APPLYING SMALL GROUP DISCUSSION TO IMPROVE STUDENTS' ENGLISH SPEAKING AT ZAWIYAH ENGLISH CLUB

SKRIPSI

By

ASNAR MELIA TAMBUNAN
1042018027

Degree (S1)

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**Tarbiyah and Teacher
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STATEMENT OF APPROVAL

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By:

Asnar Melia Tambunan
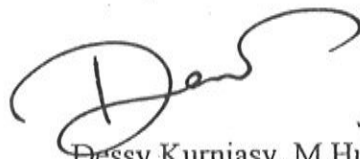
1042018027

English Education Department

Approved by :

Supervisor I

Shafrida Wati, MA
NIDN. 2004098402

Supervisor II

Dessy Kurniasy, M.Hum
NIDN. 0112128204

#

STATEMENT OF CERTIFICATION

APPLYING SMALL GROUP DISCUSSION TO IMPROVE STUDENTS' ENGLISH SPEAKING AT ZAWIYAH ENGLISH CLUB

By:

Asnar Melia Tambunan
1042018027

Has been defended in *Sidang Munaqasyah* by the board of Examiners and has been accepted as a Partial Fulfilment of Requirements for *Sarjana Pendidikan* (S.Pd) in English Department of Tarbiyah and Teachers Training Faculty on :

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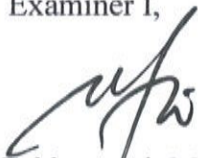15 Rajab 1444 H

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Chairman,

Shafrida Wati, MA
NIDN. 2004098402

Secretary,

Dessy Kurniasy, M.Hum
NIDN. 0112128204

Examiner I,

Dr. Fakhrurrazi, M.Hum
NIP. 197802142006041001

Examiner II,

Ella Yuzar, M.Appling
NIP. 199107042020122021

Certified By :
The Dean of Tarbiyah and Teachers Training Faculty
State Institute For Islamic Studies Langsa

Dr. Zainal Abidin, S.Pd.I, MA
NIP. 197506032008011009

PERNYATAAN KEASLIAN TULISAN

Saya yang bertandatangan di bawah ini:

Nama   : **Asnar Melia Tambunan**

Nim   : **1042018027**

Fakultas / Prodi   : **FTIK / Tadris Bahasa Inggris (TBI)**

Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul *"Applying Small Group Discussion to Improve Students English Speaking at Zawiyah English Club"* untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri. Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Langsa, 22 November 2022

Yang membuat pernyataan

Asnar Melia Tambunan

Nim. 1042018027

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6. All my best friends, Karuna Putri and Fitriani who always supported the researcher in writing the thesis.

7. For the names who has not been mentioned above, May Allah SWT be with us, Aamiin.

8. The last, I want to thank me for believing in me, I want to thank me for doing all this hard. Keep the spirit and never give up either for yourself or others.

Finally, I hope this thesis could provide valuable and useful information for the readers and would also appreciate valuable suggestions from readers related to this thesis. May God bless us forever.

Langsa, 22 November 2022

The writer,

Asnar Melia Tambunan

Nim. 1042018027

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ABSTRACT

Asnar Melia Tambunan, **2022**. Applying Small Group Discussion to Improve Students' English Speaking at Zawiyah English Club

Supervisor (1). Shafrida Wati, MA **(2).** Dessy Kurniasy, M.Hum

This study aims at finding out the whether small group discussion model improve students' speaking skills at Zawiyah English Club or not. The type of the study was experimental research with quantitative approach. The sample was 20 members of Zawiyah English Club at IAIN Langsa. The instrument used test, including pretest and posttest. The finding showed that Small Group Discussion improve the students' speaking skill. This is proven by significant difference at results between those who learn speaking by using small group discussion and those who learn by using conventional method. Based on the data analysis, t_o was higher than t_{table} $2.02 < 7.39 > 2.70$. It indicated that the alternative hyphotesis (H_a) was accepted and null hyphothesis (H_0) was rejected. Thus, it can be concluded that Small Group Discussion effects on the students' speaking ability and develops their speaking skill.

Keywords: *Discussion, Small Group, Speaking*

CHAPTER I

INTRODUCTION

A. Background of Study

In the international world, English is the main language used. The importance of English in this era of globalization is closely related to many things, starting from education, technology, economics, and others. It is not surprising that every country is now aggressively providing English language education to its citizen. English is an international language as well as a global language. Learning and understanding English is a necessity that cannot be avoided. By learning English, a person will open the horizons and knowledge internationally.

