

Improving Students Speaking Skills for the Eleventh Grader in SMA Kartini Batam through Discussion Method in Procedure Text

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Abstract

This study deals with the improvement of student's skill in speaking the Eleventh Grader in SMA Kartini Batam by using Discussion Method in Procedure Text. This title got from the result observation that the researcher found in the Eleventh Grader in SMA Kartini Batam. There are many students more active to expression in front the class and there are also the students' difficulties in speak English in learning process. There were 30 students that participated in this study. The qualitative and quantitative data were gathered by administrating oral text and diary notes. The result of quantitative data obtained that score of students improve from cycle 1 to cycle 2 which mean of pretest 65,6 cycle I was 74, cycle 2 was 82. The result of quantitative data described that the use Discussion Method in Procedure Text help to improve the student's speaking skill in speaking English.

Keyword: Discussion Method, Speaking, Procedure Text

1. INTRODUCTION

Speaking is the verbal use of language to communicate with others. In speaking, there is process of communication between a speaker and listener Fulcher (2003:03). People put ideas into the words, talking about perceptions, and feelings they want other people to understand. Then, the listener turns words, trying to reconstruct the perception that they are meant to understand.

In learning speaking, the students are expected to be able to use certain language expression in communication. In fact, most of the students are unable to communication. In general, some of people realize that there are some factors of the difficulties of speaking skill. There are internal and external factors come from students themselves. These concern with psychological and physical aspect for instance the activity memorizing or thinking weather it is inherent or cause by other factors. External factors come out of students. It concerns with the teaching learning method. The teacher must choose a suitable of teaching speaking.

In teaching speaking, it is very important to use it as a method that can make the students become active not only in the classroom but also outside the classroom.

According to Maxwell (2010) the discussion method in classroom teaching that is implies open and active participation. However, in most instances, it becomes a limited dialogue between the teacher and a few pupils, with the remaining ones sitting mute and inactive (p.78). Thus, this study is conducted to find out *whether the students' speaking ability significantly improves if are taught by using the Method of class discussion"*

2. REVIEW OF LITERATURE

2.1 Speaking

When students are asked to use the spoken language in the classroom, they are required to take part in the processes that do not only involve knowledge of target forms and functions, but also a general knowledge of the interaction between the speaker and the listener in order that meanings are made clear. Because of oral communication involves the negotiation of meaning between two or more person, it is always related to the context in which it occurs. According Brown (2001: 266-268) speaking is a social skill.

Whereas one can read and write in private or listen to the radio or watch television alone, a person rarely.

According to David Nunan (2003:48) speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in language other than our own is anything but simple. Based on the definition about speaking according to experts, the researcher can conclude that speaking is an interaction between two people or more by communication.

2.2 The Concept of Teaching Speaking

The goal of teaching speaking is to improve students' communicative skill. According to <http://unr.edu/homepage/hayriyek> what is meant by "teaching speaking" is to teach ESL learners to:

- a. Produce the English speech sounds and sound patterns
- b. Use word and sentence stress, intonation patterns and the rhythm of the second language
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter
- d. Organize user language thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Richards, Platt and Weber (1985:49) in Nunan (1999:226) state that communicative competence includes:

- (a) Knowledge of the grammar and vocabulary of the language;
- (b) knowledge of rules of speaking (e.g., knowing how to begin and end conversations, knowing what topics can be talking about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different situations;
- (c) Knowing how to use and respond to different types of speech acts such as request apologies, thanks, and invitations;
- (d) Knowing how to use language appropriately.

Based on the statement above, the students will master the competence of speaking in order to be able to speak English well. The students need to understand words and the correcting devices that link together. In producing the correct form of language, the students need to practice the language they are learning. Rivers (1983:67) says that to develop speaking ability in the foreign language, the students must have continual practice in communication. Such practice provides the students with intensive experience to the language situation. By improving students' speaking ability, the teacher needs to help the student's practice to speak English in daily life. So, the students never be afraid to practice their speaking.

