

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses the introduction of the research, which explains why the researcher conducts the research. This chapter consists of a background of the research, setting of the research, limitation of the research, formulation of the research, the purpose of the research, the importance of the research and the definition of the key terms. In this chapter, the researcher also explains the problem in the field related to their speaking skill and use the method to improve their speaking skill. The complete explanation can be read on the following of the research.

### **A. Background of the Problem**

In daily activities, humans cannot be separated from communication. By communication, people can convey the purpose of what they want such as in the job, education and surrounding environment and we use the good language the other people will more easy to understand what we say. In the flourishing era languages very important such as like the English language because the English language is an international language used by each country. In Indonesia especially Rokan Hulu English is a foreign language that is rarely heard in daily communication.

In Indonesia English is a compulsory subject at junior high school, senior high school and university base on the 2013 curriculum. In permendikbud RI No 160, 2014 about the enforcement of the 2006 curriculum KTSP and 2013 curriculum, states that English is one of the important components in the spectrum of the curriculum 2013 and the goal of English is to develop the ability students

language skill. In English, there are several skills that must be mastered. According to Tarigan (2006:1), the ability in communication consists of four skill, they are listening, speaking, reading and writing skill. When people learn the English language they must be able to master four skills, all of the skills have components. In listening a good listener must be able in comprehension, understanding vocabulary, accuracy and etc. Incomprehension people must be able to hear on focus to all of the speakers communicating. Make it easy as possible for them to say what they mean and to have confidence in their full attention, while for speaking, its components involve like grammar, vocabulary, pronunciation, and fluency. In reading, components are fluency, phonemic awareness, vocabulary, and the last phonics. The last in the writing skill component is grammar, vocabulary, punctuation, comprehension and etc.

Moreover, Thorburry ( 2005: 1) states that speaking is a speech production that becomes a part of our daily activities. It can be said that speaking is an activity of human to can interact with other people to convey their desired goal. In the other hand such as conversation, asking and giving the opinion, and all of the daily activities need speech production. In natural communication we can find the speaker and listener and also have feedback from the interaction.

In Curriculum 2013 English is a compulsory subject especially in speaking skill, but in fact, there are many problems in the field. Base on the preliminary study conduct in January 2019 at Eleventh grade of MAS Kepenuhan about speaking. There are many factors influence their speaking. First is about students lack of vocabulary, they are less memorize to vocabulary and easy to forget and lazy to open a dictionary. Second, the students do not have more confidence to

Speak English because they are afraid when their speaking wrong and reproached by their friend and than the English language is a foreign language from them and them difficult to do it. Third, the students less motivation to can speak English well because in their mind study English makes boring and always makes them not understand, so they are not interesting with English study. Fourth the students rarely to practice in the classroom and then it makes them difficult to speak English well and then the students more easy to speak Indonesian cause when they speak English they must think about grammar, pronunciation and etc.

Teaching a foreign language is not easy especially the English language, the teacher must have a technique or strategy to make students interesting with the study. Based the interview to students the teacher always teaches English not make students interesting such as the teacher always give a task and translate the text and then the students always memorize without understanding vocabulary to get a score and then the teacher sometimes blame the students when their make mistake, its make problem when their study English. Female students were different from a male student when the teacher blames the female student their usually accept the teacher's rebuke but not with male student it makes them no want to study. The mood of the teacher so influence to the students, a good sense of humor from the teacher would also help, because a reasonable amount of humor and laugh in the class generally had a positive relaxing effect on the students.

Atmosphere and environment so important to students learning English, but in the field the condition not support the students to speak English such as when their teaching English no have media to support them like laboratory and

the students practice English their friend no give feedback or the environment around the school not support them to practice speaking English. In the school when their teaching and learning English subject, the teacher sometime used some method or technique to teaching English such as direct method, jigsaw, discussion, role play, audio-lingual method. Discussion method the teacher was used in the teaching and learning English and the teacher divide student in some group it is mean that small group discussion. The teacher always using Small Group Discussion in the do a task, such as translating a text, make a dialog, in writing, reading, but Small Group Discussion rarely using in teaching speaking and then when the teacher using it, the teacher rarely to follow the rule of technique.

Small Group Discussion is one of the techniques to teach speaking, because Small Group Discussion is an effective way since it will increase the amount of time for student's talk during the given period of time, Hadriana (2008: 37) its mean that Small Group Discussion is the technique to effective teaching in the class can solve the problem speaking students. In the group consists two until the sixth member. According to Routledge & Kegan Paul(2003)states that conversation classes are very common at intermediate and advanced levels often with small groups and individuals rather than large classes. It means that small group and individual more effective when we use in speaking skills cause the teacher can control the class and give opportunities with students to sharing with their friends and with small group discussions the student more active in study English. So, Small Group Discussion is one of technique to teaching speaking skills. The purpose of the research is to improve students speaking skill and the

research entitled **“The Effect of Using Small Group Discussion on Students' Speaking Skill at the Eleventh Grade of MAS Kepenuhan”**.

