IMPROVING STUDENTS' SPEAKING SKILLS THROUGH ONLINE GROUP DISCUSSION

A Research Paper
Submitted to the English Language Study Program in Partial Fulfillment of the Requirements for *Sarjana Pendidikan Degree*

Taqina Hasnada
1704780

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA
2021

Taqina Hasnada, 2021
IMPROVING STUDENTS' SPEAKING SKILLS THROUGH ONLINE GROUP DISCUSSION
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

PAGE OF APPROVAL

IMPROVING STUDENTS' SPEAKING SKILLS THROUGH ONLINE GROUP DISCUSSION

A Research Paper
by
Taqina Hasnada
1704780

Approved by:

Supervisor

Dr. Fazri Nur Yusuf, M.Pd.
NIP. 197308162003121002

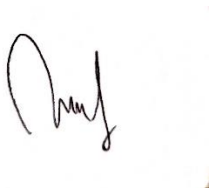
Head of English Language Education Study Program

Prof. Emi Emilia, M.Ed., Ph.D.
NIP. 196609161990012001

STATEMENT OF AUTHORIZATION

I hereby declare that this research paper entitled Improving Students' Speaking Skills through Online Group Discussion is my work. To the best of my knowledge and belief, it containts no element of plagiarism. Therefore, I confirm that I will be ready to take any risks imposed on me if later there will be any violations of educational research ethics in this work.

Bandung, August 2021



Taqina Hasnada

PREFACE

Praise and gratitude to Allah SWT, God Almighty, for the blessings of providing health so that I can complete this study by the planned time. A research paper entitled "Improving Students' Speaking Skills through Online Group Discussion" was submitted to the English Language Study Program in partial fulfillment of the requirements for *Sarjana Pendidikan Degree*. This study investigates the aspects or characteristics of online group discussion that contribute to students' speaking skills improvements.

I have endeavored every possible effort to complete this research paper. However, I am fully aware that both content and grammar have many drawbacks, so any suggestions and constructive criticism from readers are welcomed. I hope that this research paper would help enrich the readers' knowledge regarding the related topic of this study.

Bandung, August 2021

Author,

Taqina Hasnada

ACKNOWLEDGMENT

Praise and gratitude to Allah SWT, God Almighty, for all the blessings of physical and mental health to complete this research paper. Lots of people have provided support, motivation, and suggestions for me to finish this research paper. On this occasion, I would like to convey my gratitude to the advisor of this research paper, Dr. Fazri Nur Yusuf, M.Pd., for his guidance, drawbacks, and suggestions from the beginning until the completion of this research paper.

Appreciation was also delivered to the headmaster, teacher, and IT staff of one senior high school who helped me implement online group discussion using classroom action research methodology and collect the data of this study. I would like to thank fifteen students of one senior high school who are willing to participate in this study. Without their help, I could not complete this research paper.

My gratitude was also delivered to my family, especially my parents and two sisters, who always supported and stayed the same regardless of the situation. I would also like to thank my close friends, Diva, Fitra, Dwi, Khansa, and Mega, for always encouraging me to complete this research study. And English Language Education 2017 class for the support, help, and unforgettable memories. I would also love to express gratitude towards my virtual support system Ateez and Atiny, for always supporting and assuring me that effort never betray the results.

Finally, I would love to thank everybody who helps me in completing this research paper. However, I am fully aware that both content and grammar have many drawbacks, so any suggestions and constructive criticism from readers are welcomed. The author hopes that this research paper would help enrich the readers' knowledge regarding the related topic of this study.