2.3 Assessment of Speaking Skills

The goal of classroom assessment is to enhance student learning result. Instructors use a variety of methods in classroom to get a feedback about students' learning in terms. There are five categories of speaking assessment adapted from FSI proficiency rating, namely, accent, grammar, vocabulary, fluency, and comprehension (Huges, 2003:123).

a. Accent / Pronunciation

1. pronunciations frequently intelligible.(0)
2. frequent gross accent make easy to understand, require frequent repletion.(1)
3. "Foreign accent" requires concentrated listening and not mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.(2)

4. Marked "foreign accent" and occasional pronunciations that do interfere with understanding. (2)
5. no conspicuous mispronunciations, would be taking for a native speaker.(3)
6. native pronunciation, with trace of "foreign accent".(4)

b. Grammar

1. Grammar appropriate or accurate, except in stock phrases.(6)
2. Constant and not showing control of very few controversial micro skills or major patterns, and frequently to communication.(12)
3. occasional showing perfect control of some conversation micro skills or some patterns, but no weakness that causes misunderstanding (24)
4. few errors with no pattern of failure.(30)
5. No more than two errors during the presentation.(36)
6. Frequent error showing inappropriate use of some conversational micro skills or some major pattern uncontrolled, and using causing occasional imitation and misunderstanding(24)

c. Fluency

1. Speech is not halting and not fragmentary so that conversation virtually possible.(2)
2. Speech is never done slowly and uneven, except for short or routine sentences: frequently punctuated by silence or long pause.(4)
3. Speech is never done frequently hesitant or jerky; so that sentence may be left uncompleted.(6)
4. Speech is never done rephrasing and grouping for words so that it is like occasionally hesitant.(8)
5. Speech is effort to hear smooth and easy to understand. (10)
6. speech on all general topics as effortless and smooth as native speaker.(12)

d. Comprehension

1. Understand and respond to the topic.(4)
2. Understand only slow, very simple speech on topics of general interest; requires constant repetition and rephrasing.(8)
3. Understand careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing. (12)
4. Understand quite well normal educated speech directed to him, but requires occasional repetition or rephrasing.(15)
5. Understand everything in normal educated conversation, expect for every colloquial or low frequency items or exceptionally rapid or slurred speech.(19)
6. Understand everything in informal and colloquial speech to be expected an educated native speaker.(23)

Based on that explanation, we should assess speaking skill by some factor of assessments like Accent/Pronunciation, Grammar, Fluency, and Comprehension. So that your assessment in research will be held.

2.4 Discussion Method

According to Sanjaya (2008:154), discussion method is teaching method that exposed a problem to student. The goal of this method is to solve a problem, to answer questions, to increase and to understand students' knowledge, and also to make a decision. Therefore, discussion is not an argumentative debate. Discussion is more exchanging experience to make a certain decision together.

In addition to that, Buelil (1995:185) says that discussion has been described as a thoughtful consideration of the relationship involved in a topic or problem under study. It is concerned with analysis, comparison, evaluation and conclusions of these relationships. It aims at uniting and integrating the work of the class.

It encourages the student to direct their thinking process towards the solution of the problem and to use their experience for a further clarification and consolidation of learning material. And discussion is very important in stimulating mental activity, developing fluency and eases in expression, clarify of ideas in thinking and training in the presentation of one ideas and facts.

2.4.1 Characteristic of Discussion Method

The discussion of method is often confused with recitation. Another different between the two methods is the recitation tends to focus on students recall and reciting of subject matter content. In contrast, discussion content. In contrast discussion tends to focus on students on higher cognitive objectives. What is the discussion method in teaching? It is a strategy for achieving instructional objective that involves a group of persons. Usually in the role of moderator of participants who communicate with each other using speaking, nonverbal listening process. In this definition that the discussion method requires the teacher and students to organizes into a group. Which has been defined as a collection of interacting persons with some degree of reciprocal influence over of another (schmuck & schmuck 1975 ,p 6) This element of reciprocal influences implies that students learn not only from the teacher , but from each other . Similarly the teacher must be open to learning new ideas from students. Teacher who have been trained in discussion say this is one of the most rewarding aspect of the method it enable them to find out how students are organizing the curriculum in their heads . Discussion help teachers realize that the sea of faces in the classroom are unique individuals, each interpreting issues, problem and subjects matter content in his / her own way.