Students can use English well if they master four skills, namely speaking, listening, reading, and writing. The communication and interaction require the ability to speak. Therefore, the students are at least able to speak. However, it cannot be denied that students' speaking abilities are different from one another. Some are able to speak English well, some are not. The causes of the students' lack of English speaking skills are lack of vocabulary, not having enough interest in learning English, not having time to practice speaking English, and not being able to use English skills in daily life.

According to Brown, speaking is an interactive process to construct meaning that involves the production, reception, processing of information

and the presence of speakers and listeners.[1] This process can involve two or more students as well as the teacher. In order for the interaction and speaking process to be carried out, one way that English teachers can do is to determine the right teaching strategy in the classroom learning process.

Speaking is one of the skills or abilities in English to express opinions, comment, and reject other people's opinions if they are not in accordance with our opinions, as well as the ability to ask and answer these question. At this time, there are still many students of Zawiyah English Club who do not yet have adequate speaking skills so they need the right techniques or learning methods that can help to improve their speaking skills. One way that can help to improve the students speaking skills is by applying small group discussions.

According to Baker, small group itself is three or more people interacting face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group.[2] Discussion is a scientific conversation by several people who are members of a small group to exchange opinions about a problem to jointly seek solutions, get answers and the truth or a problem.[3] In this presentation of the lesson with this discussion method, it is the students who play an active role and the teacher acts as a supervisor who also records all activities that occur during the discussion.

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[1] Brown, H.Douglas, *"Principle of Language Learning and Teaching"* (New Jearsey: Prentice Press, 2001)

[2] Carry L. Baker, "*Discussion and Group Work Method in Language Learning*" (New Jersey: Harper and Row Publisher, inc., 1987), p. 159, in Khusnu Amalia, The Use of Small Group

[3] B. Suryosubroto, "*Proses Belajar Mengajar di Sekolah"*, (Jakarta: Rineka Cipta, 2009), p. 167.

The application of an interesting and fun small group discussion strategy can focus students' attention on the material and problems during the learning process. Thus, it makes it easier for the teacher or mentor of Zawiyah English Club to manage the class and determine students' participation in the discussion room. Students can work with their group members to solve problems given by the tutor. With this learning strategy, it is hoped that it will make it easier for students to understand the subject matter of English speaking so that it can make students motivated during learning, thus, will have a good impact on the results of their learning.

Based on the explanation above the researcher is interested in conducting research under the title of "***Applying Small Group Discussion to Improve Students' English Speaking at Zawiyah English Club***".

B. Research Question

Based on the background of the problem, as well as the affirmation of the term the researcher has mentioned above, the researcher gives the following research problem: Does small group discussion improve students' speaking ability at Zawiyah English Club?

C. Purpose of Study

Based on the research question above theoretically this research aims to enrich the existing theory on small group discussion and speaking, this research can contribute to the theory of teaching English in the field of applied linguistics. Whereas, practically aims to investigate the students' ability in speaking skills and this strategy can be used by teachers in teaching English speaking skills so that students are more interested in the learning process.

D. Significance of Study

This study will provide some information and would be helpful for:

1. For the researcher

   By doing the research, the researcher hopes get more information to identify the application of small group discussion to improve students English speaking.

2. For English students

   The result of this study will provide a reference, information and reflection for students so that their knowledge about small group discussion can improve their speaking skills.

3. For another researcher

   The result of this research can be consideration and additional information for other researchers who will conduct any further studies in the same field.

E. The Scope of Study

This study focuses on improving students' speaking ability by applying small group discussion at Zawiyah English Club.

F. Hypothesis

Hypotheses are temporary answers to problem that still have preconceived notions because the problem must be proven true or not. According to Sugiyono, Hypotheses is a temporary answer to problem formulation.[4] Because it is still temporary, it is necessary to prove the truth through collected empirical data. The research hypothesis is stated as follow:

H1: There is an influence of the small group discussion method on improving students' English speaking skill at Zawiyah English Club.

H0: There was no effect of the small group discussion method on improving students' English speaking skills at Zawiyah English Club.

