

INCREASING STUDENTS' SPEAKING ABILITY THROUGH GROUP WORK

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Abstract

Tujuan penelitian ini adalah untuk mengetahui apakah ada peningkatan kemampuan berbicara siswa setelah diajar menggunakan *group work*. Jenis penelitian ini adalah kuantitatif yang menggunakan desain *one group pretest posttest*. Populasi dalam penelitian ini adalah siswa kelas dua SMA. Data dianalisa menggunakan formula t-test. Nilai rata rata pada pre test adalah 52.4 dan post test adalah 69,1 atau meningkat sekitar 16,7. Itu terbukti bahwa nilai siswa meningkat dengan signifikan karena t-ratio lebih tinggi daripada t table $28.502 > 2.0423$, $p < 0.05$ ($p = 0.000$). Bisa disimpulkan bahwa tehnik ini efektif untuk pengajaran kemampuan berbicara.

The objective of the research is to find out whether there is increase of students' speaking ability after being taught through group work. The type of the research was quantitative which has one group pretest-posttest design. The population of this research was the second year students of SMA. The data were analyzed by using t-test formula. The mean score of pre-test was 52.4 and post-test was 67.9 or increased about 16.7. It proved that the students' scores increase significantly because t-ratio is higher than t-table ($28.502 > 2.0423$), $p < 0.05$ ($p = 0.000$). It can be concluded that this technique was effective for teaching speaking ability.

Keywords: effective, group work, increase, speaking ability, teaching speaking

INTRODUCTION

English is an international language in the world. Therefore many people from different countries in the world use English as the language of international communication. Considering this fact, it is important to learn English for communication. In Indonesia English is learned as a foreign language. It is learned from elementary school to senior high school. In English curriculum, there are four skills that must be mastered by the students, namely listening, speaking, reading, and writing.

Speaking is very important skill because the ability to speak is one of the keys in communication. As we know that the objective of ELT based on curriculum is that the students have to be able to speak English. If their speaking ability is good, they can carry out conversation with other people. They can express their idea and know the information that happen in the world nowadays.

Speaking is an important element in communication in school. It needs more attention from both students and the teacher. Speaking is a productive skill where the speaker produces and uses language by expressing a sequence of ideas and at the same time the speaker wants to try, to get the message across. In this case we can say that there is a process when people speak, that is the process of conveying and understanding the message. It also means that we can communicate with others by means of this language skill. People can also transfer some information, answer the question from others, and ask what they want to know by speaking.

According to Byrne (1984) speaking is oral communication. It is a two way process between speaker and listener and involves productive and reactive skill. It means that speaking is the way to communicate directly. In a process of speaking a person becomes a speaker and a listener. Involving a process of transferring and receiving information.

Harris (1974:9) says that speaking is encoding process whereby we communicate our ideas, thought, and feeling through, one or other forms of language, so we can produce spoken message to someone. The statement above strengthens that speaking is the way to share our ideas and show our feelings to others. Speaking also used by teacher in transferring the material.

Rivers (1968 : 6) says that speaking is developed from the first context with the language. It means that in teaching speaking, the teacher should make the student understand what they learn. Therefore student's speaking ability is needed in teaching and learning process.

Based on the researcher's experience when teaching in SMA , it was found that the student still had difficulties in speaking. The students were afraid of producing a sentence. They were afraid of making mistake in grammar. They had to think when they wanted to speak. In learning activity, they just did the exercise in the class, they were not given sufficient opportunities to practice speaking in the class.

Based on the problem stated above the researcher used the technique that might increase student's speaking ability namely group work. Group work focuses on students to work in a group and it is able to build students' bravely and have a

good communication ability with other students. By using this technique the students could share, retell the story or discuss certain topic in English. They could give opinion or respons to other students whether in the group.

According to Slavin (1990), working in mixed-ability teams can benefit both higher and lower achieving students in many subject areas. Group work in teaching speaking can help students to develop particular skills. The higher will help the lower if they have something to ask.

Richard and Nunan (1987), state that group work provides opportunities for children to talk freely, and it is generally accepted that this improves their language. To increase the amount of practice of each student, the teacher needs to divide students in the class into groups and give sample practice through relevant and realistic language activities.

Caruso & Woolley (2008:86) that group work is a process in which members working cooperatively rather than individually, formulate, and work toward common objectives under the guidance's of one or more leaders.