Another important characteristic of discussion is its emphasis of speaking, nonverbal, listening process conventional instruction relies primarily in students of two learning modalities reading from the text book and writing in workbooks or doing other writing assignments

2.4.2 Advantage of Discussion Method

It follows a spiral of learning principles

It is found to work well to the related content courses.

It helps in developing students' ability to express him orally.

It helps to develop the powers of thinking and reasoning in the students

It helps the students in analyzing critically and drawing conclusion judiciously

2.4.3 Disadvantage of Discussion Method

In this method there is a chance that only a few students may dominate the whole discussion

This method is time consuming

This method is not adaptable to all teaching learning situation

2.4.4 Step Discussion Method Used in the teaching and Learning Process

- a. An them Teacher provide materials or topics to be discussed material that can be given more than one , it depends on the smoothness of the discussion and the time available and the topic discussed one by one.
- b. The Students were given the opportunity to think for a moment
- c. The Students begin to communicate with each other one by one student put out of his thoughts or can also direct the dialogue, among all learners who issued the idea alone of this dialog appears, but all ongoing debate in ilmiah
- d. During the learners discuss tenured teachers observe the process of discussion briefs, When these discussions seem a bit stuck, the teaching process of discussion in case of violation of rules in the discussion
- e. Any material discussed teachers completed pass judgments or comment to the learners

- f. Teacher explains the material is difficult to get a common understanding among participants.

2.4.5 The Principle of Using the Method of Discussion in Process Learner

- a. Formulation of the issues discussed in order to be shared with the students.
- b. Explaining the nature of the problem with the purpose of why the selected issues to be discussed
- c. Setting the student role includes providing advice responses opinion and answer questions that arise to solve the problem

2.5 Procedure Text

Procedure is a text that shows a process. Its social function is to describe how something is completely done through a sequence of series

(<http://understandingtext.blogspot.com/2008/03>). Key words for this text are "what need to be done? "Or "what should I do? According to Gerot and wig Nell (1994:206) social function of procedure to describe how something is accomplished through a sequence of action or steps.

The Process of procedure speaking to concerned with how it can answer and explain procedure or instruction such as:

1. How it made or done (process analysis)
2. How does it work?

Ingredients

Main Ingredients:

- 250 gr cod or any white meat fish
- 125 gr tapioca or corn flour
- 2 tbsp light soya sauce
- Salt and pepper
- 1 tbsp oil (to prevent the dough sticky)
- For type *Kapal selam*, you need 3 hard boiled eggs slice half

Soup Ingredients:

- 5 chillies
- 100 gr palm sugar
- 2 tbsp sugar
- Salt and pepper
- 2 tbsp light soya sauce
- 2 tbsp *ebi* (dried prawn)
- Handful diced cucumber
- 4 tbsp rice vinegar
- 1 tsp tamarind
- 250 ml water

Method

Soup Method

Boil all soup ingredients into sauce pan

Serving:

1. Blend all the ingredients into food processor until the smooth like a dough, you could put splash of water if you need it.
2. Put enough fish cake into your hand and put half boiled egg in the middle and over it with the dough and put into boiled water until floating.
3. Drain all the water, deep fry it, and add some of the soup.

3. RESEARCH METHODS

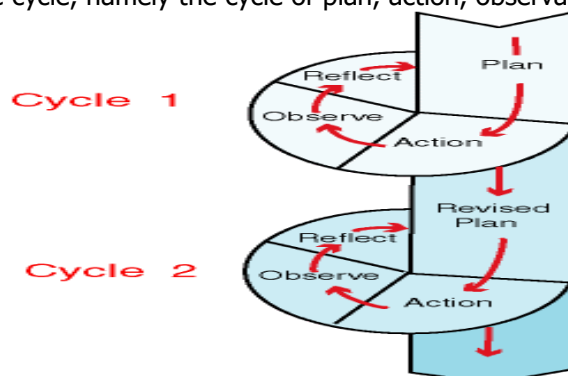
3.1 Research Design

This study will base on action research. Classroom Action Research (CAR) is systematic inquiry with the goal of informing practice in a particular situation. CAR is a way for instructors to discover what works best in their own classroom situation thus allowing informed decisions about teaching.

