

SMALL GROUP DISCUSSION IN ENGLISH LANGUAGE TEACHING IN CLASS IX SMP PLUS DARUSSALAM

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Abstract: This research entitled "Small Group Discussion In English Language Teaching". This research attempted to describe the use of small group discussion in teaching English at SMP Plus Darussalam, and to analyze the improvement of students' speaking skill. The research was involve the class IX students at SMP Plus Darussalam. The data collection technique used in this research is Descriptive Qualitative. Small group discussion techniques are capable improve students' speaking skills, the students feel more confident to share the opinion with their friend, it can fostering cooperation between students and students as well as teachers and students Apart from that, use discussion techniques Small groups are also able to increase their courage to speak English without fear of making mistakes. There are 75 % students of SMP Plus Darussalam, and most of the students gave positive perception of small group discussion in learning English.

Abstrak:

Penelitian ini berjudul "Diskusi Kelompok Kecil Dalam Pengajaran Bahasa Inggris". Penelitian ini berusaha untuk mendeskripsikan penggunaan diskusi kelompok kecil dalam pengajaran bahasa Inggris di SMP Plus Darussalam, dan untuk menganalisis peningkatan kemampuan berbicara siswa. Penelitian ini melibatkan siswa kelas IX di SMP Plus Darussalam. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah Deskriptif Kualitatif. Teknik diskusi kelompok kecil mampu meningkatkan kemampuan berbicara siswa, siswa merasa lebih percaya diri untuk berbagi pendapat dengan temannya, hal ini dapat memupuk kerja sama antara siswa dengan siswa maupun guru dengan siswa. Selain itu, dengan menggunakan teknik diskusi kelompok kecil juga dapat meningkatkan keberanian siswa untuk berbicara dalam bahasa Inggris tanpa rasa takut melakukan kesalahan. Sebanyak 75% siswa SMP Plus Darussalam memiliki persepsi yang positif terhadap penggunaan teknik diskusi kelompok kecil dalam pembelajaran bahasa Inggris.

Kata Kunci: Diskusi Kelompok Kecil, Pengajaran Bahasa Inggris, Penelitian Kualitatif

INTRODUCTION

These days, science and technology are developing very quickly in a variety of domains, and as English is an international language, it is crucial to learn it. English is one of the junior high school subjects in Indonesia. According to the 2013 curriculum, students are supposed to be more active, yet it might be challenging to encourage kids to do so (Purnomo & Mulyasa, 2013).

English subjects based on a competency-based curriculum are programs to develop knowledge, language skills and positive attitudes towards English. Listening is one part of the English subjects in the curriculum competence (Chang et al., 2011; Wang & Treffers-Daller, 2017). Competency-based curriculum includes:

aspects of language skills. Aspects of language skills include listening skills, speaking, reading and writing related to a variety of literature (Göbel & Helmke, 2010; Yang et al., 2013; Zhang, 2016). In language learning, aspects of language skills and skills Literature must be done in a balanced manner. To communicate and interact, speaking skills are needed. Therefore for using English students are at least able to speak. But it cannot be denied that students' speaking abilities vary from one another. There's something you can't do yet, there are also those who can speak English well. The cause of students' low speaking ability according to Dewi in Zuhriyah, Mukinatus (2017) includes (1) not having enough time to practice speaking, (2) not qualified, (3) not interested in speaking skills teaching strategies used by teachers, (4) unable to use skills talk about everyday life.

According to Brown (2001:267), speaking is an interactive process of creating meaning that involves the creation, receipt, and transfer of information as well as the presence of the speaker and the listener. This method may involve two or more pupils in addition to the teacher. Finding appropriate teaching strategies for the classroom learning process is one way English teachers can encourage speaking and interaction (Sabrina, 2020).

Teaching English speaking skills is important because students can express values and assessments smoothly, Nunan (2003:56). The thing in question namely teaching speaking is the teacher's way of making students able to express themselves opinions, emotions, communicative needs, interacting with others in every situations. Teachers must pay attention that the goal of teaching speaking is to improve students' communicative skills by doing good teaching. The teaching This can be done well if the teacher understands students' needs and problems in learning English. Warouw (2016) explains that various teaching strategies can be used applied to overcome the challenges that arise in the adaptation of open materials. Therefore, teachers must look for ways to overcome existing challenges, one way is with the use of appropriate teaching strategies. Burbules and Hansen (2018) states that "teaching is a human endeavor that is invaluable, irreplaceable, but also uncertain." Student involvement is important in every learning process teaching because there will be very good interaction between teachers and students.

Teachers can help students learn English successfully by teaching them tactics and approaches. According to Davies (2002), effective educators typically possess the following qualities: "a command of practical English, use English most of the time, think largely in terms of learner practice, finding time for that activity truly communicative." This calls for greater expertise. Speaking and to improve it there are several techniques, namely technique, question and answer, retelling exercises, community language learning, games, and discussions small group.

