Developing Students' Speaking Skill through Small Group Discussion (SGD) Technique

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Abstract

The goal of this research is to determine whether the grade tenth students at SMA Negeri 1 Bolano Parigi Moutong district can improve their speaking abilities by using the Small Group Discussion (SGD) technique. This study employed a cluster sampling technique to select a sample of 77 students for a quasi-experimental research design. Furthermore, an experiment with pre- and post-tests was used to gather data for this investigation. The exploratory gathering's pretest normal score was 48.90, while the benchmark group's was 55.77. The exploratory gathering scored a normal of 73.90, while the benchmark group scored a normal of 60.04. The levels of opportunity (df) in the t-test equation, which was utilized to hypothetically break down the information, are 75. The t-test esteem was 3.19, as indicated by the factual investigation results, while the table t is 1.99. The discoveries of the examination show that the t-test esteem surpasses the t-table worth. This suggests that the study's hypothesis is approved. That means that students in grade tenth at SMA Negeri 1 Bolano Parigi Moutong district can improve their speaking abilities by employing the Small Group Discussion (SGD) technique.

Keywords : *speaking skill*, *Small Group Discussion (SGD)*, *experimental*

Introduction

Talking is an intuitive course of importance making that includes the creation, gathering, and handling of data, as indicated by Brown (2001:9). Speaking is a common occurrence and a part of our everyday existence.Speaking is important for some reasons. First, speaking encourages students to be active learners besides writing by providing them with something to speak. Second, speaking can assist students in interacting and communicating with others. Third, through speaking they can express their thoughts, feelings, and opinions about anything.

However, based on pre-research that the researchers did there are some problems in learning speaking today, for example: the students find it is difficult to used appropriate accuracy in speaking and they have low self-confidence using English in class. There is a successful method for teaching speaking skills that can help you overcome those issues. Small Group Discussion (SGD) technique can be used to accomplish it. Bunch conversations, as referenced by Argawati (2014), as indicated by Kidsvatter, "partition huge classes into little gatherings of understudies to accomplish explicit objectives, permitting understudies to assume a sense of ownership with their own learning. improve administration and social abilities in homeroom methodologies.

Conversations in bunches relies upon support and correspondence from the understudies. The Little Gathering Conversation (SGD) method puts the understudies at the focal point of the growing experience and offers them the chance to team up and examine with their companions as well similarly as with analysts and educators.

A number of studies have been conducted by researchers on the use of small group discussion (SGD) techniques to enhance students' speaking abilities. Al Jawad and Abosnan(2020) found that students who used small group discussion techniques generally produced better results than students who used large group discussion techniques. As you can see, the primary objective and purpose of introducing the group discussion technique has been achieved. According to a second study by Bohari, L. (2020), using small group discussions to teach speaking is quite effective. As a result, after learning through small group discussions, the students' speaking abilities were better than they were previously. Put another way, the speaking skills of the grade eleven students at SMA Plus Munirul Arifin NW Praya who took part in the speaking instruction in small groups during semester seven significantly improved. Next, Ali and M. H. a study was undertaken. Using small groups to improve students' speaking skills at AnNur High School Al Munir necessitates striking a balance between the teacher being involved and creative in the learning process, claims Mustofa, M., and Fikri, D. (2020). Susanti's and Lina's research are similar. Mustofa, Mutmainnah, and Fatimatus Zahroh. According to research, students' speaking skills improve when small group discussions are used as a teaching strategy (2021). Engaged students have more opportunities to voice their opinions and participate in class discussions in small groups.

Researchers used the Small Group Discussion (SGD) method to help students improve their speaking abilities based on earlier research. The ways in which the research topic in SMAN 1 Bolano differs from earlier studies. Subjects will then be chosen based on the curriculum followed in that school during treatment. Additionally, the researchers aimed to use quantitative research to expand on this work. For example, in earlier research, Ali MdotH. utilized qualitative research in 2020. However, the researchers employed quasi-experimental quantitative research methods. The researchers chose this method because they thought the Small Group Discussion (SGD) method could help students in resolving issues with their English, particularly with speaking accurately. The accuracy with which students spoke English was the main focus of this study.

"Can the use of Small Group Discussion (SGD) technique develop the speaking skills of grade tenth students in SMA Negeri 1 Bolano Parigi Moutong district?" is the research question that the researchers developed. So, the goal of this study is to determine whether or not grade ten students at SMA Negeri 1 Bolano Parigi Moutong district can improve their speaking abilities by using the small group discussion (SGD) technique.

