 2.05553	Significant

If the test value was greater than t-table at the at the level of significance 0.050 and degree of freedom 27, thus alternative hypothesis ( $H_1$ ) would be accepted and null hypothesis ( $H_0$ ) would be rejected. In contrary if the t-test value was lower than t-table at the level of significance 0.050 and degree of freedom 27, thus the alternative hypothesis would be rejected.

The result of data analysis was the t-test value (24.29) was greater than t-table value (2.05553). Based on the result, hypothesis test showed that  $H_0$  was rejected and  $H_1$  was accepted.

## **B. Discussion**

As the researcher wrote at the first chapter, this research purposed to find out the students speaking skill in using Discussion Technique the Eleventh Grade of SMAN 2 Camba-Maros.

The researcher applied Discussion Technique for some teaching material which needed more explanation before. This technique had advantages and disadvantages. One of the advantages was The students to be active in learning activity, while the disadvantages was cannot be used in a class that has many students. The researcher used this technique in learning process because this technique can force the students to speak event they do not want to speak. The used of Discussion Technique to improved the students' speaking skill deals with fluency and accuracy.

After applying the use of discussion technique in teaching pronunciation and vocabulary, the researcher found that such an approach was effective. During the process of treatment, the researcher observed that the students were very interested in the material that the researcher presented to them. The students thought that the teaching pronunciation and vocabulary through discussion Technique was helpful to improve their pronunciation and vocabulary.

In the use of technique discussion in pronunciation and vocabulary can increase the pronunciation and vocabulary of students because at the time before and after given pre-test and post-test students have comparison, before given post-test students have weakness in pronunciation and

vocabulary and after post-test pronunciation and vocabulary students increased learning discussion technique can be effective because the results are significant.

In this research the researcher uses a discussion method which benefits in applying the method is making the learning process in the classroom more effective, because in the discussion can involve breaking the class into small groups for effective conversation on a topic and problem. It thinks together the process in which students speak freely to the teacher is one another student-centered method since the students participate actively.

In addition to the benefits of discussion methods, researchers more easily apply these methods in the classroom. Because Discussion is a successful teaching method. Discussion group activities should be organized and directed by the teacher or person who is appointed from the class. Some of the advantages of developing social speaking and listening skills, clarifying ideas and promoting teamwork. Apart from all the advantages mentioned above, the loss is very much. Discussion can be out of control if not controlled properly, the class can turn into a market and confusion can arise as a result of bad management and the informal nature of the organization.

In applying classroom discussion methods, students respond well and students are more confident to express their opinions and students are more enthusiastic in the learning process. In addition to easy to implement of course, this method also has some disadvantages including the possibility

that it can be diverted from the topic. Students who are academically weak may not be actively taking part in the lesson.

The conclusion in the discussion above is in the discussion method has the benefits and easy to apply in the classroom in the learning process. In addition, students also easily understand the methods applied, thus making students more enthusiastic in learning in the classroom.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings in the previous chapter, the researcher draws conclusion that teaching English through Method was significant to improve the students' speaking skill. Based on the result and the discussion of the data analysis previously, the writer takes conclusion as follows:

1. Using Discussion Technique in teaching speaking was able to improved the students' fluency include pronunciation was proven by the improvement of the students at SMAN 2 Camba-Maros.
2. Using Discussion Technique in teaching speaking was able to improved the students' speaking accuracy include vocabulary was proven by the improvement of the students at SMAN 2 Camba-Maros.

#### B. Suggestion

Based on the conclusion, the researcher give some suggestions as follows:

1. For the English Teacher at the Elevent Grade of SMAN 2 Camba-Maros.
  - a. The teachers should give enough opportunity to the students to practice their speaking skill through active learning, one of them is Discussion Technique, because it is easy to be presented and it is also enjoyable for the students' in learning

process.

b. The teachers of English who teach in senior high school level should be creative in teaching English. Specially in speaking, because to be master it need more technique or method in improving it. The teacher should provide easy and fun activities in speaking; therefore the students' may follows the class ore active and responsive.

## 2. For the next researcher

For the next researcher, there are still many things that have to be observed by the next researcher related to the English subject because in this researcher, the researcher just focuses on English Speaking by Using Discussion Technique.

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## CURRICULUM VITAE



**Fitriah Azizah** was born on February 2<sup>nd</sup>, 1995 in Camba. She has 1 sister and 1 brother. She lives at Monumen Emmiselan III, Makassar city. She is the second child from the couple of Muh. Anis and Naima. She started her education First, in elementary school at SD 17 Inpres Matajang and she graduated in 2007. Continues at MTS Matajang, she graduates 2010. And she continued at SMA Muhammadiyah Camba and graduates at 2013. In the same time, she entered the English Department field in Makassar Muhammadiyah University.

At the end of her study, she could finish her thesis with title **Using Discussion Technique To Improve Students' Speaking Skill In English ( pre-Experimental Research at The Eleventh Grade of SMAN 2 Camba-Maros).**