

APPROVAL SHEET

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SPEAKING SKILL OF STUDENTS OF SECOND GRADE
OF MAN I BOJONEGORO

Has been corrected and approved by the advisor to be examined

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has been taught in all levels of formal education. It is realized by including the English in curriculum.

Teaching is a process to transfer knowledge from the teachers to the students. According to Brown stated that teaching is guiding and facilitating, enabling the learners to learn and setting the condition for learning.³ In teaching language there are three kinds of teaching language. First, teaching language as a first language, second, teaching language as a second language, and third, teaching language as a foreign language. Here the writer focuses on teaching language as a foreign language that is English.

In Indonesia, English is studied as a foreign language because Indonesian people do not use English in their daily life. Moreover, English learners in Indonesia find English in their classroom only. Those are the reasons why the students do not have high motivation to learn English. They also have difficulties in learning English, because it has different spelling, pronunciations and has different language structure.

Learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction.⁴ In learning English there are four kinds of skills that must be learned by students, they are, listening, reading, speaking and writing.

³ Ibid. p. 7

⁴ Ibid.

fluently, confidently, and at as rate consistent with the norms of the relevant native speech community.⁶

D. Significance of The Study

In this study, the writer hopes that it will improve the students' speaking skill and give benefits to the students and the teacher.

1. For the students, it is hoped that this study can encourage their motivation in learning English especially in how to speak English, not being afraid of making mistakes during the speaking activity. All of the students in the classroom have same opportunity to speak and share their ideas in the class.
2. For the teacher, it is hoped that this study can give more information in teaching speaking, and can help the teacher in conducting a better English speaking class.

E. Scope and Limitation

This study was conducted at MAN I Bojonegoro. The subjects of this study are the students and the teacher at the second grade (XI 1-4) of science department.

This study is focused on teaching and learning process in the classroom using discussion technique to improve the students' speaking skill. It is focused on several main problems:

1. The application of discussion technique in teaching speaking skill.
2. The responses of the students after the implementation of discussion technique.

3. The improvement of the students speaking skill after the implementation of discussion technique. The improvement is indicated in the form of the students' score obtained from oral interview tests given at the end of each cycle.

F. Definition of Key Term

1. **Discussion** : is one of the strategies or procedures in teaching learning process that used to interact, and shared the ideas or opinion, formulating arguments and making counter arguments between teacher and learners or learner and learners.¹⁰
2. **Technique** : is the method of doing something.¹¹
3. **Speaking** : is an interactive process of constructing meaning that involves producing, receiving, and processing information.¹²
4. **Skill** : is the ability to do something well.¹³

¹⁰ Richard I. Arends, *Learning To Teach : Belajar Untuk Mengajar*, (Yogyakarta : Pustaka Pelajar, 2008), p. 75

¹¹ Martin H. Manser, *Oxford Learners' Pocket Dictionary*, (Oxford: Oxford University Press, 1983). New Edition ; p. 443

¹² Kathleen M Bailey, *Practice English Language Teaching: Speaking*, (San Francisco: Mc. Grow Hill, 2005), p. 2

¹³ Jonathan Crowther, *Oxford Advanced Learners' Dictionary Of Current English*, (Oxford: Oxford University Press, 1995), p.110

problems to discuss and give advice on. For example, you can give learners invented letters from problem pages, or get them to talk about particular difficulties they have in learning English. Learners can also be given more practical problems to solve, such as preparing for an exam.

- **Role – Plays**

These can be like mini-dramas. Each learner is given a character and a card with some information on it which can include information about their role and the situation. With other learners in a group they have to act out a situation as if they were the people on their card.

- **Games**

Games are often useful to liven up a lesson. Some examples of giving speaking practice include: - **I spy** → the teacher chooses something from the classroom, for example, the black board, and says to the learners, “I spy with my little eye something beginning with b, giving them only the first letter. The students have to guess what it is. Learners can also play this in groups. - **Twenty question** → the teacher thinks of a famous person. The learners have to ask yes/no question to find out who the famous person is, for example; “is he a man?”- ‘Yes’, ‘Can he sing?’ - ‘No’ Learners can also play this game in groups.

Learners express themselves in utterances that are relevant level, easily comprehensible of language accuracy.¹⁰

4. Measurement of speaking proficiency

To know the achievement that has been made by the students after doing discussion technique, their speaking ability will be measured by using FSI (foreign service instate) proficiency. There are five supporting components have rating range from 1-6 with different weighting point (from the lowest to the higher).