### **B. Setting of the Problem**

Based on the background of the problem above, the researcher determine problems influence speaking skill students at eleven grade of MAS kepenuhan based on the interview, The researcher found that there were problems in teaching English study in the school, the problem as follow:

1. The students lack in the vocabulary because they are less memorize to vocabulary and easy to forget.
2. The students didn't have more confidence to speak English because they are afraid when their speaking wrong, different students have different mental,
3. The students less motivation to can speak English well and than they no have a target to success in the English language, the students rarely to practice in the classroom because they more choice to use the Indonesian language.
4. The teacher always teaches English not to make students interesting such as the teacher always give a task and translate the text and then the students always memorize without understanding vocabulary to get the score and then the teacher sometimes blame the students when they make a mistake.
5. The environment did not support the students to speak English such as when their teaching English no have media, labor and when the students

practice English their friend no give feedback, the environment around the school no support them to practice speaking English.

### **C. Limitation of the Problems**

Based on the identification problem above, it will very important for the researcher to limit the problems. Students' speaking skill is low. It means that the researcher only to focus on Small Group Discussion to increase students' speaking skill at eleventh grade students of MAS Kepenuhan.

### **D. Formulation of the Problems**

Based on the limitations of the problems above, the formulation of the problem on the following question: "Is there any significant effect of using Small Group Discussion toward students' speaking skill in narrative text at the eleventh grade of MAS Kepenuhan?"

### **E. Purpose of the Research**

Based on the formulation of the research, the purpose of this research wants to find out whether there is any significant effect of the using Small Group Discussion toward students' speaking skill in the narrative text at the eleventh grade of MAS kepenuhan.

### **F. Significance Of The Research**

The importance of the research can be classified into some parts as follows:

#### 1. For the Students

To give students motivation and help them with speaking skill and makes the students' speaking skill effectively.

## 2. For the English Teacher

This research can give an additional contribution to English teachers to develop their learning strategy with teaching speaking skill use an attractive technique to the student and The research can improve the teacher' ability especially about the application on Small Group Discussion in teaching speaking in narrative text.

## 3. For the Researcher

From this research, the researcher can learn some ways to give motivation for the students to improve students' speaking skills.

## 4. For the Other Researchers

The result of this research can be used as one of the references in contributing research on English language teaching, especially to increase their English speaking skills.

## 5. For the School

The result of this research can be used as a method for improving students' speaking skills in the school. The result of this research can be functioned as information and reference for further researcher related to the field.

### **G. Definition of the Key Terms.**

To know about this research, the research use about some term, the researcher defines them as the following :

#### **1. Speaking**

Speaking is a speech production that becomes a part of our daily activities Thorburry ( 2005: 1). It means that speaking is the process of

producing of sound and constructing meaning from someone to another one and can give information and state what they want.

## **2. Narrative Text**

Narrative text defined as text which function is to amuse, entertain, and to deal with actual or various experience in different ways (Curriculum 2013). Narrative deals with problematic events lead to a crisis or turning point of some kind in turn finds a resolution. It means that narrative text is the text tells about the story to entertain the reader.

## **3. Small Group Discussion**

Small Group Discussion is the patterns created in a group of a limited number, group discussion is a face to face activity, nonverbal behavior such as gaze and gesture (Padilha: 2006). Group discussion consists of a group of people more than two, that are together engaged in more or less informal talk about one or more topics. It's mean that Small Group Discussion is one technique to make students effective in the study, there have more responsibility to do a task and with small group discussion, the students can sharing with their friend, solving their problem and can practice their courage.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher discusses about review of related literature, which of review and related theories, Quoted and purposed from the expert's opinion review of the related finding the researcher quotes some findings related to studies. at last, the researcher results the conceptual framework about speaking and small group discussion.

#### **A. Review and Related Theories**

##### **A.1. Speaking**

###### **A.1.1. Nature of Speaking**

English has four skills such as listening, speaking, reading and writing. Speaking is one of the four skills as a tool to communicate with other people. Thorburry ( 2005: 1) states that speaking is a speech production that becomes a part of our daily activities. It means that speaking is the process of producing sound and constructing meaning from someone to another one and can give information and state what they want. According to Chastian ( in Sanusi 2010: 8) Speaking is a productive skill since it produces ideas, message or suggestion as a language learning to speak and need practice. It can say that speaking is interaction from one people to another people to covey their idea or their fill and speaking need always to practice to make a good speaker and speaker need a listener to listen or feedback their message. Speaking is the ability to make use of words or language to express oneself in an ordinary voice. Bailey in Nunan(2003). Speaking is a productive oral skill. It consists of producing systematic verbal

utterances to convey meaning. It can say that the produced speech from the people have systematic verbal to communicate the other people and they must know the way to express their language.

Chaney ( 1998) Says that speaking a foreign language requires more than knowing its grammatical and semantic rules. When the learner learns speaking or talks to other people must have knowledge about grammatical or rule of the English language it is important to be a good speaker. Nunan(2005) say that speaking is the experiment and play utterances that are made to form word and phrases. Laratu ( 2004:6) states that speaking consists of knowledge and skill. Knowledge is what we know about something. It needs to be used in action in order to understand it. Skill is the ability to perform knowledge. Both knowledge and skill can be understood and memorized. However, only skill can be imitated and practiced. From the statement, the researcher can say speaking need more knowledge from the speaker and good skill to convey their desire.

