

COMPARATIVE STUDY OF STUDENTS' SPEAKING ABILITY THROUGH CLAMSHELL TECHNIQUE AND SMALL GROUP DISCUSSION

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Abstrak. Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan yang signifikan pada kemampuan berbicara siswa antara kegiatan belajar mengajar menggunakan teknik *clamshell* dan teknik grup diskusi. *Control group pretest posttest design* adalah desain yang digunakan dalam penelitian ini. Data penelitian diperoleh melalui *pretest* dan *posttest*. Hasil penelitian menunjukkan bahwa ada perbedaan yang signifikan antara kegiatan belajar mengajar menggunakan teknik *clamshell* dan teknik grup diskusi dengan level signifikansi ($0.004 < 0.05$). Teknik *clamshell* memiliki hasil peningkatan nilai yang lebih besar dibandingkan dengan teknik grup diskusi. Sehingga, dapat disarankan bahwa mengajar berbicara melalui teknik *clamshell* dan teknik grup diskusi membuat siswa menjadi lebih aktif.

Abstract. This research was aimed to find out whether there was a statistically significant difference of students' speaking ability between those who were taught through clamshell technique and those who were taught through a small group discussion. Control group pretest posttest design was used in this research. The data were obtained from pre-test and post test. The result showed that there was a statistically significant difference between the students who were taught through clamshell technique and small group discussion with the significant level ($0.004 < 0.05$). The increase of posttest and pretest of clamshell technique is higher than a small group discussion. This suggests that teaching speaking through clamshell technique and a small group discussion facilitates the students to be more active.

Keywords: *clamshell technique, small group discussion, teaching speaking*

INTRODUCTION

Speaking is an activity used by someone to communicate and has become part of our daily activities. According to Nunan (2003:43) speaking is oral skill which consists of producing system verbal sentence to convey meaning. He also adds that speaking is someone's ability to express ideas, feeling, thoughts, and emotions and to respond what others say orally. So, when we are speaking, we interact and use the language to express our ideas, feeling and thought. We also share information to other people. Besides, Harmer (2007) says that speaking usually involves two or more people using language for interaction and transactional purpose. In the classroom, the teacher must create the situation that can encourage the students to have real communication so they can communication well.

In this case, the researcher realizes that the students' achievement is not only affected by their ability and skills in speaking but also influenced by the method which is used. Slameto (2010:65) says that "teacher usually teaches using classical way and the students feel bored, sleepy, passive, and only write down on their note. It is mentioned that a progressive teacher will try a new method which can be used to improve the teaching learning process and to motivate students to learn." The proper technique is needed to be learnt by the students so that they can increase their speaking ability.

In this study, the researcher tried to concern learning methods which emphasized the activity of the students to express their idea to be implemented in this research. One of the techniques is Clamshell technique. Clamshell technique can be chosen to attract students' attention in teaching and learning activity. The students use to be in passive condition so it is important to guide them and show them how to use the language in expressing the idea in some situations. As its technique were named, based on the way the clamshell made the pearl in their body by inserted/being inserted something into the body to stimulate the production of something more precious like a pearl. Through clamshell technique, we can give the students some topics and they have to share their idea in simple speech form. Steps of clamshell technique required students to have little knowledge about the material. So, the empty crack of knowledge occurred. Curiosity encouraged the

students to fulfill this crack of knowledge with high enthusiasm. This intrinsic motivation might encourage the student to optimize their time of study. Hanifah (2013:55) says “Clamshell learning is a learning model that emphasizes the effort that students have basic knowledge on the basis of competencies and indicators that became the theme of learning”.

Another technique which was used was small group discussion technique. Small group discussion or working in a small group is arrangement of students into small groups to participate in a range of activities to develop thinking or to complete practical task. Harmer (2007) says that discussion is an excellent way to give students opportunities to speak, especially if the class is a large one. Moreover, it is widely practiced at all levels of teaching as well. Part of the problem here is concerned with the ways the teacher conducts the discussion.

Therefore, the researcher was interested in comparing between clamshell technique and small group discussion to find out significant difference between those methods. In this case, the researcher also focused on the aspects of speaking such as; pronunciation, grammar, vocabulary, comprehension and fluency.

METHOD

This research was intended to find out whether there was significance difference of students' speaking ability between those who were taught through clamshell technique and those who were taught through small group discussion. Control group pretest posttest design was used in this quantitative research. The samples of this research were class VIII.4 as experimental class and class VIII.3 as control class in which each class consists of 32 students. Speaking test was the instrument which was used in this research.

RESULT AND DISCUSSION

Result

The researcher compared the result of the posttest from the experimental class and control class. But, before that, the researcher analyzed the results of pretest and posttest from the experimental and control class to find out the increase of students' score in speaking ability. The result shows that there is an increase of students'

speaking achievement within experimental class after the treatments. It can be proved by seeing the increase of students' speaking achievement from pretest to posttest that was 17.75. In other words, it can be stated that the use of small group discussion in teaching speaking (within experimental class) can give significant increase to students' speaking achievement by seeing the table which shows 0.000. It is less than 0.05 which means the increase is significant.