The speaking measurement contains of some components elaborated from students' speaking proficiency including their accent, grammar, vocabulary, fluency and comprehension. ¹¹

The components of speaking proficiency are:

➤ **Accent**

- a. Pronunciation frequently unintelligible.
- b. Frequent gross errors and a very heavy accent make understanding different require frequent repetition.
- c. Foreign accent requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

¹⁰ Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 1996), p. 120.

¹¹ Jack C. Richards and Willy A. Renandya, *Methodology In Language Teaching*, (Cambridge; Cambridge University Press, 2002), p. 220 – 224.

3. Able to speak with sufficient structural accuracy and appropriateness and vocabulary to participate effectively in most informal conversations on practical and social topics. Can discuss particular interest and special fields of competence with reasonable ease: comprehension is quite complete for a normal rate of speech, vocabulary is broad enough that the he or she rarely has to grope for a word: accent may be obviously foreign: control of grammar is good: errors never interfere with understanding and rarely disturb the native speaker.
4. Able to use the language fluently, accurately and appropriately on all levels normally pertinent to conversational needs. Can understand and participate in any conversation within the range of his or her experience with a high degree of fluency and precision of vocabulary.
5. Conversational proficiency equivalent to that of an educated native speaker has complete fluency in the language such that his or her speech on all levels is fully accepted by educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialism and pertinent cultural reference.

C. Discussions technique

Discussion is a kind of communicative activity that easier to be applied. It is one of the speaking activities that can be used in the classroom. The discussions are two or more people talking about the problem. Discussion can also be said as a method in teaching learning process. Through discussion, students gain practice in

in variety of ways and also at different proficiency levels. The last, the materials could reflect the socio cultural context within which they will be used."¹⁷

*“There are several roles for the teacher, they are: (1) the teacher as **controller**, the teacher or controllers take the roll, tell students things, organize drills, read a loud, and in various other ways exemplify the qualities of a teacher-fronted. (2) the teacher as **organizer**, the teacher organizes the students to do various activities, gives the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop. (3) the teacher as **assessor**, the teacher acts as assessors, offering feedback on performance, handing out grades, saying whether students can pass to the next level, etc. (4) the teacher as **prompter**, the teacher gives clues or hints when students are lost for words, often we have to prompt students in monolingual groups to speak English rather than using their mother tongue. (5) The teacher as **participant**, the teacher acts as participant when the students’ activities happened, we might want to join in their activity. (6) The teacher as **resource**. In this activity, the students may still have need of their teacher as a resource. They might want to know information in the middle of an activity about that activity or they might want information about where to look for something – a book, or a web site for example. This is where we can be one of the most important resources they have. (7) The teacher as **tutor**, when students are working on longer projects, such as a piece of writing or preparations for a talk or a debate, we can act as a tutor, working with individuals or small groups, pointing them in directions they have not yet*

Interview can be conducted through a variety of participant combinations: teacher to teachers, teacher to learners, and learner to learners, researcher to teachers, teacher to researchers, and researcher to students.

As Burn said that:

“Interview can be undertaken with individuals or with groups of interviewees. Individual interviews are clearly more time-consuming and a group interview has the advantage of enabling the interviewer to collect more data from a greater number of people on a single occasion”.⁴

explanation, or provision of better or other alternatives, or through elicitation of these from the learner".⁶

In this stage the writer deals with thinking back on what the teacher has done in implementing the action and on the students' behaviors in the class. The writer can give score to value the students' presentation especially to their speaking proficiency. It is based on the result of the observation and notes taking. The result of the reflecting can be input in the next cycle to be better.

