THE IMPLEMENTATION OF DISCUSSION TECHNIQUE IN TEACHING SPEAKING

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Abstract. *This study were purposed to know the procedures of discussion technique and to find out the strengths and weaknesses of discussion technique when it was used to teach speaking. The research was a descriptive qualitative research. The subject of the research was the eighth grade students of MTSM 3 Al-Furqon Banjarmasin. The data were taken from observation, field notes and the interview. Further, the data were analyzed qualitatively. It was found that the implementation of discussion technique in teaching speaking was suitable with the procedures of discussion technique based on the theories. There were five stages that were implemented during teaching speaking using this technique and those procedures covered learning activities and students' tasks to develope students' pronunciation, grammar, vocabulary, fluency, and expression. The implementation of this technique gave strenghts and weaknesses. The strenghts were: 1) discussion technique could promote students' speaking skil, 2) discussion technique could improve the class condition, and 3) discussion technique could improve the students' participation in the speaking activities. While the weaknesess were: 1) some of students tended to be out of the tasks, and 2) teacher got difficulties to manage the time during discussion. In conclusion, the procedure of discusion techique was implemented properly and this technique gave more strenghts than weaknesess.*

Keywords*: Speaking, Teaching Speaking, and Discussion*

Abstrak. *Penelitian ini bertujuan untuk mengetahui prosedur teknik diskusi dan untuk mengetahui kekuatan dan kelemahan dari teknik diskusi ketika digunakan untuk mengajar speaking. Penelitian ini merupakan penelitian deskriptif kualitatif. Subjek penelitian ini adalah siswa kelas VIII MTSM 3 Al-Furqon Banjarmasin. Data diambil dari observasi, catatan lapangan dan wawancara. Selanjutnya, data dianalisis secara kualitatif. Ditemukan bahwa pelaksanaan teknik diskusi dalam pengajaran berbicara cocok dengan prosedur teknik diskusi berdasarkan teori. Ada lima tahap yang dilaksanakan selama mengajar speaking menggunakan teknik ini dan prosedur yang tercakup kegiatan belajar dan siswa tugas untuk mengembangkan siswa 'pengucapan, tata bahasa, kosa kata, kefasihan, dan ekspresi. Pelaksanaan teknik ini memberikan kekuatan dan kelemahan. Kelebihannya adalah: 1) teknik diskusi bisa mempromosikan kemampuan berbicara siswa, 2) teknik diskusi dapat memperbaiki kondisi kelas, dan 3) teknik diskusi dapat meningkatkan siswa dalam berpartisipasi di kegiatan berbicara. Sementara kekurangannya adalah: 1) beberapa siswa cenderung keluar dari tugas, dan 2) guru mengalami kesulitan untuk mengelola waktu selama diskusi. Kesimpulannya, prosedur discusion techique dilaksanakan dengan baik dan teknik ini memberikan banyak kelebihan dibandingkan kekurangannya.*

Kata kunci: *Berbicara, Mengajar Speaking, dan Diskusi*

INTRODUCTION

Nunan (1998: 26) declares speaking is a process consisting of short, often fragmentary utterances in a range of pronunciation. In order to build up the bridge, in speaking activity the teacher must give the learners practice

opportunities for communication in meaningful situation. It means learning to speaks in a second language will be facilitated when students are actively engaged in attempting to communicate. Unfortunately, most students at the eighth grade of *MTSM 3 AL-FURQON Banjarmasin* have dificulty to learn speaking skill, because in daily life they do not communicate in English. Therefore the students seem to be passive in speaking class

Since such problems in speaking activity are inhibition, nothing to say, low or uneven participation and mother tongue use (Ur, 1996: 121). Therefore, language teachers must create the best condition for learning in order to promote the students' speaking skill. Major activities that can be implemented to promote speaking are discussion, speeches, role-plays, conversation, audiotape oral dialogue journals, and other accuracy-based activities (Murcia, 2001:106). Discussion is an activity that most of students at the eighth grade of *MTSM 3 AL-FURQON Banjarmasin* familiar with it. Teacher believes that discussion is the most natural and effective way for learners to practice talking freely in English and it can be thinking out some problems or situation together.