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[4] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D,* (Bandung: Alfabeta, 2017), 55

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

The research was conducted from September 25th to October 15th, 2022 at Zawiyah English Club office. The researcher gave pretest to experimental class on September 25th, while the control class was on October 1th. After giving pretest, the researcher determined the materials and lesson plans for learning activities. The researcher taught speaking by using small group discussion, while the control class was taught by using conventional method. Stages of the implementation of the treatment in experimental class are described as following:

a. The first meeting was held on Sunday, September 25th , 2022 at 14.00 – 15.30 pm in the experimental class. In the beginning of the activity, the researcher started the class and greet the students. Then she introduced herself to the students. She gave pretest to students about self-introduction. The students introduced themselves in front of the class. After giving the pretest, she started teaching about the topic of 'self introduction'. She teaches some basic points that are commonly used in self introduction, such as giving information about name, age, place of birth, hobbies, and study. At the meeting, she gave feedback about students' mistakes in the pretest. At the end of the meeting, the researcher evaluated the students speaking because they found difficulties in

speaking in English even to introduce themselves. Most of the students answered that the difficulties they experienced were the results of the lack of interest in learning English itself.

b. The second was held on Wednesday, October 5th, 2022, at 14.00 – 15.30 pm. The class was divided into several groups The material taught was 'deepening of self introduction and its use'. The material included the purpose of introducing oneself, the functions, the structure self introductory. The students then practice the speaking in groups.

c. The third meeting was held on Sunday, October 9th, 2022, at 14.00 – 15.30 pm. In the teaching process, the researcher asked the students to sit in groups. She divided them by counting 1 to 5. Students who get the same number will be in one group. The students were asked to get to know each other using English. In groups, the students communicate actively. After finishing the meeting, the researcher gave the posttest to the students. They were asked to introduce their group in front of the class respectively.

The teaching and learning activities in control class were described as following:

a. The first meeting was held on Saturday, October 1th, 2022, at 14.00 – 15.30 pm. After giving the pre-test and input the researcher conducted teaching. The teacher taught the material about self introduction by a game. The game was called a quick guessing game. The students would be asked a question when a piece of music stop playing and they were given a mic. The mic was given to a friend next door quickly. This game aims to

find out the extent of their knowledge of the material of introducing oneself.

b. The second was held on Wednesday, October 5th, 2022, at 15.30 – 18.00 pm. The material was about 'deepening of self introduction and its use'. The material included the purpose of introducing oneself, the functions, the structure self introductory. Then, the researcher asked the students to introduce themselves one by one..

c. The third meeting was on Saturday, October 15th , 2022 from 14.00 to 15.30 pm. At the beginning of the activity, the researcher greet the students. She then invited them to practice by asking them questions one by one. After the meeting has ended, the researcher gave the posttest. They were asked to introduce their respective friends in front of the class.

The sample of this research were divided into two classes. They were experimental class and control class. After the data were collected, the researcher analyzed them. The first data analysis was from the beginning of control class and experimental class that was taken from the pretest score. It is used to know that the students' competence in speaking skill. Another data analysis was the posttest of control class and experimental class. It is used to prove the truth of hypothesis that has been formulated. To determine the level of students' achievement, test scores are interpreted according to the table on the following criteria.

Table 4.1

Classification of the students' achievement

No	Grade	Criteria	Range Score
1	A	Excellent	91-100
2	B	Very Good	81-90
3	C	Good	71-80
4	D	Fair	51-70
5	E	Poor	0-50

1. The Result of Pre Test in Experimental Class

The pretest in experimental class was given by asking students to introduce themselves. The test was done before treatment process by applying small group discussion. This test aimed to know the students' speaking ability before treatment.

The test results of students in experimental class was a class who receive the treatment by using small group discussion. The complete data of the test are presented of the following table.

Table 4.2

The Students' Scores of Pre Test in Experimental Class

No	Name	Categories					Total = $\frac{Score\ is\ found}{Total\ score(25)}$ x 100
		Pronoun ciation	Grammar	Vocabulary	Fluency	Comprehension	
1	RR	2	2	2	2	2	40
2	AFS	3	3	2	3	4	60
3	WS	2	2	3	3	3	52
4	RP	2	2	3	2	2	44
5	MFA	3	3	3	3	3	60
6	MZ	3	4	4	4	4	76
7	TR	3	3	2	2	2	48
8	FD	3	3	2	3	2	52
9	SNN	2	2	2	3	3	48
10	MA	3	3	2	2	3	52
Total							532
Mean							53,2

From the experimental class test result table above, the highest score of pretest was 76, the lowest score was 40 and the total score was 532. Interpretation of the test score was based on the criteria bellow:

