

**TEACHING SPEAKING THROUGH SMALL GROUP DISCUSSION  
AT SENIOR HIGH SCHOOL**

**(Undergraduate Thesis)**

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**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
2023**

## ABSTRACT

### TEACHING SPEAKING THROUGH SMALL GROUP DISCUSSION AT SENIOR HIGH SCHOOL

By

**Renanda Syelivia**

**Abstract.** Small group discussion is a technique that can be applied in teaching speaking learning. In small group discussion, the students can express their ideas or opinions each other. The aim of this research was to find out the improvement of students' speaking skill after applying Small group discussion in teaching and learning speaking among the eleventh grade students of SMA Al-Azhar 3 Bandar Lampung. The design of this research was *the one- group pretest-post test design* which consisted of four meetings. The subject of the research was the students of class XI IPS 1 which consisted of 26 students. The instrument of this research was a test. There were two tests; pre-test and post-test. The result of students' speaking skill after analyzing pre-test and post-test score showed that the improvement of speaking students' with the gain score 2,62. Teaching speaking through small group discussion with fun learning and interaction could improve students' speaking skill based on the analysis of the test result.

**Keywords :** *Small group discussion, speaking skill, improving students' speaking skill, fun learning*

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AT SENIOR HIGH SCHOOL**

**By**

**RENANDA SYELIVIA**

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**Submitted in Partial Fulfillment of  
The requirement for S-1 Degree**

**In  
The Language and Arts Department of  
Teacher Training and Education**



**ENGLISH DEPARTMENT STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
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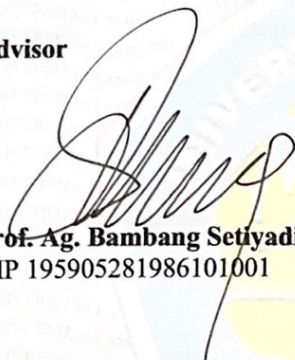
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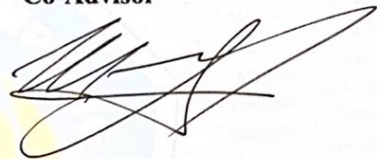
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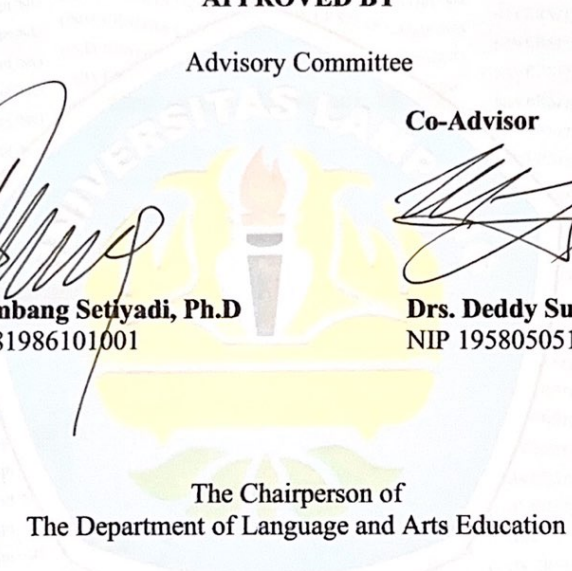


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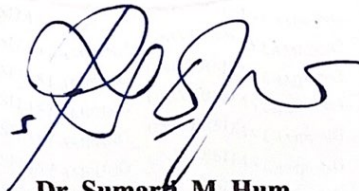
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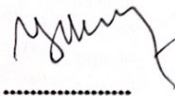
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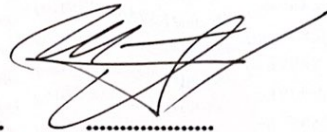
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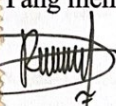
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## **CURRICULUM VITAE**

This research was written by Renanda Syelivia, she was born in Bandar Lampung, September 13<sup>th</sup>, 2001. She is the third child of Suhaini and Masuliyah. She has two siblings; one sister and one brother named Reni Savira and Randi Faturahman.

