

The Effect of Spontaneous Group Discussion in Speaking Skill to Senior High School Students

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Abstract

This article discusses the impact of implementing Spontaneous Group Discussion (SGD) in a senior high school experimental class. Challenges during speaking practice in the classroom lead to the students having reduced motivation to speak English. SGD is suggested as a way to address this issue by evaluating its efficacy in comparison to a traditional approach. This research employs a quasi-experimental design with pretest and post-test assessments. Research findings indicate that SGD is more efficient for learning speech, allowing students to rapidly grasp important lessons related to the teacher's chosen topic. Hence, teachers may find value in using the findings of this research when instructing students on English speaking skills.

Keywords: effect, speaking skill, SGD

Introduction

English is no longer perceived as the typical foreign language that is regarded as extremely challenging to master. Currently, students can utilize English on various devices such as smartphones, gadgets, computers, social media, or other tools that are based on English language instruction. Nonetheless, mastering English is essential for students as it plays a crucial role in enhancing their intelligence, social skills, and emotional abilities. Hence, it is important for the government to create a curriculum that helps individuals develop the skills to articulate their thoughts, emotions, and understand different contexts effectively. It is anticipated that they will be able to utilize English to the best of their ability. English has been included in the curriculum from elementary school in our country, but the outcomes of English education in Indonesia are still unsatisfactory. In the researcher's previous study, she discovered that the challenge lies not in the material itself, but in the concept and the courage or confidence to communicate their ideas in English. When their proficiency in English is evaluated, they receive low overall grades. During teaching speaking in the classroom, the teacher noticed that second-year senior high school students had low courage and confidence to express speaking materials in monologues. The students sensed it while studying basic competency 4.10, where they are required to interpret warnings, instructions, and brief notices. Because they perceive the signs as mere guidelines, they find it easier to apply what they have learned in the classroom. This was demonstrated through interviews with the English teacher and the students. Over 60% of all students lack courage and self-assurance when speaking English. Furthermore, the survey findings reveal that out of 32 students, 21 students admitted to lacking courage in expressing emotions in English.

Based on the information provided, there are signs pointing to deficiencies in students' education. This consists of a lack of teaching strategy in the classroom, which fails to

motivate students to be courageous. Additionally, the students lack sufficient knowledge to delve into the educational resources. Furthermore, the absence of instructional materials that can encourage students to engage in questioning during their learning process like they would when following the steps of a scientific approach. In this instance, the author suggests that utilizing the Spontaneous Group Discussion (SGD) cooperative learning model could help teachers identify the appropriate method more easily. (Usman et al., 2019) When we implement the cooperative learning model, students will achieve more and build better connections compared to the traditional method. He further argues that through spontaneous expression, students can be motivated both individually and in group settings to improve their communication skills and make connections between their thoughts and reality. (Welty, 1989) also discusses how SGD is defined as a method of teaching where stress is placed on individual participation but solutions are generated collectively through group discussion. (Liu, 2010) also discusses a scenario in which there are multiple individuals with varying preferences and access to information, each with unique perceptions, attitudes, motivations, and personalities, who acknowledge a shared issue and strive to make a joint decision. In comparison to the conventional grammar translation method, SGD is believed to be more efficient for improving speaking skills. The main research question is: "Are students who are taught through Spontaneous group discussion more successful in their speaking skill scores compared to those taught through GTM?" Based on the problem stated, this research aims to determine if students taught through Spontaneous group discussion excel in speaking skills compared to those taught through GTM.

Research Methods

This investigate utilizes quantitative strategies since it focuses on particular factors and numerical information sets. The data utilized in this investigate comprises of interim information speaking to students' English speaking test scores. Meanwhile, the consider plan is quasi-experimental inquire about utilizing a non-randomized pretest-posttest control gather plan. (Ary, Donald, 2017). There exist several reasons for choosing this design: a) the study was conducted without changing the classroom context, ensuring that the classes observed remained the same, b) the researcher worked closely with the teachers to maintain a natural classroom environment so that students did not feel they were being monitored and to avoid extraneous variables, c) the two classes used in the study were separated well before the start of the study in order to follow the sampling method, and d) the study was conducted according to a pre-planned school curriculum.