Based on the expert opinion above the researcher conclude speaking is the natural language produced by a human to convey their desire. Since the researcher identified the problem of speaking skill through how fluence they speak. Knowing the importance of that speaking, the good method should be applied in teaching the target language to be a good speaker.

#### **A.1.2. Type of speaking**

Brown (2004: 141- 142 ) further states that there are some basic types of speaking as in the following taxonomy:

1. *Imitative* : It is someone people interested only what is labeled by “pronunciation”.she /he imitative a native speaker’s pronunciation.

2. *Intensive* : The second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrase, lexical, or phonological relationships. Examples of extensive assessment tasks include reading aloud, sentence and dialogue.
3. *Responsive* : Responsive include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small for talk, simple requests, and comments. This is a kind of short replies to teachers or students initiated questions or comments, giving instructions and directions, those replies are usually sufficient and meaningful.
4. *Interactive* : The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges and Multiple participants. Interaction can take the two form of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining a social relationship.
5. *Extensive (monologue)*: Extensive oral production task includes speeches, oral representation, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited ( perhaps to nonverbal responses) or ruled out together.

So, there is some basic type of speaking such as imitative, intensive, responsive, interactive, extensive. Imitative such as pronunciation, intensive as

grammatical, lexical. Responsive as interaction and test comprehension. Interactive as a transactional language. Extensive as an oral production task.

### **A.1.3. Components of Speaking**

There are three components in speaking as follows: The speakers, The listeners, The utterances. Speakers are people who produce the sound. They are useful as the tool to express opinion or feelings to the teacher. So if there is no speaker, the opinion or the feelings or the feeling won't be stated. The listeners, Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, the speaker will express their opinion by writing. The utterances, The utterance are words or sentences, which are produced by the speaker to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

There are many components in speaking. According to Harris (1969), there are five components in speaking ability. They are:

1. *Pronunciation* : Pronunciation is the way for students to produce clear language when they are speaking. It means that students can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar, pronunciation includes many aspects that include articulation, rhythm, intonation, and phrasing, and more peripherally even gesture, body language and eye contact.
2. *Grammar* : Grammar is the need for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting and ideal speaker's knowledge of the language.

3. *Vocabulary* : vocabulary is the knowledge of the words and words meaning also put vocabulary knowledge as the knowledge of a word not only implies a definition but also implies how that word fits into the word. Vocabulary not only implies definition but also implies that word fit into the word, sentence and must be coherence.
4. *Fluency* : Fluency is the ability to speak communicatively, fluency and accuracy. Fluency usually refers to express oral language freely without interruption. In the teaching and learning process, if the teacher wants to check students fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the follow of conversation
5. *Comprehension* : Comprehension is an ability the students to speaking English. Comprehension refers to the speakers understanding about what are they saying to the listeners in order to avoid misunderstanding information, in addition, its function is to make the listeners easily to catch the information from the speaker.

Finally, it can be conclude speaking has five components such as pronunciation, Grammar, Vocabulary, fluency, and comprehension. Pronunciation is the produce clear language, Grammar is the correct sentence in a conversation, vocabulary is knowledge of the word, fluency is the ability to speak communicative, fluency, and accurately, comprehension is the ability the students to speak English.

#### **A.1.4. Teaching Speaking**

When teachers do a teaching and learning process, teachers must know the element of teaching speaking, according to Brown (2001) when teaching speaking has four Element as the following :

1. *Types of classroom speaking performance*, in the types of classroom speaking the students are expected in English classroom are imitative, intensive, responsive, transactional, interpersonal and extensive.
2. *Principle for design techniques*: in teaching speaking there are some principles for designing speaking technique should pay attention, they are using technique that cover the spectrum of learner needs, providing intrinsically motivating technique, encouraging the use of authentic language in meaningful contexts, providing appropriate feedback and correction, capitalizing on the natural link between speaking and listening. Giving students opportunities to initiate oral communication and encouraging the development of speaking strategies.
3. *Teaching conversation*: in the teaching and learning activities, English teacher can use some way teaching conversations such as direct conversation, indirect conversation, transactional conversation, meaningful oral grammar, and individual practice.
4. *Teaching pronunciation*: the teacher teaching pronunciation has some parts such as intonation, stress and meaningful.

So, when the teacher does the teaching and learning process in the classroom the teacher must know about the element of teaching speaking to make the process of study English effective.

### **A.1.5. Roles of the Teacher in the Speaking Class**

As with any other type of classroom procedure, the teacher needs to play a number of different roles during the speaking activities, have three particular relevance if the teacher trying to get students to speak fluently: (Harmer (2007)

1. *Prompter*: students sometimes get lost can't think of what to say next, or in some other way lose the fluency we expect of them. We can leave them to struggle out of such situations on their own and indeed sometimes this may be the best option, however, we may be able to help them.
2. *Participant*: the teacher should be good animators when asking students to produce language.
3. *Feedback provider*: when students are in the middle of the speaking activity, overcorrection may inhibit them and take the communicativeness out of the activity, on the other hand, helpful and gentle correction may get students out of difficult understandings and hesitation. Everything depends upon our tact and the appropriacy of the feedback we give in a particular situation.

