IMPROVING ENGLISH SPEAKING ABILITY

THROUGH DISCUSSION STRATEGY FOR THE TENTH

GRADE STUDENTS IN SMA N 11 PURWOREJO

(*Clasroom Action Research in Academic Year 2022/2023)*

THESIS

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After reading throughly and giving necessary advices, herewith, as the advisor we state that the thesis of :
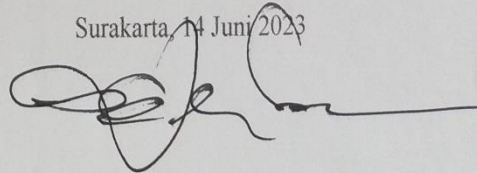
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Has alredy fulfilled the requirement to be presented before the Board of Thesis Examiner (*Munaqosyah*) to gain Bachelor Degree in Raden Mas Said state Islamic University of Surakarta.

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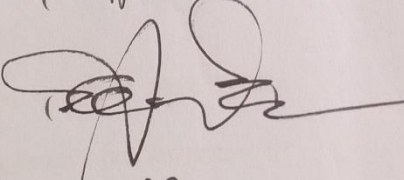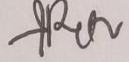
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RATIFICATION

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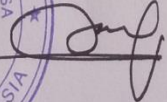Main Examiner   : Dr. Hj. Woro Retnaningsih, M.Pd   (   )
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DEDICATION

This thesis is dedicated to:

1.) Beloved parents of researchers " Mr. Sumarno and Mrs. Sunarti" who never forgets to give encouragement, motivation and prayer to his son to always try to complete his research assignments as a student.

2.) The researcher's sister "Puspita Nur Asih" who is always there by the researcher's side to entertain and provide encouragement when the researcher is in trouble.

3.) The researcher's beloved grandfather "Mbah Jumeri" who continues to pray for researchers to be successful and successful in every lecture activity and also advice not to forget to pray.

MOTTO

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فَمَنْ يَّعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَّرَهٗ ۚ

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"Jangan kamu merasa lemah dan jangan bersedih, sebab kamu paling tinggi derajatnya jika kamu beriman."

(Q.S Ali Imran: 139)

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I hereby sincerely state that the thesis titled "**IMPROVING ENGLISH SPEAKING ABILITY THROUGH DISCUSSION STRATEGY (A Clasroom Action Research for the Tenth Grade Students at SMA N 11 Purworejo in the Academic Year 2022/2023).**

Is real masterpiece. Things out of my masterpiece in this thesis are signed by reffered to in the bibliography. If later proven that my thesis has discrepancies, I am willing to take academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 15 Mei 2023

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ACKNOWLEDGEMENT

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ABSTRACT

Fariza Halim Pradana 2023. " Improving English Speaking Ability Through Discussion Strategy (A Clasroom Action Reserach of the Tenth Grade at SMA N 11 Purworejo in the Academic Year 2022/2023)" Thesis. English Language Education Departement Study program. Cultures and language faculty. Raden Mas Said State Islamic University of Surakarta.

Advisor   : Prof. Dr. H. Sujito, M.Pd.
The Keyword : Speaking ability, Discussion strategy

The object of this study was to determine (1) the improvement of speaking ability through discussion strategies for tenth grade students at SMA N 11 Purworejo in the Academic Year 2022/2023 (2) Discussion strategy can improve students' ability in speaking of the Tenth Grade at SMA N 11 Purworejo in Academic Years 2022/2023. The design used in this study was classroom action research. The subjects of the study were tenth grade social studies students at SMA N 11 Purworejo in Academic Year 2022/2023. The number of students as subjects is about 36 students. The results obtained in the study showed: (1) Through the strategy of discussing English speaking ability it proved that students experienced an increase in speaking practice, Based on the results of the speaking practice test it can be concluded that the discussion strategy can improve students' speaking English ability.

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CHAPTER I

INTRODUCTION

A. Background of Study

English is the common language used in conversation. This language is the language used by the majority of people in communicating nationally, therefore English is the second language after the parent language. In today's modern era, English is an important language to use because mastering English ability will make it easier for someone in all fields of life. So that the ability in mastering the English language becomes a staple in most of the requirements that must be met by everyone anywhere and anytime. As one of international languages in the world, English should be mastered by people around the world. Owing to the reason, English becomes the first foreign language.

So that English is mandatory to be mastered, especially for those who want to apply for a job related to English. Most of the jobs mostly use English as a means of communicating or even an instruction in carrying out the work Studying second or foreign language becomes necessity when it comes to building relationship among peoples across the world. Harmer (2001) comments that "English will remain a vital linguistic tool for many business people, academics, tourists, and citizen of the world who wish to communicate easily across nationalities for many years to come".

According Rubin and Thompson (as cited in Ma'mur, 2006) state that "in today's world, contact with speakers of language other than English is increasingly common; we encounter such people in school, in our travels, in our jobs, as these contacts increase our motivation to study foreign languages Mastering ability in English is a must for everyone today. Because English is the main means of communication in today's life. Even learning English has begun to be applied at an early age. Which is where children begin to learn English starting with the alphabet, basic vocabulary and others. English is a tool that must be part of professional ability by workers or workers. So that English language ability must be fully mastered by someone to maximize their ability to get a job that can be said to be classy. In school learning English is a compulsory subject that must be mastered in learning by students. English is a compulsory subject in schools because English is the main subject that becomes a reference in a learning target at school. This is due to the inclusion of the position of these subjects in the curriculum in each school. Besides that, English is also one of the three subjects that are tested in the graduation test in schools from elementary school to high school or vocational school.

In learning English language, one of the ability learned in school by students is speaking ability. Speaking ability in English is a basic ability to be mastered by students. So that at the first grade level students are trained to be able to develop English speaking ability from an early age.

In learning English, the teacher gives an example to students regarding what the proper practice of speaking in English looks like. Then, students are asked to practice as much as they can even though sometimes they encounter difficulties in fluency, grammar, pronunciation patterns and vocabularySpratt. Speaking is considered as a major ability to be mastered by students in terms of communication need. This is because the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communi-cation. However, learning toward a good speaking competency is not an easy task for students. Students mostly find it difficult to communicate in English. Speaking ability has been considered difficult for them. Brown (2004, p. 172) says speaking has five components namely: grammar, vocabulary, comprehension, fluency and pronunciation. Students have to be aware of these components.

According Wendi (in Astiti 2012:2) states that the students' speaking difficulties could be caused by inside and outside factors. Based of research observation learning class and The researcher also get it a little information from English teachers in the school. the difficulties experienced by tenth grade students when learning English speaking ability are caused by inside and outside factors.

One of them is the inside factor of students, especially tenth graders sometimes students still have problems in mastering the components of speaking ability such as: lack of vocabulary, still not fluent in pronunciation and use of grammarly is still wrong. According to Spolsky & Hult (2008), generally linguistics comprises the detailed of vocabulary, grammar, and pronunciation. Linguistics problems are those problems which make students speaking ability become poor. Beside that which could make students feel ashamed to speak, scared to make mistakes, and have no confidence.

Meanwhile, from external factors that cause students, especially tenth graders to have difficulty and problems in learning English speaking ability, the strategies or learning methods used by teachers sometimes seem monotonous and boring so that students sometimes feel bored and less motivated. Strategies or learning methods that are less attractive to students will certainly affect the quality of student learning itself. The effect is that students will become lazy and less motivated in learning English, especially speaking ability so that students' abilities in learning English speaking ability cannot improve or develop. Speaking ability itself is ability that requires activity to be able to master it, which emphasizes the practice of these ability communicatively. Therefore, learning in English speaking ability that seem passive and uncommunicative makes the results of the student's learning less effective in other words, students only understand theory but in practice they do not understand.

Besides Gardner (in Astiti 2012: 2) further states that the inside factors have a very important role to make students gain success in learning a language. Meanwhile, the outside factor is related to the teacher. In carrying out learning ability in English such as speaking. Sometimes The strategies or learning methods used in learning are less interesting and boring. so that students become lazy and lack motivational encouragement which causes the results of learning to be no improve.

Discussion becomes a fairly effective strategy in learning English, especially speaking ability. In the process of applying the method, this strategy provides convenience in learning English speaking ability, where its application is considered quite effective in improving students' ability to practice speaking English with a discussion pattern which is usually formed with small group formations of students. Thus students can feel calm and not nervous in speaking English. In addition, with this discussion model students can also easily express opinions when discussing or presenting the results of their discussions which automatically makes their skills in speaking English increase with the communicative group discussion model.

According to Killen (1996:28) discloses his logical argumentations in supporting the notion that discussion technique is an appropriate technique in the area of teaching speaking. Those are: (1) discussion is an active learning process, which is more likely to maintain students' interest than a passive, teacher-directed learning experien-ce; (2) it secures active involvement in learning which motivates students, particularly when they can see that others value their contributions and respect their points of view; (3) it develops students' ability to analyze the lesson content and express ideas orally, thus enhancing their thinking and communication skills; (4) it can be an effective way of allowing students to share their knowledge and experience and an appropriate way to demonstrate to students the relevance of their background know-ledge; (5) it can generate new ideas or produce original solutions to problems by stimulating divergent or lateral thinking; (6) it is better than lecture as a way of helping students develop problem-solving and critical –thinking ability; and (7) it is a techniquein which teachers show tolerance to students' opinions and attitudes, which can help to develop rapport between instructors and students.

The discussion strategy method that is applied in learning is enough to make it easy for students to launch their ability to speak English. Students' ability in mastering learning to speak become more improved compared to learning to speak English individually. In addition to the ease that students get in learning, it cannot be denied that this discussion strategy method also helps the teacher or the teacher himself in modifying the system of teaching patterns of material taught to students according to the situation or learning model applied. With the above notion, it is clear to affirm that if students have high learning motivation, they will do more learning activity which will directly affect their effort toward better speaking proficiency. So, it is suggested that the teacher must improve students' English learning motivation. Without having high English learning motivation, there is no pulse; there is no drive in learning activity and no better speaking proficiency. When teachers learn to incorporate direct approaches to generating student motivation in their teaching, they will become happier and more successful teachers.

Kelly (2010) explains three basic logical reasons for why discussion technique is very applicable in teaching speaking: (1) instructors maintain a greater control over what is being taught because they are able to steer the discussion; (2)discussion technique is comfortable for the teacher because it is a modified form of lecture (3) students have a tendency to stay focused on the lesson because they might prepare to share their ideas.

Several previous researchers who have conducted research related to the use of discussion groups in improving students' English Speaking ability. And the research was carried out at SMK N 5 Gowa. One example, as done by researcher Kaharuddin (2019) studied transactional speaking ability English in terms of mastering both casual and professional conversations, mastering transactional functions in formal and occupational speaking discourses such as asking and telling job descriptions, creating and receiving messages through direct interaction, expressing needs, giving instructions, giving opinions, giving advice and expressing approval and disagreement. The research carried out is almost the same as the type of study being researched because the strategy method used is a discussion method or strategy. It's just the implementation of the strategy or method on different objects. The subjects in the study were eleventh graders and the object under study was SMA N 5 Gowa. The subject of the research that was taken in this study activity was SMA N 11 Purworejo. While the selected object is a tenth grade student from the school. In learning English, especially in speaking ability. The ability of students for the tenth grade of the school still has obstacles and difficulties, especially in learning English, one of which is speaking material. In addition, the obstacles that are felt when learning English, especially speaking ability, are from the side of the teacher or teacher in the learning process.

Sometimes teachers still find it difficult to apply the right strategy or method to use when teaching English so that students learning activity like less attractive and boring, especially speaking to tenth graders at the school. The obstacles faced by teachers and students in learning English speaking ability are what encourage this research. So that researchers try to find solutions to these problems.