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## **DEDICATION**

This script is dedicated to :

My beloved Family: my sister and my brother

My honorable lecturers in English Education Study Program

My Almamater, Univesity of Lampung



## **MOTTO**

“Fa inna ma'al usri Yusra ... Inna ma'al 'usri Yusra”

“Maka sesungguhnya beserta kesulitan ada kemudahan,  
sesungguhnya beserta kesulitan itu ada kemudahan.”

(QS. Al-Insyirah : 5-6)

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Indeed, the writer will never complete her college thesis unless she receives support, guidance, and encouragement from nice people. As a result, the author wishes to offer deepest thanks and great respect to:

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Bandar Lampung, 13 Juli 2023

Renanda Syelivia

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## I. INTRODUCTION

### 1.1 Background of the Study

English as a global language has been used by people world-over as a first language, a second language and a foreign language, and now it is a world language (Rohmah, 2005). A language gains status as a global language when it has a special role that is recognized in every country in the world (Crystal, 1997). From those statements, it can be concluded that English is spoken by people throughout the world as their first language, second language and also foreign language. English is used in any international communication which involves people from two or more countries.

English is one of the compulsory subjects that has been taught to students from elementary school to college. Learning English is known as learning English as a foreign language (EFL). There are four English skill should be mastered by the students. They are listening, speaking, reading, and writing. At Senior High School level, speaking is one of the four basic skills which is taught to the students based on the curriculum. The curriculum in the school has the goal of teaching speaking that after the learning and teaching process students can communicate either in spoken or in written form. According to the 2013 curriculum, the students of Senior.



High School level, initiate to be mastered the speaking skill. Based on the materials in the Senior High School syllabus where almost all of the materials require speaking skill to be achieved. That is another supporting reason why speaking has become one of the important skills to be achieved by all of the students. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols (Chaney, 1998:13 in Kayi, 2006). Cameron (2001: 40) says that speaking is the active use of language to express meanings so that other people can make sense of them. It can be concluded that speaking is an activity that used to produce the language to communicate with one person to another.

It is not easy to carry out a fun learning speaking process and also motivate students to practice because sometimes the problems are not only from the environment but also from within the students. Many students have difficulty in speaking due to lack of self-confidence and lack of vocabulary mastery. There are several learning techniques that can be used by teachers to improve students' speaking skill, one of which is using small group discussion. Small group discussion is an effective way to help students improve their speaking skill.

With small group discussion, students can have fun interaction in group by sharing about something such as sharing about fun story, giving or asking for opinion so that there is an active communication because the students enjoy interacting in groups. It makes students excited to keep trying in speaking English so that they will get used to speak in English. The low of students' speaking ability is usually caused by lack of confidence and also lack of vocabulary mastery. In small group discussion, mastery of vocabulary can be obtained

through *listening* because by *listening* students can find out unfamiliar vocabulary and students can ask or find out the meaning of the vocabulary.

Orstein & Lasley (2000: 311) state that small group gives the teacher chance to introduce new skills suited to a particular group. From this theory, the teachers' role in improving students' speaking skill is very important. In order to achieve the goal, the teacher must create an interesting learning process so that students can be enthusiastic in learning English so that they can improve their speaking skill. The teachers should make the atmosphere of the class become more fun to build the students' motivation to speak so that students can keep trying and the teachers should convince them that group discussion is the safest place to make mistakes when learning to speak English without bullying.

Small group discussion is one of techniques that can create fun learning, there has been no research on fun learning using small group discussion. So this research is used to determine the extent to which the small group discussion can improve students' speaking skill. By creating fun learning, students can interact with their friends with fun discussion topics and communicate using less formal language like daily language. In addition, students do not need to hesitate or be afraid to speak because small group discussion is a place to practice and the right place to make mistakes.

In this research it will be identified how small group discussion can improve students' skill in learning speaking. It also identified what aspect of speaking improves the best.

