IMPROVING THE STUDENTS’ SPEAKING COMPETENCE THROUGH DISCUSSION

(A Classroom Action Research at SMA Negeri 1 Yogyakarta 2011/2012)

THESIS

This thesis is completed as partial fulfillment of requirement for Magister of Education degree of English Language Teaching

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ENGLISH EDUCATION DEPARTMENT

GRADUATE SCHOOL

SEBELAS MARET UNIVERSITY

2012
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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled ‘Improving the Students’ Speaking Competence through Discussion (A Classroom Action Research at SMA Negeri 1 Yogyakarta 2011/2012).

It is not plagiarism or made by others. Things connected to other’s work are written in quotation, the source of which is listed on the references.

If this pronouncement proves incorrect, I am ready to accept any academic sanctions.

Surakarta, February 2012

Nanik Iriani
ABSTRACT


The objective of this research is to know whether (1) the speaking competence of the students XI-IPA7, SMA Negeri 1 Yogyakarta gets improved seen from the score they got. (2) the process of learning in the class is more effective when the teacher is teaching speaking using discussion method. The indicators will be seen whether the students of XI-IPA7, SMA Negeri 1 Yogyakarta can demonstrate in a range of speaking activities and conduct a sustained conversation meaning that fluency as well as grammar and vocabulary gets improved.

The research was carried out at SMA Negeri 1 Yogyakarta located in Jalan HOS Cokroaminoto 10 Yogyakarta from July 15 - December 28 2011. In this study, the researcher uses method of classroom action research. The planning is as follows: 1. The researcher makes the first reflection on the problem; 2. The researcher goes to the field of the study, 3. The researcher tries to find the solution, 4. The researcher arranges planning, 5. Action, 6. Observation, 7. The researcher makes reflection, and 8. Re-Planning.

There are two types of data collected in this research, quantitative and qualitative. Quantitative data is the value of the test, and qualitative data is information on the effectiveness of learning process in the class when the teacher is teaching speaking using discussion. The quantitative data (mark/value) is collected by using technique of test, and the qualitative data (information on the application of discussion technique in the process of teaching and learning) is collected by using observation and interview. Quantitative data is analyzed using descriptive statistic technique. The procedure is as follows: the mean is found out, that is the sum of the values obtained is divided by the number of the values. The mean describes the central location of the data.

The study results can be concluded that the students of XI-IPA7 SMA negeri 1 Yogyakarta who were taught using discussion method are more active speaking and look enthusiastic in taking part during the lesson. Discussion method makes the situation of teaching and learning more alive and there is interaction among students in their group.

In the end, the research findings imply that discussion method is good way to develop speaking competence. It can be proven with the result achieved by the students of XI-IPA7 SMA Negeri 1 Yogyakarta. Therefore, it is recommended that a teacher use discussion technique to give learners opportunities to generate and share their ideas. Students are suggested to work in group to develop collaborative skills in the classroom, and the research findings can be used as reference for those who will conduct another research with similar problem.
MOTTO

Menjadi manusia yang senantiasa berguna bagi orang lain,
bagai dedaunan yang muncul bila dibutuhkan,
tumbuh subur memberi kehidupan
DEDICATION

This thesis is dedicated to:

- Both her sons, Aga Wiweka, ST and Wiku Larutama, their brave and high spirit inspires her to fight any difficulties.
- Her beloved husband, Ir Munawir, thank you for supporting that is given to her. He always accompanies her in facing many problems.
- Her headmaster, Bapak Drs Zamroni, thanks for the recommendation and support given to finish this study.
ACKNOWLEDGEMENT

In the name of Allah SWT the writer would like to say Alhamdulillahi rabbil’alamin for blessing given to finish this thesis from the beginning to the end. Because of the power given, this thesis has been completed.

The writer is aware that this thesis is difficult to be finished without a lot of helps from many other people who guide, or motivate her. Therefore, in this good chance, she would like to express her sincerest thanks and high appreciation to:

1. The Director of Graduate School of Sebelas Maret University who has given opportunity to conduct the research.
2. The Head of English Education Department, Graduate School of Sebelas Maret University Surakarta who has supported and helped her in writing the thesis.
3. Prof. Dr. Joko Nurkamto, M.Pd, the first supervisor who has guided her in exploring the research.
4. Drs. Gunarso Susilohadi, M.Ed, Tesol, the second supervisor who has patiently and wisely advised and guided her to complete the thesis.
5. Drs. Zamroni, M.PdI, the principal of SMA Negeri 1 Yogyakarta who supported and allowed her to take the data of the research.
6. Sri Amiyatun, an English teacher of SMA Negeri 1 Yogyakarta as collaborator in this research.
7. Drs. Suyudi, an English teacher of SMA Negeri 1 Yogyakarta who helped her to finish the study.
8. The students of XI-IPA7 SMA Negeri 1 Yogyakarta for giving valuable data.
9. Personal appreciation is given to Ibu Nani Puspitosari, Ibu Dwi Indaryati, Ibu Meme Nini, Ibu Sri Rahayu and Miss Nurul for

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supporting her in everything. The researcher hopes that they finish the graduate program soon.

10. The last but not least, she also thanks to all people who support, help, advice, and share everything together.

This thesis is still far from satisfactory; therefore, constructive critique or suggestion is expected to improve the next study. The writer hopes that this research can give contribution to everyone who concerns with this study.

Surakarta, February 2012

Nanik Iriani

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CHAPTER I
INTRODUCTION

A. Background of The Study

People who have a skill demonstrate the ability to do something well. When we talk about skill in language, we are referring to the ability to use that language well. The study of language has been developing into a science since more than 2000 years ago. When described as a system of symbolic communication, language is traditionally seen as consisting of three parts: signs, meaning and a code connecting signs with their meanings. Language skills are usually grouped as: listening, reading, speaking and writing.

The mastery of speaking skills in English is priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel have improved in their spoken language proficiency. (Richards, 2008:19). It is believed that one of the effective ways in developing speaking skill is making it as habit and one of the good habits is doing conversational routine.

Stated in English syllabus of Secondary school, grade XI, a student is said to have standard competence of speaking when the student is able to express meanings in the transactional and interpersonal texts in the daily context and to express meanings in short functional texts and monologs in the form of report, narrative, analytical exposition, spoof and hortatory in the daily context.
A student is said to have good competence in speaking when the student demonstrates ability to use a variety of structures accurately and consistently. The student also shows enough command of vocabulary to respond with precision. Shades of meaning are achieved and some sophisticated ideas are communicated. Beside that, the student shows sustained ability to maintain a conversation and contribute at some length. Pronunciation and intonation are clear. (Cambridge International Examinations, English as a Second Language Oral Assessments 2010)

From the statement above, it is apparent that the importance of speaking cannot be underestimated as our students often need to be able to speak with confidence in order to carry out many of their most basic transactions’ (Bygate, 1995: vii). But in fact, speaking competence of students XI-IPA7, SMA Negeri 1 Yogyakarta is still far from the ideal condition mentioned. Speaking as a second language skill is often neglected in the classroom because teachers themselves may lack confidence in speaking in the target language or speaking is not tested in the national examination. The condition makes the students reluctant to speak; furthermore, the students’ speaking skill is not satisfactory.

The indicators of the above condition can be seen in the result of their speaking pre test which involves some aspects such as, grammar, the capability of organization of content, vocabulary, fluency as well as pronunciation. The students just used simple structure, had partial success in organizing idea, and were lack of vocabulary. This condition made the students difficult expresses their ideas. Consequently, their speaking competence is not good too.
To understand language, we have to recognize the communicative function of the sentences we hear and we have to recognize what acts of communication they realize. It involves the recognition of how the use of a particular sentence relates to what else has been said in the interaction. (Widdson, 2011:60). Unfortunately based on the pre speaking test result, average students got 52.2 in grammar... It means that the students can use simple structure but has difficulty to develop. Their teacher of speaking class, Ibu Nunung said that the students should improve their spoken grammar to support their fluency. Some of the students being asked said that they realized their lack of grammar.

One of reasons why a language learner doesn’t speak fluently is that he or she is not good at organizing his or her idea. The indicators that students have the capability of organizing the idea are that when the speech is well structured, when they make an interesting opening which captures the attention of the listeners, when they make reasonably clear statements, when they never exclude from the topic, and when they make conclusion of the major points in closing the speaking.

In the pre speaking test, the average grade of organization idea was 60. It means that the students only have partial success in organizing their idea.

Speaking with strong vocabulary indicates that the speakers take themselves seriously. The way the speakers use words conveys intelligence. If a speaker has a poor vocabulary, he or she communicates a lack of intelligence. A strong English vocabulary and communication skills go hand in hand. In the aspect of vocabulary the students got 57.4, meaning that they convey just simple ideas. The students have hesitation in finding proper words.
Pronunciation is the way in which a language or a particular word or sound is pronounced. The fluency of speaking will be disturbed when the competence of pronunciation is bad. Someone ever comments that one’s English is good, and it is not because of using advanced grammar structures but because of his or her pronunciation In pre-test, the students got 61.2 in average. It means that there is some lack of clarity of pronunciation and intonation, and communication is disturbed a little bit.

The aspect of fluency is not satisfactory too. Fluency is the extent to which speakers use the language quickly and confidently with few hesitations or unnatural pauses, false starts, word searches, etc. Fluency is the most important aspect of speaking skill since the main goal of speaking is the fluency itself. Students got the average mark in getting this skill was 59.4, meaning that the conversation does not run well.

From the description above and from their average mark of speaking test 58.0 obtained, it can be concluded that the students’ speaking skill is not so satisfactory compared to the other skills, whereas the minimum mark (grade criteria) of English is 75. The cause of this condition is mostly that the students are reluctant to be active speakers as stated by “Ibu Nuning Kusumastuti, one of the English teachers in SMA N 1 Yogyakarta: “Kebanyakan mereka tidak mau active berbicara, sehingga untuk memaksanya saya suruh membuat film dengan cara didrill mereka mau berbicara dan hasilnya juga lumayan baik” This statement is in line with what was said by Muthia Khanza, a student of XI-IPA7 SMA Negeri! Yogyakarta: “Sebenarnya saya suka speaking tapi kurang terbiasa, terus malu...
nanti dikira sok-sokan. Kadang grogi juga”. Gilar Ichtiari Mukti, XI-IPA7 also said similar thing: “grogi, jadi bingung mau ngomong apa, tiba-tiba jadi grogi”. To make them active speaking, Boris Franko, a native speaker has been invited to come to the classroom and the students were asked to feel free to have a talk to him. In my observation, the students just said one sentence or two sentences. The causes of the above condition are: 1. Teachers themselves may lack confidence in speaking in the target language. 2. Speaking is not tested in the national examination. 3. The students are reluctant to speak. 4. Method used in the process of teaching learning is not proper.

Considering the above condition then it is needed to solve the problem by applying a proper process of teaching speaking that will be tried out in an action research. By using discussion method that is suitable with the students’ need, the teacher can encourage the students to participate in the classroom activities. The use of discussion is predicted to be good at improving the students’ speaking competence because by discussing the students are active expressing what comes in their mind, as stated by Nunan that group work activities can be used to increase the amount that learners get to speak in the target language during lessons. (Nunan, 2003: 55). The students are motivated to express their idea into good speaking. The teacher gives opportunities to the students to speak without being worried of making mistakes. It can be done by introducing topics which interest the students.
B. Statement of the Problem

To search for a better way to improve the students’ speaking skill, the researcher wants to find out the answer on what kind of process and situation of learning that make the students get better result by doing discussion.

1. Does discussion method improve speaking competence of the students XI-IPA7, SMA Negeri 1 Yogyakarta?

2. How effective is the process of teaching and learning of the students XI-IPA7, SMA Negeri 1 Yogyakarta when discussion method is implemented?

C. The Purpose of The Study

In general, this research is to improve the speaking competence of the students of SMA Negeri 1 Yogyakarta. In specific, this research is to get information whether:

1. the speaking competence of the students XI-IPA7, SMA Negeri 1 Yogyakarta gets improved seen from the indicators that the students of XI-IPA7, SMA Negeri 1 Yogyakarta can demonstrate in a range of speaking activities and conduct a sustained conversation. The fluency as well as grammar and vocabulary get improved, and it can be also seen from the score they got. The result will be seen from the speaking test conducted in the end of the study.