From the explanation above, the researcher is interested in investigating how is the improving the English Speaking ability through Discussion Strategy especially of tenth graders and the advantages and disadvantages of this method in the process of learning English.

Based on the description of the explanation above, This study tries to analyze this regarding the improving English Speaking ability through discussion strategy. To see the results based on the improving applied in teaching English Speaking ability to tenth grade students at the school. So therefore writing in this study is entitled " **IMPROVING ENGLISH SPEAKING ABILITY THROUGH DISCUSSION STRATEGY AT THE TENTH GRADE STUDENTS IN SMA N 11 PURWOREJO".**

B. Identification of the Problem

Based on description above, there are some problems that can be identified in this research, such as:

1. Learning English speaking ability is a material that is quite difficult especially for early high school students or tenth grade students

2. There are some students who sometimes still find it difficult to learn the components of speaking English example : lack of vocabulary. still not fluent in pronunciation , and The grammarly of words in speaking is still not appropriate

3. Strategies or methods in learning English such as speaking ability used by teachers are sometimes monotonous and unattractive, so that students sometimes feel uncomfortable in learning speaking English ability and make students feel boring and lazy to learn it.

C. Formulation of the Problem

Based on description above The problem of the study formulated in the form of statement as started below: how can the discussion strategy can improve the English speaking ability of tenth graders students at SMA N 11 Purworejo?. So, in this case the problem in the research formulation is related to problem solving which is a way to improve the English Speakings ability of tenth graders through discussion strategies as a learning method.

D. Objective of the Study

Based on decription above, the objective of the research: To describe students" English Speaking ability improvement through Discussion Strategy at The Tenth Grade Students in SMA N 11 Purworejo. So in this case the researcher was able to find out as described in the improvement of students' English speaking ability through discussion strategies.

E. Limitation of the Study

The focus of the problem is that researcher will focus on the improving Speaking English ability Through Discussion Strategy at the Tenth Grade Students in SMA N 11 Purworejo. The researcher chooses one out of four classes as research objects. in this study will take a sample of the results of the one classes. Each will be tested by giving each student a question to be solved together using a predetermined method or strategy. And then the researcher will take and analyze the results of the implementation of the strategy to improve Speaking English ability. From there the researcher can draw conclusions based on these results how the influence in learning English speaking ability on student

F. Benefits of the Study

From The results obtained are based on the Improving   English Speaking ability through Discussion Strategy. Discussion learning strategies can provide improved effectiveness in learning English speaking ability of students.

1.) Theorically

This thesis is expected to be an evaluation and motivation to improve the teaching and learning process, especially   english learning speaking ability .teachers can increase their role in the process of learning English speaking ability so that students can learn English speaking ability in accordance with effective and appropriate methods in supporting learning speaking ability. This research can be used as study material for other researchers to understand and care about problems, especially for students regarding their difficulties or obstacles in studying the material studied in learning at school, as well as finding solutions to problems related to this.

2.) Practically

For The Researcher:

Researchers can find out what the improving of English Speaking ability is like using discussion strategies. In addition, from the Clasroom Action Research results, researchers can see a comparison of the results shown from the implementation process of the application on the progress of improving students' speaking ability learning outcomes through the data obtained from the study.

For Teachers :

Teachers can improve students' English speaking ability by using appropriate teaching strategies by knowing the problems faced by students in learning speaking ability. So that students can easily and feel comfortable in learning speaking ability. Indirectly the results of the learning can also be maximized. Make it easier for teachers to assess the results in the language and shown by students both from the results of the group discussion and the suitability or accuracy of the words spoken when speaking in discussing the results of the group discussion. From there the teacher can see how far the students' abilities are when presenting the results and in their activeness when discussing.

For Students:

Enable students to be active in improving their English speaking ability by forming group discussions, indirectly improving their English speaking ability according to context by adjusting grammar, language pronunciation and appropriate vocabulary according to the context being discussed.make students can easily get used to the pronunciation of sentences. Because basically speaking ability will be more honed if they are often practiced directly. Maintain student focus in learning with strategies in the form of applied discussions. So that the results of the group discussion can provide more precise effectiveness both in terms of the content of the context or content being discussed as well as the grammarly of the vocabulary used.

G. Definition of the Key Term

1. Teaching English Language

According ."(Khansir, 2010, p. 22). In terms of language globalization, English language is considered in terms of three items. The items consist of English as a native language, English as a second language, and English as a foreign language. English language is learned everywhere because people recognized that knowledge of English language is used as passport for get better job, better pay , advanced knowledge, and finally, for communication with the entire world. He added that English language has replaced French as the language of

diplomacy. In the modern age, English is learned in order to expand its domains of use everywhere. However, English is known as one language of the Indo-European family of languages.

2. Speaking Ability

According to Hymes in Brown (1994: 227) "The communicative competence is the aspect that enables students to convey and interpret message and to negotiate meanings interpersonally within spesific contexts". This competence includes ability to produce both oral and written text implemented in the four ability. One of the ability needed to support the communicative competence, especially speaking.

3. Disccusion Atrategy

According to Suryosubroto (2002:179) also highlights that discussion is a strategy in teaching in which the teacher gives great opportunity to the students for having scientific dialogue in gathering opinions, making conclusion, or giving an alternative solution to a certain issue. He asserts that discussion techni-que provides opportunities for students' thought fulness about information received in class so that they are able to solve the problem discussed. By regarding the strengths and logicalreasons described above, it is obvious that discussion technique encourages students to communicate in English. Therefore, this leads the current research to conduct an experimental study to justify whether or not discussion technique has an effect toward students' speaking ability.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Discussion Strategy

a. Defininition of Discussion Strategy

In learning activity requires a strategy in its application that is needed to facilitate these learning activities. In this case, a strategy becomes important in supporting each stage of the process, especially in the learning process. So that a stage of the activity process when learning can run smoothly, it requires a strategy that is quite effective in supporting mutuality in learning the material. One of them in learning English material, of course, it is very necessary to have a strategy or method that is relevant in its implementation. Steward (2015) state that success in the implementation of learning activities depends on how well the preparations are carried out in the process of learning activities, including what strategies are used to support these learning activities.

Therefore a strategy in learning becomes something that should not be forgotten. Because the implementation of strategies in learning activities will make the process more effective and efficient. So that in the learning process there is an increase in learning outcomes that are supported by the implementation of strategies in the learning. Christ (2014) explains that a strategy in carrying out activities, especially learning activities is the main thing and so becomes a support for success, this is directly related to the function of the strategy in the process of learning activities which helps in analyzing problems or obstacles found in students and teachers in learning on the material.

In other words, strategies in learning activities can make it easier for teachers and students to follow in terms of analyzing existing problems, especially those related to their learning material in class. So that students can find out what kind of model or type of learning method is right for them to apply according to their comfort in learning. As for the strategy teacher, it can make it easier for him to be able to assist in the assessment of student ability as well as see the advantages and disadvantages of each student's ability through the strategies implemented in the learning materials. From this it provides an evaluation for both teachers and students regarding the deficiencies that need to be improved or developed again in the learning material.

English is a one of learning material that is a bit complicated so it requires the right learning strategies or methods in its application. In this case the teacher must determine a suitable learning strategy in studying the material related to the English language.One of the strategies used in teaching English is the discussion strategy. Discussion strategy is a learning strategy that is carried out by conducting discussions which are carried out by forming a group.

Smith (2018) defines that the discussion strategy is a strategy where in the process of its application in learning form a group containing several students by carrying out discussions as well as solving problems together. So, in the implementation of the discussion strategy, it is done by forming a group consisting of several people. Then after being formed into several separate groups, each group of students is given the material about the questions by the teacher. In this case students are asked by the teacher to discuss or discuss the material provided in the learning activities with their groups. From the results of the discussion, they concluded together the results of solving problems on the material. In learning English, the discussion strategy is considered effective enough to be used as a way to learn English material.

According to (Albert : 2005) discussion is a strategy that is quite relevant in learning especially English by using a discussion pattern in learning students can easily understand the material they are studying. One of them is in solving a problem in learning English. In this case the discussion strategy is often used by teachers in teaching schools. The use of discussion as a strategy also helps students to be active with discussions to make the situation in classroom learning more lively. So that in this case students' understanding of the material or not will be seen clearly by the teacher. Compared if students are only passive in learning. Especially learning English material where students are really required to be able to master the concepts in the material both in theory and practice.

Robert (2010) states that Students' abilities in learning activities can be further developed if in these learning activities there is activity in the learning process that allows them to think critically in understanding the material being taught. So that in learning activities, especially English, the strategy of using discussion is considered quite effective and is widely used by teachers in teaching.

Thomson (2014: 141) states that The discussion strategy is the right step to use at the beginning of learning activities, especially learning English material.This is said because this strategy is very suitable for teachers to use to teach subjects such as English, especially to students at the early grade level. The discussion strategy is considered to make it easier for students at the early grade level to learn a material that is considered quite complicated for new students who are still in the early grades. By using discussion strategies students can get used to learning English. With the discussion pattern, they are more at least confident and not confused in interpreting each word in the form of vocabulary and pronunciation in English. George (2016: 225) explains by making a pattern of discussion can make students become more accustomed to following the flow of learning material that he feels is quite difficult for the first time he is learning, thus making him feel a little confused and less confident when thinking in solving problems in the learning material.

Therefore, the strategy of using the type of discussion model is very suitable to be applied to students at the early grade level. Making group formations, it will be easy to train students, especially in the early grades, so that they are not nervous and of course focus on learning learning materials, especially English.

Robert (1999) states that by keeping students focused while studying a material, it will improve their understanding of the material better, of course students will really understand the material clearly and be able to follow the flow of the learning material that is followed.Therefore, it is very important for students to be able to maintain concentration to focus on learning material. Especially learning material such as English which requires full concentration in understanding it. By discussing the concentration of students will be maintained with each other making it easier for them to absorb the material clearly in accordance with the opposite.

b. Advantages and Disadvantage Discussion Strategy

a.) The Advantages of Discussion Method

There are some advantages of discussion method. According Smaldino, Lowther, & Russell (2005, p.29) state that there some advantages of using discussion method:*Interesting*. Discussions are often more interesting for students than sitting and listening to someone tell them facts. *Challenging*. Students can be challenged to think about the topic and apply what they already know. *Inclusive*. Discussion provides opportunity for all students to speak, rather than only a few answering teacher questions. *Opportunity fornew ideas*. Students may bring new ideas to the information presentation.

b.) The Disadvantages of Discussion Method

On the contrary to the advantages of using discussion method mentioned above. Davies (1981, p.46) mentions some disadvantages of using discussion method as described as the following:

1). The discussion method, unless properly prepared and organized, soon degenerates into an aimless debate.

2). The discussion method places a limitation on a number of people who can effectively take part. Normally, seven is optimal.

3). The discussion method is a time consuming process. This is especially, so if the group contains people from diverse backgrounds.

4). The discussion group can be dominated by an autocratic leader. Highly verbal or dominant trainees can also dominate the proceedings.

2. Speaking Ability

a.) Definition of Speaking Ability

Harris (1969) states the ability to speech a foreign language is the most pressed ability, because someone who can speech a language will also be able to understand it. On the other hand, Nunan (1991: 39) states: "To most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language". Speaking ability as the ability to use in essentially normal communication, stress, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language. Speaking ability is very important in our life because we, as a human being, have a need to use it to communicate each others.Therefore, English is one of the key factors in achieving success. This relates to the mastery of ability or proficiency in speaking English. So that it is very necessary to practice or learn the right way in honing and improving the ability to speak English correctly.

