

TEACHING SPEAKING THROUGH GROUP WORK ACTIVITY :

Action Research

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Abstract

Speaking is a way of producing words to express meaning. Speaking is a very good process of interacting and communicating, through speaking we can get new information or we can share our idea with other people. Through speaking we can say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process, we can say that speaking is really meaningful information to communicate. Speaking English becomes very difficult because the students have to master all components of speaking skills so that to speak clearly and fluently. Speaking is not just saying the word and saying their idea. But, they have to master all of the components of speaking, the components are grammar, vocabulary, fluency, comprehension, and pronunciation. Many students faced the problems on it.

To overcome these problems, the writer should apply a strategy. The strategy was classroom management by using group. classroom management by using a group is connected to a process of organizing and conducting a class that includes time management, students' involvement, student connection, and classroom communication. Through this strategy, the teacher can arrange the class as well as possible. Because, through this strategy, the teacher can also apply speaking skills as an example: arranging their time in explaining the material, giving them enough time to discuss and present in front of the class, understand each students and be able to give more of their time communicating about the material in class so that they become active classes.

Keywords: Speaking, classroom management by using group work activity

Introduction

In Indonesia, English is a foreign language taught in all school levels. There are many skills in English such as : speaking, writing and so on. One of the important skill is speaking. Because, speaking as human

interaction. Speaking is formed by the relationship between speakers and listeners. According to Brown (2004), "speaking is an interactive process of constructing meaning that involves producing, receiving and processing information". Also, oral practice (speaking) becomes meaningful to students. So, they have to pay attention to what they want to say. Thus, students can learn better about how are their necessity in their abilities, especially to express their ideas smoothly with the right vocabulary and good pronunciation.

Besides the importance of speaking, there are some standards to have good speaking skill. According to the rubric proposed by Harris as it is cited in Rum (2013), the highest level of speaking skill is that students can speak clearly in pronunciation like a foreigner. There is no error in grammar. The students can use vocabulary and idiom as a foreign language, speak fluently and effort as that of native speakers and speed of speech seems to be slightly affected by language problems. While the poor of speaking is when someone's speaking does not have those components.

Speaking English becomes very difficult because they have to master all of the standards of speaking. The other words, to produce good speaking is not easy especially for students' conversation and presentation. Many students faced in learning and practicing speaking English. Also, many students have difficulties in speaking English learning process. The writer found such kinds of fact in SMA Minhajuttulab Way Jepara Lampung. In that school, the students also faced the problems in speaking and the difficulties to manage the class.

To overcome these problems, the writer should apply any kind of strategy and technique. As a purpose is to build and create the atmosphere in the process of learning. It is also important to make the students become active and have an interest during the learning process. So that their ability to speak could increase.

There are some strategies that could be used by the teacher to teach in the class. One of the strategies is Grouping. Successful of the teaching and learning process is depending on the teacher. There are many factors often occur because of the ineffectiveness of learning in the classroom. Therefore, managing the condition and managing the time of the class is needed by the teacher. Because the teacher is a person who is responsible for managing the class.

In this research, the writer implemented a Grouping strategy to assist the students and teachers of SMA Minhajuttulab Way Jepara Lampung to cover the problems that the writer explains above such as managing class, managing time which influenced their grammar, fluency, pronunciation, and vocabulary. In other words, it is a good idea to put the students in this class because this strategy is helpful to manage all of the teacher's needs.

The writer found problems that appear in this school such as : the first problem is the students' fluency. They weren't able to speak smoothly and easily. Because they didn't understand well what they want to speak. It was because of they little focus on the material. And also, they lacked to practice their speaking in front of the class. Greatly, it was affected in their mentality when the teacher asked them to come forward. Also, it was cause because of the teacher was little to give attention of them. It was proven by observing of preliminary research. The second is the pronunciation. It often happens by the students when the teacher was explaining how to pronounce some words while they were busy with their selves. Suddenly, the teacher asked them to follow her word. It was impossible the students would follow spontaneously. Because they did not pay attention to it. The third is in their vocabulary. The teacher seldom to ask them to bring a dictionary. They were less in the motivation of memorizing the vocabulary. Many students were lazy when the teacher asked them to look for uncommon vocabulary. The last is grammar. Because the teacher was less to pay attention in the condition of the class. Then, they were uncontrolled. It was caused by the condition of their seat in the class. Because, some of them cover by their friends. So, it was influence of their understanding of grammar. Most of the students who sits in the backside were not understand about the teacher's explanation.