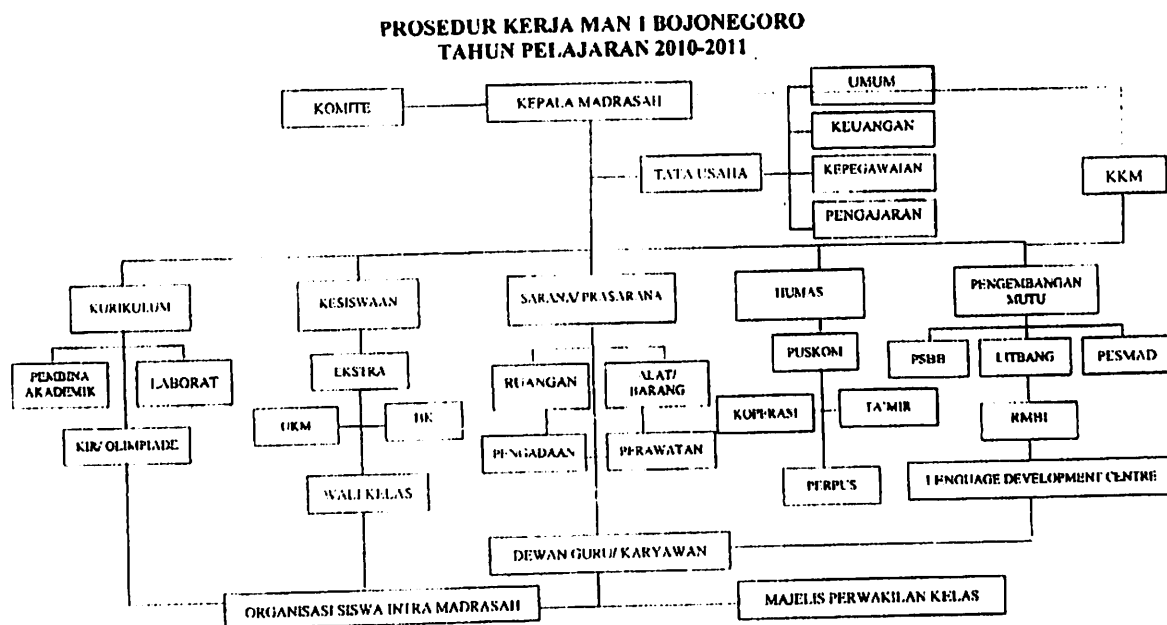
D. Research Instrument

Research instrument is a mean to collect the data, some instruments are needed. The first is an ***Observation Checklist***, there are two observation checklists employed. The observation checklists for the teacher are used to observe and check the teachers' activities when she taught in the classroom. While the observation checklists for the students are used to observe the students' activities during the teaching and learning process in the classroom.

The second instrument is *notes taking*. Notes taking are used to investigate the teachers' and the students' activities, which contains the description of what the observer heard, saw, experienced and taught when collecting the data during the teaching and learning process in the classroom.

⁶ Penny Ur, *A Course In Language Teaching*, (Cambridge : Cambridge University Press, 1996), p. 242

2. The structure organization of MAN I Bojonegoro



B. THE FINDINGS OF THE STUDY

1. The Result of Teaching and Learning Process

The first stage of the cycle, the writer was invited by the English teacher of second grade of science department to come in to the class. Before the teacher started the teaching and learning process, the English teacher said to the students that there was a researcher wanted to do the research in their class. And the teacher hoped to the students, that they could respect, support, and did what the teacher asked. Then the teacher gave time to the writer to introduce herself to the students, and explain about the plan and the aims of her research. The English lesson would be taught by the writer for four

The first cycle was held on December 23rd, 26th 2009. The duration was 2 x 45 minutes at the first and the second meeting. In the first cycle, the writer acted as a classroom teacher and the English teacher as the observer.

The **first meeting** was held on Wednesday, December 23rd 2009. The topic given was “Watching TV and using internet.” (See Appendix V) before starting the lesson, the English teacher checked the students’ attendance. Then, she greeted the students and introduced the rules how the discussion should be conducted. Since the main objectives was to enable the students to share their opinion therefore the writer reminded them about the expression used to ask and give opinion, and expression of agree or disagree.

Next, the writer gave the simple game “last letter” to the students. Then, the writer divided the students into four groups. After that, the students were asked to share their topic with their friends’ in-group. For the first and the third group they get topic about “watching TV” and “Using internet” for the second and fourth group. When the students were discussing the topic given in-group, the writer observed the students’ activities. The writer gave opportunities for the students to ask question when they found difficulties in using words. Some of the students were debating by using their native language and some other just kept silent. It seemed that they were afraid in expressing their ideas. Because of limited

- Internet is a modern technology that is very important

students were have attention, although some of them did not care with the activity. The conditions were better than the first meeting.

