The Effect of Small Group Discussion on the Students' Ability in Speaking English at Grade VIII of SMP Negeri 2 Siantar

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Abstract: This research is in the classroom action research. The background of study is the students in eight grade are difficult to speak English fluently. And the objective of this study is to find out if Small Group Discussion Teaching Technique significantly affect to the students' ability in speaking English. The problem of the study is; "Does Small Group Discussion Teaching Technique significantly affect the students' ability in speaking English at grade VIII of SMP Negeri 2 Siantar?" To answer the problem of this study, the researchers follows some theories from: Gastil (1993), Harmer (2003), Education (2003), Kate and Reg (2004), Harris et.al (2008), Harris (1969), Richard (2008), Moran(2008), Arikunto (2013). Websites and some research papers from internet. The researchers holds teaching-learning process in four meeting, two meeting for each class (group). This research is supported quantitative data by using technique of collecting data (use the test). The form of the test is pre-test and post-test. The result of this research is the score average of experimental group in pre-test is 45, the percentage of speaking ability was 45% and in post-test was 68, the percentage of speaking ability was 68%. It was belonged to high category. The score average of control group in pre-test was 38, the percentage of speaking ability was 38% and in post test was 51, the percentage of speaking ability was 51% and it was belonged to sufficient category. From the phenomenon above, can be seen there is more significant effect of small group discussion on the students' ability in speaking English at grade VIII of SMP Negeri 2 Siantar, Kabupaten Simalungun. Small group discussion is significant to apply for grade eight students, so the teachers can facilitate the students learning with applying small group discussion.
Keywords: Effect, small group discussion, speaking, technique

I. INTRODUCTION

There are many ways in communicating. One of the ways is speaking. We know that by writing people also can communicate language but most of people use speaking as communication, people speak every day. By language people can communicate with each other. We are able to exchange knowledge, beliefs, opinions, feelings, we can laugh to express amusement, happiness, disrespect, we can smile, we can be silent and so on, but our system of communication before anything else is language.

English is an international language. Even technology and working world use English. We know absolutely that everybody or students want to be the winner in studying or working

world competition that is getting tight day by day. One of the conditions that the students must require is having ability to speak English fluently. This skill will be their plus point in facing the working world. From now on, the students have to try hard to overcome their difficulties to speak English fluently.

English is very important to be learnt especially for the students. In Indonesia English has been a subject learning from the kindergarten and to university. English is also used in all human life aspects. Almost all goods and places like modern building and park use English as the sign for using and enjoying them, even the receptionist and the service. English is important for Indonesia and the reason is English as a global or international language.

Speaking is the most part that is used in daily life to communicate, because by speaking we can convey what we are going on clearly. There are many languages that we can use from our body system but by speaking we can be more effectively. It is supported by Richard (2008:19) states that the ability in mastering speaking skill is the priority for the second or foreign language learners because the effectiveness of the English will determine their improving in spoken language proficiency. It means that many people are living in speaking skill mostly as the communication. And in language learning, speaking is medium through which much language is learnt. And which for many is particularly conducive for learning.

Many activities that can be done in speaking such as speech, conversation, sharing, chatting, etc. Indonesia as the country which is following the technology development or modernization world is fighting to be better country and also want to be counted as progress country. To get it, sure all people have to hard work and try to be better in communication. Good communication will make us have a link to the other people or country, because just by having good communication we can make a better relationship.

The teacher needs to teach by her or his all life in classroom and also students need to learn together with their peer by seeing and discussing with their friends. The influence of the students' experiences in the curriculum is not only by their relationship with the teacher but also through their peers. This means that if the teachers and students can cooperate to make conducive group situation, they will be successful in learning. It will create the affective side of each student which attended the teaching and learning process. This also make the students can be expected to have better academic achievement.

In the contrary from what is expected, today lots of Indonesian learners are not able in mastering English as a mean an international language. That was what the researchers saw when she pre-observation to students of the eight grade of SMP Negeri 2 Siantar. It is strengthen by the fact the researchers found from interview with the teacher, the researchers found various answers to the question. However, for some focal question, their answers are pretty much similar. The students told what English to them. The first student thought that English is an international language that needs to be learnt by all students to communicate in modern era. She realized it but because she got difficulty then she was shy to learn. The second students said that English is important but she cannot speak well, sometimes she wanted to try but because the situation in her daily life make her forget to practice even she really realized that English is very important to her future. The third students said that if he was able in speaking English he can go abroad, can be a tour guide and for some students were same answer. Yet, they have a different interest in English, some of them like speaking and listening, but some others do not think the same way. The students answer about speaking is various.