Related to the background above, the researcher is willing to conduct a study about "how is the way and the response of implementing grouping strategy to improve the students' speaking in the second grade of SMA Minhajuttulab Way Jepara Lampung". Doing the activity, the writer would focus the function of classroom management by using group so that it would support the success of teaching-learning.

No teacher wants to have problems in the class. Including manage the time, respect and so on. The writer chooses grouping strategy because through this strategy the teacher can master how to keep a good class. As we know, there are many ways to make a class organized and conditioned. The strategy needed by a teacher is a proven strategy that is

a good strategy to condition and face students during the teaching and learning process in the class. According to Lemlech (1999), classroom management by using a group is connected to a process of organizing and conducting a class that includes time management, students' involvement, student connection, and classroom communication. Through this strategy, the teacher can arrange the class as well as possible. Because, through this strategy, the teacher can also apply speaking skills as an example: arranging their time in explaining the material, giving them enough time to discuss and present in front of the class, understand each students and be able to give more of their time communicating about the material in class so that they become active classes. As supported by Coetzee and Van Niekerk (2015 : 16) Your classroom management will improve as you develop your talents and skills as an educator. If you improve your classroom management, you will make a valuable contribution to your school by moving on to reach its vision and mission of effective teaching and learning.

Research Design

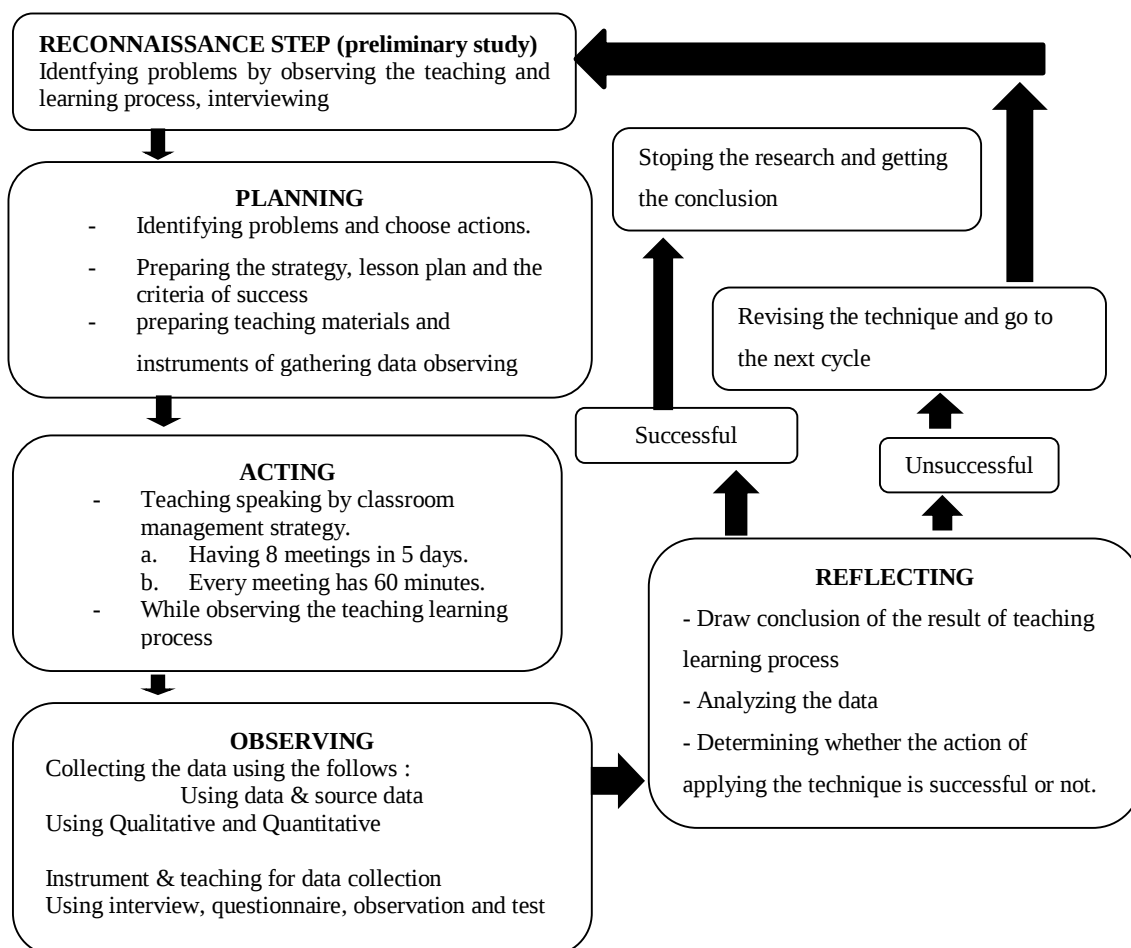
The research design was Classroom Action Research (CAR). The CAR model used here was the model developed by Kammis and McTaggart (1988). According to the model, the implementation of the action research includes four steps. They are identifying problems and planning the action, implementing the action and observing or monitoring the action, reflecting the result of the observation, and revising the plan for the following step. CAR was a good process who help the teacher to explore the strategy. The writer used class action research to see the way and the response of implementing classroom management by grouping strategy to improve the students speaking in SMA Minhajuttulab Way Jepara Lampung. It was consists of planning, acting/implementing, observing and reflecting. In this research, the writer acted in one cycle consist of eight meetings in five days.

