

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

This capture concerns about the literature review that used in this study: Speaking English, concept of speaking, aspect of speaking, type of speaking, problem face in speaking, self-confidence, effect of self-confidence, concept of self-confidences, the way to build self-confidence, concept of group discussion, procedure in teaching through group discussion.

#### **2.1 Speaking English**

Speaking is an oral communication which is needed interaction among two or more people. It is the way of someone to express her/his mind, ideas and thought freely and spontaneously. In speaking we learn how to create a communication in the class communicatively. It is one of our dearest occupations. We spend hours in a day for conversation, telling, stories, teaching, quarreling, and of course speaking to our selves. Speaking is important to an individuals living process and experience. Speaking its also the most natural way to communicate.

Without speaking, people must remain in almost total isolation from any kind of society. For most people, the ability to speak a language is the same in knowing a language since the speech is the most basic means of human communication. Speaking is not making a sound though birds, animals, babies make sound and though it may be communication of sorts, it is not speaking. But when we speak, the complexity happens more than just mounth is involved such as nose, pharynx, epiglottis, trachea, lungs and more.

(Khosidah, 2018) mention language skill is divided in to receptive and productive skills, because a listener and reader as well as speaker and writer share the same communicative purpose respectively. Speaking as the productive skill means use the language have acquired and produce through speech that you want to others to understand, it is the most difficult aspect for student to be mastered. Besides, the students have to master all components in speaking skill in order to speak clearly and fluently.

According to the New Grolier Webster International Dictionary “ Speaking means as the act, utterance, or discourse of one who speak. White as verb (speak) is to utter word arctic or articulate sounds with the ordinary voice., to take or exercise the faculty of speech, to make oral communication or mention as to speak to someone to various matter, to converse, as they speak for hours on the phone”. Clark and Clark state that speaking is “a complex skills, required the simultaneous of number of different abilities which often developed different late either four or five competences, are generally reacquired in analysis is of speech process, there are including as the emerging system, pronunciation, grammar, vocabulary, fluency and comprehension.

### **2.1.1 Concept of Speaking**

Speaking skill are important aspect of language, which second language (L2) learners should study and acquire so the learner can communicate one to another (Morozova, 2003). The important relies on two aspects. First is come to our personality, our self-image, our knowledge of the world and our ability to reason and express our thoughts are reflected to in our spoken performances in a foreign

language when a second language learners goals are able to speak to friends, colleagues, visitor in second language. Second one is the linkage between student's classroom participation and their academic achievement is undeniable.

Furthermore, speaking encoding process whereby, we communicate our ideas, though and feeling through one or other forms of language, Harris (1974). In addition, we can produce spoken message to someone. The message here is our ideas, though or our feeling, which we want to share. In this case the speaker needs a listener in order to communicate. (James Ayodele, 2013) said that speaking is oral communication and it is to ways process between speaker and listener involving productive and reactive skill of understanding.

In order case, (Joni 2017) stated that speaking is an attractive process of constricting meaning involves producing, receiving and processing information, it is form and meaning dependent on the context in which occurs, including the participant themselves and the purpose for speaking. In addition, speaking request not only understand when, why, and in what ways to produce the language (sociolinguistics competence) but also that they know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence).

There are some reasons for speaking to involved expressing ideas and opinions: expressing a wish or a desire to do something, negotiating or solving particular problem, or establishing and maintaining social relationships and friendships. Besides, fluency, accuracy, and confidence are important goal in

speaking. Therefore, as a language skill, speaking become an important component to be mastered by the students as the main tool of verbal communication because it is a way to express ideas and opinion directly what we have in our minds. Speaking (in the class) learnt by conversation class. An effective conversation class involves an active participant by students to express what they have in their mind orally and confidently.

Furthermore, speaking is an ability to express a sequence of ideas fluently, this came from (De Jong 2013)statement. It means that in the process of speaking there must be at least two people, one is the speaker and one another is a listener. In communication or speaking process, the speaker must be able to share their ideas quickly. So that the listener can receive what the speaker communicates, they must comprehend incoming message and organize appropriate response for production.

Referring the communication above, speaking is the main instrument in communication and it use to conveyor to express a speaker's though, ideas to the listeners as a two way process which include producing, receiving and processing information.

### **2.1.2Aspect of Speaking**

As quote in (Mortaji, 2018)and (Housen, 2012) has been stated that aspect of speaking divided in several categories such as:

- a. Fluency

Fluency is defined as the ability to speak fluently and accurately. Signs of fluency include a reasonably fast speed for speaking and only a number of pauses. Fluency refers to ease and speed of the flow of the speech

b. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation.

c. Comprehension

Comprehension for oral communication requires a subject to respond to speech as well as to initiate it. Comprehensible defines the ability of understanding the speakers' intention and general meaning.