From the interviewed the researchers can draw a conclusion that there are some points (answer) which are more or less similar. The points are as follow: (1) they are having the same opinion that they have not yet had an 'adequate' ability in speaking, however, they want to learn and practice more to improve their speaking ability, (2) they have problems in speaking if they have to speak in front of the audiences or their friend in a classroom, and (3) the way 'speaking' taught in classroom according to them in an undirected language still need improvement. The result of the interviewed above was emphasized by the classroom teacher's (Mrs. HG) statement at June 12nd, 2019. What she said as follows;

"*Masalah dalam speaking itu mereka sulit mengucapkannya, karena namanya speaking. Baru intonasinyalah, pokoknya enggak pas lah kaya British itu. Beberapa ada yang malu-malu beberapa ada yang enggak. Kalau mereka maju ada yang dihafal, tapi kurang paslah. Tapi pokoknya adalah yang diucapkan.*" (The problem in speaking is the students got difficulty in saying it. Because that is speaking, then the intonation, they are not like a British. Some of students were shy but some were not. If they went to in front, they have memorized, but it was not suitable. But they said it.)

In other words students have difficulties in using the language in real. There are some things which indicates can be seen from the production of language learning. The indicators can be seen from the production of language itself, the result of their speaking out the language. The first indicator is unsatisfying pronunciation and structure they used in their language. Although pronunciation and structure is not the most essential thing in communicating the language, it sometimes makes the communication less meaningful and bit confusing.

From the point of view, the cause is related to their language performance, psychological performance, and motivation. Students have no adequate knowledge in presenting language in oral way, in other words they are lack of vocabulary. By those, of course the students will get the difficulty when they are instructing to make a conversation or arrange the words in English because their lack in vocabulary. The difficult such case may lead students to burdened situation which end to the unspoken language. It means students do not speak and they chose to be passive.

We cannot claim whoever from those matters, even parents, teachers and the students only, but we have to solve these problems. Students are getting difficulty from many aspects during the process of teaching learning process. It happened from many cases, it may from their background life, less facilities in learning English, bad condition, less motivation, less spirit, narrow view and the technique that they use in the classroom and the effect from their peers. We cannot blame and said that they were stupid and lazy or did not have desire to learn English.

The researchers asked to the teacher to show their score in speaking class, and here the list of students' score in SMP Negeri 2 Siantar of grade seven four that will be going to be grade eight. With minimal passing grade (KKM) is 65. The researchers took the data when pre-observed and interviewed the teacher. This is the scores:

No	Initial Names of students	Score
1	AD	65
2	AGTN	65
3	AM	65
4	ADR	65

No	Initial Names of students	Score
5	ADA	0
6	AY	65
7	CR	65
8	ADS	65
9	DL	65
10	DWT	65
11	DS	65
12	DT	65
13	FL	60
14	FM	60
15	FRA	65
16	HR	65
17	HK	60
18	ID	65
19	IT	65
20	IN	65
21	JLU	65
22	KLN	65
23	LL	65
24	LK	60
25	MRO	65
26	MR	65
27	NK	65
28	RFM	60
29	RK	65
30	RPT	65
31	SD	65
32	TPQ	60
33	WN	65
34	WFD	65
35	WL	65
36	YN	65
	Students Total <u>36</u>	Total Score <u>2245</u>

Mean : $\dfrac{\text{Total Score}}{\text{N (students Total)}}$ = $\dfrac{2245}{36}$ = 62,3

From the data above, we can see that average of student score is 62,3 it means that students still need in learning speaking again to increase their score and their ability in speaking skill. By means we need to overcome that problem. The researchers assume that there should be an appropriate method or technique in teaching speaking to overcome such problems. A method or technique will accommodate the improvement of students' speaking competence. From the students that the researchers interviewed, all of them were in a voice that speaking English communicatively is still a problem for them, but it is the skill that they mostly want to master to follow the modernization era that will be tight day by day. They believe that speaking English is very important, especially for their future. But their learning today is not promoted learning good speaking in supporting them to reach a better future.

