

**IMPROVING SPEAKING ABILITY ON ARGUMENTATION THROUGH  
GROUP DISCUSSION TECHNIQUE**

**An Article**

**Proposed by:**

**WARDANIAH**

**F12207036**



**LANGUAGE AND ART DEPARTMENTS  
TEACHER TRAINING AND EDUCATION FACULTY  
TANJUNGPURA UNIVERSITY  
PONTIANAK  
2013**

**IMPROVING SPEAKING ON ARGUMENTATION THROUGH GROUP  
DISCUSSION ABILITY TECHNIQUE**

**An Article**

**WARDANIAH**

**F12207036**

**Approved by:**

**Supervisor I**



**Dr. Hj. Rahayu A. M.Ed TESOL**

**NIP. 195808211987032002**

**Supervisor II**

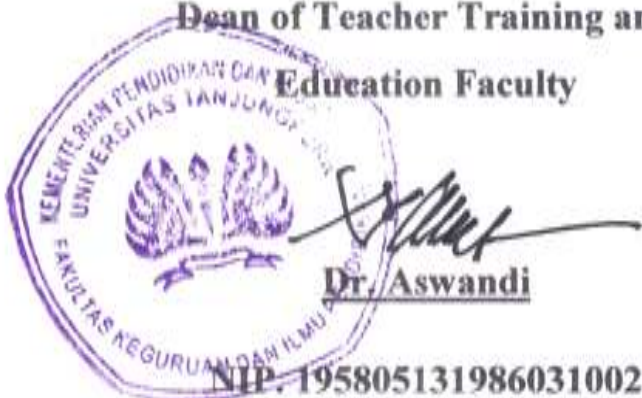


**Dewi Novita S.Pd M.Appling**

**NIP. 197208172003122001**

**Legalized by:**

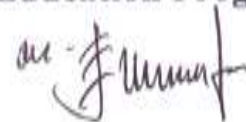
**Dean of Teacher Training and  
Education Faculty**



**Dr. Aswandi**

**NIP. 195805131986031002**

**The Head of Language and Arts  
Education Programs**



**Drs. Nanang Heryana**

**NIP. 19610705198881010001**

## IMPROVING SPEAKING ABILITY ON ARGUMENTATION THROUGH GROUP DISCUSSION TECHNIQUE

**Wardaniah, Rahayu Apriliawati, Dewi Novita**  
**English Study Program Teacher Training and Education Faculty**  
**Tanjungpura University**  
**Email: [wardaniah\\_zic@yahoo.com](mailto:wardaniah_zic@yahoo.com)**

**Abstrak:** Penelitian ini bertujuan untuk menjawab masalah tentang bagaimana teknik diskusi dalam kelompok meningkatkan kemampuan berbicarasiswa dalam berargumentasi dalam hal membuat pernyataan yang tegas, memberikan alasan, dan memberikan bukti di tingkat ke-IX di SMA Negeri 1 Tumbang Titi. Dalam penelitian ini, penulis menggunakan penelitian tindakan kelas. Alat yang digunakan dalam pengumpulan data adalah tes lisan, field notes dan observation checklist. Pada siklus pertama, penulis menjelaskan tentang assertion, reason, dan evidence dalam berargumentasi dan memberi sebuah hand out tentang ekspresi berargumentasi kepada siswa. Dalam pembuatan assertion, penulis menggunakan gambar dan pertanyaan pemicu kepada siswa, dan nilai rata-rata siswa adalah 38.12. Pada siklus kedua, penulis menyuruh siswa untuk mencari beberapa contoh dalam pembuatan alasan (reason) di majalah, koran atau internet dan nilai rata-rata siswa adalah 52.10. Penulis menyuruh siswa untuk membuat bukti atau contoh-contoh (evidences) dari koran, majalah, internet dalam siklus ketiga, dan nilai rata-rata siswa adalah 65.79. penulis menemukan bahwa kemampuan siswa berbicara dalam berargumentasi meningkat melalui diskusi kelompok.

**Kata kunci:** *kemampuan berbicara, argumentasi, teknik diskusi kelompok*

**Abstract:** This research is intended to answer the problem about how does group discussion technique improve speaking ability on argumentation in terms of assertion, reason and evidence to the eleventh grade students of SMA Negeri 01 Tumbang Titi. In this research, the writer used classroom action research. The tools of data collection used oral test, field note and observation checklist. On the first cycle, the writer explained about assertion, reason, and evidence in argumentation and gave the students a hand out about expressing argumentation. In making assertion the writer used picture and trigger question to the students and the students' mean score was 38.12. In the second cycle, the writer asked the students to search some examples of the logical reason in magazine, newspaper, and internet and the students' mean score was 52.10. The writer also asked the students to make evidence from newspaper, magazine, internet etc in the third cycle, and the students' mean score was 65.79. The writer found that students' speaking ability on argumentation had improved through group discussion technique.