### **A.1.6. Classroom Speaking Activities**

There are many models of learning speaking in the classroom activities according to Harmer (2007) the first acting from a script. Students learn such as drama can apply in speaking with acting from the drama. The second communication with the game, speaking activities will be active with game cause the students usually more be interested such as a puzzle, draw a picture, who I am I, and the other game. The third, Discussion group, a discussion group is one of activity in speaking class, discussion in speaking program only taking about an

easy topic. Because this discussion just to train the students to speak English. The fourth, prepared talks, prepared talks is the students make the presentation on a the topic of their own choice. The fifth, questionnaires, with questionnaires the student must have a questioner and respondent to do discuss the topic.

So, when the teacher teaching and learning processes in the classroom to get students to speak fluently, the teacher must have roles such as promoter, participant and feedback provider.

## **A.2. Narrative Text.**

### **A.2.1. Definition of Narrative Text.**

Narrative text is one of the texts beside another kind of text such as Narrative, procedure text, recount text, analytical exposition, hortatory exposition, anecdote, spoof and etc. There are many definition of narrative text. In curriculum 2013 state that narrative text defined as text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic events lead to a crisis or turning point of some kind in turn finds a resolution. Anderson (1997: 8) states that narrative is a piece of text tell a story and in doing so, entertain or inform the reader or listener.

According to Doddy, Sugeng, Effendi (2008) Narrative text is the text to amuse, entertain and to deal with actual or various experience in different ways. The Narrative includes fairy stories, fables, mystery, stories, science fiction, romance, horror, etc. Base on the theory above the researcher concludes the definition of narrative is the text tells about the story to entertain the reader.

So, Narrative text is one kind of text that student learns in the school. The aim of the narrative text is the text only to amuse and entertain the reader and



when students learn narrative text the students know about the example of narrative text such as fable, fairy tale, legend and etc.

### **A.2.2. The Generic Structure of Narrative Text**

Narrative text has generic structure to make the reader easy to understand about the text. In curriculum 2013 states that the steps for constructing a narrative are: The First, Orientation. It is about opening the paragraph where the characters of the story are introduced (who, why, when, where). The second, complication. This part tells the sequence of the story, where the problem the story devolved. The third Resolution, where the problem the story is solved. The fourth, Re-orientation (optional), tells what the story has told or tells again the character and contains the message of moral value to the readers. Those elements must exist in the narrative text. It gives more explanation in order to make the story clear and understandable.

### **A.2.3. Language Features of Narrative Text**

Language features are important in a text, the narrative text has generic structure it same with the other genre. According to ministry of education (2010: 98-106) the classification the feature of the narrative text are: usually use the simple past tense, using action verb in the story, using connectives, linking word do with time such as one upon a time, next day and etc.adverb of time,direct speech.

## **A.3. Small Group Discussion**

### **A.3.1. Nature of Small Group Discussion.**

When the students learn in the class they need good condition and good feeling to make themselves enjoy during the study, good sense of humor from the teacher would also help, because a reasonable amount of humor and laugh in the class generally had a positive relaxing effect on the students and so with the method the teacher using it makes the students interesting with their study. The teaching and learning process will be effective with a discussion. According to Orlich, Harder, Callahan, Trevisan, Brown (2010) Discussion is a teaching technique that involves an exchange of ideas, with active learning and participation by all concerned.

Discussion is divided into two categories: Small Group Discussion and large group discussion. Small Group Discussions are an effective technique when teaching students' speaking skills in the classroom, Antoni (2014). States that the implementation of Small Group Discussion is a good variety of teaching techniques in the effort of improving student's speaking competency.

There are some opinions from experts about Small Group Discussion. Padilha (2006) states that Small Group Discussion is the patterns created in a group of a limited number, group discussion is a face to face activity, nonverbal behaviors such as gaze and gesture. Group discussion consists of a group of people more than two, that are together (e.g. sitting around a table engaged in more or less informal talk about one or more topics. Kindsvatter (1996: 242) states that a Small Group Discussion dividing the large classroom into small groups of students to achieve specific objectives permits students to assume more responsibility for their own learning, develop social and leadership skills and become involved in alternative instructional approach.

Small Group Discussion or working in a small group is the arrangement of students into small groups to participate in a range of activities to develop thinking or to complete the practical task, Small Group Discussion will create a safe and active learning environment for the students to participate freely in the educational process. At the same time, Small Group Discussion also improves the knowledge of sharing and interaction among the students and teacher as well, Hadriana (2008: 44), learners perform a learning task through small group interaction it is a form of learner activation that is of particular value in the practice of oral fluency, learners class, Ur (2000:232)

Small group seems to be an extremely attractive idea for a number of reasons. Brown (2001) states that group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self initiated language, group work usually implies small group work. It means that group discussion consists two and more students such as from two until five members in the group and with small group the students can sharing with their friends or another member about the task from their teacher.

Small Group Discussion can help learners develop a range of speech function and interaction management skills. These skills include using the spoken language to express viewpoints, negotiation ideas, explore the option, express tentativeness, modify views and agree and disagree ( Chistine, 2007: 38) in Honang adi riyanto. Conversation classes are very common at intermediate and advanced levels, often with small group and individuals rather than large class, Routledge & Paul (2003).

Small Group Discussions an effective technique to teaching speaking in the classroom and then small groups discussion technique can help the students to improve their academic achievement, managing personal stress and solving student tasks.