In dealing with such problem, the researchers is eager to give a try in overcoming the problem in English speaking competence through Small Group Discussion technique. The researchers believes that small group discussion is a good technique in managing classroom activity especially in conducting speaking activity. Harmer (2003:115) states that communication between individual is more difficult in a group of twenty or thirty than it is in groups four or five. In smaller groups it is easier to share material, speak quietly and less informally, and make good eye contact. All of these contribute to successful task resolution. For then is said that small group discussion is a friendly technique. It is also a technique which gives students opportunity to speak the language creatively in communicative way and unburdened situation. In addition, Department of Education (2003:2) states that effective teachers spend more time in small group teaching, as it allows them tom personalize the curriculum for students and to differentiate task and interaction according to individual students' needs. They also spend more time in guiding and scaffolding students' learning while engaging in extended conversation, rather than using a more formal recitation or telling mode. Additionally, the desire to understand and be understood can be enhanced if students discuss topics important to them. The more negotiation of meaning can take place in this manner and can help students make both input and output comprehensible.

Small group discussion consist of some students, it is more interested because they are not alone in learning and facing their problems. By making them in a group they can learn and struggle together and of course by teaching them in a small group they must responsible to make their group better. It means that when they are in a group they will give influence each other in their discussion about their lesson that is going to be learnt. They will interact and share each other about what they are learning topic about. In this group they also can teach each other, usually when their peer teach them it will be effective because they are not reluctant to convey their difficulties. It also can build their good communication and their relationship among students.

The easy learning will make the students have desire and interest to learn English. It presents a good situation in learning, they are challenged to have a better learning and it will be affected to their learning process. So, It will make the teacher is easy to transfer the materials. When the students have desire and interest it will make them having fun in learning process and enjoy the classroom. From the statement above this has to keep the teacher to make the class is fun for learning English.

To make the students are interested the teacher have to be creative and active in creating a good techniques to make them stay fun. The techniques also have to be appropriate to their needs. A good condition in learning process will make them stay love the lesson and they feel

amusing. We know that not all the teachers can find and use the appropriate techniques as the students hope.

The problems motivate the researchers to conduct a research to find out the effective technique in SMP Negeri 2 Siantar Kabupaten Simalungun, to help the students love English in their learning process and their daily life. Furthermore, interesting ways to help the students love speaking and make them to be closer with English. Thus this research is conducted using an action research approach. The action research is carried in the classroom by using small group in conversation. The research is entitled: "The Effect of Small Group Discussion On The Students' Ability in Speaking English At Grade VIII Of SMP Negeri 2 Siantar".

II. THEORETICAL REVIEW

2.1 Speaking

Speaking is a process of communication between at least two people and a way to express someone's idea. Thinking about perception, feeling, and intention in learning language. It is the skill of a speaker to communicate information to a listener, her or his skill is realized by her or his ability to apply the rules of the language she or he is speaking to transfer the information she or he in her or his mind to her or his listeners effectively.

According to Department of Education (2003:152) spoken language is a language which where people think about how they are making meaning. And in this session Speakers and listeners are within interaction to get the aim each other. It means that the people have to be able to communicate by education that they get since they know that. As the speaker tends to comprehend to the conversation that involves shifting of the topic also the speaker tends to have skill to express about perception, feelings, interaction or ideas to hold conversation. Learners need to know how speakers dipper from one to another and how particular circumstances call different from of speech. They can learn how speaking styles affect listeners. Thus, the rate which they speak, the volume and precision of pronunciation may differ substantially from one situation to another.

2.2 Teaching Speaking

Speaking lesson can follow the usual pattern of preparation, presentation, practice, evaluation, and extension. The teacher can use the preparation step to observe, draw and establish a context for speaking task on certain object and things. (Where, when, why, with whom it occur) and initiate awareness of speaking skill to be targeted. In presentation, the teacher can provide learners with a reproduction model that furthers learner comprehension and they become more attentive observers of language use. Practice involves learners in reproducing the target structure, usually in controlled or highly supported manner. Evaluation involves directing attention to the skill being examined and asking learners to monitor and assess their own progress. Finally, extension consists of activities that ask learners to use strategy or skill in a different context or authentic communicative situation, or to integrate use of new skill or strategy with previously acquired ones.