2. the process of learning in the class is more effective when discussion method is implemented. The indicators will be seen whether there are: 1. knowledge or skill to be developed; 2. there is communicative interaction; 3. there is role of language; 4. there is relevant material; 5. there is conducive
learning environment; 6. there is learning resource, and 8. there is success criteria.

D. Benefits of the Study

The result of the study is expected to bring some contributions in teaching and learning English as follows:

1. For English teachers
   This study is expected to be useful for English teachers to improve the way in teaching speaking.

2. For researcher
   This study can be used as beneficial experience in developing students’ speaking skill.

3. For the students
   It can be intake for the students to improve their speaking competence by using effective discussion. It also makes the students realize that they need to be active to improve their speaking skill.

4. For other researchers
   This study can encourage the other researchers to use discussing in teaching speaking.

5. For institution
   The improvement of learning process will result in good quality of the school itself as educational institution.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. The Nature of English Language Teaching (ELT)

a. The Meaning of Language Learning

Language refers either to the specifically human capacity for acquiring and using complex systems of communication, or to a specific instance of such a system of complex communication. The scientific study of language in any of its senses is called linguistics. When used as a general concept, language refers to the cognitive part that enables humans to learn and use systems of complex communication.

One of the main goals of teaching language is to provide students with the tools to be effective communicators in the Teaching Language (TL). When students are assigned assignments, their lack of practical tools to produce the actual language becomes evident, in thin cases, students might very well have the necessary resources to accomplish the task. In this section the teacher will explore function of language and how they can be taught in the SL classroom. (Shapko 2009).

Learning is relatively permanent change in a behavioral tendency and is the result of reinforced practice (Kimble & Garmecy 1963: 133). Language learning is acquiring or getting of knowledge of a language or a skill by study, experience, or instruction. Learning cannot be defined apart from teaching which is defined as
guiding and facilitating, enabling the learners to learn, setting the condition of learning.

Learning native languages is studied primarily by the developmental psychologists and psycholinguists. Most explanations involve the observation that children copy what they hear and the inference that human beings have a natural aptitude for understanding grammar. The acquisition of second or foreign language is studied primarily by applied linguists. Most traditional methods for learning a second language involve some systematic approach to the analysis and comprehension of grammar as well as to the memorization of vocabulary.

Today, linguistics is a science that concerns itself with all aspects relating to language, examining it from all of the theoretical viewpoints. Language can be studied from many angles and for many purposes, for example, descriptive linguistics examines the grammar of single languages so that people can learn the languages; sociolinguistics studies how languages are used for social purposes etc. So, learning language is meant to study all things of language, like linguistics, language as device of communication and so on.

b. The meaning of Communicative Language Teaching

Teaching is defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. (Kimble & Garmecy 1963: 133).

The concept of communicative language teaching has grown. David Wilkins stated that language teaching should organized (relating to meaning) and
functional (relating to communication). He suggests that the concept of communicative functions may be the most important aspect of this framework. One of the definitions of language is system of communication. Then the question now: what is the meaning of Communicative Language Teaching? Communicative Language Teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “communicative approach to the teaching of foreign language” or simply the “communicative approach.” (Shapko 2009)

This approach helps students to understand and to express themselves in various situations. Thus, functions and their language exponents are essential. The ability to use language to perform various tasks, such as problem solving, as well as using it to interact with people, are emphasized in this approach. (Lucantoni, 2002: 13)

c. The Development of ELT in Indonesia

In Indonesia, English is taught from elementary up to the level of university, even there are some kindergartens giving English as one of the subjects. The 1984 curriculum is based on the amendment of 1975 curriculum (Kasihani cited by Emilia 2005). Although English is placed as the foreign language in Indonesia, the competency of learner in this subject is very important to overcome the national development goal. So, the 1984 English syllabus intends to build the ability of
learner in communicating, well known by communicative approach/communicative language teaching (Huda 1999:118).

Syllabus as aims to simplify and rationalize the curriculum (Richard, 2001) influences the selecting of material and the method used in classroom. Huda (1999:118) summarizes the components of 1984 English syllabus as structure, reading, vocabulary, dialogues writing, song and games (SMP), and speaking, pronunciation and poem (SMU).

The 1994 English emerged as the approval of *UU Sistem Pendidikan Nasional No.2 1989*. The goal of national education is to develop mentally of nation which is imbued with faith, moral, science, and skill, and also to increase responsibility as nation (chapter II, article 4). For the need of globalization and 21st century, the goal of ELT addresses to the development of communicative competence in English, including reading, listening, speaking and writing skill simultaneously by mastering 1.000 words for lower secondary level and 2.500 words for higher secondary level (Depdikbud 1993: Huda 1999: 119). The 2004 ELT syllabus emerges after a year of launching of *Undang-Undang Sistem Pendidikan Nasional (UU. SISDIKNAS) no. 20, 2003*. The aim is to develop learners’ potentials so that they become persons imbued with human values who are faithful and possess morals and noble character; healthy, knowledgeable, competent, creative, independent, democratic, and responsible (Chapter II, Article 3). Moreover, it states that the development of curriculum is influenced by the development of paradigm of philosophy, learning and language theory. The emerging of post-structural paradigm in philosophy movement influences the theory of how
language is learnt and taught which views learning language as medium to deconstruct social life (Connole, Smith & Wiseman 1993, Alawasilah 2008). One of the characteristics of this curriculum is based on “competence” of Celce-Murcia, Dornyei and Turrell (1995) in which consists of discourse competence supported by linguistic competence, socio-cultural competence and strategic competence. The goal of ELT for SMP focuses on written spoken language with simple sentences such as in descriptive, narrative, spoof, recount, procedure, report, and anecdote. However, in SMU, it focuses on written language based on more advance genre type such as descriptive, narrative, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review.

The 2006 ELT/ Kurikulum Tingkat Satuan Pelajaran (KTSP) Syllabus is influenced by the spirit of decentralization, as showed by Act of local Autonomy number 22, 1999 revised by Act of local Autonomy number 32, 2004 and hand in hand with Act number 20, 2003. In this regard, education is not merely central government’s responsibility; local government also has responsibility in managing and funding education. Therefore, KTSP is developed from standard of content by schools based on their context and potential. The standard competence English of graduate of English for each level is communicative competence in the form of spoken and written for achieving functional literacy level for junior high school and in the form of spoken and written for achieving informational literacy level for senior high school. From the goal above we can see that every school level is
simultaneously ‘variable focus design’ which emphasizes to gradual change. The current teaching English is still based on the goal stated above.

d. Approaches and Methods to CLT

Teaching has been a fluctuating field. In language teaching, there are changes in teaching approaches and methods. Pre-twentieth century, people tended to learn foreign language by sharpening its edge over speaking, reading and writing. However, no established way of teaching languages.

Learning foreign languages sprang into high jump. A well known name of a Czech language learning methodologist, Johann Amos Comonius, stressed the needs of rules imitations, repetition, beginning with limited vocabulary and so on.

By the start of the nineteenth century, GTM once again came into full swing.

By the end of the twentieth century, the Direct Method Approach took stance against GTM. Direct Method Approach accentuated the spoken variety teaching along with the new discoveries on the side of phonology. In addition to the approaches mentioned, there are still more approaches. Thus, it can be categorized as follows: Grammar Translation Method Approach, Direct Method Approach, Reading Approach, Audio Lingual Approach, Oral or Situational Approach, Cognitive Approach, Affective Humanistic Approach, Comprehension Approach, Communicative Approach. Here, it will be mostly talked about the Communicative Approach.

Today, CLT considers spoken skills as active. It has also sidelined the productive (writing and speaking)/receptive (listening and reading) code because it analyses
the language learning process to be more pragmatic. Additionally, it focuses on raising such pragmatic issues as the real measuring of learning; appropriate learning/teaching doctrine under the specific circumstances etc. These issues make the approach more vital for general acceptance both on teaching and the learning sides. CLT is learner focused that includes all possible activities (with given situation) that can built up as well as boost up the learners’ courage to language learning.

e. The Characteristics of Effective Learning and Teaching

Gagne said that one of categories of effective study is when learner has capability to express knowledge in the form of language and is able to communicate to other people. (Gagne in Winkel 1989: 73). David Nunan in the Learner-Centered- Curriculum stated that language ability is developed through activities; the activities require learners to do in class what they will do outside (Nunan 1987: 26). Akhmad Sudrajad stated in his book Psikologi Pembelajaran dan Pengajaran that teaching and learning is effective when there is planning and preparation, when there is teaching experience, when it uses effective communication skills, when it establishes a productive learning atmosphere and use effective communication skills. Students respond well to a variety of input, discussion, and activities. In addition, students value contact with the teacher, and small group working is one of the most practical ways of enabling all students to have regular access to the teacher.
that process of teaching and learning is effective when: it is student centered; there is educative interaction between students and teacher; the situation is democratic; various methods are applied; teaching material is relevant and beneficial; and the learning environment is conducive (Akhmad Sudrajad 2010).

So, it is understandable that effective teaching and learning is an effective process in gaining knowledge or skill in such a way that students are active involved in educative interaction. There are some aspects of effective teaching and learning, such as: 1. Knowledge or skill to be developed; 2. There is communicative interaction; 3. There is role of language; 4. There is relevant material; 5. There is conducive learning environment; 6. Goal of learning is determined; 7. Using the learning resource, and 8. There is success criteria.

The indicator that teaching and learning is effective if the process meet major aspect as required above. Students feel valued and actively involved to speak openly in learning process.

2. Speaking Skill

According to Charney (1998:13) speaking cannot be separated from the nature of language whose function is as a tool of communication. Speaking is process of building and sharing meaning through the use of verbal and non verbal symbols, in variety of contexts. Speaking activities are essential parts of language learning as they enable students to practice oral communication in real-life situation. Speaking is a crucial part of English learning and teaching. Today’s world requires that the goal of teaching speaking should improve students’
communicative skills, because, only in that way, students can express themselves in each communicative circumstance.

Communicative is to make something known. Communicative can be defined as exchanging information, news etc. with somebody. Communicative also means to make one’s ideas, feelings etc clear to others. Sandra Savignon, in Nunan (1994:4) concluded that communicative competence is knowledge to express idea and to respond others’ feeling.

As stated by Hymes in Douglass Brown (Brown, 2000:246) communicative competence is aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific context. Savignon (1983:9) noted that communicative competence depends on the cooperation of all participation involved.

Meanwhile, based on what Lucantoni said, when we talk about skill in a language we are referring to the ability to use that language well. The main skills can be divided into a number of types of skills, for instance, speaking to a friend is different from speaking to a judge in a court of law. (Lucantoni, 2002:4). Further more he said that speaking is one of productive skills. Things necessary to be considered are: speakers want to communicate message; both have a receiver; there is purpose in speaking; a process of language is selected, as well as the context in which the communication is taking place; the message should be communicative.

Richards, Plat and Weber 1985 in Nunan (Nunan, 1999: 226) stated that communicative competence studied in speaking covers: a) grammar knowledge
and vocabulary, b) the rule of speaking, such as how to start and to end, both monolog and dialogue. It is also studied about topics of speaking in different events, as well as kinds of expressions to various situations. c) knowledge of the way to express and respond some language functions, such as offering, apologizing, giving invitation, d) knowledge of the way to use language function accurately.

Jones(1992, 12) comments that in speaking we tend to be getting something done, exploring ideas, working out some aspect of the words, or simply being together. Furthermore, Brown and Jule (1993) made a useful distinction of speaking functions: the interactional functions, and the transactional functions. The interactional function serves to establish and maintain social relations, and transactional function focuses on the exchange of information.

Meanwhile, Burns (1998) distinguishes between two different types of task as transactional. One is situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. The second type are transactions which focus on obtaining goods or services, such as checking into hotel. One of examples of transactional speaking is classroom group discussion.

Based on the oral IGCSE examination for secondary education held by Cambridge University (IGCSE Exam 2010) a student is said to have good speaking skill when he/she is able to: 1. demonstrate ability to use a variety of structures accurately and consistently; 2. show enough command of vocabulary to respond with precision. Shades of meaning are achieved and some sophisticated
ideas are communicated; 3. show sustained ability to maintain a conversation and contribute at some length; 4. Show clear pronunciation and intonation.