According to Kemmis and Taggart (1988), action research has three conditions must be exist. Firstly, a project relates to a social practice, regarding as a form of strategy action susceptible of improvement: secondly, it proceeds through a spiral of

cycles of planning, acting (Implementing plans), observing (systematically) and reflecting: thirdly, it involves those responsibility for the practice in each of the moments of the activity, widening participation in the project is gradually to include others affect by the practice, and maintaining collaboration of the process.

The characteristic of classroom action research is a dynamic process which is done in a four-stage cycle, namely the cycle of plan, action, observation, and reflection.



According to Kemmis and Mc Taggart in Wiraatmajaya (2005), action research has three conditions that must exist. Firstly, a project relates to a social practice, regarding as from of strategy action susceptible of improvement; Secondly, it proceeds through a spiral of cycle of planning acting (implementing plans), observing (systematically) and reflecting; thirdly, involves those responsibilities for the practice in each of moments activity, widening, participation in the project is gradually to includes other affected by practice and maintaining collaboration of the process.

There are explanations of the four-stage cycle in action research:

1. Plan means the reflection of the action has been done. It includes plan detail about data that is collected by the researcher.
2. Action means the activities that are done. It is the implementation of project of the researcher. Action guided by planning in the sense that it looks back to plan its rationale. Action is thus and dynamic requiring instant decision about what is to be done and how the exercise of practical judgment is.
3. Observation is the research of action that is done. It foreshadows the achievement of reflection. It has the function of the documenting the effect of critically informed action it looks forward, providing the basis for reflection. It is always be guiding by intent to provide a sound bas for critical self-reflection.
4. Reflection is the evaluation of action that has been done. It recalls action as it has been recorded in observation. It is evaluate aspect, it asks action research to weigh the experience to judge whether effects are desirable and suggest ways of producing.

3.2 Subject of Research

The subject of this research was conducted in 2022-2023 Of the Eleventh Grader in SMA Kartini Batam. The classes consist of 35 students. There are some considerations why the writer chooses this school as the location the researcher, such as:

1. The school was easy to reach for the purpose of the data collection.
2. Collaborating with the teachers of the school was easier for the writer because the writer have doing teacher training practice in that school.
3. The school welcomed the researcher that aimed to improve the teaching learning quality.

3.3 The Instrument for Collecting Data

In collecting the data, the writer used speaking tests as the instrument, the student were tested by using interview, oral test and observation sheet. In interview, the teacher was interviewed some students about difficulties in mastering speaking. And oral

test, the student were interviewed by the teacher about controversial issue by using small group discussion method. Where the oral test was recorded by mobile recorder. And the writer used pretest and posttest by doing oral test. For the future time in observation sheet, the writer also investigates the situation and the problem found during teaching learning process. Beside the speaking test, the writer also diary note to identify all activities, conditions, problems, and progress happen during teaching learning in the classroom.

3.4 The Procedure of the Research

The procedure of data collection will conduct by administering six meetings in two cycles. First cycle consisted of 2 meetings and second cycle consisted of 2 meetings. Each cycle consist of four steps namely planning, action, observation and reflection.

Cycle I

The procedures of action research in first cycle are shown as follows:

1. Planning

After getting the background of the problem need, the writer made the concept of planning:

1. Preparing the lesson plans for two meetings consists of the procedure of action. It would be used time ninety minutes for each meeting
2. Preparing the teaching media, such as picture and map that would be need in teaching learning process
3. Preparing the researcher instruments, such as diary note, camera, Mp3 recorder to record all the activities in the class and as the proof that observation really have done in the class
4. Preparing the material. Give the material and topic for each group.
5. Designing a procedure if teaching speaking based on Discussion method.