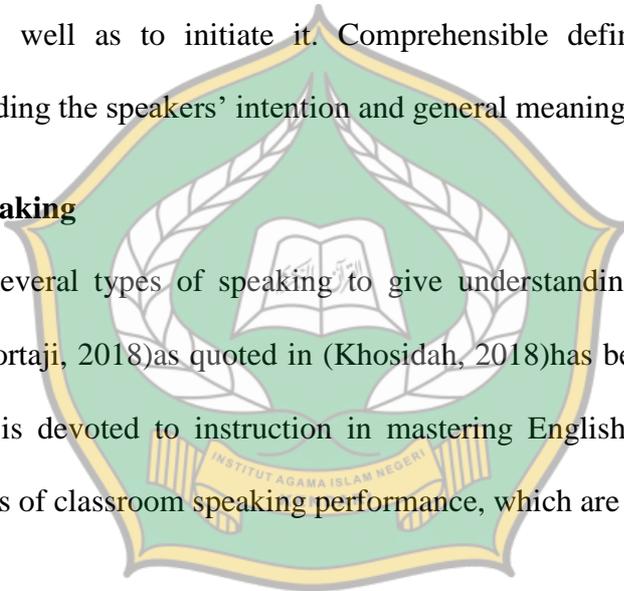
### 2.1.3 Type of Speaking

There are several types of speaking to give understanding related concept. According to (Mortaji, 2018) as quoted in (Khosidah, 2018) has been said that much of our language is devoted to instruction in mastering English conversation. He classifies six types of classroom speaking performance, which are explained as flow

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating 'human tape recorder' speech, for example learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction but for focusing on some particular element of language form.

b. Responsive



A good dealt of student speech in the classroom is responsive short applies to teacher or student initiated question or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

c. Intensive

Intensive speaking goes to one step beyond imitative to include any speaking performances that are designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are 'going over' certain form of language.

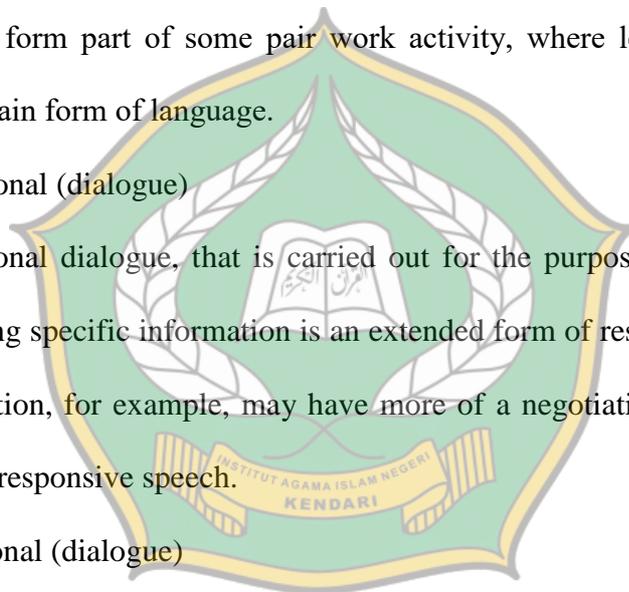
d. Transactional (dialogue)

Transactional dialogue, that is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language. Conversation, for example, may have more of a negotiation nature to them that does responsive speech.

e. Interpersonal (dialogue)

Interpersonal dialogue is carried out more for maintaining social relationship than for the transmission of facts and information. The conversation is pretty trickier for the learners because they can involve some or all of the following factors:

- A casual register
- Colloquial language
- Emotionally charge language



f. Extensive (monologue)

Students who are at intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or probably short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

#### 2.1.4 Problem faced in speaking

Speaking is considered as the main language skill that should be enhanced by the students. It has been widely noticed that they face many difficulties in speaking English. According to (Morozova, 2003) there are four common problems of speaking, namely: inhibition, nothing to say, low or uneven participation, and mother tongue. They are explained in the following parts:

1. Inhibition deals with fear of making mistakes, losing face, criticism, shyness.
2. Nothing to say is learners' problems which covering of difficulties in finding motives to speak, formulating opinion or relevant comment.
3. Low or uneven participation is often caused by the tendency of some learners to dominate in the group.
4. Mother tongue use is particularly common in less disciplined or less motivated classes learners find it easier or more natural or express themselves in their native language.

There are various problems disturbed the students in speaking English. The most affecting problem in learning speaking is personality problems. (Marhaeni et

al., 2013)states that personality factors (including anxiety, lack of motivation and self-confidence) highly affecting in learning second language. Among the personality factors, self-confidence is the most important one. The students who have enough self-confidence, they will success more. In contrast, they are often inhibited about trying to convey the words in foreign language when they are in the classroom.

Moreover, the students worry about audience's attention, afraid of the audience will laugh at them when they are presenting something in English. To put it differently, students feel shame to speak English because they do not have enough self-confidence. Feeling nervous is caused by lack of self-confidence, and it is the huge problem for students in speaking English. The students cannot say anything because they feel really shy and suffer from a fear of making mistakes.

### **2.1.5 The Factors Influence Speaking Skill**

Miller and Alicia (2016) stated that there are some factors that influence language learning especially in speaking skill such as:

#### **a. Motivation**

When a child understands the importance of understanding a language and can see how it directly applies to their life, they learn faster. We've found that a contextual, theme-based curriculum can help get students more excited to dive into language learning. When they are interested in learning a language and they see meaningful connections to their lives, they begin to take risks to produce language, which helps them to acquire it faster.

#### b. Support at Home.

We've found that exposure is an important factor in language comprehension and acquisition. If a child's family only speaks one language, are they able to provide help when the student needs it? It also matters how much value parents place in learning an additional language. Parents who prioritize language learning are more likely to push their child to keep trying even when it feels difficult.