Based on the theories stated above, speaking can be defined: exchanging information to others in a certain context by using language functions based on the purpose of the communication itself. There are aspects of speaking: information; message to be communicated; both have a receiver; speaking purpose, and communication strategies. The indicator that a student is able to communicate if she/he is able to: a. conduct a sustained conversation by supporting detail of the topic; b. use appropriate words, phrases, or utterances to express the idea or to respond with precision; c. demonstrate in a range of speech activities using a variety of structures accurately and consistently; d. make use of appropriate cohesive devices to create a well organized speech; and e. perform acceptable pronunciation to express understandable utterances.

3. Teaching Speaking

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Teaching is governing principles for choosing certain methods and techniques. (Brown, 2000: 7). The emergence of communicative language teaching in the 1980s led to changed view of syllabuses and methodology, which are continuing to shape approaches to teaching speaking skills today. Grammar based syllabuses were replaced by communicative ones built around notions, functions, skills, tasks and other non-grammatical units of organization. In the communicative approach, fluency became a goal for speaking.
courses and this could be developed through the use of information-gap and other
tasks that required learners to attempt real communication despite limited
proficiency in English. In so doing, learners would develop communication
strategies and engage in negotiation of meaning. (Richards, 2008:2)

The language teaching profession responded to the theoretical trends which refer
to communicative approaches and techniques that have stressed the importance of:
students cooperatively learning together, developing strategies for success, and
above all, focusing on the communicative language. With the approach, teachers
are teaching the students to communicate genuinely, spontaneously, and
meaningfully in the second language. (Brown, 2000: 14)

Meaningful learning is described as a process of relating and anchoring new
material to relevant established entities cognitive structure. Any learning situation
can be meaningful if: a. learners have meaningful learning set- that is, a
disposition to relate the new learning task to what they already know, and b. the
learning task itself is potentially meaningful to the learners- that is, relatable to the
learners’ structure of knowledge.

What is Teaching Speaking?

What is meant by "teaching speaking" is to teach ESL learners to:
produce the English speech sounds and sound patterns; use word and
sentence stress, intonation patterns and the rhythm of the second
language; select appropriate words and sentences according to the
proper social setting, audience, situation and subject matter; organize
their thoughts in a meaningful and logical sequence; use language as a
means of expressing values and judgments; use the language quickly
and confidently with few unnatural pauses, which is called as fluency.
(Nunan, 2003).

The importance of speaking can not be underestimated as our students often need
to be able to speak with confidence in order to carry out many of their most basic
transactions. (Bygate, 1995: vii) Spoken interaction are regarded as at least as important as reading and writing. (Nunan, David 1987: 27). Models for oral interaction in classroom materials cannot be simply based on the intuitions of textbook writers, but should be informed by the findings of conversational analysis and the analysis of real speech. (Richards, 2008: 2)

A marked feature of conversational discourse is the use of fixed expressions that often have specific functions in conversation and give conversational discourse the quality of naturalness (Richards, 2008: 20). Talk as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences etc., because they wish to be friendly and to establish a comfortable zone of interaction with others. (Richards, 2008: 22)

Talk as interaction is perhaps the most difficult skill to teach since interactional task is a very complex that takes place under the control of unspoken rules. In my experience, these are best taught by providing examples embedded in naturalistic dialogs that model features such as opening and closing conversation, making small talk, recounting personal incident and experiences, and reacting to what others say. (Richards, 2008: 29)

Richard concluded when preparing speaking activities for the classroom, we focus on developing and reviewing classroom materials: what will be the focus of the activity; how the activity will be modeled; what stages the activity will be divided into; what language support will be needed; what resources will be

commit to user
needed; what learning arrangements will be needed; what level of performance is expected; how and when feedback will be given. (Richards, 2008: 40)

Students’ confidence in speaking will improve through exposure to speaking material (e.g. kind of text) accompanied by relevant task that happens in real life(Lucantoni, 2002: p7). Furthermore he said that language skills should not be learned and developed in isolation, the principle of integrating skills is vital. Even though we may need to focus on one particular skill, this will invariably lead to the use of other skills.

According to Peter Lucantoni, students need to be able to demonstrate that they are confident in using language to communicate effectively in a variety of situations, using a range skills and sub skills. Vocabulary and grammar are still present to assist in performing the tasks; however, vocabulary and grammar are not learned explicitly. (Lucantoni, 2002: p10-12). The UCLES IGCSE ESL Syllabus for 2011 (CIE 2011: 2) states that one of the aimsof teaching speaking is developing the ability to use English effectively for the purpose of practical communication.

According to Willis (Willis 1999: 11), there are four conditions which are essential for effective language learning in the classroom: exposure to target language at a comprehensive level; use of the target language to perform various meaningful tasks; motivation to communicate in the target language; instruction in the target language, with opportunities to focus on form and vocabulary.

Willis said in Lucantoni (Lucantoni, 2002: 18) that student-centered tasks maximize opportunities for students to put their limited language to genuine use,
and to create a more effective learning environment. This provides the motivation for students to communicate. The desirable condition, instruction in the target language is provided by the teacher as a result of their monitoring of the tasks performed by the students.

According to David Nunan, there are four principles for teaching speaking: 1. Be aware of the difference between second language and foreign language learning context; 2. Give students practice with both fluency and accuracy; 3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk; 4. Plan speaking tasks that involve negotiation for meaning. The target of learning a second language is communication in the society. It involves accuracy and fluency. (Nunan, David, 2003: 54-55)

As stated by Lucantoni (Lucantoni, 2002: 48) key factor in the ESL classroom is motivating students: firstly, it can be achieved through making speaking English relevant and purposeful by giving them something to do which they are interested in. Furthermore, we need to include all aspects of speaking in the classroom, speaking needs to be integrated with one or other skills. Also, we have to give them the required language and phrases. Next, provide students with the functional exponents they need in order to carry out pair work and role play activities, and demonstrate what they have to do.

Based on the Hedge’ statement in Lucantoni (Lucantoni, 2002: 50) there is a wide range of fluency-based activities available to the teacher, and goes onto three types of activity: free discussion, role play, and gap. Free discussion
activities involve students in giving their opinions or ideas about a particular topic, agreeing or disagreeing, suggesting alternative and so on.

Meanwhile, Louanne Piccolo gave Tips for Successful Speaking Activities in the ESL class (www.suite101.com, July 2010) that there are two types: topic-based and task-based. Topic-based activities gear students toward talking about subject with the aim being the discussion itself. Task-based activities guide students through actions using the discussion process in meaning to an end. Activities to promote speaking can be: discussion, role play, simulations, information gap, brainstorming, and interview, story completion, storytelling, playing card, picture narrating, picture describing, and so on.

It can be concluded, teaching speaking is developing students’ speaking skill using integrated approach and through exposure to speaking material accompanied by relevant task that happens in real life. It has some factors: comprehensive levels, various meaningful tasks, communicate in the target language, focus on form and vocabulary. Teaching speaking is said to be effective when it produces students who are able to: understand and respond to information in different forms, select and organize material relevant to specific purpose, recognize, understand and distinguish between fact, ideas, and opinions.

4. Discussion Method

According to Kenneth O. Gangel, discussion method is getting students to think through the issues. Discussion can also mean as an attempt to interact with others.
toward arriving at a solutions based on thoughts and ideas expressed by members of the group.

A discussion is an oral exploration of a topic, object, concept or experience. All learners need frequent opportunities to generate and share their questions and ideas in small and whole class settings. Teachers who encourage and accept students' questions and comments without judgment and clarify understandings by paraphrasing difficult terms stimulate the exchange of ideas.

In teaching method, discussion is not conducted for the sake of therapy, but rather for the sake of pinpointing answers and solutions. Teaching by discussion utilizes one of the best principles of the learning process, namely, the involvement of students in active participation in the learning experience. A good discussion will help students express themselves verbally.

Teaching by discussion is a motivational technique which encourages a student to think through concepts. Wrong conclusions may be corrected through the influence of the group rather than the unilateral actions of the teacher. Creative thinking may also be stimulated.

In teaching by discussion, students will be learning technique as well as content, and comprehension levels may be increased because of participation in the interaction.

Donelson R. Forsyth defines groups ‘two or more individuals who are connected to one another by social relationships’ (2006: 2-3). This definition has the merit of bringing together three elements: the number of individuals involved, connection, and relationship. Working with groups involves engaging with, and seeking to
enhance, interactions and relationships within a gathering of two or more other people. Problem based learning integrates learning of knowledge and skill, to make use collaborative situation and focus on process of learning to give responsibility to the students to determine the process of learning (Wilson and Cole, 1996).

Nowadays, examinations attempt to be communicative by providing students with reasons for carrying out examination questions. In order for students to be prepared effectively for examination questions, they need to have had practice with communicative task in the classroom. Discussion method is essential way to provide them opportunities to develop communicative competence in group work (Lucantoni, 2002: 15)

Meanwhile, studies suggest that students learn better when they have opportunities for collaboration. Group processing activities help build team skills. Group processing involves such things as leadership, decision making, communication, and conflict resolution. Content is what is being discussed, while process is how the group is functioning. Both students and teachers need to monitor group and individual progress.

Group formation should promote: 1. course goals; 2. sound learning theory; and 3. philosophical convictions. Therefore, the aim is for heterogeneous grouping, deliberately mixing students based on achievement level, gender, ethnicity, academic interests, learning styles, or any other relevant factors. Such grouping will typically permit students to work constructively with varied individuals who will bring different strengths and approaches to academic tasks. Besides success
with the immediate tasks, positive interactions with diverse individuals prepare students for the modern work place and for society as a whole.

In conclusion, discussion method is allowing students to think through the issues and attempt to interact with others toward arriving at a solutions based on thoughts and ideas expressed by members of the group. The purpose is: 1. To generate and share questions and ideas in small and whole class settings. 2. To integrate learning of knowledge and skill. 3. To make use collaborativesituation and focus on process of learning. 4. To give responsibility to the students to determine the process of learning.

There are some aspects of discussion: connection, and relationship; learning of knowledge and skill; communicative contact; decision making. After an assignment or activity, for instance, students could respond to questions such as: "Did all members of the group contribute?" "What could be done next time to make the group function better?" "What were the most important things I learned?" or “What contributions did I make?”

5. Teaching Procedure Using Discussion

A key aspect of effective teaching speaking is having a plan for what will happen in the classroom. Creating such a plan involves: setting realistic goals, deciding how to incorporate course textbook and other required materials, and developing activities that will promote learning.
As predicted before, discussion method applied in developing students’ activities may improve their speaking competence. Things necessary to be considered when making group are:

a. The group should be 3-8, so that it is easier to guide
b. Mixed ability groups tend to be better for fluency work
c. Both teacher and students control the discussion
d. A group should have a leader

**How to apply discussion method in step of teaching?**

The step of teaching has five parts: preparation, presentation, practice and evaluation.

**a. Preparation**

In the preparation phase, students are given an outline of goals and activities so that they know what they expect to do. Discussion method is used to develop students’ communicative activities.

**b. Presentation**

In this phase, the step is moved from preparation into presentation of linguistic and topical content. The discussion can be opened by asking prepared questions to identify the students’ prior knowledge or ideas or by showing picture on an object that evokes the students’ curiosity. The step can be continued to stimulate the students to explore the subject in greater depth or to discuss the topic in more detail. Type of communication is found in language classroom. However, the output of this phase is not truly communicative.
c. Practice

The step is moved forward to practice phase. The activity of discussion can be expressing students’ opinion on a topic and inviting students to share theirs. In this phase, the activities are centered on the students’. The students work in small group on a topic-based task with a specific outcome. The teacher observes the group. Students move from practice output to communicative output, in which the main purpose is to complete the communicative task. Language becomes a tool, rather than an end. Students have to use any or all of the language that they know along with varied communication strategies.

d. Evaluation

In the phase of evaluation, students have completed the communication practice task; reconvene the class as a group to recap the lesson. The group activities can be presenting a problem. The students give examples of how they used the linguistic, content, and learning on communication strategies to carry out the communication task. Evaluation is useful to: reinforce the material that was presented earlier; provide an opportunity for students to raise questions of usage and styles; enable the teacher to monitor individual student comprehension and learning, and provide closure to the lesson.