Bandung, August 2021

Author,

Taqina Hasnada

IMPROVING STUDENTS' SPEAKING SKILLS THROUGH ONLINE GROUP DISCUSSION

Abstract

Students are often encouraged to speak in the classroom, especially during a speaking class. Speaking class offered different activities for students to enhance their speaking skills. One of those activities is group discussion. The implementation of small group discussion in learning speaking has been widely researched before. However, as the pandemic forced teachers and students to study online, the investigation of using group discussion in online environments to improve students' speaking skills is minimal. This study addresses the mentioned gap by exploring improvements in students' speaking skills during and after online group discussions. This study employed classroom action research involving fifteen students who had completed online group discussion lessons in one class. Five from fifteen students were interviewed to gain students' more profound responses towards online group discussion implementation. The data was collected through interview, observation, and speaking tasks. The findings show six aspects in online group discussion that contribute to students' speaking skills improvements: the speaking opportunities, good habit formation in speaking, experience sharing, learning assurance, active participation, and interesting ICT features through online group discussion enactment. Because of these aspects, students improved their speaking skills; grammar, comprehension, vocabulary, fluency, and pronunciation.

Keywords: online group discussion, opinions, speak English, speaking skills, students' speaking skills improvements

TABLE OF CONTENTS

PAGE OF APPROVAL ..... **i**

STATEMENT OF AUTHORIZATION ..... **ii**

PREFACE ..... **iii**

ACKNOWLEDGMENT ..... **iv**

Abstract ..... **v**

TABLE OF CONTENTS ..... **vi**

LIST OF TABLES AND FIGURES ..... **ix**

CHAPTER I INTRODUCTION ..... Error! Bookmark not defined.

1.1 Background of the Study ..... Error! Bookmark not defined.

1.2 Research Question ..... Error! Bookmark not defined.

1.3 Research Objective ..... Error! Bookmark not defined.

1.4 Scope of the Study ..... Error! Bookmark not defined.

1.5 Significance of the Study ..... Error! Bookmark not defined.

1.6 Clarification of Key Terms ..... Error! Bookmark not defined.

1.7 Organization of the Paper ..... Error! Bookmark not defined.

CHAPTER II LITERATURE REVIEW ..... Error! Bookmark not defined.

2.1 Speaking Classroom in Online Setting ..... Error! Bookmark not defined.

2.1.1 Speaking Classroom Assessments ..... Error! Bookmark not defined.

2.1.2 Online Group Discussion in Speaking Skills ..... Error! Bookmark not defined.

2.1.3 Online Group Discussion Concepts ..... Error! Bookmark not defined.

2.1.4 Online Group Discussion Benefits and Challenges ... Error! Bookmark not defined.

2.1.5 Online Group Discussion Procedures .... Error! Bookmark not defined.

2.1.6 Improving Students' Speaking Skills through Group Discussion in Previous Studies ..... Error! Bookmark not defined.

CHAPTER III RESEARCH METHODOLOGY Error! Bookmark not defined.

3.1 Research Design.....Error! Bookmark not defined.

3.2 Research Context and Participants .....Error! Bookmark not defined.

3.3 Data Collection .....Error! Bookmark not defined.

3.4 Data Analysis .....Error! Bookmark not defined.

CHAPTER IV FINDINGS AND DISCUSSION Error! Bookmark not defined.

4.1 Findings .....Error! Bookmark not defined.

4.1.1 Students' Speaking Skills Improvements through Online Group Discussion .....Error! Bookmark not defined.

4.1.2 Promotion of Speaking Opportunities through Online Group Discussion Enactment.....Error! Bookmark not defined.

4.1.3 Promotion of Good Habit Formation in Speaking English through Online Group Discussion Enactment.....Error! Bookmark not defined.

4.1.4 Promotion of Experience Sharing through Online Group Discussion Enactment.....Error! Bookmark not defined.

4.1.5 Promotion of Learning Assurance through Online Group Discussion Enactment.....Error! Bookmark not defined.

4.1.6 Promotion of Active Participation through Online Group Discussion Enactment.....Error! Bookmark not defined.

4.1.7 Facilitating Interesting ICT Features through Online Group Discussion Enactment.....Error! Bookmark not defined.

4.2 Discussion .....Error! Bookmark not defined.

CHAPTER V CONCLUSIONS AND SUGGESTIONS Error! Bookmark not defined.

