

THE STUDENTS' PERCEPTION ON THE ADVANTAGES OF GROUP DISCUSSION TECHNIQUE IN TEACHING SPEAKING AT THE ELEVENTH GRADE IN SMAN 1 VII KOTO SUNGAI SARIK

Aulia Fikrina

English Education Section, IAIN Bukittinggi

email: auliafikrina123@gmail.com

Arifmiboy

English Education Section, IAIN Bukittinggi

email: arifmiboy11@gmail.com

Reflinda

English Education Section, IAIN Bukittinggi

email: eka.agustini@undiksha.ac.id

Veni Roza

English Education Section, IAIN Bukittinggi

email: eka.agustini@undiksha.ac.id

Abstract

This research was due to some problems that were found at 11th grade of SMAN 1 VII Koto. First, some students said that they think the group discussion was good for them to improve their speaking skill. However, there were still some students who do not like group discussion since it makes the classroom become noisy and lost their focus in learning. Then, tends to focus on the students who can ask and answer questions in English correctly. Meanwhile, the students who are shy and cannot speak English fluently do not get enough attention in the class. Second, the researcher found that some students do not really cooperate in the group discussion. The researcher used descriptive quantitative reseach to describe the phenomena of students' perception on the advantages of group discussion technique in teaching speaking. The population of this research was all the students at eleventh grade in SMAN I VII KOTO SUNGAI SARIK. The sample of this research was 38 students that was chosen randomly. Then, 20 items questionnaire was used as the instrument of the research. This research used closed questionnaire in which the respondent has to choose/check one or more responses of the presented variants ofanswering. Based on the results of the study, students' perceptions on the advantages of group discussion techniques in teaching speaking in eleventh grade at SMAN 1 VII Koto Sungai Sarik found that 32.28% of respondents strongly agreed that the benefits of discussion could improve understanding, critical thinking, personal growth, communication skills, self-direction in learning. While 59.76% of respondents agreed, 6.73% of respondents were neutral, 1.13% of respondents did not agree, and 0% of respondents strongly disagreed.

Keywords: Perception, group discussion, and speaking.

INTRODUCTION

Teaching speaking as a foreign language is difficult. The teacher needs to find good strategies so the students can have good speaking skills. There are many strategies that are currently being used by the foreign language teacher to improve students'

speaking skills. Learning to speak, for example, through songs, movies, group discussions, and other means. However, there are still many problems with the speaking skills. It was proved that Indonesia is at number 15 out of 24 countries in Asia with regard to English proficiency. This means that Indonesia was categorized as "low" in English, including speaking.

In Indonesia, especially in high school, the students are also taught about daily speaking expressions such as giving and asking for attention, expressing opinions, gratitude, suggestions, and etc. Speaking is one of the hard skills that students should have. According to Julfanur et al., the 2013 curriculum is the new curriculum that was started to be applied for school year 2013/2014. 2013 is a curriculum that was developed to improve and balance soft skills and hard skills in the form of attitudes, skills, and knowledge.

Many students have problems with speaking. The students sometimes make a lot of mistakes in conveying the message they want to say to other people, and the others are difficult to understand and comprehend. This problem will make students feel insecure about speaking in public. They will feel shy about speaking and they are afraid if others or their friends are laughing at them when they are speaking. Thus, the teachers are required to use an effective way to overcome those problems.

It is necessary for English teachers to encourage students to speak English fluently and confidently and use more effective methods for teaching speaking in order to improve the students' speaking ability. There are many interesting and effective techniques for teaching speaking. One of the methods that is used by English teachers in Indonesia is group discussion. Group discussions are a significant part of group learning and have been defined as a group of individuals that come together for verbal communication to make decisions or simply share knowledge. In an educational context, the teacher often introduces concepts or questions to discuss, or the group analyzes a problem or carries out an assigned task. Hence, group discussions are viewed within the context that learning takes place when completing a well-defined task. This means that group discussion is a learning group where the students communicate verbally about the problem or the topic of the group as assigned by the teacher.

Even though the strategies, techniques, or methods that are given are good, the students' perception is needed in order for those strategies, techniques, or methods to be able to run effectively. According to Kleinke, perception is important for both teachers and students since it influences teaching and learning progress. The students will be able to learn the material if they understand their perception. Moreover, it also informs the teacher/educator on what they should improve based on the students' perception. This means that students will be able to improve their speaking skills if they have a good perception of the technique, which in this case is group discussion.

Montague said that student's perception is the student feeling about something. It means that students can have perceptions about anything. For example, students have their own perceptions about how the teachers' explain material, the strategies that are used, or the students could also have their own perceptions about the teacher itself. According to Hong, "students have their own opinion toward something that they get from the teaching learning process and how they achieve it." It is important for students to have a good perception of the techniques that are used by the teacher because they affect the students' behaviour. Consider a student who has a negative perception of a teacher; this would demotivate him from learning with the related teacher.

Based on the preliminary research with the students that was conducted at the 11th grade of SMAN 1 VII Koto Sungai Sarik on January 30, 2021, related to their

opinion of the group discussion, some problems were found. First, some students said that they thought the group discussion was good for them to improve their speaking skills. However, there were still some students who did not like group discussion since it makes the classroom become noisy and they lose focus when learning. This statement was supported by interviews with some of the students. They said, "dak suko do kak, yang mangecek pas diskusi kelompok tu anak yang santiang bahasa inggris se nyo, kami yang pendiam jo dak lancar ko dak dapek ngecek do." This means that they do not like group discussions because the discussion tends to focus on the students who can ask and answer questions in English correctly. Meanwhile, the students who are shy and cannot speak English fluently do not get enough attention in the class.

