

THE TEACHING SPEAKING BY USING DISCUSSION METHOD TO INCREASING ORAL PROFICIENCY IN THE REKAYASA PERANGKAT LUNAK (RPL) OF ELEVENTH CLASS AT SMKN I LABANG- BANGKALAN

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Abstract: There are many classrooms activities that can be used by the teacher to get goal in teaching learning process, for example conversation, role-playing, discussion, debates, and games. All of them represent strategies for providing the imotional involvement necessary for authentic interaction in the classrooms. In the Rekayasa Perangkat Lunak(RPL) of Eleventh Class at SMKN I Labang- Bangkalan, one of method which has used the teacher that is discussion method. In this research, the researcher will discuss about the implementation of discussion method in that class and problems are faced of discussion method in that class.

In this study, the researcher tried to uses the theory of Sanjaya (2009) says that discussion method is very effective in helping students interact in class, learn to solve problems, answer questions, and improve student's skills in english speaking. Then, researcher uses qualitative research study as a way to analyze the problems in applying these methods in class discussion. Observations and interviews are a research tool that will be uses to assist the research process. Total population in the Rekayasa Perangkat Lunak(RPL) of Eleventh Class at SMKN I Labang- Bangkalan consist of eight classes. However, in this study the researcher take sample only one class that is

From the result, writer finds that the application of discussion method which conducted in the classroom, there is one form of kinds discussion method which has effect to the others forms. That's why in stating that the discussion method suitable in the uses of English teacher as a strategy in teaching and learning in the classroom.

Key words: Discussion Methods, Oral Proficiency

Introduction

Discussion methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation (<http://www.education.com/reference/article/discussion-methods>). It make the students active in developing their speaking, listening, even writing ability. Many people says, that discussion method can help us to be a good speaker for many programs. We can increase our knowledge in public speaking as tutour for some topic. Nowadays English is one the great of world language. It is an international language that is used by people all over the world to communicated and to make relationship with other people from different places and languages. Because of that, it is important for us to master english. English as international language has function as penetration and development of science and technology, and building relationship with the other country. Learning English is learning all four integrated skills; the four skills are listening, speaking, reading, and writing. All of them should be mastered altogether because, now days English competence becomes one of important. In teaching speaking, there are many classrooms activities that can be used by the English teacher to get goal in teaching learning process, for example conversation, role-playing, discussion, debates, and games. All of them represent strategies for providing the emotional involvement necessary for authentic interaction in the classrooms but the favorite technique are depend on English teachers whatever the English teacher like.

Related with teaching speaking as the realization of producing oral proficiency, many English teachers have problems in the teaching. Especially how to make the students active in public speaking, the English teacher has pushed the students as many way in order they can speak English. But in fact, not everybody in class speaks because of many reasons that make them silent. They could not express their ideas orally. They appear to keep silent and follow the English teacher's instruction. According to Castain, "students prefer to keep silent because they avoid mistake". Making mistake is shameful or make them appear to be a stupid person.in front of their peers" (in Mustain, 2008:2). While according to Rivers (in Mustain, 2008:2), "there are three factors why students prefer to be silent participant, they have nothing to say, they afraid of making mistake and the teacher has chosen uninteresting topic". One way to take this problem is to find the root of this problem and start from there. To solve this problem usually uses some methods

Talking the discussion as methods in teaching speaking to the students' ability. Now, in the Rekayasa Perangkat Lunak(RPL) of Eleventh Class at SMKN I Labang- Bangkalan, it has been chosen as method in teaching speaking by English teacher. As remember that the problems of the students in that school are same with the problems of the students why the students keep silent and never try to practice their English speaking.

So, from above statements about discussion method that used by the English teacher in the class hopeful that in applying of discussion method can improve the speaking ability for the students. The writer in this research will be research about The

Implementation of Discussion Method in The Rekayasa Perangkat Lunak(RPL) of Eleventh Class at SMKN I Labang- Bangkalan.

Method

A research is designed and directed to solve a problem. This research is designed to obtain much more information concerning with the current status phenomenon and directed toward determining the nature of situation, as it exist at the time of the study. Tuckman expressed that execution of research can be done with qualitative approach if conception of data is conducted with observation and or interview.