Method

The experimental group and the control group served as the study's samples in a quasi-experimental design. The experimental group underwent treatment using the Small Group Discussion (SGD) technique, while the control group underwent treatment using the strategy employed by the school's English teacher. The population of this study was made up of tenth-grade students from SMA Negeri 1 Bolano. There are 4 classes totaling 159 students. Two 10th grade classes were picked as samples. A class (X IPS 2) with about 38 students was selected as the experimental group, and a class (X IPS 1) with about 39 students was selected as the control group. A method known as cluster

sampling was used to select the sample. Data were gathered by the researchers using pre- and post-tests for both classes. The speaking test is a tool used in research. Gay's (1981 and 2012) mathematical formula was used for the statistical analysis of the data, and Depdiknas (2006:38) and Layman (1972:219) were modified to classify the students' speaking abilities.

Results

Talking execution tests were utilized to assemble information for this review. Pre-test and post-test are the two segments into which the discussions are parted. Pretests were given during the primary gathering, and posttests for the two classes were given during the last gathering. The posttest was made following the mediation, though the pretest was made to measure understudies' previous information in the exploratory and control gatherings. Mathematical information is given as the outcomes.

a. Normal pre-test and post-test scores of the Exploratory Gathering

Table 1. The Mean Score of Pre-Test and Post-Test in Experimental Group

Variable	N	The Raw of All Score	Mean
Pre-Test	38	1858.35	48.90
Post-Test	38	2808.37	73.90

According to Table 1, students' average speaking scores were 48.90 on the pre-test and 73.90 on the post-test. The students' post-test average score was higher than their pre-test average.This means that the student's score is developed after using Small Group Discussion (SGD) technique and the deviation is 25.00. This shows that most students achieved high scores after the exam.

b. Classification of students' speaking skills Pre-Test andPost-Testin the Experimental Group
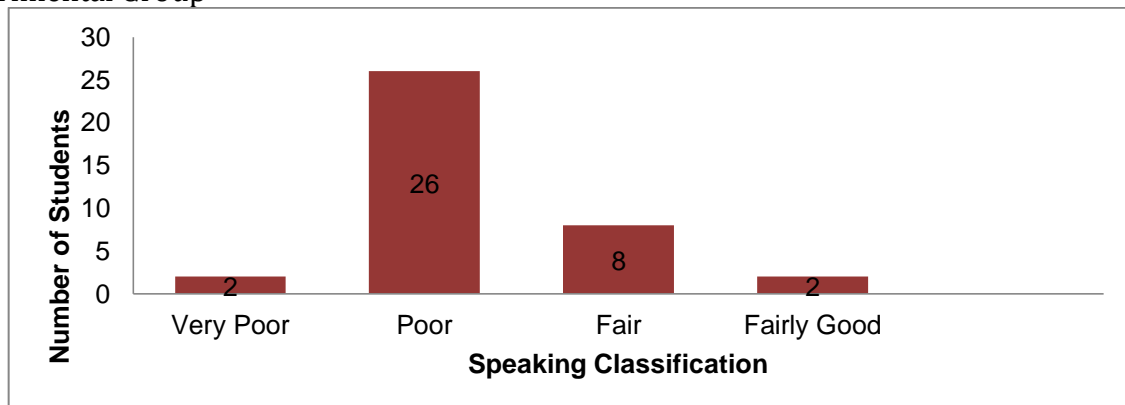

Figure 1. Sorting the speaking abilities of the Experimental Group students in the pre-test.

In light of Figure 1 above, it tends to be seen that there are 2 understudies delegated exceptionally unfortunate talking abilities, 26 understudies named unfortunate talking abilities, 8 understudies delegated great talking abilities lastly there are 2 studentswith talking abilities ordered very well. This implies that understudies in the exploratory gathering had below talking results in the pretest. Most understudies talk rapidly and are not capable in articulating a large number.
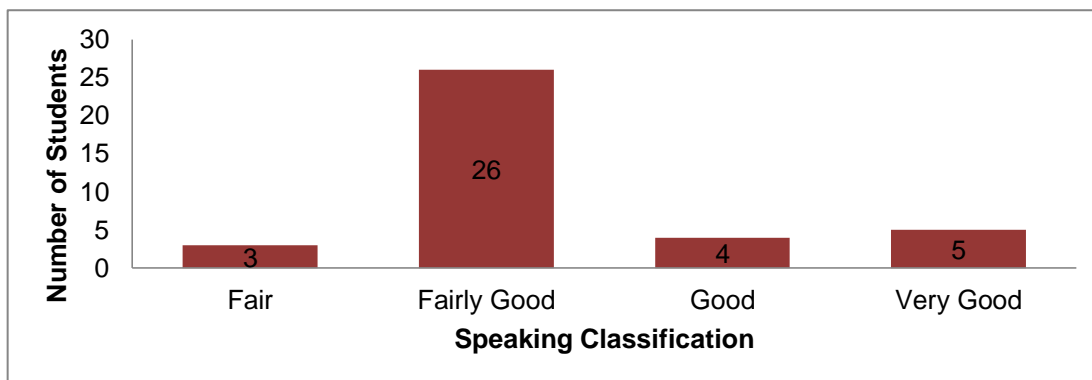
Figure 2. The Experimental Group's speaking abilities were categorized after the test.