Table 4.3

The percentage of test result of pre test in experimental class

No	Grade	Criteria	Range Score	PRE TEST	
				FREQUENCY	PRECENTAGE
1	A	Excellent	91-100	-	-
2	B	Very Good	81-90	-	-
3	C	Good	71-80	1	10%
4	D	Fair	51-70	5	50%
5	E	Poor	0-50	4	40%

Based on the table above the frequency of pretest were 4 students (40%) got score between 0-50, it meant that on the students' speaking ability was poor, 5 students (50%) got score between 51-70, it meant that on the students' speaking ability was fair, and 1 students (10%) got score between 71-80, it meant that on the students' speaking ability was good. The researcher calculated the mean score of pre-test in experimental class by using the following formula:

$$M = \frac{\sum x}{n}$$

$$= \frac{532}{10}$$

$= 53.2$

2. The Result of Post Test in Experimental Class

The posttest was given to the students by asking them to introduce their friends. It was done after treatment process (teaching learning process by applying small group discussion). This test was intended to know the students' speaking ability after they received treatment. The list of students' score in posttest can be seen in the table below:

Table 4.4

The Students' Scores of Post Test in Experimental Class

No	Name	Categories					Total = $\dfrac{Score\ is\ found}{Total\ score(25)}$ x 100
		Pronoun ciation	Grammar	Vocabulary	Fluency	Comprehension	
1	RR	3	3	3	3	3	60
2	AFS	3	4	3	4	4	72
3	WS	3	3	4	4	5	76
4	RP	3	3	3	3	3	60
5	MFA	4	5	5	4	4	88
6	MZ	4	5	5	5	4	92
7	TR	3	4	3	3	3	64
8	FD	3	4	4	3	3	68

9	SNN	3	3	3	3	3	60
10	MA	3	4	4	3	3	68
Total							708
Mean							70,8

From the experimental class test result above, the highest score of post test was 92, lowest score was 60 and the total score was 708. The interpretation of the test score was based on the following criterias:

Table 4.5

The percentage of test result of post test in experimental class

No	Grade	Criteria	Range Score	PRE TEST	
				FREQUENCY	PRECENTAGE
1	A	Excellent	91-100	1	10%
2	B	Very Good	81-90	1	10%
3	C	Good	71-80	2	20%
4	D	Fair	51-70	6	60%
5	E	Poor	0-50	-	-

Based on the table above the frequency of posttest were 6 students (60%) got score between 51-70, it meant that the students' speaking achievement was fair, 2 students (20%) got score between 71-80, it meant that the students' speaking ability was good, 1 students (10%) got score between 81-90, it meant that the students' speaking ability was very good and 1 students (10%) got score between 91-100, it meant that the students' speaking ability was excellent.

The researcher calculated the mean score of posttest in experimental class by using the following formula:

$$M = \frac{\sum x}{n}$$

$$= \frac{708}{10}$$

$$= 70.8$$

The researcher combined both of students' score from pretest and posttest in experimental class. It was to know the gaining score before and after treatment by applying small group discussion which could be seen in the following table:

Table 4.6

The Student's Pre-Test and Post Test Scores in Experimental Class

NO	Name	Pre Test	Post Test	Gained (d) score (Post test- Pre Test (X)
1	RR	40	60	20
2	AFS	60	72	12
3	WS	52	76	24
4	RP	44	60	16
5	MFA	60	88	28
6	MZ	76	92	16
7	TR	48	64	16
8	FD	52	68	16
9	SNN	48	60	12
10	MA	52	68	16
	TOTAL	532	708	176

3. The Result of Pre Test in Control Class

Control class was a class that did not get treatment. Students in the control group were taught without using small group discussion. The researcher used the conventional method to teach them. The researcher gave pretest for the control class to know their speaking ability. The result of pretest in control class could be seen in the table below:

Table 4.7

The Students' Scores of Pre Test in Control Class

No	Name	Categories					
		Pronoun ciation	Grammar	Vocabulary	Fluency	Comprehension	Total = $\frac{Score\ is\ found}{Total\ score(25)}$ x 100
1	S	3	3	3	3	3	60
2	ML	3	3	3	2	3	56
3	GA	4	3	4	3	3	68
4	IA	3	3	4	3	3	64
5	ASM	4	3	4	4	4	76
6	M	3	3	3	3	3	60
7	KP	4	3	4	3	4	72
8	MAG	3	3	4	3	4	68
9	HM	3	3	3	3	4	64
10	FF	3	2	3	2	3	53