When the students discussed their topic, the students was made several mistakes in pronunciation i.e. the students said [moneɪ] instead of [ˈmʌni] for money, [knowled] instead of [ˈnɒlɪdʒ] for knowledge, [ekpencilp] instead of [ɪkˈspensɪv] for expensive. The other made a mistake in the use appropriate vocabulary, i.e. the students used “everyday need” instead of “daily need”, and etc. After the spokesman of each group presented the result of their discussion, and the writer finished her assessing, the writer and the students discussed the topics for the next meeting.

While the writer was teaching and observing the teaching and learning process in the class, the English teacher was observing the writer's and the students' action. He wrote some notes and filled in the observation checklist. After the implementation of the first cycle, the writer and the teacher analyzed the data comprised the result of the observation checklist, recording, the score of the students' speaking ability, and the note taking which was done by the English teacher.

Based on the result of the observation checklist and the note taking, it was found several things that can be noted down. There were so many things happened. The discussion could not be done perfectly. There were only several students who were active and the other were passive. Because of the limited time, the writer asked the spokesman of each group to

cycle found that there were some students were passive and the teacher dominated the activity. Therefore at the second cycle, the procedures were added. While at the first cycle, after the students discussed the topic given in-group then they presented it, at the second cycle, after the students discussed the topic given in-group, they should share their result with another group. It means that every group leader should go to another group to change the information. After that, the leader went back to group to discuss again. Finally, the leader presented their final discussion in front of the class. Furthermore, the teacher should be able to control the time well.

The second cycle was held on December 30th, 2009 and January 02nd, 2010. The duration was 2 x 45 minutes at the third and fourth meeting. In this cycle, the English teacher was as the teacher and the writer was as the observer.

At the **third meeting**, the topic given was “Disaster and Drug abuse” (see Appendix V). After greeting, the teacher checked their attendance. Then, continued by giving simple game (jumble words). It was made the students relax. Before starting the activities the teacher gave some vocabularies that related with the topics, after that the teacher explained the procedures in conducting discussion to the students. Before he read the topic given, he gave the topic sheet to the students. When he was reading the topic, some students asked some questions about the meaning of some

words so that the teacher stops reading to explain the meaning of it. When the students understood the topic given, the teacher asked them to do it individually. After that, he organized the students into four groups. Before they started discussing the topic given, the teacher reminded them to use English as maximum as possible and to use the useful expressions such as the expression of asking and giving opinion and the expression of agree or disagree, and gave them some vocabularies that related with the topics. Then, each group was given a new copy of the topic and they were asked to make a new list of the items based on the group agreement. When they were discussing, the teacher observed their activities. When the students discussed their topic, the students was made several mistakes again in pronunciation i.e. the students said [abusee] instead of [ə'bjʊ:z] for abuse, [porfidden] instead of [fə'bidn] for forbidden, [dangerus] instead of [dæmɔ:z] for dangerous, When they finished it, the teacher asked them to write their result in a piece of paper individually. After that, the spokesman of each group should go to another group to change information. It means that they not only asked for the other group result but also conveyed their group result. Then, they went back to their group to discuss again.

The **fourth meeting** was held on Saturday, January 2nd, 2010. The topic given was “traffic jam and unemployment” (see Appendix V). The procedures at this meeting were the same with the third meeting. Before

starting the activities the teacher gave some vocabularies that related with the topics, some grammar and pronunciation mistakes were still found, but the teaching-learning process was run smoothly. During the discussing, the students worked cooperatively with their friends and their willingness to speak was better compared to the one at the previous meeting

While the teacher was teaching and observing the teaching learning process in the class, the writer was observing the teacher's and the students' action. The writer took a note, recorded the students' voice, and filled in the observation checklist. After the implementation of the second cycle, the writer and the teacher analyzed the data comprised the result of the observation checklist, recording, questionnaire, the score of the students' speaking ability, and note taking which was done by the English teacher.

Based on the result of the observation checklist and note taking it was found several things that can be noted down. The teaching and learning process was run smoothly. The teacher controlled the time well. The students showed cooperative work and they had a great responsibility. It was shown by a member of the groups who helped the other members who had difficulties in pronounce some words. It was done before they changed opinion with another group. The procedures added in this cycle made all the students participate actively because whether they like it or not they should speak to change information with another group although

For question number 13, does the teacher often answer their questions?