**Keywords:** *speaking ability, argumentation, group discussion technique*

Students at SMA Negeri 1 Tumbang Titi learned English since they were in Junior High School, but they still could not perform well as it is expected in the objectives of communicative purpose. Based on the syllabus of School Based Curriculum, the Eleventh Grade Students in Senior High School should be able to communicate and share their argumentation. In fact, almost all of students in the class could not share their argumentation in English. The students could not deliver assertion well and the assertions are not clear, they also could not give the reason of their argument or statement, and they still confused when make some evidences of their argument. Therefore referring to what stated a group work activities could be used to provide opportunities to practice their speaking in English class in order to improve their speaking ability, especially in argumentation.

Based on those problems, the writer used group discussion technique to solve those problems. It is because group discussion can help students to speak in front of the class especially in share their argumentation. The use of this technique not only to give the students chance to speak in front of class and practice their speaking, but also drill the students work together with their group. The students will be more confident and enjoying the lesson, because they interact with their friend.

Meanwhile at Senior High School level, according to BSNP (2006, p:126) English lesson is instructed to improve the English skills so that the students can communicate and discourse in English language in certain literacy level, especially at informational level. At this level, students can access the knowledge by using their language ability. English learning at senior high school is addressed to prepare them to continue their education to the college.

Based on Senior High School syllabus, speaking is used for communicate orally by using appropriate language, fluently and accurately in daily lives context. At eleventh grade level, students are expected to interact transitionally with the closest environment in narrative, spoof and hortatory exposition text and tell the stories from the text orally in systematic sequence and also understand the content involved from the text. Not only are that students expected to acquire the relevancy from content of the text to their real life.

Although there are three kinds of texts for eleventh grade students, the writer focused on argumentation to be lesson materials for them. The choosing of text based on content-standard from BSNP (2006,p:9) stated curriculum development was conducted by entangling the stakeholders to guarantee the relevancy of education with the need of life including in societal life, corporate world and world work. The writer thought that the argumentation had contributions for students' life related to the function and also the content itself.

### **Teaching Speaking Through Group Discussion Technique**

In this technique, students are expected to help each other, to discuss and argue with each other, to assess each other current knowledge and fill in gaps each others understanding. The students work together to maximize their own and each other's learning.

The first one, in process of organizing the group in the cooperative learning classroom, students should not be allowed to form their own group based on friendship. According to Stahl, Robert J (1992), the team should be formed and selected by the teacher. Teacher should organize the groups so that the students are mixed as heterogeneously as possible, first according to the academic ability and then on the basic ethnic backgrounds, race, gender and etc.

The writer divides four stages in teaching speaking, they are:

- First, teacher explains about expressing argumentation and its components. Then, the teacher decided students into some groups. After that, the teacher showed some pictures and then, the teacher asks every group some questions such as: (1) what pictures are they?; (2) where you find the pictures?
- The teacher give the explanation more about the logical argumentation with give the students a text "hortatory exposition text". The teacher asks students to analyze the text and find some argumentations in the text.
- The teacher decided groups of students into agreement groups and disagreements groups.
- After that, the teacher asked every groups of students to choose a topic that given by teacher. Then, the teacher asked students to give their argumentation according to the topic they choosed. Every members of the group should give an argument or more and they should perform in the class room.

Teacher did the steps above to teach students about group discussion technique. Every steps helped the students can understand the technique. In this step, teacher was facilitator for the students.. This activity would provide learners transformative experienced differentiated from that of the beginning state. The researcher hoped that group discussion can provide an opportunity for students to practice their speaking and help to solve the problem that student's have in speaking.

## **METHOD**

In this research, the writer used Classroom Action Research. In this research, the writer used group discussion technique to improve students' speaking ability. Here, the writer as a collaborator which observed the teacher class teaching and teacher applied her technique. All of the teaching and learning process was done by the teacher class.

The writer used the observation technique in this research. The observation was done by using observation checklist, field note as a guidance to notice students' behaviors, and oral testused for assessing students' performancebased on scoring table of rating scale of speaking.

The subject of research in this research were English teacher in SMA Negeri 01 Tumbang Titi and Students of science class XI of SMA Negeri 01 Tumbang Titi in academic year 2011/2012, which was consist of 19 students.

## FINDING AND DISCUSSION

### Finding

Three cycles of CAR were conducted to improve students' speaking on argumentation. To get data about the students' improvement, the researcher recorded the activities and situation during the implementation Group Discussion during the teaching learning process.