1. Action

a. The first meeting:

1. Teacher explained about Procedure text to the students.
2. Teacher asked the students to describe about how to make orange juice
3. The students would be invited to give their opinion. The teacher chooses some active students to give their opinion.
4. The teacher asked the students to tell "how to make orange juice" (Teacher was chosen it).
5. The teacher and students will discuss and answer question about "how to make orange juice"
6. The teacher will ask some students to give another example

b. The second meeting

1. The teacher still doing assignment about how to make orange juice
2. The Teacher still given some instructions and asked who knows and answer question how to make orange juice
3. The students discussed with their group. Those are 4 groups. (Learning Community)
4. The students will doing conversation in front the class
5. The teacher and students discussed the instructions like the meeting before. (Modeling)
6. Every student gave their opinion and questions to the teacher (Inquiry)and the teacher will choose some students active in front the class
7. The teacher asked some students to tell that they have in their mind. (Reflection)
8. Teacher had to make sure that all students are active in speaking in the learning process. (Authentic Assessment)

2. Observation

1. Recording the process during teaching and learning in the classroom by using the camera, Mp3 and diary note.

2. The observer discovered the problems during the teaching and learning process by filling the observation sheet and find out the problems in observing the questions and answers and the difficulties of the students in performing the activity.

3. **Reflection**

In this cycle writer found that there students who were felt afraid but all of them gave good response to the researcher. During the teaching learning process, all of students paid attention and listened to the explanation in front of the class enthusiastic. They did not know what they should do. The problems that have been found and the difficulties during the action the will be put into consideration for the next cycle.

Cycle II

After analyzing the problems that found in the first cycle, the writer conducted the second cycle. It would be for two meetings in forty-five minutes for each meeting. Based on the result observation in the first cycle, the students' weakness will be analyzed. So, the writer made a concept of planning for the second cycle:

1. **Planning**

1. Preparing the lesson plan for two meetings consists of the procedure of the action. It could be done for ninety minutes for each meeting.
2. Preparing the teaching media, such as topic would be discussion in piece of paper that will be need in teaching learning process.
3. Preparing the research instruments, such as diary note, camera, and Mp3 recorder to record all the activities and as the proof that the observation was really have done in the class and the questionnaire to observe the speaking list.
4. Preparing the material. Give the material for teach group.
5. The teacher explained about the process of discussion method and told what would the students.

2. **Action**

a. The first meeting:

1. Teacher explained about "how to make fruit ice" to the students.
2. The teacher invited the some students to show whatever that they are.
3. Teacher gave the students some explanations that show "how to make fruit ice" in piece of paper. One paper for one student.
4. The teacher asked the students discussed with their each friend.
5. The students were asked to make a simple conversation based on example on explanation on the paper.
6. The students practiced what they have doing with their friend by using simple conversation in front of the class.

b. The second meeting:

1. The teacher and students discussed about what their difficult in meeting before. (Modeling)
2. The students were gave their opinion and questions on the teacher. (Inquiry and Questioning)
3. The teacher showed some conversation in everything situation on the blackboard.
4. The teacher and students discussed how to express it by using simple conversation and then display it.
5. The teacher had to make sure that all students are active and enjoy expressing it in discussion.

3. **Observation**

1. Recording the process during teaching learning in the classroom by using the camera, Mp3 recorder and diary note.

2. The observer discovered the problems during the teaching and learning process by filling the observation sheet and find out the problems in observing the questions and answers the difficulties of the problems in performing the activities

4. **Reflection**

After checking all result of students' work, the writer will find that the students' score will show improvement. The total score in the second cycle will be higher than the first cycle. It means that discussion method can improve students' speaking skill. After analyzing the two cycles, this research will be the last procedure to make students' achievement by having the second interview sessions.

3.5 **Technique of Data Analysis**

This study applied the quantitative and qualitative data. The quantitative data will use to analyze the score of students while the qualitative data will use to describe the situation during on the teaching process. By applying these data, it will be assumption to get the satisfying result of the improvement of students' speaking skill using Discussion Method In Procedure Text . The qualitative data will analyze to see the improvement of students' speaking achievement.

The writer applied the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = The mean of the students' score

\sum = the total score

N = the number of the student

In order to categorize the number of master students, the writer used the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = the percentage of students who get the point 75

R = the number of students who get pint up 75 above

N = the total of students who do the best.

4. RESULTS

4.1 **The Presentation of Data**

The data of this research were taken from interview, observation sheet and oral test. To collect, the data, first the writer analyzed the situation and background by interviewing the students. The writer interviewed the English teacher about her problems in their difficulties in mastering speaking skill. Then, the writer consulted with their consulted with the teacher about what they would do.