The results are:

Table 4.14

No	Criteria	Total
1.	Sangat sering	29,26 %
2.	Sering	46,34 %
3.	Kurang sering	12,19 %
4.	Tidak sering	9,75 %

For question number 14, do the students ever make mistakes during discussion technique is applied? The results are:

Table 4.15

No	Criteria	Total
1.	Sangat pernah	2,43 %
2.	Pernah	51,21 %
3.	Kurang pernah	26,82 %
4.	Tidak pernah	14,63 %

For question number 15, does the teacher often correct the students' mistakes? The results are:

Table 4.16

No	Criteria	Total
1.	Sangat sering	29,26 %
2.	Sering	63,41 %
3.	Kurang sering	2,43 %
4.	Tidak sering	2,43 %

For question number 16, does the teacher often motivate the students to active during discussion technique in speaking activity? The results are:

Table 4.17

No	Criteria	Total
1.	Sangat sering	43,90 %
2.	Sering	43,90 %
3.	Kurang sering	9,75 %
4.	Tidak sering	0 %

For question number 17, does the teacher dominate the class during discussion technique? The results are:

Table 4.18

No	Criteria	Total
1.	Sangat sering	21,95 %
2.	Sering	53,65 %
3.	Kurang sering	7,31 %
4.	Tidak sering	14,63 %

For question number 18, does the topic interested? The results are:

Table 4.19

No	Criteria	Total
1.	Sangat menarik	19,51 %
2.	Menarik	70,73 %
3.	Kurang menarik	4,87 %
4.	Tidak menarik	2,43 %

6	Arkham Fanani	50	55	63	76
7	Aulia Rahma	42	46	55	68
8	Dian Lina Suryati	40	44	50	58
9	Duwi Ernawati	42	46	59	68
10	Eka Cahya Pratama	42	46	59	68
11	Erna Romadhona Puji Rahayu	36	38	46	56
12	Ervin Hesti Riyatna	42	46	60	72
13	Firti Indah Pratiwi	50	55	63	72
14	Hanindita Indira Suluh Pratiwi	50	52	57	72
15	Hurin Nadzifah Alkhoiriyah	42	46	62	72
16	Inayati Rosyida	36	38	63	68
17	Indah Purnamawati	42	46	52	68
18	Khusnul Khotimah	40	44	52	72
19	Lailatul Fitriya	42	46	64	72
20	Liana Wulandari	36	38	42	53
21	Meiva Hayatika	42	46	59	68
22	Miftazhul Choir	42	45	50	59
23	Muflichatun Nikmah	23	26	28	38
24	Muh Husni Rifa'i	42	49	52	68
25	Mu'izzatur Rofi'ath	36	38	45	49
26	Naimatul Munawaroh	23	26	28	34
27	Nur Fa'ila Maghfiroh	42	46	60	72
28	Nur Solekahah	23	26	28	34
29	Nurul Ayni	17	20	26	33
30	Rindha Widyastuti	50	55	63	76
31	Risty Fauziah	16	20	30	42
32	Sandi Satya Islami	42	46	52	72
33	Selvia Permata Nigtyas	40	44	52	72
34	Siti Imroatul Khoiriyah	43	44	51	58
35	Siti Naimatul J	33	36	42	53
36	Siti Nur Cholistin	33	36	41	49
37	Sri Uttari	34	34	43	52
38	Tri Septi Ratnasari	42	42	55	58
39	Tri yuni Sulistya Ningsih	36	38	47	56
40	Umni Nadhifatus Sholihah	42	46	52	59
41	Mamfi Kabakoran	34	38	49	34

C. DISCUSSION

1. The Teaching and Learning Process

Based on the result of teaching and learning process, the discussion technique was not easy technique in teaching speaking. There were several problem was found from the first meeting: the students' vocabularies is less, therefore in the second, third, and fourth meeting the teacher gives several vocabularies that related to the topic. It means that the students were able to enrich and develop their vocabularies and express their ideas freely. So in the last meeting the students' vocabularies were improved. And then the situation in the classroom was crowded and the students still used their mother tongue. Therefore, for the next meeting the teacher gave punishment to the students who always made noisy in the classroom, and the teacher motivated the students to use English language not use their mother-tongue in discussion activity.

Based on the Characteristics of Effective Discussion are: Focus on an interpretable text, issue, idea, etc. The facilitator and participants have prepared thoroughly. Most of the talk comes from the participants, not the facilitator. There is enough time spent on a particular idea to explore it thoroughly before going to another point. Participants feel comfortable, but there is still meaningful argument. Many people talk. Participants and facilitator ask authentic questions and refer to previous points made in the discussion.