B. Review of the Relevant Study

Counihan writes (1998) an article about how to teach students to interact, not just talk. According to Counihan interaction involves the emotions, creativity, agreement, disagreement, people waiting patiently to get in a word, gestulating.
Interaction is not waiting to be asked a question, interaction is not giving a short one sentence. Real interaction would: 1 relegate the teacher to supportive role; 2 involve the spontaneously participation of the rest of the group of second language learners. The teacher must try to get the students interacting in conversation.

The result of implementing this method makes a dynamic class and the second language learners do appreciate to the teacher who makes them interact.

It was also stated in the research that there was positive implication on the use of group work activities, whereby the students showed improvements in their individual performance in speaking assessment. Besides, from the interviews teachers agreed with the use of group work in teaching speaking. According to them, it was more student-centre and effective in getting every student to be involved in the tasks. Through the observation, students’ engagement in the group work was observed and a few elements were generally recorded – their ability to communicate in English, team working, interaction among members, enthusiasm as well as students’ motivation in the group work activities. From the three observation conducted, it was found out that the students felt free to express themselves when interacting in smaller group. In other words, group work helped to reduce students’ anxiety to speak up in front of the class. Hence, the best time to overcome the speaking problems is through the practice in group work. This finding resembled the idea of Harmer (1985) who stresses that group work is an attractive idea to increase the amount of students’ talking time. Students use the
language to communicate with each other and more importantly, to cooperate among themselves.

Linda Marlined (2004) writes about small group wrote about small group work technique to TEFL. The use of small group work in English classroom has benefits in improving the quality of student talk and helping to individualize instruction, promoting a positive affective climate and motivating learners.

The result of this study stated that there is positive attitudes among the majority of the students, there is a fair positive aspect of second language acquisition, the idea of using discussion encourage students in learning. Group work is a vital part of teaching because neuroscience shows the brain is designed to learn in collaboration, we don’t just exchange information when we talk; we actually create new knowledge together. From learning to reason together, learners get better at solving problems on their own. To make the most effective use of group work, teachers need to know how to recognize it, and how to teach learners the skills they need to participate. Research shows that, where discussion groups agree to work towards to common solution, learning outcomes show a significant improvement.

Group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons one interesting point is that when the teacher is removed from the conversation, the learners take on diverse speaking roles. Language teachers should not take up all the time the students could be talking.
Sri Endang Kusmaryati (2009) stated in this writing about Improving English Speaking Ability through Classroom Discussion for Student of MA NU Banat Kudus in the academic year 2008/2009 that classroom discussion is one of method can be implemented in the English teaching especially speaking skill. This method gives student opportunity to express idea and to generate motivation to speak in the class.

The result of the study showed that the use of classroom discussion can improve the competence of English speaking students of XI-MA NU Banad Kudus 2008/2009.

Meanwhile, Davis (2002) in ‘Encouraging Student Participation in Discussion’ stated that students’ enthusiasm, involvement, and willingness to participate, affect the quality of class discussion as an opportunity for learning. The teacher is to engage all students, keep them talking to each other about the same topic, and help them develop.

There are tactics to increase the students’ participation, give them chance to talk, divide them in small group, ask two or three of them to lead the discussion. She made also the students keep talking by involving all students into discussion, and give quiet students special encouragement.

The result, it created a comfortable classroom, secure, willing to take risk and ready to share ideas.
C. Rationale

The speaking competence of students XI-IPA7 SMA Negeri 1 Yogyakarta is still not satisfactory. The indicator is seen in the result of their speaking mark after being tested in the pre research, covering grammar, vocabulary, organization of idea as well as the fluency competence. The students just used simple structure, had partial success in organizing idea, and were lack of vocabulary. This condition made the students difficult expresses their ideas. Consequently, their speaking competence is not good too.

A prediction to solve the above problem is using discussion method to develop their speaking competence. In the discussion, the students have opportunities to share their ideas; every individual is involved and connected together to develop knowledge and skill. Students take an active role in learning. Students learn and remember the material when they participate in group work.

Discussion method can eliminate the problem of students’ speaking competence, because in the discussion teacher provides opportunities for learners to build ideas themselves in different ways where they work together to support each other’s developing understanding such as giving suggestion, searching for information both from one’s own experience and outer fact, giving opinion/idea, elaborate idea/argument with some examples, compile ideas, giving different points of view, giving commentary to conclude or reiterating (Jalaluddin, 2004: 172). The language features related to the above utterances used in discussion will be provided in the process of teaching and learning. Teacher gives certain topic to be developed in discussion. Message is central focus in a discussion.
From what was stated above it is predicted that teaching speaking through discussion can improve students’ speaking competence of XI-IPA7 students, SMA Negeri 1 Yogyakarta, covering grammar competence, vocabulary enrichment, organization of content, and fluency. The method is predicted especially effective to handle fluency, organization of idea, vocabulary enrichment and grammar competence.

D. Action Hypothesis
Discussion can improve students’ speaking competence of XI-IPA7 Students, SMA Negeri 1 Yogyakarta.
CHAPTER III
RESEARCH METHODOLOGY

A. Setting of Research
The research was conducted in SMA Negeri 1 Yogyakarta located in Jalan HOS Cokroaminoto 10 Yogyakarta. SMA Negeri 1 Yogyakarta is state school that has 28 classes, grade X, one accelerated class and 8 regular classes; grade XI, one ‘IPS’ class and 8 ‘IPA’ classes; grade XII, one accelerated class, one ‘IPS’ class and 8 ‘IPA’ classes. This school is recognized as ‘RSBI’ since 2004 and Cambridge Center since 2005. Annually the students take national examination as well as Cambridge International Examination. The later is held every May-June and October-November. It is optional for the students to take it. The school facilitates the students who will take the international exam to prepare them.

This research was held for 6 months, July up to December 2011. The agenda was planned from planning, acting, and reporting the result of the study. The research was started at July the 15th. The complete schedule is as follows:

Table 1 Research Schedule

<table>
<thead>
<tr>
<th>Number</th>
<th>Date</th>
<th>Activity</th>
<th>Notice</th>
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<tbody>
<tr>
<td>1</td>
<td>July 15-August 3 '11</td>
<td>Making Proposal</td>
<td></td>
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<tr>
<td>2</td>
<td>July 15-August 10 '11</td>
<td>Finding out Theory</td>
<td></td>
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<tr>
<td>3</td>
<td>August 13-15</td>
<td>Preparing Devices to the Field</td>
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<td>4</td>
<td>August 16-18</td>
<td>Preparing Instrument</td>
<td></td>
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<tr>
<td>5</td>
<td>August 1-Sept 30 2011</td>
<td>Action Implementation</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Oct 15-Dec 28</td>
<td>Making Report</td>
<td></td>
</tr>
</tbody>
</table>
B. Subject of Research
The subject of this study was students of XI-IPA7, SMA Negeri 1 Yogyakarta which has 31 total numbers, 18 female and 13 male. They are heterogeneous and come from middle class. In the class they tend to be noisy, but actually creative enough and pay attention to learn English. The position of the researcher here is as their English teacher, observer, data collector, data analyst, and reporter of the study result.

C. Research Method
In this study, the teacher used method of classroom action research. According to Meredith D. Gall (2003), action research in education is a form of applied research whose primary purpose is the improvement of an education professional’s own practice. The planning was as follows: 1.) The teacher made the first reflection on the problem; 2.) The teacher went to the field of the study, 3.) The teacher tried to find the solution, 4.) The teacher arranged planning, 5.) Action, 6.) Observation, 7.) The teacher made reflection, and 8.) Re-Planning. The teacher used Classroom Action Research because of several reasons:

1. Firstly, to look for something new that is considered as important thing to enlarge knowledge.
2. Secondly, to discover best way to teach English especially in developing speaking competence
3. Thirdly, to improve the researcher’s own teaching. A teacher should be good at facilitating the students’ process of learning for the sake of getting good result.

4. Fourthly, to improve the quality of teaching in line with the responsibility of teacher in developing the professionalism.

5. Fifthly, to collaborate with other English teacher in improving teaching.

D. The Research Procedure

In doing this research, the teacher took the procedure in two cycles, and each cycle had four steps. The steps were as follows:

![Diagram of the research procedure](image)

Kemmis and Taggart (in Kasbolah, 1999)

1. The First Reflection

Based on the first reflection (first observation) as stated in the background of the study, speaking is neglected due to the national examination that does not test speaking skill. It affects the students’ speaking competence of the students XI-IPA7.
SMA Negeri 1 Yogyakarta is not satisfactory. To solve the problem, the teacher planned to use discussion method to improve their speaking competence. In the activity of discussing the students were given topics to be discussed.

2. Fact Finding Analysis

From the result of the test it is known that their average mark of speaking was 58.0, and this value was not as good as the requirement. The main reason was because most of the students hesitated to speak. The main goal of speaking is fluency and in fact the aspects to support fluency the students gotten were not good enough. This condition was approved by some of the students as well as their teachers especially the teacher who handled speaking class.

3. Action Planning

Based on the problem stated above and its factors that caused the students’ speaking low, the researcher planned to use discussion method in teaching speaking which will be applied integrated with other skills.

4. Action Implementation

The teacher used method of discussion when teaching English especially in developing speaking skill. Learners were closely involved in the decision making process regarding the content of the curriculum. The teacher used techniques which provide students opportunities to work in group.

commit to user
5. Observation
The observation was done six times during the process of teaching learning in cycle one and cycle two by the teacher and the collaborator. The teacher used technique of test, observation, and interview as well as questionnaire to know the effect of discussion in the process of teaching and learning in improving the students’ speaking skill. In cycle one the test was held two times, before and after the treatment, and in the cycle two the test was held once, after the treatment.

6. Reflection
The researcher studied the result of the action along with the strength and the weakness of it. The reflection was done together with a collaborator who is also English teacher to get objective result.

7. Revised Planning
The competence as well as the process of learning which has not met the requirement and needed to be improved was planned to be reviewed in the following cycle.

E. Technique of Data Collection
1. Type of Data
There were two types of data collected in this research, quantitative and qualitative. Quantitative data are the value of the test. The teacher compared the value between pretest and posttest 1, and between posttest 1 and posttest 2. The
mean of pretest was compared with the mean of posttest 1, and the mean of posttest 1 was compared with the mean of posttest 2. When the result showed increased it can be said that students’ speaking competence got improved.

Meanwhile qualitative data is information on the effectiveness of learning process in the class when the teacher is teaching speaking using discussion. The effectiveness of teaching and learning process was seen through observation, interview, and questionnaire. When the learning process showed that there was educative interaction among the students as well as conducive learning environment, it can be said that the learning process got effective.

2. Technique of Collecting Data
To collect the data, the teacher used four techniques: 1. Test; 2. Observation; 3. Interview, and 4. Questionnaire.

Technique of test was used to gain quantitative data (mark/value). To obtain the value, the teacher made three times of test covering grammar, vocabulary, organization of idea, fluency, and pronunciation.

The qualitative data (information on the application of discussion method in the process of teaching and learning) was collected by using observation, interview, and questionnaire.

To get the information, the teacher did six times of observation, in cycle one and cycle two. The observation was done by both the teacher and the collaborator. It was about learning activities, how clear the lesson goal shared with the students, how enthusiastic the students were, students’ participation during the lesson,
classroom management when using discussion, and the use of media as resource of learning.

The teacher also interviewed the students twice, before and after the treatment on their interest on speaking as well as the process of teaching and learning.

To complete the data, at the end of meeting three, cycle 1, the teacher asked the students to fill in the questionnaire such as how clear the teacher introduced the lesson, how well they know what to do, how interesting the lesson was started, how enjoyed they took part in group work, how helpful the group work was, how busy they were in the class activities etc.

F. Technique of Data Analysis

To analyze the data, the teacher used descriptive statistic technique and Constant Comparative Method (CCM).

