



## The Effectiveness of Group Work Technique in Improving the Students' Speaking Skill a Survey at Second Semester Students of English in Academic Years 2017-2018

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<http://dx.doi.org/10.18415/ijmmu.v6i2.647>

### **Abstract**

This study is intended to find out the effectiveness of group work technique in improving the students speaking : a survey at second semester student of English department of FPBS university of Mataram in academic years 20017-200, there are 48 students taken and are divided in two groups namely : experimental group and control group. D class was treated as experimental group and was taught by using group-work technique and E class was treated as control group and were taught by using individual work technique. The data was collected base on the result of pre-test and post-test, which was given after the student of two groups were given treatment, after gaining the data from the research, the writer process the score of the two group, the total of the mean score from the experimental group is 58 and the control group is 50,5. After the computation of the mean score we continues to calculate the standard deviation of the two groups and the standard deviation score from the experimental group is 198,96 and from the control group si 123,34 and the analyzed the significance of the mean score and the deviation score used a t-test formula and the value of the t-test is 2,953 where the writer checking on the t-table at 5 and 1 level of significance. After the statistical analysis of the date obtained, finally, the writer concludes that, that of use group work technique is effective in improving the student speaking skill.

**Keywords:** Effectiveness; Group Work; Technique; Speaking Skill

### **Introduction**

Nowadays, English plays an important role as a means of communication. It is a language which is mostly used when two or more people all over the world meet in international conferences, seminars, commerce, or workshops. For this points then all, developing countries have chosen English as one of the compulsory subject learned at school (English in Miratunisia, 1991:1).

People could communicate their ideas through written and spoken language. These skill need to be done professionally so that both speakers and listeners could catch the idea respectively, such as what they commonly uttered or they commonly expressed.

Talking about human being's verbal communication means refer to oral communication when people communicate to the others through speaking activities. Indonesian people of this case should participate actively in international market. As a consequence they are required to be able to use English for bargaining, promotion and negotiating. The main purpose of language teaching underlying the PKG. model is to enable the learners to communicate in the target language in real situation. So the instructional activities are placed on the communicative connection of the language without neglecting some other aspects of the language.

In teaching speaking most teachers of English as foreign language nowadays if they are asked about the method they use in their teaching and learning they would reply that the approach is selective. Its means that they use the selection of techniques. The approach has many eclectic in teaching English as a foreign language. For one thing it is much more flexible and has advantages to shift a wide variety of teaching speaking situation perhaps it biggest advantage in which a teacher who approaches through group work technique, for example: assume that group work technique is more effective than individual work. By group work technique the students' will be able to get information by sharing ideas. To help the student to develop positive image of their selves and with the group work technique the students feel much more free especially in expressing ideas than individual work. Through an interaction in group work and the writer hopes the students become independent reading that are capable of (a) understanding what they speak, (b) conveying what they speak to others.

Base on the explanation above the writer has decided to investigate the effectiveness of group work technique as one of the proposed techniques in teaching speaking and also he decided to do his investigation at the second semester students of English department University of Mataram it academic years 2017-2018.

### *The Nature of Speaking*

Language in term of daily life is merely a toll of speaking that is the process of giving exchanging news, opinion, thought. And feeling though out spoken language that of the use of spoken and written language is easier to understand than nonverbal language. The discussion in this study talks about spoken language in term of speaking. Julia M. Dobson (1987:17) defines "speaking as the informal interchange of thoughts and information by spoken words". From the definition above is the speaking involves at least two persons; one as a speaker and other is are responder. so, it is two ways process of interchanging thoughts and information. In this case, what the speaker says help the responders' reply, which in turn influence the first speakers' answer and so on. That is why it is hard to predict what exactly will be the responder's response.