According to Harmer (1998:88-93) in the discussion activity, the learners have opportunities to express their ideas and opinions and to interact in meaningful realistic context. The learners can also generate their own discourse. Further, the environment will not be threatening so that the learners are eager to communicate. Teaching speaking through discussion also provides an opportunity to develop accuracy, fluency and keep the learners highly motivated

Based on the theories above it can be concluded that discussion is good technique to develop speaking ability. Therefore the researcher will investigate about the procedures of discussion technique that are implemented to teach speaking in *MTSM 3 AL-FURQON Banjarmasin* and find the strengths and weaknesses of discussion technique when it is used to teach speaking.

METHOD

This research was done in the eighth grade of *MTSM 3 AL-FURQON* Banjarmasin, South Kalimantan. The researcher used descriptive qualitative design because this research was designed to describe some activities of teaching speaking occurred naturally. It described the procedures of teaching speaking using discussion and described the strengths and weaknesses when it was done in teaching speaking.

The data were collected from observation sheet, field notes, and interview. During the implementation of the technique, the researcher utilized field notes and obseervation to record some information that related to the activities of teaching speaking using discussion. The researcher used interview guide to interview the English teacher and the students about the process of teaching, techniques and problems in teaching speaking using discussion in the class.

In analazing the data the resercher used observation and fieldnote results to determine the procedures of discussion technique when it was used to teach speaking. The researcher took some notes and observed the situation that covered the material, the students' responses, the technique, and the teaching and learning process. The researcher compared and analyzed the results with the theories of discussion technique, and then the researcher made a conclusion from the analysis in the form of descriptive explanation. The researcher interviewed the English teacher to get the complete data. The data from the interview were used to determine the strengths and weaknesses of discussion technique when it was implemented. The result of the interview would be transcripted in the form of words.

FINDING AND DISCUSSION

During the teaching-learning process, the students performed some learning activities to implement discussion technique. Those learning activities were providing objective and setting, focusing the discussion, holding the discussion, ending the discussion, and debriefing the discussion which were all intended to improve their speaking skill in which the teacher gave some learning activities and tasks to improve pronunciation, grammar, vocabulary, fluency, and expression.

The Procedures of Discussion Technique

In the first step, the teacher asked several students to pronounce some words written on the board and corrected the mistake that was done by the student. The students who got difficulties in pronunciation would get help from their teacher and friends. The teacher went around during activity to help the students who got difficulties. The teacher should tolerate the pronunciation mistakes that the students made. The students' mistakes could be evaluated and corrected in the teacher's feedback. As stated by Willis (1996: 110):

> "The improvement of pronunciation could be acquired subconsciously while interacting in the target language. It meant that the students did not need to study pronunciation formally and strictly to attain a perfect English sounds by having a lot of repetitious pronunciation drills which could make the students boring and frustrated".

Second step, the teacher drilled the patterns and functions of past tense and the students were asked to do an exercise to make a correct setence and arranged jumbled sentences into a good text. This activity provided the students' opportunities to practice their speaking in the target language to develop their grammatical competence. Through the gradual practices to arrange words into noun phrases, clauses, or sentences or utterances in both the written and spoken language, the students learned to develop and master the grammatical competence which was very necessary in the real, successful communication. As stated by Ellis (1988: 21-22):

> "Classroom learners develop grammatical competence in three areas of grammar – negation, interrogative, and verb morphology. Grammatical development is the result of the types of conversation which learners typically take part in. Certain grammatical forms are used frequently than others. It is the frequency of forms in the input which governs the order of grammatical development".

Third step, teacher distributed the text and some questions that the group members should discuss and answer. Getting the text, the students were asked to read it and try to understand. They could try to consult their dictionary to find the meanings of those unfamiliar words. The group-chief managed the discussion and asked the group member to give their opinion. The teacher gave them a chance for consulting their difficulties and helped them to solve their difficulties. The teacher went around the groups and encouraged some passive students to share their ideas or opinions dealing with the question being discussed in the group discussion. This activity could improve students'vocabulary. As stated by Thornbury (2002: 2) speaking enabled the students to use the correct form of words for the meaning intended. It means that in studying the vocabulary the students learn not only the form of words but also the meanings of words.

Fourth step, Teacher ended the discussion activity when time was over and told them that each group had to choose one group member to come forward and to present the result of their discussion in front of the class. This activity could encourage student's self-confidence. Related to the topic which was

discussed, they practiced the expressions that were found in the story. Therefore, after they finished their learning, they could use appropriate expression.. As stated by Penny Ur (1998: 3):

> "The discussion that works is primarily one in which as many students as possible say as much as possible. A further characteristic of a successful discussion is the apparent motivation of the participants: their attention to the speaker(s), their expression- that they are reacting to the humor, seriousness, or difficulty of the ideas being expressed".