In this research, the writer uses the Qualitative design. The population of the Rekayasa Perangkat Lunak (RPL) of Eleventh Class at SMKN I Labang- Bangkalan was 271 students in. The total numbers of the students in the sample was Rekayasa Perangkat Lunak(RPL) class are 32 students who are a group selected from a population for observation. The researcher took a sample as a source of data to obtain certain information of the population condition. Porwanti (in Qori'ah, 2008: 21) has state, sample is a part of population as an object or a real data source in research and some express have stated that a minimum sample is 10% from the total number of population.

Research instruments used by the researcher in this study are interviewed and observation. However, refers to the statement of Bognan and Biklen, 1982 (in Putra 2008: 23) that states the qualitative research has the natural setting as the direct source of data and the researchers is the key instrument.

Observation

Burhan in Amri (2008: 21) wrote "observation in a research is data collection used to collect data of research in which is able to be

observed by the researcher." It means that data is collected by observing using our five senses such as observation by our sight, hears taste, etc.

According to Sugiyono (2008: 227) there are four kinds of observation, they are participative observation, direct observation, and un- structured observation. In participative observation divide for four varieties, they are Passive participation, Moderate participation, Active participation and complete participation. The researcher used passive participation because the researcher in this research and observe the process of teaching learning speaking by using discussion method.

The researcher comes to the field directly, writes each event that is needed in this research and tries to find out the applying of discussion method, the technique of the discussion, and observe the situation during the class discussion process.

Interview

An interview is an oral questionnaire. One way of obtaining data is simply to ask question. Interviewing is a well-established method because of its flexibility (in Qori'ah, 2008: 22). Then, interview is basically conducted as conversational exchanges, obtaining verbal answer for question, which were asked verbally. These can be personal. For example: face to face, in group, where and if applicable.

Interview is a process or activity done to get much information for research purpose by asking some question to the respondents. It means that interview is done by oral speaking to gain much information to value the respondents itself, such as his back ground of study, education, interest on something, attitude on something, etc. In this research, the interview was conducted to get information about the respondents (students). The instrument used is interview guide. It showed that it used

systematic interview. Systematic interview is an interview conducted by prior plan as guide interview about what the researcher would be asked to respondents. It was used as a main frame followed by the interviewer. The form of the guide interview is questions list which stated a simple case in to the complex case relate with the topic.

The researcher came to the class in The Rekayasa Perangkat Lunak (RPL) of Eleventh Class at SMKN I Labang- Bangkalan. The researcher prepares some questions which would be interviewed. The researcher has a set of controlled interview; the researcher prepares the point of the listed questions and makes the point of interview by considering the preference answer of question. After the interview, the researcher tried to clasify and analyze the data, and then compare with the result of previous instrument

Discussion

The discussion in this chapter is focused on implementation of discussion method in teaching speaking. The implementation of this methods was started by explaining how this methods would be applied. The English teacher uses this methods because the English teacher thinks that this method is suitable for teaching speaking and can get result from the process teaching at class it self. The English teacher said that with this method the students in the classroom more active and more life. The students by this method could improve their speaking ability, and could express their knowledge in explain some topic in front of class. and make them confidence in interrraction with other students in speaking English.

In the realization of discussion, the implementation of discussion method can be explained as more detail all process of discussion. In the cronological process of

discussion methods have explained by researcher. From the real process who have been research. There were two times observations conducted in knowing the significant process activities in that class.

a) First Observation

At the first meeting in classroom, 21st May 2016 on 08.30 - 12.00. before the researcher come into the class. The researcher ask permission to the English teacher to join with his teaching. After that the researcher come with the students goes to the class. The researcher prepared the material to observe, the writer choose the sit in the back because it can be look around the activities of the students in the classroom. then English teacher greeted the students like usually. The English teacher tried to checked the attendant list by calling the students one by one. After that the English teacher ask to the students that who's group will present today. the researcher look at the group who will present of this time were preparing the material for discussion. There was arrange the chair, and the others divide a copy of the topic. For this chance the group who will present is second group. Here, the researcher write the problems that occur during discussion process likes: the condition of discussion was noise, almost of the students in that class did'nt pay attention to the group who present their topic, the group who present their presentation unmastering with their topic, the discussion controlled with two or three students who have good skills in speaking.