Realizing real speaking is unpredictable Allan Mathews and Carroll Read (1989:24) suggest that language learners should be given practices in handing the unknown or the unpredictable thing in order they become properly prepared for real communicative situation. In concerns with communicative, Jacquelyn B. Carr (1979:153) argue, "all communication is simply an attempt to clarify and define our relationship with others and with our world". An important thing we might notice in Jacquelyn's opinion on communication is that on "our relationship with others and with our world". "Relationship" refers to the interaction that could be done if people who are involved in the interaction understand each other's. understanding each other's means not only in term of how he/she communicates and how he/she understands language ornamentation in the speech event. These phenomena support of the ideas of applying effective technique of teaching speaking to language learners to gain communicative competence in conversation above uses spoken language as its spoken media. It implies that speaking involves pronunciations, listening, and mimic, eyes contact and language ornamentation. So, it might be true to say that understanding speaking where we involved in is no easy. Understanding speaking means to understand one's thoughts through his/her voice and speech. In this case intelligence is not very important thing, which is required to understand a speaking but the experience on life, on the other hand,

plays important role in it. That is why five-years-old boy can't understand a speaking of adults, an elementary school boy cannot understand a conversation of high school students' about electrical theory, for example.

Experts on language teaching and learning have been aware of this phenomenon that they need to pay close attention to this part and then there come some terms such as speaking skill and communicative competence to refer to learner's communicative ability. Hence, many methods and technique are proposed by language methodologists to expand the language learners ability to communicate in the target language.

Reading the illustration above, we might agree to say that speaking in our daily life plays an important role and in concern to language learning, it is a skill which should accept specific emphasizes. Hence, the educational institution could cover social expectation and personal goals.

### *Speaking Skill*

Learning to speaking a second language is a long process. First, students must carefully repeat models and imitate the teacher. They may memorize basic sentences to gain confidence in their ability to speak the second language. They may also practice sentences and do oral skills. These activities are all preliminary requirements to actual conversation.

Students' are truly speaking only when they are generating their own sentences. In classroom activities the teachers should try to allow for some free speaking activity, either guided conversation or at later stages free conversation in every unit.

In judging, whether the students' are speaking in correct sense of terms there are two criteria, which much be used:

1. The students' have to know the meaning of the words they use and associate them the object they present.
2. The students' must pronounce the words they are mutually understood.

Frence (1973:3:9) says "language as an information, the students' should be able to put words without hesitation into correct sentence patterns". Palmer (1975:136) has pointed out that there are processes in learning language such as: receiving the knowledge of material. Fixing it in the memory by repetition and using it in actual practice until it becomes a personal skill.

### *The element of speaking*

There are three major elements of speaking according to Julia M. Dobson (1987:24). The first is question and answer, the second is comments and the third is exclamation.

The first is question and answers are the backbone of direction speaking session. It can be given question and answer drill to help the students' internalized the phonetic and syntactic designed of English and it can also be given in question and answer in communicative phrase of language learning to related the speaker to real situation in which actual information is taught and factual reply is expected (Julia M.Dobson 1987:24-25).

The second element of speaking according to Julia M. Dobdon (1087) e.g. it can be inform of signal remarks. E.g. "it looks like it's going to rain", or in form of rejoinder, for example, "you

are right". If we trace back a real speaking we may find out that comments take a large part of the speaking. One may give comment to what he sees or hearer. That is why Julia M. Dobson suggests language teacher to train the learners' to develop this element of speaking.

The third component of speaking is exclamation. This component of speaking is not as frequent as question and answer or comment; however it plays an important role in a speaking. It comes up as the result of expected circumstances in the linguist or non-linguistic environment . so, exclamations are different from rejoinders, which always spring from the linguistic context Julia M. Dobson. (1987:33).

Finally it might be true to say that these elements of speaking play an important role in real speaking. Hence, the learners' should be trained to expand their ability in applying these components as much as possible.

### ***Methods/Approaches***

This study is a quantitative research. The population of this study was second semester students of FPBS IKIP MATARAM. Furthermore, the sampling technique was random sampling. As the result, students of IID as experimental group and students of IIE as the control group. In addition, the techniques of data collection were pre test and post test. Meanwhile the technique of data analysis was inferential statistic.