## **1.2 Statement of the Problem**

Based on the background the study above, the researcher will identify the problems which are in the research will be formulated, such as:

1. How can Small Group Discussion improve students' speaking skill?
2. What aspect of speaking can improve the best after being taught through Small Group Discussion?

## **1.3 Objectives of the Study**

The objectives of the study of this reasearch those are :

1. To find out how small group discussion can improve students' speaking skill.
2. To find out what aspect of speaking improve the best.

## **1.4 Significance of the Study**

The results of this study are expected to be beneficial both theoretically and practically elaborated in the following section.

### **1. Theoretically**

This research hopefully will give some useful information about small group discussion in improving students' speaking skill. This research can help and enrich existing research as well as be a guide for future research.

### **2. Practically**

This research is useful for teachers to find a technique to improve students' English-speaking skill in the classroom.

### 1.5 Limitation of the Research

In line with the identification of the problems, the researcher focuses on teaching and learning speaking in the small group of discussion. The researcher assumes that there must be a suitable technique in teaching speaking that can motivate students.

### 1.6 Scope of the research

The scope of this research :

Subject of the research	:	Senior High School students and teachers.
Object of the research	:	Teaching and learning speaking by using small group discussion.
Place of the research	:	SMA AL AZHAR 3 Bandar Lampung

### 1.7 Definition of Key Terms

#### 1. Speaking

Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot' while Quianthy (1990:7) defines speaking as the process of transmitting ideas and information orally in variety of situations. Those theories can be concluded that speaking is an ability to speak fluently and process the information.

#### 2. Small Group Discussion

According Arends (1997: 200) *discussion* is communication in which people talk to one another, sharing ideas and opinions. It is supported by Hoover (1964:

110) who defines *discussion* as a process of interchanging ideas. *Discussion* occurs only in groups, and cannot be studied systematically without considering the concept of the group (Gulley, 1960: 62). Homans (in Gulley, 1960: 63) states that *a group* is a number of person who communicate with one another often over a span of time, and who are few enough so that each person is able to communicate with all the others, not at second hand, through other people, but face to face. If the class is a large one, a good way to give students opportunities for active practice and feedback is to schedule small-groups in the classroom. From those theories, it can be concluded that small group discussion is the exchange of information, opinion, and idea among all members of a group which consist at least three or five members to solve problems occurring in the learning process.

## **II. LITERATURE REVIEW**

In this part, the researcher discussed the definition of speaking and the small group discussion to clarify the existing problems.

### **2.1 Speaking Skill**

#### **2.1.1 The definition of speaking skill**

Learning speaking is useful in order to make students be able to speak confidently in front of many people. Speaking skill is skill of the students that can communicate with someone which they got after learning speaking.

According to Chaney (1998:13) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking skill has important relation in communication. This is because people cannot make a good communication without speaking. By speaking, people can express their ideas or share information.

From this statement, it can be concluded that speaking is a crucial part of second language learning and teaching. The speaker can produce the sound to deliver the message and the listener can receive, process and respond to the message. Speaking is the action of delivering message and it always occurs between the speakers and the listeners. In other words, the main point of the action speaking is that the speakers can communicate or convey their message to the listeners. In this case, the speakers and the listeners should be able to

understand the language used in order to avoid misunderstanding in conversation.

### **2.1.2 The Aspects of Speaking**

In speaking, there are several aspects that students must know as their knowledge that in learning speaking there are several aspects that will be learned and achieved.

According to Harris (1974) there are five aspects of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

#### **a. Comprehension**

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it so it needed the comprehension of subject or as the knowledge of what a situation is really like.

#### **b. Grammar**

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

#### **c. Vocabulary**

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, someone cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be

conveyed. Based on this explanation, the researcher concluded that without mastering vocabulary sufficiently, English learners will not be able to speak English or write English properly.

d. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

e. Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners

From the statements above, we can see that speaking is not just talking but the students need to understand what is being discussed and how to convey what is being said. Therefore, students need to practice regularly in order to get the best results to improve their speaking skill.

### **2.1.3 Types of Speaking Skill**

The difference knowledge background of the students can produce different topic in communicating with their friends and the students also have different way to delivered their thoughts.