5.1 Conclusions .....Error! Bookmark not defined.

5.2 Suggestions.....Error! Bookmark not defined.

REFERENCES..... **ix**

APPENDICES .....Error! Bookmark not defined.

Appendix 1: Interview Questions and Answers Transcription.....Error! Bookmark not defined.

Participant 1 Interview Answers Transcription Error! Bookmark not defined.

Participant 2 Interview Answers Transcription Error! Bookmark not defined.

Participant 3 Interview Answers Transcription Error! Bookmark not defined.

Participant 4 Interview Answers Transcription Error! Bookmark not defined.
Participant 5 Interview Answers Transcription Error! Bookmark not defined.
Appendix 2: Observation Sheet ..... Error! Bookmark not defined.
Observation Sheet 1..... Error! Bookmark not defined.
Observation Sheet 2..... Error! Bookmark not defined.
Observation Sheet 3..... Error! Bookmark not defined.
Observation Sheet 4..... Error! Bookmark not defined.
Observation Sheet 5..... Error! Bookmark not defined.
Observation Sheet 6..... Error! Bookmark not defined.
Observation Sheet 7..... Error! Bookmark not defined.
Observation Sheet 8..... Error! Bookmark not defined.
Free Observation Sheet..... Error! Bookmark not defined.
Appendix 3: Speaking Task Result..... Error! Bookmark not defined.
Appendix 4: Rencana Pelaksanaan Pembelajaran (RPP) (Lesson Plan) ..... Error! Bookmark not defined.
Rencana Pelaksanaan Pembelajaran (RPP) 1 ... Error! Bookmark not defined.
Rencana Pelaksanaan Pembelajaran (RPP) 2 ... Error! Bookmark not defined.
Rencana Pelaksanaan Pembelajaran (RPP) 3 ... Error! Bookmark not defined.
Rencana Pelaksanaan Pembelajaran (RPP) 4 ... Error! Bookmark not defined.
Rencana Pelaksanaan Pembelajaran (RPP) 5 ... Error! Bookmark not defined.
Rencana Pelaksanaan Pembelajaran (RPP) 6 ... Error! Bookmark not defined.

LIST OF TABLES AND FIGURES

Figure 1 Kemmis and Taggart action research model……18

Table 1. First and last speaking task results……23

REFERENCES

Abrar, M., Mukminin, A., Habibi, A., Asyrafi, F., Makmur, M., & Marzulina, L. (2018). If our English isn't a language, what is it?" Indonesian EFL student teachers' challenges speaking English. *The Qualitative Report*, *23* (1), 129–145

Argawati, N. O. (2014). Improving students' speaking skill using group discussion (experimental study on the first grade students of senior high school). *ELTIN Journal : Journal of English Language Teaching in Indonesia*, *2*, 74-81

Borrich, G., D. (1996). *Effective teaching method (3rd ed).* Prentice Halls

Branch, R., M., & Dousay, T., A. (2015). *Survey of instructional development models (5th ed).* Association for Educational Communications and Technology.

Brand, C., & Götz, S. (2011). Fluency versus accuracy in advanced spoken learner language: A multi-method approach. *International Journal of Corpus Linguistics*, *16*, 255-275.

Brookfield, S., D., & Preskill, S. (1999). *Discussion as a way of teaching: Tools and techniques for democratic classrooms.* Jossey-Bass.

Brown, G., & Yule, G. (1983). *Teaching the spoken language: an approach based on the analysis of conversational English*. Cambridge University Press

Brown, H., D. (2001). *Teaching by principles: an interactive approach to language pedagogy (second edition)*. Longman

Brown, H., D. (2004). *Language assessment: principles and classroom practices.* Longman

Bryson, J. R., & Andres, L. (2020). Covid-19 and rapid adoption and improvisation of online teaching: curating resources for extensive versus intensive online learning experiences. *Journal of Geography in Higher Education, 44*(4), 608-623

Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education (5th ed)*. Routledge Falmer

Cole, M. T., Shelley, D. J., & Swartz, L. B. (2014). Online instruction, e-learning, and student satisfaction: A three year study. *The International Review of Research in Open and Distributed Learning*, *15*(6), 111-131

Creswell, J. W. (2012). *Educational research*. Pearson Education Inc

Crowther, D., Trofimovich, P., Isaacs, T., Saito, K. (2015). Does a speaking task affect second language comprehensibility? *Modern Language Journal*, *99*, 80-95.