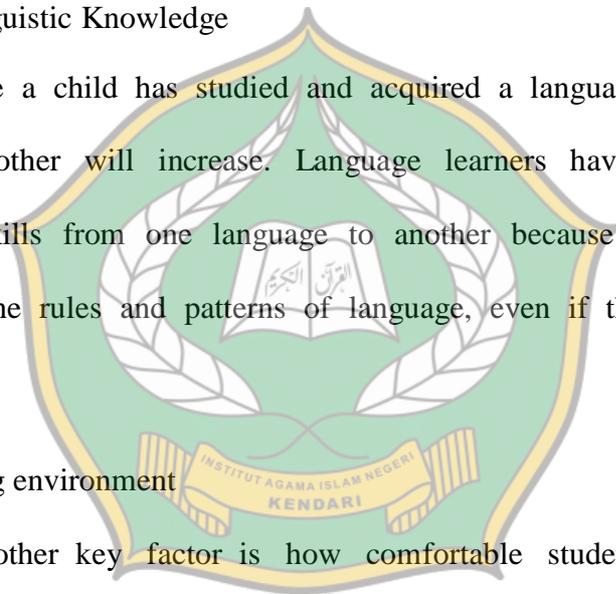
#### c. Prior Linguistic Knowledge

Once a child has studied and acquired a language, their skill at learning another will increase. Language learners have the ability to translate skills from one language to another because they're able to recognize the rules and patterns of language, even if the vocabulary is different.

#### d. Learning environment

Another key factor is how comfortable students feel in their language learning environment. Does their classroom feel cold and tense, or positive and relaxing? What's the school's culture and beliefs about language learning? We've found that a student's learning environment has an impact on their motivation—a low anxiety language learning environment increases the chance for acquisition.

#### e. Teaching Strategies



The strategies a language teacher uses have a big impact on language learning. How does the teacher help students understand the concepts of a language? How does the teacher take different learning styles into account, as well as different levels of comprehension? For example, watching a film in the target language and writing and performing skits in the target language reach multiple learning styles. Offering an immersion experience helps students connect the language learning to their everyday lives, but rote vocabulary memorization and grammar drills create 'meaningless' language lessons.

f. Comprehensible Input

Linguist Stephen Krashen is known for developing the input hypothesis of second-language acquisition. In this context, the titular -input is the language curriculum. Krashen wrote that teaching at just any level of difficulty isn't sufficient: the input received by a student must be comprehensible. In other words, the curriculum must reach a child at their current level and challenge them with activities and just 1 level beyond their current stage. If the material feels out of reach, the student can feel shut down and have trouble engaging with the lesson. To make sure that students feel motivated to learn, it's important to ensure that they feel like they have the ability to progress to the next level of learning.

g. Student Personality

A student's personality can affect how they learn a second language.

More introverted students have been shown to take longer to acquire a

language because they're more hesitant to make mistakes. Extroverted students, on the other hand, are more likely to go out on a limb and try out their newly learned vocabulary. To ensure that both personality types succeed, it's important to create an environment where students understand that mistakes are part of the learning process and it's more important to speak than to be perfect.

#### h. Age

While students of all ages can learn a foreign language, there is consensus that certain aspects are affected by the age of the learner. It becomes harder for students to have native pronunciation from the teen years. Some students also find that it's more difficult to fully acquire a foreign language as they get older, but this isn't true of everyone.

#### i. Comfort in their Country of Residence

A final factor in language learning is the child's comfort in the current country of residence. Most children move to a new country because of a parent's job, not by choice. As a result, their motivation to learn a new language can depend on whether they're happy to be in a new place, or if they've come kicking and screaming. Luckily, even if a child is unhappy at first, their attitude can shift if they feel welcomed by their teachers and supported by their parents.

### **2.1.6 The Purpose of Speaking**

Communication occurs because there is communicative purpose between speaker and listener. The communication purpose for the speaker could be :

- a. They want to say something
- b. They have some communicative purpose: speaker says something because they want something to happen as a result of what they say
- c. They select from their language store. Speakers have an inventive capacity to create new sentences. In order to achieve this communicative purpose they will select the language they think is appropriate for this purpose

As a language skill that enables us to produce utterances, when genuinely communicative, speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions, expressing a wish or desire to do something, negotiating and solving a particular problem, establishing and maintaining social relationships and friendships.

Students' achievement in speaking is the student can speak English with their own words that the other students know and understand what they say especially in small group discussions, they can do something based on the topic, so from it, the researcher can be successful to improve students' speaking ability.

### **2.2.1 Self-Confidence**

According to Brown (2001:62), self-confidence is the students' belief in their ability that is fully capable of accomplishing a task. Self-efficacy and self-esteem are two main things that contribute to self-confidence. The students will gain a sense of self-efficacy when they see themselves mastering skills and achieve goals in the teaching learning activity. The self-efficacy comes in when the students feel they are capable of completing a given task. It means that self-efficacy refers to the students' belief in their capacity to perform and handle specific task.

In addition, the students' judgment of their own worth or value from the self-efficacy above is called self-esteem. There is a well accepted definition of self-esteem by Coopersmith in Brown (2007:154) as follow:

“By self-esteem, we refer to the evaluation which individuals make and customarily maintain with regard to themselves; it expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold toward themselves. It is a subjective experience which the individuals convey to others by verbal reports and other overt expressive behavior”.