Total	641
Mean	64,1

From the control class pretest result table, the highest score of pretest was 76, the lowest score was 53 and the total score was 641. Interpretation of the test score was based on the following criteria:

Table 4.8

The percentage of test result of pretest in control class

No	Grade	Criteria	Range Score	PRE TEST	
				FREQUENCY	PRECENTAGE
1	A	Excellent	91-100	-	-
2	B	Very Good	81-90	-	-
3	C	Good	71-80	2	20%
4	D	Fair	51-70	8	80%
5	E	Poor	0-50	-	-

Based on the table above frequency of pre-test, were 8 students (80%) got score between 51-70, it meant that the students' speaking ability was fair, 2

students (20%) got score between 71-80, it meant that the students' speaking ability was good.

The researcher calculated the mean score of pretest in control class by using the following formula:

$$M = \frac{\sum x}{n}$$

$$= \frac{641}{10}$$

$$= 64.1$$

4. The Result of Post Test in Control Class

After giving pre test in control class, the researcher taught by conventional method. The researcher wanted to know the difference of class control who learn by Small Group Discussion. The result of post test in control class could be seen in the table below:

Table 4.9

The Students' Scores of Post Test in Control Class

No	Name	Categories					Total = $\frac{Score\ is\ found}{Total\ score(25)}$ x 100
		Pronoun Ciation	Grammar	Vocabulary	Fluency	Comprehension	
1	S	3	4	3	3	3	64
2	ML	3	3	3	2	3	56
3	GA	4	4	4	3	3	72

4	IA	3	3	4	4	3	68
5	ASM	4	3	4	4	4	76
6	M	3	3	4	3	3	64
7	KP	4	4	4	4	4	80
8	MAG	3	3	4	3	4	68
9	HM	3	3	3	3	4	64
10	FF	3	3	3	3	3	60
Total							672
Mean							67.2

From the control class post-test result table, the highest score of post-test was 80, the lowest score was 56 and the total score was 672. The interpretation of the test score was based on criteria was as following:

Table 4.10

The percentage of test result of pretest in control class

No	Grade	Criteria	Range Score	PRE TEST	
				FREQUENCY	PRECENTAGE
1	A	Excellent	91-100	-	-
2	B	Very Good	81-90	-	-
3	C	Good	71-80	3	30%

		Fair	51-70		
4	D			7	70%
5	E	Poor	0-50	-	-

Based on the table of frequency above, 7 students (70%) obtained score between 51-70, it meant that the students' speaking ability was fair, 3 students (30%) got score between 71-80, it meant that the students' speaking ability was good.

The researcher calculated the mean score of pretest in control class by using the following formula:

$$M = \frac{\sum x}{n}$$

$$= \frac{672}{10}$$

$$= 67.2$$

The researcher combined both students' score from pretest and posttest in control class. It was to know the gaining score before and after treatment by applying small group discussion it could be seen by the following table:

Table 4.11

The Students' Pre-Test and Post Test Scores in Experimental Class

(Without Applying Small Group Discussion)

NO	Name	Pre Test	Post Test	Gained (d) score (Post test- Pre Test (X)
1	S	60	64	4
2	ML	56	56	0
3	GA	68	72	4
4	IA	64	68	4
5	ASM	76	76	0
6	M	60	64	4
7	KP	72	80	8
8	MAG	68	68	0
9	HM	64	64	0
10	FF	53	60	7
	TOTAL	641	672	31

From two table presented above, the researcher concluded the experimental class's score was higher than the control class's score when they learned about introducing themselves.

As mentioned before, topic in analyzing the data from the result of pre-test and post-test, the researcher used statistic calculation of the t – test formula with the degree of significance 5% and 1% as follows:

Table 4.12

The Comparison Scores of each Student of the Experiment Class and Control Class

Students X	Students Y	X	Y	X^2	Y^2
1	1	20	4	400	16
2	2	12	0	144	0
3	3	24	4	576	16
4	4	16	4	256	16
5	5	28	0	784	0
6	6	16	4	256	16
7	7	16	8	256	64
8	8	16	0	256	0

9	9	12	0	144	0
10	10	16	7	256	49
N = 10	N = 10	$\sum X$= 176	$\sum Y$= 31	$\sum X^2$ = 3328	$\sum Y^2$ = 177

Based on the data presented in the table 4.12 above, it showed that the lowest score was at the experimental class (X) was 12 and from the control class (Y) was 0, and the highest gained score from (X) was 28 and from (Y) was 8. While the sum of gained score (X) was 176 and (Y) was 31. The sum of squared gained score (X) was 3328 and (Y) was 177.