The main focus of this research was actions which were done in two cycles, every cycle had four phases: planning action, observation, and reflection. The research was done only to one class with two cycles. The exact number of the students in that classes was 30 students, but during the conduction of the research some of them were absent. Therefore, to writer only took all of the students who came from the first meeting until the last meeting, it was 30 students.

The Quantitative Data

The Quantitative Data were taken from the result which was carried out in two cycles. In two cycles, the writer conducted six meetings. The oral test was given to the students as the end of each cycle. The oral test of the students' score could be seen in the following table:

Score of the students the pretest, the post test in cycle 1 and the post test in the cycle II

NO	STUDENTS	PRE-TEST	POST TEST IN CYCLE I	POST TEST IN CYCLE II
1	TH	63	73	78
2	SA	75	82	94
3	CV	75	78	79
4	DS	63	75	82
5	MN	65	75	66
6	SS	75	78	90
7	AD	65	75	80
8	FG	53	63	74
9	DR	77	80	92
10	HY	59	67	71
11	WS	59	69	78
12	VST	75	80	80
13	GJ	59	65	78
14	JKM	75	77	88
15	MS	53	78	80
16	MR	77	85	96
17	MG	63	75	75
18	MT	59	66	74
19	NL	57	65	75
20	PS	77	79	94
21	PSS	60	75	90
22	RK	77	80	90
23	RW	75	77	83
24	RF	50	75	88
25	SM	57	75	78
26	SP	53	65	80
27	SS	67	75	90
28	TS	75	73	88
29	TSK	75	73	87
30	VS	57	65	75
	TOTAL	1970	2220	2473
	MEAN	65,6	74	82,4

4.1.1 The Qualitative Data

Interview

From the Interview which was done in the first meeting and in the pretest, it found out that students difficulties in mastering speaking were grammar and vocabulary. While the interview which was done in the last meeting, it found out that students gave opinion about discussion method

Observation Sheet

Observation was done when the class room was going. He used observation sheet that had been arranged before as the collaborator. Result from the observation sheet used as a reflection in doing next cycle.

Diary Notes

From observation, Diary Notes was noted that the students were enthusiastic, active and enjoyable while they were doing the action. However, students still stuttered by saying fillers such oh, uhm ,ehm and mispronunciation. Lack of vocabulary, and wrong in grammar. In the first cycle, but in second cycle students didn't stutter and have problem in vocabulary, grammar and pronunciation anymore. The Students interest became increasing in speaking English through discussion method.

4.2 Data Analysis

The Students score increased from the pretest in cycle it. The writer gave oral test at the end of each cycle. During the research, it was found out that the students score kept improving from meeting to meeting. The students score in posttest of cycle I was higher than the pretest, and the post test of cycle II was higher than the post test of cycle I

The Improvement of the students score kept going from the pretest until the post test of cycle II and it could be seen in the following table

The Improvement of students score 19–30-point, 10-18 point

NO	STUDEN TS	PRE-TEST	POST-TEST IN CYCLE I	POST-TEST IN CYCLE II	SCORE
1	TH	63	73	78	11
2	SA	75	82	94	19
3	CV	75	78	79	2
4	DS	63	75	82	19
5	MN	65	75	66	1
6	SS	75	78	90	15
7	AD	65	75	80	15
8	FG	53	63	74	21
9	DR	77	80	92	15
10	HY	59	67	71	12
11	WS	59	69	78	19
12	VST	75	80	80	5
13	GJ	59	65	78	19
14	JKM	75	77	88	13
15	MS	53	78	80	27
16	MR	77	85	96	19
17	MG	63	75	75	12
18	MT	59	66	74	15
19	NL	57	65	75	18
20	PS	77	79	94	17
21	PSS	60	75	90	30
22	RK	77	80	90	13
23	RW	75	77	83	8
24	RF	53	75	80	27
25	SM	57	75	78	21
26	SP	53	65	80	27
27	SS	67	75	90	23
28	TS	75	73	88	13
29	TSK	75	73	87	12
30	VS	57	65	75	18