Based on the observation and the reflecting stage, the students' individual score and the mean score increased from the previous cycle which categorized as average to good qualification. The criteria in the field notes that were fulfilled during the teaching learning activities also support the result of the students' score.

Here are the students' mean score of speaking skill in expressing argumentation within three cycles.

**Table 1 The students' mean score of three cycles**

Cycle	Score
1 <sup>st</sup>	38.12
2 <sup>nd</sup>	52.10
3 <sup>rd</sup>	65.79

Based on the students' final score in every cycle, the researcher categorized the students qualification into four: they are poor, poor to average, average to good, and good to excellent. It can be seen in the following table.

**Table 2 Students' Qualification of Three Cycles**

Cycle	Poor	Poor to Average	Average to Good	Good to Excellent
1	10.52%	57.90%	31.58%	0%
2	81.25%	12.50%	6.25%	0%
3	0%	0%	94.74%	5.26%

Argumentation is proposition of speaker that cover the speaker opinion as an assertion and reason supported by evidence in expressing the idea through the process of thinking critically.

The component of logical and relevant argumentation is stated by Ministry of National Education (2008:6):

#### *a. Assertion*

Assertion is the significant, outstanding or effective statement which should be proved. In this section, the teacher gave the students a hand out about giving argumantation, agreeing and disagreeing argumentation. Then, the teacher gave some question to the students. The teacher wanted to see the students ability in assert an agumentation.

Below are some of sample teacher questions:

*“what do you think about him?”*  
*“is she good actor or comedian?”*  
*“what do you think about internet gaming?”*

And then the students responses:

*“I think he is very funny”*  
*“in my opinion, he is good comedian in the world .”*  
*“according to my opinion, internet gaming is one of the fun activity”*

Those responses helped the students to make an argumentation in their performance in group discussion. The students could understand the meaning of assertion in the argumentation and they could make an assertion better.

**Table 3 Students’ Mean Score in Assertion**

Aspect of Argumentation	Cycle 1	Cycle 2	Cycle 3
Assertion	13.75	17.89	20.52

The students’ mean score in assertion aspect of argumentation was improved from cycle 1 to 3. It was 13.75 in cycle 1, 17.89 in cycle 2, and improved to 20.52 in cycle 3. It can be concluded that the students’ ability in assertion aspect of argumentation improved in each cycle.

#### **b. Reasoning**

Reason is the valid reason why the statement is logical. In argumentation reasoning is very important. It because without the reason, a statement or an argumentation is not complete. Same with the assertion, in this reasoning the teacher gave some question to the students, and the teacher asked the students to make logical reasoning. Before the students made their argumentation, the teacher asked the students to read some newspapers or magazines, and find the logic reasoning in the internet according to the topic given.

**Table 4 Students’ Mean Score in Reason**

Aspect of Argumentation	Cycle 1	Cycle 2	Cycle 3
Reason	13.12	16.84	22.63

From the data above, it can be seen that the students’ mean score in reason aspect of argumentation improved from cycle 1 to 3.

#### **c. Evidence**

Evidence is examples, statistic or data and direct quote that support the assertion and reasoning. To make the argument or statement stronger, we should show the logic examples. The teacher gave some questions to the students. Before making evidence, students are asked to find examples in the internet.

**Table 5 Students' Mean Score in Evidence**

Aspect of Argumentation	Cycle 1	Cycle 2	Cycle 3
Evidence	14.61	17.36	22.63

The mean score of evidence aspect of argumentation in cycle 1 was 14.61 and it improved till 17.36 in cycle 2 and became 22.63 in cycle 3. From the students' mean score in evidence aspect of argumentation, it proved that group discussion technique could improve students' ability in speaking especially in argumentation.

### **Discussion**

In this research, the writer used classroom action research. This classroom action research conducted on three cycles. Each cycle consisted of planning stage, acting stage, observing stage and reflecting stage. From the research findings above, it could be seen that the students' speaking ability increased from cycle to cycle. The students improved their speaking ability through group discussion technique which was applied during three cycles.

In the first cycle, the technique could not be applied in the first meeting due to the limited time. The writer used the time in the class for explaining about argumentation and group discussion technique. After explaining, the teacher divided the students into four groups discussion. Each groups consists of 4-5 students. They were 2 agreement groups and 2 disagreement groups. However, there was one team which only consisted of 4 students. It was due to the sum of students in that class which consisted of 19 students. The students of agreement group should support the topic. Meanwhile, the students in disagreement group should oppose the topic.