From the explanation above, the researcher uses group work technique in teaching speaking and it is hoped that it can be applied in speaking class effectively. Therefore, the research foccuses on finding out whether group work can be used to increase students speaking ability.

METHOD

This research is quantitative research. It was carried out in order to see and to find the result of the application of cooperative learning through group work technique

for increasing students' speaking ability. The one group pretest-posttest design can be represented as follows :

T1 X T2

where

T1: Pre Test

X : Treatments (Group Work)

T2: post Test

(Hatch and Farhady, 1982 : 20)

The population of this research was the second grade of SMA. The class that had been chosen is XI IPA . Consisting of 30 students.

In collecting the data, the researcher use pretest, treatment and posttest. The researcher conducted a pretest which took 80 minutes. The purpose of this test was to know how far the students' ability in mastering speaking skill. Rating sheet modified from Harris (1974 : 84). Based on the oral rating sheet, there are five aspects to be tested namely, pronunciation, vocabulary, fluency, comprehension, and grammar.

The treatments was conducted in three times. One treatment was 2 x 45 minutes of each meeting. The researcher administered the post-test in order to know the increase of students' score in speaking test after being taught through group work.

The instrument of this research is speaking test. The researcher conducted the speaking test for the pretest and posttest, the test aim at gaining the data that is the students' speaking ability score before the treatment and after the treatment in perform the text that has discussed. In achieving the reliability test, the researcher used inter rater realiability in this study. The first rater is the researcher and the second rater is the incumbent English teacher. The result of inter rater realibility the researcher as the first rater and the teacher as the second rater very high realibility in giving score to the students in the pretest and post test.

RESULT AND DISCUSSION

Before the resercher gave treatments in the experimental class, the researcher gave pretest to the students. The pretest was administered to measure students speaking ability before they work in group. Statistical computation with SPSS 16.00 for windows was used to analyze the scores of the pretest in the experimental class. The mean of the pre-test was e average of students' score in pretest was 52,4; the highest score was 64; the lowest score was 30; the median was 56. In the pre-test, the researcher found that there were 7 students (23.3%) who got score 42 – 48, there are 10 students (33.3%) who got score 50 – 52, there are 10 students (33.3%) who got 54 - 56, and there are 2 students (6.7%) who got 60 – 64.

The researcher applied three treatments through group work in improving students speaking ability. The three treatments consisted of three narrative texts which were taken from student senior high school curriculum.

In the first treatment, the teaching learning process was started by explaining the learning materials of narrative text. The teacher did the brainstorming by asking the students some questions.

The grouping activity created noisy class and the researcher felt difficult to handle it. The students still use the grouping activity as a place to share another topic which has no relations with the topics discussion. At this section, the teaching learning process did not run well, the students use the group activity in a wrong purposes.

In the second treatment, most students knew that their duty was to discuss the text and they have to present it orally in front of the class. In the discussion process some student have focussed on discussing the topic, but there were some students still talk about something which has no relation to the topic.

In the third treatment the procedure was the same as the first and the second treatment. In the learning process the students had understood their duty and what they should do. So it did not need a long time to discuss the text, because in this step they do not talk about something unimportant anymore. They had focussed

on discussing the topic. It helps the teacher a lot because the teacher should not always ask them to foccus and did not talk about something unimportant.

During the three treatments, the researcher found that students have improved their speaking ability due to the group work usage. The students have increased their speaking ability because group work creates enjoyable atmosphere in teaching learning. By studying in group work, the students have more bravery in sharing their idea because in group work they have friends that they can ask without fear like they asked to they teacher. After the implementations of the three treatments of group work, the post-test was administrated to know the students' score whether there was a significant increase after the application of group work.

After they got treatment the teacher wanted to see how their score is by giving post test. The text that given by the teacher to the students is the same text which is used in the pretest. The procedure is also the same as the previous one. In the post test the students do the discussion well. in the post test the teacher also helped the researcher to give students score. After finish doing the posttest, the researcher calculated the students score. And finally the students score was better than the pretest. In the posttest the students speak in a good pronunciation, they also produce sentence in good grammar, they use more vocabularry, they speak more fluently, and thay can comprehend the text well. in this activity most of the students were not ask more to their friends. That was because of they had done the treatments and it make them have better speaking ability. The mean of the post test was 69.1; the highest score was 76; the lowest score was 60; the median was

68. There are 3 students (10%) who got the score 60-62, there are 6 students (20%) who got 64-66, there are 8 students (26.7 %) who got 68-70, there are 10 students (33.3%) who got 72-74, and there are 3 student (10%) who got 76-78.