2.3 The Basic of Speaking

The eight components of the SPEAKING is a basic that we have to know as a communicator, the eight components are:

S= Setting, it is include the time and place, physical aspects of the situation such as arrangement of furniture in the classroom.

P= Participant, it is identify the personal characteristics such as age and sex, social status, relationship with each other.

E= Ends including the purpose of the event itself as well as the individual goals of the Participants.

A= Act, sequence or how speech acts are organized within a speech event and what topics are addressed.

K= Key or the tone and manner in which something is said or written.

I= Instrumentalities or the linguistic code i.e. language, dialect, variety and channel i.e. speech or writing.

N= Norm or the standard socio-cultural rules of interaction and interpretation, and

G= Genre or type of event such as lecture, poem and letter.

The eight components of speaking above can influence the success of speaker in speaking. Thus, a speaker should give attention for those components to get the goal of speaking.

2.4 The Types of Speaking

There are four types of speaking, they are:

1. Memorized speaking

   The type of speaking that one does when she or he takes a part in play or when she or he delivers an oration or a humorous or dramatic reading in a speech contest. When these lines are recited orally, the students are doing what may be called memorized speaking.

2. Manuscript speaking

   The type of speaking is done by the radio or television news announcer. Reading well from manuscript is not easy. It requires considerable practice and skill if it is to be done well.

3. Extemporaneous speaking

   It refers to the type of speech that is prepared but is not memorized or written out. This type of speaking is usually carefully prepared and is often rehearsed, but the speaker avoids memorization so that she or he can talk in a natural, conversational way to her or his audience.

4. Impromptu speaking

   This type of speaking is the kind that is done on the spur of the moment. In impromptu speaking, the speaker states her or his opinions without making a prepared and rehearsed speech.

2.5 Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer, (2003: 271-274) stated that there are six

classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play. They are explained below.

1. Acting from script

    We can ask the students to act out the scenes from plays and or their course books, sometimes filming the result. Students will often act the dialogues they have written themselves. This frequently involves them in coming out the front of the class. When choosing who should come out to the front we need to choose the brave one not the shyest because we want to make the other students feel interesting.

2. Communication games

    Games which are designed to provoke communication between students frequently depend on an information gap, so the student has to talk to a partner in order to solve the puzzle, draw a picture, put things in the right order or find similarities and differences between pictures.

3. Discussion

    Discussion is a way where the teacher can avoid such difficulties. All it means is the students have a chance for quick discussion in a small group before any of them are asked to speak in public. Because they have chance to think of ideas and the language to express them with before being asked to talk in front of the whole class, the stress level of the eventual whole class performance is reduced.

4. Prepared talks

    A popular kind of activity is the prepared talk where the students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation, because they are prepared. Prepared talks represent a defined and useful speaking genre and if properly organized, can be extremely interesting for both speaker and listeners.

5. Questionnaires

    Questionnaires are useful because by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language pattern and thus be situated in the middle of four communication continuum. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

6. Simulation and Role playing

    Many students derive great benefits from simulation and role play. Students' simulate a real encounter such as business meeting, an encounter in an aero plane cabin, or an interview as if they were doing so in the real world, either as themselves in that meeting or aero plane, or taking in the role of a character different from themselves or with thoughts and feeling they do not necessarily share. Simulation and role play can be used to encourage general oral fluency, or train students for specific situation especially where they are studying.

2.6 Small group Discussion

Small group discussion is one variety of teaching techniques in improving students' speaking competency. Before defining what small group discussion is, it is necessary to understand each term in it. According to Department of Education (2003:28) small group is group learning, where students work through a sequence of stages in groups of four, here they will engagement, exploration, transformation, presentation and reflection. Usually the students who will learn together in small group, they are about five to eight Kate and Reg (2004:2). It means in group there are some students who are discussing in learning together. It is also supported by Harris et.al (2008:5) state that by small group the students can influence each other, they share a common goal or purpose, they have a sense of mutual belonging because they share meaning among membership. From its definition it means that by grouping them in a small discussion will make the students spread their spirit and can influence their friends in positive think when they are learning together.

A group may be described as an assemblage of people seeking to satisfy individual needs through the exchange of ideas. Based on the definitions above, it can be summarized that a group is a collection of individuals in the same place in which there are interactions among the members. A collection of students in a classroom itself is actually referred to as a group. As classes get larger and larger, the ability of such opportunities grows less and less. In this case small group interact in conversation.