To be able to master the correct technique of speaking English ability, a learning strategy or the right method is needed to learn it. Shire (1990) states that Mastery of speaking ability requires a method and steps in the form of strategies that have been determined and designed in such a way as to facilitate its implementation.Therefore, the teacher as a guide in the learning process must be able to determine how to take the right steps in teaching English speaking ability to students appropriately. Because in learning speaking ability there are several aspects that need to be considered in teaching such as word pronunciation patterns, grammar used in speaking and vocabulary coverage. Therefore, in order to be able to master it well, the practice in learning to speak starts from the basics of the exercise.

Harmer (1993) defines communication happens when the listener can give the response to the speaker after the listener understands the message given. As we know, there are four basic ability in english which should be mastered. One of them is speaking. However, in using English communicate speaking is widely considered to be a principal skills among others.This explains that to be able to fully master language ability, especially English, therefore language vocabulary is the main basis that must be possessed and mastered to be able to easily learn English speaking ability. Vocabulary is the main subject for

learning English speaking ability, this is of course the main thing that is required for students to learn English

Because with the sufficient coverage of the vocabulary possessed by these students, they will easily understand every meaning of the words learned in speaking. because basically vocabulary is needed in fluency in speaking English ability which of course in the application of its use, of course communicating with one another or having dialogue. Without a sufficient portion of vocabulary it will be very difficult for someone to learn every word there is. In addition to the need for sufficient vocabulary coverage, learning English speaking ability is also wrong and must master the pronunciation or pronunciation of the right words. Pronunciation of words in speaking is one of the important things where pronunciation helps us to pronounce words when we speak correctly.In other words, by studying and understanding pronunciation patterns in speaking, especially English correctly, we can understand the meaning or meaning of the words we are talking to more clearly and vice versa. Because sometimes mistakes in the pronunciation of a word sometimes occur and this is generally experienced by someone who is learning English speaking ability for the first time or is a beginner.

Accordingto Hughes (2002), every word in English has its own meaning so that sometimes mistakes in pronouncing a word in speaking often occur which is confusing and of course misunderstandings occur.This often happens where there are many mistakes in pronouncing words when having dialogue or speaking in languages, especially English and sometimes this is much less noticed and is often underestimated. So that it causes a lot of fatal mistakes, of course it also changes the meaning of the discussion of the context discussed in the dialogue. This error is indeed trivial, but it should be remembered that if the pronunciation of a word is wrong or wrong, then the meaning, meaning, or command issued from the utterance will definitely change. So that the pronunciation of words in speaking, especially English needs to be considered from the start.

Because some of the vocabularies sometimes have almost the same way of reading but the meaning is different and vice versa.In addition to pronunciation in the language, the use of grammar in English speaking ability is also needed. This relates to the type of verb used in speaking. In language, the use of verbs in grammar is also important to understand. Because every verb in grammar has a certain suitability in

a word and that includes relating to the meaning of the spoken word or sentence.

In other words, differences in verb keywords in the grammar used also have an impact on the meaning that shows the adverb of time such as past or present, the number of subjects or objects and others. In addition to functioning in differentiating explanations, the use of proper grammar is also useful in adjusting to the type of speech we are doing. The type that is meant in this case is the type of formal and informal conversation. Thornbury (2005), states in a sentence that has a different meaning functionally it is shown by the presence of a verb in the sentence so that there is a fundamental difference in the meaning or meaning of the word description in each sentence. In other words, every sentence has a verb in the word in it which shows a certain information related to the function of the type of verb in the word in the sentence. Therefore, the use of verbs in a sentence is also necessary in relation to the grammar that is adapted to the function in the sentence. So that the purpose or understanding of the sentence becomes clearer and not random.

A. Type of Speaking

Before assessing speaking, we need to acknowledge five basic types of speaking. Brown and Abeywickrama (2010, p. 184-185) propose five types of speaking as explained in the following:

1. Imitative

This type of speaking requires the test takers to copy a word, phrase, or a sentence. Pronunciation is the main aspect of the assessment although grammar also takes part as the scoring criteria. What needs to be highlighted in imitative speaking is that the communicative competence of the language is not essential. They need to acquire some information, and then reproduce it orally without having to add extra explanation. What comes out from them is solely the information they hear.

2. Intensive

Unlike imitative, intensive speaking does not emphasize on pronunciation or phonological aspect. Understanding meaning is needed to respond certain tasks but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence and dialogue completion

3. Responsive

    Authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly. To response a short conversation, making a simple request comment is a kind of activity that belongs to this type of speaking.

4. Interactive

    The load and complexity of the sentences is the major different between responsive and interactive speaking. The number of the speakers also matter as sometimes it needs more than two people in the conversation.

5. Extensive

    Extensive speaking involves a wide range of speech production. Also, the speaker will need to interact with the counter speakers, which could be answering question, making discussion. It can be said that extensive speaking is the ultimate speaking ability thatrequires strong language components.

B. Developing Assesement for Speaking

Urrutia and Vega (2010) There are several ways to develop speaking assessment, the assessment instruction, scoring assessment, and oral presentation criteria.

1. The Usage of Assessment

The assessment is designed to assess students' extensive speaking ability. The result of the test will decide whether test takers pass or fail the subject (speaking subject).

2. Assessment Instruction

In this task, the instruction given is as follow:

a. are required to perform 10 minutes oral presentation which consists of 8 minutes of presentation and 2 minutes ofdiscussion time. Topic for presentation is free. Students can pick any themes that interest them. During discussion time, presenter has to lead the discussion to make sure it is not out of topic.

b. Presentation is delivered by using power point or overhead projector. The media is provided but students need to prepare the materials. Scoring criteria sheet is given to acknowledge students about the ability going to be assessed.

c. Due to a large number of students, the test will be held in two times meetings. Students may choose to deliver their presentation on the first or second meeting. The turn is not based on alphabetical order but student's willingness.

3. Scoring Assessment

Brown and Abeywickrama (2010) contend that to provide effective assessment, there are four rules that need to establish: specify criterion, give appropriate tasks, present maximum output, and set practical and reliablescoring procedures. For this assessment, the table on oral presentation criteria below is going to be used to evaluate students' performance. Each criterion is designed to ease teacher to score students' presentation. It is also practical as teacher only needs to put ticks on the appropriate score presented in.

The criteria used to evaluate students' performance are based on those developed by Brown (2007). He suggests there are at least are six criteria to assess speaking ability: pronunciation,fluency, grammar, vocabulary,discourse, feature, and taskaccomplishment. In addition,

presentation ability checklist will be added to oral presentation assessment criteria.

However, the point is not more than twenty percent of overall score tomaintain the validity of assessment which focuses on speaking ability.

C. Models of Teaching Speaking

There are many media of learning speaking. Using teaching media in teaching gives some benefits that can cope with the students' characteristics (Wahyudin, 2017). According to Solahudin (2009), there are some models of learning speaking follows:

1. Main class and study club

It is better for meeting with the teacher in the class twice a day. The first meeting is called the main class and the second meeting is called a study club. The main class is meeting with the teacher, that the teacher as students' advisor in the class. The teacher has an important character in the class. All activities in the class depending on the teacher. Study club is a group of learning, it held to repeat the material study in the class by senior. Because the senior is not a teacher, so the students more enjoy make questions and practices speaking with the senior. Activities in the study club are not different from the main class, because the reason for the study is to explain material learning (Solahudin, 2009).

2. Conversation on the way

Conversation on the way is one of the activities in speaking class. The function is to bore disappear in the class. They can share their daily activity. So, the students feel the conversation more clearly, attractive, and comfortable.

3. Discussion group

A discussion group is one of the activities in speaking class. Discussion in speaking's the program only talking about an easy topic. Because this discussion just to train the students to speak English. The purpose of the discussion is to train the students to speak English more clearly.

4. Describing picture

Describing pictures is one of the activities in teaching speaking English. In this activity, students must describe pictures in front of the class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell the story in speaking English. Students stated that they can overcome the constraints in the learning process of speaking activity through sharing

in front of the class. It is in line with the findings of research conducted by Apriyanti & Ayu (2020) that the sharing technique is one of the cooperative learning strategies that promote student involvement in the classroom. Those are models that Solahudin offers to use in speaking class, and as the title of this research, the researcher chooses the last model. The researcher thinks that describing picture is suitable to improve students' speaking ability in descriptive text because the purposes of these activities are to train students' imagination and describe something in speaking English. Usually, students can not speak anything because they have not an idea. The researcher hopes that pictures can help students to speak English because students will be easier to say when they see them. The writer will make this activity more attractive and make students get enjoyment in the class.

A. Improve Students English Speaking Ability by Disccusion Strategy

Language learning, especially English, of course requires a method or strategy that is quite effective in supporting the learning process, one of which is speaking ability. Speaking is ability that is of course important in learning English because basically a language is a tool that is used, of course, to communicate where the two are interrelated. Therefore speaking becomes a vital part of language so that speaking ability are very

important to learn and develop. However, speaking is a ability that is
sometimes considered quite difficult and not easy to master.

According to Huebner (1990), Mastering the ability to speak as a
ability is not easy, it requires a base in practice and sufficient
knowledge to learn it. Compared to other ability, speaking is an ability
that cannot be said to be instantaneous to be learned. It takes a mature
process in learning speaking ability because speaking is the basis that
is created from one's own habits. So that in learning speaking ability,
of course, we need an appropriate learning method or strategy used to
make it easier as a medium for its application. One of the methods or
strategies used by teachers, some of which are "discussion methods or
strategies".

Disccusion strategy is one of the strategies used by teachers in
teaching English learning, one of which is in learning speaking ability.
Classroom discussions are valuable for developing critical thinking
when students learn how to arrange their ideasand then present them
convincingly (Silverthorn 2006) from the statement said that
discussion is a very useful strategy in being an assessment of the
knowledge, ability, and attitudes of students in their group in learning
in solving problems and solving them.

Automatically learning becomes active and communicative in which speaking ability in students will be gradually honed with a fairly active learning pattern from which the teacher can also assess which students have good speaking ability and which speaking ability are still lacking. Besides that, in addition to knowing the level of students' ability in speaking, discussion strategies are also able to maintain student focus in speaking by staying in the context or topic being discussed.

According to Daely, Melody and Astarini, S. (2019)., using strategy disccusion assisting students in maintaining their focus in understanding the text or material they are discussing, it makes it easier for students not to fail to focus so that the topic of discussion in group discussions remains synchronous according to the context. In addition, with discussion students can feel comfortable in speaking learning exercises. In this case, especially for students who are learning speaking ability for the first time in early grades, there are certainly few obstacles in learning to speak English, such as feeling embarrassed, lack of vocabulary, and not getting used to spelling words in proper reading.

Therefore, in the form of a discussion group in learning to speak English with the aim of making it easier for students, especially students in the first grade. With discussion students who are learning English for the first time in particular will be able to easily channel or hone their ability in speaking for the first time. both from practicing speaking correct grammar, memorizing some vocabulary, or trying to apply word functions according to correct English grammar.

According to Hutchinson and Waters (1987) discussion makes the learning process a little easier for students who are first learning the subject matter and sometimes have a few difficulties or obstacles from within the students themselves. In learning a learning material, of course, it is not necessarily easy, especially if the subject matter being taught is quite complicated material and requires stages to master it. One of them is speaking English material which of course requires several processes to be able to master these ability. Some of them are vocabulary, grammar, and pronunciation that every student must master in order to be fluent in learning English speaking ability. However, this is of course also an obstacle, especially for students who are learning this for the first time, for all of them it is a new thing which of course they themselves are not familiar with.