### **A.3.2. Advantages of Small Group Discussion**

Ernest W.brewr ( 1997) States that Small Group Discussion has the advantages the first, all participants in the group can participate, it means that all of the members in the group can active in discussion, the second, it is a good way to get participants interested in a topic, the third, it can increase participants interaction and socialization, the fourth, Participants may more easily understand another participant's explanation than a presenter's explanation. The fifth, The presenter can identify individual opinions about the topic. The sixth, It helps the participant see relationships among ideas or concepts related to the topic.

The advantage Small Group Discussion by Stewart ( 2004:8) :

1. Developing self-awareness
2. Managing personal stress
3. Solving problem analytically and creatively
4. Coaching, counseling, and enstablishing supportive communication
5. Gaining power and influence
6. Empowering and delegating
7. Managing conflict
8. Building effective teams and team works

Based on the statements above the researcher conclude that the use of small group discussion has many advantages in the teaching-learning process because it can motivate and develop students' skill especially in speaking.

### **A.3.3. Procedures of Small Group Discussion**

Teaching speaking skill using Small Group Discussion is improving students speaking skills. There are many expert opinion conduct of procedure to the application of small group in the classroom. Olmstead (1987:21-22) . firstly, introduce their group, secondly, introduce the topic of the session, thirdly, follow the discussion, fourthly, plan question carefully, fifthly discusses the topic and concluded and summarize. According to Murcia (2001) there several steps to do discussion.

The students are introduced to a topic via reading, listening passage, or videotape and are then asked t get into pairs or groups to discuss a related topic in order to come up with a solution, a response or the like. First, planed (versus random) grouping or pairing students may be necessary to ensure a successful discussion outcome, second, students need to be reminded that each person should have a specific responsibility in the discussion, whether it be to keep time, take note and report the result. The last students get in the group and discuss the topic.

According to Dobson in Antoni (2014: 56) explains that discussion technique in Small Group Discussion are outlined as follows; first, divide the class into small group of three to six students each. Give each group different discussion topics that will necessitate outlining of several important points. Have one student in each group to write down these points as they emerge from

discussion by the group member. Second, allow the group to discuss their respective topic for at least 10 minutes. When group member have finished their discussion, they should elect spokesman who will report on the group collective thought to the entire class. Last, call on the spokesman of one of the group. After he gives a short presentation ( five minutes or so ) class members should question him or anyone else in the group in viewpoint expressed. You can help the general discussion along by addressing your own question to member of the group.

According to Brewer (1997: 23-25) State that several steps must be taken when conducting small group discussion. Firstly, introduction the presenter must prepare before discussion for it to be successful. The presenter should try to introduce a topic on which all of the participant. Secondly, directing the discussion, lastly, summarizing the discussion. According to Antoni (2014) state that there four main steps that can be done in Small Group Discussion in teaching speaking namely, first, dividing group, second, discussing the respected topic, presenting, and questioning or answering.

Based on the theory above the researcher does the procedure of Small Group Discussion in this research. Firstly is start with the teacher dividing students into a group, in the group consist max 3-6 students. Secondly, Students arrange their desks in a small circle and proceed to choose a leader in the group. Thirdly, the teacher gives a familiar and easy topic of narrative text .fourthly, the teacher Choosing one topic to discusses. Fifthly, give the students time to prepare and discussion. Sixthly The teacher asks the students' in each group to report or tell about the story to the other group.

The Indicators of Small Group Discussion according to Hadriana (2009) are as the following: First, Carefully structured. Second, Formulated clear expectations and instructions or directions. Third, Help students learn to think. Fourth, Provide benefits: independent thinking and problem-solving. Fifth, provide interaction. Sixth, encourage participation. Seventh, Provide positive feedback. Last, Provide non-verbal communication.

## **B. Review of Related Findings**

There are many studies about research. Firstly, R. Rahmad Naqsabandi (2015) entitled “The effectiveness of using small group interaction in teaching speaking at SMPN 3 kedungwaru”, this research used small group interaction in teaching speaking, the researcher concluded that the use of small group interaction in teaching speaking was quite a success or effective and has a significant effect on the students speaking skill on even semester of the first grade of SMPN 3 kadungwaru, Tulungagung.

Secondly, Ningtiyas original argawati (2014) entitled “ Improving students speaking skill using group discussion ( experimental study on the first-grade students of senior high school). The research shows improvements in their scoring and performance. on the pre-test, the mean of their score was 3,7, but in the post-test 1, their mean improved to be 5,6667 and its improvement was continued on the post-test 2, where their mean become 7,6667. The result shows that there is some improvement on the speaking skill quantitatively and qualitatively.

Thirdly, Hadriana (2008) entitled” improving student’s speaking skill through communicative activities in small group discussions at the third-semester

class a of the English study program of FKIP UNRI” based on the finding, it was concluded that communicative activities of Small Group Discussion can improve student’s speaking skill at the third semester class an of English study program of Fkip UNRI the score was 48,3. At the endof cycle 1, improved to 55,7 , at the endof cycle 2 it improved to 62,6 and the end of cycle 3 it improved to 73.4.