By using classroom action research design, it solved the students' problems in speaking especially on their fluency, vocabulary and grammar. It was consists of four steps that proceeded by using a preliminary observation with its analysis and problem identification. A preliminary study was really helpful in identifying the students' problems before acting the plan. The next step made the plan based on the result of the preliminary study. The implementation conducted in the teaching learning process. The next step, the writer observed while implementing in the classroom. The last was doing the analysis the data of the reflection step.

The writer used some sources to collect the data such as : interview guides for the students and the teacher. It used in the preliminary research. It was conducted on March 05th and 8th. Observation checklist, the writer did while implementing steps. The data used to support the data whether the students' responses to the activity. Filed note, the field note was done during the implementation and observation of the action. It was made by the writer. Speaking test, the oral test aimed to make sure the students' speaking score. The writer used two tests such as: preliminary tests and final tests in the last meeting. The preliminary test was conducted before the implementing strategy. While, the final test was conducted after implementing the strategy. Both were to measure the students' speaking improvement. Questionnaire, the questionnaire for the students was distributed in the preliminary and the end of the research. The way to answer the questionnaire was, the students should give sign every number of questions. There were 10 questions had to fill by the students.

In this research, the writer explained the research procedure begun from preliminary study and research implementation which including planning, acting, observing and reflecting.

Cyclical Action Research Model (Adapted from Latif 2017:148 and Latif 2014:90)



Research Finding

This part presents the findings in cycle 1. The first cycle of this research was conducted on March 12th. This cycle was done in four stages converging planning of the action, implementing the action, observing and reflecting.

Before doing research at class, the writer found some fact when she did preliminary study such as : the writer found that the core problems in that school were in the atmosphere, managing the time and class. It was proven by interviews, questionnaire and tests.

The first was in observation. When the teacher of English was explaining the material, there were some students look like unconcentrated. The students who understands the teacher's explanation was the students who sit in front of the teacher. So, half of the students especially in the backside was not pay attention to the teacher. It really influence their speaking especially when the teacher was explaining the material in the board, some of them cover their friends. So, it was not conducive in the learning process.

The second, the writer interviewed and gave the questionnaire some students informally before and after implementing the strategy. There were two interviews. The interview before implementing the strategy, the writer took some results that they had problems in their speaking, they could speak well because they were shy. So that why, they did not like and enjoy about the materials. Because the teacher seldom to give them more practice as like speak in front of the class. So, they felt that they had not able to speak English. The most problems were, they didn't focus on the material, they felt afraid when the teacher of English asked them to practiced in front of the class because they had never practice before. The process of learning English was, the teacher seldom to pay them attention. So, they said that they often played a mobile phone when the teacher was explaining the materials. Because they always hidden themselves behind their friends. The interview after implementing the strategy, they said that they enjoyed so much about the activity. They said that because by using the strategy, we could move our chairs into our group so that the teacher always paid us attentions. Moreover when we have a lot of questions to ask. Also by working in a group, we could got many ideas from our friends, it made us easy. We could ask to other friends when we have soem problems such us : how to say "*kewajiban, peraturan*" and so on. The teacher also observed us so well. By using group

activity, we could easily prepare the material before speech. When the writer asked them, Do you enjoy when the writer asks you to tell something in front of class?, they said that they enjoyed, even though we have any difficulty in speaking but so far was good. Then, the writer asked them about the improvement. She got some results that they got many improvements. By using the strategy, they could manage their time, such as : when we would speak and when we would discuss and so on. So, the writer took the conclusions that it was really improved them, not only in the situation of class but also in their speaking.

The last, the writer did the preliminary tests before implementing the strategy. The preliminary tests were conducted on March 11th. In this step before the writer did the test, the writer explained what we must do today. Next step, the writer gave them a topic about an introduction that included of full-name, nickname, hobby and dream. The writer asked them to come forward to introduce. From that topic, the writer could take the score based on the rubric. The students got low scores when they had a preliminary test. The mean of the students' score was 57.36, whereas the standard of the school is 65.00. From 25 students, the students who were active in the class just 74%. In means, there were 24% students who did not active in the class. So, it said that the students' speaking score was low. Based on this condition, the writer implemented the cycle.