Because their basic ability are still lacking in this regard sometimes make them feel ashamed or lack confidence so that their intention or curiosity in learning speaking material becomes small and of course this makes them less intentional, lazy, and maybe reluctant to learn it. Therefore, to make it easier for students, especially for those who are learning English for the first time, especially speaking, the teacher forms students into groups using strategies or discussion methods carried out by students together. That way, students, especially those who are still doubtful, shy or lack confidence in learning speaking ability will gradually be provoked by their intention and enthusiasm for learning in honing their ability to speak English. It is from the intention and enthusiasm in learning that students' ability in speaking English will develop and improve little by little. So that it is not only interrupted or stopped at the beginning of the practice due to a lack of interest and intention from the student to learn these ability at the beginning of the exercise.

According to Berk (2013), intention and enthusiasm in learning activities can improve the quality of the knowledge obtained based on the learning carried out. Learning that is supported by an appropriate strategy or method is automatically able to increase a sense of intention and enthusiasm in learning activities, this of course also supports the transfer of knowledge gained by students from the teacher to be more easily entered into the brain. So that automatically the process of learning activities becomes more effective, of course with the appropriate reciprocal process.

Parker (2005) stated that the process of learning activities can be said to be effective if in the process of activities there is good reciprocity from students and teachers themselves in the teaching and learning process. From the feedback obtained by learning, the benefits obtained by students are useful in continuing the process of learning the next material.

a. **Previous study**

The researcher took several previous studies are almost smilar as proof that this research has ever been done.

The researcher took several previous studies are almost smilar as proof that this research has ever been done. The first previous study entitled "**IMPROVING THE STUDENTS' ABILITY IN SPEAKING BY USING DEBATE TECHNIQUE AT THE TENTH GRADE OF SMK NEGERI 1 ARAMO" .** Is written by Bestari Laia from (STKIP) Nias Selatan. This study was conducted to improve of the speaking by use debate technique at tenth grade of SMK Negri 1 Aramo. This study are use Clasroom Action research design with the cyclus planning, action, observation, and reflection . The subject of this study was a students in Senior High School especially students in the tenth grade in SMK Negeri 1 Aramo. permission to do the research. The total of the students in this school was 82 persons. The subject of this research was the students of tenth grade which consists of two classes. The researcher observed the students in Class X, majoring in Pertanian which were 16 persons. This Classroom Action Research (CAR) was carried out by implementing debate technique. The data were analyzed by using two stages pre-tes, post-test, Analysis scoring students data. The result of showed "IMPROVING THE STUDENTS' ABILITY IN SPEAKING BY USING DEBATE TECHNIQUE AT THE TENTH GRADE of

SMA Negeri 11 Aramo "To find out the answer of the research question in the previous chapter, the researcher was used a written test twice. Based on the result of the research as explained above, the researcher draws some conclusions as follows:Debate technique is appropriate to be used in teaching speaking. Debate technique improves the students' speaking ability. It can be seen of the result of tests from the first cycle to the second cycle. Debate technique can motivate students' thinking, moreover, if they must defend their opinion which is in contradiction with conviction to themselves. By using debate technique, the students enjoy the teaching-learning process and they find challenging to be able to think smart, more active, and more creative. By using debate technique, the students are active, creative, and cooperative. It can be proven from the result of students' observation paper and the field notes of thestudents' activities during implementing the actions.

The second Tittled **IMPROVING STUDENTS' SPEAKING ABILITY THROUGH ORAL PRESENTATION TECHNIQUE IN THE SECOND GRADE OF MTs SULLAMUL MA'AD AL-MA'ARIF".** Conducted by Samsu Hadi Islamic University of Mataram. This research Design is clasroom Action Research . In this reserach studi focuses on how to apply the Oral Presentation Technique and how the oral presentation technique can improve students" speaking ability through the oral presentation technique at second-grade students, especially in class A of MTs Sullamul Ma"ad Al-Ma"arif. Where the student population was 35 students consisting of 15 male and 20 female students. research conducted in class is applied based on the steps are planning, Acting, Oberving, and Reflecting. Based on the research findings above, the obtained data was discussed in order to response the research question that was proposed to know how the oral presentation teaching could improve students' speaking ability at second grade students of MTs Sullamul Ma"ad Al-Ma"arif in academic year 2020/2021.

Moreover, the objectives of this research are to improve students' speaking ability through oral presentation. It could be analyzed through the students' progress, improvement and students' participation during teaching and learning process inside of the classroom. The instrument of this research is observation, and test. This research use classroom action research, the goal of this research is to solve the

problems that happened in the classroom. From the results of the pre-test, there is score of 1296 the mean score is 56 and 13% on the success rate, in the post-test there is total score of 1606 means score of 69 and 52% on the success rate. And then, the researcher conducted cycle 2 and there was an increase from the previous research. This increase can be seen from result of the post-test cycle 2, a total score of 1896 the mean score 82 and 72% on the success rate. The result of success rate in cycle 1 and 2 are 13% and 72%, the student"s achievement rate is can be said to be a good result. In addition, the result of the first cycle of observation on teachers contained a score of 63 of the preparation carried out mastery of the class and teaching material. While student"s observation still has many shortcomings, so that thy get 40 for the score. In the result of the second cycle of observations there was a score 87 % for the teacher, while the students were 90%. The results of the second cycle were a significant increase, from the score obtained than the observation from the last cycle. At the very least, it can be concluded that students can use good and correct expressions of invitation and then memorize them every meeting. This makes students" grades increase and thy dare to explore themselves research conducted with the wishes of the researcher with the predicate of succes.

The last previous study was conducted by Roni La'Biran from Universitas Islam Toraja, with title "**IMPROVING SPEAKING ABILITY THROUGH SMALL GROUPS DISCUSSION FOR THE EIGHTH YEAR STUDENTS OF SMPN 2 SALUPUTTI IN TANA TORAJA"** The aim of this study is to improve speaking ability through small grups discussion . This research was conducted at SMPN 2 Saluputi. It was located on Jln. Poros Rembon, Saluputti District, Tana Toraja. Data sources in this research consist of primary sources by giving oral test and secondary sources by going to library, read some books, and research information from website that related with in this title. the writer designed an experimental method using pre-test and post- test .The population of the research was the eighth year students of SMPN 2 Saluputti in academic year 2015/2016. The number of population was about one hundred and twenty-four students and scattered in four classes. The sample was taken by using random sampling technique. Each class was taken four students as the sample of the research, the number of respondents was sixteen students .The instruments of the research were the oral test. The test consisted of two types of test; they were pre- test and post- test. The pre- test was the speaking test given before treatment. In this test, the students talking about the topic in the class. The post- test was a speaking test based on small groups discussion. In the result of the finding above shows there

was different percentage in pre-test and post- test of the students'
ability in speaking for the eighth year students of SMPN 2 Saluputti.
From the result of data analysis, it can be concluded that using small
groups discussion can improve students' speaking ability for the eighth
year students of SMPN 2 Saluputti. The use of small groups discussion
teaching strategy gives the students a lot of benefit, such as they have
much opportunity to speak or express their ideas. It means that
hypothesis is accepted. Based on the result of the research, the writer
makes conclude, that the small groups discussion as a teaching strategy
can improve the speaking ability of the students. It has been proven
that Small Groups Discussion strategy can increase the activity and
student learning outcomes in speaking subject, then the writer suggests
the following things.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study activity, the researcher chose the type of Classroom Action Research (CAR). Classroom action research is a form of research conducted in the classroom by the teacher. The purpose of this classroom action research is to improve the quality of the practice of a lesson that focuses on teaching and learning activities in the classroom. In addition, this research is also a form of strategy that is used as problem solving carried out with real actions while developing the ability to detect and solve problems.
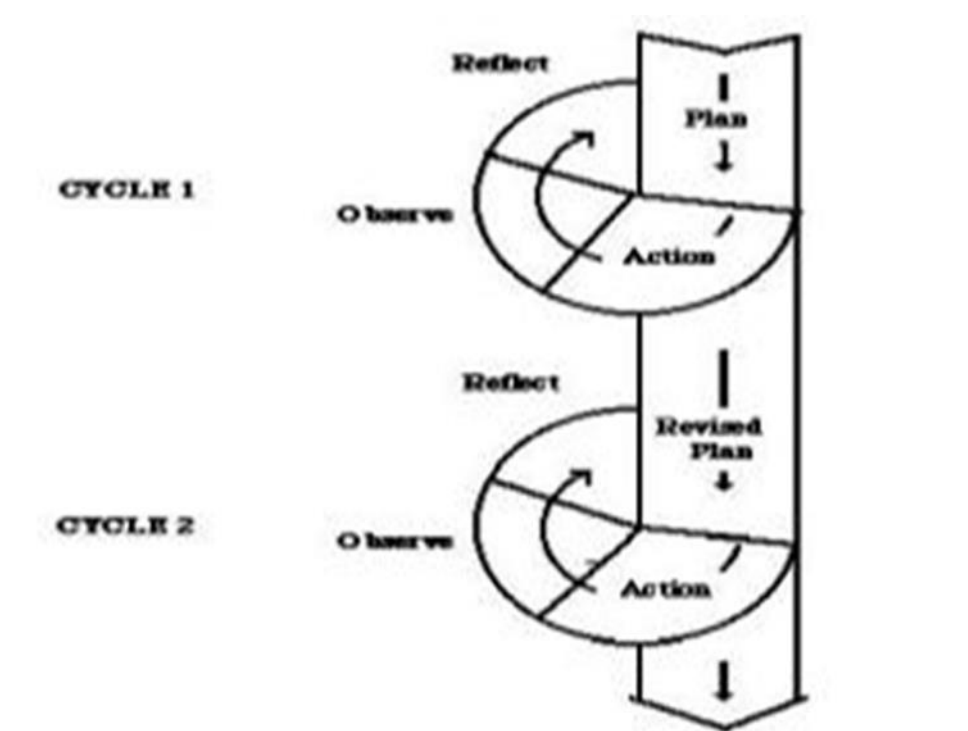
This study tries to analyze and identify problems that occur in a learning and teaching process in the classroom directly and then take an action to try to solve the problems contained in the teaching and learning activities. In this study, the researcher tried to overcome the problems he found in students related to speaking ability, especially in English through discussion strategies. In this classroom action research is divided into four stages, namely: implementation, action, observation, and reflection.

B. Research Setting

1. Place of research

    The Place of this study is at the Tenth Grade of SMAN 11 PURWOREJO in Academic Year 2022/2023. SMAN 11 Purworejo located at Jl. Raya Kutoarjo-Kebumen No.55, Ketundan, Butuh, kec,Butuh, Kab.Purworejo, Central Java, 54264.

2. Time of Research

    This research was conducted from Desember 2021 to November 2022. The steps in this research activity started from pra research to draw conclusions from the results obtained.

Table of Research Time

No	Schedule	2021	2022			
		December	Januari	Maret	October	November
1.	Pra research	■				
2.	Make the Proposal		■			
3.	Collecting the data			■		
4.	Analyze the data				■	
5.	Draw the conclusion					■

C. Research Subject and Object

1. Research Subject

   The subjects in the study were students of class X IPS 2 SMA N 11 Purworejo who were in the first semester in the 2022/2023 academic year. The total number of classes is about 36 students. As a subject, the researcher will analyze the problems or obstacles of students in learning to speak English. At the same time, students will also try to practice the method or strategy of the researcher in the process of learning to speak English in the classroom.

2. Research Object

 Object of this research is improve the English speaking ability of the students from the class through discussion strategies . So, in this research The focus of the research object is how to improve students' skills in speaking English through discussion strategies as a means to make it easier for students to overcome their problems so that there is progress or improvement in learning.

D. Data and source of the data

1. Data

 According to Antoni (2011: 27), state that some things in a study there must be media in the form of a clear object as a target in the research objective as well as a follow-up to solving the problem formulation in the study. In this study, the focus is to solve a research problem on how to improve English speaking ability through discussion strategies for tenth graders at SMA N 11 Purworejo.