Where A1 was students got the improvement about 19-30. There were students, so the percentage was:

$$A1 = \frac{12}{30} \times 100\% = 40\%$$

Where A2 was the students got the score improvement about 10-18. There were students, so the percentage was:

$$A2 = \frac{16}{30} \times 100\% = 53,33\%$$

Improvement of the students score in speaking English through discussion method could be seen from the mean of the students score during the research, the writer applied the following.

$$\bar{X} = \frac{\sum X}{N}$$

X = the mean of the students' score

Σ = the total score

N = the number of the student

In the pretest, the total score of the students was 1970 and the number of the students was 30, the mean was $x = \frac{\sum x}{N} = \frac{1970}{30} = 65,6$

In the post test of cycle I, the total score students was 2220 and the number of the students was 30, so the mean was $x = \frac{\sum x}{N} = \frac{2220}{30} = 74$

In the post test of cycle II, the total score of the students was 2473 and the number of the students was 30, so the mean was $x = \frac{\sum x}{N} = \frac{2473}{30} = 82,4$

The mean of students score in the post test of cycle II was the highest, so it could be said that the students speaking skill through discussion method from 65,6 to 82,4. The number of master students was calculated by applying the following formula

$$P = \frac{R}{T} \times 100\%$$

Where:

P = the percentage of those who get point up to 65

R = the number of those who got point up to 65

T = the total number of the students

The percentage of the improvement of the students speaking skill be seen as follows

$$P1A = \frac{12}{30} \times 100\% = 40\%$$

$$P2A = \frac{20}{30} \times 100\% = 66,6\%$$

$$P3A = \frac{26}{30} \times 100\% = 86,6\%$$

The result showed the improvement of the students score from the pretest to the post test of cycle II. The pretest only 40% (twelve students) who got 75 points. The post test of cycle I was 66,6 % (20 students) who got 75 points. It means there was and improvement about

26,6 %(8students). The post test of cycle II was 86,6% (26 students) who got 75 points. The improvements was 30%, In the post test of cycle II only 3 students who did not good point but their score improved from pretest to the post test of cycle II. Therefore, it could be concluded the discussion method could improve students speaking skill.

5. DISCUSSION

Before conducting the first cycle, the pretest was given in the first meeting. The pretest was oral test, namely interview. The teacher asked some question the controversial issue. The interview was done in face to face encounter. The topic of conversation was related to the student's last lesson. It was about controversial how to make about favorite food and drinking,

The result of pretest showed most of the students still had mispronunciation, code mixing, and lack of vocabulary especially in supporting opinion and stuttered by saying fillers such as oh, umh, emh. The mean of pretest was 65, 6

The First Cycle

The first was done in two meetings, the explanation was

Planning

The plan was arranged before doing the research. First of all, the writer prepared lesson plan and speaking expression that were related to the lesson, opening discussion, giving opinion asking and answer question. Then be prepared controversial issue were how make to favorite food and drink example orange juice, then the writer also prepared tape recorder and observation sheet.

In the first cycle, the writer as the teacher divide students into 2 people in one groups. Or 4 people in one groups however, since the total number of the students was 30 students, then, the teacher gave reading material about discussion method topic for each group and asks them to translate and discuss those reading material.

Teacher explained the definition, rule and opportunity for the students to ask the question. Then, the teacher taught students how to pronounce the keywords, every group presented their opinion in front of the class about reading material topic. Meanwhile the other groups listen and pay attention to the group that present. Then, the other groups have change to give opinion, some question and suggestion. At the cycle I, the students were given oral test, namely interview. Students had been fluent in speaking English or not and whether students had mastered discussion expression or not. In the first cycle two meetings were used for teaching learning process and the third meeting was used for giving oral test.

Observation

The observation was done to observe the students behavior and students problems during the teaching learning process. Most of the students had participated effectively in discussion. They were enthusiastic and enjoyable in speaking about controversial issue by using discussion. However, some of them were still lack of vocabulary in speaking the issue even though the teacher had given reading material about it and still stuttered.