Basically, self-esteem is a feeling of self-worth or self-value (Richards & Schimdt, 2001). Brown (2007) mentions that self-confidence can be put on three general levels of dimension. The first is general or global self-esteem. It is said to be one's own worth over time across numerous situations that make a general appraisal of oneself. The second is situational or specific self-esteem. It is said one's self appraisals to particular tasks in the specific situation, such as in the

educational domain, it can refer to one subject matter area. The task self-esteem of the students will promote their situational self-esteem, their global self-esteem to achieve their self-confidence in their life, especially in English learning.

Self-confidence is very important in almost every aspect of life. It is very important for EFL learners to perform their language skills in the real situations. Krashen in Kees de Boot (2005) proposes a hypothesis called affective filter hypothesis, which states that the students who are able to prevent the negative attitude (including anxiety, lack of motivation, and self-confidence) as the filter will attain success in SLA. Brown (2007) also suggest self-confidence as one of twelve principles of language teaching. He states that the students' belief to be able to accomplish the work will be a factor that determines their success in language learning. Even, he argues that the heart of all learning is the students' belief in their ability to complete the tasks. If they firstly believe that they can do the tasks, the self-confidence will appear to motivate them in achieving and finishing the tasks. That is one of the keys to become successful in language learning. Therefore, Brown (2001) called it by "I can do it!" principle. In addition, McIntyre, Dornyei, Clement, and Noels in Park & Lee (2003) state that self-confidence significantly contributes to the students' willingness to communicate in a foreign language. Their willingness will also lead to the success in language learning.

One of the most appeared problems in the conversations class is language anxiety. Language anxiety is a feeling of fear and worry associated with language learning and use. The students' self-confidence that is low will create a language

anxiety. It is believed that self-confidence has a role to minimize the students' language anxiety and optimize the students' motivation in learning English. Clement in Kees de Boot, et.al. (2005:201) finds the relationship among self-confidence, anxiety, and motivation. He also states that the absence of anxiety in learning or using the language will promote self-confidence and success in language learning.

“To build students' self-confidence: tell the students explicitly (verbally and nonverbally) that you indeed believe in them; have them make lists of their strength, of what they know or have accomplished so far in the course” (Brown, 2007:146

According to the quotation above, there are several ways to build the students' self-confidence. First, the teacher can give verbal and nonverbal supports to the students. The supports can be giving rewards to the students' achievement verbally and nonverbally, avoiding criticism that break down their self-confidence and learning motivation, making motivated words, and sometimes telling motivated stories that can inspire the students to attain success. Later, the teacher may put him/herself as a good friend to his/her students who guides and learn together. It will expectedly reduce the students' anxiety and foster their self-confidence at once.

The second way is providing the students with materials or tasks from easier to more difficult one and using appropriate teaching techniques. The students' ability to finish the tasks will promote their self-confidence to finish the next tasks. Third, make the students to recognize their own power. It can be making

lists of their strengths and achievement so far in the course. By recognizing their own power and ability, the students' self-value and self-esteem will appear in order to build their self-confidence. Fourth, setting and achieving goals to build the students' competence. It is difficult for the students to have self-confidence without this underlying competence.

Dornyei (2001) suggests five approaches to maintain and increase the students' self-confidence. First, the teachers foster their students' belief that language proficiency is an aspect that can be developed. Second, teachers provide regular experiences of Success to promote their students' self conceptions in mastering a foreign language. Third, teachers encourage their students' contribution to their tasks that will make them interested. Forth, teachers give a small personal word to motivate their students. Fifth, teachers make the learning context less stressful to reduce classroom anxiety. Later, Dornyei (2001) mentions that encouraging self-evaluation will promote the students; self-efficacy that can contribute to self-confidence. It can be actualized by some strategies, such as giving rewards to the students' effort rather than to ability, providing motivational feedback, and increasing the students; satisfaction by praising their work and not overreacting criticism. All of the efforts will expectedly lead the students to make their communication skill better.

In oral performance, the self-confidence can be showed by using eye contact or looking at someone when the speaker are talking to them, having a good posture, using gesture and body language, keeping conversations go on without too much hesitation like using "uhmmm..." and keeping smile. Barber

(2003) mentions some indicators of people with self-confidence, there are projecting a positive image through good body language, enjoying and having fun in the performance with unduly worried about losing words or mistakes, staying calm, concentrated, and high-self-control, and accepting themselves for the way They are whilst understanding their strengths and waeknesse.

### **2.2.2 Effects of Self-Confidence on Speaking English**

According to (De Leger, 2009) among the four language skills the achievement of oral performance is thought to be highly correlated with self-confidence. The learners cannot speak the language or express themselves freely and fluently without some degrees of self-confidence. Students who have high self-confidence, they could perform better than they are who do not have enough self-confidence. By having self-confidence they have good achievement and have no doubt to move forward in front of the class in finishing their task.

On the other hand, the students with high levels of self-confidence tend to be calm in facing the difficult problems or tasks. On the contrary, the students with low of self-confidence simply give up when faced difficult situations, and also they are tend to be anxious and often distracted.

### **2.2.3 Concept of Self-confidence**

There are a lot of believes among researches about the self-confidence whether it is affected by personality or it is affected by the environment or it is affected by both of them. Generally self-confidence is someone's feeling trusting and believing in their abilities to do things in successful way. (Khan & Ali, 2010)

argues that unmotivated learners who lack confidence and have high level of anxiety cannot achieve their goals in speaking skill. Thus, selfconfidence is the key to achieve the goal in encouraging speaking skill. According to (Osboe et al., 2007) self-confidence becomes one of the key factor in enhancing speaking skill through presentation because with this factor, the speaker can deliver their opinions or ideas clearly.