The design of quasi-experimental research here is as explained by (Helwig et al., n.d.) This specifies the use of a non-random sample from the entire student body. Furthermore, the researcher can only randomly assign the experimental classes to different treatments. In this study, we assign them to classes that used GTM (no treatment) and classes that used SGD. (Troudi & Nunan, 1995) also emphasize That is in so many applications of educational research where random selection or random assignment of schools or classrooms is highly impractical. In summary, quasi-experimental research is a research design in which samples are not randomly selected from the entire student population.

This research aims to determine how effective the SGD technique and Grammar Translation Method are in teaching speaking skills. The researcher takes on the role of the teacher in implementing the treatment of SGD technique for the experimental group, while for the control group, the researcher simply conducts the pre-test and post-test. One group (A) was chosen as the control and was instructed using GTM, while the other (B) served as the experimental group and learned through SGD. The steps of the study can be described as follows: a) determining the population and sample, b) preparing the research instrument, c) validating the research instrument, d) conducting a pre-test, e) SGD in the educational

experimental group, f) conducting a test to obtain data on the students' performance by conducting a post-test, g) evaluating the students' answers, and h) developing appropriate techniques and statistical operations to analyze the data to determine whether both the different groups of results are significant or not, and i) conclusion regarding the analysis results, which indicates whether the hypothesis (Ho) is accepted or rejected.

Methodology of Data Analysis this study used a non-randomized pretest-posttest control group design. The researcher used the ANCOVA formula to prove the proposed hypotheses. by (Pallant, 2016) who states ANCOVA is applicable in situations where a pretest/posttest design involves two groups, such as evaluating the effects of different interventions by measuring the groups both before and after the intervention. He also mentions that the pretest scores are used as a covariate to regulate any pre-existing discrepancies between the groups.

Data Analysis ANCOVA is useful in situations where researchers cannot randomly assign subjects to different groups and must instead use existing groups, such as student classes. ANCOVA can be used to minimize the differences between different groups on various attributes. (Pallant, 2016). To obtain accurate and precise data, the researcher used SPSS for Windows version 19 to calculate the data..

Results and Discussions

This section consists of tests linearity, homogeneity of regression slopes, Raven's error variance test, one-way analysis of covariance, and study assumptions.

A. Testing of Linearity

The researcher created a scatter plot to examine the assumption of a linear relationship between the dependent variable and the covariates.

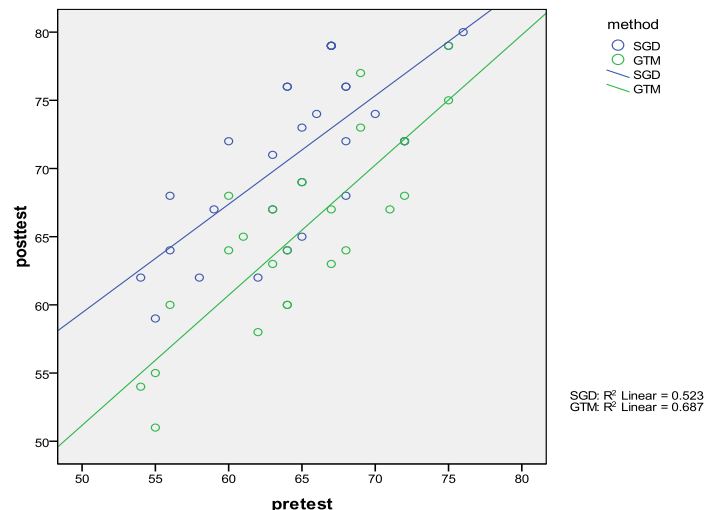


Figure 1 Scatter Plot in Testing Linearity

(Pallant, 2016) states “if you find a curvilinear relationship you may want to reconsider the use of this covariate.” Based on the scatter plots for each group in Figure 1, each group shows a linear (straight line) relationship rather than a curvilinear relationship, so we can say that the linearity assumption is not violated.