### ***Finding and Discussion***

The statistical analysis of the data obtained will be presented in this chapter. This analysis leads the discussion to the findings of the study. Then, the discussion is continued to the analysis and the interpretation of findings before arriving at its conclusion.

In analyzing the data, the writer firstly found the score deviation of pre-test and post-test of individual sample for each group followed by the computation of mean score of the sample groups. The two mean score are then compared using the formulate stated previously.

#### *Analyzing the deviation score of pre-test and post-test*

The deviation score of pre-test and post-test of the two groups' sample can b seen in the following tables:

Table 1. the deviation score of the pre-test and post-test of the control group.

Subject	Pre-test(X1)	Post-test(x2)	Deviati on(X <sup>2</sup> )	X <sup>2</sup>
1	2.25	4.50	2.25	5.06
2	4.00	5.50	1.50	2.25
3	2.25	3.50	1.25	1.56
4	1.50	4.50	3.00	9.00
5	3.50	5.75	2.25	5.06
6	3.50	5.00	1.50	2.25
7	3.50	4.00	0.50	0.25
8	2.25	4.25	2.00	4.00
9	2.50	4.00	1.50	2.25

10	1.25	3.25	2.00	4.00
11	1.50	2.25	1.25	1.56
12	3.50	7.25	3.75	14.06
13	4.50	8.0	3.50	12.25
14	6.25	7.50	1.25	1.56
15	3.25	6.50	3.25	10.56
16	0.50	4.25	3.75	14.06
17	4.00	5.00	1.00	1.00
18	0.25	2.50	2.25	5.06
19	1.75	4.25	2.25	6.25
20	4.75	7.00	2.50	5.06
21	5.00	7.25	2.25	5.06
22	6.75	8.50	1.75	3.06
23	2.75	4.25	1.75	3.06
24	3.00	5.25	2.25	5.06
Total	74.25	1.24	50.5	123.34

From the table above, it can be seen that the total of pre-test of the control group is 74.25 and the total for the deviation is 50,5. The deviation of individual subjects are obtained from the result of post-test subtract the result of pre-test.

Subject	Pre-test (y <sub>2</sub> )	Post-test(y <sub>2</sub> )	Deviation (y <sub>2</sub> )	y <sup>2</sup>
1	1.25	6.00	4.75	22.56
2	3.00	66.50	2.50	6.25
3	6.50	6.75	0.25	0.06
4	2.75	4.00	1.25	1.56
5	4.50	8.25	3.75	14.06
6	1.50	5.25	3.75	14.06
7	1.50	1.50	0.00	0.00
8	2.00	5.25	3.25	10.56
9	6.50	8.25	2.25	5.06
10	3.75	6.25	2.50	6.25
11	1.25	5.25	4.00	16.00
12	5.00	6.25	0.25	0.06
13	2.00	4.25	2.25	5.06
14	2.25	4.00	1.75	3.06

15	2.50	5.25	2.75	7.56
16	4.00	7.25	3.25	10.56
17	1.00	3.25	2.25	5.06
18	2.75	3.00	0.25	0.06
19	3.50	6.00	2.50	6.25
20	2.50	5.50	3.00	9.00
21	1.00	6.25	5.25	27.56
22	4.00	4.50	0.50	0.25
23	1.25	5.25	4.00	16.00
24	4.25	6.00	1.75	306
Total	70.5	190	58	198.96

From the table above, it can be seen that the total of pre-test of control group is 70.5 and the post-test is 190 and the total for the deviation is 58. The deviation of individual subjects are obtained from the result of post-test subtract the result of pre-test. After the deviation score of the two groups' sample have been obtained, the work is continued to the computation of means score of the two groups.