Self-confidence itself is treated as an affective filter influenced by anxiety, extroversion, and introversion. (Oliver, 2019) agrees that the extroversion and introversion of the learners cannot be blamed to give negative influence of second language acquisition. In addition, the factor affects learners self-confidence is the anxiety of the learners. Anxiety gives the negative impact on learners' confidence if they cannot image it. Anxiety appears as a language awareness of speaker. It appears as a monitor manages the language produced by speakers. (Sethi & Baloch, 1956) stated that there are some types identified to the speakers such as: over-user, under-user and optimal-user. Speaker with low anxiety will have high confidence although they are introvert because they do not aware of what language or structure they will use. It's known as under-user.

On the other hand, speakers with high anxiety tend to monitor all language aspect they produce, it's as over-users. In addition, if the speaker can manage their language awareness then they will produce an appropriate language, it's known as optimal user. In another case, (Norman, 2017) mentions some indicators of people with self-confidence, there are projecting a positive image through good body language, enjoying and having fun in the performance with unduly worried about

losing words or mistakes, staying calm, concentrated, and high-self-control, and accepting themselves for the way they are whilst understanding their strengths and weaknesses.

Particularly, self-confidence takes core position in having engagement with others in communicating, whether it is a feeling of security or comfortable of communicating or having willingness to communicate with others. This came from (Deswarni, 2017). From several states above we can conclude that self-confidence is defined as a language awareness of speaker. The level confidence itself is affected personality and the environment of the speaker. The self- confidence is believed to affect the student speaking comprehension.

#### **2.2.4 The Way to build Self-Confidence to Overcome Speaking Problems**

(Boonkit, 2010) mentions several tips in enhancing self-confidence to overcome speaking problems while we are speaking, namely:

a. **Speak as Much as Possible**

In learning spoken language practice is the most important thing. The more you practice, the better you get. In addition, the more you speak, the better your English. Practicing to speak English becomes an incentive to encourage speaking even more, because the better you speak the more confidence you are at speaking English.

b. **Talk to Everyone**

Talking to everyone is the way to gain confidence in speaking performance. It helps to solve speaking problems, such as inhibition,

nothing to say, mother tongue and etc. Having talk to others, it slowly builds up the confidence by correcting each other's mistakes.

- c. Believe in your self is capability to execute some measurement of own self. People with high self-confidence believe they can do something that they expect. In addition, believe in yourself that you can speak with more confidence in learning English and become a better speaker.

### 2.2.5 The Measures of Self-Confidence

(Ertme 2019)measured specific self-esteem and self-confidence in different aspects (speaking in public spaces, academic performance, physical appearance, romantic relationships, social interactions, athletic skill, and general self-confidence score. Other surveys have also measured self-confidence in a similar way by evoking examples of more concrete activities. There are several aspects in measuring self-confidence of student.

No		
1	Academic performance	<ul style="list-style-type: none"> <li>• Use body and hand gesture to emphasize a point in every activity they do</li> <li>• Attractive and open to other.</li> </ul>
2	Appears comfortable in speaking	<ul style="list-style-type: none"> <li>• Enjoying and having fun in the performance without worried about losing word or mistake.</li> <li>• Has a natural facial expression or grimaces.</li> </ul>
3	Social interaction	<ul style="list-style-type: none"> <li>• Speak as much as possible</li> <li>• Talk to everyone in the group</li> <li>• Expressing the ideas in doing</li> </ul>

		discussion.
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### 2.3 History of Group discussion

Slavin states, cooperative learning refers to a variety teaching method in which students work in small group to helps one another academic content. Cooperative work relaly replaces teacher instruction, but reher replaces individual seatwork, individual study and individual drill. When properly organized, students In other word, cooperative learning (CL) empowers students in teaching learning process in classroom because each mamber of the team is responsible for their term's succesful.

Additionally, according to Jonhson and Jonshon cited in Slavin, that cooperative learning method are those develop and researched by them and their colleagues at the university of Minnesota emphasized four elements: in cooperative group work each other to make certain that everyone in the group has mastered the concept being taught.

1. Face-to-face interaction: students work in four-to-five mamber group.
2. Positive interdefendence: students work together to achive a group goals.
3. Individual accountability: students must show that they have individual mastered the material.

4. Interpersonal and small-group skills: students must be taught effective means of together and of discussing how well their groups are working to achieve their goals.

Yet, research on this methods has found that when that involve rewards to groups based on the individual learning of all group members, they increase students' achievement more than individualistic methods and they have positive effects on such outcomes as race relations and acceptance mainstreamed classmate.

From the given explanation, we can conclude that cooperative learning has many positive outlooks in teaching learning process in the classromm. It is not only can be used in English, but also in match, reading, writing, physics and other.