Based on the results, there appears to be a moderately favourable relationship between the independent and dependent variables across the sample. Students' pre-test levels are shown on the horizontal X-axis and their post-test levels are shown on the vertical Y-axis.

According to Figure 1, a linear relationship is observed and an analysis of covariance can be performed.

B. Testing of Homogeneity of Regression Slopes

Table 1 Tests of Between-Subjects Effects

Dependent Variable:posttest					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1858.003 ^a	3	619.334	34.971	.000
Intercept	55.999	1	55.999	3.162	.081
method	27.571	1	27.571	1.557	.218
pretest	1359.730	1	1359.730	76.778	.000
method * pretest	11.179	1	11.179	.631	.431
Error	885.497	50	17.710		
Total	256125.000	54			
Corrected Total	2743.500	53			

a. R Squared = .677 (Adjusted R Squared = .658)

Evaluating the equality of regression slopes is employed to investigate the connection between the covariate and the factor (independent variable) when predicting the dependent variable. If the interaction is significant, the results of ANCOVA become invalid, and it should be avoided. According to (Pallant, 2016), A significance level of 0.05 or below indicates a statistically significant interaction, which contradicts the premise. Based on the data from Technique*Pretest, the p-value is 0.431, which is substantially more than 0.05. It illustrates that the regression slope homogeneity assumption is still valid. Based on the results of ANCOVA, we may now proceed with additional analysis.

C. Lavene's Test of Error Variances^a

Table 2 Levene's Test of Equality of Error Variances^a

Dependent Variable:posttest			
F	df1	df2	Sig.
.209	1	52	.650

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + pretest + method

The Table 2 Show the objective of Lavene's Test of Equality of Error. Variances are used to see if the assumption of equal variance is satisfied or not. If the p-value is greater than 0.05, the variances are assumed to be identical. In contrast, a p-value < 0.05 shows uneven variances, breaking the premise that variances are equal. (Pallant, 2016). In this instance, the variances are homogeneous, or the assumption of equality of variances is not broken, because the Sig. value is 0.650, which is significantly more than 0.05.

D. One Way Analysis Covariance

Table 3 Tests of Between-Subjects Effects

Dependent Variable: posttest

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1846.824 ^a	2	923.412	52.521	.000	.673
Intercept	57.120	1	57.120	3.249	.077	.060
pretest	1354.749	1	1354.749	77.054	.000	.602
method	467.521	1	467.521	26.591	.000	.343
Error	896.676	51	17.582			
Total	256125.000	54				
Corrected Total	2743.500	53				

a. R Squared = .673 (Adjusted R Squared = .660)

b. Computed using alpha = .05

Table 3 show data, (Pallant, 2016) states: If the significance value is below 0.05, then there is a significant difference between the groups (SGD technique and GTM). The analysis results displayed in Table 4.1, labeled as method in the SPSS output, reveal that F 26.591 with a significance level of $P\ 0.000 < 0.05$ for F (2,85). Hence, there was a significant difference between the experimental and control groups, leading to the rejection of the null hypothesis that both SGD technique and GTM are equal based on the analysis results.

E. Assumption of Research

Table 4 Estimates Marginal Means

Dependent Variable:posttest

method	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
SGD	71.132 ^a	.766	69.595	72.669
GTM	65.210 ^a	.856	63.491	66.928

a. Covariates appearing in the model are evaluated at the following values: pretest = 64.72.