In discussions is the process of talking things over among two or more persons, preferably face to face. By discussion process ideally is a cooperative effort on the part of a number of individuals to work together as a group, through the exchange of thought orally, toward some group after understanding the concept of each term, the writer comes to the definition of small group discussion. It is the exchange of in formations, opinions, and ideas among all members of a group which consist about five to eight members solve the problems.

2.7 The Advantages and Disadvantages of Small Group Discussion

According to Harmer (2003:114-118) there are number of values to be gained through the use of small group discussion:
  a. Advantages of group work:
    1. Here there are more than two students in the group, personal relationship are usually less problematic, there is also greater chance of different opinions and negotiation than pair work or individual work.
    2. It encourages broader skills of cooperation and negotiation than pair work, and yet is more private than work in front of the whole class.
    3. It promotes learners autonomy by allowing students to make their own decision in the group without being told what to do by the teachers.
    4. Although we do not wish any individuals in groups to be completely passive, nevertheless some students can choose their level of participants more readily than in a whole class or pair work situation.
  b. Disadvantages of group work:
    1. It is likely to be noisy (though not necessarily as loud as pair work can be). Some teachers feel that they lose control, and the whole class feeling which has been painstakingly built up may dissipate when the class is split into smaller entities.

2. Not all students enjoy it since they would prefer to be the focus on the teacher's attention rather than working with their peers. Sometimes students find themselves in uncongenial groups and wish they could be somewhere else.

3. Individuals may fall into group roles that become fossilized, so that some are passive whereas others may dominate

4. Groups can take longer to organize than pairs; beginning and ending group work activities especially where people move around the class can take time and be chaotic.

2.8 Conversation

Conversation is a dialogue which is done by some people, where they talk about something that they have ever heard and know as the important thing information that need to be talked. (Richards, 1994:3).

2.9 Types of Conversation

1. Conversation about subjective ideas.

This is often serve to extend understanding and awareness.

Example: "Refined Fuel oil (BBM)"

Clara: I do not know what to say when watching the news that about increment of refined fuel oil, whereas I go to campus everyday by motorcycle.

Andy: now, you have to learn to go on foot three times for a week, beside you scrimp you are healthy, hehe..

Dee: I think so; the important thing is that government has enough reason to make the increment.

2. Conversation about objective fact.

It is serve to consolidate a widely held view.

Example: "English department in UHN"

Marry: dev, what do you think of the program study that is most Interested in our campus?

Devi: I think English department, you may see that after finishing Examination in pasteboard, they are many than other majors.

Merry: you are right, English department is most interested in this Faculty.

3. Conversation about other people.

This is usually absent which maybe critical, competitive, or supportive. This includes gossip.

Example: "celebrity"

Kevin: celebrity is public figure, I think they need to keep their Priority in relationship, I really do not like them.

David: yap, especially women. Do they think that they are not Precious?

Sari: if I were them, I will keep my priority. We know that we need

Follow the modern era but we have to think our salvation in
Social media.
Tina: yummy! I like them who see simple but smart like Chelsea
Olivia.

4. Conversation about oneself.

It is sometimes indicate attention or seeking behavior that can provide relevant information about oneself to participant in the conversation.

Example: "Governor Jakarta, Basuki Purnama(Ahok) "

Maria: I really like with Ahok, he is brave leader, He tries to lead with
Justice for all society, even many people especially official do
Do not like him with his honest way. I stay like him and never
Stop praying him so that God blesses all his ways.
Jessie: so do I, I like his ways and I hope that he can be president in
Next period.
Icahn: we are proud of him because he is one of believe in Christ and
I also hope, he does many things in fearing to God
Corry: of course, I have ever red in face book, that his reason can be
Hold out is Jesus, since he begins his leadership in Bangka
Belitung up to now in Jakarta. He has understood how to
Face all officials characters and how to overcome it.

III. RESEARCH METHODOLOGY

3.1 Design of Research

Research consists of quantitative and qualitative. Quantitative research is the research that applied in population and using the sample as the participants, qualitative research on the other hand does not applied in population and sample (Arikunto, 2013:28). In this research, the writer uses quantitative research where the writer will collect the data from the students as the participants. The writer wants to find the effect of small group discussion by conversation in teaching speaking for grade VIII in Junior High School. The writer designs the research in two groups, experimental group (using small group) and control group (Without small group).