Acting, the writer conducted the implementation stage on the teaching learning that stated in the lesson plan.

The first day, the writer began the class by greeting and checking the students' attendance. Then, she was brainstorming the students' knowledge about the topic (Holiday) by asking them questions example "how was your holiday?, is there something new in your holiday, is there a memorable moment on your holiday. Some of them gave good answers but half of them didn't give the right answer. Before the writer continued the material, she explained about the writer's purpose especially in teaching speaking by grouping strategy. Then, the writer gave the explanation about the strategy. The writer explained about the definition, implementing and the goal of classroom management so that the students understand about the strategy. The writer really convinced the students that the strategy gives a new improvement to them. The writer created the new atmosphere by asking them to move the chair, then she asked them to sit-down in the right position so that the students get an easier way to focus on the material.

After focusing on the situation of the class, the writer introduced them to definition of speaking such as definition, function and goal of speaking. While the writer did it, she gave the example of a conversation about asking and giving opinions that appropriated with the topic. In addition, she also gave the example to present the topic in front of the class. While practicing, the writer divided them become group, every group consist of 5 students. She gave the paper of conversation then asked them to discussion for about 7 minutes. The writer asked them to make some conversation and practice in front of the class. While the students did it, she monitored them about the material and the time management. Some of them asked the questions such pronunciation, how to pronounce *beach*, *mountain* and so on, how to say *mengajak*, *terjebak* in English and grammar. Before the bell rang, the writer announced them to always bring the dictionary so that helps them when the teaching learning process is running. The writer gave feedback to the students and ended the class by saying farewell to the students.

The second meeting, the teacher prepared the class for the English subject, checking the students' attendance list and reviewed the material by asking questions that related to the topic so that to stimulate them. After reviewing the material, the writer reminded the students about what the students did yesterday. The writer asked them to sit-down as before. Because the writer would like to know how far their improvement in classroom management strategy. Before she asked them to move and looked for the new partner. She gave the topic (Internet), She gave them an example how to deliver it and she asked them to discuss it for about 7 minutes.

While the students did it. The writer guided the students who had problems in the learning process. After the discussion was done, the writer asked them to stand up and she gave the example of how to speak fluently such as how to use body movement, eye contact, the arrangement of sentence and keep the time. Before the writer asked them to practice in front of the class, she gave the chance for asking questions. She gave 3 minutes and only the leader of the group who had come in front of the class to deliver their idea's group. Finally, in the last activity because the time almost ended, the writer reviewed the students' presentation and gave them feedback.

In the third meeting, the writer greeted them and checked the students' attendance. The writer reminded them about the last topic. And the writer asked them together with their group as the last meeting.

Because by using gathering, the students would active. Also, they could ask their difficulty to their friends group. Before the writer asked them to deliver in front of the class. She gave some opportunity to discuss for about 7 minutes. While the students did it, the writer corrected their mistakes, so it was beneficial to improve their grammar, vocabulary, pronunciation and fluency. After it was done, she gave the chance to deliver their idea by using voting paper so that determined the students who came forward. It was done before the bell rang, the writer closed the class by saying farewell to the students.

The fourth meeting, the writer greeted them and checked the students' attendance. After that, the writer brainstormed them by asking some questions concerning the topic (a mobile phone) such as do you have mobile phone? and how many mobile phones do you have?. It was aimed to stimulate them and bring them to the topic. Because the goal of this implementation is to know how far the classroom management by grouping activity is increased, the writer asked them to move their chair position and their group. In this meeting, she asked to make some groups. By accident, all of the students entered the class. so, she counted them start from 1 until 5. She asked them together example : one with one, two with two and so on. There are 5 students in every group, here the example of the groups.

After that, the writer reminded them about the topic. She asked to discuss about "Mobile phone" and there are some questions such as : what do you think if your teacher forbid you to bring a mobile phone? and what is the reason?. In this meeting the writer gave chance to the leader for coming in front and present about their group's opinion. There were 5 students delivered their topic. While the students did it, she gave corrections about their vocabulary and how to pronounce some difficult vocabularies. Then she made sure that they really understood about the material. Finally, there were 5 students who came forward to deliver their idea. Then the writer closed the class by saying farewell.