Then, the researcher calculated them based on the step of the t – test. The formulation was as following:

a. Determining Mean of Variable X, with formula.

$$M_x = \frac{\sum X}{N\,1} = \frac{176}{10} = 17.6$$

b. Determining Mean of Variable Y, with formula.

$$M_Y = \frac{\sum Y}{N\,1} = \frac{31}{10} = 3.1$$

c. Determining of Standard of Deviation Score of Variable X, with formula:

$$SD_x = \frac{\sqrt{\sum X^2}}{N} = \frac{\sqrt{3328}}{10} = \frac{57.6}{10} = 5.76$$

d. Determining of Standard of Deviation Score of Variable Y, with formula:

$$SD_y = \frac{\sqrt{\sum Y^2}}{N} = \frac{\sqrt{177}}{10} = \frac{13.3}{10} = 1.33$$

e. Determining Standard Error Mean of Variable X, with formula:

$$SE_{mx} = \frac{SD_x}{\sqrt{N-1}} = \frac{5.76}{\sqrt{10-1}} = \frac{5.76}{\sqrt{9}} = \frac{5.76}{3} = 1.92$$

f. Determining Standard Error Mean of Variable Y, with formula:

$$SE_{my} = \frac{SD_y}{\sqrt{N-1}} = \frac{1.33}{\sqrt{10-1}} = \frac{1.33}{\sqrt{9}} = \frac{1.33}{3} = 0.44$$

g. Determining of Standard Error Mean of difference Mean of Variable X

and Mean of Variable Y, with formula:

$$SE_{Mxmy} = \sqrt{SEmx^2} + SEmy^2 = \sqrt{1.92^2} + 0.44^2$$

$$= \sqrt{3.68} + 0.19$$

$$= \sqrt{3.87}$$

$$= 1.96$$

h. Determining t_o with formula:

$$t_o = \frac{Mx-My}{SE_{Mx-My}} = \frac{17.6-3.1}{1.96} = \frac{14.5}{1.96} = 7.39$$

i. Determining t – *table* in significant level 5% and 1% with *df*.

$$df = (N1 + N2) - 2$$

$$= (10 + 10) - 2$$

$$= 20 - 2$$

$$= 18$$

df = 18 (see the table of "t" values at the degree of significant of 5% and

1%)

T_{table} (tt) at significance 5% = 2. 02

T_{table} (tt) at significance 1% = 2. 70

j.   Statistical Hypothesis

To prove the hypothesis, the data obtained from the experimental class and the control class were calculated by using the t – test formula with the assumption as follows:

$t_0 > $ tt   : The alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means, there are significant differences between the result of applying small group discussion in teaching speaking skill and without applying small group discussion in teaching speaking skill.

$t_0 < $ tt: The alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted. It means, there are no significant differences between the result of applying small group discussion in teaching speaking skill and without applying small group discussion in teaching the skill.

It means that the hypothesis clarify small group discussion does not provide significant different at score on the students' speaking achievement is rejected. In other words, Small Group Discussion is effective improve students' speaking ability.

Based on the statistical calculation by using t-test, the researcher interprets the significant value. The value of t_o was 7.39 and the degrees of freedom (*df*) was 18 obtained from (N1+N2 – 2) = (10 + 10 – 2) = 18.

In the table significance, it can be seen that the *df* was 18 and the degree of significance of 5% and 1% the values were 2.02 and 2.70. By comparing the values of t_0 = 7.39 and tt = 2.02 and 2.70. So, the researcher concluded that t_0 was bigger than tt namely 2.02 < 7.39 > 2.70, therefore the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It meant that there was a significant difference between applying small group discussion in teaching speaking skill than without using it. If the result of calculation to was higher than tt t_0 > tt so, the null Ho was rejected. It meant that the experimental technique was accepted and if the result of calculation to was lower than tt, t_0 < tt so, the H_0 was accepted. It meant that the experimental technique was rejected.