There are types of cooperative learning groups :

1. Formal cooperative learning group range in lenght from one class period to several weeks.
2. Informal cooperative learning group are ad-hoc groups that may last from a few minutes too a whole class period.
3. Cooperative base group are

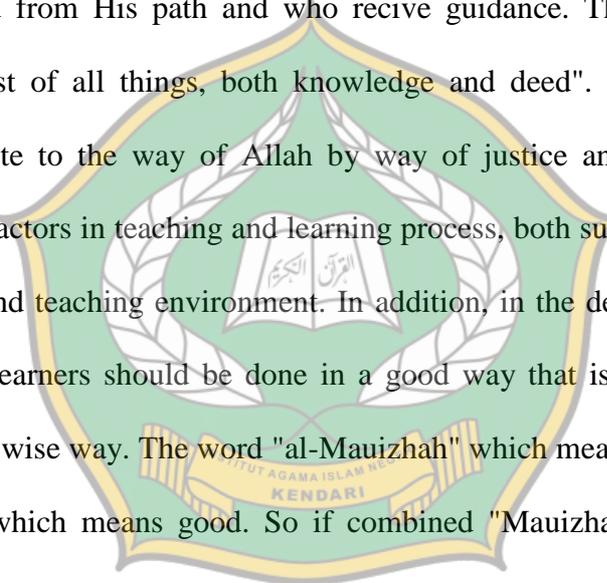
### **2.3.1 Concept of Group Discussion**

Group discussion is a cooperative learning method which gives more opportunities to students in gathering their ideas, experience, knowledge, and actualizing in speaking. Hence, the teacher should have a good maturity to be able to support the students in order to carry out the teaching learning process well. It also

one of communicative teaching strategies used in controlling class. As Kelly Stafford stated to prepare effectively for a series of discussion sessions, teachers need a good appreciation of the level that students have reached, based on their previous experience and the value of the institution in which the work will occur.

Allah also says in holly quran verse An-nahl 125 :

Meaning : Invite (all) to the way of thy Lord with wisdom and beautiful preaching, and argue with in ways that are best and most gracious. For thy Lord Knotweed best, who have strayed from His path and who recive guidance. The word "wisdom" means "the utmost of all things, both knowledge and deed". In other words al-hikmah is to invite to the way of Allah by way of justice and wisdom, always consider various factors in teaching and learning process, both subject factor, object, medium, media and teaching environment. In addition, in the delivery of materials and guidance to learners should be done in a good way that is with gentle, good words, and with a wise way. The word "al-Mauizhah" which means advice while the word "hasanah" which means good. So if combined "Mauizhah hasanah" means good advice. The word "jadhilhum" means discussion.



Discussion method referred to in the Qur'an is a discussion that is carried out with good and polite manner. The purpose of this method is to further strengthen the understanding and attitude of their knowledge of a problem.

In order, group discussion is one of several techniques in cooperative learning or recently we call it as a collaborative learning is believed to be a good class management and has a positive effect in increasing creative and trigger for

student to explore their ability. (Mangunsong 2017) claimed that collaborative learning can improve student capability in increasing creativeness because collaborative learning serve student class organization. Furthermore, (Joni et al., 2017) states that through cooperation student have face to face communication. Through cooperative learning student develop social communicative expression. Developing such expression, they use them to reach success inside and outside classroom. (Wong, 2008) claimed that there are five techniques in collaborative learning such as group discussion group learning task (group discussion), training students, forming groups and students collaboration and grading students.

Group discussion is believed to have more responsibility for their learning, develop social and leadership skill and become involved in an alternative instruction approach. (James Ayodele, 2013) as quoted in (Wong, 2008) said that discussion the process of talking think over among two or more persons, preferable face to face. He adds that the total discussion process ideally is a cooperative effort on the part of number of individual to work together as a group, through the exchange of though orally toward some group objective.

Group discussion is a method of organizing the class and communicating activities classroom. In addition, students also are working together for a single task or different parts of large task. If there are only two students in a group discussion, it is called pair work. The term of group discussion describe a teaching practice that learning considered as a key feature. According to (Norman, 2017) stated that participatory approaches are student-centered approaches, incorporates classroom structures and activities that enhance peer interaction.

Larger group cannot provide student with more opportunities to speak, this came from (Çağrı Bozkırlı & Er, 2018) states. Group discussion stimulates and propels learners to take responsibility for the learning task and is characterized as an ‘unrehearsed intellectual adventure’. The other state came from (Donald, 2019)claim that group discussion enhances the development of interpretative strategies because student can share hear idea and get new perspective than individual learners. He also stated that group discussion is an valuable instrument in the hands of teachers who have classes with many students as well as it can help student by enhancing active learning and peer correction and avoiding correction each other.

The teacher should know well about the student and make sure each group members has complementary advantages, at the same time, the level of each group should be almost the same and this may ensure a fair competition among them, (Dinçer & Yeşilyurt, 2013) From explanation above, group discussion was a way of cooperative learning where the student would be more communicative and give them more opportunities to speak their idea and argument. The group focused on three to five members in each group or member in a group would not provide good environment for speaking, this stated came from (De Leger, 2009)

There are variety of discussion formats, each of which have their own distinctive features and which allow for different degrees of teacher control and student control. Number of individual to work together as a group, through the exchange of though orally toward some group objective.

Group discussion is a method of organizing the class and communicating activities classroom. In addition, students also are working together for a single task or different parts of large task. If there are only two students in a group discussion, it is called pair work. The term of group discussion describe a teaching practice that learning considered as a key feature. According to (Norman, 2017) stated that participatory approaches are student-centered approaches, incorporates classroom structures and activities that enhance peer interaction.