Second, the researcher found that some students do not really cooperate in the group discussion. Some students said that there is still a member that only "numpang nama," which means he did not do anything during the group discussion, but still took credit for it. In addition, the teacher added that the students who do not participate in the group discussion will be excluded from the group report.

Based on the facts and the problems above, the researcher is interested to conduct a research with the title "THE STUDENTS' PERCEPTION ON THE ADVANTAGES OF GROUP DISCUSSION TECHNIQUE IN TEACHING SPEAKING AT THE ELEVENTH GRADE IN SMAN 1 VII KOTO SUNGAI SARIK"

METHOD

This research was quantitative research. Quantitative research is either descriptive (subjects are usually measured once) or experimental (subjects are measured before and after a treatment). A descriptive study establishes only associations between variables. Descriptive Quantitative research is the collection and analysis of numerical data in order to describe, predict, or control phenomena of interest. Quantitative research emphasizes objective measurements and statistical, mathematical, or numerical analysis of data. The data for this research was collected through questionnaires, surveys, and polls. There are at least four research designs in quantitative research, which are: descriptive research design, correlation research design, quasi-experimental research design, and experimental design.

The design of this research was descriptive research. Descriptive research is a quantitative type of research that includes making descriptions of educational phenomena. This research aimed to find the students' perception on the advantages of group discussion technique in teaching speaking. So, descriptive quantitative research was the most related research type to the aim of this research.

Instrumentation plays an important role in a research. It is used to collect data in order to answer the research question. Gay said that instrument is a tool used for data collection. The instrument that was used in a research should be designed optimally in order to get the actual data. The researcher used questionnaire in order to gather the data.

FINDING AND DISCUSSION

In this chapter, the researcher provided the result of the research that was gathered from the sample. The sample of this study 38 students that was randomly chosen from XI grade in SMAN 1 VII KOTO SUNGAI SARIK. The instrument of this research was closed questionnaire which was consisted of 20 items. The researcher provided the result of the research into two sections which are description of the data

and analysis of the data. Based on the chart above, few students (28,95%) responded strongly agree to the items of the questionnaire that were related with understanding. Most of the students (63,16%) responded agree. Almost none of the students (5,26%) responded neutral. Almost none of the students (2,63%) responded disagree. Finally, none of the students (0%) responded strongly disagree. It can be interpreted most of the students agree that the benefits of discussion can improve understanding of speaking skills, express opinions and respond to friends' opinions in English. Meanwhile, some respondents agree with this. However, a small proportion of respondents stated that they were neutral and disagreed. And none of the respondents stated that they strongly disagreed with this. half students (40,35%) responded strongly agree to the items of the questionnaire that were related with personal growth. Half of the students (52,63%) responded agree. Almost none of the students (6,14%) responded neutral. Almost none of the students (0,88%) responded disagree. Finally, none of the students (0%) responded strongly disagree. It can be interpreted that half of the respondent responded strongly agree and agree that the benefits of discussion can help personal growth. And some respondents also said they agreed. However, a small proportion of respondents stated that they were neutral and disagreed. And none of the respondents stated that they strongly disagreed with this.

Based on the results of the study, it is known that students' perceptions of the benefits of group discussion in speaking related to understanding, critical thinking, personal growth, communication skills, group and team work skills, and self-direction in learning there are more answers that agree. And there is no answer that states strongly disagree about it.

The results of this study support Silberman's theory which says there are at least 6 advantages of learning with group discussions that help students improve understanding, critical thinking, personal growth, communication skills, group and teamwork skills, and self-direction. in study. Group experience can, in fact, be very important in achieving freedom from dependence if students learn to play multiple roles in groups and begin to develop a sense of responsibility for their successes or failures. In the process of learning this role, they need to develop a more acute self-understanding, to be aware of their own barriers, defenses, and assumptions, and be able to recognize difficulties other students have and begin to help them overcome them.

Based on the results of the study, it is clear that students have a very good perception that group discussion is a discussion helping them to consolidate and improve their understanding of a speech by clarifying concepts, theories and procedures that reflect interconnections testing their understanding through examples, cases, illustrations. Then, group discussions also help them to develop their capacity to think critically and analytically in speaking the subject by reviewing evidence based on theory, learning how to 'organize' and solve problems or approach questions and problems, then increase their capacity to think logically. formal reasons and arguments. Then, it also helps them to develop and mature as individuals by clarifying attitudes, articulating and reassessing values, developing self-confidence and self-esteem, and developing a sense of responsibility and commitment in speaking. In addition, it also helps them to learn how to communicate effectively with others by perfecting listening skills, asking and explaining, presenting and defending positions clearly and convincingly, giving and getting feedback in speaking. Then, help them to learn how to collaborate and work as a group or team effectively by assigning, allocating and monitoring tasks, supporting and encouraging other members of the group or team, and initiating, directing and leading speaking tasks. Finally, group discussions also help them to take progressively greater responsibility for their learning by clarifying their

own goals as learners and managing their speaking time and effort and setting priorities, accepting responsibility for evaluating their own speech and their progress as learners.

CONCLUSION AND SUGGESTION

Based on the results of the study, the students' perceptions on the advantages of group discussion techniques in teaching speaking in class XI SMAN 1 VII Koto Sungai Sarik are related to understanding, critical thinking, personal growth, communication skills, group skills and teamwork, self-direction learning abilities, 32,28% of respondents stated they strongly agree, 59.76% of respondents agreed, 6.73% of respondents said neutral, 1.13% of respondents said they disagreed, and 0% of respondents said they disagreed.

Based on the results of the study, it can be concluded that the students' perceptions on the advantages of group discussion techniques in teaching speaking in class XI SMAN 1 VII Koto Sungai Sarik are related to understanding, critical thinking, personal growth, communication skills, group skills and teamwork, self-direction learning abilities was positive perception.

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