The researcher summarized that t_0 > tt, which meant the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted. The researcher analyzed the result of calculation that (H_0) was rejected and (Ha) was accepted. It meant that the increasing of the students' speaking skill, it proved that the use of Small group Discussion is effective.

B. Research Discussion

The result of research finding showed that Small Group Discussion was effective to be used in teaching speaking because there was significant different of result between teaching by applying small group discussion and without using it. Based on the data analysis, the researcher identified that the values of t_o was bigger

than t$_{table}$ 2.02 < 7.39 > 2.70. It meant that the alternative hyphotesis (H$_a$) was accepted and null hyphothesis (H$_0$) was rejected. Thus, the finding indicates that learning by using Small Group Discussion gave significant effect on the students' speaking ability. It was effective to improve students' speaking skill. It strengthened by Yamin and Ansari' result of research which indicated that Small Group Discussion is one of learning strategies which aim to improve students' speaking ability. Using Small Group Discussion in teaching speaking is an alternative to make the students more enthusiastic, interested and active in teaching and learning process. In this activity the students can expres their idea, talk, and share with others.[24] As theory stated by Huinker and Laughlin that Small Group Discussion is a strategy which train the students' ability to think and learn to communicate (sharing).

Based on the research method, the teaching learning process was divided into three steps. First steps was giving pretest for the students to know the students' speaking achievement before learning by using Small Group Discussion. Second step was giving treatment by applying Small Group Discussion in. The teacher asked students to make some groups consisted of 4 students each group. Each group must discuss about the topic given by the teacher. The teacher ask each student to perform the topic based on the result they discussed. The third step is giving posttest to know the students' speaking achievement after the treatment.

Based on the result of the test, Small Group Discussion make the students speak easily. The students can build dialogue with themselve and they can talk and share ideas with one another. From the results of the statistical computation using T-test formula, it showed that the score of speaking in experimental class

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[24] Martinis Yamin dan Bansu, Ansari, *Taktik Mengembangkan,,,,,* 84

taught by Small Group Discussion was higher than those in control class. At the post test, the mean score of control class was 67.2, while the mean score in experimental class was 70.8. Although it showed a slight difference between two means score, the result showed that the experimental class was better than the control class. From the result above, it can be concluded that the students obtain good achievement in speaking after learning by using Small Group Discussion.

From the explanation above, it can be concluded that Small Group Discussion was effective to teach speaking in this research. The theory above is accepted by the researcher because it can improve the students' speaking skill at Zawiyah English Club.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, the reppsearcher made conclusion as follows:

1. The students' speaking ability in experimental class who learn by using Small Group Discussion was improving because the mean score of students speaking ability was 70.8. The data showed that there were 6 students obtained fair score (60%), 2 students got good score (20%), 1 students got very good score (10%), and 1 students got excellent score (10%).

2. The students' speaking ability in control class was moderate with the mean score 67.2. The data showed that there were 7 students obtained fair score (70%), and 3 students got good score (30%)

3. The value of t_o was 7.39 and the degrees of freedom (df) was 18 obtained from (N1+N2 − 2) = (10 + 10 − 2) = 18. In the table significance, it can be seen that the df 18 and on the degree of significance of 5% and 1% the values of the degree of significance were 2.02 and 2.70. By comparing the values of t_0 = 7.39 and tt = 2.02 and 2.70. So, the researcher made the conclusions of the hypothesis that t_0 was bigger than tt namely 2.02 < 7.39 > 2.70, so the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. Based on the explanation above, it can be

concluded that alternative hypothesis (Ha) was accepted and the null hypotesis (H_0) was rejected. Thus, it can be concluded that applying Small Group Discussion was effective to improve speaking ability.

B. Suggestion

The finding of the research score showed that there was significant difference between the students' score in experimental class, that they were taught by Small Group Discussion and students' score in control class. Therefore, the researcher gives some suggestions as follow:

1. For students

   The students should be active in the classroom because in Small Group Discussion the students are supported to be active in teaching learning process. It is hoped that the students can increase their speaking ability.

2. For teachers

   Small Group Discussion can be used by the English teachers, especially in teaching speaking. By using good strategy the students are easier to learn and motivated in learning English. The English teacher should select strategies that are not only interesting but also appropriate with the subject and the students' needs. So, the teacher can use Small Group Discussion as an alternative strategy to teach speaking.

3. For other researcher

   As this research is not perfect yet, it is suggested for the other researcher to conduct further research on the similar area, especially about the use of Small Group Discussion in teaching speaking.