In this research, the author is interested in finding out more about the use of small group discussions in teaching language speaking skills English, according to Brewer (1997:22). Utilising Orlich et al. (1985), Speak more clearly in small group talks. Teachers can use small group discussions to help students improve their

speaking skills for three reasons: "first, increasing verbal interaction between students and teachers in the classroom; both promote meaningful personal interactions and engaged learning; and finally, helping students adopt more responsible and independent learning strategies."

La'biran said "Improving Speaking Ability through Small Group Discussions for Eighth Grade Students of SMPN 2 Saluputti in Tana Toraja" concluded that small group discussion strategy is an effective strategy for increase student activity and learning. This research uses the method experiment to determine the effectiveness of small group discussions through pre-tests and post-test (La'biran, 2017).

According to (Rusman, 2012) the small group discussion method is a method that is an orderly process that involves a group of students in informal face-to-face interactions with various experiences and information, drawing conclusions, and solving problems.

According to the 2013 English curriculum, to achieve the specified goals and objectives, English language teaching must enable students to communicate politely in oral communication, because speaking is an important tool for communicating, thinking and learning. Unfortunately, many class IX students at SMP Plus Darussalam still find that speaking is a skill that is difficult to master.

According to researchers' interviews with students and teachers, there are several techniques and strategies that teachers use in teaching English to improve students' skills. The use of small group discussions is expected can make students speak more actively and have the opportunity to express themselves ideas and students will interact communicative. Based on the reasons above, researchers decided to choose the title "Small Group Discussions in English Teaching".

METHOD OF THE RESEARCH

This research use qualitative method of descriptive design, The definition of qualitative methodology based on Moleong's is in line with Bogdan and Taylor (1975), where they mean that qualitative research also includes methodology used for research procedures that produce descriptive data. Descriptive data is data written using words in detail.

More simply, Creswell, J. W defines qualitative research as research used to examine human and social problems. Where the researcher will report the research results based on data review reports and analysis of data obtained in the field, then described in a detailed research report (Creswell & Poth, 2016).

Specific criteria are used in qualitative research to assess the validity of data. Because the track record of a study has a high degree of trust between one data source and another, is formal and material in order, and is recorded in careful and consistent field notes so that people who have doubts can easily confirm the data, qualitative research can be considered valid and trustworthy. In this study, data were gathered through interviews and observation by the researchers. According to Patterson (2009), observation is a precise and accurate way to gather information

on any activity that is the subject of a research study. Based on the details of actual occurrences, observation is an activity that incorporates all of the senses. These senses include hearing, sight, taste, touch, and taste. Touch and taste based on the facts of empirical events. To answer doubts Qualitative scientists, Adler & Adler formulated the concept of discussion regarding more systematic observation techniques. Adler & Adler is one of the methodologists who has great attention to observational activities. Adler & Adler (1987: 389) state that observation is one of the fundamental foundations of all deep data collection methods qualitative research, especially concerning the social and behavioral sciences man.

This is different from the opinion of Sugiono (2005) which means that qualitative research is more suitable for types of research that understand social phenomena from the participant's perspective. In simple terms, it can also be interpreted as research that is more suitable for researching the condition or situation of the research object.

Researchers use qualitative research. According to Tohirin (2013:2) Qualitative research is "research that seeks to build people's views are researched in detail and formed in words, holistic (comprehensive and in-depth) and complicated picture." According to Afifuddin (2009:57) "Qualitative research methods are the research methods used to examine the condition of natural objects" (Hennink et al., 2020).

The steps of observation are, the researcher enter to the IX grade of SMP Plus Darussalam, then the researcher observe the situation of the class, how Mrs. Khofsoh teach English in the class. The researcher observe how Mrs. Khofsoh apply the small group discussion for controlling the class.

Beside of observation the researcher collecting the data with interview, according to (Mirhosseini, 2020), interviews are a technique used to gather data through social contact between the subjects of the study and the researchers. Interview is a face-to-face method for gathering information for research purposes in which a tool known as an interview guide is used by the questioner (interviewer) to ask and answer questions from the respondent (Wallace, 1998). Qualitative research is one type of research that is more suitable for unpatterned research. Because it is patterned, you can use this design to help with research (Harmer, 2015).

The steps of interview for collecting the data; The researcher prepared the question for the English teacher. The researcher come to the SMP Plus Darussalam and meet the English teacher. The researcher ask the question about small group discussion to the English teacher. Then Mrs. Khofsoh said she use the slavin theory for small group discussion. The Investigation Group Model has six learning steps (La'biran, 2017), namely:

1. Grouping (Determining the number of group members, determining sources, choosing a topic and formulating the problem).
2. Planning (Determine what will be studied, how to learn, who will do it, and what the purpose is).