After each speakers have explained the topic. In this chance the moderator open the question to the audience that related with the topic. Audience may ask some question to the group. This section only limited for two questioner that may given to the group to answer. In this section, when the researcher observes the discussion. Usually the situation in

discussion only controlled by two or three students who have good skill in speaking. For the others participant ignored the discussion. Besides, the discussion out of the topic.

This discussion was going on till 12.00 o'clock. After the groups present their topic. English teacher evaluated the course of discussion. In this chance, the English teacher evaluate pronunciation of the speaker who explain the topic.

From the first observation, the researcher take some event during the discussion process. Some problems had occure in the performance of the groups. But, the researcher still confused with the finding of research during joining with the class discussion so, the researcher want to made observation again to that class for the next meeting. In order can take good reason about the implementation of discussion method in that class.

b) First Interview

For interview, the researcher took chance the next day, because at that time the students in hurry to go home. So, the writer only share with the students who accompany the researcher during the class discussion in process. His name was Moh.Choiri. when the researcher asked to him about the discussion method, he spontanely answer the question. He said that this method was good for us in teaching speaking. The method give experience to the students to improve of english speaking. The interviewed was done for about 10 minutes. after that he decided to go home earlier.

The next day the writer start to interviewed the other students. It was Monday 24th May 2016. The writer come to the school and approach the students of Rekeyasa Perangkat Lunak (RPL) of Eleventh Class. Firstly The writer took 12 students from 32 students as participant in discussion. The researcher took 20 minutes for 32 students interviewed. because they have a lesson. From the interview of each students in RPL Class.

The researcher concluded respons from the students about discussion method, likes:

NO	Name	Sex	Discussion Method		
			Like	Dislike	Confuse
1	Moh Choiri	Male	V	-	-
2	Achmad Tanziluddin	Female	V	-	-
3	Adimas Saputra	Female	V	-	-
4	Agus Efendi	Male	V	-	-
5	Ahmad Fajar Siddiq	Female	V	-	-
6	Ani Maryani	Female	-	-	V
7	Dzurrotun Nisa'	Female	V	-	-
8	Erawati	Female	V	-	-
9	Halifah Rona	Female	V	-	-
10	Hoirul Effendi	Male	V	-	-
11	Isnainatus Soleha	Female	V	-	-
12	Koni Tatilah	Female	V	-	-
13	Lilik Kurnia Wati	Female	V	-	-
14	Luluk Indah Sari	Female	V	-	-
15	Lusiana	Female	V	-	-

16	M. Choiruddin	Male	V	-	-
17	Mar'Atus Soleha	Female	V	-	-
18	Maulidatul Hasanah	Female	V	-	-
19	Mia Mayang Sari	Female	V	-	-
20	Misbahul Ulum Khoironi	Male	V	-	-

From data above, the researcher can take some responses about the implementation of discussion method in teaching speaking for the students in the fourth semester (a). The writer took sample for 20 students that almost of them like of the use of the method. But, in order make perfect participant. The writer took 12 students again to interviewed. The interviewed done for the next day.

c) **Second Observation**

Second meeting it was on Friday 4th June 2016. In this meeting the topic of discussion is "The use of social media for studying" The English teacher like usually greeted the students and checked the attendance list by calling the students one by one. Before the discussion was started. The English teacher make evaluate the performance of the group last meeting. And hoping that the discussion today is more different with the last. Be better and interesting. The English teacher also said to the group especially to the moderator and the speaker to make good performance. After the English teacher evaluate the performance. The English teacher ask to the group to prepare their performance today. The moderator who lead discussion course introduce the groups and speakers. Then the moderator introduce the topic who will be discuss today. Every audience got text book from the groups. The process of discussions are going on till the speaker explain content of the topic. The title of discussion was very interest but the group not too clear with their explanation. The speakers almost read the

text. So the performance are not interesting. The audience who enjoy the discussion was noise. And only some students who followed the discussion course. After the speaker explain the content of the topic. The moderator give a chance to the audience to asked a question. This section moderator limit for two question to asked. In this section, there was a war argument between the questioner and the speaker. Because, both have good skill in speaking and criticism with the topic who carried by the group. Between the speaker and the questioner have different argument in explained the topic. Besides, the others only pay attention with their debate. Sometime one of students only made crowded the situation. So, the discussion uninteresting.

