Improving Students' Speaking Ability through Small-Group Discussion

Imam Fauzi[*]

Serang Raya University, Banten, Indonesia

This research aimed to investigate how small-group discussion can be implemented to improve vocational high school students' speaking ability and to identify the role of small group discussion in improving students' speaking skill. This research was conducted by using action research, with 35 students of the second grade participating in this research. The findings of research can be explained in three cycles. Cycle I revealed that there were 37.2% of the students who did well; 42.8% were good although they had weaknesses in some aspects of using statements of introduction and choosing good sentences; 20% were weak and did not understand to choose appropriate sentences for introduction. Cycle II showed that 45.7% of the participants were good either in choosing appropriate sentences and pronunciation; 54.3% were considered good although they still lacked speaking communicatively with appropriate words. Cycle III was implemented after having additional classes, small guidelines of active speaking, and intensive practices. It found that 71.4% of the participants could communicate with English basic words and better structure, and 28.6% of them were still slightly below. Findings of this study showed that small group discussion could effectively improve students' speaking skill, engage them in the group work discussion actively, encourage them to be independent learners who can expose themselves in learning activities, make them feel more relaxed at learning, give them more opportunities to improve their speaking skills.

Keywords: speaking ability, small group discussion, and classroom action research

Penelitian ini bertujuan untuk mengetahui bagaimana diskusi kelompok kecil dapat dilaksanakan untuk meningkatkan kemampuan berbicara siswa sekolah menengah kejuruan dan untuk mengidentifikasi peran diskusi kelompok kecil dalam meningkatkan kemampuan berbicara siswa. Penelitian ini dilakukan dengan menggunakan Classroom Action Research yang menjelaskan tiga siklus yang terdiri dari Planning, Acting, Observing dan Reflecting dengan 35 siswa kelas dua yang berpartisipasi dalam penelitian ini. Temuan penelitian dapat dijelaskan dalam tiga siklus. Siklus I mengungkapkan bahwa ada 37,2% dari 35 siswa yang

[*] Corresponding author, email: imam_unyur@yahoo.com

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EdPsych Modules Cheryl Cisero Durwin,Marla Reese-Weber,2024-12-16 EdPsych Modules uses an innovative modular approach integrating case studies drawn from real life classroom situations to address the challenge of effectively connecting theory and research to practice The Fifth Edition includes thorough coverage of the latest developments in education such as artificial intelligence virtual reality the latest neuroscience research and updated coverage of disabilities **Early Childhood Development: Concepts, Methodologies, Tools, and Applications** Management Association, Information Resources,2018-12-07 A focus on the developmental progress of children before the age of eight helps to inform their future successes including their personality social behavior and intellectual capacity However it is difficult for experts to pinpoint best learning and parenting practices for young children Early Childhood Development Concepts Methodologies Tools and Applications is an innovative reference source for the latest research on the cognitive socio emotional physical and linguistic development of children in settings such as homes community based centers health facilities and school Highlighting a range of topics such as cognitive development parental involvement and school readiness this multi volume book is designed for educators healthcare professionals parents academicians and researchers interested in all aspects of early childhood development **Contemporary Global Perspectives on Cooperative Learning** Robyn M. Gillies,Barbara Millis,Neil Davidson,2023-03-29 This volume captures contemporary global developments in cooperative learning CL across varied educational contexts levels and disciplines Cooperative learning is widely recognized as a pedagogical practice that promotes socialization and learning among students from kindergarten to tertiary education and across different subject domains With chapters from contributors throughout the Global North and South this comprehensive volume offers a wide ranging perspective and addresses a range of cooperative learning pedagogies including relational online and peer learning STAD the Jigsaw model and dialogic talk The chapters draw on novel empirical research and theory to highlight best practices in cooperative learning whilst also considering the challenges limitations and factors which drive or inhibit learner engagement and success Consistent attention is given to the pivotal role of the educator in implementing cooperative learning to maximum benefit to enhance students affective social cognitive and metacognitive learning Thus this book will appeal to scholars and researchers across a variety of subjects and will provide an additional benefit to in service and pre service educators who already practice cooperative learning in their classrooms as well as those who are interested in implementing the model **Optimizing Elementary Education for English Language Learners** Guler, Nilufer,2018-01-30 Teaching English language learners has long presented challenges for teachers tasked with bringing these students to a level of language comprehension comparable to that of native speakers These challenges and issues can lead to difficulty comprehending core academic topics for those learning the English language Optimizing Elementary Education for English Language Learners is a critical scholarly publication that explores the importance of English as a Second Language ESL