Fourthly, Honang Adi riyanto(2015) entitled "Improving speaking skill through Small Group Discussion ( aclassroom action research for the third grade students of vocational secondary school Pancasila salatiga in the academic year 2015/2016) The result of the research is the students’ speaking skill can be improved by small group discussion. The improvement can be shown by the means of pre-test and post-test is 55.64 increase to 61.92 in cycle 1 meanwhile, the mean of pre-test and post-test is 66.21 increases 71.85 in cycle 2. So, the researcher concludes that there is a significant difference between the speaking skill of the third grade of vocational secondary school pancasila salatiga in the academic year 2015/2016 taught by Small Group Discussion in pre-test and post-test. It means that Small Group Discussion can improve the students’ speaking skill.

Fifthly, Isti Wulan Khosidah (2017) "Improving Student’ Speaking Skill Through Focus Group Discussion (FGD) Technique( A Classroom Action Research For The Second Grade Students Of SMP 2 Mertoyudan In The Academic Year Of 2017/2018)" the researcher concludes that the implementation of focus group discussion (FGD) for the second grade students of SMPN 2 mertoyudan can Improve students speaking skills. After using focus group discussion (FGD) the students speaking skill can be better. shown by the mean of



pre-test and post-test increase in each cycle, the mean score of the post-test is 92.25.

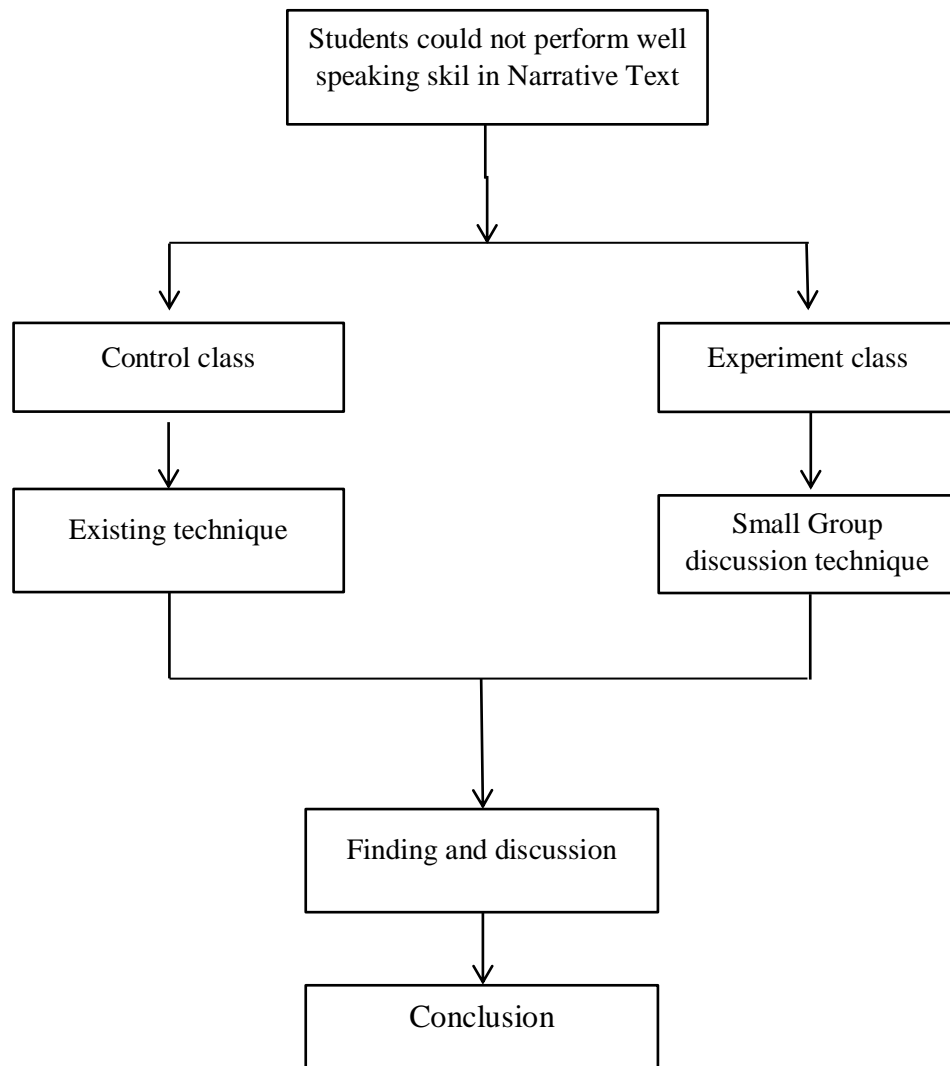
Last, Rivi Antoni (2014) "Teaching speaking skill through Small Group Discussion Technique at the Accounting Study Program" it could conclude that Small Group Discussion better improved the students speaking skill. The rule of friends found in small group discussions techniques became the main factor that influences students speaking skills. It means applying Small Group Discussion gave students more chance to be involved in the class speaking.

Based on the research related finding above to reinforce the result of the effectiveness of using Small Group Discussion, the researcher has different research. In this research, the researcher wants to know the students' ability in speaking skill using Small Group Discussion in narrative text. The researcher to find out the Small Group Discussion is effective or not to be used and what effect of the technique and this research focus on the effect of Small Group Discussion towards students speaking skill in narrative text.