Descriptive statistic is technique which is used to describe the basic features of the data in the study. It is used to present quantitative descriptions. CCM is a method for analyzing data in order to develop a grounded theory. Meanwhile, grounded theory is a systematic methodology in the social sciences involving the generation of theory from data. It is used in qualitative research but is also applicable to quantitative data.

CCM in this research is a method for analyzing data by observing what the students are doing during the process of learning activities. The teacher as researcher is an active observer.
The procedure of analyzing quantitative data by using descriptive statistic technique was as follows: the mean is found out, that is the sum of the values obtained is divided by the number of the students. The mean describes the central location of the data. The formula is as follows: \[ \bar{x} = \frac{\sum x}{n} \] 

Qualitative data were analyzed using technique of Constant Comparative Method (CCM). The procedure was as follows: 1. in the field the teacher observed the activities as well as the behavior of students; 2. the teacher interviewed related people; 3. the teacher made student questionnaires; 4. the teacher examined written documents; 5. the teacher made decision from the information gained; 6. the teacher wrote a narrative.
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Introduction

The indicator of having good competence in speaking is when: a student demonstrates ability to use a variety of structures accurately and consistently; the student shows enough command of vocabulary to respond with precision, shades of meaning are achieved and some sophisticated ideas are communicated; the student shows sustained ability to maintain a conversation and contribute at some length.

To know the speaking competence of students XI-IPA7, SMA Negeri 1 Yogyakarta, the teacher went to the field to survey by giving speaking test covering grammar, vocabulary, and organization of idea, fluency, and pronunciation. The result, average students got 52.2 in grammar. The students could use simple structure but had difficulty to develop. The students got 60.0 in organizing the content. The students only had partial success in organizing their idea. The aspect of vocabulary the students got was 57.4. They conveyed just simple ideas. The students had hesitation in funding proper words. The students got in pronunciation 61.2 in average. There was some lack of clarity of pronunciation and intonation, therefore communication was disturbed a little bit. Meanwhile, the average mark of fluency was 59.4. Their conversation didn’t run well.
Based on the preliminary study, it can be said that speaking competence of students XI-IPA7, SMA Negeri 1 Yogyakarta was still far from the ideal condition, their speaking competence was not satisfactory. The indicator could be seen in the result of their speaking test stated above.

The cause of this condition was mostly because: the students were reluctant to be active speaking, they wouldn’t be active speaking and, teachers themselves were lack confidence in speaking, since speaking is not tested in the national examination; moreover, method used in the process of teaching learning was not proper.

To solve the problem, discussion method was tried out to apply in the process of teaching and learning speaking to provide opportunities for learners to build ideas themselves in different scenarios, where they worked together to support each other’s developing understanding. Helping learners in this way not only fostered their enthusiasm, but is also good for examination results. Discussion method was predicted especially effective to handle fluency, organization of idea, vocabulary enrichment and grammar competence. It could be seen in process of learning as well as in the result of learning achieved. Discussion can make the students involved in participating in their group. It was expected students are more active in speaking during discussion. As a result, it was believed that discussion can improve speaking competence of XI-IPA7 students, SMA Negeri 1 Yogyakarta.
The basic competence to be developed is expressing the meaning of analytical exposition text using various spoken language accurately, fluently, and acceptably in the daily context of life.

At the end of this research average students are expected to achieve minimum mark or minimum grade criteria (KKM) 75 covering grammar, vocabulary, organization of idea, fluency, and pronunciation.

B. Implementation of Action

1. Cycle 1
   a. Planning
   The researcher made instrument and lesson plan, and to know the effectiveness of teaching and learning process planned in cycle one, at the end of the treatment, the students did posttest which was conducted the same as pretest in preliminary study.

   b. Acting
   In cycle 1 there are three meetings including posttest.

(1) Meeting 1
   The meeting needed 90 minutes, 2 minutes for opening, 88 minutes used for the main activities which consisted of 8 minutes for exploration, 70 minutes for elaboration, and 10 minutes for confirmation. The phases were as follows:

   (a) Opening
   In the meeting two, the lesson was opened with greeting and then praying. To make the students ready to the lesson the researcher reviewed the previous
material by giving some questions to certain students especially those who still looked not ready. When the situation seemed possible to continue and most students looked to pay attention, the teacher started to explain the purpose and benefit of learning.

(b) The main activities

The main activities in meeting two consisted of three phases, namely exploration; elaboration; and confirmation. Exploration is presented to get input from the students. Elaboration is practice the detail of material given to get output; and confirmation is making conclusion of materials given to get input.

In the phase of exploration, the teacher opened the main activities, by leading the students to the topic and asking some questions, for example the teacher showed a picture of traffic jam and asked them ‘what does the picture tell you about?‘; ‘Have you ever seen the situation?‘; ‘How do you feel when you see the situation?‘; ‘In your opinion, what is the cause of traffic jam?‘. The teacher observed the reaction while showing the picture. The students started to show their attention by looking at the picture and observe. They answered the questions. Teacher then explored the students’ input of traffic jam. The students discussed the condition of transportation as well as the traffic jam in their surrounding.

To develop fluency, the process of teaching and learning was continued to move to phase of elaboration. Teacher gave dialogue text about ‘smoking’ (the material is attached in the lesson plan). Teacher asked students about the content of the dialogue. From the dialogue, the students were asked to find out expressing
opinion, agreement, disagreement, and how to make conclusion. In group, students discussed to identify the expressing opinion, agreement, disagreement, and making conclusion. The following step, teacher asked each student to write other ways to: express opinion, agreement, disagreement, and make conclusion, for example, What do you think of...?(asking other’s opinion); To my mind...(giving opinion), I’m sure you are right(saying agree ); I don’t see your point (saying disagree ), From the fact it is concluded (making conclusion). From this step, the learning activity went to the following step by giving task to the students to make conversation in group. The topic was for instance ‘TV Program’. The students were asked to use language functions learned recently. Before the students prepared and practiced conversation, the teacher gave some examples of kinds program on TV, like news, quiz, reality show, games, current affair, advertisement, documentary, soap opera, etc. And then the teacher explained the way to add more statement to show interest to what other people are saying. A: I think sometimes parent and teacher are not wise. They don’t listen to us. B: Yes, you are right. They think they know everything.

The students prepared and practiced conversation on the topic, such as giving positive or negative comment of TV program using utterances learned.

In the researcher’s observation, the students were enthusiastic giving their comment on program on TV. They were active to comment such as on gossip, advertisement, news, sport etc. The students were free to add their statements to show interest.
In teaching vocabulary, the process moved forward to give other topics of conversation text, the topic is ‘advertisement’ (the text is attached in lesson plan. Teacher gave some questions to discuss. As material to discuss students were allowed to go to the library as resources center. They searched for kind of newspaper, English magazine or internet. Time provided was more or less 15 minutes. The teacher went with them to control and monitor what actually they were doing, since sometimes one or more students used such a chance to do other things instead of doing the task. Once in a while the teacher reminded this kind of student, recorded as follows: Teacher: ‘Honey, what are you doing here?’ The student: ‘playing game for a moment Mom’. Teacher: ‘Come on, your time is very limited; you are provided only 15 minutes to gain the material. Be back to join your group. We will be back to the class soon, okay?’ The student: Okay, Mom. The students went back to the class with material gained which was used to discuss in the classroom. To make the students have a talk in their group or to generate their idea, the teacher gave some questions, such as: Do you like to see advertisement?; What is the purpose of advertisement?; Are people influenced so much by the products advertised without considering that consuming the product sometimes causes fatalities, for example dangerous substance in kind of food? Can you give another example of dangerous substance?

The topic of advertisement was used to move forward to give the task with the topic: ‘The Danger of Formalin’. As before, to generate their ideas, the teacher made a short dialogue to one of the students once in a while as follows:
Teacher: *Salma, have you ever asked a tofu- or meatball-sellers whether their merchant contains formalin?*

Salma: *Ya gak enak Mom, nanti takut tersinggung.*

Teacher: *Please, speak English!*

Salma: *Sorry, okay, I mean, I am worried they feel bad.*

Teacher: *Oh, I see.*

The teacher continued the step by providing a text ‘The Danger of Formalin’ (text is attached). The students read the text to find out the answer of questions given by the teacher.

To enrich their vocabulary, teacher provided another example of conversation between shopkeeper and customer (material is attached). The students played role to read the dialogue, and then the students found out some expressions in the text as asked by the teacher, such as: expressing feeling, asking about satisfaction and dissatisfaction, expressing satisfaction and dissatisfaction, responding to dissatisfaction, and giving suggestion. The teacher moved the step to ask each student to write other ways to: express feeling, ask about satisfaction and dissatisfaction, express satisfaction and dissatisfaction, respond to dissatisfaction, and give suggestion, like *I feel bad* (expressing feeling); *Is everything okay?* (Asking about satisfaction and dissatisfaction); *It is perfect* (expressing satisfaction); *I am a bit disappointed* (expressing dissatisfaction); *I see* (responding to dissatisfaction); *What about if …* (giving suggestion).

In the phase of confirmation, teacher asked the students to look back at the dialogue text read and asked what the purpose of the text is. In group, the students
tried to conclude the purpose of the texts, for example, for the text ‘advertisement’, the purpose is to persuade the audience to buy product; for the text ‘the Danger of Formalin’, the purpose is to persuade or tell that formalin is dangerous substance to consume. Then, teacher asked the students to identify what language functions are usually used in the conversation text.

(c) Closing
The meeting was closed by reflection from the students, telling material which is necessary to be prepared for the next meeting, and saying good bye. Time of reflection was used to give questionnaire on what the students’ comment of the current process of learning.

(2) Meeting 2
Meeting two lasted 90 minutes, 2 minutes for opening, 88 minutes used for the main activities which consisted of 8 minutes for exploration, 70 minutes for elaboration and 10 minutes for confirmation. The phases were as follows:

(a) Opening
As the previous meeting, the lesson was opened with greeting, praying, review the previous material, and explaining the purpose of learning.

(b) The Main Activities
In the phase of exploration, teacher led the students in the topic by asking some questions, such as: Do you know why you learn English? Is it useful for you?; Do you like learning English?; Why, and why not?; What advantages can you get
from learning English? The students discussed to respond the teacher’s questions. Teacher continued to explore the students’ idea by giving chart on ‘Why should I learn English’ (attached) and asked the students to complete the chart. Students completed the chart, for example: *It is an international language, etc*

To get further output, in the phase of elaboration teacher gave incomplete text of ‘The Importance of English’ and asked the students to fill in the gaps using suitable adjectives (the text is attached). The students completed the text by inserting suitable adjectives before noun. Teacher asked students to discuss the answers of the questions given, such as: *Why is it so important to learn English?*; *How did the writer elaborate his argument?*; *English is the world’s important language. Does the statement belong to many people or to one person’s idea? How do you know that?*; *What is the purpose of the writer in this text? What do you call the text?* In this step, teacher wanted to develop the students’ competence of organizing idea. Teacher used the above text as an example of analytical exposition. Under the guidance of teacher, students discussed the answer of the questions. Teacher moved step to ask the students about tense mostly used in the text. The students responded that present tense is mostly used in the text and gave some examples from the text.

In this meeting, teacher took passive voice as the material to improve their grammar. The first step in teaching passive voice, teacher gave a text ‘Oil discovery in the island of Caribbean’, and asked the students to underline the passive sentences in the text (the text is attached). From the passive sentences found, then the students were asked to conclude the pattern of passive voice. One
of the students was asked to write the pattern guided by the teacher. Further step, teacher gave explanation on the use of passive voice, and then teacher asked the students to make passive statement, for example, the classrooms – sweep. Every day: The classrooms are swept every day etc (students’ work sheets are attached)

In developing the students’ logical idea, teacher explained ways to make coherent idea, for example: We should conserve fossil fuels on behalf of our descendants. Otherwise, our descendants will curse us (repetition of important key words). The other way is by using transactional words, such as: furthermore, I would like to say another important thing (to show addition); Some birds, penguin for instance, cannot fly at all (to give example); In conclusion, I’d like to say (to summarize or conclude); We have learned English since elementary school (to show time); Above all I want to say (to show place or direction); We have to discover his plans and act accordingly (to indicate logical relationship). The complete material is stated in lesson plan. In order that the students practice to develop logical idea, teacher asked them to make conversation with the topic ‘Face Book’. In group, the students prepared to make conversation on the topic. They used language function which they have learned, like repetition of important words, useful transitional words, expressing opinion, expressing agree or disagree, expressing feeling, as well as making conclusion. The teacher helped develop idea, like: face book is one of our friends; face book is sometimes time consumes; etc

In the phase of confirmation students were asked to look back the theory of exposition text. The students summarized the material given including language functions.

commit to user
(c) Closing

The lesson was closed with reflection, telling material for the next meeting and saying good bye.