3. Investigation (Exchange information and ideas, discuss, clarify, collect information, analyze data, make inferences).
4. Organizing (Group members write reports, plan report presentations, determine presenters, moderators and note takers).
5. Presenting (One group presents while the other group observes, evaluates, clarifies, asks questions or responds).
6. Evaluating (Each student makes corrections to their respective reports based on the results of class discussions, students and teachers collaborate to evaluate the learning carried out, carry out learning outcomes assessments that focus on achieving understanding).

The aim of this research is to see how discussion techniques work small groups are able to improve the speaking skills of class IX students at SMP Plus Darussalam through small group discussion techniques. In addition, so that students have the courage to speak English without fear of making mistakes. This study uses a descriptive qualitative approach with an observation and interview technique. This research was conducted in class IX of SMP Plus Darussalam involving Mrs. Khofsoh as an English teacher teach in that class. Use qualitative descriptive approach, Researchers can develop questions according to the latest situation and Researchers will obtain data that is collected and realized directly in the form of a description or picture of the atmosphere or condition of the object as a whole and what it is in the form of spoken or written words from people or observed behavior (Hennink et al., 2020).

RESULTS AND DISCUSSION

The author will discuss the results of the research that has been done, namely using the small group discussion technique in English Learning of students in the ninth grade of SMP Plus Darussalam. The author discusses the results of the study using interviews and observation.

I did an interview with one of the teachers who teaches English at the Junior High School of Darussalam. Based on the results of interviews with Mrs.Khofsoh, the English teacher of SMP Plus Darussalam the authors can conclude that in general students have several weaknesses in English subjects at school. Included in their speaking skills both in learning English and in daily activities (Hermansyah, 2021).

Based on the data that has been taken, when the researcher observation in the class, when the teacher gave some question, she found the students answered with their respective opinions honestly with the small group discussion technique. According to (Rusman, 2012), skills guide small group discussions is one way that can be done to facilitate the system learning needed by students as a group. Therefore Teacher skills must be drilled and developed, so that teachers have the ability to serve students in carrying out activities small group learning.

Before starting the learning process, Mrs. Khofsoh prepared all the learning components in form syllabus, lesson plans, materials, media and instruments evaluation. Mrs. Khofsoh divided the students into several groups, each group numbering 5 people. She asked her students to choose a theme for the problem they would create discussed. After being divided into several groups, she explained clearly the material that would be discussed by the groups. She share some example which relate to our daily lives. Then, she instruct all the students thinking more about the material that would be discussed by the groups. Every group share their opinion with their group friends, and combine their opinion be the good opinion (Tarigan, 1987). Each group takes turns presenting problems and solutions as a result of their discussion. Students use visual aids, such as flash cards, natural objects and some technology to help them present presentations that can be understood. Mrs. Khofsoh evaluating the learning by each group making questions and being answered by other groups, students seemed very enthusiastic about participating in this discussion.

Mrs. Khofsoh said "Ninth grade of SMP Plus Darussalam there are 30 students. In general students have an agreeable opinion on students speaking ability through small group discussion". This can be seen from the percentage level of students who are active in the class found among students perception of small group discussions for improve and support their speaking abilities study English at SMP Plus Darussalam. Based on the interview and observation, it could be seen that there are 75 % students, and most of the students gave positive perception of small group discussion to improve students' speaking ability in learning English. It could be concluded that students in class IX at Junior High School of Darussalam have a positive perception of small group discussion techniques to improve their speaking abilities.

CONCLUSION

Based on the explanation above, small group discussion according to the (La'biran, 2017) is so relate and suitable for English Learning in ninth grade of SMP Plus Darussalam. Mrs. Khofsoh explained that "To guide this small group discussion I used the group investigation method, where this method emphasizes student participation and activity to search for their own material or lesson information to be studied through available materials, for example from textbooks. This requires students to have good communication skills and group process skills. Investigation Groups can train students to have the ability to think independently".

Most of the IX grade of SMP Plus Darussalam students seemed more relaxed in presenting their ideas. They can convey their message firmly. They started interact with other students well. Many students believe that learning to speak by using very small group discussions help them in improving their abilities speaking students (Artini et al., 2015). To strengthen students in mastery speaking English, the teacher gives more input opportunities for students to interact more

communicate with their respective implementing groups and it succeeded in improving student performance in carry out communication (Sangadji, 2016). Mrs. Khofsoh admit that the use of small group discussion techniques can improve students' speaking skills. It's just that there are some students who are a challenge for Mrs. Khofsoh, because these students don't like and don't want to learn English at all. According to her, this requires a more advanced approach so that students can participate in learning well.

However, when applying the small group discussion technique, students can socialize with their peers, and they could also exchange opinions about the material discussed, as well as improve students' speaking skills in learning English. This is a positive response because students play an active role in the discussion even though there are still many students who do not understand. It still takes a process for students to understand or speak English. It is different if this is applied to students who are in senior high school.

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