From the result of pretest and posttest it can be seen that Group Work could increase the students' speaking ability. This can be seen from the increase of each aspect of students' speaking ability that the highest aspect was fluency. It increased for about 3.8 %, and it can be seen from the total score from the pretest to the posttest; from 1572 up to 2074 the mean was 52.4 up to 69.1. Is it true that working together in groups also gives students the opportunity to learn from and teach each other. Classroom research has shown that students often learn better from each other than they do from a teacher (Barkley et al. 2005, 16–20).

Table 1: The increase of five aspect of students speaking ability from pretests and post test

No	Aspect of speaking	Pre test	Post test	Gain
1	Pronunciation	11.7	14.7	3.0
2	Grammar	8.7	12.0	3.3
3	Vocabulary	10.8	14.0	3.2
4	Fluency	11.1	14.9	3.8
5	Comprehension	10.1	13.5	3.4

Table 2: Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	44.00	60.00	52.4000	3.61606
Posttest	30	60.00	76.00	69.1333	4.56926
Valid N (listwise)	30				

Table 3: Paired Samples Test

	Paired Differences	T	df	Sig. (2-
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		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				tailed)
					Lower	Upper			
Pair 1	Pretest								
	–								
	Posttest	1.67333E1	3.21562	.58709	-17.93407	-15.53260	-28.502	29	.000

The increase of students's speaking ability in pretest and posttest each aspect in speaking skill. In pretest the aspect were : *Pronunciation* (11.7) because the students still use Indonesian dialect when they speak english. They also speak in wrong pronunciation in some words. For example : hearing, under, moon, stay.(2) *Grammar* (8.7) because they always speak in incorrect grammar. For example :”the moon and the sun does not as the home again”. They don’t know when they have to use past tense and when to use present tense. For example: “The sun is marry with the moon, and they life in little place”. (3) *Vocabularry* (10.8) the students only use the word that they know ,”,they still mix the word with bahasa and they often ask the meaning of some words that they do not know, for example:“the boy is a memalukan boy”. (4) *Fluency* (11.1) the student speak in a good fluency. They did not think about the speed and to many pauses. For example: ”the the(pause) the rich man give emm... suggestion to the sellesman”. *Comprehension* (10.1) the student found difficulties in understanding the material and the task that given in the pretest,for example they did not know the moral value that can be taken from the story.

In posttest the aspect were: (1) *Pronunciation* (14.7) in the posttest the students can pronounce the word and the sentences better than in the pretest because the

researcher have given treatments for 3 times. In the treatments the researcher always show the students how to pronounce the words or the sentences well. (2) *Grammar* (12.0) in the posttest the students have speak in grammatically correct but they still found difficulties in some tenses. (3) *Vocabulary* (14,0) by practicing a lot the students can develop their vocabulary because in treatments they always try to find the meaning of some difficult words. (4) *Fluency* (14.9) the students could increase their fluency after they practice a lot in the treatment. (5) *Comprehension* (13.5) the students have understood the material. Therefore, it was easy for them because their vocabulary is better.

Finally, based on the research, it was found that the learners had various ways in speaking after they got treatments. Although not all of the students could speak in a good pronunciation, use a good grammar, speak fluently, and not all of them can comprehend the text well, it is clear that group work could increase the students speaking ability.

CONCLUSION AND SUGGESTION

In reference to the result of the research some conclusion and suggestion are derived as follows:

Based on the research, it could be seen that there was significant increase of students speaking ability after being taught through Group Work. This can be identified from the improvement of students speaking score. The gain from the mean of the pretest (52.4) up to (69.1) is 16.7. In this research the highest improvement of students speaking ability was in aspect of fluency. That was

because they always practice to speak and also they have self correction to control their speed in speaking. By practicing alot, there will be a significant increase of the students' speaking ability.

Based on the finding, some suggestion are proposed as follows:

1. Since group work can increase students speaking ability, especially in aspect of fluency, the researcher suggest the English teachers apply this technique as an alternative way to increase students speaking ability.
2. If the teacher expects to increase all of the speaking aspects (pronunciation, grammar, vocabularry, fluency, and also comprehension) significantly, then the researcher suggest the English teacher to always controll the student activity when they do group work discussion, and do not let them to speak other language frequently.

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