Reflection

Based on the result of the score of the test and observation, action of improvement was needed, it would be done the second cycle by doing group discussion method in teaching speaking discussion method the students could practice more their speaking and encourage them to pronounce utterances fluently. Moreover, the writer would also emphasize the improving in giving more discussion expression for the students. This was done order to increase vocabulary.

The Second Cycle

The second cycle was done in two meetings, the expression was

Planning

In this phase, the writer prepared the lesson plan and emphasized the teaching learning process in the teaching variety of discussion method. Besides, teacher also prepared controversial issue that was related to the lesson material. It was about fruit juice and favorite food, the controversial how to make fruit juice and cake brownies next, he prepared mobile phone observation sheet and interview for the last time.

Action

In this phase discussion method was still used in teaching speaking to student. The writer and teacher give vocabulary of discussion expression. Moreover, the teacher also gave they issue in discussion. The teacher give a motivated to the students explore their speaking skill and be more actives in teaching learning process. Then teachers teaches the way of pronouncing.

The students were divided students into 2 people in one groups. Or 4 people in one groups However, since the total number of the students was 30 students, they still worked in the same group with the first cycle. The students would do task from the first cycle. In the second cycle, they would get longer test they most find important information in the shorter time. It could make all the students participate in their group. After underline the important information, every group made state the information in the

different words, then, present in front of the class. Meanwhile the other groups listen and pay attention to group present. Then the other groups have change to give his her opinion. Question and suggestion to group that performance. After every group had presented in front of the class, the teacher conclude the lesson.

At the end second cycle, teacher gave oral test. It had the same ways as previous test. The oral test was interview. Students were interviewed by the teacher about controversial issue in order to know whether the students had been fluent in speaking English or not and the students had mastered discussion expression or not. In the second cycle. Two meetings were used for teaching learning process and the third meeting was used for giving oral test

Observation

The observation was still done for in the last cycle. The activity of the students was observed and it showed that most of the students did not have problems to speak. By discussion expression. They were very active in discussion and spoke about the issue enthusiastically . .

Reflection

Having evaluated the students' oral test, the writer found that the students score showed the improvement. Based on the observation and the much of their oral test, the writer concluded that the students had mentioned speaking skill through discussion method. The students score in the second cycle had instrumented that in the first cycle. The percentage of students who had mastered speaking skill through discussion method in cycle I was only 66,6% while in cycle II the percentage was 86,6 %.This improvement made the writer stop the research until these cycle

4.3 The Research Finding

The result that there was an improvement on the students speaking skill through discussion method. After collecting the data, the mean of pretest was still low 65,6 % and then it was done, after doing the action by using discussion method in cycle I , the result of the posttest had increased from the pretest 74. However, in cycle I there were still difficulties of the students and it needed to do cycle II. The difficulties that students faced were mispronunciation, wrong grammar and lack vocabulary that was related to discussion method , even though the teacher had given reading material about the topic. Besides, they also inserted certain fillers such as oh uhm ehm in their utterances.

Next, after giving the action in cycle II, the result of post test had increased significantly from cycle I 82,4 , It implied that discussion method was effective in improving students speaking skill. The qualitative data ten from interview and diary notes showed that students participated effectively during the research. Based, on the interview, the students admitted that their difficulties in speaking English were lack of vocabulary and grammar, while the teacher admitted that her problems in teaching speaking was pronunciation and vocabulary. Moreover, teacher and students gave good opinion about discussion method.

6. CONCLUSION

After analyzing the data, it was found out that the students score increased from pretest to the first cycle until the second cycle. It means there was an improvement on the students speaking skill by using discussion method. It can be seen from the improvement of means the students score namely. The mean of pretest 65,6 increased to the mean of pretest in cycle I , 74 and to the post test in the cycle II 82,4 . It can be stated that the score continuously improved from pretest to the post test in cycle II. The improvement also can be seen from the percentage of students speaking skill, in the

pretest only 40% seen (12students) got 75 points. In the post test of cycle I 66,6(twenty students)got 75 points. It mean there was an improvement 26,6 %. In the post test of cycle II 86,6%(Twenty six students) got 75 points. The improvement was 20% (six students). It is than concluded that the application of discussion methods improving students speaking skill.

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