(3) Meeting 3

The meeting needed 90 minutes, 2 minutes for opening, 38 minutes used for the main activities which consisted of 3 minutes for exploration, 35 minutes for elaboration and 50 minutes for confirmation including posttest. The phases were as follows:

(a) Opening

The same as before, the meeting four was opened by greeting, praying, review the previous material, explaining her purpose of learning.

(b) The Main Activities

To get input from the students related to the topic, teacher asked some questions, such as: Do you like watching TV; What time do you usually watch TV; What program do you like? Why?; What happen if there is no television? The students responded the questions enthusiastically. After getting input from the students the lesson was continued to the detail of the topic. The teacher gave a short text ‘Television must be off during Study Time’ and asked the students about the text organization (material is attached). The students read the short text at a glance and found out the thesis, the part of argument, and the reiteration.

The material of grammar to be improved in this meeting was compound and complex sentence. The teacher took one complex sentence from the text as
example to explain grammar: *When we are doing homework, the noisy voice of television disturbs our concentration.*

Then the teacher added some examples of compound and complex sentences not from the text. Afterward, the teacher gave some exercises on the use of compound and complex sentences (material is attached). The students did the exercises in group.

The problem of pronunciation was solved by concentrating on: words stress; sounds, and short syllables. The teacher explained the use of words stress, like,

*When a word has two or more syllables, one of them has the main stress,* for example: `accent; prefer; education; necessary; Japan; Japanese; machine; mother; potato; cinema, etc.* Sometimes letter has more than one pronunciation, for example: `hot; some; no. There are many words in English where a letter is not pronounced, for example: fasten, plumber, knee, wrong, comb. The students were active to repeat after the example given by the teacher and then do some exercises. (Materials are attached)

In the phase of confirmation, the students reviewed language functions learned and expanded to make conversation with topic: ‘Violence Program on TV’. The students prepared the conversation by gathering opinions, reasons, and using language functions learned to develop ideas.

(c) Closing

The meeting was closed with confirmation including posttest.

**Posttest**

*commit to user*
The teacher told the students to prepare themselves to do posttest to know their improvement. Conducting the posttest is the same as pretest; it needed 43 minutes to do. The instrument was attached.

c. Observing

To monitor or observe the result during the treatment, the researcher used method of test, observation, questioner, and interview and document analysis.

(1) The improvement of the students’ speaking competence

To know whether the students’ speaking competence got improved, the teacher was observing the students’ involvement when doing tasks in the process of learning as stated in the main activities of lesson plan described above. Besides, the teacher compared the result between pretest conducted in preliminary study and posttest. The result between both of them can be shown as follows:

Pretest:

The total number of students XI-IPA7 who did the pretest was 31. They were divided into groups; each group had three members, and was given a certain topic to discuss (as stated in the test item in instrument). Based on the scoring rubric, the test has five aspects, grammar, vocabulary, organization of idea, fluency and pronunciation. The minimum grade criteria is 75 and the maximum score is 5. The total score of grammar was 81, so the average grammar score gotten was \( \frac{81}{31} \) 2.61. The grade gained in grammar was \( \frac{2.61}{5} \times 100 = 52.2 \). The total score of vocabulary was 89, the average was \( \frac{89}{31} \) 2.87; The grade gained was \( \frac{2.87}{5} \times 100 = 57.4 \).
The total score gotten in organization of idea was 93, the average was \( \frac{93}{31} \times 3.0 \); The grade gained was \( 3.0/5 \times 100 = 60.0 \). They got total score of fluency 92, the average was \( \frac{92}{31} \times 2.97 \). The grade gained was \( 2.97/5 \times 100 = 59.4 \). The total score of pronunciation is 95, the average was \( \frac{95}{31} \times 3.06 \), the grade gained was \( 3.06/5 \times 100 = 61.2 \); therefore, the total score of speaking pretest was 450 and the average was \( 450/31 = 14.51 \). The grade of speaking obtained was \( 14.51/25 \times 100 = 58.0 \).

Posttest:

The total score of grammar was 118, so the average grammar score gotten was \( \frac{118}{31} \times 3.81 \), the grade obtained was \( 3.81/5 \times 100 = 76.2 \). The total score of vocabulary was 100, the average was \( \frac{100}{31} \times 3.22 \), the grade obtained was \( 3.22/5 \times 100 = 64.4 \). The total score obtained in organization of idea was 117, the average was \( \frac{117}{31} \times 3.77 \), the grade obtained was \( 3.77/5 \times 100 = 75.4 \). They got total score of fluency 115, the average was \( \frac{115}{31} \times 3.71 \), the grade obtained was \( 3.71/5 \times 100 = 74.2 \). The total score of pronunciation was 101, the average was \( \frac{101}{31} \times 3.26 \) the grade obtained was \( 3.26/5 \times 100 = 65.2 \), therefore, the total score of speaking posttest was 551 and the average was \( \frac{551}{31} \times 17.77 \). So, the grade obtained in speaking was \( 17.77/25 = 71.1 \).

<table>
<thead>
<tr>
<th>Test</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>3.81</td>
<td>3.77</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>3.22</td>
<td>3.71</td>
</tr>
<tr>
<td>Organization of Idea</td>
<td>3.77</td>
<td>3.77</td>
</tr>
<tr>
<td>Fluency</td>
<td>3.71</td>
<td>3.77</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>3.26</td>
<td>3.27</td>
</tr>
<tr>
<td>Speaking</td>
<td>14.51</td>
<td>17.77</td>
</tr>
</tbody>
</table>

**Table 2**

Test Result of Pretest and Posttest
The students have speaking competence when they can use various spoken language accurately, fluently and acceptably in the daily context. The indicators are as follows:

(a) The students can demonstrate speaking activities using language structure accurately and consistently.

Based on the grade of grammar gained in pretest was 52.2, and the grammar grade they got in posttest 76.2, it can be proven that the students’ grammar competence was increased after process of learning in meeting one, meeting two and meeting three.

(b) The students can use words, phrases, or utterances to express ideas or to respond conversation.

The fact that the students achieved the indicator, can be seen from the grade they got in test of vocabulary. In the pretest was 57.4 and in the posttest was 64.4. It means that their competence of vocabulary was increased.

(c) The students can use cohesive devices to create well organized conversation.

It is proven from the result they got in organizing the idea. The grade of pretest was 60.0; the grade of posttest was 75.4. It can be said that the competence of organizing idea was increased after meeting one, two and three.

<table>
<thead>
<tr>
<th>Kind of Test</th>
<th>Component and Result</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Organization of Idea</th>
<th>Fluency</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td></td>
<td>52.2</td>
<td>57.4</td>
<td>60.0</td>
<td>59.4</td>
<td>61.2</td>
</tr>
<tr>
<td>Posttest</td>
<td></td>
<td>76.2</td>
<td>64.4</td>
<td>75.4</td>
<td>74.2</td>
<td>65.2</td>
</tr>
</tbody>
</table>
(d) The students can use proper pronunciation to express understandable utterances.

The students got grade of pronunciation in pretest 61.2; and 65.2 in posttest. It is proven that the competence of pronunciation was improved.

(e) The students can conduct conversation fluently.

It can be proven from the fact that the grade of fluency in pretest was 59.4, and in posttest was 74.2, meaning that their fluency was increased too.

The total grade of speaking test was 58.0 in pretest, and in posttest was 71.1. It can be concluded that the students’ speaking competence was improved from grade 58.0 to grade 71.1, but it was still lower than the minimum grade criteria 75.0.

(2) The effectiveness of Teaching and Learning Process.

The indicator that the teaching and learning process is effective when there is competence to be developed, when there is communicative interaction, when there is conducive learning environment, and when using learning resource.

As shown above that the students’ score of speaking test was improved. It means that there was competence to be developed in meeting one, two and three.

The other facts can be proven when the teacher asked another English teacher, Ibu Ami as collaborator to observe the process. Based on her observation, clear lesson objective was shared with students; the teaching was enthusiastic and interesting. It provided an enjoyable experience for the students. Effective open questioning was used to check students’ understanding. However, the fact also showed that not all students were engaged and participated in the learning process.
Some students demonstrated their achievement through improved knowledge, understanding and skill. Skillful management of the classroom activities including discussion that ensure students’ contributions was monitored but partly valued. Clear explanation was available, particularly of links between theory and practice. The teacher provided clear writing on white board and sufficient coverage of the topic. Method was selected to make the students use thinking skills. In addition, learning activities were motivating and good hand out were well produced. Summarizing what has been learned was provided.

However, Ibu Ami, the collaborator said that effective management between individual and group work needed to be improved. Based on the learner questionnaire which involved twenty-six students, sixteen students said that the introduction of the lesson clearly told what was going to be about; twenty students of them knew throughout the lesson what they had to do; twelve from twenty-six said that the start of the lesson was interesting; twenty-one of them said that they enjoyed taking part in group work. When asked whether the group work helped them to understand the material, eighteen of them responded ‘yes’. The statement that the teacher asked questions of what they had done after working in group was recognized by twenty-five students. Statement that some learning activities were difficult and challenging was agreed by fourteen students. Fifteen of the population said that the lesson contained activities that kept them busy. The statement that during the lesson the teacher regularly checked their understanding was agreed by fifteen students, and the last questionnaire stated that seventeen of
twenty six students would like the teacher to use discussion technique to help them learn.

d. Reflection

(1) Things have been achieved

The achievement of speaking competence in the teaching and learning process cycle 1 was seen by comparing between the result of pretest and posttest. It can be said that grammar competence increased from the average grammar grade 52.2 in pretest to 76.2 in posttest; average vocabulary increased from 57.4 to 64.4; average grade of organization of idea increased from 60 to 75.4; the fluency increased from average score 59.4 to 74.2; meanwhile the competence of pronunciation increased from 61.2 to 65.2. As the result, the competence of speaking increased from average grade 58.0 in pretest to 71.1. Thus, in the researcher’s opinion their speaking competence was improved.

BLOCK DIAGRAM OF TEST RESULT

(PRETEST AND POSTTEST I)
The effectiveness of discussion technique was seen based on the observation during the lesson. As stated in chapter II, a teaching and learning process is effective when learner has capability to express knowledge in the form of language and is able to communicate to other people; language ability is developed through activities.

The other indicators, teaching and learning is effective when students respond well to a variety of input, discussion, and activities. In addition, students get contact with the teacher, and small group working is one of the most practical ways of enabling all students to have regular access to the teacher. Students process information with understanding. Students develop learning skill by using the learning resource centre/library. Moreover, process of teaching and learning is effective if there is educative interaction between students and teacher; the situation is democratic; teaching material is relevant and beneficial; and the learning environment is conducive. Furthermore, teaching and learning is said to
be effective when learning objectives are explicit; success criteria are agreed; pupils feel valued and actively involved to speak openly in learning process. Based on what the teacher observed especially in meeting two, some students got enjoyable experience, achieved more knowledge and skill. They seemed active taking part in their group and looked motivated. This observation was in line with the interview to some of the students as well as the learner questionnaire such as most of the students agreed that the introduction of the lesson was clear; they knew what to do during the lesson; they enjoyed working in group; group work helped them understand the materials; the lesson made the students busy; and they liked discussion technique to help them learn.

(2) Things have not been achieved and the Causes

Twelve from twenty six said that the start of the lesson was interesting. It means that mostly the students (fourteen) thought that the start of the lesson was not interesting. As mentioned before that after being given the treatment, the students were expected to get minimum grade criteria 75 or score 18.75 which are gained based on the following formula:

\[ \frac{A}{C} = \frac{25}{0.25} = 100, \text{ where } A \text{ maxim m score,} \]

\[ constanta, C \text{ maxim m rate} \]

For minimum grade of 75, the score is \( C \times B = 75 \times 0.25 = 18.75 \).