Larger group cannot provide student with more opportunities to speak, this came from (Çağrı Bozkırlı & Er, 2018) states. Group discussion stimulates and propels learners to take responsibility for the learning task and is characterized as an ‘unrehearsed intellectual adventure’. The other state came from (Donald, 2019)claim that group discussion enhances the development of interpretative strategies because student can share hear idea and get new perspective than individual learners. He also stated that group discussion is an valuable instrument in the hands of teachers who have classes with many students as well as it can help student by enhancing active learning and peer correction and avoiding correction each other.

The teacher should know well about the student and make sure each group members has complementary advantages, at the same time, the level of each group should be almost the same and this may ensure a fair competition among them, (Dinçer & Yeşilyurt, 2013) From explanation above, group discussion was a way of cooperative learning where the student would be more communicative and give them more opportunities to speak their idea and argument. The group focused on

three to five members in each group or member in a group would not provide good environment for speaking, this stated came from (De Leger, 2009)

There are variety of discussion formats, each of which have their own distinctive features and which allow for different degrees of teacher control and student control.

No	Format	Application
1	Controlled Discussion	<p>This technique is often used to check wheater a topic is understood. It can be used in large group situation as well as in small groups. Discussion is under the control of the teacher while students ask the question or make comments or respond to a question from the teacher. If practiced at the end of a mini-lecture or video presentation, for example the lecture can obtain feedback quickly about how well the material has been understood.</p> <p>It is a limited form of discussion and does not allow for full participation.</p>
2	Step-by-step discussion	<p>Once again this format is aproprate for large and small groups. A topic is broken down into several segment the lecturer alternates between presentation of subject matter and discussion</p>

		<p>period in which students can respond to question of make comment and ask question. The focus of discussion may be notes, a text passage, and videotape and so on. While it make use of opportunities for disscussion in large groups, the struncture and content of the discussion made not meet the needs of all group members.</p>
3	Buzz groups	<p>During the course of a lecture or a discussion led by the tutor students are ask to turn to their neighbors for a few minutes a discuss problems in understanding and to discuss difficulties that they might have been unwilling to reveal to a whole class. Such groups also provide the opportunity to simultate the group by changing the focus of attention away from the lecturer. However, the timing is important since, rather than providing needed break in proceeding they may cause students to lose concentration.</p>
4	Snowball groups	<p>Buzz groups can be extended by progressively doubling the group size so that pairs join up to from fours, their fours to from eight. These large groups finally report back to the whole group in a plenary session. This technique allows ideas to</p>

		<p>unfold gradually and allows students to think for them before bringing their ideas back to the whole group. However as a groups increase in size the nature of the discussion task may need to be changed prevent boredem.</p>
5	Horseshoe groups	<p>The class can be organized so that attention can alternately focus on the lecturer and group discussion. Rather than students can sitting in rows facing the front of the room, they sit around tables arranged in horseshoe formation with the open end facing the front. The lecturer can talk the front of the time before changing to a group task such as discussion or problem solving or practical work. In science and engineering courses in particular this method can be used effectively. Also the teacher can circulate easily to clear up any problems that may arise.</p>

Finally, we can conclude that Small Group Discussion Method is an effective way to be implemented to students because of its benefit in teaching learning process. In other word, students not only come to the class and listening to the teacher's explanation (passive) but also they can involve in the teaching learning process with the teacher as their guide.

### 2.3.2 The Advantages of Group Discussion Method

There are many advantages of using group discussion method, such as:

- a. The learners have more air time and experience an increased demand to participate in a small group discussion setting.
- b. Small group discussion gives learners an opportunity to warm up and try their ideas out in a smaller, less threatening forum than the class as a whole.
- c. In turn, this creates an increased likelihood that learners will participate in a plenary session discussion.
- d. Small group discussion creates a diversity of thought that is likely to enliven the large group discussion which is typically dominated by the comments of the first few participants who set the trend and scope of the discussion

### 2.3.3 The Procedure of Group Discussion Method

The Procedure of group discussion method in learning speaking as bellow:

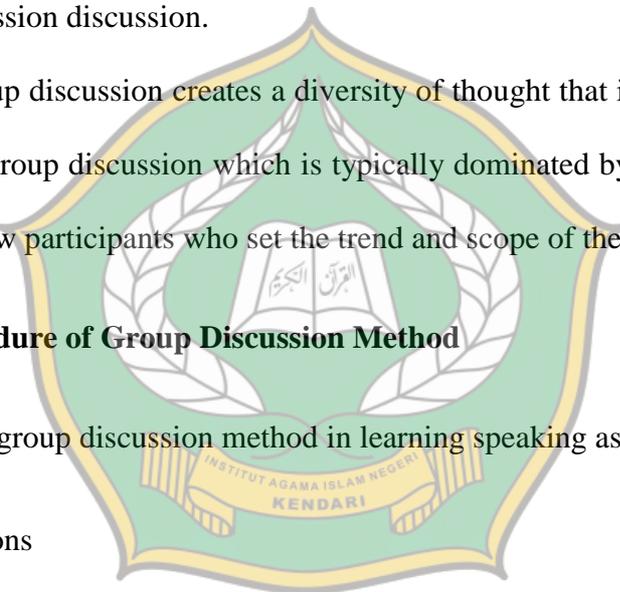
- Introductions

There are some way activities that can be used as introduction such as :

1. Individuals introduce themselves to the whole group;
2. People pair off and talk to each other and report back;
3. Small groups discuss what they have in common and report back.