The Table 4 show data punctual compared the adapted measure for two groups, with values of 71.132 for scholars instructed with SGD and 65.210 for scholars instructed with GTM, as exposed in the assessed Borderline means table. Hence, according to the assessed Borderline Means, the indispensable thesis suggests that scholars instructed in speaking warning, instructions, and short notification through SGD fashion attain advanced English speaking success compared to those instructed through GTM.

The aim of this research is to address the issue outlined in Chapter 1. Is there a difference in English achievement between students taught with SGD versus those taught with GTM? After examining various theories related to the subjects of this research, a working hypothesis was developed which suggests that students who are instructed with the SGD method perform better in English speaking tests for warning, instructions, and short notices compared to those taught with GTM. To test the research hypotheses of the study, it was transformed into a null hypothesis (H_0). The null hypothesis states that students taught using the SGD method will perform better in English than students taught using the GTM method.

The analysis of the study is split into two perspectives, which are statistical and practical perspectives. Statistically, the results of the study show that the performance of students taught using the SGD method is significantly better than those taught using the GTM.

The results show that the significance level is less than 0.05, as indicated by $F(2,85) = 26.591$, $P 0.000 < 0.05$ is documented. Furthermore, the variability of the fitted mean values of both groups can be observed in the table of estimated marginal means: 71.132 for students taught with SGD and 65.210 for students taught with GTM. Thus, there is a significant difference between the experimental and control groups, rejecting the null hypothesis that both strategies (SGD method and GTM) are the same. This indicates that the theoretical proposal is supported by concrete evidence.

On the practical side, the research results showed that using SGD technique can help enhance students' speaking abilities. In the application of SGD for teaching oral communication, the researcher discovered that students can comfortably talk about warnings, instructions, and short notices by discussing SGD materials. The students are able to push themselves by investigating the speaking materials as well as the spoken warnings, instructions, and short notices.

The fact that this pragmatic perspective is linear further confirms that the results of this research also correspond to those of previous studies. The researcher's group discussion is consistent with. (Dael et al., 2019) discovered in his research results. He discovered the benefits of implementing SGD in the classroom. It also happens in the researcher's class. It also requires students to be prepared to speak up quickly, encouraging them to think and push themselves to discuss their knowledge and understanding of the warning content. This increased level of engagement enhances the students' grades by helping them comprehend and expand upon the topics they are studying and discussing.

(Ruba'i, 2022) Similarities were also discovered in the spoken instructions of processes. The students were able to create engaging materials by participating in group discussions. Based on this discovery, the researcher also observes that students are capable of producing creative cautionary material using the discussion as inspiration.

Based on the above findings, it can be concluded that English teachers are encouraged to use SGD techniques to find activities, materials, ideas, and situations to implement SGD in their speaking classes. Therefore, the findings of this study are considered to be an efficient way to improve speaking skills through beneficial improvements.

Conclusion

In conclusion, this study can be summarized in terms of statistical analysis using ANCOVA technique in SPSS. In this study, multiple interpretations of ANCOVA results were used to answer the research questions. In Table 4.2, the researcher stated that the assumption of equal variances was not violated. As Mr. values are greater than 0.05, this study shows that the variances are equal. In more simple terms, the assumption was confirmed as Sig. The value was 0.650, well above the limit of 0.05. The main results of the ANCOVA are shown in Table 4.3 "Examination of Between-Subject Effects". The significance value was less than 0.05, so there was a significant difference between the groups. In this study, the value was found to be greater than 0.05, and the results were found to be significant at a value of 0.343. This shows that there is a striking contrast in the learning outcomes between students taught using the SGD method and those taught using the GTM method. In brief, the SGD method was found to be more efficient than the GTM in teaching students to warn, direct, and speak for short periods of time.

The researcher offers multiple recommendations for individuals in need of pursuing the results of this study. SGD method is a viable option to enhance students' oral communication abilities through using spontaneous interactions with given resources. The SGD method is valued for its effectiveness in teaching speaking warning, instruction, and short notice. Selecting various approaches that align with the students' characteristics and the given material is crucial.

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