In fact, the students got average score 17.77, or grade 71.1 of speaking competence. It means that they have not reached the target yet in spite of their improvement compared to the competence before the treatment.
Another fact showed that there were still unexpected conditions related to the process of teaching and learning and it made reduce the effectiveness of the process to get the expected result. The condition was because:

(a) Not all students were engaged and participated in the learning process
(b) Students’ contributions were partly valued
(c) Management between individual and group work was not so effective
(d) The start of the lesson was not interesting.

(3) Recommendation
Because the result of cycle 1 had not reached the target yet, not all students were active taking part and giving contribution in their group, it was necessary to continue the treatment to cycle 2

In the cycle 2 it was recommended:
(a) The seating plan of discussion was changed from any position to semi circle.
(b) When given task, the topic to discuss was from the students, not from the teacher.
(c) Students’ contributions were valued as parts of their marks to include in their report.
(d) Classroom management was improved by involving especially those who look reluctant to take part in their group.
(e) Teacher was more active to pay attention and respect to the students especially at the start of the lesson.
2. Cycle 2

a. Revised Planning

In cycle two the competence of fluency was still needed to be improved which was supported by enriching vocabulary and developing organization of idea. Therefore, the researcher planned treatment by making lesson plan covering vocabulary, organization of idea, and fluency. At the end of the lesson, the students did posttest.

b. Acting

In cycle 2 there are four meetings, including posttest.

(1) Meeting 1

The meeting needed 90 minutes, 2 minutes for opening, 88 minutes used for the main activities which consisted of 10 minutes for exploration, 63 minutes for elaboration and 15 minutes for confirmation. The phases were as follows:

(a) Opening

The lesson was opened with greeting, praying, reviewing the previous material and explaining the purpose of learning.

(b) The Main Activities

The main activity was divided into three phases, exploration; elaboration and confirmation. In the phase of exploration, the teacher gave some questions to know how far the students understand about persuasive text, such as: *When talking about analytical exposition or we can also say it as persuasive text, we should put forward our argument/s. In your opinion, what is actually the goal of*
an argument? (Expected answer: to win acceptance of our ideas when others don’t agree); what is the benefit of writing a persuasive essay? (Expected answer: too look at evidence; to state ideas, etc); Do you remember some examples of persuasive text in everyday life? (Expected answer: editorial, political speech in campaigns, letter to editors, advertising a certain product, articles etc.) In group, students discussed possible answer of the questions related to the materials they have learned in cycle 1.

The activity stepped forward to elaboration phase. The students started to fill in incomplete dialogue provided by the teacher, as follows:

A: Do you like …music?

B: Yes, very much.

A: And who is your favorite …?

B: It’s hard to say, but I love Bach and Vivaldi.

(Expected answer: classical, composer)

The activity was continued to enrich vocabulary by giving such questions:

What do you call the people who play the following instrument?

1. Piano

2. Guitar

3. Drums

4. Violin

5. Flute

(Expected answer: pianist, guitarist, drummer, violist, flautist)
After doing some exercises on vocabulary connected to the topic, the students seemed ready to talk the main topic. The teacher gave exposition text entitled ‘The Power of Music in Our Life’ (the text is attached). The students read the text and answered the questions on the content of the text.

The teacher asked the students to reread each paragraph to find out the main information of each paragraph. This activity was observed by Miss Ami, the collaborator. She said that the students who sat at the back row didn’t pay attention and chatted by themselves. She suggested giving them some questions.

The teacher went backward and reminded them, recorded as follows: Lukman, Satria, your active participant in the process of learning is recorded and become parts of the result in your semester report. Okay, Lukman, now answer my question: What is the main information of paragraph one? (Expected answer: music has certain role completing day to day activity). And you Yudha, what information does support the main idea? (Possible answer: Music is a way to express feelings. When we fall in love, the kind of music we’d listen to would be all about love.) The other students appeared active to find out the main information of each paragraph. While going around the class, the teacher asked the students to identify sentences which support the main idea. This kind of activity was used to lead the students in understanding what topic sentence as well as supporting sentence is. The teacher explained the use of topic sentence and supporting sentence to make the ideas organized well. (The material is attached).

The following step was giving exercises on topic sentences and supporting sentences, for example:
Read the following topic sentences and the groups of sentences that accompany them. Circle the number of the sentences in each group that are not related to that topic sentence:

Being overweight can result from several causes.

1. The biggest cause of obesity is overeating.
2. Lack of exercise is another reason.
3. Overweight people often have pleasant dispositions.
4. In a few instances glandular trouble causes people to overeat
5. Sometimes it is not overeating, but eating the wrong things, which causes people to be overweight.
6. Everyone envies people who can eat all they want without gaining weight.

Expected answers: 3 & 6

The following step was asking the students to write a short paragraph and practice topic sentences and supporting sentences. In group, the students discuss to write a short paragraph containing topic sentence and supporting sentences. The seating position of each group is in semi circle. The teacher went around observing their activities. According to the researcher’s observation, they shared ideas and gained them to make a short paragraph.

In phase of confirmation, students did exercises to identify the topic sentences and the supporting sentences from each paragraph of a text. (The text is attached).

(c) Closing

The lesson was ended by summarizing, giving reflection, and saying good bye.
(2) Meeting 2

The meeting needed 90 minutes, 3 minutes for opening, 88 minutes used for the main activities which consisted of 10 minutes for exploration, 63 minutes for elaboration and 15 minutes for confirmation. The phases were as follows:

(a) Opening

As usual, the meeting was opened with greeting, praying, reviewing the previous material, and explaining the purpose of learning, which is to improve their competence of speaking using persuasive expression.

(b) The Main Activities

The main activity of the meeting consisted of three phases, exploration, elaboration, and confirmation.

The fact found in cycle one that mostly students said that the start of lesson was not interesting. Based on the fact, the teacher attempted to improve it by giving a game. So that the students were ready, in the phase of exploration the teacher opened with game, namely, 'Adjective Antonyms'. While enriching vocabulary, the students guessed the antonyms of adjectives provided by the teacher like the following:

1. Upset;
2. Boring;
3. Hasty;
4. Peaceful;
5. Rare;
6. Straight;
7. Plain;
8. Scarce;
9. Gorgeous;
10. Generous;
11. Odd;
12. Liberal;
Possible answer:
1. Calm;
2. Fascinating;
3. Careful;
4. Belligerent;
5. Common;
6. Crooked;
7. Fancy;
8. plentiful
9. ugly
10. stingy
11. even
12. conservative

Then, the teacher moved forward to the step of elaboration. The teacher gave a reading text of analytical exposition entitled ‘Laptop as Students’Friend’. After reading it, the students found out the answers in the text of the questions given
by the teacher. The following step, the teacher explained again coherence of a paragraph, such as: 1. *Repetition of important key words*; 2. *Useful transitional words*. (The material is attached).

The teacher moved to one more step by explaining sequence by giving some examples, such as:

*One thing after another*

*Example:*

*WE met her in the café, and then to the match.*

*A sequence of actions*

*Example:*

*First of all we spent a few days in Bandung. After that we drove to Bogor and stayed there for two days. Finally, we went back to Yogyakarta.*

*A sequence of reasons*

*Example:*

*I will not go away this weekend because, first, I have many tasks to finish; second, I am not in the mood to go.* (The complete material is attached).

After giving examples, the teacher asked several students about their daily routine, like their activity before leaving for school, after school, or in the evening using sequence of actions. Afterward, the teacher gave exercises on the use of sequence (material attached). In doing the exercises it seemed that there was collaboration among the students.

To check whether the students understand the material given, in the phase of confirmation the teacher asked the students to write a short complain letter to a
hotel manager about their dissatisfaction staying in the hotel. In group, the students wrote a complain letter by implementing utterances learned, including coherence and sequence. The teacher went around the class to monitor, control, and make sure that all students were involved to take part in sharing their ideas. Once in a while the teacher reminded those who looked reluctant to do the task.

(c) Closing

At the end of the lesson, the teacher asked the students to reflect the current lesson. The students felt that it was easier when the topic is determined by themselves. Then the teacher told the material should be prepared for the next meeting.

(3) Meeting 3

The meeting needed 90 minutes, 2 minutes for opening, 38 minutes used for the main activities which consisted of 3 minutes for exploration, 35 minutes for elaboration and 50 minutes for confirmation including posttest. The phase were as follows:

(a) Opening

The meeting was opened with greeting, praying, reviewing the previous material, and explaining the purpose of learning, which is to improve their competence of speaking using persuasive expression.
(b) The Main Activities

The main activity of the meeting consisted of three phases, exploration, elaboration, and confirmation.

To encourage students to keep speaking, the teacher started to give a game namely ‘Three Adjectives’. The language features are – making conjectures, agreeing and disagreeing; giving reasons. Some of the aims of the game are to know each other better, and to make the start of the lesson interesting. Each student wrote down three adjectives on a piece of paper which he/she felt describe him/herself.

And then all papers were collected. The teacher read out the papers one after the other. With each set of adjectives the group speculated who had written them. The situation of the class was noisy, some of them were guessing, some others were refusing while laughing. Then, the students got ready to move to elaboration phase.

The students paid attention to the examples of some sentences containing emotive words written on the white board by the teacher, like:

1. Cars contribute to most of the pollution in the world.
2. Cars emit deadly gas that triggers asthma.
3. Some of the illnesses are so bad
4. You may find it hard to sleep at night.
5. Cars today are our road’s biggest killers.
6. How would you feel if you went through such a miserable experience?
7. What a dreadful nightmare they had.
While underlining the emotive phrases, the teacher explained the use of emotive language, such as: *Emotive language is used to add strong description to the facts and to create an extremely subjective tone of the text or idea.*

The students paid attention to the examples of some sentences containing evaluative phrases written on the white board by the teacher, like:

1. *It is true* that the Sun rises in the east.
2. *It is important* to pay attention to his warning.
3. *There is no doubt* that smoking is very dangerous for our health.
4. *I strongly believe* that he want to use you.
5. *It is believed* that a comet is like a star.
6. *It is obvious* that English is an international language.
7. *It is clear* that the main is not guilty in this case.
8. *It is undeniable* that we live in the nuclear era.
9. *It is unavoidable* that business is getting more difficult now.

While underlining the evaluative phrases, the teacher explained the use of evaluative language, such as:*beside emotive language, the other way to persuade the readers or listeners is evaluative language. So, evaluative language is to persuade people agree with the writer’s or speaker’s opinion.*

The following step was giving task. The students were allowed to go to the library. They searched for newspapers or magazines asked by the teacher to find articles containing emotive and evaluative language. The time provided was about 15 minutes. One group should gain 10 emotive and 10 evaluative. Each member of group gained at least three emotive and three evaluative. One group had three
members and one student as the leader of group presented three emotive and three evaluative in front of the class, the other remained were submitted to the teacher. The further step, the teacher asked the students to prepare a persuasive topic. In group of three, the students had a talk to determine a topic. Having finished discussing one member of each group wrote the topic on the board. The teacher asked students to discuss their topic chosen. Each group sat in semi circle. (The pictures of the students’ position are attached). The students discussed the topic, such as: determining their first opinion; giving reasons; developing the first opinion by saying topic sentence; elaborating the topic sentence; using persuasive vocabulary such as evaluative language; emotive language as well as connectors and phrases for making conclusion. During discussing they were monitored and told again that their contribution to participate in their group was recorded and their mark in learning process was included as part of their mark in the semester report.

In the phase of confirmation, the teacher asked the students to look back at the expression they learned. To check, the teacher gave exercises, as follows:

Match the following expression in part A and part B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you know,…</td>
<td>a. evaluative language</td>
</tr>
<tr>
<td>2. If you are too fat, you may have</td>
<td>b. transitional word for addition</td>
</tr>
<tr>
<td>have serious problems with your health.</td>
<td></td>
</tr>
<tr>
<td>3. One important effect …</td>
<td>c. emotive language</td>
</tr>
<tr>
<td></td>
<td>commit to user</td>
</tr>
</tbody>
</table>
4. In addition…

d. conclusion

5. Furthermore …

e. transitional word for addition

6. One thing is clear…

f. supporting sentence

7. Extra fat may make your

life shorter

g. topic sentence

8. This may lead to a heart

attack

h. thinking verb

Expected answers:

1 h
2 c
3 f
4 b
5 e
6 d
7 c

(c) Closing

The meeting was ended with confirmation including posttest 2.