The group discussion technique was applied in the second meeting of the first cycle. When the technique applied in the classroom, the students were enthusiastically gave attention to the topic that they chose in the first meeting. The teacher gave 10 minutes to the students to prepare their performance in their own group. When the students conducted the group discussion, the teacher scored the students performance in expressing argumentation in manner aspect. The collaborator helped the teacher to observe the class activity. From the result of the students' performance test, the teacher and the collaborator found that the students performance in the first cycle was still unsatisfactory in manner aspect. Even so, they were motivated in doing that activity.

The writer found that first, almost all of the argumentation of every speaker were still not accurate, the argumentation did not consist of clear assertion, reason, and evidence. The argumentation that they constructed was still not clear and it was not directly related to the topic. Therefore, their argumentation could not be understood easily by the listener. Second, they used their notes when delivering argumentation. It seemed that most of the students still read the notes. Third, some of them also forgot to use linguistic expression in asking and giving argumentation and agree or not agree to someone argumentation.



After working out the data, the mean score of the students' speaking achievement in the first cycle was 32.10. The writer aimed to reduce the weaknesses in the first cycle. She planned her teaching by giving the explanation of how to develop logical argumentation including assertion, reason, and evidence.

The second cycle was better than the previous one, because the writer could see the progress of the students. It proved that the students still enthusiastically followed the teaching learning process. Even so, there was still obstruction that made the whole performance of the students speaking unsatisfactory. The weaknesses were still about the argumentation problem, but could be minimized in this cycle. However, they have improvement to this point. Some students also could give rebuttal to their opponent's argumentation directly although it was not well developed yet.

From this cycle the writer also could find out that the mostly, the students were barved to elaborate their argumentation. The mean score in this cycle was 52.12. It implied that the studens' speaking achievement in expressing argumentation had improved.

After having first cycle and second cycle in a row, in this cycle the students showed the significant progress, even though few students still made mistake. Overall they were great, they could diminish their weaknesses in expressing argumentation during the group discussion applied as the technique. The most fascinating of students' performance in this cycle was majority of them had already able to deliver the argumentation through logical reasoning of the case that consists of assertion, reason, and evidence. Furthemore, 63.92 point was the mean score of the students' speaking achievement in this cycle. It indicated that the students were encourage to speak so, their ability in expressing argumentation in speaking was improved.

In conclusion, from the result of the analysis, the writer found of the classrrom action research was satisfactory. The students' ability in expressing argumentation in manner aspect had improved by applying group discussion technique. This technique helped the students to learn and experience the enjoyable process of speaking in expressing their argumentation and it affected their ability in speaking English.

The students followed the learning process well. They were motivated to get involved in the discussion although they still faced difficulties. The important thing was they were brave to speak and they had already their effort well.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

This classroom action research consists of three cycles. Each cycle consisted of two meeting (4 x 45 minutes). In each meeting the students' mean score in speaking about argumentation kept improving. In the first cycle, the students mean score was 38.12 (poor). In the second cycle, it improved to 52.10 (poor to average), then in third cycle, the students' mean score kept improving to 65.79 (average to good) and all of the aspects in the goals of teaching learning process that have been conducted by the teacher and the collaborator had been fulfilled.

The implementation of group discussion technique in eleventh grade students of IPA Kec. Tumbang Titi, Kab. Ketapang in academic year 2011/2012 was able to improve the students' ability in speaking about argumentation.

Teaching speaking about argumentation through group discussion technique could positively involve the students in process of teaching learning activity. This technique could maximize students' performance and at the same time, it provided many opportunities to students to speak during the activity.

The group discussion technique was also able to improve the students' social behavior in the classroom because the students learnt in groups. They learnt how to cooperate with their group, help each other, be an active listener, and be responsible to accomplish their speaking task in group.

### **Suggestion**

Research findings of this writing may suggest something to improve the teaching learning activity especially in teaching speaking. The suggestions of this research writing are defined as follows: 1). The students became more active and enjoying speaking English in discussion. So, the writer recommends that the English researcher applies discussion activities to guide students' speaking class. 2). When choosing the material discussed, the researcher should find familiar problem faced by the surrounding students' in order not to let the students spend much time to think about situation and avoid them from getting bored during the activity conducted. 3). The teacher has to use teaching media and supported things such as picture, video, model, and camera while explaining the material.

### **REFERENCES**

- Bulatao, Jaime, S.J. *The Technique of Group Discussion*. Manila; Ateneo De Manila University Press.
- Chaney, A.L., T.L. Burke, *Teaching Oral Communication in Grades K-8*. Boston: Allyn and Bacon, 1998.
- Clark. 1997. *The Foreign Language Learner*. New York; Regent Publishing Company, inc.
- Hybel, Sandra, Weaver II, Richard L. 1986. *Communicating Effectively*. Newberry Award Record, Inc. New York.

Stahl, Robert J. 1992. *The Essential Elements of Cooperative Learning in the Classroom*: Educational Resources Information Center.