#### *Computation and interpretation of the means score of the two groups*

As it stated above that the means score of each other group is obtained by dividing the sum of the deviation scores with the number of samples in the group. So, the mean score of the control group is :

$$\begin{aligned}
 MB &= \frac{\sum X}{N} \\
 &= \frac{5.05}{24} = 2.10
 \end{aligned}$$

And the mean score of experimental group is :

$$\begin{aligned}
 MA &= \frac{\sum Y}{N} \\
 &= \frac{58}{24} = 2.42
 \end{aligned}$$

Since the two groups are evaluated using the same test then what we can see from the mean score is that the greater the mean score obtained by certain group, the better their achievement is or vice-versa. Interpreting the mean score of the groups that is 2.10 for control group and 2.24 for experimental group, it looks apparently that the English achievement of experimental group, in term of structure and vocabulary is better than the control group although it is only temporarily judgement.

#### *Comparing and testing the mean score*

The most important process in determine whether treatment of experimental is significant or not is by comparing the mean score and testing the deviation of the means score of the groups. Regarding this process, as stated preciously the following formula is applied.

$$T = \frac{MA - MB}{\sqrt{\frac{(\sum X^2 + \sum Y^2)}{(NA + NB^2)} \left( \frac{1}{NA} + \frac{1}{NB} \right)}}$$

Where:

$$\sum X^2 \text{ is obtained from } \sum X^2 - \frac{(\sum X)^2}{N}$$

$$\sum Y^2 \text{ is obtained from } \sum Y^2 - \frac{(\sum Y)^2}{N}$$

So:

$$X^2 = 123.34 - \frac{(5.05)^2}{24}$$

$$= 123.34 - 106.26$$

$$= 17.08$$

$$y^2 = 186.96 - \frac{(58)^2}{24}$$

$$= 186.96 - 140.17$$

$$= 46.79$$

These figures are then operated into formula as follows:

$$= \frac{2.42 - 2.10}{\sqrt{\left(\frac{17.08 + 46.79}{24 + 24 - 2}\right)\left(\frac{1}{24} + \frac{1}{24}\right)}}$$

$$= \frac{0.32}{\sqrt{\frac{6.87 \times 0.083}{46} \times \frac{2}{24}}}$$

$$= \frac{0.32}{\sqrt{0.012}} = \frac{0.32}{0.109}$$

$$= 2.953$$

The analyzing of the data of the present study and then eventually leads to finding. The finding of deviation means scores analysis is referred by the value of that is 2.953. Now it is to be interpreted to find out if it is significant or not. Before it is consulted to the table of t distribution, first the writer determine the agree of freedom (df) that is NA+NB-2=46, and the level of significance namely, 0.5. As the degree of freedom and the level of significance have pointed out, the coefficient (t) is directly checked on the table of t distribution. Based on the table, the critical value of t on the table of significance (t.s.05) is 2.014. this implies that the treatment is significant on the level of significance. 0.5 and on the level. 01. However, the writer has previously determined the level of significance of .05. so, that he declares that the treatment is significance has good effect upon the speaking of the students.

## Conclusion

The statistical analysis of the obtained data resulted figures of mean score and the standard deviation of the two groups. Both the mean score and the deviation standard of the experimental group show that experimental is more successful than the students of control group. The deviation of the two means score (2.42:2.10) is also significant as shown in the value of t-table. It is read that the value of t-test 2.953 while the value of t-table is 2.690 on the level significance. 99 while in the level of 95 the value of t-table is 2.014. this figure indicate that the value of t-test is higher than the value of t-table (2.953>2.014).

This fact leads the writer to get to a conclusion of the study that the use of group work technique in teaching speaking is effective. It is also stated that the factors which may lead the effectiveness group work technique are as follows:

-Group work technique allow the students to speak more freely than traditional techniques. This is because the students are actively involved in communication activities. These factors enable the learners to use the language they have learned in nearly real situation.

-The teacher does not infer the students communication a lot of activities. So that, he has enough time to monitor the class activities. Hence, he could learn the individual performances to use as feed-back for his later teaching activities.

The students can use the communication activities in group work technique to have greater independence because they working together without the teacher controlling every movement. They have some of their own learning decision and they can work without the pressure of whole class listening to what they are agreed. Decisions are cooperatively arrived at responsibility are shared. The three points above in the writer eyes are representative enough to ensure and to support to use of group work technique in teaching speaking.

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