On the other hand, in control class, although there is an increase of students' speaking achievement but it is not too much as the increase of experimental class students. The result shows that there is an increase of students' score (in the control class), it is 15.63 points. It means there is an increase of students' speaking achievement. Having analyzed the data of students' increase in both classes, the hypothesis testing was then analyzed. The result is shown in the following table:

Table 1. Comparison of the students' Increase in Both Classes

Group Statistics

NAMA		N	Mean	Std. Deviation	Std. Error Mean
NILAI	EXPERIMENTAL	32	70.19	5.038	.891
	CONTROL	32	66.19	5.710	1.009

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
NILAI Equal variances assumed	.086	.770	2.971	62	.004	4.000	1.346	1.309	6.691
Equal variances not assumed			2.971	61.052	.004	4.000	1.346	1.308	6.692

The hypothesis is accepted if the result of the computations of post test of both classes is less than 0.05 ($p < 0.05$). Based on the result, we can see that the significant level was less than α ($0.004 < 0.05$). It can be inferred that H_0 is rejected and H_1 is accepted. In other words, there is a significant difference of the posttest scores between two classes which was taught through clamshell technique and small group discussion.

Table 2. Distribution of students' Achievement in Experimental Class

Aspects of Speaking	Pretest Score	Posttest Score	Increase
Pronunciation	9	12.12	3.12
Vocabulary	11.25	15.12	3.87
Grammar	10.31	13.25	2.94
Comprehension	10.81	14.62	3.81
Fluency	11.06	15.06	4.0

From Table 2, it can be seen that the increase of pronunciation is (3.12), vocabulary is (3.87), grammar is (2.94), comprehension is (3.81) and fluency is (4.0). Therefore, the aspect of speaking which is improved the most in the experimental class by using clamshell technique is fluency.

Table 3. Distribution of students' Achievement in Control Class

Aspects of Speaking	Pretest Score	Posttest Score	Increase
Pronunciation	8.25	10.81	2.56
Vocabulary	11.37	14.43	3.06
Grammar	9.87	12.5	2.63
Comprehension	9.81	13.25	3.44
Fluency	11.25	15.18	3.93

As presented in the Table 3, it shows that the increase of pronunciation is (2.56), vocabulary is (3.06), grammar is (2.63), comprehension is (3.44) and fluency is (3.93). So, the aspects of speaking which is improved the most in the control class by using small group discussion is fluency.

Discussion

From the result of the research, it can be seen that there is significant difference of students' achievement in speaking between those who were taught through clamshell technique and those through small group discussion. Although both classes got a significant increase, the effect of the implementation of those two techniques were different, students' speaking achievement through clamshell technique gave a better effect which was proven by the comparison of mean score in posttest for both classes.

The finding shows that small group discussion can improve students' speaking achievement score from pretest to posttest in control class after two times of treatments. The improvement on the students' speaking achievement increased as the result of the implementation of small group discussion in which the students could practice their speaking in the group and then demonstrate it in front of the class. While doing the discussion in the group, the students interacted with the members of the group. They tried to express their opinion within their group. According to Schmuck (2001), a group is defined as a collection of interacting people with some reciprocal influence over one another. Through group discussion, the students can interact well so they can deliver their ideas well. In addition, this statement is also supported by the previous study which has conducted by Aziz (2013). The study was conducted to improve the students' speaking ability of MA Fajrul Hidayah by using small group discussion. The finding shows that small group discussion can make students communicated actively in their groups and also increase their speaking ability.

Based on the research finding, small group discussion surely shows the real effectiveness, because it can help the students in improving their speaking ability. Small group discussion gives students the opportunity to speak freely in their

group. This technique also helps students to develop their oral language frequency because they practiced it well in the group. Small group discussion can make the students associate with the members of the group.

During the activities of both classes, the researcher found out that the students' pronunciation, grammar, vocabulary, comprehension and fluency was improved by using clamshell technique and small group discussion. The finding showed that clamshell technique and small group discussion could improve students' speaking ability from pretest to posttest after implementing two times treatment. Based on the result, the students who were taught through clamshell technique could achieve higher result than those who were taught through small group discussion.

It happened because the students in the experimental class practice more active than the control class. In the control class, only the representative of the group who spoke in front of the class to deliver what their group has discussed. In contrast, the students from experimental class could deliver and speak in front of the class individually. It was a must for every student to come to the class and speak what topic they have already chosen. Furthermore, the students could also refute their friends' ideas if they thought it was wrong.

Based on the result and finding above, it can be concluded that both small group discussion and clamshell technique gave positive effects in improving students' speaking ability. Based on the difference of the score of the experimental and control class, it also can be concluded that clamshell technique gave a better improvement towards students' speaking achievement.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the analysis and the computation of the data and also the discussion of the finding, the researcher concluded that:

1. There is a significant difference of speaking achievement as seen from the score between the students who are taught through clamshell technique and those who are taught through small group discussion. As seen from the result that the value of two tail significance is less than α ($\text{sign} < \alpha$, $0.004 < 0.050$). It is also supported by the data of the increase of the students from both classes.

In the experimental class, the increase is 17.75 point, while in control class the increase is 15.63 point.

2. The aspects of speaking which improved the most by using clamshell technique is fluency with the increase score 4.0 and in control class is also fluency with the increase score 3.93.

Suggestions

1. After conducting the experimental class through clamshell technique in helping the students to enhance their speaking ability, the researcher suggests to the English teachers to apply the technique in the classroom for teaching speaking. It caused in using clamshell technique, the topic of teaching material easy to find and make it interesting activity.
2. Since it quite difficult to handle big class in applying this technique; clamshell technique and small group discussion, the teachers should be able to manage the class by giving more attention to the students. It can be done by monitoring the students' activity frequently, whether they are active or not during the teaching learning process and when they have group. The teacher should move around the class to help the students' difficulties and then pay more attention to the group activities.
3. Clamshell technique can be applied as technique in increasing the students' speaking ability but it must be made well by considering the involvement of students. In this class, some of students are still confused what they should do. So, the teacher should explain well what the students should do.

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