## B. Conceptual Framework

Conceptual framework is a scheme of research will be conducted by the researcher. For this research, the researcher wants to find out the effect of Small Group Discussion toward students' speaking skill in narrative text. It means that the concept of this research is there will be the use of conventional technique and the use of Small Group Discussion as a treatment in teaching speaking. The scheme of conceptual framework will be shown by the following figure:

**Figure 1. Conceptual Frameworks of the Research**



Conceptual framework is the concept that the researcher use to the research. A conceptual framework is an analytical tool with several variations and contexts. for this research, the researcher wants to find out the effect of Small Group Discussion on students speaking skills. It means that the concept of this research was there was the use of conventional techniques and the use of Small Group Discussion as a treatment in teaching speaking.

### **C. Hypothesis**

Hypothesis is focuses which predict an answer o the research question. The hypotesis which is still a temporary answer will then be verified numerically. (Sugiono 2017: 31). A well work up hypothesis is half the answer to the research question. hypothesis is not a true assumption about the result of the research and still in that position until the valid data is being collected. Based on the explanation above, the hypothesis of this study can be forwarded as follow:

1. *Alternative hypothesis ( $H_a$ ):* There is a significant effect of Small Group Discussion technique on student's speaking skill in the narrative text at the eleventh grade of MAS Kepenuhan.
2. *Null Hypothesis ( $H_0$ ):* There is no any significant effect of Small Group Discussion technique on student's speaking skill in narrative text at the eleventh grade of MAS Kepenuhan.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter the researcher discusses about the research design, setting of the research, in the setting of the research the researcher explained about the place was taken for doing the research, populations and samples, in the population and sample the researcher was taken from the eleventh grade students of MAS Kepenuhan, instrumentation of the research, technique in collecting the data, procedure of the research, technique of analyzing the data, The complete explanation can be read on the following this chapter.

#### **A. Research design**

This research was conducted in a "*True Experimental*" post-test only control design. In this design, there were two groups taken randomly from certain populations. The experiment group used a Small Group Discussion technique and in the control group no use treatment. According to L.R Gay (2012:249) Experimental research the researcher manipulated at least one independent variable, controls other relevant variables and observes the effect on one or more dependent variables and observes the effect on one or more dependent variables. The researcher chose one class as an experimental class where the students were given a treatment and after that students were given a post-test. Then control classes was only given a post-test. The researcher design could be shown as following :

## Research design

<b>R</b>	<b>X</b>	<b>O<sub>2</sub></b>
<b>R O<sub>4</sub></b>		

*Information :*

**R** : The experiment and control groups were taken randomly

**X** : Teaching speaking by using Small Group Discussion technique  
(treatment)

**O<sub>2</sub>** : Students creativity after learning by using treatment in the experimental  
group

**O<sub>4</sub>** : Creativity of control group of students will not give learning by using  
treatment

The aim of the research experiment was to know the significant effect of using Small Group Discussion technique toward student's speaking skill in narrative text at the eleventh grade of MAS Kepenuhan. This research consisted of two variables, They are Independent variable (variable X) and Dependent variable (variable Y). Independent variable in the research was the Small Group Discussion(X) and dependent variable was students' speaking skill in narrative text (Y). It was purposed to compare about students speaking skill before and after teaching by using Small Group Discussion. In this research, the researcher gave a treatment by using Small Group Discussion technique in teaching speaking and post-test only in the experiment class and in the control class the researcher only give post-test.

## **B. Setting of the Research**

The research was conducted at the eleventh-grade students of MAS Kepenuhan in March 2019. It is located at Jendral Sudirman street, Kepenuhan sub-district of Rokan Hulu regency.

## **C. Population and Sample**

### **a. Population**

According to Sugiyono (2015: 117) Population is not only people, but also all of the quantity of object or subject that will be learning, but also involve the whole of characteristics of the subject or object. The population in this research is eleven grade students of MAS Kepenuhan. There are four classes, XI IPA1 (28 students), XI IPA 2 (27 students), XI IPS 1 (30 students), XI IPS 2 (32 students) The population of this research are 117 students, See Table 1.

**Table 1. Population of the Research**

<b>Class</b>	<b>Population</b>
XI IPA 1	28
XI IPA 2	27
XI IPS 1	30
XI IPS 2	32
TOTAL	117

### **b. Sample**

According to Sugiyono (2015: 118), the sample is some part of the total and characteristic that is has of the population. From the four classes of the

population. the researcher chose two class as the experiment class and control class.

#### **D. Instrumentation of the Research**

To find out the effect of using Small Group Discussion on students' speaking in narrative text, the researcher used speaking test. The test was a post-test that to find out the students' speaking skill in narrative text after gave treatment by using Small Group Discussion technique. In this research, the researcher give a topic about narrative text. The students' speaking skill was assesed based on speaking components by hughes( 2003 : 131). The scoring of components consist of five criteria; pronounciation, grammar, vocablary, fluency and comprehension. Score are reported in the range of 1 until 6. The researcher analyzed the students' speaking skill by using the marking rules below ; (to more clear see appendix)

1. Pronounciation = minimum score = 1 and maximum score = 6
2. Grammar = minimum score = 1 and maximum score = 6
3. Vocabulary = minimum score = 1 and maximum score = 6
4. Fluency = minimum score = 1 and maximum score = 6
5. Comprehension = minimum score = 1 and maximum score = 6

#### **E. Procedure of The Research**

##### **E.1. The Procedure of the Research for Control Group.**

For control group, The researcher did not give the treatment, She teached students by using conventional method and followed by giving post test.