Fifth step, the teacher asked the class to choose the best presenter. It was aimed to encourage the students to have better speaking and better presentation. The presenter who got the most votes became the favorite presenter of the day. In this activity, the students practiced personal comment; therefore, the discussion became alive and encouraged student to speak fluently because they could share their opinion freely. That condition helped them to improve their fluency in speaking. As stated by (Nunan, 1987: 177):

> The extensive vocabulary could help the language learners to express easily and fluently their ideas. The students who had wide array of vocabulary had good fluency in which they could speak to express their ideas or to give comment without making hesitation and halt. They were very creative to use the various words and sentences. They were also more courageous to use the body language and filler when they got difficulties in expressing their ideas.

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The Strengths of the Implementation of Discussion Technique

First, the implementation of discussion technique could promote students' speaking skill. Discussion is the most natural and effective way for learners to practice talking freely in English. It can be thinking out some problems or situation together. Barkley, et al., (2005: 101) stated that discussion teaches the student to be attentive and respectful listeners. Further, it helps the students learn more deeply and remember longer by requiring them to connect what they hear and what they say to knowledge that they already posses.

Second, it could improve the class condition. Ur (1981:3) defined the further characteristics of a successful discussion was the apparent motivation of the students. The motivation, here, could be found in the interaction that emerged during the process of discussion. High-motivated students usually concentrated their attention on the speaker, and that their expressions were alive. They were reacting to the humor, seriousness or difficulty of the ideas being expressed, than that was another sign that things were going well.

Third, it could improve the students' participation in the speaking activities. The positive effect of group discussion is explained by Ornstein (2000). He states that dividing students into small group seems to provide an opportunity for students to become more actively engaged in learning and for teacher to monitor students' progress better. It can also enhance students' cooperation and social skills

The Weaknesses of the Implementation of Discussion Technique

First, when the students did the group activities, some of them tended to be out of the tasks. They did not complete the learning tasks; they chatted or kept silence. They ignored the teacher's warning and did not have a sense of responsibility. These problems are often found during. As stated by Ur (1996:

121), the problems in speaking activity are inhibition, nothing to say, low or uneven participation and mother tongue use. Therefore teacher should create conducive and supportive learning atmosphere that encourages the students to speak in English without being afraid of making so many mistakes.

Second, in discussion technique the teacher did not dominate the teaching-learning process anymore. He gave the students more time and opportunity to learn with their group members. His task was to facilitate and direct the learning process. Therefore, teacher got difficulties to manage the time during discussion. This problem is often ocurred in speaking activity especially in a big class as sated by Meiarta and Munir (2013), the amount of the student also affect the duration of the group discussion, if there are too many arguments, the discussion can take a long time. To overcome this problem had sugested by Lubis (1998), if the class is a large one, a good way to give students opportunities to speak English is to schedule small group discussions from time to time.

CONCLUSSION AND SUGESTION

Based on the data analysis, the researcher concludes that: 1) there were five procedures of discussion technique when it was used by the teacher to teach speaking. Those procedures were providing objective and setting, focusing the discussion, holding the discussion, ending the discussion, and debriefing the discussion. Those procedures covered learning activities and students' tasks to develope students' pronunciation, grammar, vocabulary, fluency, and expression, 2) there were more strengths than weaknesses in the implementation of discussion technique.

Having concluded the research, the researcher would like to propose some suggestions for the English teacher. The teacher can use discussion technique in teaching speaking in order to make the students to be more motivated in joining the lesson. It is important for the English teacher to learn how to enhance their ability in teaching speaking and to establish a good atmosphere in the class, so that the students become actively involved during the teaching learning process. They also should create enjoyable situation of teaching learning process in order to improve the students' speaking skill

The institution of education should encourage the English teachers to use the various and attractive techniques in the teaching learning process in order to improve the quality of their teaching by modifying the English teaching learning curriculum that will be implemented in the institutions based on the competence standard and the basic competence as stated in the national curriculum

It is expected that the findings of this study will be used as the research resource of the future research on the similar problem. There are many other techniques of teaching speaking that can be applied as the object of the research.

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