Brown (2004) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably coloured by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test.

In the other page in his book, Brown says there are five basic types of speaking:

a. Imitative

This type of speaking performance is the ability to imitate a word or phrase or possibly a sentence.

b. Intensive

This second type of speaking frequently employed in assessments context in the production of short stretches of oral language designed to demonstrate in a narrow band of grammatical, phrasal, lexical or phonological relationships.

c. Responsive

This type includes interaction and test comprehension but at the somewhat limited level of very conversations, standard greeting and small talk, simple request and comments and the like.

d. Interactive

Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationships.

e. Extensive

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

From those points, we know that there are basic types in speaking to evaluate what type of speaking that the students' used while learning speaking.

#### **2.1.4 Teaching Speaking Skill**

Teaching speaking as foreign language, teachers should know the principle in teaching speaking skill. Teachers should explore and create fun strategy to make the students interested in learning English.

##### 1) Principle of teaching speaking skill

According to Anuradha et al (2014), following are the principles of teaching speaking skills:

- a. Encourage students to speak right from the first day. If not, as early as possible and not to wait till she teaches them a stock of words, phrases or sentences.
- b. Tolerate the students if some of them simply repeat what they say.
- c. If a student gives one word answer to any question, bear it for the time being.
- d. Let the learners speak actively with whatever English knowledge they have.
- e. Propose structures/phrases/words and let the learners use it in different situation and drill as much as possible.
- f. Encourage back-chaining or tail-forwarding technique to make long sentences by combining more than ten sentences.

- g. Organize role play and pair-work as much as possible and supervise the learners to correct the active ones and activate the passive ones.
- h. Be well prepared in advance in terms of lesson planning, activities and tasks.
- i. Let the learners commit errors and mistakes at the primary stage. Interruption and correction hinder fluency and discourage the learner.

From some points above, those can be concluded that the teachers' role in improving students' speaking skills is very important such as providing motivation, providing opportunities for students to express opinions and providing feedback to students.

## **2.2 Small Group Discussion**

### **2.2.1 Definition of Small Group Discussion**

Small group discussion is one of techniques will be used in learning English which consists of some people in it for sharing something that can improve speaking skill.

According Arends (1997: 200) discussion is communication in which people talk to one another, sharing ideas and opinions. It is supported by Hoover (1964: 110) who defines discussion as a process of interchanging ideas. From those statements, it can be concluded that discussion is communication with one another to sharing ideas or opinions.

Homans (in Gulley, 1960: 63) states that a group is a number of people who communicate with one another often over a span of time, and who are few enough so that each person is able to communicate with all the others, not at second hand, through other people, but face to face. Sanchez (2009) defines a

small group as having at least three or not more than twelve or fifteen members. Ornstein and Lesley (2000: 294) say that small group occurs when the large group is broken up into subgroups according to ability, interest, project, or another criterion.

Arends (1997: 201) states that discussion gives students public opportunities to talk about and play with their own ideas and provides motivation to engage in discourse beyond in the classroom. It is supported by Wu (2008) who states small group discussion could stimulate students to be involved in the active process of constructing knowledge. Furthermore, during group discussion, students learn from each other, whether consciously or unconsciously. Jones (2007: 14) adds that's students' confidence will grow little by little as students successfully share ideas and experience when they do work together.

From the theories above, we could define that small group discussion is a number of people who talk about problem or something by giving opinions and ideas.

### **2.2.2 The Techniques of Small Group Discussion**

Small group discussion can help students in improving speaking skill. Using small group discussion, there are some techniques in it.

According to Dobson in Antoni (2014: 56) explains that discussion technique in small group discussion is outlined as follows;

1. Divide the class into small group of three to six students each. Give each group different discussion topics that will necessitate outlining of several important

points. Have one student in each group to write down these points as they emerge from discussion by group members.