- **The process of discussion activities**

First meeting

Fourth meeting

The teacher gives a topic the students. The students asked to discuss with their friends in a group then shared with other groups that have same topic. To know their friends' opinion, the spokesman of each group comes to the other groups to share their results of discussion and ask about other group's opinion. After that, the spokesman went back to their group to discuss again. In discussion technique, every student can express their opinion, seeking and giving information each others. And the point is the students' thinking process.

2. Questionnaire

The result of questionnaire in each number would be analyzed one by one. For question number 1, can be known that 95, 1 % the students like English and others were not. For question number 2, can be known that 90, 23 % the students like speaking class and others were not. Then question number 3, can be known that 99, 99 % the students need to know about the rules of discussion. And for question number 4, can be known that 85, 36 % the students like discussion technique in teaching speaking and others were not. For question number 5, can be known that 65,84 % the students active in discussion activity when discussion technique was implemented and others were not.

For question number 6, can be known that 97, 55 % the students did not use English when they discussion and others were use. For question number 7,

can be known that 87,79 % the students pay attention to their friends when their friend share their idea or opinion and others were not. And for question number 8, can be known that 92, 67 % the students answered that discussion technique were helped them, the students more enjoy in speaking. For question number 9, can be known that 90, 23 % the students there were progressions in speaking when discussion is applied and others were not. And for question number 10, can be known that 87, 79 % the students answered that discussion technique can make students more motivated in speaking and others were not.

For question number 11, can be known that 63, 4 % the students often find difficulties in discussion technique and others were not. For question number 12, can be known that 70, 72 % the students rarely ask the teacher when they find difficulties in discussion technique and others were not. For question number 13, can be known that 75, 6 % the students answered that the teacher often answers their questions and others were not. For question number 14, can be known that 53, 64 % the students ever make mistakes during discussion technique is applied and others were not.

For question number 15, can be known that 92, 67 % the students answered that the teacher often corrects the students' mistakes and others were not. For question number 16, can be known that 87,8 % the students answered that the teacher often motivate the students to active during discussion technique and others were not. For question number 17, can be

For example: he said, "something dangerous and forbid-forbid-
em.....eem forbidden for our life.

- **Grammar:** 2(score: 12), it means that constant errors showing control of very few major patterns and frequently preventing communication.

For example: Wrong : I understanding the lesson now

Right : I understand the lesson now

- **Vocabulary:** 2 (score: 8), it means that the vocabulary is limited to basic personal and survival areas (time, food, transportations, family).

For example: he did not know the meaning of vehicle, crowded, ride.

- **Fluency:** 4 (score: 8), it means that the speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

For example: I agree with your opinion but I think, maybe eem....yes
it is right.

- *Comprehension:* 3 (score: 12), it means that understands careful, somewhat simplified speech when engaged in a dialogue, but many require considerable repetition and rephrasing. For example:

A: Do you like watching TV?

B: Yes, I like

A: What do you think of film in TV?

B: What....? I don't know. eemm....repeat again.....please!

The total score is: $2+12+8+8+12=42$ (1+ level). It means that he was able to ask and answer the questions on topic which were familiar to him and he can understand and participate in a simple conversation. In the first meeting he

From the explanation above, we can conclude that the students can improve their score in different criteria. It means that this study was success to improve their speaking competence which can be seen from their score in speaking class. Although in the first meeting their score was not quite good but the students can improve their score in every meeting.

3. For about the students' speaking competence can improve when discussion technique applied. The students' speaking competence can improve in every meeting. It means that the discussion technique can improve the students' speaking competence.

B. SUGGESTION

From the data obtained in the last chapter, we can suggest that:

- The students must be motivated to speak English when they learn English. Because when the writer implemented the discussion technique in their classroom, almost a half of students used their mother tongue to interact with their friends and to express their opinion.
- The teacher must control the class, because the situation in the classroom was crowded, it might caused there were many students in one class or from the school can minimize total the students in one class. Might be 30 or 35 students in one class, because 41 students in one class were too much. So it was natural when the classroom was crowded.
- The teacher must control the time when she taught in the classroom. Most of the teacher can not control the time when they taught in the classroom. In addition, the teacher must give punishment to the students when they start to make noisy. It meant that to make the students not make noisy again and make students to be more discipline.

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