education as well as the challenges that can arise in striving for effective and engaging learning environments for the students involved Featuring a broad scope of topics such as effective lesson plans teacher education and preparation and the education achievement gap this book is geared toward academicians practitioners and researchers seeking current research on effective teaching strategies for teachers of English language learners *Proceedings of the 3rd International Conference on Education for All (ICEDUALL 2023)* Harun Joko Prayitno,Yasir Sidiq,Naufal Ishartono,2024-05-27 This is an open access book Association of Educational Institution of Muhammadiyah Aisyiyah Universities ALPTK PTMA in collaboration with Indonesia Embassy in Kuala Lumpur University of Wisconsin Madison USA Universiti Pendidikan Sultan Idris Malaysia Fatoni University Thailand Majelis Diktilitbang PP Muhammadiyah Universitas Muhammadiyah Surakarta Universitas Muhammadiyah Malang Universitas Pendidikan Muhammadiyah Sorong Universitas Muhammadiyah Mataram Universitas Muhammadiyah Sidoarjo and IKIP Muhammadiyah Maumere proudly present the 3rd International Conference on Education for All that was held on August 22nd 2023 This conference arises a theme that is Presenting Exciting Education for All in the Global Computional Era *More Strategies for Educating Everybody's Children* Robert W. Cole,2001 This book presents a collection of papers offering practical strategies that teachers can use to enhance student performance at all levels The authors identify and describe the most effective teaching approaches for helping students learn history civics geography and science The book extends the notion of diversity by examining different populations that have been underserved by schools e g homeless and immigrant students After a Foreword Gene R Carter and Preface Robert W Cole and Helene Hodges the eight papers are 1 Overcoming a Pedagogy of Poverty Helene Hodges 2 Diverse Teaching Strategies for Homeless Children Evelyn Reed Victor and James H Stronge 3 Diverse Teaching Strategies for Immigrant Children JoAnn Crandall Ann Jaramillo Laurie Olsen and Joy Kreeft Peyton 4 Strategies for Increasing Achievement in Civics Mary Ellen Bafumo and Burton Cohen 5 Strategies for Increasing Achievement in Geography Mary E Haas 6 Strategies for Increasing Achievement in History Virginia E Causey and Beverly J Armento 7 Strategies for Increasing Achievement in Science Charles Watson Alvin Pettus and Steven Fairchild and 8 ASCD Talks Back educators respond to papers in this volume Papers contain references SM **Resources in Education** ,1996 The New Science Literacy Marlene Thier,Bennett Daviss,2002 Thier teacher education UC Berkeley and journalist Bennett Daviss provide clear guidance on linking science and language instruction to simultaneously strengthen students mastery of both disciplines Designed for science educators in grades four through ten the manual contains specific strategi Forum ,1995 *Effective Programs for Latino Students in Elementary and Middle Schools* ,1997 Educating Everybody's Children ASCD Improving Student Achievement Research Panel,Robert W. Cole,1995 Grade level 1 2 3 4 5 6 7 8 9 10 11 12 k p e i s t Let's Begin Reading Right Marjorie Vannoy Fields,Lois A. Groth,Katherine Spangler,2008 Let s Begin Reading Right A Developmental Approach to Emergent Literacy sixth edition takes a constructivist developmental approach to emergent literacy for infants to 8 year olds This revision includes new

introductory chapters that cover current issues NCLB standards about emergent literacy new features Developmentally Appropriate Practice in a NCLD World and Home School Connections and expanded coverage of working with English language learners It includes chapters and discussions on oral language development reading writing setting up classrooms for literacy activities how to select and read children s literature how to assess literacy development and how to select teaching resources *Linguistics and Language Behavior Abstracts* ,2009 *Oral-aural-visual Stimuli Approach to Teaching Written Composition to 9th Grade Students* Anthony Tovatt,Ebert L. Miller,1967 *Teaching Reading in High School English Classes* Bonnie O. Ericson,2001 Contains ten essays that offer suggestions to teachers on how to teach reading in high school English classes addressing the varying needs for reading instruction among high school students

Elements of Literature, Grade 7 Holt Rinehart & Winston,Holt, Rinehart and Winston Staff,2001-11 *The Accountant* ,1917 **Resources in Education** ,1996 **Sacramento Region News** ,1929 **House of Commons Debates, Official Report** Canada. Parliament. House of Commons,1888

Improving Students Speaking Ability By Using Reciprocal Book Review: Unveiling the Power of Words

In some sort of driven by information and connectivity, the ability of words has are more evident than ever. They have the capability to inspire, provoke, and ignite change. Such could be the essence of the book **Improving Students Speaking Ability By Using Reciprocal**, a literary masterpiece that delves deep to the significance of words and their effect on our lives. Written by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book is key themes, examine its writing style, and analyze its overall effect on readers.

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