2. Allow the groups to discuss their respective topic for at least 10 minutes. When group member has finished their discussion, they should select a spokesman who will report on the group collective thoughts to entire class.
3. Call on the spokesman of one of the groups. After he gives a short presentation (five minutes or so), class members should question him or anyone else in the group in view point expressed. You can help general discussion along by addressing your own questions to members of the group.

Those are some techniques in small group discussion to make us easier in using it as a technique in learning speaking.

### **2.3 Previous Study**

There are some previous studies which discuss about teaching speaking through small group discussion. Here the researcher takes one of the previous research :

Bohari, L. (2020) *“Improving speaking skills through small group discussion at eleventh grade students of SMA plus Munirul Arifin NW praya”*

In this research, The researcher gave treatment to the experimental group and it used Small Group Discussion as the treatment of teaching speaking. The purpose of using the Small Group Discussion was to give new inspiration that can be applied in teaching speaking. The first, the researcher choose the teaching material and composed the lesson plan for teaching-learning activity. In this case, the researcher chose to speak to teach.

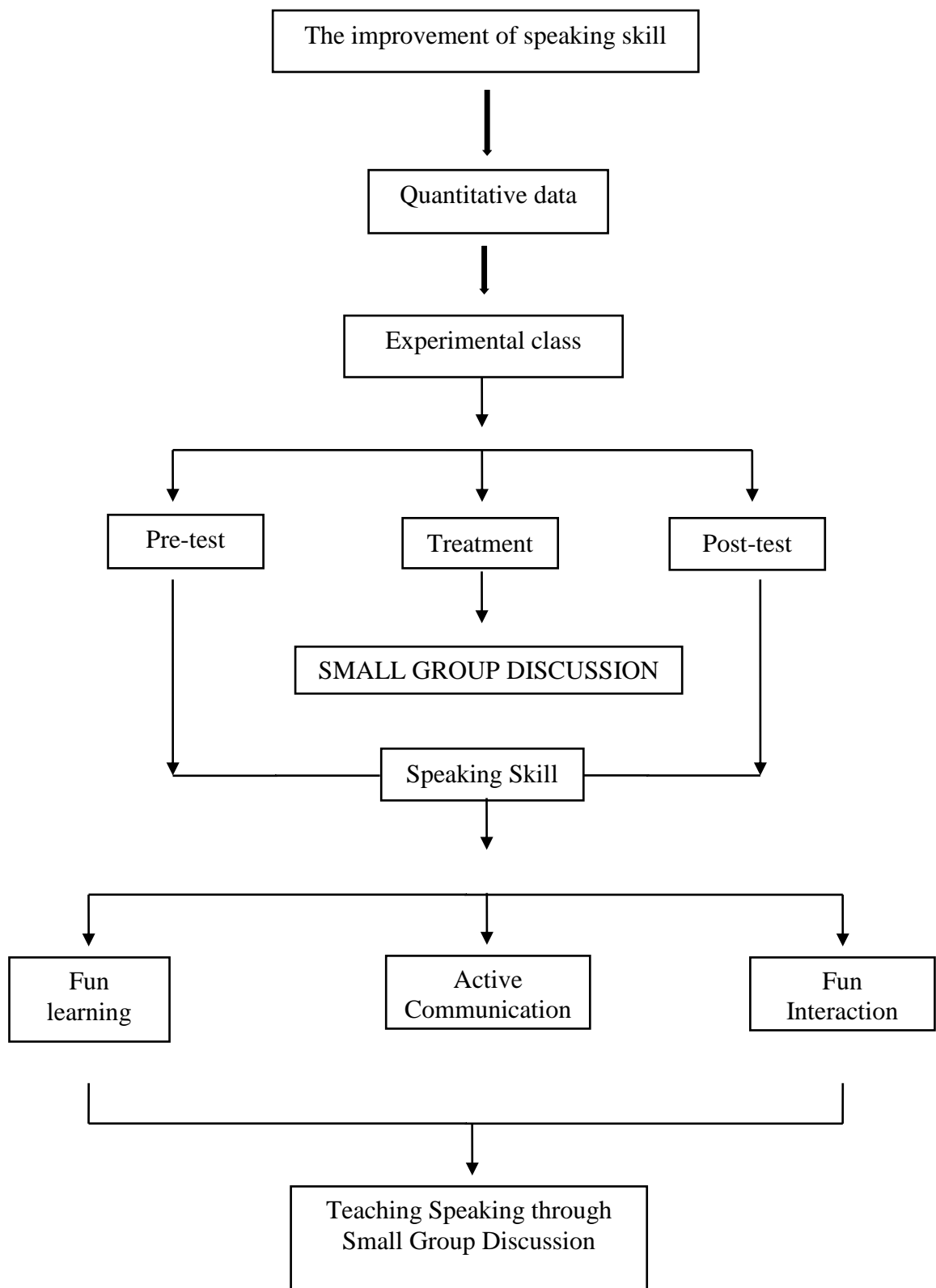
Like the first meeting, the researcher divided the class into some groups consist of 5 to 6 students, then the researcher gave and explained about some topics to be discussed then asked them to choose one of the topics which was decided best on the group decision, then gave them chance to discuss about their own topic, every group had to choose a leader and the members all at once they had to divide their part to be presented.