 So the data in this study is the result of students test on speaking learning which are collected through data collection techniques that have been determined by researchers to overcome the problems of tenth graders at SMA N 11 Purworejo about improving English speaking ability. through discussion strategy solutions.

2. Source of the Data

   According to Antoni (2011: 27), state that some things in a study there must be media in the form of a clear object as a target in the research objective as well as a follow-up to solving the problem formulation in the study.

   The parties required to be able to provide the information or data are parties based on the target subject in this study is about the problems or difficulties of tenth graders in learning English speaking ability. Sources of research data obtained from observations at the beginning of the study and then continued later with further research. In the first meeting and third meeting of research were obtained from the results of an interview with an and observations ofstudents the English learning process of tenth grade social science students at SMA N 11 Purworejo.

E. **Cycles of research**

   The Classroom Action Research (CAR) expressed by Kemmis and Taggart design consist four stage including planning, acting, observing, and reflecting. All of these stages constitute the cycle of classroom action research design. The cycle in this research makes it easier for the researcher himself to be able to solve the problem in stages and if the first cycle has been completed or has not found a bright spot for solving the problem, the researcher can continue in the next second cycle with the same concept and the same path.

Some of these are explanations of the four stages of the cycle according to Kemmis and Taggart:

1. Planning Stage

   A Planning stages carried out after researchers know and then identify problems on the topics studied in the study by being proven based on the results of . The general planning is aims at organizing whole aspects refer to Classroom Action research (CAR). And for the specific planning is aims at organizing the planning that related to cycle-to-cycle

   In the planning process, the researcher make a learning implementation plan (RPP) that will be used in classroom learning activities that contain a sequence of activities that will be carried out in the classroom learning process with collaborators. The collaborators in this study were taken by two people. the two people, one of whom acts as a controller in the course of the learning process in the classroom and the second collaborator acts as an observation on the activities of the learning process in the classroom with the researcher. And in the learning process researchers also play a role in observing the learning process as well and at the same time taking data directly.

2. Acting Stage

The acting phase is a realization from an act that has been planned in planning phase before such as the strategy used, what material be taught and others. Acting phase is where both of the researcher and the collaborator of that class collaborate to practice the planned in planning phase. The collaborator uses the determined strategy as he is teaching while the research observes the class condition during teaching learning activity. At the acting stage, a process is carried out in depth by the researcher regarding the problems he is researching.

So, In this stage researchers and collaborators carry out the process of learning and teaching English in the classroom. Learning English is carried out based on the material that has been determined previously in the planning stage. At the beginning of the teaching process, the collaborator played a video containing material on the lesson plan via the LCD. Students listen to the material video played by the collaborator. While the researcher took documentation when students listened to the material.

After finishing listening to the collaborators fishing students with a number of appropriate questions based on the video material played on the LCD. After that, students were asked to practice their English speaking ability through discussion strategies. In the discussion process, students are given text or oral questions in the form of a description of something. Then students try to discuss in their groups to discuss or analyze the questions or texts given

3. Observing Stage

In this phase, the researcher and the collaborator work together to write all events that is happen in the classroom, and also doing the observation toward the implementation of the action that using field note or unstructured observation sheet. The researcher observed the results of the intervention and reflecting on its effectiveness. When doing the observation, the researcher must to notice and note all of activities of the teaching and learning process in the classroom. It may be about the teacher"s performance, class situation, and students" response in learning process.

So at this stage of observing, the collaborator and the researcher observed the discussion process in classroom learning. In observing the researchers also took the data obtained through video recordings in the student discussion process. After the group discussion session was over, students were provoked by being asked questions based on the questions they discussed. Oral questions function to measure students' ability to answer and respond to questions clearly and precisely. Collaborators observe students in answering questions by watching students from in front of the table while going around checking. While the researcher participated in observing while taking data through notes on students' speaking practice scores on the assessment table.

4. Reflecting Stage

This phase is aimed to reflect or evaluation from three phases did before. It is done based on the data that have been collected to do the evaluation for completing the next cycle. So, in this last stage the collaborators and researchers reflect on the results of student learning activities carried out in class. In this case, the collaborator conveys what things have been achieved in learning activities and what things are still lacking and need to be improved.

This reflection process is carried out after the learning process in class is finished where reflection is the same as feedback. So, if the data on student test results in speaking is still lacking or there has been no improvement from the previous meeting the researcher will continue at the next meeting

F. Research instruments

According to Larson (1993:120), research instrument is a tool used by researchers, namely as a method of collecting data obtained in research activities. So that to achieve effective research results, it is necessary to use the right research instrument as a means of collecting data from the subject or resource person at the research location. In this study the data used is quantitative data. The instrument for collecting data used by researchers to obtain observation data is to use:

a. Test: used for getting data research result and students activities in teaching learning. There are two tests used in this research as follows:

   1. Oral practice test. The test questions can be in the form of descriptions on pictures or dialogue texts between two or more people.

G. Technique of Collecting Data

The data collection technique used by the researcher is by English Speaking practice and documentation from cell phone collection technique with the following steps:

1. English speaking assessment data table. So the data obtained from the students' speaking learning in class are collected in a table that contains aspects of speaking assessment. In the table there are several aspects that are assessed and the student's scores are entered into the table according to the results of student achievement in the speaking learning process in practice in class.

Table of Fluency Score

RUBRIK PENILAIAN SPEAKING			
ASPEK	SKOR		KETERANGAN
FLUENCY	19-25	□	In speaking, the fluency in pronunciation is very good and there are not the slightest mistakes
	13-18	□	The fluency in speaking is quite good, even though there are a few mistakes in a few words
	7-12	□	Fluency in speaking is still lacking
	1-6	□	The fluency of speech is so severe that it makes the meaning of sentences unclear

Table of Pronunciation Score

		ASPEK	SKOR		KETERANGAN
		PRONUNCIATION	19-25	□	There are no mistakes and problems in pronunciation
			13-18	□	There are several mistakes in every pronunciation when saying the word in speaking. But it doesn't really affect the meaning of the sentence
			7-12	□	There are many mistakes in intonation when pronouncing every word in speech
			1-6	□	The mistake in the intonation of the pronunciation of the word is so severe that it makes the sentence completely unintelligible

Table of Grammarly Score

		ASPEK	SKOR		KETERANGAN
		GRAMMARLY	19-25	□	There is not a single grammatical error when speaking.
			13-18	□	There are errors in grammar however, do not affect the meaning of the sentence.
			7-12	□	There are quite a few mistakes in grammar

| | | | 1-6 | □ | Errors in grammar are so severe that they make the meaning of sentences unclear | |

Table of Vocabulary

		ASPEK	SKOR	KETERANGAN		
			19-25	□	Complete vocabulary coverage while speaking and the application of vocabulary is appropriate	
			13-18	□	Vocabulary is quite complete, But there is still a little error in the use of words	
		VOCABULARY	7-12	□	The application of vocabulary in sentences is still lacking and there are many mistakes in using words	
			1-6	□	Vocabulary is so minimal and its application is less organized. So that it makes sentences when speaking unclear	

H. Data Analysis Technique

At the stage of data analysis will be analyzed based on the results obtained in the process of collecting data from research instruments. All data from the research were analyzed in accordance with the provisions or criteria for assessing students' English speaking proficiency tests. On the criteria for assessing English speaking ability. Types of criteria for student test scores are classified based on the scores obtained on the test results.

NO	SCORE CRITERIA	
1	SUCCESSFUL	/< 70 (70-100)
2	UNSUCCESSFUL	/> 70 (20-65)

The formula for the total sum of the student scores with the number of students taking the test. This number is the final result of data analysis

In order to categories the member of master students of the lesson, the researcher used the following formula:

Where the formulation :

Unsuccessful precentage :

= Total of Unsuccessful students X 100 =
        Total of students doing test

Successful precentage :

= Total students doing test – total unsuccessful students :

= Total students doing test X 100 =

      The result

I. Trustworthiness of the Data

In this section, the researcher tries to build a sense of trust and validity in the data that has been analyzed. For this study researcher are used tringulation to get validity of data:

Tringulation is a method of synthesizing data against the truth by using other data collection methods or various triangulation paradigms. So, In research on improving English speaking ability through this discussion strategy, the data used by the researcher are two types of data, namely: quantitative and qualitative data. Quantitative data was obtained through a process on written knowledge questions and qualitative data was obtained through students' speaking practice which the researchers collected evidence of the data through video recordings of their practice.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter consisted of two sections, there were research finding and discussion. The findings of the research presented the description of the data collected through test & observation . While discussion consisted of the result of the research. Further the explanation about the findings and the discussion:

A. Research Finding

The data in this study are quantitative and qualitative data. Qualitative data was obtained through classroom observations and documentation in research. Meanwhile, quantitative data is obtained through the scores of several tests given to students. This research was conducted in class X IPS 2 with 36 students. This research was conducted in three meeting. Each cycle has four steps in ihis stage (Planning, Acting, Observing, Reflecting). The four steps are repeated three times in each meeting.

a.) The Result of Students' Speaking Ability in English Practice

Researcher give test to students In the test results, it can be seen that there is an improve in students' scores in speaking English through a discussion strategy based on tests carried out from test I, test II and test III which are presented through the student score table.

TEST I

Table 4.2 The Result of Students' Speaking Ability in English Practice

NO	NAME	TEST I	
		SCORE	**CRITERIA _<70**
1	A A	72	SUCCESSFUL
2	A F	42	UNSUCCESSFUL
3	C P	73	SUCCESSFUL
4	C D	30	UNSUCCESSFUL
5	D	36	UNSUCCESSFUL
6	D A	32	UNSUCCESSFUL
7	E I	43	UNSUCCESSFUL
8	F P	53	UNSUCCESSFUL
9	I Z	65	UNSUCCESSFUL
10	K K	38	UNSUCCESSFUL
11	KH	27	UNSUCCESSFUL
12	K W	24	UNSUCCESSFUL
13	L S	32	UNSUCCESSFUL
14	M Y	36	UNSUCCESSFUL
15	M S	71	SUCCESSFUL
16	N N	48	UNSUCCESSFUL
17	N B	38	UNSUCCESSFUL
18	P H	42	UNSUCCESSFUL
19	R A	27	UNSUCCESSFUL
2O	R A	36	UNSUCCESSFUL
21	R D	72	SUCCESSFUL
22	R P	31	UNSUCCESSFUL

23	**R S**	71	SUCCESSFUL
24	**R Y**	22	UNSUCCESSFUL
25	**R Y**	70	SUCCESSFUL
26	**R M**	70	SUCCESSFUL
27	**SN**	58	UNSUCCESSFUL
28	**S P**	44	UNSUCCESSFUL
29	**S N**	48	UNSUCCESSFUL
30	**S R**	71	SUCCESSFUL
31	**S V**	42	UNSUCCESSFUL
32	**T R**	28	UNSUCCESSFUL
33	**U M**	58	UNSUCCESSFUL
34	**W D**	49	UNSUCCESSFUL
35	**Z P**	71	SUCCESSFUL
36	**Z M**	70	SUCCESSFUL
	MEAN SCORE	48,3	

From the tabel of score in the first cycle, Students who get a pass score on the test amounted to 8 students, Meanwhile, the number of students who scored under pass on the test was 28 students from total students who took the test amounted to 36 students. In the test in the first test, students still experienced many problems and difficulties in practicing speaking directly. Which is where there are still many errors in speaking English component aspect such as: not fluent in speaking and there are still many mistakes in pronouncing words. And there are many errors in the use of vocabulary and there are still some students who are inverted in the grammar of sentences that are spoken not according to the rules.