###### *a. Post-test*

The researcher conducted post-test only. It has the aim to know is there any significant difference, the researcher gave some topic about narrative text and the students chose one topic for post-test. The last researcher recorded and scored them.

**Table 2. Teacher Activities in the Control Class**

No	Activities	Control Class
1.	Pre-activities	Greeting the student Praying Attendant list Open the lesson
2.	While activities	The teacher explained about narrative text  The teacher gave examples of narrative text
3.	The result (post-test)	The teacher gave a topic “ the ant and the dove” to the students tell the story without text and find of generic structure of the story one by one of students.

## **E.2. The Procedure of the Research for Experimental Group**

### *a. Treatment*

The researcher did a treatment using Small Group Discussion techniques on students' speaking in narrative text. This treatment takes order to know is there a



significant effect on students' speaking skills after using small group discussion. Treatment is finish for four meetings. The treatment was given to the experimental group only. The treatment in the experimental class was:

*Meeting 1* : The teacher explained about narrative text, generic structure and language features, and the teacher explained about small group discussion.

*Meeting 2 - 4* : The teacher applied Small Group Discussion in this meeting, Teacher divided students in some groups based on the lottery when student got the same number so their partner in the group, in the group consisted at least 3-6 students. Teacher gave a topic to every group, teacher gave students time to prepare and having a discussion and the last the students report or tell about the story to the other group.

*Meeting 5* : The teacher gave a topic to the post-test. In the post-test student tell the story one by one and the teacher use scoring speaking test to know the result of the study.

*b. Post-test*

The purpose of giving post-test was to find the effect on students speaking skill after using small group discussion. Post-test was given to the experimental group and control group was the same, the topic was "*The Ant And The Dove*".

**Table 3. Teacher Activities In Experimental Class**

No	Meeting	Topic	Teaching process
1.	1 <sup>st</sup>	"The Ant and the Grasshopper"	Treatment
2.	2 <sup>nd</sup>	"Mouse and Frog"	Treatment
4.	3 <sup>th</sup>	"The Fox and The Crow"	Treatment
5.	4 <sup>th</sup>	"The ant and The Dove"	Treatment
3.	5 <sup>th</sup>	"The Legend of Toba lake"	Post-test

#### **F. Technique of Collecting the Data**

According to Widoyoko ( 2012: 33), to collect the data, the researcher could use many methods, there were questioner, interview, observation, and test. In this research, the researcher used post-test only to collect the data. The steps in collecting the data as follows; Firstly, the researcher gave a treatment using Small Group Discussion in the experiment class and in the control class there was no any treatment given in teaching speaking.

Secondly, In the experiment class and control class, the researcher gave a post-test with some topics and the students can choose one topic. Thirdly, the student discussed the story and found the generic structure of the story, after the students discussed, students told the story. Fourthly, the researcher recorded the students' speaking in telling the story. Lastly, the data was scored by the raters and then the data was analyzed by the researcher.

## **G. Technique of Analyzing the Data**

The researcher used several steps to analyze the data. Firstly, the researcher conducted a treatment to students in experimental class. Secondly, the researcher gave speaking test and the researcher recorded the students' speaking in telling the narrative text. Thirdly, the data speaking test was scored by the raters and it was analyzed by the researcher. The researcher calculated the deviation post-test of the experimental and control class. To analyze the data, the researcher used the statistic test, the researcher uses SPSS. There are:

### *a. Normality Data*

Normality test aims to see whether the data is normally distribution or not, this is used to determine the slope formula. To know variable X and Y distributed or not. So the researcher use lilifort test because the data was a nominal data. Sudayana ( 2010 : 83 ) argue the normality of data distribution is a requirement to determine what kind of statistics are used in subsequent analyzes.

### *b. Homogeneity Data*

Homogeneity the test was used to find out whether the two sets of data have a homogeneous variance or not. If both the sample is normal, continue with the second test of homogeneity of variance. To find two classes with the test, have the same basic skill.

### *c. T-test*

In analyzing the data, the researcher analyzed by using T-test by Sundayana (2010) That was used to know significant effect between using Small Group Discussion and without using Small Group Discussion in the post-test. Sundayana(2010: 148) in a study, if the research data is knowing the distribution

of data normally distributed, but it is non homogeneous variance, then the test can be used. To measure, the researcher used independent sample T-test.

This is the formula of T-test:

$$t_{hitung} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{n_1 + n_2}{n_1 \cdot n_2}}}$$

with :

$$S_{gabungan} = \sqrt{\frac{(n_1 - 1) s_1^2 + (n_2 - 1) s_2^2}{n_1 + n_2 - 2}}$$

*Explanation :*

T : Value of T-score

$\bar{X}_1$  : The mean score/average data of the first group

$\bar{X}_2$  : The average data of the second group

$n_1$  : The number of sample measurements in the first group

$n_2$  : The number of sample measurements in the second group

$s_1^2$  : First group data

$s_2^2$  : Second group data