THE EFFECT OF BUZZ GROUP TECHNIQUE TO THE SECOND GRADE STUDENTS' SPEAKING AT MA SEJAHTERA PARE 2017/2018

Muhammad Arief Budiman
13.1.01.08.0147
English Education Departmen
Email : Kutilarif@gmail.com
Drs. Agung Wicaksono, M.Pd.[1] and Mahendra Puji P.A., M.Pd.[2]
UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

Talking about speaking, when people need to good in speaking, they have to involve the five components such as good pronouncation, correct grammar, right vocabulaty, able in fluency and comprehension. But many students in learning English especially in speaking, they got some difficulties. In this study, to overcome the problems of speaking such as, fluency, pronouncation and vocabulary. Using Buzz Group, the writer can solved their problems. Because, Buzz Group is a small group assembled to work on a problem and report solutions. By gathering, the students can share their ideas with others in a group. So, the students can improve their ideas. Therefore, the aim of this research is to find out any effect to the second grade students' speaking at MA Sejahtera Pare in academic years 2017/2018. This research uses experimetal quatitative with one-group pre-test and post test as research design. The subject of this research is 20 students that consist of 11 males and 9 females of second grade students' speaking at MA Sejatera Pare. The data was analyzed by using t-test. The result of data analyzed shows that the mean score of post test (84.4) is higher that pre-test (68.2) and t-test (26.23). Thus, the Ha is accepted and Ho is rejected. Moreover, it shows that the t-score (26.23) is higher than t-table (2.093) at the degree of significance 5%. In the effect of very significant. It can be concluded that using Buzz Group Technique gives significant influence towards the students' speaking especially in fluency, vocabulary and pronouncation. But, there was one component that proven higher than the others. It was fluency.

Key words : Speaking, Buzzgroup

I. BACKGROUND

Speaking is development of the relationship between speakers and listeners. According Kathelen Baily and David Nunan (2005:2) Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open-ended, and evolving but it is not completely unpredictable.

Speaking is one of important skill that must be taught in language class.

According to Harmer (2001:269) defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language "on the spot". Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information, and the presence of speaker and listener. Thus, speaking is not only used for communication with other people but by speaking we can get new information or we can share our idea with other people.

According to Pinter (2006:55), speaking starts with practicing and drilling set phrases and repeating models. It also means communicating with others in situations where spontaneous contributions are required. Communication is the way individual can show their feeling, tell the thought, ask question, and persuade each other.

In order that, Speaking English becomes difficult because the students have to master all components of speaking skill in order to speak clearly and fluently. Speaking is not just saying the word and speaking idea. Brown (2004:157) stated that the speaking skill consist of five elements. They are grammar, vocabulary, fluency, comprehension, and pronunciation. It means to be able to speak well in the foreign language students must study those components to support the successful in learning speaking. It does not mean that the students have to master the language components first before the practice to speak. Five elements off speaking skill that can be defined as follows : First is grammar. The function of grammar is to arrange the correct meaning of sentences based on the context but many of students still got error in grammar. Second is vocabulary, knowing many vocabularis. The third is fluency. It is not easy for foreign learners to speak fluently because usually hesitation comes and foreces into silences. The fourth is comprehension. In this case most of the students get difficulty in understanding even the simple conversation. The last is pronunciation. Students can not

produce clearer language when they are speaking.

As what the writer found in MA Sejahtera Pare. They have in vocabulary, they felt that their vocabulary is bad. Beacause the teacher seldom to do practice speaking. So, they less in fluency and also pronunciation. Also, the students have known what they want to talk about, but they got nervous when they speak in front of their friends.

The one of the popular teachnique is Buzzgroup. According to McKeachie (1994 : 232) Buzz groups technique to ensure students participation in a class . Buzz group can be categorized as discussion activities because it asks the learners to work in small groups instead of by the whole class. According to McKeachie (1994 : 232), using buzz group technique, the students would have a fantastic forum for sharing their idea. Buzz group is helpful to give learners enough information about what they will be talking about, and giving them enough time to think about what they want to say.

Theory used in this research is a Buzz Group proposed by Rothwell and Kazam 2003 : 421. A buzz group is a small group assembled to work on a problem and report solutions. They are frequently used in classroom training. They may also be used in simple problem solving. Also, It is how to transfer knowledge to others. The way to do for students work in groups on an arrange activity and students become the centre of the learning activities. So, students can learn and prepare before speaking in front of the class. Every students in a group should asking and giving questions with their friends' group when they faced some difficult. Based on the background above, the writer was interested in applying the Effect of Buzzgroup to the second grade of students' speaking at MA Sejahtera Pare.

II. METHOD

In this research, the writer used quantitative. The data of the quantitative research is scoring by number and analyzed by statistic. In this research, the writer decided to uses quantitative research design

because the writer wanted to know the result by the number to seek and measure effect of Buzzgroup in speaking students. The technique used in this research is experimental research. The writer decided to use pre-experimental research which apply one-group pretest-posttest. The writer took population in MA Sejahtera Jl Kemuning, Tulungrejo Pare Kediri Jawa Timur. The writer chooses one of level of grade that was the second grade of MA Sejahtera Pare, which has 20 students contained 11 males and 9 females as the sample of the research.

III. FINDING AND DISCUSION

The first finding, students' speaking are increased. They get better ability after using Buzzgroup for learning speaking. Buzz group become solution especially in their speaking as supported by McKeachie (1994 : 232), " the students would have fantastic forum for sharing their idea". By gathering, the students can share their ideas with others in a group. So from it, the students can improve their idea and asked some questions when they have some difficulty.

The second finding, The students were more active, confidence and fluency when they have the opportunity to share their idea in front of the class. Almost all of the students were ready to speak. Because they have some preparation to discusse their title with their friends' group before they come forward. The second, it also proved when the writer gave some opportunity to the students to disccuss with group and ask questions actively about their difficulty especially in vocabulary and pronounciation. So, it was really cover their unconfident. Because, the students more active to ask the questions when they haven't known it. In a group that experienced by in the class, one of them asked some questions to their friends' group also to the writer as the teacher such as : how to say *mengatasi* narkoba, *manfaat* positive in mobile phone and so on. Others, they also asked how to pronounce, disadvantages, avoid, knowledge and so on. The data was analyzed by using t-test. The result of data analyzed shows that the

mean score of post test (84.4) is higher that pre-test (68.2) and t-test (26.23). Thus, the Ha is accepted and Ho is rejected. Moreover, it shows that the t-score (26.23) is higher than t-table (2.093) at the degree of significance 5%. In the effect of very significant

In brief, Buzz group was really become solution as supported by Hamilton et al (1988) " to increase students involvement in discussion and obtain their benefit of everyone's idea". So, Buzzgroup technique is helpful in the proccess of enhancing students' motivation, obtain their idea and encouragement in speaking English especially in speaking ability.

IV.   CONCLUSION

Buzz Group is of technique that help the teacher to overcome the problems. By using it, the students are motivated and have matter to speak in front of the class because the students have more preparations before the come for award. It was proved eccepted that Buzzgroup can increase students' problems sucha s fluency, vocabulary and pronounciation. It also showed after the writer calculated the students'

score of pre-test and post-test. It proved after analyzed the scores of pre-test, post-test and t-test.

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