grouping is viewed as fair, 26 understudies whose talking expertise characterization is viewed as genuinely great, four understudies whose talking expertise arrangement is viewed as great, and five understudies whose talking expertise order is viewed as generally excellent. The trial gathering's post-test results showed a huge improvement, with 35 understudies passing the school's necessary score and done getting an extremely poor or unfortunate talking expertise grouping.

c. Average pre-test and post-test scores of the Control Group

Table 2. The Mean Score of Pre-Test and Post-Test in Control Group

Variable	N	The Raw of All Score	Mean
Pre-Test	39	2175.00	55.77
Post-Test	39	2341.67	60.04

Table 2 demonstrates that students' average speaking scores were 55.77 in the pre-test and 60.04 in the post-test. The difference between the pre-test and post-test average scores was 4 points, with the post-test average being higher but still below the experimental group's (73.90).

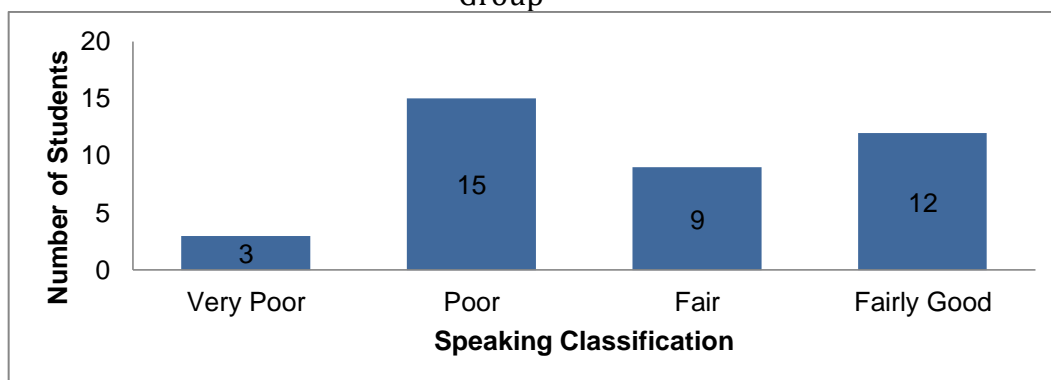d. Classification of students' speaking skills Pre-Test and Post-Test in the Control Group

Figure 3. Classification of students' speaking skills in the pre-test in the Control Group

According to figure 3 above, 3 students are categorized as having very poor speaking skills, 15 students as having poor speaking skills, 9 students as having good speaking skills, and 12 students as having quite good speaking skills. This indicates that

the control group students' speaking abilities were on average rated as poor on the pretest. Most students speak quickly and struggle with complex sentence pronunciation.
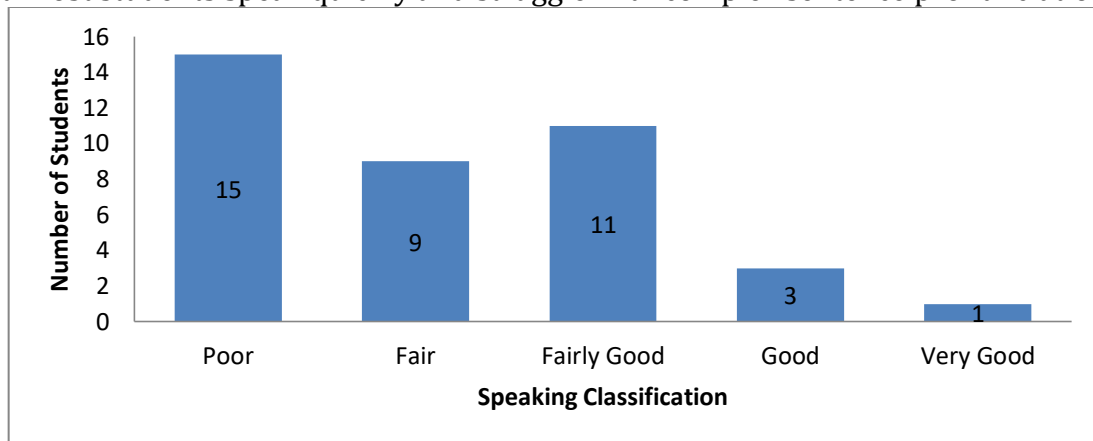

Figure 4. Classification of students' speaking skills in the post-test in the Control Group