- Ground Rules

Teachers should make clear to the group at the first meeting what is expected of them and what rules will govern future group meetings, for example, what are the rules governing lateness, disruption of the group's activities, methods



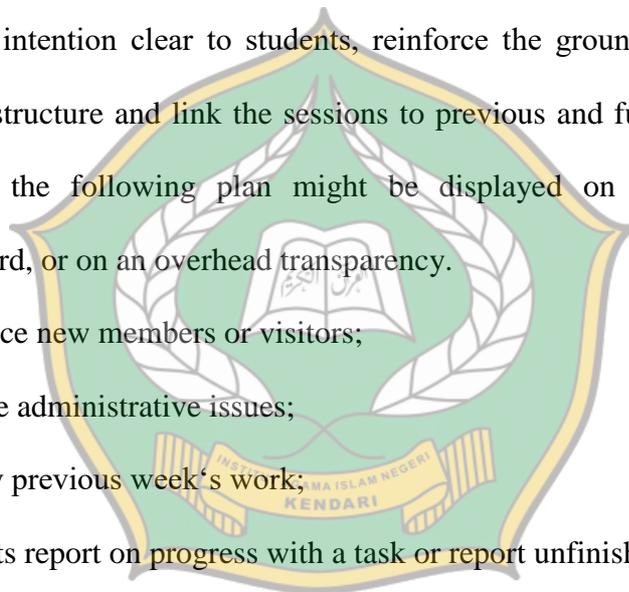
of participation, as well as rules for speaking in the group, seating, cancellation of class, and so on. If the group is sufficiently mature, it is also a good idea to provide group members with the opportunity to discuss and modify rules for operating before a final contract is agreed on. Once the ground rules are established, it is up to the teacher (or the group as a whole) to make sure that they are reinforced.

- Each subsequent meeting

Each subsequent meeting needs a general format which will make the teacher's intention clear to students, reinforce the ground rules, provide a working structure and link the sessions to previous and future sessions. For example, the following plan might be displayed on a poster, on the Whiteboard, or on an overhead transparency.

1. Introduce new members or visitors;
2. Resolve administrative issues;
3. Review previous week's work;
4. Students report on progress with a task or report unfinished business;
5. Outline the task for today;
6. Today's task performed;
7. Review progress;
8. Project forward to next session;
9. Conclude session

- Restarting After a Break



Some groups stay together over more than one teaching semester or term and if there has been a break for any reason, you need some procedures for bringing the group together again, no matter how cohesive it was when you last met. You also need to conclude any unfinished business and to signify that the group is moving forward.

- Encouraging Participation

In many cases students may be reluctant to participate in group discussion because they are not sure of the conventions for speaking, for example, how to take turns, when it is permissible to interrupt, and so on. Furthermore they may think that they do not know enough to make a contribution and fear being assessed negatively on the basis of their spoken contribution.

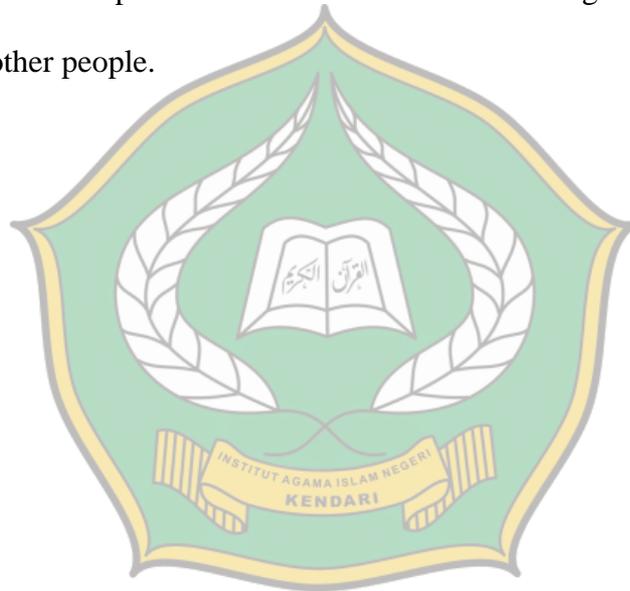
#### **2.4 conceptual framework**

In teaching learning process, the teacher should have a unique technique in order to increase students' competence especially for speaking. It's important to know because the teaching is the process of transferring the knowledge from the teacher to the students. By mastering the method well, hopefully the target of the competence could be achieved.

Speaking is teoretically easy but quite hard in practice. Its because complexity especially in teaching learning process. Besides, its also one of four skills that should be taught to students in school. That is way it's quite important for the teacher to make it easier by empowering and involving students in it so

that the aim of the study achieved. One of the ways to improve speaking is implementation small group discussion method.

The study of research concentrates on the implementation of small group discussion to improve students' speaking ability. Small group discussion method is an alternative method that will motivate students to speak English well. And it can change students' brain that English, especially in speaking is very difficult to learn. So, small group discussion method can be implementing classroom or out of classroom to build up students' motivation in learning English, especially practice of with other people.



## Table of conceptual framework

The problems before using group discussion method

Their score in speaking is still low and they were passive in the class.

When the teacher gave them question with English language, they answered with Indonesian language

After using group discussion method

Through small group discussion method, students can learn English the way students learn their mother tongue without being aware they are studying, thus without stress, they can learn a lot.

Can be improving students' speaking ability taught by small group discussion