Table 3.1 Research Design

Group	Pre Test	Treatment	Post Test
Experimental	✓	**X**	✓
Control	✓	**Y**	✓

Note :
X   : Teaching using small group in teaching speaking.
Y   : Teaching without small group in teaching speaking.
✓   : Teaching speaking by using small group.
X   : Teaching speaking without small group.

3.2 The Population and Sample

A. Population
      Arikunto (2013:173) defines that population is the whole subjects or people under observation in a research. So in doing this research there must be population that will be investigated. The population of this research is students at grade VIII of SMP Negeri 2 Siantar. There are five classes in this grade and each class has 35 students except of grade VIII-4 and VIII-5, so the total of numbers population is 175 students.

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Table 3.2 Population of the research

No	Classes	Male	Female	Total
1	VIII-1	20	15	35
2	VIII-2	14	21	35
3	VIII-3	17	18	35
4	VIII-4	15	16	31
5	VIII-5	15	16	31
			Students total	167

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B. Sample
      A sample is limited number of elements from a population (Arikunto 2013:174). The sample is selected by using clustering sample technique. Based on this technique, two classes are chosen sample. There are 70 students become the sample to present the whole population. They divided into two groups. One class as experimental group VIII-4 consists of 36 students and the second class as control group VIII-5 consists of 34 students.

3.3 The Instrument of Collecting Data
      Instrument is a device that used for collecting data. The writer chooses test as the instrument for the research. Arikunto (2013:192) defines that instrument is tools or facilities that used by the researcher to collect the data to make the research become easier to do or the technique that the researcher uses in collecting the data. There are two kinds of instrument for used to collect the data. They are pre-test and post-test. The writer chooses test for collecting the data is by using conversation in pretest and post test. But before the students present in front of the class, they write for preparing in speaking or presenting their conversation. The researcher will do the test for about two hours or 2x40 minutes.

3.4 The Technique of Collecting Data
      The procedure would be divided into three parts. They are pre test, experiment and post test. The first step experimental group and control group would be given pre test, both of the groups have the same topic. The second step was treatment, the treatment would be given for the experiment group only. They would be taught by small group discussion. While control group without using small group discussion. The third step is post test. Experiment and control group would be given the same topic. The procedure divides as the following:

Table 3.3 Procedure for collecting data in experimental group.

No	Teacher's activities	Students' activities
1	Teacher gives the pre test, asked the students to make conversation about giving opinion.	Students do the test by writing the conversation about giving opinion (in couple).
2	Teacher gives the explanation of the conversation by using small group.	Students listen carefully to the teacher and learn together in a small group.
3	Teacher gives post test by giving the test about conversation, the students are divided into small group.	Students follow and do their best.

Table 3.4 Procedure for collecting data in control group.

No	Teacher's activities	Students' activities
1	Teacher gives the pre test, asked the students to make conversation about giving opinion.	Students do the test by writing the conversation about giving opinion (in couple).
2	Teacher gives the explanation of the conversation without using small group.	Students listen carefully to the teacher and learn together (in couple).
3	Teacher gives post test by giving the test about conversation without using small group and divide them based on conventional technique.	Students follow and do their best.

A. Pre Test

Pre test is conducted to find out the students preliminary scores before the treatment is given. The students make the written test about conversation first before they present in front by oral speaking. The writer will ask the students to perform in front of class as the test to the experimental group and control group.

B. Treatment

After conducting the pre-test, the writer conducts the treatment. The experimental group and control group will be taught by using same materials but different instrument. The experimental group will be taught speaking by small group in conversation while control group will be taught speaking without small group or may use the conventional technique.

C. Post Test

Post test is the test conducted after conducting the treatment. After explaining the material, both a group in experimental group and control group will be given the same test. Here

the students also make the written text first before they speak orally. The test that will be given is the same test with pre test.

3.5 The Validity and Reliability of Test

A. The Validity of Test

Validity is to show the valid of the instrument. A valid instrument has a high validity, otherwise, a less valid of the instrument has not a high validity.