In the end of the meeting, the English teacher back to evaluate the discussion course. Like usual the groups performance have critical from the lecture and the pronunciation of each speaker. After asking a response from the audience. The English teacher suggest students to make preparation before presenting the topic. The last the English teacher asked to the students to give applause to the group's performance. From the second observation, the situation on class discussion not too different with the last week. the activities of teaching speaking by using discussion method have some problems during the discussion was process. For that, the researcher decide the problems who had been happened during discussion.

d) Second Interview

For second interview, the writer tried interview a student who still waited her friend in the class. The researcher asked her about the implementation of process of discussion.

After researcher observed and analyzed all situation of the class. the researcher states that the form of implementation of discussion method who used by the English teacher was directed to “*Seminar Class*”: Because when the researcher observe the situation in applying on discussion method. The groups who perform their topic consist of: moderator, speakers, and notulen. Besides of the groups who would explained topic use media like proyector to make easier and making interesting the listener or participant in hearing the explanation. It can make participant can looked the description of the text from data display. And, the orientations of discussion method directed to the students center. The teacher only guiden the students during they discussed with participants.

Talking about the implementation of discussion as a method to increase the speaking skills for the students. Researcher also observed that this method has influence for students ability in english speaking. Because every students who performed the topic in front of the class practise their speaking. And, from there, the effect of discussion method for the students were supported to the Sanjaya’s theory in Chapter II on page about the benefit of discussion method in teaching learning process. But, when the researcher analyzed the speaking of students. Almost of discussion only controlled by the students who have good skills and active in speaking.

So, from observations who have been done for twice in that class. The researcher also interviewed some students to get respons about the applying of discussion method as validity research and from the interviewed which have

done before the researcher will analyze phenomena that will discussed in the next discussion.

The Problems are Faced In the Class Discussion

Basically, the teaching speaking by using discussion method in the Rekayasa Perangkat Lunak (RPL) of Eleventh Class at SMKN I Labang- Bangkalan was good to increase the student’s ability in speaking. The students can realize of producing oral proficiency, active in public speaking, make them study in problems solving. we can practice of showing and explaining the content of the topic to audience or learner. It make them to be active in developing our speaking and also by this method they were independent, responsible, for their studying, especially how to speak english well in front of the audience.

But, in this discussion the researcher will analyze the real situation on implementation of discussion method who used by the English teacher in teching speaking learning. Based on the observations who have done in the Rekayasa Perangkat Lunak (RPL) of Eleventh Class at SMKN I Labang- Bangkalan, there were problems that happened in the class during discussion.

The researcher also adopted other respons from the students who had interviewed by researcher before. from the first students who interviewed states that there were groups weak in explain the topic, The discussion uninteresting, The speakers only read the text book when explained the topic. Then, From the second students states not for all students can do it well. Event just be an active listener. From her statement the researcher conclude that the discussion only controlled by some students who have good skills in speaking.

So, the researcher can connected problems who have found between the researcher and the participants who joined too during class discussion in process. In the end of this discussion, The research took conclusion of the face problems that related with the theory of Sanjaya about the weakness in applying of discussion method. He states the problems are:

1. The discussion often controlled by two or three students who have good in speaking skills
2. Sometimes the time not suit with the planning
3. Need long time in discussion

From data analyze who have stated and conducted from the Sanjaya's theory. The researcher get some problems that there was not in his theory. The problems likes: The audience less attention about the speaker said and the discussion was noise. From the problems which have found in the class. The researcher started to analyze that the implementation of discussion method who used by the English teacher in fourth semester haven't enough given big effect in succesfull in teaching learning. So, from next this discussion the researcher will analyzed caused of problem that happened in the class.