The second meeting was conducted where the students were accustomed to sharing their feelings, ideas, and opinions in their own group. They learned to share the information about the idea, discussed the topic given, and they also helped each other when they had difficulties in understanding the topic making some ideas Thus, the students felt easier in doing with a group because they could help each other. As like Stewart (2004: 8) state that small group discussion can help the student to motivate others and also solve the problem in team's work.

#### **2.4 Hypothesis**

Based on the study above, the writer proposes a hypothesis for research as follows:

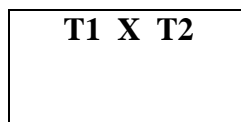
1. Null Hypothesis ( $H_0$ ): Small Group Discussion cannot improve speaking skill of students better.
2. Alternative Hypothesis: ( $H_a$ ): Small Group Discussion can improve speaking skill of students better.

**Table of conceptual framework**

### III. METHODOLOGY OF THE RESEARCH

#### 3.1 Research Design

In a research, a researcher definitely needs a way or method that must be used to solve the problem to be studied. This research is used *the one-group pretest-post test design*. The researcher is focused on the improvement of speaking skill through Small Group Discussion. This research was conducted by using Pre-Test in the first meeting before the treatment. This Pre-Test was conducted to measure the skills of the students in speaking before getting the treatment. After that, the researcher conducted the treatment to the students in the class. After three meetings conducting the treatment, the researcher was conducted Post-Test to measure the skills of students in speaking after the implementation of the treatment. The research design that researcher used is described as follows:



Description:

**T1** : Pre-test

**X** : Treatment

**T2** : Post-test

(Setiyadi, 2018)



### **3.2 Population and Sample**

According to Sugiyono (2015:117) states that population is the general area which consists of object or subject that has certain quality and characteristic which is determined by the research in order to be learned and to be concluded. According to Arikunto (2010:173), population is the whole of subject in a research.

This research was conducted in SMA Al-Azhar 3 Bandar Lampung. Population of this research is the students of SMA Al-Azhar 3 Bandar Lampung. SMA Al-Azhar 3 Bandar Lampung is located in Jl. Moh. Nur No.1, Sepang Jaya, Kec. Kedaton, Kota Bandar Lampung, Lampung 35132. The researcher assumed that the students in this school come from various backgrounds and each student has different skill that they can do. The researcher choose XI grade in Senior High School as the sample, because this grade has got the basic material in Junior High School and also in X grade so in this grade they have background of knowledge in learning English.

### **3.3 Data Collection**

In collecting the data, to achieve the aim of the research, the researcher collect it by giving a test of speaking. In this research, the researcher will do three activities:

1. Pre-test

Pre-test is used to measure how far their skills and also their understanding before getting the treatment. In this session, the students will be given some

topics randomly. They should prepare their opinion about the topics for 15 minutes and be ready to present it in front of the class not less than 2 minutes.