In light of figure 4 above, it very well may be seen that there are 15 understudies delegated unfortunate talking abilities, 9 understudies named great talking abilities, 11 understudies delegated great talking abilities, 3 understudies have great talking abilities. The reviewing was great, and last time just a single understudy was evaluated as excellent in talking abilities. The outcomes showed that the talking abilities of understudies in the benchmark group were additionally grown however not quite so much as the exploratory gathering.

e. Testing Hypothesis

Table 3. Testing Hypothesis

t-test value	t-table value
3.19	1.99

The t-table value for df 75 (38+39-2) was ascertained by the researchers. A two-tailed test with a significance level of 0.05 yielded a t-table value of 1.99 for df 75. As a result, the t-test value (3.19) is higher than the t-table value (1.99), supporting the study's hypothesis. The use of the small group discussion (SGD) technique was found to be effective in helping grade ten students at SMA Negeri 1 Bolano Parigi Moutong district improve their speaking abilities.

Discussion

In this section, the researchers discuss the results of the study. Researchers used Small Group Discussion (SGD) techniques to help students develop speaking skills, especially accuracy. Applying the processing method used by the Small Group Discussion (SGD) technique on a test group, it starts from the pre-activity, main activity and post-activity. In the main activities, the researchers began to apply this technique; they divided the students into several small groups fairly and equally, in a group of about 3 to 6 students. How to divide students into groups using the student count method, attendance list method and random method. Then, the researchers started treatment according to the proposed themes. Students listen attentively to the researcher's explanation, and then follow the researcher in saying difficult-to-pronounce words with correct pronunciation and stress. The researchers then gave students the

opportunity to ask and answer questions related to the topic. Once everything was clear, the researchers gave the students an assignment to talk about the topics for about 2 to 3 minutes. Students practice and discuss interactions with their group partners about the task given by the researchers. Then, students present their speaking assignment to the class for about 2 to 3 minutes. During the learning process, students always receive feedback from researchersand friends to develop speaking skills, especially the ability to speak accurately. Then, they summarize the learning process and results. Finally, the prayer and class ended.

Furthermore, due to the problems students encountered during pre-study and during the first meeting, students had difficulty using appropriate precision in their speech and lacked confidence in using English in the class. After implementing all the treatments, the researchers found that the problems the students experienced were minimized and disappeared. They can now use appropriate precision to speak English and they also have high confidence in English. Because in the Small Group Discussion (SGD) technique, students are at the center of the learning process, it gives students the opportunity to discuss, interact, communicate and collaborate with their peers, not just with theirresearcheror teacher. Thanks to students' progress, researchers know that this technique is useful.

Based on the previous explanations, the researchers then related these findings to previous research conducted by Al Jawad and Abosnan (2020), suggesting that the main goal of introducing discussion techniques Small group achieved. Using small group discussions to teach speaking had a noticeable impact on the speaking abilities of SMA Plus Munirul Arifin NW Praya students in the eleventh grade, according to another study by Bohari, L (2020).

The researchers came to the conclusion that the research hypothesis was accepted because the t-test value (3.19) was higher than the t-table value (1.99). It was discovered that the Small Group Discussion (SGD) method works well for assisting tenth-grade students at SMA Negeri 1 Bolano Parigi Moutong district in developing their speaking skills.

Conclusion

After examining the data, the researchers came to the following conclusion. The Small Group Discussion (SGD) method was found to help students in the tenth grade of SMA Negeri 1 Bolano Parigi Moutong district develop their speaking skills. especially in terms of oral accuracy. This theory is supported by the students' findings, which showed that the experimental group's mean posttest score (73.90) was higher than the control group's mean score (60.04). This shows that on the post-test, students in the experimental group outperformed those in the control group. Additionally, it demonstrates that the t-test value (3.19) is higher than the t-table value (1.99). The study's hypothesis is regarded as having been verified as a result. Last but not least, the problem of students' poor speaking skills was resolved by incorporating Small Group Discussion (SGD) techniques into the teaching and learning process. The results of the study gave an answer to the research question about how SGD technique, when used with tenth grade students from SMA Negeri 1 Bolano Parigi Moutong district, can help them improve their speaking skills. The researchers then expressed the following viewpoints: First, it is advised that English teachers use small group discussions (SGD) as an alternative technique in the teaching and learning process because it is a highly effective way to aid students in developing their speaking abilities. Second, teachers

need to mentor, inspire, and demonstrate greater appreciation for their students' work if they want them to develop their speaking skills through Small Group Discussion (SGD) techniques. Last but not least, the researcher of the future should mention that he can pick up new skills regardless of the methodology he uses. It is preferable to employ this technique to aid students in developing their verbal expression abilities.

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