Cause of The Problems

Based on the observation and interviewed in the Rekayasa Perangkat Lunak (RPL) of Eleventh Class, the problems are caused by:

1. The groups weak in carried the class discussion.
 1. Less of preparation in presentating the topic. The speaker only focuss to the text. Its mean that it is not based on their own words to improve their knowledge that related to the topic. So,the discussion are not interesting and bored.
 2. The speakers embrassed to explain the topic to the audience.

3. The group performance uninterested when the carried the discussion. Especially for the moderator as setting of the discussion can't control or manage the group and the audience also.
4. Action of the English teacher to guide the class are less.

From the cause problems above, the researcher under line about the action of English teacher during guiding the discussion. The English teacher too let students crowded and discuss out of the topic. the English teacher never tackle the argument who didn't related with the topic. So, from this discussion next can give alternative solution to the English teacher as evaluation in applying the discussion method.

Alternative Solution To the Problems

Related to result of data analysis discussion, the researcher discuss with some parcticipant to look for the alternative solution for the problems of class discussion. As remember the participant also known about the situation during the class discussion. And, from interviewed about it, there were some alternative for the English teacher as way to solve the problems. They are:

1. To overcome the management of discussion which is not perfect. The students must make good preparation with their group performance to the audience. Besides that the group must be confident with their performance in explain the topic to the audience.
2. To overcome the students didn't comprehend of the topic that the speaker only focus to the text. The speaker must understand about the topic in explain to the audience. The speaker should not read on the text, but the speaker should be improve their speaking with their knowledge that related with the topic. So, the audience who hear the

explanation from speaker understand and enjoyed the class discussion

3. To overcome the voices of the speakers are not loud. It caused by the speaker embarrassed to explain the topic to the audience. The speaker should be confident with their performance, brave, relax in explain topic.
4. To overcome the condition in the class was noise, because of the group performance uninterested when the carried the discussion. The group especially moderator should masters in the situation of the class before the class discussion are begun. The moderator must have own concept in manage the discussion, knowing the areas, and have a wide knowledge that can be connected between the audience and the speaker with the topic, in order the moderator can make the class discussion live. Besides, the moderator should have good respons about the audience and the speaker statements. If there was problems are not clear, the moderator can control the situation and give alternative way to clear the problems. For speakers should be serious and clever in facing of the audience question.

In applying of discussion method, here, Suryana also describe steps to help the teacher In order the use of discussion success and efficient. the steps are:

- a. Preparation
 1. arrange the purpose of topic
 2. decide a kinds of discussion that will be apply as suit with the purpose of study
 3. fix a problem that will be discussed
 4. prepare all of the thing that related with technique of discussion
- b. Implementation
 1. Checking all of the preparation that influence of the discussion
 2. Giving a command before the class discussion starting

3. Applying the discussion as suit with the norm
 4. Giving a chance to the audience to deliver their arguments or the ideas
 5. Control a speaking to the topic of case.
- c. Close The Class Discussion
 1. Make the conclusion of the discussion
 2. Previewing about the role of discussion by asking to the audience in order to make clear in topic discussion.

From the alternative solution above, perhaps the reseacher can help the English teacher in applying of discussion. Besides, the English teacher can compare and took the best with the them. Next, the situation in the class will be condusif and get success in teaching learning process.

Conclusion

Several points in the problems on discussion method in the Rekayasa Perangkat Lunak (RPL) of Eleventh Class at SMKN I Labang- Bangkalan I can be concluded as follows:

The Problems are Faced In the Class Discussion

Based on the observations who have done in the Rekayasa Perangkat Lunak (RPL) of Eleventh Class at SMKN I Labang- Bangkalan, there were problems that happened in the class during discussion. Those problems are:

1. The management of discussion isnot perfect
2. The audience less attention about the speaker said
3. The speakers only focus to the text when explained the topic
4. The discussion often controlled by two or three students who have good in speaking skills
5. Sometimes the time not suit with the planning

6. The students make other discussion with near friends suppose like: play handphone, talk with other students, etc.
7. The discussion uninteresting and bored
8. The condition in the class was noise
9. Need long time in discussion

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