## 2. Treatment

The treatment is conducted in the class by applying Small Group Discussion.

There are some steps in this treatment :

- 1) The students in the class will be divided into 5 to 6 groups which consists 4 to 5 students each group.
- 2) The researcher will give some topics to each group.
- 3) The students should discuss about the topics in group for 15 minutes in English using expression *Asking and giving opinion*.
- 4) They should deliver their discussion to others. All of members should deliver their opinions based on their discussion.

## 3. Post-test

After giving a treatment, the researcher conducts post-test to measure their speaking skill. The steps are almost the same as the pre-test but with different topics. The researcher will give some harder topics than pre-test to each student and they should prepare for it in 15 minutes. After that, they deliver their opinions not less than 2 minutes in front of the class.

### **3.4 Instruments**

The instrument of this research is a test. There are two tests; pre-test and post-test. The first test (pretest) is given before the treatment and the second

test (posttest) is given after the treatment. The researcher used subjective test in form intructions that should be followed by the students.

### 3.4.1 Rubric of Scoring System

In evaluating the students' speaking scores, the researcher used the Oral English Rating sheet proposed by Harris (1974: 84). There are five aspects to be tested : comprehension, grammar, vocabulary, pronunciation, and fluency.

**Table 3.1 Scoring Rubric of Speaking**

No.	Element of Speaking	Score	Criteria
1.	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed
		3	Understand most of what is said at slower-than-normal speed with repetition
		2	Has great difficulty following what is said; can comprehend only reporting information slowly and with frequent repetition
		1	Can not be said to understand even simple reporting information
2.	Grammar	5	Makes few noticeable errors of grammar or word order

		4	Occasionally make grammatical error
		3	Makes frequent error of grammar and word order which occasionally obscure meaning
		2	Grammar and word order error make comprehension difficult
		1	Error in grammar and word order so severe as to make reporting information
3.	Vocabulary	5	Use vocabulary and idioms is virtually that of native speaker
		4	Sometimes uses inappropriate terms or must rephrase idea
		3	Frequently uses the wrong words; reporting information somewhat limited because of inadequate vocabulary
		2	Misuse of words and very limited vocabulary make comprehension quite difficult
		1	Vocabulary limitation so extreme as to make reporting information virtually impossible
4.	Pronunciation	5	Has few traces of foreign accent
		4	Always intelligible though one is conscious of a definite accent
		3	Pronunciation problems require concentrated listening and occasionally lead to

			misunderstanding
		2	Very hard to understand, because of pronunciation problem most
		1	frequently is asked to be repeated
5.	Fluency	5	Speech is fluent and effortless as that of native speaker
		4	Speed of speech seems to be slightly affected by language problems
		3	Speed and fluency are rather strongly affected by language problems
		2	Usually hesitant; often forced into silence by language problems
		1	Reporting information is so halting and fragmentary as to make reporting

### 3.5 Validity of the instruments

Validity is something that must exist in a study because to display the test results. Validity refers to the extent to which the test measures what is intended to measure. The quality of the test can be said to be valid if it is measured properly. There are four types of validity namely face validity, content validity, construct validity and criterion validity. In order to measure whether the instruments have good validity. This research uses content validity and construct validity described as follows:

#### 3.5.1 Content Validity

According to Setiyadi (2018) content validity is related to all the items in a measuring instrument. To fulfill the validity of this type the researcher must look at all the indicators in the form of item questions and analyze whether the measuring instrument as a whole represents the material to be measured. To fulfill the aspect of content validity, the researcher must pay attention to the test items whether the test represents material according to the curriculum used by the school. In this study, researchers made tests based on the 2013 SMA curriculum. This research uses the basic competence of 4.1 which asks the students to compose short and simple transactional interaction texts, spoken and written, which involve the act of asking and giving opinion.

### 3.5.2 Construct Validity

Shohamy (1985) stated that construct validity is concerning with whether the test is actually in line with the theory of what it means to know the language. It means the test items should test the students' ability in speaking. It is examined by referring the aspect that was measured with the theories of the pronunciation, vocabulary, grammar, comprehension, and fluency.