From the analysis above, the students speaking ability was low. The mean of the students" score was 48,3. The percentage of the students who got success in speaking test was calculated by applying the following formula:

Formula :

precentage Successful students score :

= 36-28 : 8

= 8/36 x 100% : 22%

precentage Unsuccessful students score:

= 36 / 28 x 100%: 77%

Table 4.3 Table the Percentage of Students Score in Test I

Criteria	Total Students	Percentage
Successful	8	22%
Unsuccessful	28	77%
Total	36	97%

Based on the percentage of the average pass students who pass and students who do not pass. The percentage of students who did not pass the speaking practice test was still low 22%. Among the 36 students in class X-2.It is necessary to improve the habits of students, especially in habituation to be able to practice speaking English fluently again. because in speaking fluency is very important to be able to support ease in speaking. Especially in the correct pronunciation these two things become a staple in speaking ability. There were 8 students passed the test and 28 students are failed in the test. Because the students" speaking ability in test I still categories unsuccess the researcher will continue it in test II .

TEST II

Table 4.4 The Result of Students' Speaking Ability in English Practice

NO	NAME	TEST II	
		SCORE	CRITERIA _<70
1	A A	76	UNSUCCESSFUL
2	A F	68	UNSUCCESSFUL
3	C P	85	SUCCESSFUL
4	C D	42	UNSUCCESSFUL
5	D	45	UNSUCCESSFUL
6	D A	42	UNSUCCESSFUL
7	E I	46	UNSUCCESSFUL
8	F P	65	UNSUCCESSFUL
9	I Z	76	SUCCESSFUL
10	K K	48	UNSUCCESSFUL

11	**KH**	51	UNSUCCESSFUL
12	**K W**	55	UNSUCCESSFUL
13	**L S**	47	UNSUCCESSFUL
14	**M Y**	60	UNSUCCESSFUL
15	**M S**	79	SUCCESSFUL
16	**N N**	46	UNSUCCESSFUL
17	**N B**	38	UNSUCCESSFUL
18	**P H**	41	UNSUCCESSFUL
19	**R A**	37	UNSUCCESSFUL
2O	**R A**	48	UNSUCCESSFUL
21	**R D**	80	SUCCESSFUL
22	**R P**	36	UNSUCCESSFUL
23	**R S**	70	SUCCESSFUL
24	**R Y**	38	UNSUCCESSFUL
25	**R Y**	79	SUCCESSFUL
26	**R M**	74	SUCCESSFUL
27	**SN**	52	UNSUCCESSFUL
28	**S P**	40	UNSUCCESSFUL
29	**S N**	45	UNSUCCESSFUL
30	**S R**	73	SUCCESSFUL
31	**S V**	42	UNSUCCESSFUL
32	**T R**	37	UNSUCCESSFUL
33	**U M**	47	UNSUCCESSFUL
34	**W D**	52	UNSUCCESSFUL
35	**Z P**	70	SUCCESSFUL
36	**Z M**	73	SUCCESSFUL
	MEAN SCORE	55	

From the tabel of score in the second test, Students who get a successful score on the test amounted to 11 students, Meanwhile, the number of students who scored unsuccessfully on the test was 25 students from total students who took the test amounted to 36 students. So in the test in the second test the results of the scores and average there is an improve of speaking component aspect. In the results shown in the   test II students' fluency in speaking and how to pronounce words in English was slightly better than the previous test.

This assessment has been seen from the results of students' speaking practice when discussing the results of their discussions in the second meeting. At least half of the students have started to be fluent when speaking and in saying the words one by one. This is slightly different from the results obtained by researchers in the previous second test where most students still made many mistakes in pronunciation and were still stuttering in speaking English.

However, the results of the average student test scores are still less than the target pass criteria. Besides that there are still components in speaking that are still not mastered by students. One component that is still lacking in this section is fluency. The grammar aspect of students' speaking ability is still mostly lacking in grammarly in students' speaking, there are still some pronunciations in sentence structures that are less accurate. In speaking, grammarly in pronouncing sentences must be precise, this is in accordance with the grammar rules on the material studied by students . If among the three components of the sentence structure there is an error, the meaning of the sentence spoken will be difficult to understand or will become unclear.

From the analysis above, the students speaking ability was low. The mean of the students" score was 55. The percentage of the students who got success in speaking test was calculated by applying the following formula:

Formula :

precentage Successful students score :

= 25 – 36 : 11

= 11 / 36 x 100% : 30%

precentage Unsuccessful students score:

= 25 / 36 x 100% : 69%

Table 4.5 Table the Percentage of Students Score in Test II

Criteria	Total Students	Percentage
Successful	11	30%
Unsuccessful	25	69%
Total	36	99%

From the the percentage of the average pass above showed that the students" score was low 30%. However, scores on student test results there was a slight increase from the first test It could be seen from the mean of the students" score was 55. There were 11 students passed the test and 25 students are failed in the test. Therefore, students ability in speaking need to be further improved, especially in the aspect of grammarly.

Based on test results in the second test this aspect is still lacking in students. So in the test in the next test aspects of students' grammarly in speaking must be improved. although in terms of word pronunciation, speaking fluency, and vocabulary are already slightly better than in the previous test I.

In the test in the next test the researcher will try again to test the speaking ability of class X-2 students using English material that is different from the material in the second test and the first test previously yesterday. By using different materials, it is hoped that there will be an increase in students' practical test results. Because each material sometimes has its own level of difficulty that is different for each student. So that this also affects the results of student learning, of course, also on student test results. In the material in the second test, it seems that it is still quite difficult, which is the result of the students' speaking test. Even though the results of the students' speaking test had slightly improved compared to the results of the first test.

Besides that, the researcher will also guide students a little in the discussion process if there is a possibility that there are words in the vocabulary that are very difficult to translate or may be difficult to find the meaning of. So with this the researcher decided to continue the research in the test III.

TEST III

Table 4.6 The Result of Students' Speaking Ability in English Practice

NO	NAME	TEST III	
		SCORE	CRITERIA _<70
1	A A	76	SUCCESSFUL
2	A F	71	SUCCESSFUL
3	C P	82	SUCCESSFUL
4	C D	62	UNSUCCESSFUL
5	D	70	SUCCESSFUL
6	D A	48	UNSUCCESSFUL
7	E I	74	SUCCESSFUL
8	F P	77	SUCCESSFUL
9	I Z	74	SUCCESSFUL
10	K K	71	SUCCESSFUL
11	KH	73	UNSUCCESSFUL
12	K W	63	UNSUCCESSFUL
13	L S	70	SUCCESSFUL
14	M Y	52	UNSUCCESSFUL
15	M S	78	SUCCESSFUL
16	N N	75	SUCCESSFUL
17	N B	70	SUCCESSFUL
18	P H	72	SUCCESSFUL
19	R A	70	SUCCESSFUL
2O	R A	56	UNSUCCESSFUL
21	R D	82	SUCCESSFUL
22	R P	52	UNSUCCESSFUL
23	R S	85	SUCCESSFUL
24	R Y	61	UNSUCCESSFUL
25	R Y	86	SUCCESSFUL
26	R M	81	SUCCESSFUL
27	SN	79	SUCCESSFUL
28	S P	60	SUCCESSFUL
29	S N	73	SUCCESSFUL
30	S R	75	SUCCESSFUL
31	S V	62	UNSUCCESSFUL
32	T R	51	UNSUCCESSFUL
33	U M	76	SUCCESSFUL

34	**W D**	70	SUCCESSFUL
35	**Z P**	73	SUCCESSFUL
36	**Z M**	72	SUCCESSFUL
MEAN SCORE		70,0	

From the tabel of score in the third cycle, Students who get a successful score on the test amounted to 26 students, Meanwhile, the number of students who scored unsuccessfully on the test was 10 students from total students who took the test amounted to 36 students. Based on the test results in the test III, the scores of class X-2 students experienced quite a lot of improvement in speaking component aspect. When practicing speaking discussing the results of their group discussions on average most students have started to speak fluently. Vocabulary for each student has also started a lot of this is assessed based on the results of the discussions that have been discussed by them in front of the class have begun to be detailed in explaining the results of their discussions. In addition to the fluency and vocabulary, pronunciation techniques, many students have started right. most of the number of students in class X-2. there are at least half more students.

Besides that, there are many grammar in the sentences that are in verb according to the appropriate grammar rules . Compared to the previous second cycle, there were some students whose sentences werethere are still quite a lot of upside down grammar, Which is a little grammatical error seen in the pronunciation of the sentence.. And in this third speaking test, the sentences spoken by the students have been arranged accurately. So that in this third test the researcher can more easily understand the meaning of the sentences spoken by students when practicing speaking in discussing the results of their discussions in groups. This is a reflection of the supporting teacher as a collaborator in the research that in this third test the scores of students' speaking practice increased from the tests in the previous test.

From the analysis data above, the students" speaking ability in test III students' speaking ability by going through the discussion strategy again improved a little better. The percentage of students who were success in speaking ability was calculated by applying the following formula:

precentage Successful students score :

$= 10 - 36 : 26$

$= 26 / 36 \times 100\% : 72\%$

precentage Unsuccessful students score:

$= 10 / 36$ x 100% : 27%

Table 4.7 Table the Percentage of Students Score in Test III

Criteria	Total Students	Percentage
Successful	26	72%
Unsuccessful	10	27%
Total	36	99%

From the percentage of the average pass above showed that the students" score " speaking ability was improved 72%. It could be seen from the mean of the students" score was 70 in appendix. I The ability of class X-2 students in speaking have improved much better than before in this third test cycle. Of the approximately 36 students, more than half of the students have passed the English speaking practice test. And those who still haven't passed the test are not as many as the test results in the test I and test II.

For this problem, it is possible that students who still haven't passed the exam will be tested in the practical test from the first to third cycle tests, this is purely from the skills of the student, which takes longer than his other friends to be able to improve speaking ability again they. Because the students' scores on the practice speaking test have already seen a pretty good increase. The teacher as a collaborator also considered that the students' speaking test had improved much better in this third cycle, so the collaborator said to end this test. Therefore, based on the results of the tests and consideration of collaborator reflection in the third cycle, the researcher decided to end the research.

Table 4.8 The Percentage of Students Who Got Point up to 70

Competence test	Percentage
Test 1	22%
Test 2	30%
Test 3	72%

Based on the results of the tests in the table above, the result of data analysis shows that there is an improvement in speaking ability through discussion strategy. This is shown in the average student test results in test 1 with an average result of 48 with a successful presentation of 22%. Then in test 2 the average student test results were 55 with a success percentage of 30%. Then in test III it increased again with an average result of 70,0 with a success rate of 72%. So that means that student test results have improved from test I, II, and III. In this case it also shows that the quality of learning English students, especially speaking, gets better by increasing their ability in speaking through discussion strategies in learning. This is enough to prove that learning strategies by discussing are able to improve students' speaking ability.

b.) Description Process of Research Activity in The Class

There are three meeting that applied in this research.

1.) First Meeting

There are four steps in one meeting which will be explained as follows:

a.) Planning

In this phase, the researcher made a plan for research action based on the difficulties or problems faced by students regarding speaking skills. In this case the researcher prepared a lesson plan based on the teaching material (see appendices page 105) . The researcher also prepares questions that he will use in tests and questions that will be used as material for interviewing students. Prepare speaking assessment for meeting , prepare for documentation, also prepare transcription data   for data collection to find out whether there are some students who have improved in speaking ability.

b.) Acting

The action of the Meeting 1, was held on October 19, 2022. At this first meeting, before entering the lesson, the researcher first entered the class with the collaborators and then the researcher introduced himself to the students. The researcher also explained the aims and objectives of the activities he would carry out in class to students. The collaborator then ordered the students to connect the

laptop to the LCD and connect the speakers. then the collaborator opened the lesson with a greeting which was followed by all students. The collaborator then reminds students of the material they will discuss at this first meeting. The material at the first meeting that was studied and discussed in this study was descriptive text material. The description text material in this lesson is about animal descriptions. Students are asked to understand detailed descriptions of animal images.The collaborator then provokes students with several questions related to descriptive text material, for example: 1.) Can you imagine the animal you see on video?. 2.) What is the name of that animal?. 3.) What is the Characterictics the animal?. 4.) Its is tame or wild animal?. 5.) Where does the animal life?. Then one of the students answered several questions raised by the collaborator and followed by two other students. In the initial phase of this meeting students still tended to be a little passive in learning activities and some of them even enjoyed joking around with their classmates.