The form : (Arikunto 2013:317)

$$R_{xy} = \frac{N \sum XY - N(\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

R_{xy} = the correlation between two variables
N = Total of the data
X = The mark in pre test
Y = The mark in post test
XY = Sum of multiplication X and Y
X^2 = Square of X
Y^2 = Square of Y

In order to find out the validity of the test, the writer uses formula coefficient correlation products moment. The level of validity of the test according to Arikunto (2013:319)

0, 80 - 1, 00 = very high
0, 60 - 0, 80 = high
0, 40 – 0, 60 = sufficient
0, 20 – 0, 40 = low
0, 00 – 0, 20 = very low

B. The Reliability of Test

The reliability of the test concerns its precision as a measuring instrument or it can be said that reliability refers to the consistency of the measurement.

The form :

$$r_{11} = \frac{2 \times r_{1/2\,1/2}}{1 + r_{1/2\,1/2}}$$

Where : r_{11} = the reliability.
$r_{1/2\,1/2}$ = coefficient between the two tests.

The opinion of Arikunto about the Reliability of the test is considered as following :

0, 00 – 0, 20 = the reliability is low
0, 21 – 0, 40 = the reliability is sufficient
0, 41 – 0, 70 = the reliability is high
0, 71 – above = the reliability is very high

3.6 Technique of Analyzing Data

Data analysis is the last step in the procedure of research. After collecting the data, the researchers also formulate the technique of analyzing data and there is also formula used to calculate the data. The procedures are:

1. Transcript the data
2. Identify the students' scores using formula
3. Compare the scores using formula

IV. FINDING AND DISCUSSION

4.1 Finding of the Research

Based on analyzing of the data, the researchers found that the mean of experimental group in pre-test is 45 and post-test is 68 where the standard deviation in pre-test 15.45. the validity of the test in experimental group is 0.62 and reliability of the test in experimental group is 0.76. The mean of control group in pre-test is 38 and post-test is 51 where the standard deviation is 17.84, the validity of the test in control group is 0,51 and reliability of the test in control group is 0.67. After analyzing the data, the researchers found that one hypothesis (H_a) was accepted. It was showed by the value of $t_{obs} = 3.24$ and the value of $t_{table} = 2.00$ at $\propto = 0.05$ and df = 60 (Nx + Ny − 2 = 31 + 31 - 2). It means there is more significant effect of small group discussion at grade VIII in SMP Negeri 2 Siantar Kabupaten Simalungun.

4.2 Discussion

Moran (2008: ix) states that teaching activities are something to bring the students into the rational thinking. It means that the teacher should bring the good effect to the students. The main subject that have been discussed on the thesis is about effect of small group discussion on the students' ability in speaking English at grade VIII of SMP Negeri 2 Siantar, Kabupaten Simalungun. The researchers used small group discussion technique in learning process to get the goal of teaching. In this research the researchers found that the speaking mastery in the students were increased when did the teaching by small group discussion. It is proved by the score that gotten in experimental group was higher than control group.

From data analysis, the researchers find out the mean of experimental group is higher than the mean control group. The mean of experimental group is higher than the mean of control group.

Small group discussion provides the students have partner in speaking. For the active students it can make them enhance their speaking and also for the passive they can learn together and interested to be active in their group. The researchers realizes that this study is still far from what she expected, especially for the students score in speaking, but she knows that is not only thing that she can take from her research. There are many things, she learn how to deal with teaching and learning with the students, how to make them enjoy first the opening session and make them comfortable before starting lesson.

It is necessary to respect them as the students and give them reward for the little thing that they can do, they can respect us when we know how to get close to them. She was successful to make the students respect themselves. It means the students had changed into a better one.

Although the students still need to be touched, no matter how so chaotic they are, they deserve to respect and right. It is elders who take the responsibility to lead them into positive change.

In the other hand, the researchers found that there are some things that influenced their English learning, expecially speaking mastery in the students. When the researchers did the research, the students were noisy. The condition made the researchers wasted much time to make them focus. The facilities in SMP Negeri 2 Siantar were not complete, such as infocus, loudspeaker, and language laboratory. This condition made the teacher or researchers was difficult to apply the the technique in learning.

V. CONCLUSION AND SUGGESTIONS

Based on the data analysis it is found out that t-observed is higher than t-table. This shows that the alternatives hypothesis (Ha) is accepted, and null hypothesis is rejected. Through this finding it can be concluded that small group discussion significantly affects to the students' speaking ability in English. The students who are taught by small group discussion are more focused and enjoy their learning process, because there they can help and influence one another than in control group without using small group discussion.

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