Davies, I., K. (1981). *Instructional technique.* McGraw-Hill Book Company.

Dobson, J. (1981). *Effective technique for English conversation groups.* English Language Program division bureaw of Educational and cultural affairs United States information agency

Hadfield, J., & Hadfield, C. (1999). *Simple speaking activities.* Oxford

Harmer, J. (2007). *The practice of English language teaching (4th ed.)*. Pearson

Johnson, D. W., & Johnson, R. T. (1999). Making cooperative learning work. *Theory Into Practice, 38*, 67–73

Kemmis, S., & Taggart, R. Mc. (1992). *The action research planner*. Deakin University

Kindsvatter, R., Wilen, W., & Ishler, M. (1996). *Dynamics of effective teaching.* Longman Published Ltd

Larson, B., E. (2000). Thinking about classroom discussion as a method of instruction and a curriculum outcome. *Teaching and Teacher Education, 16*(2000), 661-677

Legard, R., Keegan, J., & Ward, K. (2003). *In-depth interviews. In J. Ritchie, & J. Lewis (Eds.), qualitative research practice*. Sage Publications

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis, 2nd ed.* Sage

Makmun, A. S. (2003). *Psikologi pendidikan*. PT. Rosda Karya

Marczyk, G., DeMatteo, D., & Festinger, D. (2005). *Essentials of research design and methodology.* John Wiley & Sons, Inc

Mertler, C., A. (2006). *Action research: teachers as researchers in the classroom*. Sage Publications.

Mukminin, A., Masbirorotni, M., Noprival, N., Sutarno, S., Arif, N., & Maimunah, M. (2015). EFL Speaking anxiety among senior high school students and policy recommendations. *Journal of Education and Learning (Edulearn), 9*(3), 217–225

Noprival. (2016). Student's voice: EFL speaking problems on English day program at one senior high school in Indonesia. *Jurnal Ilmiah Universitas Batanghari Jambi, 16*(1), 77-81

Ornstein, A., C., & Lasley, T., J. (2000). *Strategies for effective teaching*. McGraw-Hill

Pahamzah, J., Syafrizal, S., Gailea, N., Masrupi, M., Mulyati, E. (2020). A comparative study between the use of role play and discussion method in teaching speaking ability. *International Journal of Emerging Technologies in Learning, 9*(2), 227-241

Roby, T., Ashe, S., Singh, N. & Clark, C. (2013). Shaping the online experience: how administrators can influence student and instructor perceptions through policy and practice. *Internet and Higher Education, 17*(1), 29-37

Roseth, C., J., Johnson, D., W., & Johnson, R., T. (2008). Promoting early adolescents' achievement and peer relationships: the effects of cooperative, competitive, and individualistic goal structures. *Psychological Bulletin, 134*, 223–246

Samaranayake, S., W. (2016). Oral competency of ESL/EFL learners in Sri Lankan rural school context. *SAGE Open*, *6*(2), 1-10

Slavin, R., E. (1996). *Cooperative learning; theory, research, and practice (2nd ed).* Allyn & Bacon

Tsymbal, S. V. (2019). Enhancing students' confidence and motivation in learning English with the use of online game training sessions. *Information Technologies and Learning Tools, 71*(3), 227-235

Ur, P. (1994). *Discussion that work-task-centered fluency practice*. Cambridge University Press

Warschauer, M. (1999). *Electronic literacies: Language, culture, and power in online education.* Lawrence Erlbaum.

Zander, A. (1979). *The discussion period in a college classroom. Memo to the faculty, 62*. Center for Research on Learning and Teaching