Next, the collaborator explained and reminded a little about the descriptive text material because many students did not really respond when asked about descriptive text. Then the collaborator plays a video about animal descriptive material. Video playback is carried out for 10 minutes and then followed by a second descriptive text video. Students listen and pay attention to the video carefully, but there are some

students who don't pay attention and some of them even sleep while the video is playing.

After playing the two videos, the collaborator provoked students regarding the contents of the descriptive video. After that, the collaborator ordered the students to form discussion groups. Students form discussion groups in pairs of two. The researcher then distributed questions to each child 1 question per group. The student test questions are in the form of descriptive questions about animals.

So students are asked to discuss with their group mates to analyze the description of the animal according to the picture. Students discuss carefully based on the description of the animals they see in the text. They looked carefully one by one regarding the description of the two animal characteristics in the picture. In groups they discuss with each other active. In the paper there are three qustion based on the description of the animal in the questions:

Crocodile	Aligator

Make a discussion in group and analyze them based the question about description of the two pictures above specifically !

1. What are the names of the two animals in the picture?

2. What is the defferent Characterictics of the animal?

3. Its is tame or wild animal?

4. Where does the animal life?

c.) Observing

Students began to discuss with their peer groups while opening the dictionary while the researcher took data for each group of students who were discussing and when they came forward to present the results of the discussion by recording them using a camera.

The process of student discussion at the first meeting was quite active, but some were not so cohesive between students in a group. There were some students in the group where one of the students in the group actually slept. Even though students in other groups were busy discussing and opening dictionaries.

The group discussion process was carried out for seven minutes. The collaborator ordered each group to come forward to discuss the results of their discussion, especially for groups that had finished. Several groups of students began to advance to discuss the results of their discussions. The collaborator supervises the students who are discussing from the front of the table while the researcher goes around watching the students who are discussing with their group while recording student discussion activities via cellphone camera recordings

Based on the results of observations at this first meeting, the average student was still awkward and reluctant in presenting the results of their group discussions. Many students are in a hurry and lack focus when presenting the results of discussions while in front of the class. Many students still lack the awareness to move forward with their groups. So that colaborator must appoint one by one among them to move forward.

d.) Reflecting

While after learning and teaching activities are completed. Researchers and collaborator discussed again together based on what they felt were good and what was lacking in the learning activities at this first meeting.

Based on the results of joint reflection, the arrangement of teaching and learning activities in class is quite good according to the lesson plan. However, according to the collaborator, the video used in the lesson was too long and the collaborator wanted that in the next meeting, just one video would be enough as a learning medium to save time. In addition, at this meeting the researcher was considered lacking in motivating students in the learning activities earlier. So that it makes the students seem less interested in the learning activities, including during discussions.

At this meeting the students also seemed lacking in understanding and mastering the text. Students should speak in front of the duration of at least five minutes. However, most students only speak for about three to two minutes. This is considered to be lacking, especially the material discussed by the students themselves, there is material for types of text which takes at least five to seven minutes to explain.

Besides that, the results of the speaking practice test at the first meeting today were still not good enough. The collaborator said that even the students' speaking test results were still classified as less than the pass criteria. There is still a lack of fluency in students' pronunciation of words and mistakes in pronouncing sentences. In addition, students' vocabulary is still minimal, especially in explaining the results of their discussion earlier.

Therefore the collaborator and researchers made a repair agreement that would be used as a reference for student practice tests at the next meeting. The results of the second study should be better than the results of the first study. At least there is a slight increase in yield.

2.) Second Meeting

After doing First meeting researcher continued to the second cycle

a.) Planning

In the previous first meeting there was no increase in English speaking ability. Student achievement in speaking is still not optimal. This possibility is caused by the material being a little bit difficult. The topic of the previous material was about descriptive text. This material topic does require more analysis and explanation from students. Therefore, at this second meeting, researchers and collaborators agreed to change the topic of the material to be discussed by the students, the

topic of the material was about report text. the researcher made a plan for research action based on the difficulties or problems faced by students regarding speaking ability. In this case the researcher prepared a lesson plan based on the teaching material (see appendices page 114). prepare speaking assessment for second meeting, prepare for documentation, also prepare transcript data for data collection to find out whether there are some students who have improved in speaking ability.

b.) Acting

The action in cycle 2 was carried out on November 2, 2022. At this second meeting the teaher opened the lesson with greetings and then provoked students with questions related to the topic of the material to be studied at the second meeting in class in report text and the kind of report text is about natural disaster. In this second meeting students have started to be active in answering questions from the collaborator. Apart from that the conditions in the class were a little more stable and conducive than during the previous first meeting. Some students have started to focus on paying attention and responding to questions posed by the collaborator in class, although there are still students who are still a little confused about the topic of the material being discussed and there are still students who play alone.

So the collaborator takes a little firm action by reminding students who pay less attention to it rather harshly. After discussing it again together, the collaborator played the video through the laptop and LCD. At this meeting, only one video material was played. This is to make time more efficient and give students time to spend a little longer in discussions.

This video report text material is about natural disasters. Students listen and pay attention to the narration of the video. The collaborator participate in listening and supervising students from in front of the teacher's desk while the researcher goes around documenting student activities in listening to video report texts with a cellphone camera. Video playback is held for 1 hour. After the video was finished, the students were asked by the collaborator regarding what natural disasters video about flood with some question: 1.) Do you know flood?. 2.) How would you describe a flood?. 3.) What causes flood?. 4.) How to prevent flood?. After answering the questions the collaborator instructs students to have group discussions again with two seatmates. Then the researcher distributed sheets of paper containing report text material to each student in each group one.

In the question paper there is a picture in the form of a natural disaster and there are several questions that will be analyzed to answer student discussions when presenting in front of the class. Some of the questions are

Make a discussion in group and analyze them based question the naturl disaster description of the pictures above specifically!

1) What is the picture about ?

2) Where does it usually happen ?

3) What causes the event happens ?

4) Do you know how to prevent it ? mention !

c.) Observing

Students start discussing with their group mates. Students discuss for ten minutes. In the discussion process the students were very focused and active while analyzing the pictures of natural disasters on paper. The researcher also gave a little encouragement and motivation to the students to be more active in increasing their knowledge including English vocabulary and to train them to improve their speaking ability. In this discussion, sometimes researchers also help students a little if students find vocabulary words that are difficult or difficult to find meaning, then researchers will help find the meaning of these words. After the student group discussion is over. The collaborator instructs students to come to the front of the class and present the results they have discussed.Students present the results of their group discussions in front of the class carefully.

Collaborators listen to student presentations from the teacher's table. Meanwhile, the researcher took documentation in the form of student recordings during presentations in front of the class with a cellphone camera. At this third meeting, all students in the class were very serious, paying close attention when their fellow classmates were making presentations in front of the class one by one.

d.) Reflecting

In meeting 2 class learning activities and student discussions have gone a little better than the previous first meeting. The situation in the teaching and learning process in the classroom is neat and conducive. Students have begun to be a little orderly in listening to the teacher while teaching. Although there are still a few students who are less focused and do not pay attention. In the activities in cycle 2, the collaborator considered that the students' test results in speaking were still low, even though there had been some progress in speaking. However, the progress and improvement in student skills has not been more than half with a total of 36 students. In this second test there were quite a number of students who were fluent in speaking and when pronouncing each word. However, the vocabulary of most students is still lacking.

Besides that, there are still quite a lot of students who are upside down in pronouncing sentences. Sentences said by students still deviate from the rules of the grammar in the type of material being studied. With this the collaborator hopes that all the deficiencies that exist in this second meeting will be remedied at the third meeting later. In addition, the teacher also asked the researchers to motivate students to return to be serious and focused, of course, in learning activities and also in improving their speaking ability.

At the third meeting, the collaborator will again make an agreement with the researcher. That later in the third test the average score of students must increase more than in this second meeting. At least more than half of the students must be above the average criterion score of 70. And also the collaborator asks the researcher to be a little more assertive to students in class who don't pay attention during learning. Maybe you can give a little punishment, this is just to educate students to be obedient.

At this time, most of the students had started to speak fluently and were not as nervous as they were in the first meeting. Students are starting to be a little more confident in expressing their opinions, but there are still some students who are still shy and look a little lazy in expressing their opinions.

Even when advancing in front of the class, there is also only one student in the group who speaks and expresses opinions, but the discussion partners are just silent.

After all students presented the results of their discussion. The collaborator then closes the learning activity. The collaborator keeps reminding students to further train their skills in speaking. And hope that they will be much more focused and concentrated at the next meeting

3.) Third Meeting

After meeting 2 researcher continued to the third cycle :

a.) Planning

In previous research in meeting 2 there was already a slight increase in students' speaking practice, but the results obtained from speaking practice were still lacking and below the average criteria. Student achievement in the speaking test at the second meeting has indeed increased quite a bit compared to the first meeting. However, there are still targets that students need that are still quite far away and need to be improved again. In this case students also need to improve the components of speaking again. In this thrd meeting, the researcher provided a material topic that was different from the previous one.

If previously the material topic was about report text for the third meeting, the material topic was narrative text. In this case the researcher prepared a lesson plan based on the teaching material (see appendices 122). prepare speaking assessment for third test, prepare for documentation , also prepare transcript data for data collection to find out whether there are some students who have improved in speaking ability.

b.) Acting

The action in third meeting was carried out on November 9 2022. At this third meeting, the collaborator entered the class as usual and opened the activity by greeting. Previously in this third activity the teacher gave a little warning to students that students who did not listen or pay attention in the lesson would be given a punishment. The collaborator again provokes students regarding narrative text material by asking: what is narrative text, what are the characteristics of narrative text, and state examples of narrative text. Most of the students were quick in answering and responding to questions from the collaborator. At this third meeting the students were really focused and paid attention, there were no more students talking to themselves or students sleeping when the collaborator explained the material.

After that the collaborator plays the video again about narrative text material about story "gold cucumber". Students listen carefully to the video. At this time the students were quite orderly and careful in paying attention to the contents of the video being played. After the video is finished the collaborator rules students with questions related to the narrative text in the video. Some of questions about " Gold Cucumber" story are : 1.) What is kind of text about ?. legend or myth or fabel ?. 2.) Who are the characters in the story? 3.)How can the timun emas escape from the buto ijo?. 4.)What is moral value of the story?