Posttest 2

To evaluate how far the students have achieved the speaking competence, in
group of three they were tested. Conducting the test was the same as posttest
one. Firstly, the students were provided two up to three minutes to prepare for
the conversation. They were given an oral assessment card containing a topic to
be discussed to three students (as stated in the instrument). They were not
allowed to make note. The students might ask questions during the phase of preparation to clarify the procedure or ask for other topic they think easier. After the students had prepared themselves, the following step was assessment phase. In this phase, the students were given a five up to six minute conversation with the teacher as examiner. The students might develop the material stated in the oral assessment card depending how far they were familiar with the topic they had. But, they were not allowed to deliver speeches or monolog at any point during the oral test since this test is to know how far their contribution in the group beside to know their speaking competence itself.

c. Observing

To observe the result during the treatment in cycle 2, the researcher used method of test, observation, and document analysis.

(1) The Improvement of Students’ Speaking Competence

To know how far the students’ speaking competence gets improved, the researcher gave posttest 2 which was the same as posttest 1 as stated above. The result of the test can be shown as follows:

The total number of students who did the posttest 2 was 31. As done in posttest 1, they were divided into groups; each group had three members, and was given a certain topic to discuss (as stated in the test item). Even though in this cycle only three aspects remained which is necessary to be improved, the test still had five aspects, that is grammar; vocabulary, organization of idea, fluency and pronunciation. Total score of grammar was 120, the average was \( \frac{120}{31} \approx 3.87 \), the grade obtained was \( 3.87/5 \times 100 = 77.4 \). The total score of vocabulary was 127, the
average was \( \frac{127}{31} \) 4.10, the grade obtained was \( 4.10/5 \times 100 = 82.0 \). The total score gotten in organization of idea was 129, the average was \( \frac{129}{31} \) 4.16, the grade obtained was \( 4.16/5 \times 100 = 83.2 \). The total score of fluency was 135, the average was \( \frac{135}{31} \) 4.35, the grade obtained was \( 4.35/5 \times 100 = 87.0 \). The total score of pronunciation is 104, the average was \( \frac{10}{31} \) 3.35, the grade obtained was \( 3.35/5 \times 100 = 67.0 \). Therefore, the total score of speaking posttest 2 was 615, and the average was \( \frac{15}{31} \) 19.83, or equal the grade \( 19.83/5 \times 100 = 79.3 \)

Table 3
Test Result of Pretest, Posttest 1 and Posttest 2

<table>
<thead>
<tr>
<th>Test Kind</th>
<th>Component and Result</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Organization of idea</th>
<th>Fluency</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td></td>
<td>52.2</td>
<td>57.4</td>
<td>60.0</td>
<td>59.4</td>
<td>61.2</td>
</tr>
<tr>
<td>Posttest 1</td>
<td></td>
<td>76.2</td>
<td>64.4</td>
<td>75.4</td>
<td>74.2</td>
<td>65.2</td>
</tr>
<tr>
<td>Posttest 2</td>
<td></td>
<td>77.4</td>
<td>82.0</td>
<td>83.2</td>
<td>87.0</td>
<td>67.0</td>
</tr>
</tbody>
</table>

In this cycle, three competences needed to be improved, fluency, vocabulary and organization of idea. The indicators are as follows:
(a) The students can use words, phrases, or utterances to express ideas or to respond conversation.

The improvement of students’ vocabulary can be seen from their average grade in posttest 1 and posttest 2 which increased from 64.4 to 82.0. This improvement could also be seen during the process of learning in meeting one, two, and three of cycle 2.

(b) The students can use cohesive devices to create well organized conversation.

This competence can be seen from the average grade of organization of idea from 75.4 to 83.2. This improvement could be also seen when the teacher was observing when they were discussing.

(c) The students can conduct conversation fluently.

The fact showed that the average grade of fluency increased from 74.2 to 87. The average result of speaking test was increased from 71.1 to 79.3.

(2) The effectiveness of Teaching and Learning Process.

The condition related to the process of teaching and learning seems to be improved. It can be seen that most students were engaged and participated in the learning process. Based on the observation by the collaborator which was focused on learners, despite the fact that not all learners are stated in the following checklist, but most of them:

(a) turned up on time and were quickly ready to work

(b) found the learning activities motivating

(c) made suitable progress to the learning activities

(d) participate in activities asked to do
(e) demonstrated through positive body language they enjoyed the lesson

(f) made relevant contributions, asked questions, offered ideas etc.

(g) showed an interest in the activities and tasks they should do

(h) were engaged throughout the lesson

(i) received support when they completed tasks successfully.

(j) had opportunities to work in groups and to support each other

(k) demonstrated their achievements through improved knowledge, and speaking competence

**d. Reflection**

**1. Things have been achieved**

The improvement of speaking competence in the teaching and learning process in cycle 2 can be seen by comparing between the result of posttest 1 and posttest 2. It can be said that grammar competence increased from the average grammar 76.2 in posttest 1 to 77.4 in posttest 2; average vocabulary increased from 64.4 in posttest 1 to 82.0 in posttest 2; average result of organization of idea increased from 75.4 to 83.2; the fluency increased from average 74.2 to 87.0; meanwhile the competence of pronunciation increased from 65.2 to 67. As the result, the competence of speaking increased from 71.1 to 79.3. From the fact stated, in the researcher’s opinion their speaking competence is improved.

**BLOCK DIAGRAM OF TEST RESULT**

*(PRETEST, POSTTEST 1 AND POSTTEST 2)*
From the diagram and from the observation during the process of teaching and learning, it can be said the aspects to support fluency got improve and students can speak more fluently than before.

The other achievement refering to the effectiveness of the process of teaching and learning can be seen in the situation of the classroom during the lesson:

(a). Class activities were improved; most students were engage to participate in their groups.

(b). The way to discuss is better organized and easier monitored after the seating plan is changed from any position to semi circle.

(2) Things have not been achieved
Eventhough the aspecs supporting speaking competence got improved as shown in the diagram, but in fact the competence of pronunciation didn’t meet the requirement in getting the target (KKM) 75. It needs to be improved. Another fact showed that there were still unexpected conditions related to the effectiveness of teaching and learning process. The condition was because there were still several students who didn’t pay attention and participate in their group.

(3) Recommendation
Because of the fact that there were still unexpected condition related to the speaking competence as well as the effectiveness of teaching and learning process, it is recomended to:
(a). Continue to improve pronunciation competence in another similar research.
(b). Continue to find out such a good way that the students will participate in classroom discussion in another similar study.

C. Discussion
After observing the result in cycle 1 and cycle 2, it can be obtained several findings. Some of the important findinds showed that the students’ speaking competence got improved. They could use structure to support the conversation. They could use proper words to express ideas or to respond conversation. They could use cohesive devices to create well organized conversation. Their pronunciation showed improved too, and the improved aspects of speaking competence resulted in the improvement of student’s fluency in speaking.
The other findings showed that the classroom discussion made the process of teaching and learning was effective seen from their progress in learning activities such as: giving opinion, giving reasons or elaborate ideas, giving examples, adding information, giving suggestion, saying agree or disagree, saying contrast as well as concluding conversation. Moreover, they seemed active in taking part in their group, shared and supported one another. This situation made the learning environment alive. The process of teaching and learning is effective as long as the discussion is handled in such a good way, for example: each group has not more than three members, the seating is arranged in a circle, the topic to discuss is from the students, the teacher control and monitor the students’ activities, and their contribution is awarded.

Based on the findings, it can be said that:
1. Discussion method contributes to improve speaking competence of students XI-IPA7 SMA Negeri 1 Yogyakarta including its aspects, grammar, vocabulary, organization of idea, fluency and pronunciation.

According to Charney (1998: 13), speaking is process of building and sharing meaning through the use of verbal and non verbal symbols, in variety of context. Meanwhile, according to Kenneth O. Gangel, discussion method is getting student to think through the issues.

Another theory said discussion is an oral exploration of a topic, object, concept or experience. All learners need frequent opportunities to generate and share their questions and ideas in small and whole class settings. Teachers who encourage
and accept students’ questions and comments without judgment and clarify understandings by paraphrasing difficult terms stimulate the exchange of ideas.

What the teacher as well as the students did in the learning process of every meeting was in line with what was stated by Nunan, 2003 in (Hayriye Kayi: http://unr.edu/homepage/hayriyek) that teaching speaking is to teach ESL learner to: produce the English speech sounds and sound patterns; use words and sentence stress, intonation pattern and the rhythm of the second language; select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter; organize their thoughts in a meaningful and logical sequence; use language as a means of expressing of values and judgements; use the language quickly and confidently with few unnatural pauses, which is called as fluency.

2. Discussion method makes the teaching and learning process of students XI-IPA7 effective since in the discussion there is communicative interaction. The students contribute or share their idea in their group.

Akhmad Sudrajad stated in his book Psikologi Pembelajaran dan Pengajaran that teaching and learning is effective when it is student centered; when there is interaction between students and teacher; when the situation is democratic; when various methods are applied; when teaching material is relevant and when the learning environment is conducive.

The improvement of speaking competence of the students XI-IPA7 SMA Negeri 1 Yogyakarta was close related to the method used in the teaching and learning.
process which involved the students to be active in their group work. Donelson R. Forsyth defines group as ‘two or more individuals who are connected to one another by social relationships’ (2006: 2-3).

As stated in the above finding related to the effectiveness of learning process, in the cycle two the topic to be discussed was from students so that the students felt more comfortable. Beside that there was interaction among students and the teacher.
CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the research findings it can be concluded:

1. Discussion method can improve the speaking competence of students XI-IPA7 SMA Negeri 1 Yogyakarta.

The students of XI-IPA7 SMA negeri 1 Yogyakarta who were taught using discussion technique showed their improvement in speaking which has aspects: grammar, vocabulary, organization of idea, fluency and pronunciation. They were more active speaking and looked enthusiastic in taking part during the lesson. Communicative competence seemed developed during discussing. It can be seen in their conversation activities, they could develop their ideas coherently. They could express their ideas without hesitate. They were able to exchange information, gave their arguments, and elaborated them by showing some evidence or giving examples.

Students were engaged and participated in the learning process. Students used their thinking skills to respond some questions.

2. Discussion method makes the process in teaching and learning in the class XI-IPA-7 SMA Negeri 1 Yogyakarta effective.

Classroom discussion made the situation of teaching and learning more alive and there was interaction among students in their group. Daily life context which was used in conversational activities made the process of...
learning meaningful. Relevant and purposeful material made the students interested to speak up.

B. Implication

The research findings imply that discussion method made the teacher more familiar with the students. When the discussion was running, and the teacher was going around to monitor the running discussion, the teacher knew more the behavior of the students since each group just had three members. It made the relationship between teacher and students closer and when the relationship got closer, the communication run better. In addition, the more often they expressed their ideas in their group, the more self confident they become.

C. Suggestion

1. For teacher

For the sake of improving students’ speaking competence, it is better if a teacher uses discussion technique to give learners opportunities to generate and share their ideas. Discussion technique makes use collaborative situation and focus on process of learning to give responsibility to the students. It is true that there is positive implication on the use of group work activities whereby the students show improvement in their speaking assessment. Discussing technique is suitable with student center learning and effective in getting each student to be involved in the task.
2. For the students

Students are suggested to work in group to develop collaborative skills in the classroom. Conversation is recommended to develop since it is useful for learning English especially to develop speaking competence. What is meant by the word ‘conversation’ is speaking with teacher, group and class discussion as well as question and answer with teacher (Lacorco and Kalantzis, 1985: 44). It is good to improve communicative competence by talking to friends in English or learning by conversation. By doing so, the aspect of grammar, vocabulary, organization of idea, fluency and pronunciation will get improved. Consequently, the speaking competence will improve too.

3. For the other researchers

The research findings can be used as reference for those who will conduct another research with similar topic. The writer hopes these findings can inspire them as point to start their study.