Validity testing content and construct are carried out through assessment and consideration carried out by experts. Before the instrument is used to collect data research first asks for expert judgment and consideration about the suitability of the grating with the material and the suitability between the instrument and the grating. The purpose of asking for expert considerations and judgments is to find out whether the instrument is being used good or not feasible and be corrected until the instrument becomes good and suitable for use in research.

### 3.6 Reliability of the instruments

Reliability is the consistency of a measuring tool or the extent to which the measuring tool can measure different subjects at different times but shows relatively the same results. (Setiyadi, 2018).

In order to know the reliability of the instruments, this research uses *inter-rater reliability* of two experts-based. The reliability carried out through assessment and consideration by three experts and the researcher calculates the mean of the result from three experts.

### 3.7 Data Analysis

This research is quantitative research so the researcher needs data analysis after the data have been collected. The researcher used *Repeated Measures T-Test of Statistical Product and Service Solution (SPSS)* to determine how small group discussion can improve speaking skill of the students the best after the researcher implement the treatment to the students if  $\rho$  value level is lower than 0.05 ( $\rho < 0.05$ ), it means that there is an improvement in speaking skill through small group discussion. To answer the second question, to know what aspect improves the best by comparing the aspects from the pre test ( $T_f$ ) and post test ( $T_i$ ).

## V. CONCLUSION AND SUGGESTION

In this chapter, the researcher formulates conclusion based on the result presented in the previous chapter as well as the suggestions from the researcher regarding to the improvement of students speaking skill by using small group discussion at English subject for class XI IPS 1 SMA Al-Azhar 3 Bandar Lampung, it can be concluded as follows :

### 5.1 Conclusion

Referring to the discussion of the research findings of the previous chapter, the researcher comes to the following conclusion. The purpose of this research to find out how Small Group Discussion can improve students' speaking skill, it can be concluded that :

1. Small group discussion can improve speaking skill in SMA Al-Azhar 3 Bandar Lampung XI IPS 1 in the academic year 2022/2023. The teaching and learning process using small group discussion could help students to express their idea by using English. It also gave the students freedom in interacting with their friends in group, indirectly it would build students' confidence to speak in English. In this research, using small group discussion could improve students speaking skill significantly after doing treatment and analyzing the data using *Paired Sample T-test* in *SPSS* 22.



2. By implementing Small Group Discussion in teaching speaking process, it could find out the increasing aspects of speaking. It is in line with the analysis of pre-test and post-test score on each aspect of speaking. It could be found that vocabulary was the aspect of speaking that increased the most.

## **5.2 Suggestion**

Considering the conclusions above, some suggestions are proposed as follows :

### **A. For Teachers**

The following suggestions are provided for the teachers. The English teachers should know the character of the students in the class in order to know what the best technique to make the students feel fun in teaching and learning process. The teachers should have creative thinking to solve the problems in the class. Teachers can also modify the learning speaking process by using Small Group Discussion in other way to make it more meaningful. By using SGD, the students will be interested in speaking and the students will understand the material by fun learning.

In the learning process, the teacher must discuss the lack of understanding or ignorance experienced during the discussion process in groups so that learning occurs from a problem that will improve students' abilities.

## **B. For Future Researcher**

The following suggestions are provided for the future researcher. This research only focused on the improvement of students' speaking skill and the aspects of speaking skill. The researcher suggests for the next researcher to find out students' perception toward teaching speaking using small group discussion. This research was conducted in Senior High School level in eleventh grade. In this grade, the attractiveness of students towards English lessons is still low so that for the future researcher, the researcher suggests to conduct the research higher level in order to get different things and results such as conducting in University. In this research, the purpose of the research is to find out whether small group discussion can improve students' speaking skill significantly or not. For the future researchers who want to conduct the research with the same subject, it is expected that the researcher can find out the improvement of students skill with other English skills (listening, reading, writing) that can be applied using small group discussion. The researcher also suggests for the next researcher to record students' speaking in order to have more reliable result.

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