Students look enthusiastic in answering and responding to questions from the collaborator. This looks much different and better than the previous meetings first and second meeting. This time the learning situation looks more active and communicative. Because everyone feels that they understand the contents of the text in the video narrative. The collaborator asked the students to return to the discussion. The researcher then distributed more papers containing narrative material which they would discuss as a group. In the material there are some question to disccus by students are :
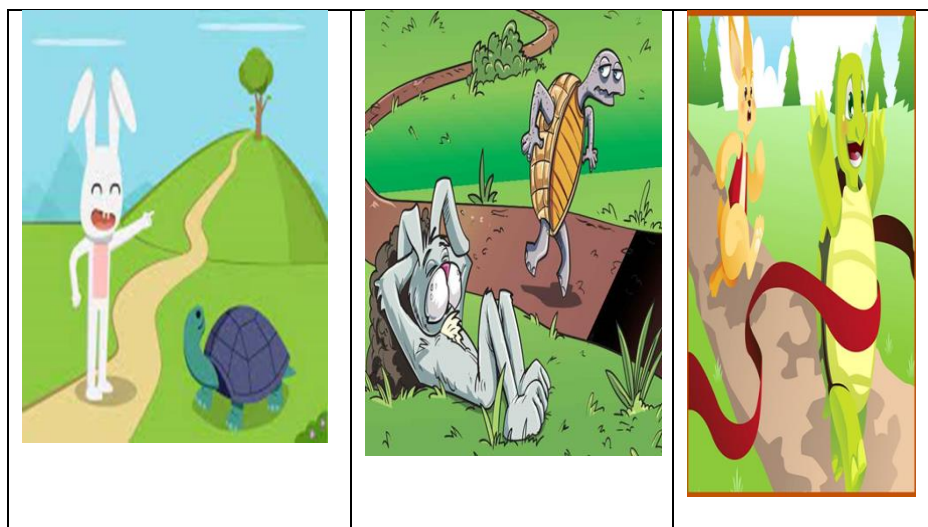
Make a discussion in group and analyze them based on the story of the pictures above!

1. What is the picture talking about

2. What is kind of text about ? legend or myth or fabel?

3. Where is the location or place of the story about?

4. what is the moral value of the story?

c.) Observing

Students started discussing with their respective groups. The student discussion at this time was quite active, even if there were vocabulary words that were not found in the dictionary, the students had the courage to ask the collaborator or the researcher. After discussing for ten minutes, several groups of students who had finished first advanced independently to the front of the class without the collaborator or researcher having to appoint them one by one.Students

present the results of the discussion for an average of four minutes more one hour. Most students have no doubts and are ashamed of me expressing their discussion opinions in front of the class. Each member in the group actively participates in explaining when finished showing the results of the discussion. The collaborator gave applause to the students. After the whole group came forward. The collaborator then closes the learning activity and gives little input back to students to be more active in learning.And the researchers once again provided support and motivation for students to remain enthusiastic and diligent in honing their speaking ability

d.) Reflecting

In third meeting, the learning activities were better than the previous first and second meeting . This is far from the picture in the previous two meetings where in the third meeting the conditions and situations in the class tended to be more well conditioned. Students look calm and focused on paying attention to the collaborator when explaining. Besides that students are also more active in responding to every question from the collaborator and of course also active in discussions. This is inseparable from the firmness carried out by the collaborator by giving a warning to students who do not pay attention to being punished.

Based on the results of observations on students' speaking practice. There has also been a pretty good increase in students' speaking ability, maybe even far compared to the previous meeting. Many students are fluent in speaking and pronouncing sentences. In explaining the results of the discussion, it was also quite clear and easy to understand, it seemed accurate with the students' vocabulary which was considered to be quite good compared to before.

At the third cycle stage, the collaborator is quite happy with what the students have achieved in the process of learning English activities. Although there are still a few students who still lack ability achievement. However, at least almost all students have made progress and improvements in speaking English. Students also seemed to be more enthusiastic about learning which was clearly seen when they enthusiastically and responsively answered all questions from the collaborator.

All achievements int third test are of course very much inversely proportional to the results obtained in first test and second test. At the meeting in first test the situation in learning was chaotic and less conducive. During the discussion, many students were less active. This is possibly caused by a lack of motivation and assertiveness on the part of collaborator and researchers.

While at the meeting in second test, the results of student achievement have started to increase. However, the results obtained were still less than expected. Most of the average student test results in speaking are still below the passing criteria of 70. In this second meeting, there are still students who are less active in learning activities or when discussing with their own groups. And many students are still lacking in understanding the contents of the text they are discussing.

Based on this explanation, and supported by the results of the scores and percentages of students in third test , the researcher decided to stop the research because there had been a good improvement in speaking ability from first meeting , second meeting, and third meeting. As a result, discussion strategies can improve speaking ability student.

B. Discussion

This research was conducted to find an increase in students' speaking skills in learning English through discussion strategies. Research that has been conducted by this researcher indicates that discussion strategies can improve speaking ability. This can be seen from the table which shows us an increase in student scores from the speaking practice test from test I, second test II , and test III.The

results of this study indicated that there was an increase in students' speaking ability through discussion strategies. The average score in the test I was 48.3. This indicates that in the first test the student's score was still low, because the score was still below the passing criteria> 70.

In the second test the average student score was 55. This indicated that there was an increase in students' speaking ablity. However, the results of achieving an average score are still relatively low because they are still below the passing criteria> 70. Then in the third test the average score on student tests was 70.0. This indicates that there is a better improvement in student test results with an average score of students who have reached the right pass criteria.

So the percentage of student achievement from the first to third test has increased. In cycle 1 students who passed with points > 70 totaled 8 students (22%). In test2, 11 students (30%) graduated with points > 70. And in test 3 students who graduated with points > 70 totaled 26 students (72%). n other words, students' speaking ability increased and became good from the first meeting to the third meeting.

Researchers also analyze qualitative data to support research findings in addition to quantitative data. Qualitative data is structured and organized from direct observation in class. All of these data indicate that students show their attitudes and responses during the

teaching and learning process in class. The results of these student responses obtained based on the data collection tool will later become supporting data or additional data that will strengthen each argument and research results.

In the first meeting there were many shortcomings especially what was done by researchers and students. At the first meeting the researcher did not provide motivation to students, as a result students were less motivated in learning, students were less comfortable and confident to speak English. This affects the test results obtained at the first meeting. And students cannot express their ideas and opinions clearly.

In the second meeting researchers have provided motivation for students. However, the motivation given is still lacking. There are still students who lack concentration or focus in learning. In addition, students are still embarrassed to express opinions even though some other students have started to dare to express their opinions. Students are also still less active in discussion.

This was found when a group of students discussed one of the group members who was less active. Not even participate in the discussion of solving the problem. However, in this second meeting there has been a change in the increase in the practice of students' speaking ability. the fluency of students when speaking and when pronouncing sentences is pretty good compared to before. Even so, sometimes there are students who are still inaccurate in pronouncing sentences according to the proper rules. And there are still students who are wrong in placing the vocabulary. So that in this case the researcher needs to improve all the deficiencies that still exist in this second meeting. However, the results of student achievement at the second meeting were considered to be quite good. Although there are still a few mistakes in the previous meeting.

In the third meeting, activities in the learning process have been running regularly and conducively. Many students are focused and serious in paying attention to lessons and also when discussing in groups. At this third stage students are comfortable and confident when expressing opinions. In addition, students no longer feel difficulties when speaking in English as before. This can be seen from the test results of students who have experienced a better improvement. Most of them have no problem in speaking

Based on observations at the third meeting, there were almost no mistakes made at the previous meeting. Students have started to look active and enthusiastic in learning activities. This is inseparable from the motivation that continues to be given by researchers given in the second and third meeting which in turn also encourage students' interest and enthusiasm in learning to speak. In addition to motivating researchers and teachers, they also provide warnings in the form of strict sanctions for students who pay less attention in class. So, at this third meeting the results obtained this time were appropriate based on the research plan.

Meanwhile, based on result of obervation in the clas, in this case most students said that one of the difficulties in speaking was the lack of practice or the habit of speaking English in daily activities. So speaking ability is quite difficult. Because it requires a lot of mastery including fluency, grammarly, vocabulary, and clear pronunciation. So that students who lack mastery of the components of speaking will find it very difficult to learn these ability. And based on the research, most of the students in class X IPS 2 had not or did not master the components of the speaking ability at all. This statement is supported by theory according to Huebner (1990), said that Mastering the ability to speak as ability is not easy, it requires a base in practice and sufficient knowledge to learn it.

Besides that, one of the benefits of the discussion strategy in learning to speak as expressed by one of the students in the class whewhen the researcher is carrying out the observation that by discussing students can share ideas or opinions in solving a problem in a group. Especially in English, of course the abilities of students such as speaking or in vocabulary are different.

So that in this case students can help each other or correct and teach each other related to for example how to pattern the correct pronunciation of words, determine the meaning of vocabulary that is difficult or they have never heard of, and how to construct sentences correctly together. Student statements shown when the researcher observed directly session were corroborated and supported by theory from Smaldino, Lowther, & Russell (2005, p. 28) state that discussion is a useful way of assessing the knowledge, ability, and attitudes of a group of students before finalizing instructional objectives that involves the exchange of ideas and opinions among students or among students and the teacher.

Therefore, based on the results on the quantitative and qualitative data. From the description of research activities from the first meeting to the third meeting as a whole. Shows clear evidence that learning English speaking ability is effective when applied through group discussion strategies. Especially for tenth graders who sometimes still have difficulties or problems in speaking English. Collaborator also

find it easier to check and supervise students who are conducting discussions.

It can be seen easily the size of students' abilities in speaking English. based on the positive response shown directly from students is also one of the proofs that discussion strategies in assisting the learning process of speaking English are felt to be very easy and fun for students. Thus the discussion strategy is seen as quite effective in training students to speak English. It concludes that the discussion strategy can improve the English speaking ability of tenth grade students at SMA N 11 Purworejo.

CHAPTER V

CONCLUSION AND SUGGESTIONS

The chapter consisted of two sections. The first section dealt with the conclusion of the research, and the second section dealt with suggestion.

A. Conclusion

The research was conducted to solve problems related to speaking ability through discussion strategies. By carrying out this research, it was found that: in analyzing students' speaking ability through discussion strategies, the writer added up the student's score of 48.3 in first test, this means that students' speaking ability are still low, in second test the score is 55, this means that students' speaking ability have increased but still lacking, in third test the student score was 70.0, this means that the students' speaking ability have improved even better. In other words, students' ability improve, there is a better improvement in each test. This means that using discussion strategies can improve students' speaking ability.

Students become more active and very participatory in teaching and learning activities in class, especially in speaking using discussion strategies. Through the discussion strategy, students can learn speaking ability by discussing with their peers they can exchange ideas and opinion on how to read a word or sentence that matches the correct pronunciation and grammarly In this case students can also help each other correct their classmates if there is an error in pronouncing sentences or words according to the rules and students can exchange ideas or knowledge about vocabulary according to the range of vocabulary they each have. In other words, while discussing with the group, students can also be active in learning speaking ability because speaking requires active communication.

B. Suggestion

After conducting this research, the researcher provides some suggestions for English teachers, students, and other researchers.

a.) For English teacher

Suggestions for English teachers, especially in speaking activities in learning English in class, the atmosphere should be as comfortable as possible and enough to encourage students to speak English.

The teacher also needs an implementation of an activity which works on fluency, the teacher must allow students to speak even if they have mistakes in pronouncing words or sentences without any interruption. In this case the teacher needs to provide feedback or corrections to the student's mistake.

b.) For the students

Students need to be aware of their own needs and find additional material from several sources. In order to become fluent English speakers, students must improve in getting used to practice frequently, especially in terms of speaking. Because speaking ability require practice which requires students to be accustomed to communicating, especially in English. In this case students must instill their confidence not to feel embarrassed and not afraid to speak even if they make a few mistakes. In other words, students must often try.

c.) For others researchers

Suggested for other researchers who will have plans to carry out similar research that these researchers should improve and re-explore other types of research based on teaching English speaking methods. If they are going to use this type of discussion strategy to improve speaking skills, it is advisable to be more patient in controlling class conditions, especially in observing students.

Because the discussion strategy is a strategy that requires patience and thoroughness in observing the implementation process, especially student discussions. In addition, discussion also requires time that is not for a moment, it needs to be done more than once in the process of applying it to learning.

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