The fifth meeting, the writer greeted them and checked them by mention their name one by one. In this meeting before the writer started, she asked them about how was their feeling after studied English by using this activity?, almost all of them answered that they were happy because it helped them to manage their time and share their opinion with their friends' group. Also, they were happy because every-day they got a different friends' group. They said that the different friends' group is different opinion too. So that why, she asked them to make group and the

discuss with their friends' group. They enjoyed with the activity, it was proven when the writer asked them questions then they had the scramble to answer the questions. Before the bell rang, she gave an announcement to them if the next day would have new a topic. So, she hoped that they should read a book that concerning to the topic so that supported them in the new topic. The last, she reminded them to bring their dictionary.

The sixth meeting, the writer greeted them by enthusiasm greeting and checked them by mention their name one by one. On this meeting it would be easier because the students really understood well about the material and how to manage their speech. In the last day before she evaluated their activity. The writer made sure that they already knew well, she gave topic (skill and certificate).

All of the students should present and deliver their idea about it. It was a difficult topic, so that why the writer asked them to amke group so that they could discuss about their difficulty. In this day, the writer divided become 2 groups. The first group consisted of 10 students and the second group was 12 students. The first group would present in the sixth meeting and the second group would present in the seventh meeting. Before the bell rang, the students gave little correction in their grammar. Overall, they did not confuse when they did the presentation. Because by grouping activity, the students have been able to cover their mistakes. It was proven on their grammar, vocabulary, pronunciation and fluency. By using group, they could study together with their friends because a few of them have good in grammar. so, they could share each other. Also, they could ask some difficulties moreover to their teacher. The last, the writer reminded them to prepare for the final test in the next meeting. Finally the writer closed the class by saying farewell.

The last meeting, without wasting the time, she started the presentation as the oral test to know how far the strategy improves their ability in speaking and the topic was about education. After doing it, the writer did observation.

Observing was done in the implementation of the research. Some data that obtained during the observation which was done during and after the implementing of the study such as :

The Result of oral speaking test. The writer gave a final test to the students in the last meeting. The result of the final test achieved the KKM in the school (65.00). According to the oral test conducted on March 22th (07.30-09.30). It found that the 25 students who got the "excellent"

category were 24%, the students who got the "very good" category were 52%, the students who got the "good" category were 12% and the students who got "fair" category was 12%. So, It could be concluded that 88% or 22 students from 25 students passed well of the KKM. But the rest of the students (3 students) were passed enough.

Reflecting, based on the data, the writer got some result in dealing with the implementating of classroom management by using group activity.

The writer did only one cycle, because it had improvement on their score and their response. After implemented the strategy, there was an increased of their speaking and good response in their teaching learning process. It was proven by their score and their response. There were some evidence of their response in teaching speaking by grouping strategy, it was proven by their questionnaire after the writer did the implementation. Finally, it proved that 1 until 25 students. There were 12 students who got score 5. There were 9 students got score 5 in vocabulary and there were 5 students got score 5 in pronunciation. From the table, the writer knew that there were 22 students have fulfilled the criteria of success, while there were 3 students who had only increased. In this cycle, the writer found that the average before the writer did the strategy was 57.36, while the average of the last meeting was 68.00. Thus the action could be stopped. Another side was in their response when the teacher implemented while observed the students. It would discuss in discussion phase

Discussion

The way of implementing the classroom management strategy. By using this strategy, the writer felt easier to observe them. Because, they could gather and move their position of their seat. Of course, the wouldn't be covered by their friends when they sat. So, they should focus on their material when she was explaining. In addition, the students were braver to speak in front of the class because they prepared before they did it. Also, the could express their idea, commented and gave an opinion about something. Besides, they could manage the time such as how many time that they have to spend their performment. Then, they had a lot of time to ask some questions before they performed. When the writer explained the material, the students enthused, many students asked some questions. It became good strategy because the students could be more active in learning.

The response of implementing the classroom management by grouping strategy. The first, they were active when the writer divided group and asked them to move their chair, from that activity they felt that the strategy gave new atmosphere, so they felt enjoyed with their group and their new position. Then they could understand well because they more focused on the teacher's explanation. So, their difficulty in grammar, vocabulary and pronunciation was covered. When the writer explained the material on white board, they were focused. They seemed active because a few of them asked about the vocab that the teacher wrote on white board. Finally, she answered the questions of the vocabulary while writing the pronounce. It has become evidence that the strategy really gave a big improvement to the students. The second was in the students' enthusiasm. They felt enthusiasm when she gave the opportunity to come forward, they could give their opinion in front of the class. Also, they felt that they had challenged when they did it. They followed the instruction given by the teacher. When they didn't know about something, they were directly asked to the teacher such as : which one that corrects between "we must to do homework or we have to do our homework", "the education is more important or importance" and how to pronounce "*nyaman* and *betah*" in English.

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